

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
Sixth 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: Social Science				
P.C. II Lang.- Hindi /Eng/Sans.	60	15	75	5
Gender Issues & Peace Education	40	10	50	3
Schooling, Socialization & Identity	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)

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Unit I : Entrepreneurship: Meaning, Concept, Characteristics of entrepreneur, Qualities of Successful Entrepreneurs

Unit II: Types of entrepreneurship, importance and views of various thinkers (Scholars).

- Formation of goals, How to achieve goals.
- Problems in achieving targets and solution.
- Self motivation, elements of self motivation and development.
- Views of various scholars, evaluation, solutions.

Leadership capacity: Its development and results.

Unit III: Projects and various organisations (Govt., non-Govt.), Govt. Projects, Non- Govt. projects.

Contribution of Banks, their limitations, scope.

Unit IV: Functions, qualities, management of a good entrepreneur. Qualities of the entrepreneur (Modern and traditional). Management skills of the entrepreneur. Motive factors of the entrepreneur.

Unit V: Problems and Scope of the Entrepreneur : -Problem of Capital -Problem of Power -Problem of Registration -Administrative problems -Problems of Ownership.

Elective I – Literature: Hindi

हिन्दी साहित्य : प्रश्नपत्र – 6

क. जनपदीय भाषा साहित्य अथवा ख. भारतीय भाषाओं का आधुनिक साहित्य

Contact Periods/week: 05 +4 Practicum

कुल अंक – 60

प्रश्न एवं अंक निर्धारण

3 व्याख्या आधारित प्रश्न (आरंभ की 3 इकाइयों से) – 18 अंक (6 X 3 प्र.)

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

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

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

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना:

क्षेत्रीय शिक्षा संस्थान में आने वाले विद्यार्थी केवल मध्यप्रदेश के नहीं होते बल्कि मध्यप्रदेश एवं अन्य क्षेत्रों महाराष्ट्र, गोवा, गुजरात, छत्तीसगढ़, दमण-दीव, दादर और नगर हवेली से होते हैं। सभी विद्यार्थी भोपाल विश्वविद्यालय द्वारा निर्धारित जनपदीय भाषा साहित्य में शामिल (विकल्प क वर्ग की तीन बोलियाँ) – बघेली, बुन्देली एवं मालवी से सम्पर्क में नहीं होते। इन विद्यार्थियों की विशिष्ट स्थिति एवं

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के अतिरिक्त भारतीय भाषा साहित्य का परिचय प्राप्त कर सकेंगे।

विकल्प ब : जनपदीय भाषा साहित्य

(इस प्रश्न को मूलतः बरकतउल्लाह विध्विशाचार्य, भोपाल को अनुसार बिना किसी परिवर्तन के रखा गया है।) हिन्दी केवल खड़ी बोली नहीं है, बल्कि एक बहुत बड़ा भाषिक समूह है। हिन्दी जागत में अनेक विभागाएँ बोलियाँ और उपबोलियाँ विद्यमान हैं। जिनमें पुरकल साहित्य सम्पदा है। उनके साम्य, अध्ययन और अन्वेषण की आवश्यकता है। निम्नलिखित विभागाएँ साहित्यिक दृष्टि से अपेक्षाकृत बहुत समृद्ध हैं। अस्तु इन भाषाओं का और उनमें रचित साहित्य का इतिहास- विकास स्पष्ट करते हुए इनसे संबंधित प्रमुख रचनाकारों का आलोचनात्मक अनुशीलन करना हिन्दी के बृहत्तर हित में होगा। सम्पादक मण्डल से यह अपेक्षित है कि अपने क्षेत्र से संबंधित किसी एक विभागा का पाठ्यक्रम इन बिन्दुओं के आधार पर निर्धारित करें-

(क) सदभिन्न भाषा का इतिहास - विकास

(ख) उस विभागा में रचित साहित्य का इतिहास

(ग) उस विभागा के प्रमुख प्राचीन एवं अर्वाचीन रचनाकारों की रचनीय कृतियों का संकलन

व्याख्या एवं आलोचनात्मक प्रश्नों हेतु पाँच रचनाकारों के मातृवाशों का चयन संबंधित सम्पादकों द्वारा किया जावेगा। इनके अतिरिक्त हुतावा हेतु किन्हीं तीन रचनाकारों का चयन अपेक्षित है जिनमें से दो पर लघुउत्तरीय प्रश्न पूछे जावेंगे।

निम्नलिखित में से किसी एक विभागा का अध्ययन अनिवार्य होगा।

1. बुन्देली भाषा और उसका साहित्य

2. बघेली भाषा और उसका साहित्य

3. मालवी भाषा और उसका साहित्य

उपयुक्त तीनों विभागाओं के संबंध में निर्देशानुसार पुस्तकें निर्मित होंगी। कवियों एवं उनकी कविताओं के चयन के लिए म.प्र. हिन्दी तथा अवादनो का सम्पादक मण्डल अधिकृत होगा।

विकल्प ख : भारतीय भाषाओं का आधुनिक साहित्य

प्रस्तावना:

भारत एक राष्ट्र के रूप में एक राजनैतिक इकाई ही नहीं है सांस्कृतिक इकाई भी है। भिन्नता के बावजूद इनमें एकता के सूत्र अत्यंत प्रभावशाली तरीके से मौजूद हैं। भारत में प्रायः 25 से अधिक भाषाओं में साहित्य लिखा जा रहा है। इन भाषाओं के अनेक साहित्यकारों ने वैश्विक साहित्य में अपनी उपस्थिति दर्ज की है। जिसमें अपनी सांस्कृतिक विशिष्टता मौजूद है। हिन्दी से इतर भाषाओं के श्रेष्ठ साहित्य माठ से अतिरिक्त भारतीय साहित्य की अवधारणा, विभिन्न भारतीय भाषाओं के साहित्यों के बीच सांस्कृतिक एवं संवेदनात्मक अंतः सूत्रों और भारतीय साहित्य की प्रमुख प्रवृत्तियों से परिचित कथना अनुवाद आधारित इस प्रश्नपत्र का लक्ष्य होगा।

इकाई -1 उपन्यास/आत्मकथा (कोई एक)

फकीर मोहन सेनापति	-	छै बीघा जमीन (उड़िया से अनुवाद) अथवा
यू. आर. अनंतमूर्ति	-	संस्कार (कन्नड़ से अनुवाद) अथवा
महाराष्टेता देवी	-	जंगल के दावेदार (बांग्ला से अनुवाद) अथवा
शरण कुमार सिन्हावे	-	अक्करमाशी (मराठी से अनुवाद) अथवा

इकाई - 2 नाटक (कोई एक)

रवीन्द्रनाथ टैगोर	-	रक्त करवी (बांग्ला से अनुवाद) अथवा
विजय तेंदुलकर	-	घासीराम कौतवाल (मराठी से अनुवाद) अथवा

इकाई - 3 कहानियाँ

- | | | |
|-------------------------|---|---|
| 1. सक्थी शिवशंकर पिल्लई | - | कौजी (मंगलसूत्र-मलयालम) |
| 2. सआदत हसन मंटो | - | टोपा टंक सिंह (मंटो की श्रेष्ठ कहानियाँ- उर्दू) |
| 3. आशापूर्ण देवी | - | शरित्नाथीन (ये जीपन है - बांग्ला) |
| 4. विजयदान देशा | - | लजवन्ती (सजवन्ती - राजस्थानी) |
| 5. आर के नारायण | - | घिट्टी (द भिसिंग मेल - अंग्रेजी) |

इकाई - 4 कविताएँ

- | | | |
|----------------------|---|--|
| 1. सुप्रहमण्यम भारती | - | वंदेमातरम (तमिल) |
| 2. भगजीत टियाणा | - | आजकल पंजाबी रुत |
| 3. एल्सोरा | - | आग का फूल जो मन में खिलता तेलुगु रुत 2 |

इकाई - 5 कथेतर गद्य

- | | |
|-----------------|----------------------------------|
| शंभू मिश्र | किसे कहते हैं नाट्यकला (बांग्ला) |
| ताराशार्व शिंदे | स्त्री पुरुष तुलना (मराठी) |
| एस.एन. वैरप | महाभारत मेरा पुनः सर्जन (कन्नड़) |
| विनोद भट्ट | हमारा मेरा पहला प्रेम (गुजराती) |

वाराणसि सभी रचनाएँ साहित्य अकादमी, दिल्ली द्वारा प्रकाशित पुस्तक 'चयनम' से भारतीय ज्ञानपीठ प्रकाशन द्वारा प्रकाशित पुस्तक 'भारतीय कविताएँ 1987-88' से भारतीय ज्ञानपीठ प्रकाशन द्वारा प्रकाशित पुस्तक 'भारतीय कविताएँ 1985' से।

संदर्भ ग्रंथ

1. चयनम - संपादक : अरुण प्रकाश (साहित्य अकादमी दिल्ली)
2. भारतीय साहित्य का संक्षेपित इतिहास - डॉ. नगेन्द्र (हिन्दुस्तानी एकेडमी)
3. भारतीय साहित्य संस्थापना एवं प्रस्तावना - के. सच्चिदानंदन (राजकमल)
4. हिन्दी साहित्य की भूमिका - हजारी प्रसाद द्विवेदी (राजकमल)
5. आज का भारतीय साहित्य - प्रभाकर माधवे, अज्ञेय (साहित्य अकादमी, दिल्ली)
6. बांग्ला साहित्य का इतिहास - सुकुमार सेन (साहित्य अकादमी)
7. भारतीय साहित्य विविध परिदृश्य - डॉ. विजय राघव रेड्डी
8. भारतीय साहित्य की भूमिका - डॉ. रामविलास शर्मा (राजकमल)
9. भारतीय साहित्य : एक परिचय - स. अंजना नीरादेव
10. आधुनिक भारतीय कविता - अवधेया नारायण मिश्र
11. साहित्य अकादमी, दिल्ली द्वारा प्रकाशित 'भारतीय साहित्यकें निर्माता' श्रृंखला की पुस्तकें

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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. $6 \times 1 = 6$ Marks
2. Four passages are to be set for explanation from units I to IV with an internal choice. Students are required to explain these passages 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 enable students to understand the different aspects of novel,
- To enable them to understand the evolution of novelism technique,
- 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 understand how literature refines our literary sensibility, enriches our aesthetic life, enhances our synaesthetic abilities and improves our linguistic abilities,
- To help them cultivate 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,

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- 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 activities uninhibitedly.

UNIT I: Prose

1. Francis Bacon – Of Studies
2. Charles Lamb - Dream Children
3. Joseph Addison – Sir Roger at Home
4. Richard Steele – Of the Club
5. William Hazlitt – On Actors and Acting
6. A.G. Gardiner – On Saying Please

UNIT II: Emily Bronte - Wuthering Heights

UNIT III: Nadine Gordimer - My son's story

UNIT IV: Ernest Hemingway – The Old Man and the Sea

UNIT V:

(A) Atmosphere, characters, characterization, irony, point of view, setting, novella.

(B) Picaresque novel, Gothic novel, domestic novel, historical novel, Science fiction, autobiographical novel, trends in contemporary English novel.

Suggested Readings : -

- 1- Beacon, Joseph Warren. The Twentieth century Novel Ludhiana: Kalyani Publishers, 1988.
- 2- Cecil, David. Hardy The Novelist. Ludhiana : Lya'l Book Depot, 1985.
- 3- Allen Walter. The English Novel. London : Penguin, 1970.
- 4- Read, H. English Prose Style. London G. Bell & Sons Ltd., 1956.
- 5- Daiches, David. A critical History of English Literature. New Delhi : Allied Publishers, 1988.
- 6- Abrams, M.H. A Glossary of Literary Terms. Madras. Macmillan, 1971.
- 7- Rickett, Arthur Compton. A History of English Literature . London : Thomas Nelson, 1960.

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Contact Periods/week: 05 +4 Practicum

Maximum Marks - 60

Min. Pass Marks - 20

Internal - 15

Practicum - 25 (Internal)

उद्देश्य - इस प्रश्न पत्र को माध्यम विद्यार्थी शिवराज विजय और नीतिशास्त्रकम् रचनाओं का अध्ययन करेंगे। और साथ ही अलंकार आदि के विषय में प्रश्न प्राप्त करेंगे।

परिणाम- विद्यार्थी नीति का अध्ययन कर अपने शरीर का निर्माण करेंगे और संस्कृति और आगे बढ़ाएंगे।

Unit I -

शिवराज विजय- अभिव्यक्तताव्यास (व्याख्यात्मकअध्ययनम्) प्रथमोपनिषदास

Unit II-

भर्तृहरिकृत-नीतिशास्त्रकम् (व्याख्यात्मकअध्ययनम्)

Unit III-

लघुसिद्धान्तकौमुदी -कृदन्तप्रकरणम्

तथ्यत्, अनीयत्, अष्टव्यत्, ण्यत्, तृष, अण, ल्यप्, शत, शान्त, (धातुप्रत्यययोः योगेन शब्द निर्माणम्)

Unit IV-

छन्दसा लक्षणम्- आर्या, अनुष्टुप्, इन्द्रमञ्जरा, उपन्द्रमञ्जरा, उपजाति, वंशस्य द्रुतविलम्बितम् (उदाहरणानि पाठ्यपुस्तकैः यथा अभिज्ञानशाकुन्तलम्, नीतिशास्त्रकम् इत्यादि ग्रन्थैः)

Unit V-

छन्दसा लक्षणम्- वसन्ततिलका, मन्वाकांता, शिखरिणी, शादुलविक्लीडितम्, सुगंधरा, च (उदाहरणानि पाठ्यपुस्तकैः यथा अभिज्ञानशाकुन्तलम्, नीतिशास्त्रकम् इत्यादि ग्रन्थैः)

Assessment: Five assignments (one from each unit)

संस्तुत ग्रन्थाः-

1. कृदन्तसूत्रावली- लघुसिद्धान्तकौमुद्याः कृदन्तशतकालनम्-डॉ. वजेश कुमार शुक्ल
2. वृत्तरत्नाकरः- साहित्य भण्डार मेरठ
3. भर्तृहरिकृत- नीतिशास्त्रकम्- साहित्य भण्डार मेरठ
4. अदिकादन्त व्यासः- शिवराज विजयः प्रथमोपनिषदास- साहित्य भण्डार मेरठ
5. रचनानुवादकौमुदी-छन्द परिचय- डॉ. कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन

*Latest edition of all the suggested books are recommended.

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Paper VI: 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 (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:

- International politics and diplomacy that culminated in World Wars.
- People's aspirations for self-rule through the Russian revolution, and rise of Fascism and Nazism.
- The process of imperialism in China and Japan. The response to imperialism in the form of emergence of militarism in Japan.
- The processes and institutions for establishment of world peace.

Transaction Mode

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

Course Details:

Unit I: International Politics and I World War

- Young Turk Movement and the Balkan wars (1912-13).
- World War I- Causes, Events and Aftermath. Wilson's fourteen points
- Paris Peace Conference.
- League of Nations.

Unit II: Establishment of Communism in Russia

- Russian Revolutions of 1905 and 1917. Causes and results: Impact on the world Politics

Unit III: Imperialism and Anti- Imperialist Movements

- Rise of Fascism, Internal and Foreign policy of Mussolini.
- Nazism- Internal and Foreign policy of Hitler.

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- World Economic Depression of 1929.

Unit IV: Imperialism in China and Japan

- Imperialism and colonialism in China and Japan. Demands for concessions in China.
- Japan, the Meiji Restoration, Modernization of Japan, Rise of Militarism.
- Sino-Japanese war (1894), Russo-Japanese war (1905).
- Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.

Unit V: The Second world War

- World politics from 1919 TO 1939, Causes, events and effects of the World War II
- U.N.O: Formation and role in maintenance of world peace.

Practicum:

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

1. The Impact of the First World War and Its Implications on the world today.
2. Political and Economic Impact of The First World War.
3. Political and Economic Impact of The Second World War.
4. The Young Turk Movement – Progressive, Rebellious and Revolutionary aspects.
5. The Russian Revolution- Contribution of Lenin.
6. Rise of Communism in Russia and its impact on the world politics.
7. Unsung Heroes of the World War I and II.
8. Nazi Ideology ; Implications in Today's context.
9. UNO : Expectations and achievements in contemporary world.
10. World Economic Depression : Lessons to be learnt.

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 / Total : 25 marks

References

1. P. Maiti, History of Europe Delhi, 1977
2. Hassal Balance of Power Delhi, 1980
3. CJH Hayes, Political, Social, Cultural History of Europe, Delhi, 1990
4. Riker, A Short History of Europe, London, 1980
5. Gooch, History of Modern Europe, London, 1989
6. Taylor, Struggle for Mastery of Europe, London, 1978

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8. Langsham, World Since 1914, London, 1977
9. W. Churchill, The World Crises, London, 1955
10. ArjunDev, History of Contemporary World, NCERT, New Delhi, 2004
11. ArjunDev, The Story of Civilization, NCERT, New Delhi, 2004
12. Agatha Ramm, Europe in the Twentieth Century, 1905 – 1970, Longman, London, 1971
13. HAL Fisher, A History of Europe, From the early 18th Century to 1935, Cambridge, 1977
14. E.Lipson, Europe in the 19th & 20th Centuries, Cambridge, 1979
15. Carl L. Becker, A Survey of European Civilization Part-II, Massachusetts, USA, 1958,
16. Modern History of Europe, Cambridge, 1962 Beckmann, George M., Modernization of China and Japan (Harper & Row, 1962).
17. Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971).
18. Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harvester Press, 1976).
19. Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986). Andrew Porter, European Imperialism, 1876 -1914 (1994). 21. A.J.Temu & Roger Owen eds, Studies in the theory of Imperialism, 1970.
20. E.F.Penrose, ed, European Imperialism the partition of Africa, 1980.
21. Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.

Elective II: Geography

Paper VI: Regional planning and development

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I: Basic Concepts: Concepts of Growth, Development and Planning; Sectoral Planning vis-à-vis Regional Planning; Concept of Region: Formal and Functional; Planning Region; Hierarchy of Regions

Unit II: Regionalisation: Characteristics and Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones).

Unit III: Theories on Regional Development and Planning: Models for Regional Planning: Growth Pole Theory; Core Periphery Model and Growth Foci Concept in Indian Context; Territorial Production complex Approach; Land-use Planning.

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Planning; Balanced Area Development; Rural Development Planning

Unit V: Regional Development and Planning in India: Five Year Plans: A Review; Area Development: Hill Area; Tribal Area; Draught Prone Area; Watershed; Intensive Rural Development Programme (IRDP); District Planning and Block Level Planning; NITI Anyog.

Books recommended

1. Blij H. J. De, 1971: Geography: Regions and Concepts, John Wiley and Sons.
2. Claval P.I, 1998: An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
4. Gore C. G., 1984: Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis- Verlag, Marburg.
6. Haynes J., 2008: Development Studies, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: The Organization of Space in Developing Countries, MIT Press, Massachusetts.
8. Peet R., 1999: Theories of Development, The Guilford Press, New York.
9. UNDP 2001-04: Human Development Report, Oxford University Press.
10. World Bank 2001-05: World Development Report, Oxford University Press, New

Practical: Fundamental of Remote Sensing and Geographic Information System

Unit I : Remote Sensing: Definition, Development, Platforms and Types.

Aerial Photography: Principles, Types and Geometry.

Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.

Unit II: Interpretation and Application of Remote Sensing: Land use/ Land Cover.

Unit III: Geographical Information System (GIS) – Definition, Components and Significance. Global Positioning

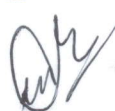
System (GPS) – Principles and Uses. GIS Data Structures – Types (spatial and non-spatial), Point, Line and

Area; Raster and Vector Data Structure. Application of GIS – Forests Monitoring, Urban Sprawl Analysis.

Unit IV: Journal and viva voce

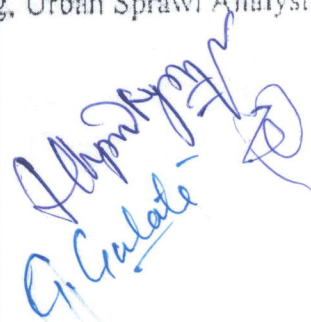











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Books recommend

1. Burrough P. A. and McDonnell R. A., 2000: Principles of Geographical Information Systems-Spatial Information Systems and Geostatistics, Oxford University Press.
2. Chang K.-T., 2009: Introduction to Geographic Information Systems, McGraw-Hill.
3. Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall.
4. DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons.
5. French, G. T. 1996, Understanding the GPS: An Introduction to the Global Positioning System, GeoResearch Inc.
6. Heywood I., Corneliuss S. & Carver S., 2006: An Introduction to Geographical Information Systems, Prentice Hall.
7. Schuurman N., 2004: GIS – A Short Introduction, Blackwell.
8. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
9. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
10. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
11. Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
12. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
13. Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
14. Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGraw-Hill.

Elective III: Economics

Paper VI: PUBLIC FINANCE

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

External Mark: 60	Internal Mark: 15	Practicum: 25	Maximum Mark: 100
Pass Mark: 24	Pass Mark: 06	Pass Mark: 10	Pass Mark: 40
Time: 3 hours	Time: 1 hours	Time: 2 hours	Time: 6 hours
Period : 6+1=7 per week		Period: 2=2 per week	Period =9 per week

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1. Explain the nature and scope of public finance.
2. Describe the concepts and principle of public finance, revenue, expenditure, debt and budget.
3. Explain the financial administration in India.
4. Use the statistics to understand the economic problem related to the public finance.

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: Nature and Scope of Public Finance

Meaning, Nature and Scope of Public Finance; Distinguish between the private and public finance; Distinguish between the private goods and public goods; Concepts of Merits goods; Function of the Government, Market failure and Role of the State; The Principle of Maximum social advantage- Dalton's and Musgrave's

UNIT- II: Public Revenue

Meaning and sources of public revenue; Taxation- Meaning, classification, cannons and effects of taxations; Division of tax burden; Theory of Taxation- Benefits and ability to pay principle of taxations; Impact and Incidence of Taxes and Taxable capacity; Major's trends in tax revenue of central and state government in India.

UNIT-III: Public Expenditure

Meaning and classifications of public expenditure; Cannon and Effect of Public expenditure; Causes of growth of public expenditure; Trends in growth of public expenditure in India.

Theories of Public expenditure- Wagner's law of increasing state activity, Peacock-Wiseman hypothesis

UNIT- IV: Public Debt

Meaning and Sources of public borrowing, Effects of public debt, Methods of Redemptions of public debt, Debt burden and Deficit financing in India. Concept of Financial Administration, Meaning of Public Budget, Kinds of budget, Economic and functional classification of budget, Preparation and passing of budget in India.

UNIT-V: International Trade and Finance Institution

International Organizations' - GATT/WTO (TRIPS and TRIMS), UNTACT, Trade Blocks EU, SAARC, NAFTA, SAPTA.

International Financial Institutions-IMF, World Bank, Asian Development Bank,

Suggested Readings:

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2. Atkinson, A.B and J.E. Stiglitz(1980), Lectures on Public Economics, Tata Mc Graw Hill, New York.
3. Auerbach, A.J and M. Feldstern(Eds) (1985) , Handbook of Public Economics, Vol.1, North Holland, Amsterdam.
4. Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
5. Goldsmith, R.W(1969), Financial Structure and Development, Yale, London
6. Gupta, S.B (), Monetary Economics,
7. Jha, R(1998), Modern Public Economics, Routledge, London
8. Lekhi, R.K(), Public Finance
9. Mithani, D.M(), Modern Public Finance
10. Musgrave, R.A(1959), The Theory of Public Finance, Mc Graw Hill, Kogakusha, Tokyo.
11. Peacock, A and G.K. Shaw(1976), The Economic Theory of Fiscal Policy, George Allen and Unwin, London.
12. Shoup, C.S(1970), Public Finance, Aldine Chicago.
13. Tyagi, B.P() Public Finance.

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Practicum-VI: Project Work & Seminar

UNIT-I: Preparation of proposal or synopsis for project work: Identification of topic related to the paper: Public Finance; 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. Budget.
2. Planning commission Report
3. Financial commission Report

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5. Agricultural Census
6. American Economic Review
7. Economic & Political Weekly,
8. Indian Journal of Labour Economics
9. Kurukhetra
10. News Paper
11. State's Agriculture Statistics
12. Statistical Abstracts of the concern State as well as India
13. Third Concept
14. Yojana

Elective III: Political Science

Paper VI: INDIAN POLITICAL THOUGHT

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)*

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
3. Five long answer type questions with internal choice selecting one from each unit.
5 X 8 = 40 Marks.

Objectives: This paper contain eleven prominent Indian political philosophers with a view to gaining some valuable understanding on various Social, Political, Economic issues both form Pre-Independence to Post-Independence India

Unit I: Kautilya: State and Diplomacy

Raja Rammohan Roy: Freedom of Thought and Introduction of English Education.

Swami Vivekananda: Nationalism and Socialism.

Unit II: M. Gandhi: Hind Swaraj

B.R Ambedkar: Annihilation of Caste

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Unit IV: G.K Gokhale: Political goals and Technique

Tilak: Swaraj

Unit V: J.L. Nehru: Educational Philosophy and Socialism

A.N. Dev: Contribution to Socialism

* These periods will be used for the following activities

- Tutorials
- Project
- Organizing Mock Parliament
- Debates
- Visit to Legislative Assembly/ Village Panchayats/Municipal Corporation to observe the Proceedings of the House and to also collect primary data.
- Symposium
- Discussion
- Students presentation
- Hands on activities in social science lab.

Suggested Readings:

1. B.R. Ambedkar, Annihilation of Caste (1936) in Writings and Speeches, Bombay, Govt. of Maharashtra, 1982. Vol. I & II edited by Moon.
2. Bhiku Parekh and 'Thomas Pantham (ed.), Political Discourse, Exploration in Indian and Western Political Thought, New Delhi, Sage, 1987.
3. Bimal Prasad (ed.), A Revolutionary's Quest, Selected Writings of J.P. New Delhi, OUP, 1980.
4. Dennis Gilmore Dalton, India's of Freedom : Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Academic Press, 1982.
5. Gail Omvedt, Dalit Democratic Revolution, New Delhi, Sage 1992.
6. Iqbal Singh, Raja Rammohan Roy: A Biographical Enquiry into the making of Modern India, Bombay Allied, 1983.
7. J. Bandopandhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969.
8. Jayaprakash Narayan, From Socialism to Sarvodaya, New Delhi, Akhil Bhartiya Sarva Seva Prakashan, 1959.
9. K.N. Kadam (ed.) Dr. B.R. Ambedkar, the Emanicpator of the Oppressed, Bombay, Popular Prakashan, 1993,

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- Calcutt, 1945.
11. R. P Kangle Arthashastra of Kautilya, 1960, Delhi, Motilal Banarasidass, 1965.
 12. M. J. Kenarkar, Tilak and Gandhi, A Comparative Study, Nagpur, Author 1935.
 13. M.K. Gandhi, An Authobiography or the Story of My Experiment with Truth. Translated b Mahadev Desai, Ahmedabad, Navjiva, 1927.
 14. M.S. Gore, Social Thought of B.R. Ambedkar, New Delhi, Sage, 1992.
 15. Narayan Agrawal, Gandhian Constitution for Free India, 1946.
 16. Raghvan N Iyer, Selected Works of Mahatma Gandhi, 3 Vols., 1988.
 17. Shankar Ghose, Modern Indian Political Thought, Allied, 1984.
 18. Sushobhan Sarkar, ed. Rammohan Roy on Colonialism.
 19. Swami Ranganathanda, Swami Vivekananda - His Humanism, Moscow State University lectur Advaita Ashram, Culcutta, 1991.
 20. Thomas Pantham and Kenneth L. Deutsch (ed.), Political Thought in Modern India, New Delh Sage, 1986.
 21. V. R. Mehta, Foundations of Indian Political Thought, New Delhi, Manohar. 1992.
 22. V.P. Verma, Adhunik Bhartiya Rajnitik Chintan, 1982.

Education Component:

PC1 – Social Science - 2

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks –

Internal –

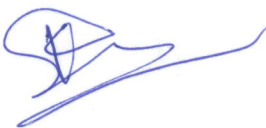
UNIT -1 Reflections on classroom experiences

- Teacher content preparation
- Effectiveness of lesson plan(Visualized learning situation)
- Preparation and use of learning aid/resources
- Effectiveness of assessment procedure used in teaching

Learning Activities

- Discussion on the reflections from classroom teaching on each subject of social science
- Re analysis of the lesson plan
- Re design learning aid/resources

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UNIT - 2 Development of Skills

- Observation skills in the area of Social Science of Primary/Secondary Data
- Map reading and analysis-distances, directions, scales on different types of maps
- Mathematical Skills used in economics up to the level of Class X

Learning Activities

- Map reading and map construction practice with some maps from social science textbook
- Manual and computer based practice of graphical and mathematical skills used in economics textbook

UNIT - 3 Human Relationships, identities and interaction in India

- Culture, Social Stratification and social change
- Caste and class in Indian society
- Shared religious cultures and conflicts between religious communities
- Gender differentials across caste, class and religious structure in India

Learning Activities

- Reading of books on culture
- Sharing of self-experiences on cultural issues
- Reading news, literature on caste, religious cultures and gender issues. Case studies can be done on these issues

UNIT - 4 Human Life, space and resources:

- Demography and distribution of wealth in society
- Key issues in Economics and Geography- poverty, food security, globalization and environmental imbalances with ref. to India
- Environment human interaction, Resources and their distribution in India and world
- Social Interaction
- Change in the Indian Social System

Learning Activities

- Discussion on international/national/state meeting/forum/seminar organized on environmental Issues
- Discussion on environmental issues given in social science textbook
- Discussion on different international, national and local agencies responsible for economic and political decisions

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- Gupta Period and ancient Indian History
- Mughal Dynasty and its impact on Indian Culture
- The influence of Islam on the Hindu Society
- History of Freedom Movement
- Concepts of Democracy, Secularism and Socialism

Transactional Strategies:

- Creating interest in the learners for specific social themes and issues under discussion
- Creating thinking of the social problems for analysis
- Lectures, group discussions, guided self-study and reflection
- Observing things, human relationships and working of social institutions
- Presentations on frontier areas and contemporary issues in Social Sciences

Modes of Assessment

Suggested modes of Assessment are:

- Quality of participation in discussions
- Quality of seminar presentations in class. These presentations may be on topics of various kinds: general, overarching issues in Social Science, curricular concerns, the significance of activities in Social Science learning, study of a given historical or contemporary issues
- Open book written test i.e. test in which candidates can use printed materials
- Closed book tests
- Year-end Summative assessment by the Institute/ University
- Appropriate criteria for all internal assessment modes need to be worked out

References

1. Carr, E.H. (1962), *What is History?*, Knopf, London.
2. Dasgupta, Partha (2007), *Economics: A Very Short Introduction*, Oxford University Press, 2007.
3. Dunfee M, Sagl H. (1966). *Social studies through problem solving a challenge to elementary school teachers*. New York: Indiana University Holt, Rinhart & Winston.
4. Phillips D.C (n.d.). *Philosophy science, and social Inquiry*. New York : Paragamon press oxford.
5. George, Alex M. and Amman Madan (2009), *Teaching Social Science in Schools: NCERT's New Textbook Initiative*, Sage, New Delhi.
6. J C Aggarwal ,*Teaching of Social Studies: A practical Approach*, Fourth Edition ,Vikas

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8. Kumar, Krishna (2002), *Prejudice and Pride : School Histories of the Freedom Struggle in India and Pakistan*, Penguin India, New Delhi.
 9. Lakatos I, (1976), *Proofs and Refutations: The Logic of mathematical Discovery*, Cambridge University Press, Cambridge.
 10. Lambart D., Balderstone D.(2002). *Learning to teach Geography in the secondary school: A companion to school experience*. London: Routledge Falmer.
 11. Lewis, Bernard (1975), *History's Remembered, Recovered, Invented*, Simon and Schuster, Inc., New York.
 12. Linn R.L, Gronlund N.E. (2003). *Measurement and Assessment in teaching*. 8th edn. Delhi: Pearson Education.
 13. Longmans. (1965) Source book for Geography teaching. London: UNESCO.
 14. Mehlinger, Howard D. (Ed.) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO, Paris.
 15. NCERT (2006), National Focus Group Position Paper on Teaching of Social Science.
 16. Pathak, A. (2002). *Social implications of schooling Knowledge, pedagogy and consciousness*. Delhi: Rainbow Publishers.
 17. Rao, M.(n.d.). Developments in Geography teaching. London: Openbooks.
 18. Root, Michael(1993), *Philosophy of Social Science*, Blackwell, Oxford.
 19. *Teaching of Social Science*, Series in Education Pearson Publication
 20. Uma Mangal, *Teaching of Social Studies*, Arya Book Publication New Delhi

PC2 – Language: Hindi - 2

हिन्दी शिक्षण प्रविधि /Pedagogy Course II

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

प्रश्न एवं अंक विवरण

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

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

समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

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प्रस्तावना: इस पाठ्यक्रम में निर्धारित पाठ्यसामग्री के अध्ययन के उपरान्त प्रशिक्षार्थी - माध्यमिक स्तर पर व्यापक रूप से पढ़ाई जाने वाली हिन्दी भाषा के स्वरूप, उसके शब्द भंडार, वाक्य रचना विधान से परिचित हो सकेंगे, इसके साथ ही ये इस पाठ्यक्रम में निर्धारित भाषा की परिभाषा स्वरूप और उसकी प्रकृति से भी परिचित हो सकेंगे। भाषा के विभिन्न रूपों से परिचय के साथ वे मातृभाषा शिक्षण के महत्व और उसकी भूमिका से भी परिचित हो सकेंगे। इस पाठ्यसामग्री के अध्ययन के उपरान्त प्रशिक्षार्थी जो साहित्य की विविध विधाओं के स्वरूप और प्रकृति से पूर्व में परिचित हैं, उन्हें माध्यमिक स्तर पर पढ़ाये जाने के उद्देश्यों और प्रविधियों से परिचित हो सकेंगे।

इकाई 1:

- भाषा शिक्षण की आधारणा
- भाषा शिक्षण अभिप्राय एवं उद्देश्य
- भाषा शिक्षण का राष्ट्रीय, सामाजिक, शैक्षिक एवं भाषिक
- शिक्षण, प्रशिक्षण, अर्जन, और अधिगम

इकाई 2: भाषा शिक्षण की आधारभूत संकल्पनाएं

- प्रथम भाषा, मातृभाषा तथा अन्य भाषा की संकल्पना
- मातृभाषा, द्वितीय भाषा और विदेशी भाषा के शिक्षण में अंतर
- सामान्य एवं विशिष्ट प्रयोजन के लिए भाषा शिक्षण

इकाई 3: हिन्दी शिक्षण

- भाषा कौशल, श्रवण, भाषण, पाठन और लेखन
- हिन्दी का मातृभाषा के रूप में शिक्षण
- द्वितीय भाषा के रूप में शिक्षण

इकाई 4: हिन्दी शिक्षण स्वरूप और पाठयोजना विकास

- कविता शिक्षण-उद्देश्य, प्रविधियाँ और पाठयोजना का विकास
- गद्य शिक्षण - उद्देश्य, प्रविधियाँ और पाठयोजना का विकास
- व्याकरण शिक्षण -उद्देश्य, प्रविधियाँ और पाठयोजना का विकास
- काव्य भाषा और गद्य भाषा में अंतर और विशिष्टता
- निबंध, नाटक, कहानी, संस्मरण आदि के माध्यम से गद्य शिक्षण उद्देश्यों में अंतर तथा उनकी शिक्षण विधियों की विशिष्टता

PC2 - Language: English - 2

Contact Periods/week: 05

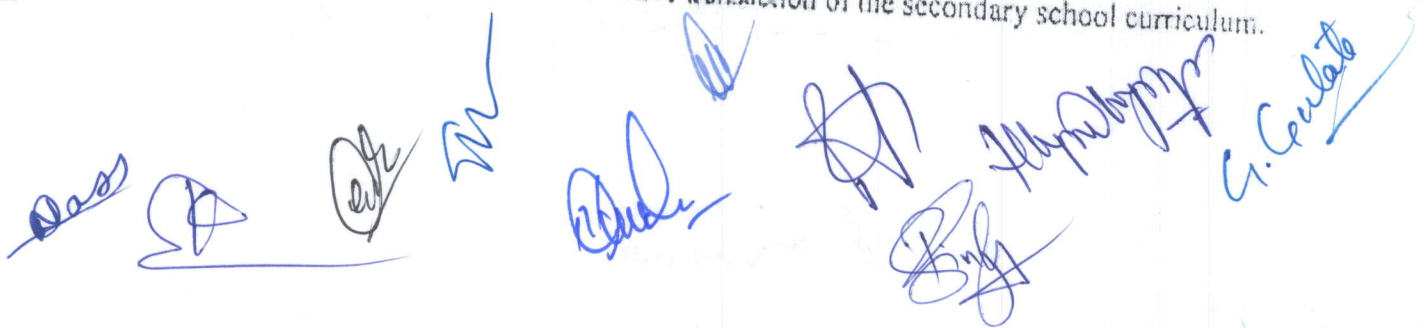
Maximum Marks - 60

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.



- 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 marks. $12 \times 5 = 60$

Unit I : Unit and Lesson Plans

Objectives of teaching Prose, Poetry, Play, Grammar, Story, Composition. Preparation of Unit and Lesson Plans for teaching Prose, Poetry, Play, Grammar, , Story, Composition, Constructivist Learning Design. (E Model and ICON model)

Unit II : NCF 2005

English as a second Language, Aim of teaching English, Language across the Curriculum, English at the initial and later levels, development of life skills, use of child's talk as a resource, English as subject and English as medium, Use of Multiple Textbooks , Relationship between resource, learning & teaching.

UNIT III: Resources and the Classroom Environment

- The relationship between resource, learning and teaching
- Evaluating materials : Textbook analysis
- Range of classroom roles for teacher and learners.

Unit III : Use of Multimedia & Communication Technology

- Use of audio-visual, multimedia and the effective utilization of language laboratory
- Use of Computer Assisted Language Learning (CALL).
- Use of CD-Rom, DVD Technology, web-based CALL.
- Whole class teaching with interactive whiteboards; use of blogs, wikis, podcasts and other social networking.

Unit IV : Assessment and Evaluation of Learner's Progress

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- b. Challenging and Enjoyable Assessment.
- c. Types of Tests – Aptitude Tests, Criterion – Referenced Tests, Norm – Reference Tests.
- d. Purpose of Evaluation.
- e. Test Tasks – Non – Productive Test Task, Productive Test Task, Portfolio Assessment.
- f. Peer and self Assessment
- g. Development of Rubrics.

Suggested Readings :

1. Teeler, Dede & Peter Gray : How to use the Internet in ELT.
2. Dorner, Jane : Writing for the Internet.
3. Spratt Mary : English for the Teacher: A language Development Course.
4. Cazden, John & Hymes : Functions of Language in the Classroom.
5. Abercrombie D : Problems and Principles in Language Study.
6. Lado, Robert : Language Testing.
7. Littlewood, William T : Foreign and Second Language.
8. Fowler, Mary Elizabeth : Teaching Language Composition and Literature.
9. Wolfgang Klein : Second Language Acquisition.

PC2 –Language: Sanskrit - 2

Contact Periods/week: 05

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Objectives: To make students explain the nature, need & principles of teaching Sanskrit language. Describe different methods of teaching Sanskrit. Demonstrate the use of various audio visual aids. Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit. Define the meaning of evaluation and different techniques of evaluation. Organize co curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other competitions.)

Outcomes- The student will be able to understand Sanskrit language, its grammar and its usages.

Unit-I

- Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society.

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Unit-II

- Need, bases and principals of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and suggestions for improvement

Unit-III

- Teaching methods: Pathshala method, Bhanddarkar method, Textbook method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit-Characteristics and Evaluation procedure of text book.

Unit-IV

- Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit-V

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Preparation of achievement test.

Assesment:- Five assignments (One from each unit)

BOOKS RECOMMENDED

- शर्मा शिखा "संस्कृत शिक्षण" अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय डॉ० रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- यत्त डॉ० वी०एल० "संस्कृत शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
- मित्तल डॉ० संतोष "संस्कृत शिक्षण", आर०लाल बुक डिपो, मेरठ।
- Latest editions of all the suggested books are recommended

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Objectives

To enable teacher trainees to acquire knowledge, attitudes, values, skills and competencies to:

- Become aware of role of education in building peace as dynamic social reality.
- Understand and resolve conflicts within, and mediate others'.
- Empower themselves and transcend barriers of identity.
- Use pedagogical skills and strategies in and out of classroom for promoting peace at school level.
- Act as agency to promote peace in the local community influencing school.

Course Outline**Unit I: Concepts and concerns in Education for peace**

- Foundation of peace and its components
- Peace Education, Education for peace: Meaning, Nature and Importance: Education for peace
- Initiative: International, National, and local
- Highlights of various philosophies of Peace: M.K. Gandhi, Krishnamurthy, Arobindo, Gijubhai, Badheka, Dalai Lama

UNIT II: Peace Context

- Approaches to Education for peace
- Pedagogical skills, Strategies
- Personality formation- Knowledge, Values, Skills and Attitude
- Respect for differences: Socio-economic, Gender, Caste, Religion, Culture, Languages and Regions etc.
- Activities for education for peace

UNIT III: Understanding conflicts and Empowerment of self

- Nature of conflict: causes for conflict
- Skills and strategies for conflict resolution
- Self-management: Anger, stress management, yoga, Meditation, nurturing ethical behavior, Critical selfreflection, discipline
- Effective parenting
- Teacher as peace builder- listening skills, questioning, Providing feedback

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- Integration of peace in different subjects

Activities to be taken-

- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
- Assignments on topics which require deep understanding, and generating creative/alternative ideas to deal with issues and challenges to peace few suggested topics and sharing in groups. Few suggested topics for assignments:
 - Conflicts experienced at home/in family/ in society/ in school etc.
 - Experiences of handling conflicts in a creative manner.
 - Exploring possible strategies of resolving commonly experienced conflicts.
 - Healthy discipline among school children.
 - Identifying challenges of peace in school and dealing with one such challenge.
 - Strategies of promoting healthy relationships on the job.
- Approaches to peace education-case studies of local and international.
- Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
- Films clips displaying, concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like- Doha Debates, Sadako etc.
- Preparation of collages from newspapers etc. to highlight issues and challenges to peace or positive response to them.
- Developing an action plan for peace in school and local community.
- Visiting websites on peace education to become familiar with national and international initiatives, approaches and strategies of peace, case studies of conflict in the region.

Suggested readings:

- Gangrade K.D. (2001) Religion and peace, A Gandhian Perspective, Gandhi Smriti and Darashar samiti, New Delhi.
- Harris. I.M. 1998. Peace Education, McFarland, North Carolina, NCERT, New Delhi
- Kaur, B. 2006. Peace Lines. Penguin Publications, New Delhi, (in Press)
- Kumar, K. (2007), Santi Shiksha Aur Gandhi, (In Hindi) Maharishi Valmiki College of Education Delhi University
- Krishnamurti.J. 1997. The Flame of Attention. Krishnamurti Foundation Trust Ltd., London.

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- NCERT 2005. National Curriculum Framework. NCERT, New Delhi
- NCERT 2005 position paper on Educational for Peace NCERT, New Delhi
- Prasad, D (2005), Education for Living Creatively and Peacefully, Spark India Hyderabad, A.P.
- Hant, T.N. (2004). Being Peace, Nee Printing Press, Delhi
- UNESCO (2001). Learning the way the Peace- A Teacher's Guide to Peace Education. A.S. Balasooriya, UNESCO, New Delhi
- UNESCO (2002). Learning to Be. A Holistic and Integrated Approach to value Education for Human Development Bangkok. Well Pierre 2002- The art of living in peace, UNESCO publication, UNIPALK

Schooling, Socialing & Identity

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives:

- To become aware of the processes of socialization at home which contribute in shaping identity formation of the school going child (in Indian contexts)
- To reflect critically on factors that shape identity formation.
- To acquaint with the processes that shape one's own sense of identity.
- To become critically aware of 'identity'
- To reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'
- To recognize the clash of identity as an offshoot of narrow identity assertion
- To appreciate and work in developing national, secular and humanistic identity
- To work for the construction of universalistic and humanistic identity

Course Content:

Unit-I : Socialization and its conditioning influences

- Meaning and Nature of Socialization, and Socialization Process
- Social Institutions and Socialization: Role of Family; School; community
- Impact of socialization processes on the development of the 'self'
- Self and related concepts: self esteem; self efficacy and self actualization

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Unit-II: Identity formation

- Meaning of 'identity formation'
- Culture and Identity formation
- Social categories such as caste, class, gender and religion as determinants of identity formation among individuals and groups
- The influence of peer group, of media messages on identity formation in contemporary society

Unit-III: Schooling and identity

- Schooling for identity formation
- The impact of schooling on identity formation: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, (practices; value framework and 'hidden curriculum' in schools)
- Schooling and national identity; schooling and secular identity; schooling and humanistic identity

Unit-IV: Identity, conflict and violence

- Emergence of multiple identities
- Assertion of identities, conflict and violence
- Learning to live together with multiple identities: role of education
- Growing Competition- Increase Conflict
- Conflict Resolution
- Concept of emotional intelligence and its role in practicing peace

Transactional Modes:

- Introductory lectures-cum-discussion, to introduce key themes of the course- socialization, identity formation, sociological notions and experiential sense of 'self' etc.
- Group discussion and exploration, around selected readings and key questions
- Reflective, autobiographical writing, towards self-understanding, on given topics
- Journal writing, on course experiences, to be initiated... to be continued through the year, with occasional sharing with a 'mentor'
- Critical study of identity formation in schools

Suggested Readings:

- Amalendu Misra, (2004). Identity and Religion Foundations of Anti-Islamism in India. Sage Publications, New Delhi.

















- Dipankar Gupta (Ed.) (2004). Caste in question : Identity or Hierarchy . Sage Publications, New Delhi.
- Kamala Ganesh & Usha Thakkar (Ed.) (2005). Culture and Making of identity in India, Sage Publications, New Delhi.
- Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory: Research and Applications in India, Sage Publications, New Delhi.
- Sen Amartya (2006). Identity and Violence. The Illusion of Destiny. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.
- Srinivas M.N. (1986). Social Changes in Modern India, Allied Publishers, Bombay.
- Vidyanathan, T.G. (1989), 'Authority and Identity in India', in 'Another India' Dae dalus, Fall 118(H): 147-69.

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B) Orientation into process skills and Content Analysis

One Week

15 Marks

- i. Content Analysis of respective school subjects to identify concepts and processes
- ii. Process of Observation
- iii. Process of Classification
- iv. Process of Inference
- v. Process of Interpretation
- vi. Process of Measurement

C) Practice of making Unit and Lesson plans

Three days

10 Marks

- i. Preparing Unit-plans (Two in each Pedagogy course)
- ii. Preparing Lesson Plans/learning situations (Two in each pedagogy course)

D) Evaluation Formats

Three days

10 Marks

- i. Preparation of Blue Print (One in each pedagogy course)
- ii. Question Paper (One in each pedagogy course)
- iii. Orientation into Portfolios
- iv. Orientation into Rubrics

INTERNSHIP

Weeks - 16

Maximum Marks - 200 (100+100)

Min. Pass Marks - 66 (33+33)

Internal - 200

Activities:

• Lesson Delivery in the classrooms (40 in each pedagogy subject)	100+100	200
• Critical observation lesson (One in each pedagogy subject)	25+25	50
• Final Lessons (One in each pedagogy subject)	25+25	50
• Peer Observation and Reporting (Ten in each pedagogy subject)	10+10	20
• Preparation of Pedagogical Resources (In two pedagogy Subjects)	10+10	20
• Scholastic Achievement Test Record (One in each pedagogy subject)	20+20	40
• Case Study Record		20

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activities

- Lesson Delivery in the classroom (10 each individual activity)
- Voice Voice

20 20

30 30

Post-Internship

Week 12

Maximum Marks: 30

Min. Pass Marks: 17

Internal: 30

- Post-Internship Voice-voice and Records of Internship: 30

Action Research

Internship

Maximum Marks: 30

Min. Pass Marks: 17

Internal: 30

Action Research during Internship and submitting Report in Post-Internship

Concerns of Education coming from the field: A Report

Internship

Maximum Marks: 30

Min. Pass Marks: 17

Internal: 30

- Concerns of Education Coming from the field- A Reflective Report 30

(Writing future concerns during Internship and submitting Report in Post-Internship: Credit on originality)

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