

Chhindwara University, Chhindwara (M.P)

COURSE OF STUDIES

For

Four Year Integrated

B.A. B.Ed (Eight Semester) Course

Fifth Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A Part: Foundation Course Entrepreneurship Dev.	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	220	130	350	
B.Ed Part	60	15	75	5
P.C. I: Soc/ Sc				
P.C. II Lang.- H/E/Sans.	60	15	75	5
Assessment for Learning II	40	10	50	3
Basics in Education	40	10	50	3
Total	200	50	250	
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)

[Handwritten signatures and initials in blue ink]

Foundation Course: Entrepreneurship Development – 1

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Unit I : Entrepreneurship

Definition, Characteristics and Importance, Types and functions of an entrepreneur.

Unit II : Motivational factors of entrepreneurship.

- (a) Motivation to achieve targets and establishment of ideas. Setting targets and facing challenges. Resolving problems and creativity. Sequenced planning and guiding capacity. Development of self confidence.
- (b) Communication skills, Verbal & Non Verbal Communication, Capacity to influence, Modern Techniques of Communication.

Unit III : (a) Project Report- Evaluation of selected process. Detailed project report – Preparation of main part of project report pointing out necessary and viability.

- (b) Selecting the form of Organisation – Meaning and characteristics of sole Proprietorship, Partnership and cooperative committees, elements affecting selection of a form of an Organization.

- © Economic management – Role of banks and financial institutions banking, financial plans, working capital-evaluation and management, keeping of accounts.

Unit IV: (a) Production management . Methods of purchase of Raw Materials. Management of movable assets/goods. Quality management. Employee management. Packing.

- (c) Marketing Management. Sales and the art of selling. Understanding the market and market policy. Consumer management. Time management.

Unit V: (a) Role of Regulatory institutions – District Industry Centre, Pollution Control Board, Food and Drug Administration, special study of Electricity Development and Municipal Corporation.

(b) Role of development organizations, Khadi & village Commission/ Board, MP Finance Corporation, scheduled banks, MP Women's Economics Development Corporation.

© Self-employment-oriented schemes, Prime Minister's Employment schemes, Golden Jubilee Urban environment scheme, Rani Durgavati Self- Employment scheme, Pt. Deendayal Self-employment scheme

(d) Various grant schemes – Cost of Capital grant, interest grant, exemption from entry tax, project report, reimbursement grant, etc.

Handwritten signatures and initials at the bottom of the page, including 'Dass', 'Ch', 'Chand', 'Singh', and 'C. Gulati'.

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 5

हिन्दी कथा साहित्य हिन्दी निबंध, नाटक एवं अन्य कथेतर गद्य विधाएं

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

प्रश्न एवं अंक निर्धारण

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

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

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

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

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

प्रस्तावना :

हिन्दी साहित्य में विधाओं की भरपूर विविधता है। काव्य और कथा-साहित्य, के अतिरिक्त नाटक, निबंध, संस्मरण, रेखाचित्र, यात्रा-वृत्तान्त, रिपोताज, पत्र खायरी, आत्मकथा, जीवनी और प्रिंट और इलेक्ट्रानिक मीडिया से सम्बंधित अन्य कई तरह की रचनाएं जैसे – संपादकीय, साक्षात्कार, पटकथा हिन्दी में होती रही हैं। सभी विधाएं कथ्य और रूप के स्तर पर अनेक बातों में एक जैसी होती हैं, फिर भी उनका स्वरूप बुनियादी अर्थ में एक दूसरे से भिन्न होता है। प्रत्येक विधा की इस मौलिक विविधता पर ध्यान देना आवश्यक है, जिसके अभाव में वह अपना व्यक्तित्व खो देती है। कविता के लिए संवेदन जिस तरह एक केन्द्रीय तत्व है, उसी तरह कहानी के लिए प्रयान, नाटक के लिए संघर्ष, एकांकी के लिए विसंगति और आलोचना के लिए रसग्राही दृष्टि। अन्य विधाओं के सदर्भ में भी ऐसी ही खोज की जा सकती है। आधुनिक युग में गद्य की परंपरा का विस्तार और कहन की विविध शैलियों से परिचय इस प्रश्न-पत्र का उद्देश्य होगा।

इकाई -1 नाटक (कोई एक)

अन्धेर नगरी	-	भारतेंदु हरिश्चन्द्र
धुवश्चामिनी	-	जयशंकर प्रसाद
आपाढ़ का एक दिन	-	मोहन राकेश

इकाई -2 निबंध

1. साहित्य जनमानस के हृदय का विकास है	-	बालकृष्ण भट्ट
2. मजदूरी और प्रेम	-	सरदार पूर्ण सिंह
3. कलुषा	-	आचार्य रामचन्द्र शुक्ल
4. अशोक फौ फूल	-	आचार्य हजारी प्रसाद द्विवेदी
5. प्रेमचंद के फटे जूते	-	हरिश्चन्द्र परसाई
6. मेरे राम का मुकुट भीग रहा है	-	विद्यानिवास मिश्र



इकाई -3	एकपदी	-	डॉ. राग कुमार वर्मा
	दीपदान	-	उपेन्द्र नाथ अग्र
	रीत की हड्डी	-	(ज. न. म.)
	औरत (मुक्कड़ नाटक)	-	भुवनेश्वर
	तापे के कीड़े	-	

इकाई -4	अन्य क्षेत्रों विधाएं		
	सरस्वती	: दंत कथाओं में त्रिलोचन	- कालीनाथ सिंह
	रेखा चित्र	: रजिया	- रामबृक्ष बेनीपुरी
	पत्र	: मित्रसंवाद	- रामधिराज शर्मा

केदारनाथ अग्रवाल

केदार जी के 5.3.69 के दो पत्र - 11.3.69 का रामधिराज जी का उत्तर

जीवनी : आचार्य मरीहा (खण्ड-12) - विष्णु प्रभाकर

इकाई - 5 हुतापाठ : आलोचना, यात्रा वृत्तांत, रिपोर्टाज, डायरी, आत्मकथा, साक्षात्कार इस इकाई में विधाओं की प्रकृति और उनकी प्रमुख रचनाओं पर लघुउत्तरीय प्रश्न पूछे जायेंगे।

संदर्भ ग्रंथ

1. हिन्दी के प्रतिनिधि निबंधकार - द्वारिका प्रसाद सक्सेना
2. हिन्दी निबंध - शिवप्रसाद सिंह
3. हिन्दी निबंध साहित्य - विजय शंकर भट्टा
4. हिन्दी निबंध एक यात्रा - सिद्धनाथ श्रीवास्तव तथा विप्लव नाथ हुये
5. देश के इस पौरे में परसाई के निबंधों पर केन्द्रित - विश्वनाथ त्रिपाठी
6. निबंधकार हजारी प्रसाद द्विवेदी - विजय महादुर सिंह
7. हिन्दी का गद्य साहित्य - रामचंद्र तिवारी
8. हिन्दी गद्य विन्यास और विकास - डॉ. रामस्वरूप चतुर्वेदी
9. आधुनिक हिन्दी नाटक - डॉ. गिरीश रत्नोगी
10. रंगमंच एक माध्यम - डॉ. अग्रवाल
11. हिन्दी नाटक का विकास - डॉ. सुन्दर लाल शर्मा
12. गद्य की नयी विधाएँ - डॉ. माजदा असाद
13. हिन्दी साहित्य की नयी विधाएँ - श्रीलालचंद्र नाटिया
14. रंगमंच की भूमिका और हिन्दी नाटक - डॉ. रघुवर दयाल वाश्मय
15. हिन्दी गद्य रचना विधाएँ - जगन्नाथ प्रसाद
16. हिन्दी गद्य का इतिहास - रामचंद्र तिवारी
17. गद्य विधाओं की प्रकृति - देवीशंकर अवस्थी

(Handwritten signatures and initials)

(Signature: G. Gulati)

English Literature Paper V: Advanced Communication Skills and Translation Studies

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

1. Objective type questions: 10 questions are to be set from all the units. One question will carry 1 mark. $10 \times 1 = 10$ Marks
2. Four critical questions are to be set from Units I, II, III and V with an internal choice. Each critical question will carry 7 marks. $7 \times 4 = 28$ Marks
3. Three passages are to be set for explanation from Units IV and V with an internal choice. Each question carries 4 marks. $4 \times 3 = 12$ Marks
4. Two short answer questions will be set from Unit IV with an internal choice. Each question will carry 5 marks. $2 \times 5 = 10$ Marks

Objectives:

This paper is designed

- To enable the students to negotiate all communicative encounters with tolerance and dignity.
- To make them 'communicatively competent',
- To help them develop the competence to understand what they hear,
- To help them develop the ability to read with comprehension, and not merely decode,
- To help them understand and use the variety of language being used in other domains,
- To help develop LSRW skills,
- To help them develop their cognitive abilities, and
- to enable them to study languages in a scientific manner.
- To help the students understand nature of translation and also have exposure to different theories of translation.
- To enable them to translate a poetic piece or a short story.

Unit – I Developing Advanced Speaking Skill

- Interview Skill
- Presentation Skill
- Group discussion
- Meetings : Agenda and minutes

Pass

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

Unit – II Communication and Media

- Communicating Online e-mail, netiquettes
- Writing for newspapers, magazines and internet
- Reviews of TV/radio programmers and films
- Copywriting
- Film scripts

Unit – III Translation

- Theories of Translation

Unit – IV Indian Literature in Translation

Poetry

- Suresh Dalal (Gujarati) – An Age – Old Mountain
- Raghunath V. Pandit (Konkani) – The Tamarind Leaf
- Amrita Pritam (Punjabi) – To Waris Shah

Short Story

- Banaphul (Bengali) – Taj Mahal
- Harishkrishna Kaul (Kashmiri) – Sunshine
- Lakshminath Bezbarua (Assamese) – The Hookah

Unit V Indian Literature in Translation

Novel

- Thakazhi Sivasankara Pillai
(Malayalam) – Chemmeen

Suggested Readings:

1. Soundararaj, Francis, Speaking and Writing for Effective Business Communication. Macmillan, 2007.
2. Michigan, E. A. Speed Reading with Word Power. Infinity Books, 1999.
3. Forsyth, P. Making Meetings Work. Orient Longman, 2000.
4. Forsyth, P. Telephone Skills. Orient Longman 2000.
5. Hackett, P. The Selection Interview. Orient Longman, 2000.
6. Dorner, Jane, Writing for the Internet. Oxford University Press.

Dass

ED

Ch

Ch

Ch

Ch

Ch

G. Gulati

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

उद्देश्य – विद्यार्थी वेद और संस्कृति का अध्ययन करेंगे तथा महाभारत को पढ़कर अपने चरित्र का विकास करेंगे।

परिणाम- विद्यार्थी धर्म और अधर्म के विषय में जान कर अपने चरित्र का विकास करेंगे।

Unit I – वेदसूक्तवाहन

अग्निसूक्तम्-ऋग्वेद 1/1. अक्षसूक्तम् ऋग्वेद 10/34 (व्याख्यात्मकध्ययनम्)

Unit -II- वेद सूक्तवाहन

संज्ञानसूक्तम् ऋग्वेद 10/191

Unit III- कठोपनिषद् (प्रथम अध्यायः) (व्याख्यात्मकध्ययनम्)

Unit IV- महाभारते यक्षयुधिष्ठिर संवादः

(व्याख्यात्मकध्ययनम्)

Unit V- काव्यदीपिका

अलंकारः – अनुप्रासः यमकः, श्लेष, उपमा, रूपकम्, उत्प्रेक्षा, सन्देह, भ्रन्तिमान, विभावना, विशेषोक्तिश्च

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः-

1. वेदामृतम्- ग्रन्थम कानपुर
2. कठोपनिष- डॉ. आद्याप्रसार मिश्र अक्षयवट प्रकाशन इलाहाबाद
3. कठोपनिषद्-साहित्य भण्डार मेरठ
4. कठोपनिषद्-ज्ञानप्रकाश मेरठ
5. यक्षयुधिष्ठिर संवाद-साहित्य भण्डार मेरठ
6. यक्षयुधिष्ठिर संवाद-ज्ञानप्रकाश मेरठ
7. काव्यदीपिका –कान्तिचन्द्र भट्टाचार्य, साहित्य भंडार मेरठ
8. साहित्य दर्पण- आचार्य विश्वनाथः चौखम्मा वाराणसी।

*Latest edition of all the suggested books are recommended.



Paper V: Themes in Modern Indian History (1857-1950AD)

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)

$$1 \times 5 = 5$$

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

$$(\text{selecting one from each unit}) 3 \times 5 = 15$$

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

$$8 \times 5 = 40$$

Objectives:

The course is designed to help teacher students to understand:

- The spirit of nationalism that influenced the masses to display their solidarity against imperialism and embarking on the path of freedom struggle.
- The legislative measures taken by the British government will be understood in the backdrop of the Indian National Movement.
- To be able to identify the contemporary socio-economic conditions prevalent in the country during the national movement.
- To analyze the reasons responsible for the growth of communalism that ultimately resulted in the partition of India.

Transaction Mode

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

Course Details:

Unit I- Changes in Administration in India

- Queen Victoria's Proclamation and The Act of 1858
- Indian Council Act 1861
- Internal administration of Lord Lytton and Lord Ripon
- Political Associations and the Indian National Congress
- Indian Council Act of 1892.

[Handwritten signatures and initials in blue ink at the bottom of the page]

- Lord Curzon and the Partition of Bengal
- Swadeshi Movement
- Moderates, Extremists and Revolutionaries
- Government of India Act 1909,
- Home Rule Movement, Lucknow Pact,
- Rowlat Act, Jallianwala Bagh massacre, Government of India Act 1919 and Dyarchy.

Unit III- Gandhian Era

- Khilafat and Non Cooperation Movement
- Swarajists
- Simon Commission, Lahore Congress
- Civil Disobedience Movement
- Round Table Conferences
- Government of India Act 1935 and Provincial Autonomy
- Quit India Movement.

Unit IV- Constitutional Development

- Cripps Mission
- Shimla Conference, Cabinet Mission
- Subhash Chandra Bose and the INA
- Communal Politics and the Partition of India,
- Indian Independence Act 1947,
- Integration of Indian Princely States
- Main features of the Indian Constitution.

Unit V- British Economic policies

- State of Agriculture during the British Rule
- British famine policy
- Rise of modern industry
- Expansion of trade and commerce

PRACTICUM:

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

1. Various aspects of Swadeshi and Boycott Movement in India
2. Communal Unity and Indian Freedom Struggle

[Handwritten signatures and initials in blue ink at the bottom of the page]

3. Oral history on India's independence movement
4. Gandhi :Principles and Ideology and its relevance in today's context.
5. Sardar Vallabhbhai Patel and Integration of Indian States.
6. Salient Features of Indian Constitution with special reference to rights and duties of Citizens.
7. Subhash Chandra Bose and INA: A critical evaluation
8. Dimensions of Non Co-operation Movement during the Indian Freedom struggle.
9. Role of press in India's Struggle for independence
10. British Agrarian policies and state of Agriculture in colonial India.

Parameters of Evaluation:

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

References

1. Agrawal R.C. Indian Constitutional Development and National Movement in India.
2. Argov Daniel: Moderates and Extremists in India.
3. Bayly, CA, Indian Society and the making of the British Empire. (New Cambridge History of India). II. (Cambridge University Press, 1987).
4. Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
5. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).
6. Bipan Chandra, Nationalism and Colonialism in Modern India (Delhi, Orient Longman, 1981).
7. Bipan Chandra, Rise and Growth of Economic Nationalism in India, (Delhi. PPH, 1966).
8. Brass, Paul, The Politics of India Since Independence. (Delhi, Foundation Books, 1994).
9. Brown, Judith, Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34 (Cambridge 1977).
10. Brown, Judith, Gandhi's Rise to Power, Indian Politics 1915-22 (Cambridge University Press, 1972).
11. Brown, Judith, Modern India: The Origin of an Asian Democracy, (Delhi, OUP, 1987).
12. Chakravarty, Suhash, The Raj Syndrome: A Study in Imperial Perception, (Delhi, Penguin Overseas, 1991).
13. Desai, A.R., Peasant Struggles in India, (Delhi, OUP, 1979).

Handwritten signatures and initials in blue ink at the bottom of the page, including a signature that appears to be 'Desai' on the left and a larger signature on the right that includes the name 'G. G. G. G.'.

14. Chaudhuri, N., *European Trade in India, 1600-1800*, (Delhi, S. Chand, 1984).
15. Desai, A.R., *Social Background of Indian Nationalism*, (Mumbai, Popular Prakashan, 1986).
16. Dutt, R.P., *India Today*, (Kolkata, Manisha Granthalaya, 1979).
17. Fisher, M.H. (ed.), *Politics of the British Annexation of India 1757-1857*, (Oxford in India Readings), (Delhi, OUP, 1993).
18. Frankel, Francine, *India's Political Economy, 1947-77: The Gradual Revolution*, (Mumbai, CUP, 1984).
19. Gallagher, J. G. Johnson, Anil Seal (eds), *Locality, Province and Nation: Essays in Indian Politics, 1870-1940*, (Cambridge, 1973).
20. Gandhi, Mohandas K., *Autobiography or The Story of My Experiments with Truth*, (London 1966; Ahmedabad, Navajivan 1981).
21. Guha Ranajit and Gayatri C. Spivak (eds), *Selected Subaltern Studies* (Delhi, OUP, 1988).
22. Guha, Ranajit., *Elementary Aspects of Peasant Insurgency in Colonial India*, (Delhi, OUP, 1983).
23. Guha, Ranajit., *Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, (Delhi, Orient Longman, 1982).
24. Hardy, Peter, *The Muslims of British India*, (Cambridge, 1972).
25. Hasan, Mushirul (ed), *India's Partition: Process, Strategy and Mobilization*, (Delhi, OUP, 1998).
26. Heimsath, Charles, *Indian Nationalism and Hindu Social Reform* (Mumbai, OUP, 1964).
27. Hutchins, F., *Illusion of Permanence British Imperialism in India*, (New Jersey, Princeton University 1967).

Elective II: Geography

Paper V: Geography of India

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I: Physical: Physiographic Divisions; Drainage system; Soil; Vegetation; Climate (characteristics and classification)

Unit II: Population: Size and growth since 1901; Distribution; Literacy; Sex Ratio.

Unit III: Economy: Mineral and Power resources distribution and utilisation of Iron ore; Coal; Petroleum;

Class. Agricultural Production and Distribution of Rice and wheat. Industrial development.
Automobile and Information Technology; Impact of Liberalization; Privatization and
Globalization on Indian economic.

Unit IV: Social: Distribution of population by race, caste, religion, language, tribes and their correlates

Unit V: Contemporary Issues: Floods, Droughts and Climate change.

Books recommended

1. Bose, A. et. al. eds, 2001: Population in India's Development, 1947-2000, Vikas, New Delhi
2. Hussain.M. 2009, Geography of India, Tata Mc Graw-Hill companies Book.
3. Kalpana Raja Ram, 2007, Geography of India, Spectrum Books, New Delhi 110058.
4. Routray, J.K.: Geography of Regional Disparity, Asian Institute of Technology, Bangkok, 1993.
5. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
6. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
7. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
8. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Cyanodaya Prakashan, Gorakhpur.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.

Practical: Statistical techniques in Geography

Unit I: Introduction to statistics; Population and sample, Nature of statistical data: Discrete; continuous;
Measures of data: Quantitative and Qualitative data

Unit II: Frequency distribution Histogram; frequency polygon; ogive curve; normal and skewed

Unit III: Measures of Central tendency: Mean; Median; Mode (Both for Grouped and ungrouped data) and
their representation on the Histogram and Ogives.

Measures of dispersion: Mean deviation; Quartile deviation; standard deviation; coefficient of variation.

Unit IV: Spearman's Rank Correlation; Simple Linear Regression

Unit V: Journal and viva voce

Book recommended

1. Alvi. Z (1995). Statistical Geography, Rawat publication, Jaipur
2. Davis E (1985). Statistics in geography, basil Blackwell Ltd, oxford
3. Mahmood A (1986). Statistical methods in geographical studies, Rajesh publications, New Delhi.
4. Peter A Rogerson (2006). Statistical methods for geography, Sage publication, Asia pacific ltd. Singapore.

[Handwritten signatures and marks at the bottom of the page]

Elective III: Economics
Paper V: MONEY, BANKING & INTERNATIONAL TRADE

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 : 05	Pass mark : 08	Pass mark : 33
Time : 3 hours	Time : 1 hours	Time : 2 hours	Time : 6 hours
Period: 6+1=7 per week		Period: 2 = 2 per week	Period=9 per week

Objectives:

After completion of this course the learners would able to:

1. Define the different concept of money and banking and international trade.
2. Describe the operation of money and banking and trade system in an economy
3. Take in to account the optimal information of monetary theories and banking system and trade system.
4. Make use of the theories of money, banking and international trade and its policies in India.
5. Use the statistics to understand the economic problem related to the money, banking and international trade.

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: Evolution and Function of Money

Meaning, nature and definition of Money, Evolution of definition of Money, Difficulties in Barter system, Function of money, Classification of money, Characteristics of money, Role of money in different type of economy; Monetary standards- Metallic (working of Gold standard) and paper systems system of note issue; IMF- objectives and its monetary policy.

UNIT- II: Value of Money:

Meaning of Value of money and its relationship with Price; Meaning, use and limitation of Index Number; Quantity theory of Money- Fisher's Cash-Balance Approach and Cambridge Cash-Transaction Approaches.

Das

Das

Das

Das

Das

Das

Das

Das
G. Chakraborty

Definition of Money Supply, Determinants of Money Supply, High power money and Money multiplier, Measures of Money supply in India, Money supply and Liquidity;

The concept of Inflation, Types of Inflation- Structural Inflation, open and suppressed inflation, Causes of Demand-pull and Cost-push inflation, Structural Inflation, Keynes Theory of Inflationary Gap, Effects of Inflation, Anti-inflationary measures, "Inflation is unjust and deflation is inexpedient, of the two, deflation is worse"-justify the statement of Keynes; Concept of Stagflation.

UNIT- IV: Bank and Non-Bank Financial Intermediaries

Evolution, origin and growth of banking system in India, Meaning of Banks and its distinguished from Nonbank financial intermediaries, Type of Banks, Functions of commercial banks, The process of credit creation of commercial bank- its purpose and limitations; Balanced-sheet of Commercial Bank- Assets and Liabilities.

Function of Central Banks, Methods of Credit Controls- Quantitative and Qualitative methods. Role and function of Reserve Bank of India in the Money market (organized and unorganized) in a developing economy.

UNIT-V: International Trade and Exchange Rate

Meaning and importance of the study of International Trade, Theories of International Trade- absolute cost advantage of Adam Smith and Comparative cost advantage model of Ricardo.

Concept of Foreign Exchange; Determination of exchange rate- by Mint parity theory, Purchasing power parity theory.

Suggested Readings:

1. Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
2. Goldsmith, R.W(1969), Financial Structure and Development, Yale, London
3. Gupta, S.B (), Monetary Economics,
4. Hanson, J.A and S. Kathuria(Eds) (1999) India- A Financial Sector for the Twenty First Century, Oxford University Press, New Delhi.
5. Jhingan, M.L () Money, Banking , International and Public Finance
6. Krugman, P.R(), International Economics
7. Mannur, H.G() International Economics,
8. Mithani, D.M(), Monetary Economics,
9. Paul, R.R(), Money, Banking and International Trade,
10. Robonson, R.I and D. Wringhtman(1981), Financial Markets, Mc Grow Hill, London.

Das

SP

AD

Ch

Ch

W

SK

SK

SK

G. Gulati

12. Seth, M.L(). Monetary Economics,

13. Smith, P.F(1978), Money and Financial Intermediaries: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.

14. Soderson, Bo(1991), International Economics, The Mcmillan Press, London.

Practicum-V: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Money, Banking and International Trade; Review of literature and identification of statement of problems; Research Objectives; Research questions; Presentation of project proposal; Finalization of project proposal.

UNIT-II: Data Collection: Primary and Secondary data; quantitative and qualitative data; time series and cross section data

UNIT-III: Organization of Data: Classification, tabulation and graphical representation of data

UNIT-IV: Data Analysis: Use of various statistical methods for analysis, interpretation, drawing inference, conclusion, suggestion and policies intervention.

UNIT-V: Seminar: Power-point presentation and open Voice-voice

Suggested Reading:

1. RBI Bulletin
2. Budget Report
3. Other Official Documents
4. Agricultural Census
5. American Economic Review
6. Economic & Political Weekly,
7. Indian Journal of Labour Economics
8. Kurukhetra
9. News Paper
10. State's Agriculture Statistics
11. Statistical Abstracts of the concern State as well as India
12. Third Concept
13. Yojana

[Handwritten signatures and initials in blue ink]

G. Gubat

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

12. Seth, M.L(), Monetary Economics,

13. Smith, P.F(1978), Money and Financial Intermediaries: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.

14. Soderson, Bo(1991), International Economics, The Mcmillan Press, London.

Practicum-V: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Money, Banking and International Trade; Review of literature and identification of statement of problems; Research Objectives; Research questions; Presentation of project proposal; Finalization of project proposal.

UNIT-II: Data Collection: Primary and Secondary data; quantitative and qualitative data; time series and cross section data

UNIT-III: Organization of Data: Classification, tabulation and graphical representation of data

UNIT-IV: Data Analysis: Use of various statistical methods for analysis, interpretation, drawing inference, conclusion, suggestion and policies intervention.

UNIT-V: Seminar: Power-point presentation and open Viva-voice

Suggested Reading:

1. RBI Bulletin
2. Budget Report
3. Other Official Documents
4. Agricultural Census
5. American Economic Review
6. Economic & Political Weekly,
7. Indian Journal of Labour Economics
8. Kurukhetra
9. News Paper
10. State's Agriculture Statistics
11. Statistical Abstracts of the concern State as well as India
12. Third Concept
13. Yojana

Bas

Bas

Bas

Bas

Bas

Paper V: WESTERN POLITICAL THOUGHT

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Objectives: This paper contain Eleven Prominent Political philosophers with a view to gaining from them some understanding of justice, equality, liberty, state of nature, women status, human happiness, the right relationship between the world of time and eternity and the political order which best accords with these understandings

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: Plato: Justice, Education, Communism, Ideal State.

Aristotle: Nature of state, Citizenship, Slavery, Forms of Government.

Unit II: Machiavelli: First Modern Political Thinker, Religion and State, King and Ethics, Civic Virtue

Unit III: Hobbes: Sovereignty and Political Obligation.

Locke: Natural Rights, Property Rights and Liberal State.

Rousseau: Concept of Freedom and General Will.

Unit IV: J. Bentham: Utilitarianism, Reforms (Law, Jail and Punishment).

J.S Mill: Liberty, Representative Govt. and Womens' Right.

Unit V: T H Green: Sovereignty and Function of State.

Hegel: Dialectic, State and War.

Karl Marx: Dialectic Materialism, Theory of Surplus Value and Capitalism.

Suggested Readings:

1. A Swingwood, Marx and Modern Social Theory, London: Macmillan, 1978.
2. Anthony J. Parel and Roland C. Keith (eds), Comparative Political Philosophy, New Delhi: SAGE, 1992.
3. B R Porohit, Pratinidhi Rajnitik Vicharak, Bhopal: Madhya Pradesh Hindi Grantha Academy, 2003.

Pass

5. D MacLellan, Karl Marx, His Life and Thought, London: Macmillan, 1973.
6. D. Germino, Modern Western Political Thought Machiavelli to Marx, Chicago: 1972.
7. Fredrick M. Watkeas, The Political Tradition of the West, Englewood Cliffs N.J. N.D.
8. G.H. Sabine, A History of Political Theory, New York: Harper, 1984.
9. George Klosko, Plato's Political Theory, New York : Metheun, 1986.
10. Iqbal Narain, Pramukh Vicharak and Vichardharayen Indore: Shival & Co, 1967.
11. J C Hall, Rousseau: An Introduction to his Political Philosophy, London and Cambridge, Mass, 1973.
12. J M Robson, The Improvement of Mankind: The Social and Political Thought of J.S. Mill.
13. J P Sood, Rajnitik Vicharon ka Itihas, Meerut: Jaiprakash Nath & Co, 1967.
14. K C Brwone, Hobbes- Studies, Oxford, 1965.
15. Karl Popper, The Open Society and its Enemies, vol 1 & 2, Princeton: Princeton University Pre: 1958.
16. Lovely and Rawl (eds), Modern Political Theory from Hobbes to Marx, London: Routledge, 1989.
17. P. Laslett and Runciman (eds.), Philosophy, Politics and Society, New York: Barnes and Noble, 1962.
18. Q Skenna, Machiavelli, London : OUP, 1981.
19. R D Masters, The Political Philosophy of Rousseau, Princeton, New Jersey : 1968.
20. R G Mulgan, Aristotle's Political Theory, Oxford : Clarendon Press, 1927.
21. Ruth W. Gran, Locke's Liberalism, Chicago: University Press, 1987.
22. S Mukherjee and Sushila Ramaswamy, A history of Political Thought: From Plato to Mar, New Delhi: Prentice-Hall of India, 1999. (Hindi translation from Hindi Madhyam Karyanvyan Nideshalaya, Dilli Vishvavidyalaya.)
23. S. Avineri, The Social and Political Thought of Karl Marx, New Delhi : S Chand and Co. 1979.
24. William T. Bluhan, Theories of the Political System, New Delhi, Prentice Hall, 1981.

INTRODUCTION

The pedagogy course in social science is necessary to familiarize the student teachers with the content and methodology of teaching the subject at secondary and senior secondary level of school education. Syllabus helps to relate students with changing nature of knowledge in social science discipline. This syllabus makes a radical break with the past practices of teaching social sciences with introduction of constructivist and experimental pedagogy to cope with real life situation.

Main aims of the course are:

- To help student-teachers revisit the key concepts of social science
- To encourage to grasp the key concepts and categories through constructivist and experimental pedagogy.
- To develop related skills for using these in the classrooms at secondary and senior secondary level.

Unit-1 Nature of Social Sciences

- Meaning, nature and scope of Social Science
- Interdisciplinary approach in Social Science
- Epistemological and Normative base of Social Science.
- Humanism and values enshrined in the Indian Constitution through Social Science
- Objectives of Teaching Social Science at Secondary and Senior Secondary level

Learning Activities

- Group discussion
- Analysis of Social Science (Text Book)
- Project work should be done on few topics like, food, Water, Resources, Architecture and Urbanization, Transportation and communications, Socio-political systems, everyday life, local government Reading and discussion on humanistic values. Students will share their experiences that how they observe those values in society

Unit-2 Study of Social Problems

Social problems and their analysis; Data, evidences, methods and resources on social Sciences-History,

Pass

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

C. Anubhai

Learning Activities

- Teacher and student will list out social problems from Geography, Pol. Sc., Sociology and Economics
- Group will be formed in class and each group will study social problem separately.
- Group will present their work on social problem. After presentation group discussion will be organized.
- Writing reflections on observations of society.
- Rubrics and peer assessment should be used to assess group work.

Unit-3 Assessing Curriculum material

- Content of Social Science and Pedagogical analysis
- Discussion and assessment of the social science syllabus of MP/Chhattisgarh/Maharashtra/Gujarat at Secondary and Senior Secondary level
- Assessing textbooks of social science of MP/Chhattisgarh/Maharashtra/Gujarat related to secondary and senior secondary level
- Current Affairs and Controversial topics in Social Science

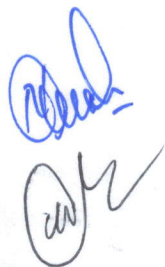
Learning Activities

- Discussion and assessment of syllabi. Two Social Science syllabi may be taken up for any given stage of education viz. Secondary and senior secondary
- Assessing textbooks. Two Social Science textbooks may be taken up for discussion. Of these, some may be for secondary classes, others for senior secondary classes. It would help if the textbooks are from different parts of the country for ex. MP/Chhattisgarh/Maharashtra/Gujarat.
- Students will analyze content from social science books of NCERT.

Unit-4 Pedagogical Methods

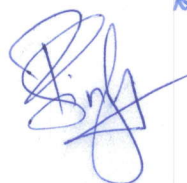
- Place of various social science subjects in Secondary curriculum
- Pedagogies in social science- interaction, critical, and constructivist.
- Process skills in social science like observing, classifying, interpreting, organizing, evaluating, synthesizing, problem solving, decision-making, inquiry, conceptualizing.
- Constructivism and role of teacher.
- Relating subject content with real life situation-going beyond textbooks.



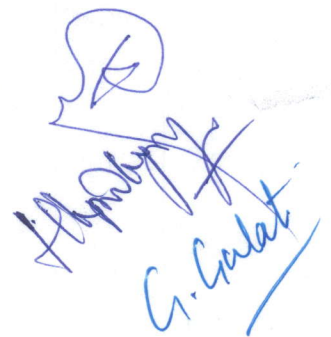











G. Gulati

- Use of learning resources to create learning situation.

Learning Activities

- Classroom will have discussion session on different pedagogies in social science
- Student teacher will plan process skill based lesson on social science concept.
- Developing learning resources on lesson plans with the use of different media (Graphics, Display board, projected aid, print media, audio-visual, multimedia, Internet)
- Visit to geography lab, History lab.
- Visit to museum, historical places, and political event.

Unit-5 Assessment

- Nature of assessment in social-science
- Assessment of learning processes in social science
- Assessment in context and process
- Assessment of qualitative reflection- open book test, open ended question, Portfolio, Rubrics, Peer Evaluation

Learning Activities

- Questions for testing quantitative and qualitative skills.
- Construction of open-ended question and open-book test
- Developing criteria for the assessment of response of Open Ended question and Open book test

PC2 – Language: Hindi - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

प्रश्न एवं अंक निर्धारण

4 समीक्षात्मक/दीर्घउत्तरीय प्रश्न – 48 अंक (12 X 4 प्र.)

2 लघुउत्तरीय (100-150 शब्दों तक) – 12 अंक (6 X 2 प्र.)

समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना:

प्रशिक्षार्थियों द्वारा इस पाठ्यक्रम के अनुसार निर्धारित पाठ्यसामग्री के अध्ययन का उद्देश्य प्रशिक्षार्थियों में भाषा के व्यापक स्रोतों से परिचय एवं भाषा के व्यावहारिक पहलू पर ध्यान केन्द्रित करते हुए उसे भाषा के सामाजिक स्रोतों से परिचित कराना होगा। इस पाठ्यसामग्री के अध्ययन के उपरांत प्रशिक्षार्थी भाषा के अध्ययन के उपरांत भाषा को सिर्फ एक अकादमिक पाठ्य विषय के रूप में पढ़ने से आगे बढ़ कर सामाजिक दायित्वों एवं कार्यवाहियों की सक्रिय भूमिका में महसूस कर सकेंगे। ये इस पाठ्य सामग्री के माध्यम से भाषा अधिगम विषयक विभिन्न विद्यानाओं के सिद्धांतों से भी परिचित हो सकेंगे। भाषा अध्यापन के लिए प्रस्तुत प्रशिक्षार्थी भाषा-दस्तावेज के

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]
A. Gupta

ही पाठ्य सामग्री से अध्ययन में एक लक्ष्य यह भी होगा कि प्रविशार्थी हिन्दी क्षेत्र में सूचना संचार के तकनीकी विकास की आवाज को पहचानने और उसके साथ कदम मिला कर चल सकने के लिए तैयार हो सकें और सूचना संचार के इस युग में हिन्दी के व्यापक विस्तार क्षेत्र को समझ सकें।

इकाई 1:

- भाषा, समाज और संस्कृति
- भाषा और समाज का अंतर्संबंध
- भाषा व्यवहार
- भाषा का समाजशास्त्र

इकाई 2:

- भाषाई विविधता और भाषिक समुदाय
- भाषा और समुदाय
- भाषा और नारसीयता
- द्विभाषिकता और बहुभाषिकता

इकाई 3:

- भाषा और सामाजिक व्यवहार
- भाषा और वर्ग
- भविष्य समाज और भाषा वर्ग
- भाषाई आर्यता और जेंडर
- भाषा और संस्कृति

इकाई 4: भाषा शिक्षण और मूल्यांकन

- भाषा शिक्षण के मूल्यांकन का स्वरूप और उद्देश्य
- भाषा शिक्षण में मौखिकी का महत्व
- भाषा शिक्षण में प्रश्न पत्रों का आधार और उनके चरित्रात्मक, लघुउत्तरीय और निबंधात्मक प्रश्नों की आवश्यकता
- पारंपरिक मूल्यांकन और भाषा शिक्षण मूल्यांकन की विशिष्टता
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम और उसका अन्य पाठ्य विषयों, परिवेश से संबंध और उसके मूल्यांकन का स्वरूप
- विषय वस्तु, अर्थग्रहण, भावनिव्यक्ति तथा सृजनात्मकता के समुचित मूल्यांकन के लिए प्रणाली एवं अंक विभाजन

संदर्भ

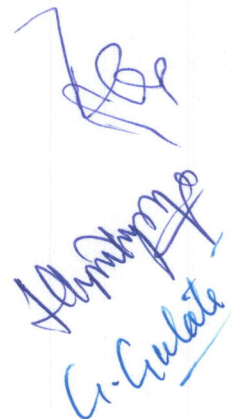
भाषा विज्ञान	—	डॉ. भोलानाथ तिवारी
अच्छी हिन्दी	—	रामचंद्र वर्मा
हिंदी व्याकरण की रूपरेखा	—	डॉ. भोलानाथ तिवारी










A. Gulate

हिन्दी भाषा-शिक्षण	-	सदमी माशयण गुप्ता
हिन्दी-शिक्षण	-	रमना बिहारीलाल
हिन्दी-शिक्षण	-	रजनी कान्त सहरी
हिन्दी-शिक्षण	-	रघुनाथ रायगया
हिन्दी-शिक्षण	-	डॉ. सावित्री सिंह
माध्यमिक विद्यालयों में हिन्दी-		शिक्षण - गिरंजन कुमार सिंह
		श्रीमति प्रकाशवती दुग्गल
हिन्दी शिक्षण	-	राजेंद्र प्रसाद श्रीवास्तव
मातृभाषा-शिक्षण	-	डॉ. सत्रिया
अन्य भाषा शिक्षण	-	महावीर सरन जैन
अधारी हिन्दी कैसे सिखें	-	डॉ. भागीरथ मिश्र
भाषा-शिक्षण की नवीन विधियाँ -		डॉ. लक्ष्मीलाल के ओड़
हिन्दी-भाषा शिक्षण	-	डॉ. नीलमणि उपाध्याय

PC 2 – Language: English - 1

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Objectives:

- To prepare teachers for developing among students adequate communicative competencies in the English language.
- To prepare the teachers of English for effective transaction of the secondary school curriculum.
- To prepare competent and effective teachers of English language and literature for the secondary level.
- To develop among teachers adequate skills of listening with understanding in different situations,
- To develop among teachers adequate skills of speaking with intelligibility.
- To develop among teachers adequate various skills of reading with understanding of different types of texts.
- To develop among teachers requisite skills of writing to enable them to communicate in different situations.
- To develop among teachers an adequate competency in using various techniques and activities in the classroom.

Distribution of Marks:

- Five critical questions are to be set with an internal choice from units I to V. Each question will carry 12

Pass

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

I. Pavlov

II. Skinner

III. Thorndike

Unit II : Language Learning – Constructivism

I. The Piagetian Perspective II. Bruner III. Interaction with Society – Vygotsky IV. L A D – Chomsky

Unit III : Methods and Approaches

Translation – cum- Grammar Method, Direct Method, Bilingual Method, Structural Approach, Communicative Language Teaching.

Unit IV : Language Planning and Policy

- Historical critical, ecological perspective; global language and multilingualism.
- Minority languages, heritage languages, national languages and classroom practices; issues related to revival, maintenance, spread, shift of these languages; language revitalization and social change; bilingualism and multilingualism: code mixing and code switching – its place in the English Language classrooms.

Unit V : Literacy Development : The Whole Language Approach

- Whole language vs Phonics – based methods of teaching reading and writing; holism and behaviorism; Noam Chomsky and Ken Goodman; literacy application of Goodman's theory; use of embedded phonics method; whole part – whole approach.
- Language as a system, integration of language skills and sub-skills; creation of a print rich environment; encouragement of extensive reading; errors – their role in language development.

Suggested Readings :

1. Teeler, Dede & Peta Gray : How to use the Internet in ELT.
2. Dormer, Jane : Writing for the Internet.
3. Tarinyya, M : English Language Teaching.
4. Nagraj, Greet : English Language Teaching.
5. Shore, M.C.: Individual Differences in Language Development.
6. Verma, Ravi & Satsangi : Essentials of Communication Techniques.
7. Cummins, Jim & Swain Merrill : Bilingualism in Education.
8. Johnson Keith : Communicative Syllabus Design & Methodology.
9. Wallis, Michael J : Study Skills in English.

Pass

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

PC2 -Language: Sanskrit - I

Contact Perioxls/week: 05

Maximum Marks - 60

Min. Pass Marks - 20

Internal - 15

Objective

On Completion of the course, the student teacher will be able:-

- Understand the different roles of language.
- To develop understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To understand about the method of teaching Sanskrit.
- To understand and prepare various kinds of lesson-plans.

Unit-I

Basic concepts, Importance, Aims and objectives of Sanskrit teaching

(i) Basic Concepts:

- (a) Sanskrit language and literature.
- (b) Sanskrit language and Indian languages.
- (c) Sanskrit as a modern Indian language.

(ii) Importance:

- (a) Importance of teaching Sanskrit in India.
- (b) Problems related to Sanskrit teaching at school level.
- (c) Aims and objectives of teaching Sanskrit at different levels.

Unit-II

Role of Position of language of language Sanskrit in India and constitutional Provisions:

- (a) Role of language: Home Language and school language, language across the curriculum language as a means of learning and knowledge.

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]
C. Gulati

Unit-III

Methods/Approaches and Audio-Visual Aids of Teaching Sanskrit.

(a) Methods/Approaches: Direct method, Traditional method, Text-box method, Communicative approach
Grammar Translation method, Inductive deductive method .

(b) Audio-Visual Aids:

- (i) Audio aids
- (ii) Visual aids
- (iii) Audio-visual aids
- (iv) Print-media reference books, magazines etc.
- (v) ICT
- (vi) Language Labs etc.

Unit-IV

Planning and Teaching of Sanskrit Language:

- (i) Planning: Importance, Nature, Objectives and needs of planning.
- (ii) Types of plan: Micro plan, macro plan and unit plan.
- (iii) Analysis of syllabus and textual materials of Sanskrit curriculum At various level of education.
- (iv) Teaching and plan for prose, poetry, drama, grammar and composition.

Unit-V

Evaluation

- (i) Its concepts and importance.
- (ii) Assessment of language: Continuous and comprehensive Evaluation (CCE)
- (iii) Techniques of evaluation: Oral, Written, Close Text, Self evaluation, group evaluation
evaluation.
- (iv) Type of question/ Test: Essay type, short answer, objective type, true and false, problem-solving

Pass

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

Objectives

- 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: Tools and Techniques of Assessment

- Meaning and Difference between tools and techniques
- Project work,
- Field Trips and Field Trips
- Laboratory work
- Journal Writing
- Concept Mapping
- Written and Interview /Oral Test

UNIT II: Planning & Construction of assessment tool

- Consideration of what and why to assess (content and objectives)
- Differentiation between instructional, learning and assessment objectives
- Stating of Assessment Objectives
- Preparation of a blueprint
 - Weightage to content, objectives, difficulty level, types of questions, allocation of time
 - Assembling the test items
- Guidelines for administration
- Scoring procedure – manual and electronic
- Development of Rubrics

UNIT III: Implementation and Reporting of assessment*Ass**[Signature]**[Signature]**[Signature]**[Signature]**[Signature]**[Signature]*
G. Gualato

- Profiles, and Open house
- Analysis and Interpretation of Students' Performance
 - Processing test performance
 - Calculation of percentile and percentile rank
 - Interpreting performance
- Feedback
 - Role of Feedback in Improving Learning and Learners' Development
 - Ascertaining student needs, identifying student interests and feeding forward for Improving learning
 - Using feedback for reporting to different stakeholders – students, parents, and administrators
 - Use of Feedback for teachers' self-improvement

UNIT IV: Issues and Concerns in Assessment and Evaluation

- Examination Stress, Anxiety and unwanted Consequences
- Malpractices
- Need for Examination Reforms:
- Recommendation of different commission: University Education Commission, Secondary Education Commission, Education Commissions; Recommendation of NCF 2005

Sessional Work

- Analyse answers given by the learners for one particular question
- Select any ten questions from the Class VI-XII textbook of the subject of your choice which
- Lend scope to the creativity of the learners
- Study the key points of the 1st Term assessment of any student of Class VI-XII
- Devise a strategy to incorporate the suggestions given in the 1st CCE report for the
- Presentation of papers on issues and concerns / trends in assessment and evaluation
- Presentation of papers on examination and evaluation policies
- One sessional test

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.

Pass

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

- 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.

Basics in Education

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives: The course intends to make the learners:

- To understand nature and meaning of education
- To understand determinants of education
- To understand and identify different ways of knowing and forms of knowledge
- To appreciate and establish relationship between different facets of knowledge
- To develop a critical understanding about the nature of school knowledge
- To distinguish and thereby establish linkages between school knowledge and local knowledge

Handwritten signatures in blue ink, including names like 'Singh', 'K. S.', and others, likely representing the faculty or officials involved in the course.

- To establish connections between textual knowledge with contextual knowledge
- To understand and appreciate how different educational thinkers at different historical junctures conceived and conceptualized education

Unit I: Education: Conceptual Framework

- Education: Concept, Meaning, Nature, and Modes/Agencies of Education
- Modes of Education: Formal, Non-formal and Informal modes
- Education a Normative Act: Aims of Education-Socio-cultural, politico-economic and historical Analysis
- Determinants of Purpose and Process of Education: Community, Religion, State and Market

Unit II: Understanding Knowledge

- Knowledge: Meaning, Nature, and Sources
- Knowing: Meaning, Nature, and Ways
- Different facets of Knowledge and their Relationship:
Particular/Local-Universal; Concrete-Abstract; Practical- Theoretical
- Manifestation of Knowledge: Local, Contextual, Textual, and Institutional
- Information, content, Knowledge and Wisdom

School Knowledge

- School: Meaning and Nature
 - Functions of School: Cognitive, Socio-cultural, Politico-economic and Normative.
- A critical understanding of:

- Institutionalization of knowledge
- Disciplinary knowledge
- Authoritative knowledge

- Knowledge in text-book: Nature and Limitations

Unit III: Trends In Education Theory and Practice: Indian

- Basic Education (M.K. Gandhi)
- Integral Education (Sri Aurobindo Ghosh)
- Liberationist Pedagogy (Rabindranath Tagore)
- Man Making Education (Sri Vivekananda)

Unit IV: Trends in Education Theory and Practice: Western

- Idealist Notion of Education (Plato)
- Naturalistic Concept Education (Rousseau)

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

- Humanization of Education (Pestalozzi)
- Instrumental and Pragmatic Education (John Dewey)

Transactional Modes:

- Lecture-cum discussion
- Observational studies
- Analysis of textual knowledge
- Critical/Reflective study of contemporary aims of education, and their determinants.
- Local knowledge and school knowledge: A critical understanding of relationship. (Practicum)
- Observational and critical study on how text-book determines every activity of teacher and learner and teaching and evaluation in school. (A critique on text-book culture in school)

Suggested Readings:

1. Agrawal, A (1995). 'Dismantling the Divide Between Indigenous and Scientific Knowledge' Development and Change, 26:413-39
2. Ant Weller, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. Anthropos, 93:46-94.
3. Berger, P. and T. Luckmann (1966). The Social Construction of Reality. A Treatise in Sociology of Knowledge. Penguin Books, London.
4. Bernstein (1971), 'On Classification and Framing of Educational Knowledge', in class, codes and control, volume:3: Towards a Theory of Educational Transmission, Second edition (1977) edited by M.F.D. Young.
5. Butcharov, P. (1970), The Concept of Knowledge: Evanston, Illinois: North Western University Press.
6. Chomsky, N (1986). Knowledge of Language, Prager, New York.
7. Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
8. Dewey, John () Experience and Education.
9. Keddie, N. (1971) : Classroom Knowledge, in. M.F.D Young.
10. Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
11. Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.
12. Kumar Krishna (1988), Origin of India's Textbook Culture', Comparative Education, 32(4): 452-
13. Kumar Krishna (1996), 'Agriculture, Modernization and Education: The contours of a point of Departure'. Economic and political weekly, 31 (35-37) 2367-373
14. Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.

Das

me

Ch

Das

AT

Sn

id

U. Gulati

15. Muni, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
16. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
17. Margaret (1999). The Open Classroom: A Journey Through Education, Orient Longman, New Delhi.
18. Philips, D.C. (Ed)(2000). On Behalf of The National Society for the Study of education (NSSE). Constructivism in Education. Opinions and Second Opinion on Controversial Issues. Part - I, The University of Chicago Press, Chicago.
19. Peters, R.S. (1967). The Concept of Education, Routledge, U.K.
20. Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
21. Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
22. Sykes, Marjorie (1988) : The Story of Nai Talim, Naitalim Samiti: Wardha.

Das

Das

Das

Das

Das

A. Gulati

Das