

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
Eighth Semester

Subject/Paper	Paper	Intern.	Total	Pds./week
B.A Part Foundation Course	40	10	50	3
Environmental Education				
Elective I+Practicum	60	15+25+50	150	9
Elective II+Practicum	60	15+25+50	150	9
Elective III+Practicum	60	15+25+50	150	9
Total	220	280	500	
B.Ed Part Vision of Indian education : Issues and Concerns	40	10	50	3
School management & leadership	40	10	100	
Total	80	20	100	
Grand Total	300	300	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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Foundation Course: Environmental Education

Paper II

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Distribution of Marks

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

Objectives:

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

Unit I

Ecosystems: Concept, structure and function of an ecosystem. Producers, consumers and decomposers, Ecological succession; Energy flow in the ecosystem: Food chains, food web and Ecological pyramids. Biogeochemical cycles:

Oxygen, Carbon, Nitrogen and Phosphorus.

Unit II

Introduction, types, characteristic features, structure and function of the following Ecosystem: Forest, Grassland, Desert ecosystem. Aquatic ecosystems (Ponds, streams, lakes, rivers, ocean, estuaries)

Unit III

Biodiversity and its conservation: Introduction, definition, genetic, species, and Ecosystem diversity. Biogeographical classification of India; Value of biodiversity, consumption and productive use; Social, ethical and aesthetic values.

Unit IV

Biodiversity at global, national and local levels; India as a mega-diversity nation; Hot spots of biodiversity; Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts. Endangered and endemic species of India; Conservation of biodiversity: In situ and ex situ conservation of biodiversity

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Unit V

Environmental Pollution: Definition, cause, effects and control measures of - Air pollution, water pollution, marine pollution, noise pollution, thermal pollution and radioactive pollution Nuclear hazards. Solid waste management; cause, effects and control measures of urban and industrial wastes;

Role of an individual in prevention of pollution; Pollution case studies; Disaster management : Floods, earthquakes, cyclone and land slide. Human population and the environment - Population growth, population explosion, family welfare programme , variation among nations. Effects environment on human health.

FIELD WORK

1. Visit to local area to document environmental assets-rivers, forests, grasslands, hills, and mountains.
2. Visit to local polluted site - Urban, rural, industrial and agricultural
3. Study of common plants, insects, birds.
4. Study of simple ecosystem-pond, river hill slopes, etc. (Field work equal to 5 lecture hours)

Suggested Readings

1. Asthana D.K. and Asthana Meera. 2006
A Textbook of Environmental Studies. S.Chand & Co. New Delhi.
2. Purohit, S.S. and Ranjan, R. 2005 Ecology, Environment and Pollution, Agrobios, Jodhpur.
3. Alma Peter 1993 Environmental Concern, Cambridge University Press.
4. Chadha S.K. 1992 Environmental Crisis in India. International Book Distributors Dehradun.
5. Saveland R.N. 1976. Handbook of Environmental Education. John Wiley & Sons, London.
6. Wright, Richard T and Nebel, Bernard J. 2002 Environmental Science: Towards Sustainable future, Prentice Hall, New Delhi.
7. Abbasi, S.A. 1998: Environmental Everyone Discovery Publishing House, New Delhi.
8. Saxena, A.B. and Anand, V.V. 008 : Essentials of Environmental Education, H.P. Bhargava Book House, Agra.
9. Saxena A.B. 1969: Education for Environmental Concerns. Radha Publications New Delhi.
10. Bharucha, E. 2005: Textbook of Environmental Studies. Universities Press. New Delhi
11. Sodhi G.S. 2005: Fundamental Concepts of Environmental Chemistry Narona Publishing House, New Delhi.
12. Chapman, J.L. & Reiss, M.J. 2004. Ecology Principles and Applications, Cambridge University Press.

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3 व्याख्या आधारित प्रश्न (आरंभ वी 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.)

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

व्याख्यात्मक एवं समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

प्रस्तावना :

आधुनिक युग में बढ़ती हुई आर्थिक, सामाजिक, राजनीतिक गतिविधियों के परिणाम स्वरूप बाजार, प्रशासन, न्यायालय, अनुवाद, पत्रकारिता और जनसंचार माध्यमों में हिन्दी भाषा का प्रयोग व्यापक रूप से बढ़ा है। बीसवीं सदी के आखिरी दशक में इलेक्ट्रॉनिक मीडिया के विकास के साथ ही हिन्दी के प्रयोजन मूलक रूप पर नये सिरे से विचार प्रारंभ हुआ है। प्रयोजनमूलक हिन्दी के विशिष्ट अध्ययन के एक और विद्यार्थी रोजमर्रा के कार्यों में हिन्दी के प्रयोग के प्रति आघस्त होंगे तो दूसरी ओर उनमें रोजगार परक भाषा की ओर ध्यान कोन्द्रित होगा।

इकाई –1 प्रयोजन मूलक हिन्दी का अभिप्राय, कार्यालायीन हिन्दी, पत्रकारिता में हिन्दी, अनुवाद में हिन्दी

दूरय-अध्य माध्यमों में हिन्दी

इकाई – 2 मुद्रित मीडिया एवं समाचार लेखन, समाचार का शीर्षक, पृष्ठ निर्माण एवं संपादन कला

इकाई –3 मुद्रित मीडिया के लिए फीचर लेखन, साक्षात्कार, परिचर्चा, समीक्षा लेखन एवं विज्ञापन

ख. प्रयोजनमूलक हिन्दी

कुल अंक – 40

प्रश्न एवं अंक निर्धारण

3 समीक्षात्मक / दीर्घउत्तरीय प्रश्न – 24 अंक (8 X 3 प्र.)

लघुउत्तरीय प्रश्न (100-150 शब्दों तक) – 16 अंक (4 X 4 प्र.)

समीक्षात्मक प्रश्नों में आंतरिक विकल्प होंगे।

इकाई –1 इलेक्ट्रॉनिक मीडिया की पत्रकारिता में हिन्दी भाषा, रेडियो एवं दूर दर्शन के लिए समाचार की भाषाओं सीधे प्रसारण की भाषिक संरचना, रेडियो रूपक एवं नाटक

इकाई –2 माध्यमोपयोगी लेखन:

सिनेमा एवं धारावाहिकों के लिए पटकथा एवं संवाद लेखन, इन्टरनेट पर हिन्दी हिन्दी पोर्टल एवं ब्लॉग

इकाई – 3 अनुवाद से अभिप्राय, अनुवाद प्रक्रिया लक्ष्यभाषा एवं स्रोत भाषा, अनुवाद के प्रकार, अनुवाद के विभिन्न रूप (कार्यालयी अनुवाद, वैज्ञानिक अनुवाद, तकनीकी अनुवाद, वाणिज्यिक अनुवाद, विधिक अनुवाद, साहित्यिक अनुवाद)

संदर्भ ग्रंथ

1. प्रयोजन मूलक हिन्दी

- विजय कुलश्रेष्ठ

2. प्रयासनामक हिन्दी

- केन्द्रिय हिन्दी संस्थान, आगरा

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3 अनुवाद विज्ञान	-	(स) रवीन्द्रनाथ श्रीवास्तव
4 अनुवाद सिद्धांत एवं समस्यार्थ	-	प्रदीप सायसिंग
5 अनुवाद सैद्धांतिकी	-	भोलानाथ शिवारी
6 प्रयोजनमूलक हिन्दी	-	भोलानाथ शिवारी, महेंद्र चतुर्वेदी
7 व्यावहारिक हिन्दी	-	मनोहर श्याम जोषी
8 पटकथा लेखन	-	असमर गजाहता, प्रमति रंजन
9 टेलीविजन लेखन	-	अनुपम ओझा
10 पटकथा	-	

Elective I – Literature: English

English Literature Paper VII: Literary Criticism

Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

Distribution of Marks

Long answer questions – 5

Long answer questions from Unit I – V will be set.

Each question will carry 12 marks.

Objectives:

To familiarize the students with the key concepts in classical criticism, neoclassicism, romantic criticism, Victorian criticism and new criticism with a view to enabling the students explicate, elucidate and interpret literary texts.

Transaction mode:

A response – based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An openended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

Course content:

Unit I: Classical Criticism and Neo Classical

Aristotle: Poetics (Chapter VI)

Bharata : Natyashastra (Rasa Theory)

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Wordsworth : Preface to Lyrical Ballads

• Jacques Derrida : Deconstruction (Chapter XV)

Unit III : Victorian & Modern Criticism

• Andrew Ross : "The Study of Poetry"

• T.S. Eliot : Tradition and the Individual Talent

Unit IV : Post-Structuralism

• Jacques Derrida : Structure, Sign & play

• Stanley Fish : Is there a text in this class?

• Saussure : Nature of the Linguistic Sign

Unit V : Feminism and Post-Colonialism

• Elaine Showalter : Towards a Feminist Poetics

• Edward Said : Orientalism (Chapter I)

Suggested Readings:

1. Hans Reiss : Literary Theory - The Basics, Routledge.
2. David Lodge : Modern criticism and Theory
3. S. Ramaswami and V S Sethuramam - The English Critical Tradition, MacMillan.
4. T.S. Dorsch - Classical Literary Criticism, Penguin Books.
5. Raymond Williams - keywords, Fontana Paperbacks.
6. Wimsatt and Breds - Literary Criticism - A short History (Vol. I, II, III and IV)
7. Wordsworth and Coleridge - Lyrical Ballads 1805, Macdonald and Evans.

Elective I - Literature: Sanskrit

Paper - VII

Contact Periods week: 05 → 4 Practicum

Maximum Marks - 60

Min. Pass Marks - 20

Internal - 15

Practicum - 25 (Internal)

UNIT-I

संस्कृत साहित्य का इतिहास

UNIT-II

संस्कृत साहित्य का सामाजिक परिवर्तन और साहित्य, श्रीमद्भगवद्गीता प्रमाण

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UNIT-III

वाल्मीकि रामायण (मूलरामायण) आदि काव्य के रूप में एवं उसका सांस्कृतिक महत्व

UNIT-IV

महाभारत सामान्य परिचय एवं राजा युधिष्ठिर संवाद

UNIT-V

श्रीमद्भागवतगीता :- भक्ति माध्यम आत्मप्रबंधन :

महत्त्वपूर्ण अध्यायः (I-7, IX 27, VIII 7, XI 55)

मानवकाया : गुणानि अध्याय XII, II XII 13-19

संदर्भ

1. संस्कृत साहित्य का इतिहास, बलदेव उपाध्याय शारदा निकेतन, वाराणसी
2. वैदिक साहित्य और संस्कृति, बलदेव उपाध्याय, वाराणसी
3. संस्कृत साहित्य का इतिहास, प्रीति प्रभा गोयल
4. संस्कृत धर्मशास्त्र का विवेचनात्मक इतिहास - डॉ. सूर्यकांत
5. श्रीमद्भागवतगीतासंस्कृत और कर्मयोगशास्त्र - बालगंगाधर तिलक, अपोलो प्रकाशन दिल्ली
6. श्रीमद्भागवतगीता - मधुसूदन सरस्वतीकृत गद्यार्थ दीपिका संस्कृत टीका तथा प्रतिभा भाषा (हिन्दी) सहित
7. श्रीमद्भागवतगीता व्याख्याकार - मदनमोहन अग्रवाल, गीरवन्दा, संस्कृत प्रतिष्ठान वाराणसी, 1994

Elective II: History

Paper VII: Social and Cultural Patterns in Ancient and Medieval India

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:

- The social processes during the ancient period and their gradual transformation.
- The socio- political context that led to the growth of humanistic ideas. In the form of Bhakti and Sufi movement during the medieval period

* They will be able to appreciate the rich heritage of Indian literature and architecture.

Construction Mode

Course discussion, demonstration, field visit, seminar, workshop, project, study

Course Details

Unit I: Social Developments

- * Varna, Jati and Occupational disparities, Hindu marriage system - 10 sanskara and 4 purusharthas.
- * Shudra, Kshatriya and proliferation of Jatis, slavery and bonded labour.

Unit II: The Rise of New Religions in the Sixth Century B.C.; Growth of Humanistic ideas during the medieval period

- * Socio-religious Reform Movements - Jainism and Buddhism
- * Bhakti Movement
- * Sufi Movement

Unit III: Flowering of Indian Literature

- * Vedic Literature, Epics, Literature of classical age
- * Medieval Indian Literature - Arabic & Persian.
- * Main features of modern Indian Literature up to 1950.

Unit IV: Patterns in Art & Architecture during Ancient period

- * Architecture during the Gupta, Kushanas - Stupas, pillars, Chaityas, Caves
- * Gandhara and Mathura School of Art.
- * Gupta sculpture, Temple architecture, Nagara, Dravida & Vesar style.
- * Art and Architecture during the Pallava, Chola and Rajput period

Unit V: Architectural Styles during the Medieval period

- * Main features of Sultanate architecture, Qutub-ul-Islam Mosque, Qutub Minar
- * Main features of Mughal architecture, Jama masjid, Buland Darwaja, Fort of Delhi, Diwan-i-Am, Diwan-i-Khas, The Taj Mahal.

PRACTICUM

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

1. Humanistic Ideas in Medieval India with reference to : Kabir, Chyaneshwar, Eknath, Tukaram.
2. Impact of Jainism on the Indian society. Relevance in contemporary context.
3. Position of Women in India and struggle for empowerment.
4. Ramayana and Mahabharat: Historical significance and Relevance in today's context.

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India.

6. Construction of Social, cultural and economic history through ancient and medieval literature.

Parameters of Evaluation

Evaluation would include:

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

References

1. Jaiswal, Suvira Caste: Origin, Function and Dimensions
2. Percy Brown : Islamic Architecture 3.Hartle, J. C., The Art and Architecture of the Indian Subcontinent (Harmonds worth, Penguin, 1987).
3. D.P., The Archaeology of India (Delhi, Select Book Services Syndicate, 1984).
4. Basham, A.L, The Wonder that was India (Mumbai, Rupa. 1971).
5. Chakravarti Uma, The Social Dimensions of Early Buddhism (Delhi, Munshiram Manoharlal, 1996).
6. Kosami, D.D., An Introduction to the Study of Indian History (Mumbai, Popular Prakashan, 1975).
7. Koch, Ebba. Mughal Architecture: An Outline of its History and Development (1528-1858) Munich Prestic 1999).
8. Koch, Ebba.Mughal Art and Imperial Ideology (Delhi, OUP, 2001).
9. Tara Chand: Influence of Islam on Indian Culture
10. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
11. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes.
12. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
13. Sastri, K.A.N. A History of South India
14. R.S Sharma, India's Ancient Past
15. Ray, Niharranjan Maurya and Post Maurya Art
16. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991edn.)

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Paper VII: Disaster Management

Contact Periods/week: 05 +4 Practical

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practical – 25 (Internal)

Unit I: Definition and Concepts: Hazards, Risk, Vulnerability and Disasters

Unit II: Disasters in India: Flood, Landslide, Drought: Causes, Impact, Distribution and Mapping.

Unit III: Disasters in India: Causes, Impact, Distribution and Mapping: Earthquake, Tsunami and Cyclone.

Unit IV: Human induced disasters: Causes, Impact, Distribution and Mapping.

Unit V: Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous

Knowledge and Community-Based Disaster Management; Do's and Don'ts During Disasters

Book Recommended

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

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to them by the teacher.

The project report should be neatly typed and submit with certificate from the guide teacher.

The Project report shall be examined by two examiners – Internal.

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

I Arts like:

1. Gandhara and Mathura School of Art
2. Ajanta and Ellora Paintings

II Temple and Building architecture like:

3. Nagar, Dravida and Besar style
4. Khajuraho temple
5. Sun Temple of Konark
6. Allora Temple
7. Meenakshi Temple
8. Red Fort
9. Taj Mahal

III Handicrafts-

10. Marble 11. Wood 12. Bamboo 13. Leather 14. Silk 15. Bronze 16. Ivory 17. Jewellery 18. Carvings and Precious stones

IV Historical Events-

19. Education in India through the ages with special reference to Nalanda, Taxila, and Vikramshila University, Vocational education in Ancient India.

Parameters of Evaluation :

1. Research contribution : 10 marks
2. Written Report Assessment : 15 marks
3. Individual presentation / explanation: 15 marks
4. Viva-voce: 10 marks

Total : 50 marks

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Contact Periods/week: 05 +4 Practicum

Maximum Marks – 60

Min. Pass Marks – 20

Internal – 15

Practicum – 25 (Internal)

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

Objectives:

After completion of this course the learners would able to:

1. Describe the various theories of growth and development.
2. Explain the basic characteristics of developing economics.
3. Take into account for the measurement of economic development.
4. To understand the obstacle of economic development.
5. Explain the sectoral development in the developing countries.
6. Explain the Heckscher-Ohlin theory of international trade.
7. Measures the gains from trade and term of trade.
8. Describe the theory of intervention through the tariff and quota in the international trade.
9. Use the statistics to understand the economic problem related to the developmental economics.

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 Obstacle of Economic Development

Concept of Economics Development; Distinguish between Economic Growth and Economic Development; Factors affecting economic growth- Capital (physical and human), Technology and Research & Development; Obstacle of Economic development; Basic characteristics of developing countries, Capital formation in underdeveloped countries.

Measurement of Economic growth and development- Per Capita Income(PCI). Human Development

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Index(HDI), Physical Quality of Life Index(PQLI);

UNIT- II: Social and Economic Aspects of Development

Role and importance of Human Resource Development, Population problems and Effects
Population growth in developing countries, Theory of demographic transition.

Approaches to Development: Partial theories of growth and development- Naurkse's concept
Vicious circle of poverty and its Circular Causation, Hirschman strategies of balanced and unbalanced
growth, Rostow's stages of growth, Investment Criterion.

UNIT-III: Theories of Growth and Development

Classical theory of development- contribution of Adam Smith, Ricardo, Schumpeter, Marx
theory of development; Growth Model- Harrod-Domar Model, Mahalanobis model

UNIT- IV: Gains from Trade

Role of foreign trade for economic development, Measurement of gains from trade and the
distribution, Concept of terms of trade and their uses and limitations, Hypothesis of secular deterioration
terms of trade.

Doctrine of Reciprocal Demands-its importance and limitations in the theory of trade, Heckscher
Ohlin theory of international trade, Trade as an engine of economic growth

UNIT-V: Theory of Protection or Policy of Intervention

Concept of Protection-Tariffs and Quotas, Types of Tariff & Quotas, Their impact in partial equilibrium
analysis- Economic effects of tariffs and quotas on national income, output, employment, terms of trade
income distribution, Free trade and policy of tariffs in relation to economic growth and development
developing countries like India.

Suggested Readings:

1. Chennery H and Srinnivasan, T.N(Eds) (1989), Handbook of Development Economics, Vols.1
Elsevier, Amsterdam.
2. Ghatak, S (1986), An Introduction to development Economics, Allen and Unwin, London.
3. Hayami, Y(1997), Development economics, Oxford University Press, New York.
4. Higgins, B(1959), Economic Development, WW Norton, New York.
5. HOGendorn, J(1996), Economic Development, Addison, Wesley, New York.
6. Kahkonen, S and M.Olson(2000), A New Institutional Approach to Economic Development
Vistaar.
7. Kindleberger, C.P(), Economic Development, Mc. Graw Hill, New York.
8. Krugman, P.R(), International Economics
9. Mannner, H.G(), International Economics,

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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. 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 intended to provide the students with basic knowledge of principles and mechanism of public administration with special reference to Indian administration.

Unit I: Discipline of Public Administration: Meaning, Nature and Scope of Public Administration, New Public Administration, New Public Management.

UNIT-II: Theories of Organization: the Classical Theory, Scientific Management Theory, Human Relations Theory, Bureaucratic Theory and Rational Decision-Making.

UNIT-III: Development Administration: Public Administration in the age of Globalization and Liberalization, Bureaucracy: Nature and Functions Public Relations: Lokpal and Lokayukta

UNIT-IV: Personnel Administration: Principles of Recruitment, Training and Promotion.

Organization and role of UPSC Settlement of dispute

UNIT-V: Financial Administration: Budget (Concept, Principles and Types) Legislative control over Budget; Administrative Reforms in India.

PROJECT

Max. Marks: 50

Pass Marks: 20

Objectives: The purpose of this course is to develop the understanding of students on various topics indicative of the problems and challenges faced by the contemporary India and the world in an inter disciplinary manner.

Distribution of Marks:

1. The content of the Project i.e. theory will carry 30 marks

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1. India's Look East Policy: Issues, challenges and prospects
2. Communalism and secularism in India's Democracy
3. European Union: Challenges and Prospects
4. Indian Federalism: Emerging trend and challenges
5. Patriarchy with special reference to Pandita Ramabai
6. Issues in India's foreign policy
7. UNO: role and challenges
8. Feminism and women empowerment in India
9. Relevance of Gandhian thought
10. Rural Development: Issues, challenges and prospects
11. Peasant movements in India
12. Tribal movements in India
13. Backward class movement in India
14. Nature and causes of Underdevelopment in developing countries
15. Nature causes and of Political instability in developing countries
16. Military in politics in the developing countries
17. India's relation with Pakistan
18. India's relation with USA with special reference to post Cold war era
19. India's relation with China
20. Role of Youth in Indian politics

OR

Any other equivalent

Suggested Readings:

1. A. Avasthi, and S.N. Maheshwari, Public Administration, Agra, Laxmi N. Aggarwal, 2003.
2. Bhattacharya, M., New Horizons in Public Administration. New Delhi: Jawahar, 2001.
3. Bhattacharya, M. and Chakrabarty, B. 'Introduction: Public Administration: Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration: A Reader. Delhi: Oxford University Press, 2005.
4. B. B. Mishra, The Bureaucracy in India: An Historical Analysis of Development up to 1947, Delhi, Oxford University Press, 1977.
5. C. Argyris, Understanding Organizational Behavior, Illionis, Dorsey Press, 1960.

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G. Gulati

- RBSA Publication, 1996.
8. D. Waldo (ed.), Ideas and issues in Public Administration: a Book of Readings, New York, Delhi, Oxford University Press, 1977.
 9. E. N. Gladden, The Essential of Public Administration, London, Staples Press, 1958.
 10. F. A. Nigro and L. S. Nigro, Modern Public Administration, New York, Harper and Row, 1984.
 11. F. W. Riggs, The Ecology of Administration, Bombay, Asia Publishing House, 1961.
 12. G. E. Caiden and H. Siedentoph (ed.), Strategies for Administrative Reforms, Lexington, DC, 1982.
 13. I. H. Bohari, Management of Third World in Adverse Partnership: Theory and Practice, Karachi, OUP, 1997.
 14. J. E. Anderson, Public Policy Making, Boston, Houghton Mifflin, 1990.
 15. J. La Palombara and M. Weiner (eds.), Bureaucracy and Political Development, NJ, Princeton University Press, 1966.
 16. L. D. White, Introduction to the Study of Public Administration, New York, Macmillan, 1955.
 17. M. Crozier, The Bureaucratic Phenomenon, Chicago, University of Chicago Press, 1969.
 18. M. Weber, The Theory of Organization: Readings in Public Administration, New York, Harper and Row, 1983.
 19. Henry, N., Public Administration and Public Affairs, New Delhi: Prentice Hall, 2003.
 20. P. H. Appleby, Policy and Administration, Alabama, University of Alabama Press, 1957.
 21. P. R. Dubashi, Recent Trends in public Administration, Delhi, Kaveri Books, 1995.
 22. R. Presthus, Public Administration, New York, Ronald, 1975.
 23. S. R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.
 24. T. N. Chaturvedi (ed.), Contemporary Administrative Culture of India, New Delhi, Mittal, 1997.

Education Component:

Vision of Indian Education: Issues & Concerns

Contact Periods/week: 03

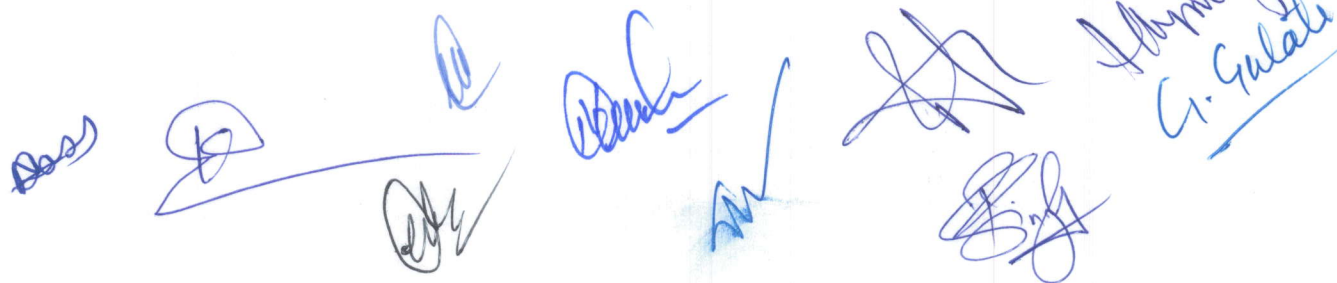
Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives:

After the completion of the course Pupil-teachers will:



realizing those ideals

- Identify and Internalize Values of New Social order envisioned and enshrined in Indian Constitution
- Understand the diverse and complex nature of Indian Society
- Appreciate that the Indian nation is in the process of making
- Reflect on inherent contradictions present in India
- Develop critical faculty in realizing and interpreting the nature of Indian Schooling
- Develop perspective on issues and concerns of Indian schooling
- Become sensitive towards child rights and classroom practices

Unit-I: Understanding India : Indian Constitution: Concern for New Social Order

- Constitution and Preamble: National Ideals

- Democracy,
- Equality,
- Liberty,
- Secularism, and
- Social Justice.

- Constitutional provisions on education that reflect these ideals: Implicit concerns and Issues

- India as a Society: Socio-economic, cultural, linguistic and regional framework

- India as an evolving Nation state: Vision, Nature and Salient Features

- Democratic polity,
- Federal structure.

- Implications to Educational arrangements and responsibility

- India as Developing Economy: Salient features and contradictions

- Development and Displacement,
- Development and environmental degradation,
- Growing incomes and widening inequalities.

- Facets/sectors of Indian economy: Agriculture, Industrial and Service

- India as Knowledge economy

- Implications to education

Unit-II: Education as Fundamental Right: Practices of Indian Schooling

- Child Rights: International Covenants and Indian Constitutional Provisions

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- Education as Fundamental Right of Children
- Universalisation of School Education
 - Equalization of Educational Opportunities
 - Problematization of Indian schooling in understanding the apparent contradictions/
 - Paradoxes of universality and equality:
 - Private-public schools
 - Urban -rural schools
 - Centre-state schools
 - Many other forms of in-equalities in Indian Schooling
 - Schooling and Access: Physical, Epistemological, and Cultural Access
 - Issue of enrollment, retention and success: Sociological analysis

Unit III Secondary Education: Status, Issues and Concerns

- Concept of Secondary Education
- Secondary School: its linkages with primary and higher secondary stages of education
- Aims of Secondary Education with special reference to Secondary Education Commission 1954
- Universalization of Secondary Education: status and issues
 - Quantitative Expansion
 - Qualitative Consolidation
 - Equity Perspective--A Sociological Understanding
 - Skill development and Vocationalization
 - Privatization

Unit IV: Guidance and Counseling

- Guidance -concept, need and principles
- Counseling concept, need and principles
- Guidance-Types- Educational, Vocational, and personal
- Educational guidance-nature, scope and approaches
- Vocational guidance-nature, scope and approaches
- personal guidance-nature, scope and approaches
- role of teacher in Guidance and Counseling

Transactional Modes:

The transactional/construction modes of the course work may consist of:

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Human Right and Child Rights.

- Observational studies.
- Analysis of education data.

(Practicum on Forms of inequalities and their reflection in Education- A critical study)

(To situate and understand contradictions/paradoxes of economy a Case study/project work on Big Dams or SEZ and any other pressing economic issues may be undertaken.)

(Critical study of alternative schooling in the light of education as a fundamental right of every child)

Suggested Readings:

1. Avjit Pathak (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi.
2. Baxi, Upendra (1995). The Human Rights Education: The promise of the Third Millennium, New Delhi.
3. Dube, S.C. (2005). Indian Society. National Book Trust of India, New Delhi.
4. Kumar, Krishna, (1991). The Political Agenda of Education; A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
5. Levin, Leah, (1998). Human Rights-Questions and Answers, New Delhi.
6. Naik, J.P. (1975). Equality, Quality and Quantity: The Elusive Triangle in Indian Education, Allied Publishers, Bombay.
7. Nehru, Jawaharlal (1989). The Discovery of India, Oxford University Press, New Delhi.
8. PROBE Team. (1999). Public Report on Basic Education in India, New Delhi, Oxford University Press.
9. Sharma, S.K. (1998). Children and The Human Rights, New Delhi.
10. Tawney, R.H. (1964). Equality, Unwin Books, London.

School Management & Leadership

Contact Periods/week: 03

Maximum Marks – 40

Min. Pass Marks – 13

Internal – 10

Objectives:

After completing this paper, student- teachers will be able:

- To develop understanding about the basic concepts and process of school management.

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- To realize the multifaceted role of a teacher/head teacher.
- To develop the understanding about different school managements in India.
- To develop understanding about the role of different agencies in school management
- To understand and appreciate the process of becoming an effective teacher.
- To understand the role of individuals as followers and leaders within organizations.
- To critically examine the core and contemporary leadership theories relevant to school practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of school management.

Course Content:

Unit I: School management and its Components

- 1.1 Meaning, scope and process of school management.
- 1.2 Characteristics of Successful School Management.
- 1.3 Role of the Head master, Teacher and students
- 1.4 Managing internal organization: Curricular and co- curricular activities

Unit II: School as an Organization

- 2.1 School Organization: Meaning, Aims and Objectives
- 2.2 Resource Requirements of School. i.e., Physical, Human and Financial Resources.
- 2.3 Schools under Different Managements –
 - i) Government - Central, State and Local Bodies.
 - ii) Private – Aided and Unaided.
- 2.4 Study of Specific Managements -
 - i) Residential Schools Run by Social Welfare Corporations
 - ii) Navodaya Vidyalayas/ Kendriya Vidyalayas / Sainik Schools /Railway School and Public Undertaking
 - iii) National / State Open Schools

UNIT III: School Leadership

- 3.1 Meaning and Nature of leadership
- 3.2 Theories of Leadership
- 3.3 Leadership traits: Responsible, self- disciplined, innovative, imaginative, visionary

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Back

3.5 Styles of Leadership: Autocratic, Democratic and Laissez-faire

UNIT IV: Dimensions of leadership: Challenges and Perspectives

4.1 Responsibilities of leaders: Supervision as leadership, Leadership for the learning community,

Leading and managing educational change and improvement

4.2 Obstacles to leadership: Resources and priorities, political pressure, social pressures and personal antagonism

4.3 Issues of diversity in educational organizations, including issues related to gender and multiculturalism

4.4 ICT-A Tool for Resource Management

Sessional work (Any One)

- Study of leadership quality of school administrator / Head of the institution.
- Each student will frame an ideal school timetable.
- Students in group of 4 to 5 will prepare outline of curricular and co-curricular activities in school.
- Write an essay on application of ICT in school management, obstacles to leadership and managing teaching- learning

Suggested Readings:

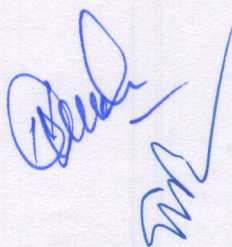
- Aggarwal, J.C. (2007). School management. Shipra publication, Daryaganj, New Delhi.
- Bhatnagar, R. P. and Agarwal, V. (2006). Educational Administration Supervision, Planning and Financing. R. Lall Book Depot, Meerut.
- Carlson, R. V. (1996). Reframing and reform: Perspectives on organization, leadership, and school change. White Plains, NY: Longman Publishers.
- Davies, B. and Ellison, L. (2001). School leadership for the 21st century. RoutledgeFalmer, London
- Famulavo Joseph, (1986): Hand book of Human resource Administration. M C Graw Hills, New York.
- Freire, P. (1998). Teachers as cultural workers. Boulder, CO: Westview Press.
- Taj, H. (2008). Current challenges in education. Neelkamal publications, Hyderabad.
- Mohanthy, J. (2007). Educational management supervision school organization. Neelkam Publications Private Limited, Hyderabad.
- Tilak, J.B.G. (1992). Educational planning at Grass roots. Ashish publishing house, New Delhi.







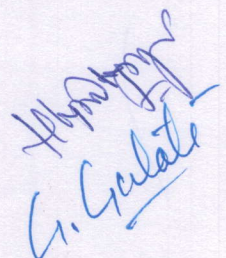











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- Kochhar, S.K. (2011). School Administration and Management. Sterling Publisher Pvt.Ltd., N Delhi
- Krishnamacharyulu V. (2011). School management and systems of education. Neelkar Publications Private limited, Hyderabad.
- Marshall, P.L. (2002). Cultural diversity in our schools. Belmont, CA: Wadsworth Publishing.
- National curriculum Frame work for teachers, (2009), NCTE.
- National curriculum frame work, (2005), NCERT, New Delhi.
- Nieto, S. (1999). The light in their eyes: Creating multicultural learning communities. Columbia University: Teachers College Press.
- Walia, J.S. (2004), Education in emerging Indian Society. Paul Publishers.
- Walker James W. (1980), Human resource planning. McGraw Hill, N Y.

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Dr. D.S. Bisen

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