

**FOUR-YEAR INTEGRATED B.A. B.Ed. PROGRAMME
(CBCS)
OF
REGIONAL INSTITUTE OF EDUCATION,
NCERT, BHUBANESWAR
(UTKAL UNIVERSITY, BHUBANESWAR)**

**REGULATIONS AND SCHEME OF
STUDIES**

2017

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**एन सी ई आर टी
NCERT**

**REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
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Regulations and Scheme of Studies in Social Sciences & Humanities (CBCS)

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Regulation of Four Year B.A. B.Ed Programme of the Regional Institute of Education, Bhubaneswar (CBCS)

1. Introduction

The Four-Year Integrated B.A.B.Ed. Programme as a Pre-Service teacher education programme has been there in the Regional Institute of Education (NCERT) Bhubaneswar (RIEB) for a number of years. The RIEB is a quality institution of teacher education functioning since 1963. It caters to the needs of the states and union territory of eastern India namely Odisha, West Bengal, Bihar, Jharkhand, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, and Andaman & Nicobar Islands. It is a constituent Unit of the National Council of Educational Research and Training (NCERT), New Delhi, the apex body of school education in the country. The programme has been periodically reviewed and reformulated depending on the changing education policies and teacher education frameworks. The latest version, formulated in 2010, was based on the National Curriculum Framework (NCF) – 2005 formulated by NCERT and the Curriculum Framework for Teacher Education – 2009 of the National Council of Teacher Education (NCTE). The programme is now being reformulated in accordance with the NCTE Regulations-2014 vide Notification Dated 28th November 2014 in The Gazette of India: Extraordinary, Part III-Sec. 4, Appendix-13. Further, the provisions of Choice-Based Credit System (CBCS) and Grading have also been incorporated in the programme, as stipulated by UGC.

2. Salient Features of the Programme

The four-year integrated B.A.B.Ed. programme aims at preparing quality teachers in Social Sciences (SS) and Languages for upper primary and secondary stages of education by integrating *general studies* comprising SS and *language studies* to enhance communication skills, and *professional studies* comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme is of four academic years consisting of eight semesters including Field Experiences (FE, i.e. Multicultural Placement, Internship-in-teaching and Community work). Student-teachers shall, however, be permitted to complete the programme within a maximum period of six (4+2) years from the date of admission to the programme. On successful completion of the programme, they may enter teaching profession or opt for higher education in their respective areas of interest.

3. Objectives of Programme

The Four year integrated B.A.B.Ed. Programme aims at enabling the student-teachers to:

- Develop knowledge and performance competencies in SS and languages;
- Understand the nuances of child psychology and how children learn;
- Get acquainted with the content and pedagogical aspects of the teaching learning process suitable for secondary level of school education;
- Enhance the skill of communication
- Appreciate and apply the latest approach such as the constructivist approach to teaching learning;
- Adopt innovative strategies in classroom processes;
- Discover different human values inherent in content domains;
- Develop critical thinking, abstract reasoning, creativity and problem solving skills;
- Address issues related to natural resources and promote eco-friendly practices & sustainability;
- Use low-cost/no-cost learning materials to illustrate the social science and language concepts;
- Get functional familiarity with ICT and use it as a teaching learning tool;
- Become effective teachers of SS and languages at secondary level by imbibing appropriate professional values;
- Create awareness about the environment.

4. Streams

Presently the B.A.B.Ed. programme has only one stream.

5. Programme Structure

Semester-wise and course-wise structure of the four-year integrated B.A.B.Ed. programme is shown in Table 1 (Page -8). The structure is common to all disciplines under B.A.B.Ed. Following the UGC guide lines, the different B.A. related courses to be offered in the programme are categorized as Core Course (CC), Generic Elective (GE-1 & GE-2), Discipline Specific Elective (DSE), Ability Enhancement Compulsory Course (AECC), Skill Enhancement Course (SEC), and CBC or Choice Based Course. The CBC component may be taken by any student enrolled in any programme. The student may opt for any one of the Eight school subject areas, namely Geography, History, Economics and Political Science in SS and Hindi, Odia, English and Bengali in languages. Besides, there are Professional Education Course (PEC) components. The credit and grade associated with the **CBC** (Choice Based Course) are not to be included in those of the main programme.

Choice Based Credit Course (CBC): CBC Courses have to be offered in Semester VI. A student has to opt any one of the CBC courses from any subject area of his/her choice.

- Chemistry and our life
- Renewable Energy and Energy Harvesting
- Food, Nutrition and Public Health
- General Mathematics
- Herbal plants for home gardening
- Basics of Social Sciences
- English (creativity in translation)
- Hindi Bhasha aur Sahitya ka Samanya Gyan
- Communicative language (Odia)
- Bangla Sahitya o Byakaran Gyana (Bengali)
- Educational Planning, Management and Leadership

6. Affiliating Body

The programme is affiliated to Utkal University, Bhubaneswar, established by the Government of Odisha and functioning since 1943. The university has been accredited with A⁺ grade by NAAC.

7. Medium of Instruction

The medium of instruction for the programme is English except for the Indian language courses.

8. Programme Duration

The normal duration of the programme is eight semesters to be completed in four years.

The maximum time limit allowed for programme completion is **six (4+2) years**.

Odd semester (1st, 3rd, and 5th, 7th) is from July to December and even semester (2nd, 4th, 6th, 8th) is from January to June.

The respective semester-end examinations shall be normally held in November-December and April-May.

9. Number of Seats

The number of seats for the programme will be as per the sanction of NCERT and approval of NCTE and Utkal University.

The seats are distributed among the states and union territory under the jurisdiction of RIE Bhubaneswar taking into account the central government reservation policies/NCERT guidelines as admissible from time to time. **Currently 50 students** are admitted to the Programme each year.

10. Provision of Honours or Core Course (CC)

Students may opt for any of the eight subject areas Geography, History, Economics and political Science in SS and Hindi, English, Odia and Bengali in Language for their honours course or core course (CC).

11. Eligibility and Admission

Candidates with 50% marks or equivalent grade in the higher secondary or +2 examination Science, Arts or Commerce Streams (EXCEPT VOCATIONAL COURSES) are eligible for the programme. Reservations are available as per the existing norms approved by NCERT.

Admission shall be made on the basis of marks obtained in the qualifying examinations and in the entrance examination or any other selection process as per the policy of the NCTE/ NCERT/affiliating University from time to time.

On successful completion of a semester, the candidate shall be readmitted to the next semester on payment of the requisite fees.

12. Change of Subject

Once chosen, subject change is not permissible under any circumstances in a given semester or subsequent semesters. However, in the First Semester (before the First Internal Test) the student can go for change of subject in consultation with the Head of the Institute.

13. Attendance

Minimum 80% attendance is required in each course and minimum 90% attendance is required in internship for being eligible to appear at semester examination.

Up to 15% waiver may be granted by VC on the recommendation of the Principal of the Institute on payment of usual fees prescribed by the University. If a student represents University/State/National/District in sports and games and NCC/NSS/Scout –Guides/cultural activities or any official activities, s/he is permitted to avail 30 days academic leave in an academic year based on the recommendation of the head of the institution.

There shall be no condonation if the attendance is below 65% in any course during any semester, for any reason.

A candidate who does not satisfy the requirement of attendance shall not be eligible to take the examination of the concerned semester, nor will be eligible to take admission to the next semester.

A candidate who fails to satisfy the requirement of attendance in a semester may repeat that semester in the subsequent academic year.

14. Weightage (Percentage) Distribution for Evaluation

(i) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
20	20	80	100
Average 20			

(ii) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
10	10	40	50
10			

(iii) Paper with Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>		<i>Total</i>
		<i>Theory (A)</i>	<i>Practical (B)</i>	
15	15	60	25	100
Average 15				

(iv) Project cum Seminar

100 marks

15. Grading System

A student's level of competence shall be categorized by a GRADE POINT AVERAGE, as specified below;

- **SGPA** – Semester Grade Point Average
- **CGPA** – Cumulative Grade Point Average

The following procedure shall be followed to calculate the Grade Point Average (GPA)

i) Converting mark to grade

Marks Secured from 100	Grade Point	Letter Grade	Interpretation
100–90	10	'O'	Outstanding
89–80	9	'E'	Excellent
79–70	8	'A'	Very Good
69–60	7	'B'	Good
59–50	6	'C'	Fair
49–40	5	'D'	Pass
<40	0	'F'	Fail
0	0	Ab	Absent

- ii) Calculating SGPA and CGPA
- Point = Integer equivalent for each letter grade
- Credit = Integer signifying the relative importance/ emphasis given to individual paper/ course in a semester as reflected in the course structure/ syllabus.
- a) Credit point = Credit (in a paper) x grade point (secured in that paper)
- b) Credit Index = Total Credit point of the course
- c) Grade Point Average (for a course or subject) =
$$\frac{\text{Credit Index}}{\text{Total Credit of the Course}}$$
- d) Semester Grade Point Average (SGPA) =
$$\frac{\text{Credit Index for a Semester}}{\text{Total Credit of the Semester}}$$
- e) Cumulative Grade Point Average (CGPA)
- $$= \frac{\text{Credit Index of all previous Semesters up to a Semester}}{\text{Total Credit up to Semester}}$$

16. Scheme of Examination; Requirement for Pass; Results

- 16.1** In each semester and in each paper, a candidate has to appear at both the internal assessments and secure minimum 40% in theory and 50% in practical/internal assessment. Otherwise, the candidate shall not be allowed to fill up forms for the semester examination.

A special internal assessment may be held for those who fail to meet the above requirement or remain absent with prior permission from competent authority.

- 16.2** There shall be a university examination at the end of each semester, comprising theory and practical, where ever applicable.

A candidate has to secure minimum 40% marks in theory and 50% marks in internal/practical papers separately.

Candidate obtaining Grade F is considered Failed and will be required to clear the back paper(s) in the subsequent examinations within the stipulated time.

Candidate securing 60% and above in CC/Hons. Courses shall be awarded **First Class** and 50% and above, but less than 60% shall be awarded **Second Class**.

Distinction shall be awarded to candidates securing minimum 60% in all papers of B.A Component.

Any candidate with back paper(s) shall not be awarded **Distinction**.

The provision for Honours is applicable to the core courses of subject specialisation (B.A. components) of the programme.

In B.Ed(Professional Education) component a candidate has to secure minimum 40% in theory and 50 % in practical/practicum separately and 50 % in aggregate to pass the examination.

In B.Ed(Professional Education) component 60% and above will be awarded first class and 50% to less than 60% will be awarded second class. Distinction will be awarded to those candidates who secure 60% and above marks in all papers of B.Ed component

All other provisions as above apply to both the B.A. and B.Ed. components of the programme.

- 16.3** The details of grading system shall be printed on the backside of the Mark Sheet/ Grade Card.

- 16.4** The performance of a candidate in his/her Choice Based Course (CBC) in the form of mark/grade will be indicated in the Mark Sheet/ Grade Card but will not be reflected in SGPA or CGPA.

16.5 Final result of the candidate who fails to secure minimum pass mark/grade/percentage in CBC shall not affect the result of the candidate .

17 Repeat Examination

17.1 If a candidate fails to clear any paper(s) in a semester in the first attempt, he/she is allowed to clear the back paper(s) in two more consecutive attempts. The candidate has to complete the programme within 6 (4+2) years at the most.

17.2 No improvement in a paper will be allowed if the candidate has secured pass mark in the paper.

18. Hard Case Rule

18.1 If a candidate fails maximum in two written papers, by not more than 2% of total theory marks for the Examination, the minimum marks required to make up the deficiency in the written papers be added in order to enable the candidate to pass the examination. In such cases the deficiency in aggregate should not be taken into account.

18.2 0.5% grace mark can be given for award of B Grade in each semester provided grace mark under 21.1 has not been awarded.

19.1 Examination Question Pattern For subjects without practical

a) Theoretical courses: Full marks are 100 per course out of which 20 marks are allotted for internal assessment and 80 marks for semester end examination. Courses having 50 marks, out of which 10 marks are allotted for internal assessment and 40 marks for semester end examination.

b) Practical Courses: Full marks are 100 per course out of which 15 marks are allotted for internal assessment, 25 marks for practical and 60 marks for semester end examination.

19.2 Pattern of question papers for students under CBCS in the Semester-end Examination

- In the semester-end examination there will be two groups of questions. Group-A will be compulsory comprising 10 restricted answer type questions covering all units. Group-B will comprise long answer type questions covering all units with unit-wise alternatives to each question.
- For practical subjects, out of 60 marks in semester-end exam, Group-A will have 10 marks (1x10) and Group-B will have 50 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.
- For non-practical subjects, out of 80 marks, Group-A will have 10 marks (1x10) and Group-B will have 70 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.
- For courses having 40 marks, Group-A will be compulsory comprising 10 marks restricted answer type questions (1x10) covering all units. Group-B will comprise 30 marks comprising of long answer type questions covering all units with unit-wise alternatives to each question.

20 . Provision for Periodic Review

Review of the programme will be made in every four year to identify and address the relevant issues.

Table -1
Programme structure (B.A.B.Ed)

Total Marks = 2700 (B.A.) + 2000 (B.Ed) = 4700

Total Credit = 160 (B.A.) + 80 (B.Ed) = 240

Semester	CC	GE-1	GE-2	AECC	DSE	CBC	SEC	Education(PEC)	Total
I	CC-1 : 100 m 4(L)+2(T)=6CH. Cr: 4+2=6 CC-2: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6	GE-1.1 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.1 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	AECC-1 : 100m 4CH. Cr: 4				PE-1 : 100, EPC - 1 : 50 CH: 4, 2 Cr : 4,2	Marks: 500+150=650 Contact Hours : 28+4=32 Cr: 28+6=34
II	CC-3: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-4: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6	GE -1.2 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.2 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	AECC-2 : 100m 4CH. Cr: 4+2=6				PE-2 : 100, CPS - 1 : 50 CH: 4, 2 Cr : 4,2	Marks: 500+150=650 Contact Hours : 30+6=36 Cr: 28+6=34
III	CC-5 : 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-6:100 m 4(L)+2(T)=6, CH. Cr:4+2=6	GE -1.3 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.3 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	AECC-3: 100m 4CH. Cr:4 (Env.Study)				PE-3 : 100, PE - 4: 100 CH: 4, 4 Cr : 4,4	Marks: 500+200=700 Contact Hours : 30+8=38 Cr:28+8=36
IV	CC-7 : 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC- 8: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6	GE -1.4 : 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.4 : 100 m 4(L)+2(T)=6CH. Cr: 4+2=6				SEC: 1 MIL.Alt Eng 100m 4(L)=4	PE-5 : 100, PE-6:50, CH: 4, 2, Cr : 4,2,	Marks: 500+150=650 Contact Hours : 28+6=34 Cr: 28+6=34
V	CC-9 : 100 m 4(L)+2(T)=6 CH. Cr:4+2=6 CC-10: 100 m 4(L)+2(T)=6 CH. Cr:4+2=6				DSE : (Language) 100m 4(L)+2(T)=6CH. Cr: 4+2=6			CPS 2-1:100, CPS 3-1:100, EPC 2-.50 HR : 4,4,4 Cr: 4,4,1	Marks: 300+250=550 Contact Hours : 18+12=30 Cr: 18+9=27
VI	CC-11: 100 m 4(L)+2(T)=6 CH. Cr:4+2=6 CC-12: 100 m 4(L)+2(T)=6 CH for Language and 4 CH-T/Seminar for Social Sciences) . Cr:4+2=6					CBC:100* 4(L)*Cr: 4*		CPS 2-2:100, CPS3-2:100, FE-1:50 CH : 4,4,2, 2 W CR: 4,4,,2	Marks: 200+250=450 Contact Hours : 12+10+2W=22+2W(Lang) 10+10+2 W=20+2 W(Soc sc) Cr: 12+10=22
VII	INTERNSHIP IN TEACHING (FE-2)							PE-7:100 EPC- 3:50, EPC-4:50 FE-2:350 CH : 4, 2 W, 2 W, 16W,Cr : 4, 2,2,14	Marks: 000+550=550 Contact Hours :4+20W Cr: 0+22=22
VIII	CC-13. 100 m 4(L)+2(T)=6 CH. Cr:4+2=6 CC-14:100 =4 CH(T/Seminar). Cr. 6							PE-8:100, EPC-5:50, EPC- 6:50 EPC-7:50 FE-3:50 (2W) Hr : 4,4,2,2,2, 2W Cr : 4,4,2,2,2,2	Marks: 200+300=500 Contact Hours : 13+14+ 2W=27+2W Cr: 12+16=28
Total	Marks:14x100=1400 m CH: 52(L)+30(T)=82.for language And 48(L)+32(T/Sem)=80 for Soc.Sc Total Credit-	Marks:4x100=400m CH:16(L)+8(T)=24CH. Cr: 16+8=24	Marks:4x100=400m CH:16(L)+8(T)=24 Cr: 16+8=24	Marks 3 x 100 = 300m 12CH Cr: 12	Marks-100 4(L)+2(T)=6CH. Cr: 4+2=6	CBC 1x100* 4(l),4 c* 4(l)	SEC: 1 MIL 100m 4(L)=4 CH. Cr: 4,4	Marks: 2000 Contact Hours: 56+24W Cr: 80	Marks: 2700+2000 = 4700 Contact Hours : 154+56+24W = 216+24W Cr: 154+80 = 234

CC-1 here is equivalent to GE-1.1 and GE-2.1, CC-3 is equivalent to GE-1.2 and GE-2.2, CC-5 is equivalent to GE-1.3 and GE-2.3, CC-7 is equivalent to GE-1.4 and GE-2.4

* To be considered as an add-on course to the four-year integrated BA.B.Ed. programme

Table-5:Field Engagement

	Field Engagement (FE)	Marks	I	II	III	IV	V	VI	VII	VIII
1	FE-1: Multicultural Placement (2 weeks)	50						FE-1 (2Cr)		
2	FE-2: Internship (16 weeks)	350							FE-2(14Cr)	
3	FE-3: Community work (2 weeks)	50								FE-3(2Cr)
	Total Marks/ Total Credit (FE)	450/18 weeks								
	Total Marks	2000	150	150	200	150	250	250	550	300
	Total Credit	80	6	6	8	6	10	10	22	12
	Total Hours Table-2+3+4+5	56hours+ 24 weeks	6	6	8	6	10	10+ 2 weeks	16 weeks Internship +4 weeks workshop=20 weeks	8 CH+4 weeks

*CH-Contact hours, **Cr-credits

The Curriculum components have been visualized in three clusters. They are indicated as: (1) Content Components in **Core Courses (CC)**, **Generic Electives (GE-1 & GE-2)** and **Discipline Specific Elective (DSE)**, (2) Ability and Skill Enhancement Components in **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Course (SEC)**, and (3) **Professional Education Course (PEC) Components in Education in Social Sciences and Humanities.**

Communicative English and Environmental study (Env. St.) through Ability and Skill Enhancement Components(AECC&SEC) : It comprises of courses that are mandatory for all students.

- a. Communicative English and Env.St in AECC
- b. Modern Indian Language (MIL) or Regional Language: Any one of the Languages in Odia/Hindi/Bengali or Alternative English in SEC.

21.The Professional Education. Course(PEC) Component consists of the following.

(i) Perspectives in Education (PE)

Perspectives in Education include courses on Basics in education, Childhood and growing up, Learning and teaching, Assessment for learning, Knowledge and curriculum, Schooling and socialization, Vision for Indian education and Inclusive education.

(ii) Curriculum and Pedagogic Studies (CPS)

These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas (Social Science/Languages–Hindi/English/Odia/Bengali) and pursue to keep themselves abreast with advancements in their areas of specialization. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hands on experiences.

(iii)Enhancing Professional Capacities (EPC)

Running across the eight semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. These courses act as curricular resources, developing personal and professional self and provide inputs on arts and aesthetics, yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens through listening and empathizing.

(iv) Engagement with the Field/Practicum (FE)

The Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools.

22.Subject Specialization

In the B.A. B.Ed. Programme, the subject specializations are chosen as Language (English, Hindi, Odia and Bengali) and Social Sciences (History, Geography, Economics and Political Science) in CC, GE-1 and GE-2 In view of the need of Teacher Education in the country, Social Sciences and Languages are taken as a whole and the CC, GE-1 and the GE-2 courses are conceived accordingly. Students are expected to specialize in any one language or Social Science subject as honors in the form of CC and develop expertise in the teaching of minimum one Social Science or one Language. If the CC is a Language, the GE-1 and GE-2 are to be selected from Social Science subjects.if the CC is a Social Science subject, the GE-1 is one of the Languages and the GE-2 is a Social Science subject other than the subject opted as CC. This has been done with the objective of training Graduate Teachers for school, which is the mandate of the B.A.B.Ed. programme, with expertise in teaching Social Science and Language subjects as a whole.

The Course Structure is attached above (See Table-1) for comprehension. *If the CC is Hindi, which is a language, the GE-1 and GE-2 are two Social Science subjects. However, if the CC is History, which is a Social Science subject, the GE-1 has to be a Language and the GE-2 has to be a Social Science subject other than History.* At the end of the programme, the student has one language and two social science subjects, in which s/he has expertise in teaching. For higher learning she has one Hons in any of the SS or language subject areas.

A student opting for any honours course other than English has to opt for English in DSE (Discipline Specific Elective).

23. Some Specific Modes of Learning Engagement Envisaged:

- Overarching lectures cum discussion
- Use of narratives based on research and documentation
- Project reviews
- Case studies
- Use of video-clips and transcripts of classroom teaching
- Success stories/innovations
- Observation in schools and other field sites
- Recording of observations and experiences
- Interviews with school personnel
- Panel or group discussion on issues
- Individual projects
- Journal writing
- Using library and ICT resources

Enhancement of learning through School-based experiences

Most courses require school experience for various purposes. Some significant aspects of these experiences are outlined:

- School visits and observations spread over the semesters, including
 - Observation visits
 - School attachment
 - Longer duration attachment, along with mentoring
- School as a site for practical learning linked with theory
- Single school visit for carrying out tasks related to more than one course
- Exposure to variety of schools in order to understand larger systemic issues
- School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment

B.A.B.Ed Programme will have :

- CC (Core Course) – 14 papers=1400marks = 14x 6 credits=84 credits.
- GE-1 (Generic Elective) – 4 papers=400 marks=4x6 credits=24 credits
- GE-2(Generic elective) – 4 papers= 400 marks=4x6 credits=24 credits
- AECC (Ability Enhancement Compulsory Course)- 3 papers=300 marks =3x4 credits= 12 cr.
- SEC (Skill Enhancement Course) – 1 paper= 100 marks =4 credits
- DSE (Discipline Specific Elective) – 1 paper= 100 marks =6 credits
- CBCS-1 paper= 100 marks =4 credits
- Professional Education – 2000 marks = 80 credits
- Total- 2700+2000= 4700 marks= 154+80 credits =234 credits. For a course having 100 marks in CC and GE-1 and GE-2 there shall be 4 hours of Lectures(L) and 2 tutorials/Practical(T/P) per week = 06 credits. The Duration of a Lecture and a Tutorial is one hour . The Institute works 5 Days a week.

Syllabus and Scheme of Examination for B.A.B.Ed.

Courses	Credits	
	FULL MARKS	Theory+Tutorial
I. Core Courses (14 Papers)	100 x14=1400	14X6=84
II.Generic elective-1 (4Papers)	100 x4=400	4x6=24
III.Generic Elective-2 (4 Papers)	100x4=400	4X6=24
IV.Ability Enhancement Compulsory Courses (AECC) (3 Papers of 6 Credits each) Environments Science/ English Communication	100 x 3=300	3X4=12
V. Skill Enhancement Courses (SEC)-1PAPER	100 x1=100	1X4= 4
VI. Discipline specific Courses	100 x 1= 100	1x6= 6
Professional Education Component	2000	80
Total Credit/Marks	4700	234Credits

ABILITY ENHANCEMENT COMPULSORY COURSES

SEMESTER-I

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-I) COMMUNICATIVE ENGLISH -I

Contact Hours: 4 per week

Cr. 4

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks, Sessional : 20 Marks

Objectives: At the end of the course the students are expected to :

- understand the Basics of communication
- distinguish between the types of communication and their applications
- observe the various uses of communication
- differentiate between verbal and non-verbal communications
- identify the barriers to communications

Unit-I: Introduction

1. Communication :meaning and nature
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine

Unit-II: Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics

Unit-III: Barriers to communication

- Semantic
 - Physical
 - Physiological
 - Cultural
 - Organizational
 - Personal
 - Perceptual
 - Socio-psychological
- Overcoming barriers to communication

Unit-IV: • Importance of Communication

- Communicative English

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested books:

- Communicative English: 1 and 2 – Sanghita Sen (Foundation / Cambridge UP)
- Written and spoken communication in English – Universities Press; First edition (2007)
- Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelley.
- Business Communication, Orient BlackSwan. 2012
- <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

SEMESTER-II
ABILITY ENHANCEMENT COMPULSORY COURSE(AECC) -II
COMMUNICATIVE ENGLISH - II

Contact Hours: 4 per week

Cr. 4

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: At the end of the course students are expected to be able to use English effectively in their communication.

Unit-I : Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit-II : Writing Part I

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor

Unit-III: Writing Part II

- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit-IV: Language functions in listening and conversation; grammar in context

Section- A

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Using functions in conversation contexts

Section B

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Subject-Verb agreement
5. Use of Preposition
6. Common Errors in English Usage.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Book Prescribed:

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient Blackswan

Recommended Reading:

1. Fluency in English – Part II, OUP, 2006
2. Business English, Pearson, 2008
3. Communicative English. E. Suresh Kumar and P. Sreehari. Orient Blackswan. 2007
4. Break Free: Unlock the Powerful Communicator in You. Rajesh, V. Rupa, 2015
5. Soft Skills Shalini Verma, 2009.
6. Business Communication, Orient BlackSwan. 2012
7. Language through Literature. ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas, Primus Books (2016)
8. Advanced Grammar in Use – Martin Hewings CUP, 2013
9. Basic communication skills- Dutt and Rajeevan CUP/Foundation books, 2006
10. Enjoying every day English – A.R.Rao, Sangam Books (2009)
11. Fundamentals of technical communications – Raman and Sharma OUP, 2014
12. Enriching oral and written communication in English – Thorat and Lokandwala, Orient BlackSwan; First edition (2009)
13. Communication skills – Kumar and Lata OUP, 2011

Semester III

AECC-III

(Environmental Studies)

Contact Hour per Week	:	4 per weeks
Credits	:	4
Examination duration	:	3 Hours
Maximum marks	:	100 (Terminal- 80, Sessional- 20)

Objectives

On completion of this course, the student-teachers shall be able to

- Understand environment as an integral part of what they are learning and doing
- Develop sensitivity to and appreciation of the tremendous diversity in the natural and human world, as adding richness to every aspects of life and learning
- Understand the structure and functions of different ecosystems and the principle of cycling associated with it.
- Conserve natural resources and use it judiciously.
- Follow eco-friendly practices and work for environmental sustainability
- Understand environmental laws and associated legislations.
- Participate in environmental protection and its improvement
- Attend the skills for solving environmental problems.
- Acquire the social values including strong feelings of concern for the environment and motivating for actively participating in its protection and improvement.

Unit 1:Environment and Environmental Education:

Environment and its importance (Atmosphere, Hydrosphere, Lithosphere and Biosphere). Environmental Education; Definition, Multidisciplinary nature, Environmental education with special reference to Indian view of Life.

Basic Environmental Concept, Ecology and Environmental Crises:

Ecosystem and its structure species and community, Major ecosystems, Energy flow in ecosystem, Food chain, Food web, Ecological pyramid). Biogeochemical Cycles, Factors affecting Environment.

Environmental Crisis: Pollution, Soil erosion, Green house effect (Global warming), Acid rain, Extinction of Species. Energy crises.

Unit 2 :Biodiversity and Natural Resources, Environmental Movements, Laws and Acts in India

Concept of Biodiversity (Types, Importance, Threats and Conservation of Biodiversity). Natural Resources; Classification and Management of Natural Resources, Conservation of Forest and Wild life, Urbanization and its effect on Society; Communicable diseases; Transmission; Non-communicable diseases. Natural Disasters and Management, Sustainable Development.

Environmental movements in India, Role of women in Environmental movements, Environmental movements in Odisha. Environmental Laws and Acts (Central Pollution Control Board, State Pollution Control Board, Green Tribunal, Wild life Protection Act 1972, Water Act 1974, Air Act 1981, Forest Conservation Act 1980, Environmental Protection Act 1986, Biodiversity Act 2002).

Unit 3:Curriculum, Methods and Technologies of Teaching Environment studies

Designing and Developing Strategies of Environmental Education curriculum.Evaluation for Environment Education Resource Materials

- Study Tours and Field Visits
- Role Play
- Poster Presentation

- Quiz
- Debate and Discussions
- Enquiry based method
- Project Method

Unit 4:Promotion of Environmental Education and Value Development

- Role of Mass Media and Technology in Developing awareness about Environment and its protection.
- Role of NGOs and Government organizations in Developing Environmental Education, Ecoclubs, Museum of Natural History.
- Specially designed strategies for cleanings; “Swachh Bharat Abhiyan”
- Role of Education, Education for Sustainable Development
- Climate Change and Green Lifestyle
- Text book evaluation for context on Environmental issues
- Visit to Nature Park, Environmentally Sensitive Areas

References

- Purohit, S.S. and Ranjan, R. (2007) Ecology, Environment and Pollution. Agrobios Publication.
- Sharma, P.D. (2014) Ecology and Environment. 12th edition. Rastogi Publication.
- Hussain, M. (2014) Environment and Ecology. 3rd edition. Access Publication.
- Odum, E. (2004) Fundamentals of Ecology. 5th edition. Ceneage Learning India Pvt. Ltd.
- Kormondy, E.J. (1995) Concepts of Ecology. 4th edition. Prentice Hall Publication.
- Satapathy, M.K. (2007) Education, Environment and Sustainable Development, Shipra Publications, New Delhi.
- Smith, T.M. and Smith, R.L. (2015) Elements of Ecology 9th edition. Pearson.
- Dash, D. and Satapathy, M.K. (2013) People Who Make A Change: Men and Women in Environmental Movement. Kunal Publication, New Delhi.
- Dash, M. and Dash, S. (2009). Fundamentals of Ecology 3rd edition. McGraw Hill Education.

SCHEME OF STUDY IN HISTORY (CBCS)

SUBJECT CONTENT

Sl. No.	SEMESTER	PAPER	SUBJECT	PAGE No.
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SEMESTER-I
CC-1
COLONIALISM AND THE NATIONAL MOVEMENT
IN INDIA (AD 1750-1950)

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional :20 Marks

Objectives: On completion of this student shall critically reflect the Idea and History of colonialism and the National Movement in India (AD 1750-1950).

UNIT-I:

- ❖ Historiography: Understanding Modern India – Colonial, Nationalist and Marxist Approaches.
- ❖ Sources:Gazetters, Administrative Manuals, Government Records, Biographies,Newspapers, Oral Sources.

UNIT-II :

- ❖ India and the English East India Company: Administrative Reforms.
- ❖ The Rural Agrarian Social Structure – Commercialization of Agriculture
- ❖ Growth of Modern Industries – Drain of Wealth

UNIT-III :

- ❖ Impact of the British Rule in India – Rise of Modern Education
- ❖ Socio-Religious Reform Movement – Brahma Samaj, AryaSamaj and the Aligarh Movement
- ❖ Colonial Forest Policies and its impact.

UNIT-IV :

- ❖ National Movement : Revolt of 1857 – Early Nationalists : a) Moderates and b) Extremists
- ❖ The Gandhian Era and the Satyagraha – Non-Cooperation, Civil Disobedience and Quit India Movements.
- ❖ The Indian National Army and Revolutionary Nationalism.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Arnold, David and RamachandraGuha (eds.), Nature, Culture, Imperialism: Essays on the environmental history of South Asia, (Delhi, OUP, 1995).
- Bandyopadhyaya, Sekhar, From Plassey to Partition: A History of Modern India
- Bayly, CA, Indian Society and the making of the British Empire, (New Cambridge History of India). II. 1 (Cambridge University Press, 1987).
- Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, SuchetaMahajan and AdityaMukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).
- Bipan Chandra, Nationalism and Colonialism in Modem India (Delhi, Orient Longman, 1981).
- Bipan Chandra, Rise and Growth of Economic Nationalism in India, (Delhi. PPH, 1966).
- Brass, Paul, The Politics of India Since Independence, (Delhi, Foundation Books, 1994).
- Brown, Judith, Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34 (Cambridge 1977).
- Brown, Judith, Gandhi's Rise to Power, Indian Politics 1915-22 (Cambridge University Press, 1972).
- Brown, Judith, Modern India: The Origin of an Asian Democracy, (Delhi, OUP, 1987).
- Chakravarty, Suhash, The Raj Syndrome: A Study in Imperial Perception, (Delhi, Penguin Overseas, 1991).
- Desai, A.R., Peasant Struggles in India, (Delhi. OUP, 1979).
- Chaudhuri, N., 'European Trade in India', in TapanRaychaudhuri and IrfanHabib (eds.) Cambridge Economic History of India, Vol. 1 (Delhi. S. Chand, 1984).
- Desai. A.R., Social Background of Indian Nationalism, (Mumbai, Popular Prakashan. 1986.
- Dube, Ishita Banerjee., A History of Modern India
- Dutt, R.P., India Today, (Kolkata, ManishaGranthalaya, 1979).
- Fisher, M.H.(ed.), Politics of the British Annexation of India 1757-1857, (Oxford in IndiaReadings). (Delhi, OUP, 1993).
- Frankel, Francine, India's Political Economy, 1947-77: The Gradual Revolution, (Mumbai. CUP, 1984).
- Gallagher, J. G. Johnson. Anil Seal (eds), Locality, Province and Nation: Essays in Indian Politics, 1870-1940, (Cambridge, 1973).

- Gandhi, Mohandas K., *Autobiography or The Story of My Experiments with Truth*, (London 1966; Ahmedabad, Navajivan 1981).
- GuhaRanjit and Gayatri C. Spivak (eds), *Selected Subaltern Studies* (Delhi, OUP, 1988).
- Guha, Ranajit., *Elementary Aspects of Peasant Insurgency in Colonial India*, (Delhi. OUP, 1983).
- Guha, Ranajit., *Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, (Delhi, Orient Longman, 1982).
- Hardy, Peter, *The Muslims of British India*, (Cambridge, 1972).
- Hasan, Mushirul (ed), *India's Partition: Process, Strategy and Mobilization*, (Delhi, OUP, 1998).
- Heimsath, Charles, *Indian Nationalism and Hindu Social Reform* (Mumbai, OUP, 1964).
- Hutchins, F., *Illusion of Permanence British Imperialism in India*, (New Jersey, Princeton University 1967).
- Phillips, C.H., (ed.) *Historians and Historiography of India and Pakistan*
- Sarkar, Sumit., *Modern Times, 1880s-1950*
- Sheikh Ali, B., *History: Concepts and Methods*

SEMESTER-I
CC-II
ROOTS OF MODERN WORLD

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration: 3 Hours
Maximum Marks: 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect the different aspects of the Roots of Modern World.

UNIT-I :

- ❖ Transition from feudalism to capitalism : Various issues
- ❖ Early colonial empires: motives, geographical explorations, slave trade and commercial empires in Asia, Colonialisation of South America.
- ❖ Renaissance: Its social roots, humanism in thought and arts.

UNIT-II :

- ❖ Origin, Course and results of the Reformation in 16th century Europe : rise of Protestantism and its impact
- ❖ Commercial revolution.
- ❖ Scientific revolution

UNIT-III :

- ❖ The English Revolution: Political and Intellectual currents.
- ❖ Mercantilism in Europe
- ❖ Transition to parliamentary system and idea of representation.

UNIT-IV :

- ❖ Enlightenment and its Philosophy
- ❖ The American revolution and its consequences
- ❖ The beginning of industrial economy: the factory system and steam power, modern transport and communication, rise of new social classes.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Anderson, Perry, *The Lineages of the Absolutist States* (Rutledge, Chapman & Hall. 1974).
- Aston, T.H. and C. H. E. Philipin (eds.), *The Brenner Debate* (Cambridge University. Press. 1987).
- Butterfield, H.. *The Origins of Modem Science* (Free Press, 1965).
- Cipolla, Carlo O M., *Before the Industrial Revolution, European Society and Economy 1000-1700*. 3rd edn 1993 (Norton, 1980).
- Cipolla, Carlo M., *Fontana Economic History of Europe, Vols. II and III* (Collins; 1974, Harvester Press. 1976).
- Coleman, D.C. (ed.), *Revisions in Mercantilism*.
- Davis, Ralph, *The Rise of the Atlantic Economies* (Cornell University Press, 1973).
- Elton, G.R. *Reformation Europe. 1517-1559*.

- Gilmore, M.P., The World of Humanism, 1453-1517 (Green. 1983).
 Jain and Mathur, A History of Modern World.
 Hale, J.R., Renaissance Europe (University of California Press, 1978).
 Hall, R.. From Galileo to Newton.
 Hill, Christopher, A Century of Revolutions (Norton, 1982).
 Hilton, Rodney, Transition from Feudalism to Capitalism (Routledge Chapman & Hall. 1976).
 Keylor, William R., The Twentieth-Century World and Beyond, Oxford University Press, 2011.
 Koenigsberger, H.G. and G. I. Mosse, Europe in the Sixteenth Century (Longman. 1971).
 Kriedte, Peter., Peasants, Landlords and Merchant Capitalists (Berg, 1983).
 Lowe, Norman, Mastering World History, Palgrave Master Series.
 Mathias, Peter, First Industrial Revolution (London, 1969).
 Miskimin, Harry, The Economy of Later Renaissance Europe: 1460-1600 (Cambridge University Press, 1977).
 Nauert, Charles A., Humanism and the Culture of the Renaissance (1996).
 (Rutledge. Chapman & Hall 1985).
 Parry, J.H., The Age of Reconnaissance (London, 1972).
 Phukan, Meenakshi, Rise of the Modern West. Social and Economic History of Early Modern Europe.
 Cipolla, C. M., Fontana Economic History of Europe, Vol. 111 (The Industrial Revolution) (Harvesters, 1976).
 Evans, J., The Foundations of a Modern State in 19th Century's Europe.
 The Age of Revolution (NAI, 1964). The Age of Capitalist. The Age of Extremes.
 Landes, David, Unbound Prometheus (Cambridge University Press, 1969).
 Carnoll, Peter and David Noble, Free and Unfree: A New History of the United States.
 Sellers, Charles. Henry May and Neil Macmillan, A Synopsis of American History, 2 Vols (Delhi, Macmillan, 1990).
 Chakrabarti, Ranjan, A History of The Modern World, (Primus Books) Delhi, 2012.

SEMESTER-II

CC-III

THEMES IN EARLY NORTH INDIAN HISTORY (UPTO 650 CE)

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect the main themes of the history of early North India upto 650 CE.

UNIT-I :

- ❖ Historiography of Early India : Features of Colonial Writings on Early Indian History.
- ❖ Nationalist Approaches to Early Indian History
- ❖ Sources : Literature, epigraphic and numismatics

UNIT-II :

- ❖ The Harappan Civilization : Origin, Extent, Urban Life, Socio-Economic and Religious life.
- ❖ Vedic Culture : Early Vedic Period.
- ❖ Society and Economy during Later Vedic Period

UNIT-III :

- ❖ Political structure of the Mahajanpadas
- ❖ Socio-Religious Reforms Movement : Jainism and Buddhism – Their Impact on Indian Society and Culture.
- ❖ Mauryan Age – Ashoka's Dhamma.

UNIT-IV :

- ❖ Gupta Political system : State and administrative institutions
- ❖ Cultural Developments – Art, Architecture, Literature and Religion.
- ❖ Kushanas and Satavashanes – their Achievements

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

1. Agarwal, D.P., *The Archaeology of India* (Delhi, Select Book Services Syndicate, 1984).
2. Basham, A.L., *The Wonder that was India* (Mumbai, Rupa, 1971).
3. Chakravarti Uma, *The Social Dimensions of Early Buddhism* (Delhi, MunshiramManoharlal, 1996).
4. Champakalakshmi, R., *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300* (Delhi, OUP, 1996).
5. Chattopadhyaya, B.D., *A Survey of Historical Geography of Ancient India* (Kolkata, Manisha, 1984).
6. _____ *The Making of Early Medieval India* (Dehi, OUP, 1994).
7. _____ *History of Science and Technology in Ancient India*. (Kolkata, FirmaKLM, 1986).
8. Hatrle, J. C., *The Art and Architecture of the Indian Subcontinent* (Harmondsworth, Penguin, 1987).
9. Jha, D. N. (ed.) *Feudal Social Formation in Early India* (Delhi, Chanakya, 1988).
10. _____ *Economy and Society in Early India: Issues and Paradigms* (Delhi, MunshiramManoharlal, 1993).
11. Karashima, N., *South Indian History and Society, (Studies from Inscriptions AD 850-1800)* (Delhi, OUP, 1984).
12. Kosami, D.D., *An Introduction to the Study of Indian History* (Mumbai, Popular Prakashan, 1975).
13. Lal, B.B. and Gupta, S.P. (ed.), *Frontiers of the Indus Civilization* (Delhi. Books & Books, 1984).
14. Maily, S. K. *Economic Life in Northern India in the Gupta Period 300 AD-550 AD* (Delhi, MotilalBanarsidass, 1970).
15. Majumdar, R.C., et. al. (eds.), *History and Culture of the Indian People, Vols. I, II and III* (Mumbai, 1974).
16. Possehl, G.L. (ed.), *Ancient Cities of the Indus* (Delhi, Vikas, 1979).
17. _____ (ed.), *Harappan Civilization: A Contemporary Perspective* (Delhi, Oxford and IBH, 1993).
18. Ramaswamy, Vijaya. *Walking Naked: Women, Society, Spirituality in South India* (Simla, IAS, 1997).
19. Ray, HimanshuPrabha. *The Winds of Change* (Delhi, OUP, 1994).
20. Raychaudhuri, H.C.. *Political History of Ancient India* (Rev. edn. with commentary by B.N. Mukherjee) (Delhi, 1996).
21. Sahu, B.P. (ed.), *Land System and Rural Society in Early India* (Delhi. Manohar, 1997).
22. Sastri, K.A.N. (ed.), *A Comprehensive History of India. Vol. II. with an updated bibliography* Delhi. PPH, 1987)
23. _____ (ed.). *A History of South India, edn 4* (Chennai. OUP, 1983).
24. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*. (Delhi, MotilalBanarsidass, 1991).
25. _____ *Indian Feudalism ed. 2* (Delhi. Macmillan, 1981).
26. _____ *Shudras in Ancient India rev edn 2* (Delhi, MotilalBanarsidas. 1980).
27. _____ *Urban Decay in India c. 300-1000* (Delhi, MunshiramManoharlal, 1987).
28. Thapar, Romila (ed.), *Asoka and the Decline of the Mauryas* (Delhi, OUP, 1997).
29. _____ *A History of India*, Penguin.
30. Valuthat, Kesavan, *The Political Structure of Early Medieval South India* (Delhi, Orient Longman, 1993).
31. Yadava, B.N.S., *Society and Culture of Northern India in The Twelfth Century* (Allahabad, Central Book Depot. 1973).
32. Sheikh Ali, B., *History: Concepts and Methods*.
33. Singh, Upinder., *A History of Early and Early Medieval India*.
34. Sreedharan, K., *A Historiography*, Orient Longman Ltd., Hyderabad.

SEMESTER-II
CC-IV
ISSUES IN MODERN WORLD

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect some of the main issues in Modern World.

Unit -I: The World in Pre-World War Period

- ❖ Introduction – Defining the contemporary History
- ❖ Hegemony of and conflicts within Europe
- ❖ Rise of USA and Japan
- ❖ Imperialism in Asia, Africa and Latin America

Unit -II : The First World War

- ❖ Beginning and course of the War
- ❖ Russian Revolution
- ❖ Peace Treaties

Unit -III : The Inter War Period

- ❖ The Economic Depression
- ❖ Nazism and Fascism
- ❖ USA and Japan's Expansion

Unit -IV: The Second World War

- ❖ Theatres of War
- ❖ The Allied Victories
- ❖ The United Nations

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested List of Books

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, A. J. P., Struggle for Mastery of Europe, London, 1978
7. D. Jhompson, Europe Since Napoleon, London, 1978
8. Langsham, World Since 1914, London, 1977
9. W. Churchil, 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
17. IGNOU Study Materials for MA Courses

SEMESTER-III
CC-V
SOCIAL FORMATION AND CULTURAL PATTERN OF
THE PRE-MODERN TIMES

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Social formation and Cultural pattern of the Pre-modern times.

UNIT-I : Evolution of Homo Sapiens, Paleolithic and Mesolithic Cultures.

Food Production: beginning of agriculture and domestication of animals

Bronze Age Culture: i) Economy, ii) Social Stratification, iii) State structure in reference to Mesopotamia (upto Akkadian Empire).

UNIT-II : Subsistence Economy to feudal states in Europe from 7th to 15th AD Centuries, Origin of feudalism and crisis of feudalism

UNIT-III : Religion and culture in medieval Europe: i) Rise of Papacy, ii) monastic revival, iii) family organization, iv) demographic changes

UNIT-IV : Rise of Islam in Central Asia – the tribal background

The caliphate – society and state

Religious development – the origin of Shariah, Sufism

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ESSENTIAL READINGS

Perry Anderson, Passages from Antiquity to Feudalism.

J. D. Bernal, Science in History. Vol I.

Marc Bloch. Feudal Society. 2 Vols.

Burns and Ralph, World Civilizations, Vol. A, B, C.

Cambridge History of Africa

Cambridge History of Islam

V. Gordon Childe, What Happened in History

V. Gordon Childe, Social Evolution.

G. Clark, World Prehistory, A New Perspective

Georges Duby. The Early Growth of the European Economy.

Glyn Daniel, First Civilizations

B. Fagan. People of the Earth.

Amar Farouqi, Early Social Formations (2001)

M. I. Finley, The Ancient Economy.

Fontana Economic History of Europe. Vol.I.

A. Hauser. A Social History of Art. Vol.I.

Jacquetta Hawkes. First Civilization

P. K. Hitti. History of the Arabs.

G. Roux, Ancient Iraq.

BaiShaoyi, An Outline History of China

H.W.F. Saggs. The Greatness that was Babylon

B. Trigger, Ancient Egypt : A Social History

UNESCO Series History of Mankind, Vols. I-III / or New ed. History of Humanity

R. J. Wenke, Patterns in Prehistory

Suggested Readings

- V. I. Alexeev, The Origins of the Human Race.
 S. Ameer Ali. The Spirit of Islam
 J. Baraclough. The Medieval Papacy
 J. Barraclough (ed.) The Times Atlas of World History, rev. ed. Geoffrey Parker (1994)
 R.E.M. Balsden. The Story of Empire
 K. C. Chang, The Archaeology of China
 V. Gordon Childe. Man Makes Himself
 Encyclopedia of Islam (1st ed.) 1 Vol.
 M.I. Finley, The Ancient Greeks
 M.I. Finley, Ancient Slavery and Modern Ideology
 P. Garnsey and Saller. The Roman Empire
 J. Huizinga. The Waning of the Middle Ages / Revised ed. The Autumn of The Middle Ages.
 K. Hopkins. Conquerors and Slaves
 M. G. S. Hodgson. The Venture of Islam
 Rodney Hilton, Bondmen Made Free.
 Rodney Hilton. Transition from Feudalism to Capitalism.
 A. H. M. Jones. Decline of the Ancient World
 J. Mellaart. Neolithic of the Near East
 Joseph Needham. Science and Civilization in China Vol.I.
 A. L. Oppenheim. Ancient Mesopotamia.
 J.N. Postgate, Early Mesopotamia
 G. W. Southern, Making of Middle Ages.
 Paul Wheatley. Pivot of the Four Quarters

SEMESTER-III**CC-VI****THEMES IN MEDIEVAL INDIAN HISTORY (AD 650 - 1750)**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect the Themes in Medieval Indian history (AD 650-1750).

UNIT-I:

- ❖ Historiographical considerations: Features of Colonial Writings on Medieval Indian History.
- ❖ Features of Nationalist Writings on Medieval Indian History
- ❖ Sources : Literature, epigraphic and numismatic

UNIT-II :

- ❖ Political structure of the Delhi Sultanate – Central Administration and Military Organization
- ❖ Economic system under the Sultanate : Market Regulations and the Iqta system,
- ❖ Disintegration of the Sultanate : causes

UNIT-III :

- ❖ Religion and Culture : Sufism–Silsilahs and practices
- ❖ Bhakti movements : Role of Kabir, Nanak, and the South Indian Tradition
- ❖ Cultural Developments : Art Architecture and growth of literature

UNIT-IV :

- ❖ The Mughal state : The Nobility and Zamindars; The Mughal Administration and the Mansabdari system
- ❖ The State and Religion: Akbar's religions policy; Din-i-Ilahi and Sul-hi-Kul.
- ❖ Agrarian systems under the Mughals : Revenue and Jagir system

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Alam Muzaffar and Subramanyam. Sanjay (ed.). *The Mughal State* (Delhi. OUP. Oxford India Paperback. 2000).
- BangaIndu,(ed.) *The City in Indian History: Urban Demography, Society and Politics* (Delhi. Manohar, 1991).
- Champakalaxmi. R.. *Trade. Ideology and Urbanization: South India 300 BC to AD 1300* (Delhi. OUP. 1997).
- Chaudhuri K.N. *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to ,1750* (Delhi. MunshiramManoharal. 1985).
- Dilbagh Singh. *The State, Landlords and the Peasants: Rajasthan in the 18th Century* (Delhi. Manohar. 1990).
- Fukazawa, Hiroshi. *The Medieval Deccan: Peasants, Social Systems and States-Sixteenth to Eighteenth Centuries*, edn.17(Delhi.OUP, 1991)
- Gordon Stewart. *The Marathas, 1600-1818* (New Cambridge History of 'India) (Delhi. Foundation Books.1994).
- HabibIrfan (ed). *Medieval India- Research in the History of India, 1200-1750* (Delhi. OUP, 1992).
- _____ *Agrarian System of Mughal India, 1526-1707*(Mumbai, Asia.. 1963).
- _____ *An Atlas of the Mughal Empire*, edn 2 (Delhi, OUP, 1986).
- _____ *Essays in Indian History: Towards a Marxist Perception* (De~ Tulika. 1995).
- Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India* (Delhi, PPH, 1973).
- Jackson, P. *The Delhi Sultanate* (Cambridge University Press circulated through Foundation Press, 1999).
- Karashima, N., *Towards a New Formation: South Indian Society Under Vijaynagar* (Delhi. OUP. 1992).
- Khan. A.R.. *Chieftains in the Mughal Empire During the Reign of Akbar* (Simla, IIAS, 1977).
- Koch, Ebba. *Mughal Architecture: An Outline of its History and Development (1528-1858)* MunichPrestc 1999).
- _____ *Mughal Art and Imperial Ideology* (Delhi, OUP, 2001).
- Kulkarni, A.R., *Maharashtra in the Age of Shivaji* (Poona, Deshmukh, 1969).
- Kulke, Hermann, *The State in India (AD 1000-1700)* (Delhi. OUP. 1995).
- Mallik , B.K., *Paradigms of Dissent and Protest : Social Movements in Eastern India(CAD 1400-1700)*, Manohar, New Delhi, 2004.
- Moreland, W.H.. *Agrarian System of Moslem India: A Historical Essay with Appendices*. Edn. 2 Delhi. Oriental Book Reprint Corp.. 1968).
- Moreland, W.H.. *From Akbar to Aurangzeb : A Study in Indian Economic History* (Delhi. Low Pnca Publication 1990.
- Mukhia, Harban, *Historians and Historiography During the Reign of Akbar* (Delhi, Vikas. 1976).
- Nazmi, Khaliq A., *Religion and Politics in the Thirteenth Century* (Aligarh. 1961).
- Qaiser, A.J.. *The Indian Response to European Technology and Culture. 1498-1707* (Delhi, OUP 1982).
- Qureshi. I.H.. *The Administration of the Moghal Empire* (Delhi. Low Price Publication, 1990).
- Raychaudhuri, Tapan, and IrfanHabib (eds.), *Cambridge Economic History of India, Vol. I. X. 'ZOO-c. 1750* (Delhi, S. Chand, 1984).
- Richards, J.F. (ed.), *Power. Administration and Finance in Mughal India* (Britain. Varionum, 1993)
- _____ (ed.), *The Imperial Monetary System of Mughal India* (Delhi. OUP. 1987).
- _____ *New Cambridge History of India: The Mughal Empire* (Delhi, Cambridge, 1931
- _____ *The Mughal Empire* (Delhi, Foundation Books, 1993).
- Rizvi Syed Athar Abbas, *History of Sufism, Vol I* (Delhi, MunshiramManoharlal.. 1983).
- _____ *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* (Delhi, MunshiramManoharal.. 1993).
- _____ *Religious and Intellectual History of the Muslims in Akbar's Reign* (Delhi. MunshiramManoharlal, 1975).
- Satish Chandra, *Historiography, Religion and State in Medieval India* (Delhi, HarAnand, 1996). .
- _____ *Medieval India : From Sultanate to the Mughals, Part I, Delhi Sultanate (1205-1526)* (Delhi. HarAnand, 1997).
- _____ *Medieval India: Society, The Jagirdari Crisis and the Village* (Delhi. Macmillan, 1992).
- _____ and P.M. Joshi, (eds), *The History of Medieval Deccan (1295-1724)* (Hyderabad, Govt. of A.P. Press 1973.
- _____ *Ahamd, Land Revenue Administration" under the Mughals. 1700.1750* (Delhi. MunshiramManohorlal 1989.)
- _____ *Region and Empire: Punjab ,in the 17th century* (Delhi. OUP, 1991).
- _____ *Stein Burton New Cambridge History of India: Vijayanagar* (Cambridge Univ. Press. 1989).
- Tripathi, R.P., *Rise and Fall of Mughal Empire. (Va. II)* (Allahabad, Central Book Depot, 1963).
- Some Aspects of Muslim Administration* Allahabad. Central Book Depot. 1964).

Sheikh Ali, B. History : Concepts and Methods
 Sreedharan, K., A Text Book of Historiography, Orient Blackswan, Hyderabad.
 Yadav, Bhupendra., Framing History, 2012.
 IGNOU Booklets on Historiography

SEMESTER-IV
CC-VII
MAKING OF CONTEMPORARY INDIA

Contact Hours: 4 (L) + 2 (T) per week
 Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this, the student shall critically reflect and analyse the issues related to the Making of Contemporary India.

Unit- I: Towards an Independent India

- ❖ Government of India Act 1935
- ❖ Negotiations for Independence and Popular Movements
- ❖ Partition

Unit-II: Birth of the Republic and the Constituent Assembly

- ❖ Drafting and working of a democratic Constitution, Integration of Princely States

Unit-III: Indian Democracy at Work c1950- 1970s

- ❖ Issue and Challenges, Language, Caste, Gender, Region

Unit-IV: Economy Society and Culture c 1950-1970s

- ❖ The Land Question, Planned Economy, Industry and Labour
- ❖ Cultural Trends: Literature, Mass Media

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

REFERENCES

- Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011
 Francine Frankel, India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
 Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
 Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
 Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
 Appadurai, Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
 Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
 Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004
 IGNOU, Democracy and Development, M.A. Pol. Science, Vol-I, II.

SEMESTER-IV
CC-VIII
HISTORY OF MODERN CHINA

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the main aspects of the History of modern China.

UNIT-I: Imperialism in China in the 19th Century: Chinese society and state at the time of arrival of Western Powers, feudal economy, bureaucracy.

Transformation of China into an 'informal' colony: The opium wars, treaty port system, the notion of extra-territoriality, Expansion of International concessions & penetration of finance capital.

UNIT-II : Agrarian and popular movements with special reference to Taiping and Boxer uprisings.

Reforms of 1860-95 and 1901-08.

The Revolution of 1911, Causes and context, Sun-Yat-Sen and his contribution in Republic – Failure of Republic and rise of Warlordism.

UNIT-III :

The first United Front of Nationalists and Communists.

The Maoist ideology and Programme – the idea of new democracy and social experiments in China – extermination campaigns and their failures.

UNIT-IV :

The Long March and its significance.

The second united front and civil war in China – Japanese occupation and Communist initiatives.

The Communist revolution of 1949 and its agenda – reasons for Communist success in capturing power.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

Beckmann, George M., Modernization of China and Japan (Harper & Row, 1962).

Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971).

Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harvester Press, 1976).

Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986).

Chesneaux, Jean, et al., Peasant Revolts in China, 1840-1949 (London, Thames & Hudson, 1973).

Fairbank, John K, et al., East Asia: Modern Transformation.

Franke, Wolfgang, A Century of Chinese Revolution (Oxford, 1980).

History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898).

Hsu, Y. Immanuel, The Rise of Modern China (OUP, 1989).

Johnson, Chalmers A., Peasant Nationalism and Communist Power: The Emergence of Red China, 1937-1945 (California, Stanford Univ. Press, 1962).

Norman, E.H., Japan's Emergence as a Modern State (New York, Institute of Pacific Relations, 1946).

Peffer, Nathaniel, The Far East: A Modern History.

Rucell Victor, The Boxer Uprising: A Background Study (Cambridge, 1963).

Vinacke, Harold M., A History of the Far East in Modern Times, George Allen & Unwin, London, 1962.

SEMESTER-V
CC-IX
HISTORY OF EAST ASIA- JAPAN (1868-1945)

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the main issues related to the History of East Asia-Japan (1868-1945).

Unit-I. Japan (c.1868-1945)

- ❖ Transition from feudalism to capitalism:
- ❖ Crisis of Tokugawa Bakuhan system
- ❖ Meiji Restoration and Reforms :Its nature and Significance, Limitations

Unit-II. Japanese Imperialism

- ❖ China
- ❖ Manchuria
- ❖ Korea

Unit-III. Democracy and Militarism/Fascism

- ❖ Popular/People' s Rights Movement
- ❖ Nature of political parties
- ❖ Rise of Militarism-Second World War, Nature and significance

Unit-IV. Post-War Changes

- ❖ Japan's Colonization: March First Movement
- ❖ Growth of Korean nationalism; in situational transformation 1910-1945

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ESSENTIAL READINGS

George Allen, A Short Economic History of Japan.
G. Beasley, The Modern History of Japan.
John K. Fairbank, et al., East Asia: Modern Transformation
MikisoHane, Modern Japan: A Historical Survey.
Y. Immanuel Hsu, The Rise of Modern China.
Jon Livingstone, et. al., The Japan Reader (Imperial Japan : 1800 û 1945), Vol. I
E.H. Norman, Japan's Emergence as a Modern State.
Nathaniel Peffer, The Far East: A Modern History.
Kenneth B. Pyle, The Making of Modern Japan.
Chow Tse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009

SUGGESTED READINGS

Nathaniel Peffer, The Far East: A Modern History. Ann Arbor: University of Michigan Press, 1958.
Bruce Cummings, Korea's place in the Sun: Modern History, W.W.Norten and Co., 1992
Ramon H. Mayers and Mark R. Peattie(ed), The Japanese Colonial Empire, 1895-1945, Princeton: Princeton University Press, 1984

SEMESTER-V
CC-X
NATIONAL LIBERATION MOVEMENTS IN 20TH CENTURY WORLD

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration::3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the National liberation movements in 20th century World.

Unit-I : Nationalism: Theory and Practice.

Unit-II : Nature of Imperialism and colonialism

Unit-III : National Movements in Africa and Latin America.

Unit- IV: National Movement in Asia—China, Indonesia, India.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

Lucian Bianco, Origins of the Chinese Revolution, 1915-1946. A.J.Temu&Roger Owen eds, Studies in the theory of Imperialism, 1970.

E.F.Penrose,ed, European Imperialism the partition of Africa,1980.

Milton Osborne, Southeast Asia: An Introductory History.

SumitSarkar, Modern India, Macmillan, 1984.

IGNOU Booklets on Modern World, History of Europe.

SEMESTER-VI
CC-XI
HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the History of Science and Technology in India.

Unit I: Introduction:

Definition of Science, conception of Science in ancient and Medieval India; Enlightenment and Science; Science as secular Eschatology, Knowledge and Power; Orientalism and Occidentalism

Unit II: Science and technology in Pre Modern India

Science and technological advancements under the Guptas-Aryabhata, Varahamihira and Brahmagupta

Boat and Ship-building activities in India

Manufacturing of textile and ceramic products in India

Unit III: Science and Technology in colonial and Post-Colonial India

Science and technology in industry and economic development in 19th-20th century India: Railways, mining, iron and steel and power generation

Unit IV: Great Scientist and their biographies:

Life and works of major scientists of modern India: J.C. Bose, A. K. Ramnujan, C.V. Raman, M. S. Swaminathan, HomiBhaba

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Reading

1. Agrawal, D. P. *Advances in World Technology*, Academic Press, 1982.
2. Allchin, Bridget. **Origins of a Civilization: The Prehistory and Early Archaeology of South Asia**. New Delhi and New York: Viking, 1997.
3. Basalla, George. **The Evolution of Technology**. New York: Cambridge University Press, 1989.
4. Bhardwaj, H.C. *Aspects of Ancient Indian Technology*, MotilalaBanarasiDass, Varanasi, 1979.
5. Biswas, A.K. *Science in India*, Firma KLM Pvt. Ltd. Calcutta, 1969.
6. Biswas, A.K. *Minerals and Metals in India* (2 vols.), New Dlehi, 1991.
7. Bunch, Bryan, and Hellemans, Alexander. **The Timetable of Technology: A Chronology of the Most Important People and Events in the History of Technology**. New York: Simon & Schuster, 1993.
8. Cardwell, Donald. **The Norton History of Technology**. New York: W. W. Norton, 1995.
9. Carlson, W. Bernard. Ed. **Technology in World History**, 7 vols. New York: Oxford University Press, 2005.
10. Chattopadhyaya, Debiprasad *History of Science and Technology in Ancient- The Beginning*, Firma KLM Pvt.LTd., Calcutta, 1986.
11. Kumar, Deepak (ed.), *Science and Empire: Essays in Indian Context, 1700-1947*. Delhi: AnamikaPrakashan, 1991
12. Kumar, Deepak (ed.), *Disease and Medicine in India: A Historical Overview*, Tulika, 2001
13. Kumar, Deepak, *Science and the Raj: A Study of British India*, Oxford University Press, 2006
14. Kumar, Deepak & Roy MacLeod (eds.), *Technology and the Raj*, SAGE, New Delhi, 1995 (Enlarged Hindi version was published by Granthshilpi, Delhi in 2002)
15. Friedman, John Block and Kristen MosslerFigg et al., eds. **Trade, Travel, and Exploration in the middle Ages: An Encyclopedia**. New York: Garland Publishing, 2000.
16. Kenoyer, Jonathan M. **Ancient cities of the Indus ivilization**. New York: Oxford University Press, 1998.
17. Pacey, Arnold. **Technology in World Civilization: A Thousand-Year History**. Cambridge: MIT Press, 1990.
18. Petoski, Henry. **The Evolution of Useful Things**. New York: Alfred A Knopf, 1992.
19. Selin, Helaine, Ed. **Encylopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures**. Dordrecht, Netherlands and Boston: Kluwer, 1997.
20. Sharma, P.V. *Indian Medicine in the Classical Age*, Varanasi, 1972.

SEMESTER-VI

CC-XII,PROJECT CUM SEMINAR-I

Contact Hour-4

Marks-100

Credit-6

Objectives: On completion of this the student shall be familiarwith the primary and secondary sources related to the History and Culture of the region. They will also be able to critically analyse and reflect on the theme of the seminar.

The project cum semenar course will be conducted through seminar mode.Te seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of History and Culture.However the topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher.

The students are expected to use at some locally available relevant original sources and adopt basic tools of historical research and analysis.The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external examiners.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VIII
CC-XIII
HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1960)

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the history of the United States of America (c. 1776-1960).

Unit-I: The Background:

The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics

Unit-II: Making of the Republic:

America Revolution 1776: Revolutionary groups, Ideology, Social Base
The War of Independence and its historical interpretations
Processes and Features of Constitution making: Debates,
Historical interpretations.

Unit-III: Evolution of American Democracy:

American Civil War (1861-65), Nature, Significance, Limitations

Unit-IV: America (From 1870 to 1950)

Modern Initialization and Growth of capitalism
Issues of Racism, Feminism, World Economic Crisis (1929-1930) - Depression, New Deal, Rise of USA an Imperialist Power

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

REFERENCES

Bernard Bailyn, The Great Republic.
Bernard Bailyn, The Ideological Origins of the American Revolution.
Charles Beard, An Economic Interpretation of the American Constitution.
Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
David B. Davis, The Problem of Slavery in the Age of Revolution.
U. Faulkner, American Economic History.
Robert Fogel, Railroads and American Economic Growth.
Eric Foner, America's Black Past.
Bailey, Thomas A., A Diplomatic History of the American People, 1940.
John Hope Franklin, From Slavery to Freedom.
Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
Richard Hofstadter, The Age of Reform, From Bryan to FDR
Linda Kerber, Women's America: Refocusing the Past.
David M. Potter, The Impending Crisis.
W. Pratt, A History of the United states Foreign Policy.
James Randail, The Civil War and Reconstruction.
J. G. Randall and David Donald, The Civil War and Reconstruction.
Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.
Federick Jackson Turner, The Frontier in American History.
Robert Wiebe, The Search for Order.

SEMESTER-VIII
CC-XIV PROJECT CUM SEMEINAR-II

Contact Hours-4 per week

Cr. = 6

Marks-100

SOME ASPECTS OF REGIONAL HISTORY AND CULTURE (PROJECT /SEMINAR)

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of history.

The project cum semenar course will be conducted through seminar mode. Te seminar will be conducted in every week to reflect and consolidate the activities of students.

He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The students are expected to be acquainted with the use of original sources and research methodology for preparing the project report.. Topic and area of study for Project work shall be decided by the concerned faculty member of the Institute.

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SCHEME OF STUDIES IN GEOGRAPHY

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SEMESTER-I
CC-I
ENVIRONMENT AND ECOSYSTEMS

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Environment and Ecosystems.

UNIT-I : Concept of Environment

- Meaning and concept of Environment-Types of Environment
- Environmental Hazards, Disasters Management
- Environmental Controls : Concept of Tolerance, Controls-Light, Temperature, Water, Wind, Edaphic factors and Biotic factors.

UNIT-II : Environmental Zones

- Concept of Biomes and its classification.
- Forested Biomes and their Characteristics : Equatorial, Temperate
- Intermediate Biomes and their Characteristics : Savanna, Steppe
- Barren Biomes and their Characteristics : Arid, Tundra and Polar

UNIT-III : Function of Ecosystem

- Trophic Level : Food Chain and Food Web
- Energy Flow in Ecosystem : Forest and Marine Ecosystems
- Natural Cycles : Nitrogen, Oxygen, Carbon and Phosphorous

UNIT-IV : Contemporary issues on environment

- Global warming and climate change and UNFCCC
(United Nations Framework Convention on Climate Change)
- Sea level rise and related problems
- Environmental pollution : Types and pollutants
- Sustainable development : Concepts and approaches

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Haggett, P. : Geography, A modern / Global synthesis
2. Sing, S. : Environmental Geography
3. Simmons, IG : Ecology of Natural Resources

SEMESTER-I
CC-II
OCEANOGRAPHY

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours
Maximum Marks : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Oceanography.

UNIT-I :

- Relevance of Oceanography in earth and atmospheric sciences. Definition of oceanography. Surface configuration of the ocean floor, continental shelf, continental slope, abyssal plain, mid-oceanic ridges and oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

UNIT-II :

- Temperature and Salinity of oceans and seas: controlling factors and global variation
- Circulation of oceanic waters: causes and type of Waves, Tides. Their characteristics and distribution. Currents ; Causes of ocean currents and Currents of the Atlantic, Pacific and Indian oceans. Marine deposits, coral reef, atolls etc.

UNIT-III :

- Marine biological environment: bio-geochemical cycles in the ocean, bio zones. Types of Organisms: Plankton, Nekton, Benthos. Food and mineral resources of the sea

UNIT-IV :

- Tidal landforms; Mudflats- processes and morphology, Salt Marsh- processes and morphology. Formation of estuaries and mangroves

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Anikouchine, W.A. and Sternberg, R.W. : The world Oceans – An introduction to Oceanography, Englewood cliff, N.J. 1973
2. Gerald, S. : General Oceanography – An introduction, John Wiley & Sons, New York 1980
3. Garrison, T. : Oceanography, Wadsworth.com. USA 1998
4. King, C.A.M. : Beaches and Coasts, E. Arnold, London, 1972
5. King, C.A.M. : Oceanography for Geographers E. Arnold, London 1975
6. Sharma, R.C. Vital, M. : Oceanography for Geographers, Chetnya publishing house Aliahabad, 1970
7. Shephard, F.P. : Submarine Geology, Harper & Sons, New York 1948
8. Thurman, H.B. : Introductory Oceanography, Charles Webber E. Merrill publishing Co. 1984
9. Weisberg. J. and Howard : Introductory Oceanography, McGraw-Hill Book Co. New York, 1976
10. Bird, E. C : Coasts – An introduction to Coastal Geomorphology, Oxford, 1984
11. King, C.A.M : Beaches and Coasts, Edward Arnold, London, 1972

**SEMESTER-II
CC-III
CLIMATOLOGY**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 60 Marks

Internal -15

Practical : 25 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Climatology.

UNIT-I : Foundations of Climatology

- Climate and Weather : Elements and factors of Climate and Weather
- Atmosphere : Its structure and composition
- Insolation and Heat budget of the earth

UNIT-II : Air Circulation and Condensation

- Heat zones, pressure belts and planetary winds
- Upper Air Circulation and Jet streams
- Atmospheric Humidity and Condensation forms: Fog, Mist, Dew, Sleet and Drizzle, Cloud; Clouds- Occurrence, type and characteristics; Precipitation: types of rainfall, snow fall

UNIT-III : Air masses; Atmospheric disturbances

- Air masses and Fronts: origin, growth, types and characteristics of Air masses : Air mass Modification and Decay : Frontogenesis and Frontolysis, Characteristics of fronts: cold, warm , occluded
- Cyclones and Anticyclones : Temperate cyclones and Polar front theory; Tropical cyclones-Origin, growth characteristics and distribution

UNIT-IV : Climatic classifications

- Koppen & Thornthwate classification of climate : basis of classification, types of climate and their characteristics,

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Trewartha, G. T. : An introduction to Climate
2. Berry, R.G. & R.J. Chorley : Atmosphere, Weather and Climate
3. Menon, P.A. : The Weather
4. Austin Miller : Climatology
5. Chritch field : General climatology

PRACTICAL

Objectives: At the end of the course the student shall draw the various diagrams and maps related to climate.

Practical : 25 Marks

UNIT-I: Climatic Diagrams

- Temperature and rainfall graph
- Drawing of Hythergraph, Climograph, Windrose diagrams.

UNIT-II : Weather Maps

- Interpretation of weather maps
- Drawing of isobars, isotherms and isohyets
- Weather observation equipments.

Reference

1. Monkhouse, F.J. : Maps & Diagrams
2. Singh, R.L. & R.P.B. Singh : Practical Geography

SEMESTER-II
CC-IV
INDIA: PHYSICAL GEOGRAPHY

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours
Maximum Marks : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Physical Geography of India.

UNIT-I :

- Physiography : Triple tectonic divisions - Himalayas, Indo-Gangetic plain, Peninsular India. Physiography of Indian coasts, Islands and Deserts.

UNIT-II :

- Geology and structure of river systems : Himalayan, Peninsular

UNIT-III :

- Climate – Seasonal rhythms, The Monsoon- theories, onset, distribution of monsoon rain, withdrawal and winter monsoon

UNIT-IV :

- Soils – Classification and distribution. Natural vegetation – Classification and distribution.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. R.L. Singh : India- A Regional Geography
2. O.H.K. Spate : India, Pakistan and Srilanka
3. Khuller : India, A comprehensive Geography
4. D.N. Wadia : Geology of India
5. Krishnan : Geology of India
6. P.K. Das : The Monsoon, NBTI

SEMESTER-III
CC-V
GEOMORPHOLOGY

Contact Hours: 4 (L) + 2 (P) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours
Maximum Marks : 100
Term End Exam : 60 Marks
Sessional : 15 Marks
Practical-25

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Geomorphology.

UNIT-I : Development of Landforms

- Rocks and rock forming minerals : Types and characteristics.
- Landforms produced by Running Water, Ground Water, Glacier, Wind and Waves

UNIT-II: Earth Movements

- Orogenic and Epeirogenic movements : Types of Fold, Fault and related land forms
- Mountain building : Theories of Kober and Holmes
- Earthquake, Tsunami: causes, impacts, distribution and related landforms.
- Volcanoes : causes, types, distribution

UNIT-III: Soils and their characteristics

- Soil profile, concept of Pedon.
- Soil forming processes
- Zonal soil classification & major soil groups of the world

UNIT-IV: Theories on face of the earth

- Cycle of Erosion : Concepts of Davis and Penck
- Origin of the earth : Big Bang Theory, Interior of the earth, Concept of Isostasy : Theories of Pratt and Airy. Continental drift theory, Theory of plate tectonics and sea floor spreading.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

Singh, Savinder	:	Physical Geography, Geomorphology
Thurnbury, W.D.	:	Principles of Geomorphology
Lobeck	:	Geomorphology
Wooldrige & Morgan	:	An outline of Geomorphology
Strahler & Strahler,	:	Physical Geography
Trewartha, Robiunson	:	Fundamentals of Physical Geography

PRACTICAL

Objectives: On completion of this the student shall draw the various profiles related to different relief features and landforms.

Practical : 25 Marks

UNIT-I : Depiction of relief

- Drawing of profiles : Serial, Superimposed, composite, Projected
- Satellite imagery and aerial photographs, Fundamentals of GIS, GPS, Remote sensing

UNIT-II : Study of Landforms

- Interpretation of toposheet to study relief and drainage
- Slope analysis
- Ordering of streams and bifurcation ratio
- Turtuosity index of the streams

Transactinal Strategies:

- Conducting practicals.

Reference

1. Monkhouse, F.J. : Maps & Diagrams
2. Singh, R.L. & R.P.B. Singh : Practical Geography
3. Heyward : Geographical information system

SEMESTER-III
CC-VI
HYDROLOGY

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Hydrology.

UNIT-I :

- Hydrological cycle and its sub-cycle
- Concept, Function of a hydrological cycle
- Man's interference on hydrological cycle.
- Precipitation – intensity and duration, evaporation, infiltration, surface runoff, flood and drought

UNIT-II :

- Drainage basin characteristics, Laws of morphometry : Linear, Areal, Slope
- Drainage density and texture of topography
- Concepts and Types of aquifer
- Ground water – occurrence and types

UNIT-III :Fundamental of Remote Sensing

- Electromagnetic Radiation (EMR)
 - i. Transmission
 - ii. Spectra bends
 - iii. Sensor
 - iv. Platform
 - v. Energy inter action with matter
- Fundamentals of GIS
 - i. Components of GIS
 - ii. Data structure & models
 - iii. GIS function
- Fundamentals of GPS
- Visual interpretation of Satellite Imagery of Land form & Water Resources

UNIT-IV :

- Principles of water balance and their application
- Water management-needs, techniques and associated problems. Application of remote sensing in hydrological studies

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference (Suggested Readings)

1. Addison, H. : Land water and flood, Chapman and hall, London 1961
2. Chorley, R.J. (ed) : Introduction Physical Hydrology, Methuen, London 1969
3. Chorley, R.J. : Water, Earth and man, Methuen, London 1967
4. Jones, J.A.A. : Global Hydrology, Processes, Resources and Environmental, Management, Longman, London 1997
5. R.C. Ward : Hydrology
6. Matter. J.R. : Water resources, Distribution use and management, John Wiley, Marylane 1984
7. Singh, R.A. and Singh, S.R. : Water management, Principles and Practices, Tara Publication, Varanasi 1972
8. Todd, D.K. : Ground water Hydrology, John Wiley, New York 1959

SEMESTER-IV
CC-VII
QUANTITATIVE TECHNIQUES IN GEOGRAPHY

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the quantitative geography.

UNIT-I : Geographical Data

- Characteristics of Geographical Data : Its Nature, Scope and Methods of Collection
- Type of Spatial Data : Positional, Linear, Areal, Volumetric
- Measurement of Phenomena : Nominal, Ordinal, Interval and Ratio Scales
- Distribution of Data : Grouping of Ungrouped data, construction of Histogram and Frequency Polygon, Cumulative Frequency Curve (Ogives)

UNIT-II : Measures of Central Tendencies and Measures of dispersion

- Measures of Central Tendency : Mean, Median and Mode (Both for Grouped and Ungrouped Data)
- Graphical Determination of Median by constructing Ogive.
- Measures of Dispersion : Mean Deviation, Standard Deviation, Coefficient of variation

UNIT-III : Statistical Relationships

- Bi-variate Relationships : Scatter Diagram
- Correlation : Spearman's Rank Correlation, Karl Pearson's Product Moment Correlation, Test of Significance
- Regression : Computation of Regression Equation by Least Square Method, Placement of Regression Line on Scatter Diagram

UNIT-IV : Matrix

- Types of matrices: simple functions – addition, multiplication, scalar multiplication, Transpose of a matrix, Adjoint of a square matrix, Inverse of a Square matrix – computation, properties.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Mehmood, A : Statistical Methods in Geography
2. Pal, S.K. : Statistical Techniques – A Basic Approach to Geography
3. Gupta, S.C. : Fundamentals of Statistics
4. Blalock, M : Social Statistics

SEMESTER-IV
CC-VIII
INDIA: SOCIAL AND ECONOMIC GEOGRAPHY

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Social and Economic Geography of India.

UNIT-I : Agriculture

- Types and characteristics, Production and distribution of
 - (a) Major staple crops : Rice, Wheat, Maize,
 - (b) Commercial Crops : Sugarcane, Tea, Coffee, Cotton,
- Irrigation : Types and distribution; Major Irrigation projects.

UNIT-II : Transport, Industry and Minerals

- Production and distribution of Iron ore, Bauxite, Coal, Petroleum and Natural Gas.
- Industry – Iron and Steel, Textile, Petro chemicals
- Transport – Roadways, Railways, Airways, Inland waterways and Coastal shipping

UNIT-III : Cultural diversity of India

- Religion, Language – Traits, Origin, Spatial distribution and fusion.

UNIT-IV : Tribes of India

- Major Tribes & their spatial distribution. Their livelihood, tribewise population composition: age and sex ratio, literacy and education; Taboos, Religious faith and beliefs

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Sharma and Coutinho : Economic and commercial Geography of India
2. Khuller : India, A comprehensive Geography
3. Memoria : Economic & Commercial of India
4. Moonis Raza : Transport Geography of India
5. P.K. Das : Geography of Air Transport
6. Subbarao : Peopling of India
7. Sarkar : Races of India
8. Raiburman : Socio – Economic Regions of India, Census of India

SEMESTER-V
CC-IX
REGIONAL PLANNING AND DEVELOPMENT

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Regional Planning And Development.

UNIT-I :

Changing concept of the region from an inter-disciplinary view-point. Types of regions: Formal and Functional, Uniform and Nodal, single purpose and Composite

UNIT-II :

Physical regions, Resource regions, Socio-cultural regions, Economic regions and Regional hierarchy. Special purpose regions – River valley regions, Metropolitan regions, Hilly regions, Regions of drought and flood

UNIT-III :

Approaches to delineation of different types of regions and their utility in planning. Planning process : sectoral, temporal and spatial dimensions, short-term and long term perspectives of planning

UNIT-IV :

Concept of multi-level planning, decentralized planning, people's participation in the planning process.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Abler, R. et. al : Spatial Organization : The Geographer's view of the world, Prentice Hall, Englewood Cliffs, N.J. 1971
2. Bhat, L.S. : Regional planning in India, Statistical publishing society, Kolkata 1973
3. Bhat, L.S. et. Al : Micro-Level planning – A case study of Konal area, Haryana, K.B. publication, New Delhi, 1976
4. Chorley, R.J. and Hagget, P : Models in Geography, Methuen, London 1967
5. Christaller, W : Central places in Southern Germany, Translated by C.W. Baskin, Prentice Hall, Englewood Cliffs, New Jersey, 1966
6. Friedman, J and Alonso, W : Regional Development Policy – A Case study of Venezuela, M.I.T. Press, Cambridge, Mass-1967
7. Kundu, A and Raza. M : Indian Economy the Regional Dimension, Spectrum Publisher, New Delhi
8. Mishra, R.P. and others (Edit) : Regional development planning in India – A Strategy, Institute & Development studies, Mysore, 1979
9. Mitra, A : Levels of Regional development, Census of India, Vol. I, Post IA (I) & (II), New Delhi, 1965

SEMESTER-V
CC-X
ECONOMIC GEOGRAPHY

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 60 Marks

Sessional : 15 Marks

Practical-25 marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Economic Geography.

UNIT-I : Basic concepts

- Meaning and Scope of Economic Geography
- Economic Activities and their types, Primary, Secondary & Tertiary

UNIT-II : Geography of Resources

- Resources ; concepts, types, distribution and global problems
- Mineral resources; distribution, mode of occurrence, associated problems. Energy resources: Thermal power, Nuclear power, Hydel Power

UNIT-III : Economic Activities

- Agriculture : Factors influencing agriculture, types of agriculture and their global distribution
- Industry : Classification of industries, factors influencing the location of industries, world distribution of major industries-Iron & Steel, aluminum, Petro-Chemicals

UNIT-IV : Location Theories

- Central place theory of Christaller
- Theories of industrial location : Weber and Smith
- Theory of Agriculture location : Von Thunen

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Goh, Cheng, Leong : Human and Economic Geography
2. Zimmerman : World resources and industries
3. Roy, P. : Economic Geography
4. Alexander, J.W. : Economic Geography
5. Sadhukhan, S.K. : Economic Geography

PRACTICAL (Economic Geography)

Objectives: On completion of this the student shall draw various cartographic diagrams and maps related to Economic geography.

Marks-25

- Spatial distribution of different crops, land uses and occupational structure by using Bar diagram, Wheel diagram and Sphere
- Distribution of mineral resources and industries through choroschematic maps
- Measurement of density of movement of goods and passengers by using flow diagrams
- Cartographic portrayal of the density of road ways and railways
- Use of Lorenz curve and location Quotient to portray spatial concentration and dispersion of economic variables in space

**SEMESTER-VI
CC-XI
HUMAN GEOGRAPHY**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 60 Marks

Sessional : 15 Marks

Practical -25 marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Human Geography.

UNIT-I : Nature and scope of human geography

- Branches of human geography
- Concepts of man-environment relationship – determinism, possibilism and Neo-determinism.

UNIT-II : Major Ethnic groups

- Spatial distribution
- Physical and social profile of racial groups
- Ethnic groups, tribal groups and religious groups in the world
- Cultural realms of the world

UNIT-III : Human Adaptation to the environment

- Cold region-Eskimo
- Hot region- Bushman, Beduine
- Plateau- Gonds, Masai
- Mountain- Gujjars, nomads
- Regions of recurrent floods, droughts and other natural hazards in the world

UNIT-IV : Distribution of population

- World distribution pattern-physical, economic and social factors influencing spatial distribution, concepts of Over population, Under population and Optimum population
- Zero population growth and NRR, Migration, immigration, emigration in the context of India and world

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Bergwan, Edward E : Human Geography, Culture, Connection and Landscape, Prentice-Hall, New Jersey 1995
2. Carr, M. : Patterns, Process and change in Human Geography, MacMillan Education London 1987
3. Fellman, J.L. : Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A. 1997
4. DeBlij H.J. : Human Geography, Culture, Society and Space John Wiley, New York 1996
5. Johnston, R.J. (editor). : Dictionary of Human Geography Blackwell, Oxford, 1994
6. Mc Bride, P.J. : Human Geography Systems, Patterns and change, Nelson, U.K. and Canada 1996
7. Michel, Can : New Patterns : Process and Change in Human Geography Nelson, 1997
8. Rubenstein, J.H. and Bsacon R.S. : The Cultural Landscape-an introduction to Human geography, Prince Hall, India, New Delhi 1990
9. Singh, K.N. : People of India, An introduction Seagull books 1992
10. Spate O.H.K. and learmonth A.T.A. : India and Pakistan Methuen, London 1968
11. M. Subha Rao : Peepling of India.

PRACTICAL(Human Geography)

Objectives: On completion of this the student shall draw various cartographic diagrams and maps related to Human geography.

Practical : 25 Marks

- Proportionate circles to illustrate the spatial concentration of tribal population
- Wheel diagrams to show the distribution of linguistic groups of different regions
- Rectangular cartograms to show the concentration of immigrants in different regions
- Population projection: Arithmetic, Geometric, Harmonic and Register General of India's method. Calculation of midyear census population

Transfactual Strategy: Conducting practicals.

**SEMESTER-VI
CC-XII-PROJECT CUM SEMINAR-I**

Contact Hour-4

Credit-6

Marks-100

Objectives: At the end of the course the student shall be familiar with the primary and secondary sources related to the regional geography of the world. He/She will also be able to critically analyse and reflect the sources and write term papers.

Guide teacher shall assign topics for Term paper and Seminar based on any one of the following countries / regions :

1. Japan
2. West Asia
3. S.E. Asia
4. Australia
5. U.K.
6. Sahara
7. South Africa
8. Scandinavian Countries
9. Central America
10. Brazil
11. Eastern Europe
12. Oceania
13. U.S.A.
14. China

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

The report and viva-voce will be examined by both internal and external examiners.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

Reference

1. Pounds, N.J.G. : World Geography
2. Hussain, Majid : World Geography
3. Cressery, G.B. : Asia-Lands and people
4. Pounds, N.J.G. : Europe-A Regional Geography
5. Coysh & Tomlinson : The Southern Continents
6. Negi : The Continent of Asia
7. Paterson : North America
8. Chatterjee, S.P. : Asia
9. Cressy : Asia
10. de Blitz : Geography : Regions & Concepts
11. Frasher : Japan Advance
12. Sil, S.K. : China, Japan, Brazil

**SEMESTER-VIII
CC-XIII
POPULATION & SETTLEMENT GEOGRAPHY**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 60 Marks

Sessional : 10 Marks

Practical -25

Objectives: On completion of this the student shall critically reflect and analyse the issues related the Population & Settlement Geography.

UNIT-I : Composition of population

- Age and Sex composition, rural-urban composition, economic composition, determinants, world regional patterns, composition of population in India

UNIT-II : Migration

- Classification, determinants and consequences of migration ; world regional patterns

UNIT-III : Settlement site and structure

- Internal morphology, external form, field patterns, functions, house-types. Theories of Urban Morphology
 - i. Multiple & Nuclear theory
 - ii. Sectoral theory, Concentric zones

UNIT-IV : Spatial Organization of settlements :

- Size, spacing and hierarchy of settlements, Rank size Rule, emergence and characteristics of types of Urban and Rural settlements. Census of India definition of towns and its classification.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

1. Beaujeu-Garnier, J. : Geography of population (Translated by Beaver, S.H.) Longmans, London 1966
2. Census of India 2001 series -I India provisional population totals, published by Registrar General & Census commissioner, India 2001
3. Census of India, 1991 India : A state Profile published by office of the Registrar General of India, Census operations, New Delhi
4. Chandna, R.C. : Geography of Population : Concepts, determinants and patterns, Kalyani Publishers, New Delhi, 2000
5. R.L. Singh : Readings in Rural settlement
6. Mayer : Readings in Urban Geography
7. Chislom : Rural settlement & Land use

PRACTICAL

(Population and settlement Geography)

Objectives: On completion of this the student shall draw various cartographic diagrams and maps related to population and settlement geography.

Practical : 25 Marks

- Population distribution by using uniform and multiple dots, sphere
- Age-sex pyramid of population
- Spatial variation of population density by using choropleths and shades
- Patterns of settlements by using Near-neighbor Analysis

Tranctional Strategy: Conducting practicals.

SEMESTER-VIII
CC-XIV
PROJECT CUM SEMINAR-II

Contact hours-4 per week

Mark-100

Credit-6

Objectives: On completion of this the student shall critically reflect on the project on an area of geographical interest and write field reports.

The project will be continuous activity. The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students. All the students of the class may participate in a **Study tour** to an area of geographical interest, to be organized by the Department and submit the **Report** in a neatly typed form with the certificate of the guide teacher.

If however, the institution is unable to organize any such study tour during the semester for some unavoidable reasons, the project shall be undertaken based on the local visits of places of geographical importance.

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SCHEME OF STUDIES IN POLITICAL SCIENCE

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**SEMESTER-I
CC-I
UNDERSTANDING POLITICAL THEORY**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

CORE COURSE

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the understanding Political Theory.

Unit-I: Nature, scope and approaches of political theory

- (a) Nature, scope and significance of political theory
- (b) Approaches to political theory : Normative, Historical and Empirical

Unit-II: Traditions of Political Theory

- (a) Liberal, Marxist
- (b) Anarchist, Conservative

Unit-III: Critical and contemporary prospective in Political Theory

- (a) Feminist
- (b) Post-modern

Unit-IV : Democracy

- (a) Democracy, The History of an idea
- (b) Procedural Democracy & Deliberative Democracy

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Recommended Books

- | | | |
|-------------------------------|---|---|
| 1) E. Asirvatham & K.K. Misra | : | Political theory |
| 2) S.P. Verma | : | Modern political theory |
| 3) E. Barker | : | Principles of social and political theory |
| 4) F. Thakurdas | : | Essays on political theory |
| 5) R. L. Gupta | : | Political theory |
| 6) M.P. Jain | : | Political theory |
| 7) O.P. Gauba | : | An Introduction to Political theory |
| 8) Harold J. Laski | : | A Grammar of Politics |

**SEMESTER-I
CC-II
CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the constitutional Government and Democracy in India.

UNIT-I : Sources and Features of Indian Constitution

- (a) The making of Indian Constitution and its Sources
- (b) Basic features of Indian Constitution

UNIT-II : Rights, Duties and DPSP

- (a) Fundamental rights and Duties,
- (b) Directive principle of state policy

UNIT-III : Union Government and its function

- (a) Union Government : President, Prime Minister
- (b) Parliament, Composition & functions

UNIT-IV : Judicial System

- (a) Supreme Court : Composition and functions
- (b) Judicial Review and Judicial Activism

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

- | | | |
|-------------------|---|--|
| 1) G. Austin, | : | The Indian Constitution : Corner stone of a Nation |
| 2) Rajani Kothari | : | Politics in India |
| 3) K. R. Bombwal | : | National Power & State Autonomy |
| 4) J. C. Johari | : | Indian Government and Politics |
| 5) D. D. Basu | : | Introduction to the Constitution of India |
| 6) M.V. Pylee | : | Constitutional Government in India |
| 7) D. C. Gupta | : | Indian Government and Politics |
| 8) C.P. Bhambri | : | Politics in India |
| 9) K. V. Rao | : | Parliamentary Democracy in India |
| 10) S. L. Sikri | : | Indian Government and Politics |

**SEMESTER-II
CC-III
POLICAL THEORY, CONCEPTS AND DEBATES**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Polical Theory, Concepts and Debates.

Unit-I: Importance of Freedom

- (a) Negative freedom : Liberty
- (b) Positive Freedom : Freedom as Emancipation and Development

Unit-II: Significance of Equality

- (a) Formal Equality : Equality of Opportunity, Political Equality
- (b) Egalitarianism : Background, Affirmative action

Unit-III: Indispensability of Justice

- (a) Procedural Justice, Distributive Justice
- (b) Global Justice

Unit-IV: The Universality of Rights

- (a) Natural Rights, Moral and Legal Rights
- (b) Human rights-Evolution and Content.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Refrences

- 1) E. Asirvatham& K.K. Misra : Political theory
- 2) S.P. Verma : Modern political theory
- 3) E. Barker : Principles of social and political theory
- 4) F. Thakurdas : Essays on political theory
- 5) R. L. Gupta : Political theory
- 6) M.P. Jain : Political theory
- 7) O.P Gauba : An Introduction to Political theory
- 8) Harold J. Laski : A Grammar of Politics

I. Importance of Freedom

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-119.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

II. Significance of Equality

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

III. Indispensability of Justice

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). The Oxford Handbook of Practical Ethics. New York: Oxford University Press, pp. 705-733.

IV. The Universality of Rights

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in Essex Human Rights Review, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), A Girl's Right to Live: Female Foeticide and Girl Infanticide, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt) Section B: Major Debates

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 9-26

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts, Manchester: Manchester University Press, pp. 156-168.

SEMESTER-II

CC-IV

POLITICAL PROCESS IN INDIA

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Political Process in India.

Unit-I : Political parties and Party system

- (a) Party system : Features, Trends
- (b) Electoral Process, Electoral Reforms

Unit-II: Determinants of voting Behaviour

- (a) Caste and Politics
- (b) Religion and Politics

Unit-III: Regionalism in Indian Politics

- (a) Regional political parties
- (b) The politics of Secession and Accommodation

Unit-IV: Affirmative Action policies

- (a) Women
- (b) Caste and Class

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings**I. Political Parties and the Party System:**

Trends in the Party System; From the Congress System to Multi-Party Coalitions

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

II. Determinants of Voting Behaviour:

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, pp. 120-145.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' Japanese Journal of Political Science, Vol. 10, No. 3, pp. 313-332.

III. Regional Aspirations: The Politics of Secession and Accommodation

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.)

Ethnonationalism in India: A Reader, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

IV. Affirmative Action Policies: Women, Caste and Class

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, pp. 306-318.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) Gender Equality in Asia, Japan: Tohoku University Press, pp. 169-195.

SEMESTER-III**CC-V****INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the introduction to comparative Government and Politics.

Unit-1 - Understanding Comparative Politics

- (a) Nature and Scope
- (b) Traditional and Modern approaches

Unit-II - Historical Context of Modern Government

- (a) Capitalism: Meaning and Development, Globalization
- (b) Socialism: Meaning, Growth and Development

Unit-III - Themes for Comparative Analysis

- (a) Colonialism: Meaning, Context, Form of Colonialism
- (b) Decolonization, anti-colonialism, process of decolonization

Unit-IV - Comparative Government and Politics

- (a) U.K. Monarchy, Cabinet, Parliament
- (b) U.S.A. President, Congress, Supreme Court.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- | | | |
|----------------------------------|---|---|
| 1) D. C. Bhattacharya | : | Modern Political Constitutions |
| 2) B. C. Rout | : | Major Political Systems |
| 3) K. R. Bambwal | : | Major Contemporary Constitutional Systems |
| 4) A. C. Kapoor & K.K. Mishra | : | Select Constitutions |
| 5) J. C. Johari | : | Major Modern Political Systems |
| 6) Vishnoo Bhagwan and V. Bhusan | : | World Constitutions |
| 7) C. Rossiter | : | Parties and Politics in America |
| 8) J. Derbyshire | : | Politics in China |
| 9) J. Derbyshire | : | Political systems of the world |
| 10) K. C. Wheare | : | Federal Government |
| 11) Goyal | : | Comparative Government |
| 12) H. Finer | : | Theory & practice of Modern Government |

Essential Readings:

- J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.
- M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38
- J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.
- N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8
- G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.
- M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.
- A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25; 587-601.
- R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. (265), pp. 135-139.
- P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.
- J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.
- M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43
- J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

**SEMESTER-III
CC-VI
PERSPECTIVES ON PUBLIC ADMINISTRATION**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Perspectives on Public Administration.

Unit-I: Public Administration as a Discipline

- (a) Meaning, Scope and Significance of the Discipline
- (b) Public and private Administration

Unit-II: Classical Theories

- (a) Scientific Management (F.W. Taylor)
- (b) Ideal – Type bureaucracy (Maxweber)

Unit-III: Neo-Classical Theories

- (a) Human relation theory (Elton Mayo)
- (b) Rational decision-making (Herbert Simon)

Unit-IV: Contemporary Theories

- (a) Ecological approach (Fred rigs)
- (b) Innovation and Entrepreneurship (Peter Drucker)

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Essential Reading

- 1) A. Avasthi& S. R. Maheswari : Public Administration
- 2) C. P. Bhambri : Public Administration
- 3) Nigro F.A. and G.I. Nigro : Modern Public Administration
- 4) Mohit Bhattacharya : Public Administration
- 5) RumkiBasu : Public Administration
- 6) M. P. Sharma : Public Administration in theory & practice
- 7) A. R. Tyagi : Public Administration
- 8) Ashok Chanda : Indian Administration

Public Administration as a Discipline

Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill, pp. 1-40

Public and Private Administration.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

Evolution of Public Administration

- N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson, 2013
 M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012
 P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
 Basu, Rumki, Public Administration : Concepts and Theories Sterling Publishers, New Delhi 2014

Theoretical Perspectives and Scientific Management

- D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972
 F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) Classics of Public Administration, 5th Edition. Belmont: Wadsworth, 2004
 P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press, 2003

Administrative Management

- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010
 E. J. Ferreira, A. W. Erasmus and D. Groenewald, Administrative Management, Juta Academics, 2010
 Ideal Type-Bureaucracy
 M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford: Oxford University Press, 1946
 Warren. G. Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973

Rational-Decision Making

- S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009
 Fredrickson and Smith, 'Decision Theory', in The Public Administration Theory Primer. Cambridge: Westview Press, 2003

Ecological approach

- R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), Public Administration: A reader, New Delhi, Oxford University Press, 2003
 A. Singh, Public Administration: Roots and Wings. New Delhi: Galgotia Publishing Company, 2002
 F. Riggs, Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Mifflin, 1964

Innovation and Entrepreneurship

- Peter F. Drucker, The Practice of Management, Harper Collins, 2006
 T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall, pp. 1-44
 The Oxford Handbook of Public Policy, OUP, 2006
 Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen, The Public Policy Primer: Managing The Policy Process, Routledge, 2010
 Michael Howlett, Designing Public Policies : Principles And Instruments, Routledge, 2011
 The Oxford Handbook Of Public Policy, Oxford University Press, 2006

Formulation, implementation and evaluation

- Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012
 R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson, 2009
 Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

**SEMESTER-IV
CC-VII
PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the perspectives on International relations and World History.

Unit-I

- (a) The concept and Development of international relations
- (b) History and IR : Emergence of the international state system

Unit-II

- (a) Classical realism and Neo realism
- (b) Liberalism and Neoliberalism

Unit-III

- (a) Marxist Approaches
- (b) Feminist perspectives

Unit-IV

- (a) Cold War : Different phases
- (b) Collapse of the USSR and the end of the Cold War

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Essential Readings

M. Nicholson (2002) International Relations

Palmer & Perkins : International relations

K. Mingst (2011) essentials of international

H. Morgenthaw (2007) relation sex priorities of political relation

H. Bullu (2000) the balance of power

S. Hibden and international order

Theories of international relations in J. Boylis and S. Smith (eds)

A. Chatterjee, 'International Relations Today: Concepts And Applications', (2010), PEARSON, New Delhi

Scott Burchill and others, 'Theories of International Relations,' (2001), Palgrave, New York.

M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.

J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 1-6.

Rumki Basu, (ed) (2012) International Politics: Concepts, Theories and Issues. Sage, New Delhi

P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, Economy, Identity, Pearson Education, pp. 40-85.

J. Baylis, S. Smith and P. Owens, (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 36-89.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), International Relations Theory Today, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.
- K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.
- H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.
- T. Dunne, M. Kurki, S. Smith (eds), *International Relations Theories: Discipline And Diversity*, New York, Oxford University Press
- K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.
- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.
- S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.
- J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15- 28.
- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp.147-166.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
- (a) World War I: Causes and Consequences**
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.
- (b) Significance of the Bolshevik Revolution**
- (c) Rise of Fascism / Nazism**
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
- (d) World War II: Causes and Consequences**
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.
- Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 76-84.
- (e) Cold War: Different Phases**
- Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.
- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- (f) Emergence of the Third World**
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.
- (g) Collapse of the USSR and the End of the Cold War** Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- (h) Post Cold War Developments and Emergence of Other Power Centres of Power:**
- Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)
- Brezneński, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

**SEMESTER-IV
CC-VIII
INDIAN POLITICAL THOUGHT**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Indian Political Thought.

UNIT-I

- (a) Raja Ram Mohan Roy : Rights
- (b) Vivekananda : Ideal Society

UNIT-II

- (a) Mahatma Gandhi : Swaraj
- (b) R. N. Tagore : Critic of Nationalism

UNIT-III

- (a) Subas Chandra Bose : Political goals, political techniques
- (b) Jawaharlal Neheru : Secularism

UNIT-IV

- (a) B. R. Ambedkar : Social Justice
- (b) R. M. Lohia : Socialism

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

- V. P. Verma : Modern Indian Political Thought
- Kiran Saxena : Modern Indian Political Thought
- V. R. Mehta : Foundations of Indian Political Thought
- K. P. Karunakaran : Modern Indian Political Tradition
- G. C. Nayak : Indian Political Traditions
- R. C. Gupta : Indian Political Thought
- B. C. Rout : Indian Political Tradition
- J. K. Misra (edited) : Indian Political Thinkers
- S. Ghosh : Modern Indian Political Thought
- V.P.Varma,(1993 & latest 'Modern Indian Political Thought', Laxmi Narayan Agrawal Education Publishers, Agra-3
- V.P.Varma,(1993 & latest 'Ancient & Medieval Indian Political Thought', Laxmi Narayan Agrawal Education Publishers, Agra-3
- R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.
- S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in A Critique on colonial India, Calcutta: Papyrus, pp. 1-17.
- P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1-40.
- G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in Seeking Begumpura: The Social Vision of Anti Caste Intellectuals, New Delhi: Navayana. pp. 205-224.
- S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129.
- A. Sen, (2003) 'Swami Vivekananda on History and Society', in Swami Vivekananda, Delhi: Oxford University Press, pp. 62- 79.

- H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.
- M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.
- A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.
- B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.
- V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.
- B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.
- P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.
- R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.
- R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.
- M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 218-222.
- Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.
- J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.:
- J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.
- R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.
- P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166
- A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70

**SEMESTER-V
CC-IX
PUBLIC POLICY AND ADMINISTRATION IN INDIA**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration::3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Public Policy and Administration in India.

Unit- I Public Policy

- (a) Public Policy :Characteristics and models
- (b) Public Policy process in India

Unit – II - Decentralization

- (a) Meaning, Significance and types
- (b) Local self Governance: Rural and Urban

Unit – III Citizens and Administration Interface

- (a) Redressal of Public grievances
- (b) RTI, Lokpal and E Governance

Unit – IV -Social Welfare Policies

- (a) Education : Right to Education
- (b) Health : National Health Mission
- (c) Food : Right to Food Security
- (d) Employment : MGNREGA

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Recommended Books

- | | |
|--------------------------------|--|
| 1) A. Avasthi& S. R. Maheswari | : Public Administration |
| 2) C. P. Bhambri | : Public Administration |
| 3) Nigro F.A. and G.I. Nigro | : Modern Public Administration |
| 4) Mohit Bhattacharya | : Public Administration |
| 5) RumkiBasu | : Public Administration |
| 6) M. P. Sharma | : Public Administration in theory & practice |
| 7) A. R. Tyagi | : Public Administration |
| 8) Ashok Chanda | : Indian Administration |

Essential Readings:

Public Policy

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson

Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication

Decentralization : Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP,2007

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman,2007

Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001

Erik-Lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge

Henry, N.(1999) Public Administration and Public Affairs. New Jersey:Prentice Hall

Citizen And Administration Interface

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

1997 Mukhopadhyay, A. (2005) ‘Social Audit’, in Seminar. No.551.

Social Welfare Administration

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45- 46, Nov 2013

Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept Publishers, 1997

Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi:

Akansha Publishers, 2012.

Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers

SEMESTER-V

CC-X

GLOBAL POLITICS

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration:3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Global Politics.

Unit-I : Globalization – Conceptions and Perspectives

- (a) Globalization : Meaning, features, a critical estimate
- (b) Political : Debates on Sovereignty and Territoriality

Unit-II : Contemporary Global Issues

- (a) Global issues : Ecological issues : International Environmental Agreements on Climate change
- (b) Global Resistances – Global Social movements and NGOs

Unit-III : Global Shifts: Power and Governance

- (a) Proliferation of Nuclear Weapons
- (b) International Terrorism: Non state Actors and state terrorism, Post 9/11 developments.

Unit-IV: Contemporary Global issues

- (a) Migration
- (b) Human Security

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Essential Readings:**Globalization – Conceptions and Perspectives**

Understanding Globalization and its Alternative Perspectives

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.

A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Transformations Reader*, Cambridge: Polity Press, pp. 109-123.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.

T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208- 218 (WTO).

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.

F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.

A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.

Proliferation of Nuclear Weapons

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

International Terrorism: Non-State Actors and State Terrorism; Post 9/11

Chintamani Mahapatra and Amulya Tripathy, (Ed). (2007) *Transnational Terrorism, Perspective on Motives, Measures, Impacts*, Reference Press, New Delhi. A. Heywood, (2011) *Global Politics*, New York: Palgrave,

pp. 282-301.

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.

G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.)

Human Security

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.)

Globalization of World Politics, New York: Oxford University Press, pp. 480-493.

A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3, pp. 442-460.

Global Shifts: Power and Governance

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.)

Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, pp. 1-29.

SEMESTER-VI

CC-XI

CLASSICAL POLITICAL PHILOSOPHY

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Classical Political Philosophy.

Unit-I:

- (a) What is Political Thought: Interpretations
- (b) **Plato:** Theory of Justice, Communism, Ideal State

Unit- II:

- (a) **Aristotle:** Theory of State and Government, Ideal State
- (b) **Aristotle:** Theory of Revolution, Slavery

Unit- III:

- (a) **Machiavelli:** Religion, Republicanism And Statecraft.
- (b) **Hobbes:** Human nature, State of Nature and Social Contract

Unit-IV:.

- (a) **JohnLocke** : Laws of nature, Natural Rights and Property.
- (b)**Rousseau:** Social Contract, General Will and Collectivism

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Recommended Books

John Plamenatz – Man and Society (Machiavelli to Marx)

Jyoti Prasad Suda – A History of Political Thought
(Bentham to Recent Times)

Lane W. Lancaster – Master of Political Thought

R. P. Sharma – Modern Western Political Thought

C. L. Wayper – Teach Your Self Political Thought
 Sukhbir Singh – History of Political Thought (Vol. – I & II)
 A. K. Mukhopadhyay – Western Political Thought
 W. T. Jones – Masters of Political Thought (Machiavelli to Bentham)

Essential readings :

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) The Liberty of the Ancients 'Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

Antiquity: Plato

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80 Additional Readings:

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

Aristotle

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Bums, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

Taylor, (1995) 'Polities', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 120-186

Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

Interlude: Machiavelli

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130 Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Fernia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

Possessive Individualism : Hobbes

C. Macpherson (1962) *The Political Theory of possessive individualism :Hbbes to locke*. Oxford University Press, Ontario, PP 17-29.

J. Waldron (2009) 'John locke' in D. Boucher and P. Kelly, (eds) *political Thinkers : from Socrates to the present*. Oxford : Oxford University press.

**SEMESTER-VI
CC-XII
PROJECT CUM SEMINAR-I**

Contact hours-4

Credit-6

Marks-100

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of a topic related to Social and Political Studies. He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The student is to present seminar papers on any two of the following topics.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of Political science. However the topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher. The students are expected to use at some locally available relevant original sources and adopt basic tools of historical research and analysis. The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

Suggested Topics:

- Women Empowerment
- Human Rights
- Environmental Conservation Policy
- Globalization
- Political Socialization
- Party System
- Election studies
- Terrorism
- Disarmament
- Trends in Federalism
- Indians Foreign polity – Change and continuity
- Gandhi
- Ambedkar
- Judicial Activism
- Civil Service Neutrality
- Local self-government (Urban & Rural)
- Role of Governor of a State in Indian Union
- Parliamentary Democracy
- Naxlite Movement
- Secularism
- Communal Violence
- Development and displacement
- Caste and Politics
- Religion and Politics
- Presidential form of govt.
- Good governance

**SEMESTER-VIII
CC-XIII
MODERN POLITICAL PHILOSOPHY**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Modern Political Philosophy.

Unit-I: Modernity and its Discourses

Unit-II : (a) Jeremy Bentham: Theory of State ; Utilitarianism

(b) John Stuart Mill: Revisions of Utilitarianism; Liberty

Unit-III: (a) Hegel: Dialectical Idealism; State; Freedom

(b) Karl Marx: Dialectical Materialism; Historical Materialism; Theory of State

Unit-IV: (a) Mary Wollstonecraft: Women and Paternalism and Legal Rights

(b) Alexandra Kollontai: Proletarian Women; Socialization of Housework

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

John Plamenatz – Man and Society (Machiavelli to Marx)

Jyoti Prasad Suda – A History of Political Thought
(Bentham to Recent Times)

Lane W. Lancaster – Master of Political Thought

R. P. Sharma – Modern Western Political Thought

C. L. Wayper – Teach Your Self Political Thought

Sukhbir Singh – History of Political Thought (Vol. – I & II)

A. K. Mukhopadhyay – Western Political Thought

W. T. Jones – Masters of Political Thought (Machiavelli to Bentham)

Modernity and its discourses

I. Kant. (1784) ‘What is Enlightenment?’, available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) ‘Introduction’, in Formations of Modernity UK: Polity Press pages 1-16

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) ‘Jean Jacques Rousseau: The Social Contract’, in M. Forsyth and M. Keens-Soper, (eds) A Guide to the Political Classics: Plato to Rousseau. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) ‘Mary Wollstonecraft’s Vindications and their Political Tradition’ in C. Johnson, (ed.) The Cambridge Companion to Mary Wollstonecraft, Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) ‘The Radical Ideas of Mary Wollstonecraft’, in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

H. Magid, (1987) ‘John Stuart Mill’, in L. Strauss and J. Cropsey, (eds), History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) ‘J.S. Mill on Liberty’, in D. Boucher, and P. Kelly, (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 324-359.

J. Cropsey, (1987) ‘Karl Marx’, in L. Strauss and J. Cropsey, (eds) History of Political Philosophy, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

- L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) Political Thinkers From Socrates to the Present. New York: Oxford University Press, pp. 404-435.
- V. Bryson, (1992) 'Marxist Feminism in Russia' in Feminist Political Theory, London: Palgrave Macmillan, pp. 114-122
- C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' Labour/Le Travail Vol. 32 (Fall 1992) pp. 287-295
- A. Kollontai (1909), The Social Basis of the Woman Question, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013
- A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 559-580.
- Selections from A Vindication of the Rights of Woman, Available at [http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#chapter %20II](http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#chapter%20II), Accessed: 19.04.2013.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 328-354.
- B. Ollman (1991) Marxism: An Uncommon Introduction, New Delhi: Sterling Publishers.
- G. Blakely and V. Bryson (2005) Marx and Other Four Letter Words, London: Pluto
- A. Skoble, and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 286-327.
- A. Kollontai, (1977) 'Social Democracy and the Women's Question', in Selected Writings of Alexandra Kollontai, London: Allison & Busby, pp. 29-74.
- A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in Selected Writings of Alexandra Kollontai Allison & Busby, pp. 201-292.
- C. Porter, (1980) Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin, New York: Dutton Children's Books.

SEMESTER-VIII

CC-XIV

PROJECT Cum SEMINAR-II

Credit-6

Contact Hours-4 per week

Marks-100

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of a topic related to Political Studies. He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of Political science. Under the guidance of a member of faculty, the student is to prepare a project report on any one of the following areas.

Suggested Themes

Electoral politics

Voting Behaviour and Election studies

State – funding of Elections

Election Commission (National and State)

Audit of Election expenses

Gandhian Dynamics

Political goals and techniques

Sarvodaya

Swaraj

Party Politics

Role of opposition

Inner democracy in a party

Party alliances, splits

Gender Politics

Politics of Reservation for women\

Women empowerment

Problems of employed women

Welfare of girl child

Social Audit

People's participation in administration

Ethics in Administration

Role of Voluntary agencies in welfare administration

Freedom of expression, belief

Rights of the girl child.

Capital punishment. Affirmative action.

Universality of human rights.

Multi-culturalism and Toleration.

Missing women.

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SCHEME OF STUDIES IN ECONOMICS

Semester	Paper	Subject	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	Micro Economics-I	75
	CC -2	Money & Banking	76
Semester-II	CC-3/ GE-1.2/GE-2.2	Public Economics	77
	CC-4	Indian Economy-I	78
Semester-III	CC-5/ GE-1.3/GE-2.3	Micro Economics-II	79
	CC-6	Quantitative Techniques	80
Semester-IV	CC-7/ GE-1.4/GE-2.4	Macro Economics	81
	CC-8	Developmental Economics-I	82
Semester-V	CC-9	Indian Economy-II	83
	CC-10	Development Economics-II	84
Semester-VI	CC-11	Economic Thought	85
	CC12	Project cum Seminar-I	86
Semester-VII			
Semester-VIII	CC-13	International Economics	87
	CC-14	Project cum Seminar-II	87

SEMESTER-I
CC-I
MICRO ECONOMICS-I

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Micro Economics.

Unit-I :

Meaning & Definition of Economics, Subject matter, Scope & Significance of Economics, Questions of what, how and for whom to produce and how to distribute output, Positive and normative

Economics, Economic Laws

Unit-II :

Theory of consumer behavior, Cardinal approach and its criticisms, Law of diminishing Marginal utility, Law of Equi -marginal utility, law of Demand, Exceptions to law of Demand, Snob effect, Bandwagon effect.

Indifference Curve approach, Budget Line, Consumer's equilibrium, Income, Substitution and Price effect, breaking up Price Effect to Income effect and Substitution Effect, Comparison between Marginal utility approach and Indifference Curve approach

Unit-III:

Elasticity & Demand, Price elasticity, Income Elasticity, Cross elasticity, measurement of Price elasticity of Demand, Consumer's surplus (Marshallian approach).

Unit-IV:

Theory of production :

Law of variable proportions, Isoquant, Return to scale, Producer's equilibrium, Expansion path, Engel's curve. Theory of costs: Short run & Long-run cost curves.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. M.L. Jhingan, Advanced Economic Theory, Vrinda publications pvt. Ltd.
2. H. L. Ahuja, Advanced Economic Theory, S. Chand
3. A. Koutsoyannis, Modern Microeconomics, Macmillan, London
4. Stonier and Hague, A text book of Economic Theory, ELBS, London
5. Hall Varian, Intermediate Micro Economics, A modern approach, East-West Press, New Delhi

SEMESTER-I
CC-II
MONEY & BANKING

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Money & Banking.

Unit-I:

Money:

Meaning, functions & classification, Gresham's law, Monetary standards, Metallic & paper systems of note issue, value of money ; construction of price index number-its limitation.

Unit-II:

Quantity theory of money;

Quantity theory of money-Cash Transaction approach, Cash Balance approach, Keynesian approach,

Inflation: meaning, types, causes-demand pull and cost push, effects, measures to control Inflation, Trade-off between inflation and unemployment, meaning of deflation & stagflation.

Unit-III:

Banking:

Banking; Meaning & types, Commercial banks, evolution, function, the process of credit creation and its limitation, liabilities and assets of banks, Investment policy of a commercial bank.

Unit-IV:

Central Bank:

Central Bank ; function, Quantitative and Qualitative methods of credit control, Bank rate policy, Open market operation, Variable reserve ratio and selective methods ; Objectives of Monetary policy. Role of RBI in India.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:-

1. A.C.L.Dey, Outline of Monetary Economics, Oxford University Press
2. R.S.Sayers, Modern Banking, Oxford University Press
3. M.H.DeKock, Central Banking, Staples Press London
4. S.B Gupta, Monetary Economics, S.Chand and Company Ltd.,New Delhi
5. R.S. Sayers, Modern Banking, OUP,London
6. L. M. Bhole& J. Mahakud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition,2011
7. F.S.Mishkin&S.G.Eakins, Financial Markets and Institutions,Pearson,6th edition,2009
8. Reserve Bank of India, Report of Trend and Progress of Banking in India(various years), Mumbai

**SEMESTER-II
CC-III
PUBLIC ECONOMICS**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Public Economics.

Unit-I :

Introduction to public finance :

Public finance, meaning & scope, Distinction between public & private finance, public Vs. private goods, merit goods, principles of maximum social Advantage, market failure, Externalities & role of Government.

Unit-II :

Public Expenditure :

Meaning, classification, principles, cannons, effect & causes of growth of Public Expenditure, Wagner's law of increasing state activities, Peacock-Wiseman hypothesis.

Unit-III :

Sources of public Revenue,

Taxation-Meaning, Cannons & classification of taxes, impact- shifting and incidence of taxes, burden of taxes-Division of tax, tax burden-Elasticity approach, Neutrality approach to taxation, Theory of taxes-Benefit and ability to pay theory, taxable capacity, effects of taxation on production and Distribution.

Unit-IV :

Public debt

Meaning, Sources, Effects, debt burden, Classical Views-Ricardian and other views, shifting, methods of debt redemption, debt management, Tax Vs. Debt.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. H.L.Bhatia, Public Finance, S.Chand
2. AmareshBagchi(ed.), Readings in Public Finance, OUP
3. Lekhi and Agarwal, Public Finance, Kalyani Publisher
4. R. Musgrave, Theory of Public Finance, Tata Mc. Graw Hill
5. RaghavendraJha, Public Finance, Prentice Hall, India
6. Harvey Rosen, Public Finance and Public Choice, Tata Mc. Graw Hill, 7th edition,
7. H. Dalton, Principles of Public Finance, Routledge
8. Musgrave and Musgrave, Public Finance,

**SEMESTER-II
CC-IV
INDIAN ECONOMY-I**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Indian Economy.

Unit-I :

Indian Economy during the colonial period. Basic features of the Indian Economy after Independence, Sectoral composition and Structural Transformation of Indian Economy since Independence

Unit-II :

Broad Demographic features, Demographic Transition in India, population size, growth rate, sex composition, Rural-urban migration, Problems of over population, Quality of population, population policy

Unit-III :

Agriculture : Indian agriculture nature & importance, factors determining agricultural productivity, land reforms, Agricultural credit, problems & prospects, Agricultural marketing, Agricultural policy and Green revolution.

Unit-IV :

Industry : Industrial development during the plan periods, Industrial policy 1956, 1977. 1991. Industrial policy in the post-liberalization phase. Role of public sector enterprises, Industrial finance ; problems & prospects,

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. Rudder Dutt and K.P.M. Sundharam, Indian Economy, S. Chand & Company Ltd. New Delhi
2. I.C.Dhingra, Indian Economy, Environment and policy, S Chand & Company Ltd. New Delhi
3. S.k.Mishra and V.K.Puri, Indian Economy, its development experience, Himalaya Publishing House, Mumbai
4. Kaushik Basu & Annemie Maertens, The concise Oxford Companion to Economics in India, OUP
5. Tirthankar Roy, The Economic History Of India, 1857-1947, OUP, 1985
6. J.Ahluwalia, Industrial Growth in India since the mid sixties, OUP, 1985

**SEMESTER-III
CC-V
MICRO ECONOMICS-II**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Micro Economics.

Unit-I :

Individual demand & Supply schedules and the derivation of market demand & supply curves, Equilibrium between Supply and Demand curves and changes therein, Shifts in demand and supply curves, the role of price in allocation of Resources,

Unit-II:

Perfect competition, Features, Short-run and Long-run Equilibrium of firm and industry under perfect competition, Role of time Element, Price & Output determination under perfect competition

Monopoly, features of Monopoly, Short-run and Long-run Equilibrium, Price -output determination under Monopoly

Unit-III :

Equilibrium of firm under Monopolistic Competition, price & output determination under Monopolistic Competition, Oligopoly-Features, Price- output determination under Oligopoly

Unit-IV :

Factor pricing : Marginal productivity theory of distribution, wage determination under Perfect and imperfect competition, Theories of Rent, Interest & Profit.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. Hal. R. Varian, Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W Norton & Company, 2010
2. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010
3. B. Douglas Bernheim, D. Whinston, Microeconomics, Tata Mc. Graw Hill, 2009
4. Karl. E. Case, Ray. C. Fair, Sharon Oster, Principles of Economics, Pearson
5. R.S. Pindyck, D.N. Rubinfeld and P.L. Mehta, Microeconomics, Pearson, New Delhi

**SEMESTER-III
CC-VI
QUANTITATIVE TECHNIQUES**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Quantitative Techniques.

Unit-I : Statistical Data : Frequency

Distribution – Graphic & Diagrammatic representation of data, Techniques of data collection, Sample & population, Types of sampling, Sampling & Non-sampling error.

Unit-II : Measures of Central Tendency

Mean, Median, Mode, Geometric mean, Harmonic Mean.

Measures of Dispersion – Range, Mean, Deviation, Standard deviation, Coefficient of variation.

Unit-III : Correlation

Type of Correlation, Karl persons coefficient, Spearman's coefficient, Least square.

Regression :- Types of Regression Analysis, Estimation of Regression line in a

Bivariate distribution – Least square method, properties of regression coefficient.

Unit-IV : Functions, Matrix:

Types of functions, Limits and continuity of a function, Derivatives, Matrix, types of matrices, transpose and inverse of a matrix,

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References :

1. John E. Freund, Mathematical statistics, Prentice hall.
2. S.C.Gupta, Fundamental of Statistics, Himalaya Publisher
3. S.C Gupta & V. K. Kapoor, Fundamental of Applied Statistics, S.Chand and Sons, New Delhi
4. Goon Gupta, Dashgupta- Fundamental of Statistics, World Press Private ltd.
5. M.R.Specigel, Theory and Problems of Statistics, McGrawHill, London
6. Digambr Patri and D.N. Patri, Quantitative Methods for Economic Analysis, Kalyani Publishers.1

SEMESTER-IV
CC-VII
MACRO ECONOMICS

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Macro Economics.

Unit-I :

Macro Economics, Meaning & Significance, circular flow of income & Expenditure, concept Of National Income, Methods of measurement of National Income and problems in measuring National Income.

Unit-II :

Classical model of Macro Economics, Say's Laws of market, Classical model of Income determination with and without saving and investment, criticisms of classical model.

Unit-III :

Keynesian theory of income and employment, aggregate demand and aggregate supply Function, consumption function, factors determining consumption function.

Unit-IV :

Capital and Investment, Marginal efficiency of capital & marginal efficiency of investment, measures to stimulate investment, multiplier theory, Keynesian theory of Investment multiplier

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. E. Shapiro, Macro- Economic Analysis, Galgotia Publications, New Delhi
2. H.L.Ahuja, Macro Economics,S.Chand
3. N.GregoryMankiw, Macroeconomics, CengageLearning Indiapvt. Ltd.
4. Errol De Souza, Macro Economics, Pearson Education Asia, New Delhi
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia
6. R.D.Gupta, Introduction to Keynesian Theory

**SEMESTER-IV
CC-VIII
DEVELOPMENT ECONOMICS-I**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to development Economics.

Unit-I :

Concept of Development :

Economic Growth & Economic development, factors affecting economic development, Obstacles to Economic development- National Income, per capita income, PQLI, HDI, GDI, Capital formation and Economic Development, Vicious circle of poverty, circular causation.

Unit-II :

Theories of Economic Development & Growth : Classical Theory, Marxian Theory of Capital development, Schumpeterian Theory of capitalist development, Harrod-Domar model of steady growth, Rostow's stages of Economic growth.

Unit-III :

The Growth models : Lewis theory with unlimited supply of labour, Big-push theory, Balanced Vs. unbalanced growth theory, Critical minimum effort hypothesis, low level equilibrium trap.

Unit-IV :

Economic Development & Institutions : The choice of Technology appropriate technology and development in LDCs, issues of good Governance, Need for investment criteria in LDCs, cost-benefit analysis.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:-

1. Benjamin Higgins, Economic Development
2. Meir and Baldwin, Economic Development
3. M.P Todaro, Economic Development
4. Debraj Ray, Development Economics, Oxford University Press, 2009
5. Partha Das Gupta, Economics, A very short Introduction, Oxford University Press, 2009
6. Amartya Sen, Development as Freedom, Oxford University Press, 2000 C.P. Kindleberger, Tata Mc. Graw Hill,

**SEMESTER-V
CC-IX
INDIAN ECONOMY-II**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Indian Economy.

Unit-I :

Growth & Development of the Indian Economy under different policy regimes-goals, constraints, institution & policy framework- Sustainability and regional contrasts

Unit-II :

Trends & policies in poverty, Inequality and unemployment in India.

Unit-III :

Human Resources and Economic development need for human resource development, components of HDI, Gender inequality index, Education and HRD in India, National health policy

unit-IV :

Objectives and strategies of Indian planning, Resource mobilization for planning, Assessment of planning, Economic Reforms and planning in India, NITI Aayog.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

1. Rudder DuttandK.P.M. Sundharam, Indian Economy,S. Chand & Company ltd. New DelhI
2. I.C.Dhingra, Indian Economy, Environment and policy, S Chand & Company ltd. New Delhi
3. S.K.Mishra and V.K.Puri, Indian Economy,its development experience, Himalaya Publishing House, Mumbai
4. KaushikBasu&AnnemieMaertens, The concise Oxford Companion to Economics in India, OUP
5. B.Jallan, Problems and Prospects, Penguin

SEMESTER-V
CC-X
DEVELOPMENT ECONOMICS-II

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to development Economics.

Unit-I :

Demography & Development :

Demographic concepts, birth & Death rates, age structure, fertility & mortality, Demographic transitions during the process of development, gender bias in preferences and outcomes and evidence on unequal treatment within households, migration.

Unit-II :

Land, Labour & credit markets :

The distribution of land ownership, Land reform and its effect on productivity, contractual relationship between tenants and land lords, land acquisition, nutrition & labour productivity, micro finance, inter-linkages between rural factor markets.

Unit-III :

Development & Environment :

Environment – Economy linkage, Environment as a necessity & luxury population – Environment linkage, market failure for environmental goods, Environment as a public good, Common property resources, property right approach to environment problem, concept & indicators of sustainable development.

Unit-IV :

Globalization : Globalization in historical perspective, the economics and politics of multilateral agreements trade, production patterns and world inequality, financial instability in a globalised world.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:-

1. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding poverty, Oxford University Press, 2006
2. Kaushik Basu, The New Oxford Companion to Economics in India, OUP
3. Amartye Sen, Development as Freedom, OUP
4. Partha Dasgupta, Economics, A very short Introduction, OUP
5. Doron Acemoglu & James Robinson, Economic ownership of Dictatorship & Democracy, CUP.
6. Thomas & Chilling, Micro motives & Macro behaviors W.W. Norton

**SEMESTER VI
CC-XI
ECONOMIC THOUGHT**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Economics Thought.

Unit-I Early period :

Mercantilism – Main characteristics. Importance of treasure, foreign trade, Means of ensuring favourable balance of trade, Physiocracy-Natural order, Net product, circulation of wealth, Trade, Taxation

Unit-II :Classical period :

Adam Smith – Division of labour, theory of value, capital accumulation, Distribution, Growth, Foreign Trade, Ricardo – Value, Rent, Distribution, Growth, Foreign Trade, Malthus – theory of population and Glut

Unit- III :J.S.Mill –

Views on production, Distribution and International trade, Socialist critics : Sismondi, Historical School – Frederic List, Senior : Scope of Political Economy, Abstinence, Accumulation of capital

Unit-IV :Scientific Socialism :

Karl Marx, Materialistic interpretation of History, Theory of surplus value, Economic Development under capitalism. Marginalists – Gossen, Jevons, Austrian School – Wicksell, Kisher

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :

1. History and Modern Economic Analysis - R.Blackhouse, Basil Blackwell, Oxford
2. A History of Economic Doctrines : Gide &G.Rist
3. History of Economic thought – Eric Roll, Faber and Faber Ltd. London
4. History of Economic thought : Haney – S.S. Chhabra for publication
5. The Development of Economic Doctrine – A Gray and A.E. Thumson, Longman
6. Development and Economic Analysis – Rima
- 7.R.R.Paul, History of Economic Thought, Kalyani Publisher
- 8.Jhingan,History of Economic thought,

SEMESTER-VI
CC-XII
Project cum Seminar
(TERM PAPERS ON DEVELOPMENT ISSUES)

Contact hours-4
Marks-100
Credit-6

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of a topic related to Social and Developmental issues. He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

The student is expected to write one term paper on development issues or environmental issues.

Keeping in view the various factors affecting economic growth, capital formation, its impact on income distribution, problems of unemployment and poverty, it becomes necessary to study the process of development of various countries particularly in relation to LDCs.

The objective of preparation of term papers will enable the students to have an understanding of issues related to economic development, its consequences on social and environmental concerns of different countries. It will also help the students to understand the environmental issues affecting the humanity.

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VIII
CC-XIII
INTERNATIONAL ECONOMICS

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Maximum Marks : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to International Economics.

UNIT-I :

Factor endowment and International trade, theories of comparative advantage, Heckcher-Ohlin theory of trade.

UNIT-II :

Gains from Trade, their measurement and distribution, Doctrine of reciprocal demand, terms of trade, trade and economic development

UNIT-III :

Balance of payments and trade, concepts and components. Equilibrium and disequilibrium in the balance of payments and their consequences. Measures to correct adverse balance of payments.

UNIT-IV : Foreign exchange market, its constituents, determination of equilibrium, rate of exchange, mint-parity theory and purchasing power parity theory and balance of payment theory, forms of exchange control.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

- M. L. Jhingan – 'International Economics', Konark Publishing House, New Delhi
 D. Mithani – 'An introduction to International Economics', Vohra&Publihwers Bombay.
 S. J. Patel – 'Indian Economy towards the 21st century', University Press Ltd. India
 V. Joshi & M.D. Little, 'India's Economic Reforms, 1999 to 2001', Oxford University Press, Delhi
 M.Singh .India's export trends and the property of self sustained growth. Oxford University Press.
 Bo. Sodersten – 'Theory of International trade', Macmillan Press Ltd., London.
 C. P. Kindleberger – 'International Economics', R. Irwin Home Wood, New Delhi.

SEMESTER-VIII
CC-XIV
PROJECT CUM SEMINAR-II

Contact hours-4

Marks-100

Credit-6

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of a topic related to Economic Studies. He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students

(The 8th paper will be on project work where the students are expected to study the economic activities at the grassroots level either in a rural set-up or in an urban area. Data on socio-economic conditions of the people of a specific area or village shall be collected and analyzed. Students may also study various other developmental and environmental issues.

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SCHEME OF STUDIES IN ENGLISH

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SEMESTER-I
CC -I
HISTORY OF ENGLISH LITERATURE AND FIGURES OF SPEECH

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the course the students are expected to have a fairly comprehensive idea on the literary developments through different ages of English literature, and on various figures of speech.

Unit I. The Renaissance and the Neoclassical Period

Unit II. The Romantic and the Victorian Period

Unit III. The Modern Period

Unit IV. Figures Of Speech:

Simile, Metaphor, Metonymy, Synecdoche, Allegory, Transferred Epithet, Anti-thesis, Oxymoron, Climax, Anti-climax, Personification, Apostrophe, Invocation, Hyperbole, Pathetic fallacy, Irony, Sarcasm, Litotes, Alliteration, Pun, Onomatopoeia.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

- A Short History of English Literature: Emile Legouis
- History of English Literature: Edward Albert.
- A Short History of English Literature: Harry Blamires
- A social history of England : G.M. Trevelyan
- A short history of English Literature: Harry Blamires
- Modern Critical Terms: Roger Fowler

SEMESTER-I
CC -II
ENGLISH POETRY

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to reflect and analyze the issues related to various types of English Poetry and appreciate the ages through a literary lens.

Unit-I

- (a) Elizabethan Poetry, Metaphysical Poetry, Pre-Raphaelite Poetry, War Poetry
(b) Epic, Sonnet, Lyric, Ballad, Ode, Elegy, Pastoral, Dramatic monologue, Satire

Unit-II

- | | | |
|------------------------|---|--|
| 1. William Shakespeare | - | Shall I compare thee to a summer's day |
| 2. Philip Sydney | - | Loving in Truth |
| 3. Edmund Spenser | - | One day I wrote her name upon the strand |
| 4. John Donne | - | The Good Morrow |
| 5. Andrew Marvell | - | To his coy mistress |

Unit-III

- | | | |
|-------------------------|---|-----------------------------------|
| 1. William Wordsworth | - | Ode on Intimations of Immortality |
| 2. S. T. Coleridge | - | Kubla Khan |
| 3. John Keats | - | Ode to a Nightingale |
| 4. Lord Alfred Tennyson | - | Ulysses |
| 5. Robert Browning | - | My Last Duchess |

Unit-IV

- | | | |
|-----------------|---|---|
| 1. W. B. Yeats | - | The Second Coming |
| 2. T. S. Eliot | - | Preludes |
| 3. Wilfred Owen | - | Strange Meeting |
| 4. W. H. Auden | - | Musee Des Beaux Arts |
| 5. Dylan Thomas | - | A Refusal to mourn the death, by fire, of a child in London |

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested readings:

- The Cambridge History of English Poetry, Michael O'Neill (Editor), Cambridge University Press, 2015
- English poetry from the Elizabethans to the Restoration: An Anthology – P.K.Nayar, Orient Blackswan, 2012
- The English Romantic Poets: An Anthology – Pramod K. Nayar, Orient Blackswan Private Limited - New Delhi, 2013
- Oxford Book of English Verse, OUP, UK, C.Ricks. 2000.
- Palgrave's golden treasury, F.T.Palgrave, OUP, UK, 2002
- The Oxford Book of Twentieth Century English Verse , Philip Larkin (Editor) OUP, 1972
- 20th Century in Poetry, Michael Hulse, Simon Rae Pegasus Books; 1 edition (2013)
- Cambridge Companion to Twentieth-Century English Poetry, Neil Corcoran, Cambridge University Press, 2007
- Harvill Book of 20th Century Poetry in English, Michael Schmidt, The Harvill Press,London, 2003.
- The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship, Turco, UPNE; 1st edition (1999)

SEMESTER- II
CC –III
SYNTAX, SEMANTICS AND ORAL COMMUNICATION

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to reflect and analyse the Syntax and Semantics of English Language and would be able to communicate effectively.

Unit- I Syntax I

Descriptive and prescriptive, Grammaticality, Sentence structure, Phrase structure rules, Transformational rules.

Unit- II Syntax II

Verbs and verb phases, Nouns and the basic noun phrase, Adjectives and Adverbs
Finite and Nonfinite Construction, Co-ordination, Complex sentences, Verb and its complementation, Teaching of Grammar.

Unit- III Semantics :

Semantic features, Ambiguity, Paraphrase, Antonym and synonyms, Names, Sense and reference, Thematic relations.

Unit-IV Oral Communication Skills

- Talking about yourself, family, friends
- Getting people to do things – request, order, giving direction, prohibit
- Offering to do something – asking permission, giving permission, giving reasons.
- Giving opinions – agreeing, disagreeing etc.
- Describing things, places and people
- Talking about similarities, differences, making suggestions etc.
- Complaining, Apologizing, forgiving, expressing disappointment.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

1. Language and Linguistics : John Lyons, Cambridge University Press (1981)
2. General Linguistic : R. M. Robins, Routledge, 2014
3. A University Grammar of English : Quirk and Greenbaum, Pearson, India, 2008
4. Introduction to the Grammar of English : Huddleston, CUP, 1984
5. Teaching of Grammar : Jeremy Harmer, Longman, 1987
6. Phonetics and spoken English : Bala Subhramanium, Trinity, India, 2013
7. Communication Skills : Sanjay Kumar and Pushp Lata, Oxford 2011
8. A little book of language : David Crystal, Yale University Press; reprint edition (2011).

SEMESTER-II
CC -IV
ENGLISH NOVEL, SHORT-STORIES AND ESSAYS

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to reflect and analyse the issues related to English Novel, short stories and Essays.

Unit-I History of English Novel

Picaresque novel, Gothic novel, domestic novel, historical novel, science fiction, autobiographical novel, Regional novel, stream of consciousness novel, Bildungsroman.

Unit- II

Pride and Prejudice (Orient)

Unit-III Short Stories

Atmosphere, characters, characterization, irony, point view, setting, novella

James Joyce

Araby

H. E. Bates

The Ox

Katherine Mansfield

The Fly

Joseph Conrad

The Lagoon

E.M.Forster

The Eternal Moment

Unit-IV

History of English Essay

- Francis Bacon - Of Studies
- Charles Lamb - The Superannuated Man
- Joseph Addison - Sir Roger at Home
- William Hazlitt - On Actors and Acting
- A.G. Gardiner - On saying please

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. Pride and Prejudice, Jane Austen, Orient BlackSwan (2003)
2. Modern Prose, ed. Michael Thorpe, OUP
3. Cambridge History of the English Novel, Caserio and Hawes, CUP, 2012
4. Oxford Book of Essays: OUP,2009
5. A book of English essays: Penguin India, 2000
6. Essays of Francis Bacon: CreateSpace, 2014

SEMESTER-III
CC -V
GENERAL LINGUISTICS AND MODERN ENGLISH STRUCTURES

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20Marks

Objectives: On completion of this the student are expected to critically reflect and analyse the issues related to general linguistics and modern English structures.

Unit-I. Nature of Language :

What is language, Linguistic as a scientific study of language, Language and Animal Communication, Branches of Linguistics

Unit II. Phonetics

Production of speech sounds: Vowels and consonants, Problem sounds for Indian learners

Stress: Strong and weak syllables, weak forms problems for Indian learners, Phonetic transcription of words with stress mark.

Intonation, Problems and remedial measures

Unit-III Phonology

Minimal pairs, Distinctive features, form and meaning, syllable structure, Assimilation rules, Dissimilation rules, feature addition, segment deletion and addition.

Unit- IV- Morphology:

Word classes, Morpheme – Bound and free, Derivational Morphology, Compound stress pattern, Meaning of compounds Inflexional morphology, Morphophonemics.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

1. English Phonetics and Phonology : Roach, Cambridge University Press, 2009
2. Ship or sheep : Anne Baker, Cambridge University Press, 2006
3. Phonetics and spoken English : Bala Subramaniam, Macmillan Publishers (2012)
4. Linguistics: An Introduction : Chaskar, Pagare, Jadhav, Orient, 2014
5. A general introduction to linguistics : Tariq Rahman, Orient Blackswan; 2010
6. Better English pronunciation : J.D.O'connor, Cambridge University Press, 1980
7. English pronunciation in use – advanced : Martin Hewings Cambridge University Press; 2007
8. Cambridge Encyclopedia of Language, Cambridge University Press, 2010
9. An Introduction to English Morphology, Andrew Carstairs-McCarthy, Edinburgh University Press (2001)

SEMESTER-III
CC -VI
READING AND APPRECIATING DRAMA

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyse the issues related to reading and Appreciating English Drama.

Unit- I History of British Drama: Shakespeare to 20th century

- Tragedy, comedy, plot, climax, catharsis, chorus, comic relief, closet drama, soliloquy, three unities, tragicomedy, farce, conflict.
- Mystery miracle and morality plays, the interludes, Elizabethan drama, revenge tragedy, domestic tragedy, heroic tragedy, comedy of manners, problems plays, poetic drama, absurd plays, trends in contemporary English drama.

Unit-II

William Shakespeare- Macbeth
(New Clarendon Shakespeare)

Unit-III

G.B. Shaw- Arms and the Man
(Orient Blackswan)

Unit-IV

Samuel Beckett- Waiting for Godot (OUP)

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings:

1. **Modern British Drama: The Twentieth Century, C.Innes**, Cambridge University Press (2002)
2. British Drama – A. Nicoll, Barnes & Noble Books; 6th edition (1978)
3. The social history of England – Padmaja Ashok, Orient Blackswan (2011)
4. William Shakespeare- Macbeth (New Clarendon Shakespeare), Oxford University Press (1976)
5. G.B. Shaw- Arms and the Man, Orient Blackswan pvt ltd.-New Delhi, 2011
6. Samuel Beckett- Waiting for Godot, Oxford University Press, New Delhi, India.
7. Complete Critical Guide to Samuel Beckett, D.Pattie, Routledge, 2000.

SEMESTER- IV
CC -VII
SOCIO LINGUISTICS AND LANGUAGE ACQUISITION

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Sociolinguistics and Language Acquisition especially in respect of English.

Unit- I. Varieties of Language

Language and Dialect, Regional and social dialect, Registers, Diglossia, Code switching, Code mixing, Borrowing, Pidgin and Creole

Unit- II. Language and politics, Language and media, Language and gender.

Unit- III. Language, Culture and Thought :

Linguistics and culture relativity, Language and socialization, sapir-whorf hypothesis.

Unit- IV. Language Acquisition :

First Language Acquisition, second language acquisition, Behaviorist school of language and cognitive school of language.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

1. Second Language Acquisition : Rod Ellis. Oxford University Press, 2012
2. Sociolinguistics : Hudson, CUP, 2003
3. **Understanding Second Language Acquisition** : Lourdes Ortega, Routledge;, 2008
4. Language, Society and Power, An Introduction : L.Thomas, Routledge;, 2003
5. Language, Society and Power : A.Mooney, Routledge;, 2010

SEMESTER-IV
CC -VIII
LITERARY CRITICISM

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyze the issues related to literary Criticism from classical period to twentieth century.

Unit-I: Classical and Renaissance criticism:

Aristotle, Horace, Longinus, Philip Sidney

Unit II: English Neoclassical criticism:

John Dryden, Alexander Pope, Samuel Johnson

Unit III: Romantic and Victorian criticism:

S.T.Coleridge, William Wordsworth, Matthew Arnold

Unit-IV: Twentieth century criticism:

T.S.Eliot, I.A.Richards

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. English critical tradition: An anthology of English literary criticism, MacMillan Co. of India,1977
2. T S Dorsch – Classical Literary Criticism, Penguin Books. 2000
3. Theory and criticism – Andrew Slade, Orient Blackswan Private Limited (2016)
4. Winsatt and Brooks – Literary Criticism – A Short History (Vol.I, II, III and IV), Knopf, 1957
5. Feminisms – Arpita Mukhopadhyay , Sumit Chakraborty, Orient Blackswan Private Limited (2016)
6. Postcolonial Literatures – Parama Sarkar, Orient Blackswan (2016)
7. English literary criticism and theory – M.S.Nagarajan (Orient), Orient BlackSwan; First edition (2006)
8. Raymond Williams – Keywords, Fontana Paperbacks. 1976

SEMESTER-V
CC - IX
AMERICAN LITERATURE

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the Americal Literature.

Unit-I

A Short History of American Literature

Unit-II Poetry and Non-Fiction

- A Noiseless Patent Spider – Walt Whitman
- Because I could not stop for Death – Emily Dickinson
- After Apple picking – Robert Frost
- Preface to Leaves of Grass - Walt Whitman

Unit- III

Arthur Miller: Death of a Salesman

Unit- IV

Hemingway: The Old Man and the Sea

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested readings:

1. American literature (A pelican guide to English literature) – Boris Ford, Penguin Books; 2nd Revised edition (1988)
2. American Literature – Nandana Dutta, Pramod K. Nayar, Orient BlackSwan 2016
3. Arthur Miller: Death of a Salesman, Penguin USA (1976)
4. Hemingway: The Old Man and the Sea, RHUK (1994)
5. Studying Literature: P.K.Nayar, Orient BlackSwan 2013
6. Cambridge Companion to American Novelists: CUP, T.Parrish, 2012
7. Cambridge Companion to Modern American Poetry: CUP, W.Kalaidjian, 2015

SEMESTER-V
CC - X
CONTEMPORARY LITERARY THEORY

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to various literary theories.

Unit-I:

Russian Formalism, Archetypal criticism, New Criticism, Phenomenological criticism

Unit-II :

Structuralist criticism, Feminist criticism, Stylistics

Unit-III :

Marxism, Anxiety of influence, Deconstruction, Discourse Analysis, Reader-Response criticism, Reception theory, Semiotics, Speech Act theory

Unit-IV:

Dialogic criticism, New Historicism, Cultural Studies, Postcolonial studies, Queer theory, Eco-criticism

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Reading:

1. Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*, University of Minnesota Press; 3rd Revised edition edition (2008)
2. David Robey and Anne Jefferson, *Modern Literary Theory*, Batsford, 1986
3. Jonathan Culler, *Literary Theory: A Very Short Introduction*, OUP, 1997
4. Richard Barry, *Beginning Theory*, Manchester UP, 2008
5. Tony Bennett, *Formalism and Marxism*, Routledge; 2 edition (2003)
6. Christopher Norris, *Deconstruction: Theory and Practice*, Routledge; 3 edition (2002)
7. *A companion to literary terms*, Padmaja Ashoki, Orient Blackswan , 2015
8. Veenser H. Aram (ed), *The New Historicism Reader*, Routledge; 1 edition (1994)
9. Greg Gerrard, *Eco-Criticism*, Routledge; 2 edition (2011)
10. M.S.Nagarajan, *English literary criticism and theory*, Orient Longman, 2006
11. Ashok Chaskar and Anand B. Kulkarni: *Introduction to literary theory and criticism*, Orient Blackswan (2016)
12. Gary Day: *Literary criticism – a new history*, Edinburgh University Press; 1st edition (2008)
13. Hans Bertens : *Litrary Theory – The Basics*, Routledge. 2007
14. David Lodge : *Modern Criticism and Theory*, Pearson Education; (2003)

SEMESTER-VI
CC - XI
INDIAN WRITING IN TRANSLATION

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to modern Indian literature in English and appreciate it.

Unit-I: Historical Overview

The background

Unit-II : Indian Novel in Translation

Chemeen by T.S.S.Pillai

Unit-III: Short Stories

Bhadari – Lakshminath Bezbarua

The Talking Plough – P.Varkey

Thy Price of Flowers – Prabhat Kumar Mukhopadhyaya

Unit-IV : Poems

Meaning of Poetry – J.P.Das

Hiroshima – Ajneya

My Address – Amrita Pritam

The Song I have to Sing – Tagore (Poem no. 13 in *Gitanjali*)

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004
4. A. K. Ramanujan “Is there an Indian Way of Thinking? An Informal Essay” *Collected Essays*, OUP, 2013
5. “Decolonising the Indian Mind” by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156
6. *Indian Fiction in English Translation*, Shubha Tiwari, Atlantic; 2005

SEMESTER-VI
CC - XII
WORLD LITERATURE

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to English Literature written in countries other than England and America.

Unit-I : Indian Writings

Amitav Ghosh- Shadow Lines

II : African Literature

Buchi Emecheta - Head above Water

III: Caribbean Literature

V.S. Naipaul -A House for Mr. Biswas

Unit- IV Australian Literature

Sally Morgan - My Place

Transactinal Strategies:

- Lecture, group interaction, material review, presentation etc.

References:

1. Amitav Ghosh- Shadow Lines, Penguin (2009)
2. Buchi Emecheta- Head above Water, Heinemann
3. Sally Morgan - My Place, Fremantle Press; (2010)
4. The Cambridge Guide to Literature in English Hardcover – Cambridge University Press; 2 edition (1993)
5. Colonial and Postcolonial Literature: Migrant Metaphors , 2014, Oxford University Press; 2 edition (2014)

SEMESTER-VIII
CC- XIII
DRAMA, POETRY AND PHILOLOGY

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Drama ,poetry and philology.

Unit I:

Riders to the Sea by J.M.Synge

Look Back in Anger by John Osborne

Unit II:

Paradise Lost: Book I by John Milton

The Waste Land by T.S.Eliot

Unit III:

Philology A:

- Latin, Greek, Scandinavian and Greek Influence
- Word Notes

Unit IV:

Philology B:

- Word-formation Processes and Americanism
- Consonant Shift, Makers of English language (Shakespeare, Milton and the Bible)

List of Books:

- *Riders to the Sea* by J.M.Synge. Orient Blackswan. 2010.
- *Look Back in Anger* by John Osborne. Pearson Education. 2011.
- *The Waste Land* by T.S.Eliot. Wisehouse Classics. 2016.
- *Paradise Lost* by John Milton. Penguin. 2003.
- *John Osborne: Look Back Anger A Casebook*. By John Russell Taylor. Palgrave Macmillan. 1991.
- *A Preface to Paradise Lost* by C.S.Lewis, OUP, 1961.
- *Cambridge Companion to T.S.Eliot* by A.David Moody, CUO, 1994
- *Cambridge Companion To Waste Land*, by G.McIntire, CUP, 2015
- O.Jespersen: Growth and structure of the English language. OUP. 1997.
- C.L.Wren: The English Language. Vikas Pub. 2007.

SEMESTER-VIII
CC- XIV
PROJECT CUM SEMINAR

Contact hours-4

Marks-100

Credit-6

Objectives: On completion of this the students are expected to be familiar with the primary and secondary issues related to some specific areas of literature. They will be able to write papers on issues of their interest by using proper methodology.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of English language and literature. The topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher.

.The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-IV
SEC
LANGUAGE AND CAREER SKILLS

Contact Hours: 4 (L) per week
Cr. 4

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the students are expected to be familiar with use of English language and to use it for developing their career skills.

Unit-I : Career skills

What are career/soft skills?

Soft skills in communication; soft skills and intercultural communication

Unit-II : Skills in preparing for a career 1

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

1. Using the Microsoft Office: word, excel, PowerPoint; working online and offline; telephone and face-to-face etiquette in professional communication
2. Intercultural & Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, inter- and cross-cultural communication

Suggested reading

Soft Skills for your Career: Chs 2-7, 3, 8 -9; 13, 15

Unit-III : Skills in getting jobs

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Suggested reading

Soft Skills for your Career: Chs 9-13

Unit-IV : Soft skills on the job

Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meetings work: preparing, executing, following up; negotiation skills and crisis management

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested reading

Soft Skills for your Career: Chs 14- 18

Prescribed Reading:

- i. Kalyani Samantray, *Soft Skills for your Career*, OUP
- ii. Himansu S. Mohapatra, *Model of the Middle* (Pieces to read: “ Our Literature Their Literature”, “ Life style English”, “Writing it Right”,” The Vinglish way to English”)

Suggested Reading:

1. Jayashri Mohanraj, *Skill Sutras*, Prism Books Pvt Ltd (2015)
2. Marian K Woodab, *How to Communicate under Pressure*, Jaico Publishing House; First edition (1997)
3. *English and soft skills*, S.P.Dhanavel, Orient BlackSwan; First edition (2010)
4. *Group Disussion And Interview Skills – Patnaik*, Foundation Books; 2010
5. *Professional presentations - Malcolm Goodale* CUP 2005
6. *Enriching speaking and writing skills – E.Suresh Kumar* Orient 2012
7. *Soft skills for interpersonal communications – S.Balasubramanium* , Orient BlackSwan; First edition (2011)

SEMESTER-V
DSE
ASPECTS OF LITERATURE

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyse the various aspects of literature produced in different forms in different countries.

Unit-I: English Poetry

I. Piano	D. H. Lawrence
II. The White Birds	W. B. Yeats
III. Nothing Golden Stay	Robert Frost
IV. Prayer before birth	Louis MacNeice
V. Journey of the Magi	T .S. Eliot
VI. A River	A. K. Ramanajun
VII. On Killing a Tree	Gieve Patel

Unit-II: Critical appreciation of an unseen poem and a prose passage

Unit-III: Short stories

I. W. S. Maugham	“The Lotus-Eater”
II. Anton Chekhov	“The Bet”
III. R. N. Tagore	“Trust Property”

Novel: The Guide - R.K. Narayan

Unit-IV: Speeches

I have a Dream -Martin Luther King

Tryst with Destiny- Jawaharlal Nehru

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

1. Modern Indian Poetry in English: Revised Edition Paperback – 1 Jan 2005, by King Bruce (Author) , Oxford University Press; Edition edition (1 January 2005)
2. Critical approaches to literature, David Daiches, Longman, 1981
3. Indian English Poetry Since 1950: An Anthology Paperback – 1990, by Vilas Sarang (Editor) , Orient BlackSwan (1990)
4. Speeches that changed the world , 2015, by Simon Sebag Montefiore (Author) , Quercus; , 2015)
5. The Guide - R.K. Narayan, Penguin (2006)
6. Oxford Book of English Short Stories (Oxford Books of Prose & Verse) , 2009, by A. S. Byatt , OUP UK; 2 edition (2009)
7. Oxford Book of English Verse, OUP, UK, C.Ricks. 2000.

SCHEME OF STUDIES IN HINDI

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SEMESTER-I
CC-I
हिंदी साहित्य का इतिहास

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी हिंदी साहित्य के इतिहास को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट –I

- (क) काल-विभाजन, नामकरणपरिस्थितिथियाँ (आदिकाल, भक्तिकाल, रीतिकाल और आधुनिक काल)
(ख) आदिकाल की प्रमुख विशेषताएँ

यूनिट –II

- (क) भक्तिकाल की प्रमुख विशेषताएँ
(ख) रीतिकाल की प्रमुख विशेषताएँ

यूनिट –III

- (क) भारतेंदुयुगीन काव्य की प्रमुख प्रवृत्तियाँ
(ख) द्विवेदीयुगीन काव्य की प्रमुख प्रवृत्तियाँ

यूनिट –IV

- (क) आधुनिक काल की प्रमुख प्रवृत्तियाँ
(ख) छायावाद, प्रगतिवाद की प्रमुख विशेषताएँ

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. इतिहास और आलोचना - डॉ. नामवर सिंह, राजकमल प्रकाशन, प्रा.लि., नयी दिल्ली।
2. हिंदी साहित्य का इतिहास - सं. डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
3. हिंदी साहित्य और संवेदना का विकास - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
4. इतिहास और आलोचक दृष्टि - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
5. हिंदी साहित्य का अद्यतन इतिहास - डॉ. मोहन अवस्थी, सरस्वती प्रेस, इलाहाबाद।
6. हिंदी साहित्य की प्रवृत्तियाँ -- डॉ. जयकिशन प्रसाद खंडेलवाल
7. हिंदी साहित्य का दूसरा इतिहास—डॉ. बच्चन सिंह

SEMESTER-I
CC-II
मध्यकालीन कविता (1)

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी मध्यकाल की कविता के मर्म को समुचित ढंग से समझ सकेंगे।

यूनिट –I

विस्तृत अध्ययन

हिंदी काव्य-संग्रह – संपादक, रामवीर सिंह, हेमा उप्रेती, मीरा सरीन, केंद्रीय हिंदी संस्थान, आगरा
निम्नलिखित कविताओं का अध्ययन किया जाना है –

- यूनिट –I कबीर – पद सं. (2) रहना नहीं देस बिराना है; (3) माया महा ठगिनि हम जानी;
(5) तोको पीव मिलेंगे; (6) मन फूला फूला फिरै (8) पंडित बाद बदै सो झूठा
- यूनिट –II जायसी – नागमती वियोग-वर्णन (1 से 15)

- यूनिट –III सूरदास – पद सं. (6) ऊधो मन माने की बात; (7) ऊधौ मोहि ब्रज बिसरत नाहीं;
(8) ऊधो मन नाहीं दस-बीस; (9) बिनु गोपाल बैरिन भई कुंजें;
(10) निर्गुन कौन देश को बासी; (11) हमारे हरि हारिल की लकरी।

यूनिट –IV तुलसीदास – भरत – महिमा (1 से 14), विनय पत्रिका (1, 2, 3)

कार्य -सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

- | | |
|------------------------------------|---|
| 1. कबीर - | आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली |
| 2. जायसी - | डॉ. विजयदेव नारायण साही, हिंदुस्तानी एकेडमी, इलाहाबाद |
| 3. सूरदास - | डॉ. ब्रजेश्वर वर्मा, हिंदी साहित्य सम्मेलन, प्रयाग |
| 4. तुलसीदास - | डॉ. माता प्रसाद गुप्त, लोकभारती प्रकाशन, इलाहाबाद। |
| 5. हिंदी साहित्य का अतीत (भाग-1) - | हिंदी साहित्य का अतीत (भाग-1) – पं. विश्वनाथ प्रसाद मिश्र |

SEMESTER-II
CC-III
मध्यकालीन कविता (2)

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी मध्यकाल की कविता के मर्म को समुचित ढंग से समझ सकेंगे।

विस्तृत अध्ययन

हिंदी काव्य-संग्रह – संपादक, रामवीर सिंह, हेमा उप्रेती अध्ययन, मीरा सरिन, केंद्रीय हिंदी संस्थान, आगरा
निम्नलिखित कविताओं का अध्ययन किया जाना है –

यूनिट –I मीरा – पद (1, 3, 5, 7, 9, 10)

यूनिट –II रसखान – (3, 4, 5, 6, 12)

यूनिट –III रहीम – मित्र (13, 14), लोक-नीति (16 – 31)

यूनिट –IV बिहारी – (भक्ति, नीति, सौंदर्य और प्रेम के दोहे)

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. रीति काव्य - डॉ. जगदीश गुप्त, वसुमती प्रकाशन, इलाहाबाद
2. हिंदी साहित्य का अतीत (भाग 2) - पं. विश्वनाथ प्रसाद मिश्र, वाराणसी
3. रीतिकव्य की भूमिका - डॉ नगेंद्र
4. हिंदी साहित्य का दूसरा इतिहास - डॉ. बच्चन सिंह
5. हिंदी साहित्य की प्रवृत्तियाँ - डॉ. जयकिशन प्रसाद खंडेलवाल

SEMESTER-II
CC-IV
आधुनिक कविता

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र - अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी आधुनिक काल की कविता के मर्म को समुचित ढंग से समझ सकेंगे।

विस्तृत अध्ययन

हिंदी काव्य-संग्रह, संपादक, रामवीर सिंह, हेमा उप्रेती, मीरा सरीन, केंद्रीय हिंदी संस्थान, आगरा - 5
निम्नलिखित कविताओं का अध्ययन किया जाना है--

यूनिट -I

(क) मैथिलीशरण गुप्त - 'यशोधरा के विरह गीत' से (क) सखि, बसंत-से कहाँ गये वे ? (ख) रे मन आज परीक्षा तेरी)

(ख) जयशंकर प्रसाद - आँसू (छंद 1 से 42 तक)

यूनिट -II

(क) निराला - बादल राग , भिक्षुक, तोड़ती पत्थर

(ख) पंत - ताज, गीत विहग

यूनिट -III

(क) महादेवी - मैं नीर भरी दुख की बदली, मधुर-मधुर मेरे दीपक - जल !

(ख) दिनकर - जनतंत्र का जन्म, अभिनव मनुष्य

(ग) बच्चन - पथ की पहचान

यूनिट -IV

(क) अज्ञेय - हिरोशिमा

(ख) नागार्जुन - प्रेत का बयान

(ग) धर्मवीर भारती - टूटा पहिया

(घ) धूमिल - मोचीराम

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. छायावाद - डॉ. नामवर सिंह, राजकमल प्रकाशन, नयी दिल्ली
2. हिंदी साहित्य और संवेदना का विकास - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, नयी दिल्ली
3. मैथिलीशरण गुप्त - रेवती रमण, साहित्य अकादमी, नयी दिल्ली।
4. निराला : आत्महंता आस्था - दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद।
5. सुमित्रानन्दन पंत - कृष्णादत्त पालीवाल, साहित्य अकादमी, नयी दिल्ली।
6. समकालीनबोध और धूमिल - डॉ हुकुमचंद राजपाल, वाणी प्रकाशन, नयी दिल्ली।
7. समकालीन कविता का यथार्थ - डॉपरमानंद श्रीवास्तव,
8. स्वातंत्र्योत्तर हिंदी कविता में राजनैतिक चेतना - डॉ ए. उस्मान खान, विशाल प्रकाशन, पटना/ नयी दिल्ली।

SEMESTER-III
CC - V
गद्य साहित्य और आलोचना

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी निबंध, कहानी और आलोचना की प्रकृति को समुचित ढंग से समझ सकेंगे।

गद्य-सौरभ-संपादक, सुमन मोदी, विश्वविद्यालय प्रकाशन, वाराणसी।

निबंध (विस्तृत अध्ययन)

यूनिट –I

(क) बालकृष्ण भट्ट – रुचि

(ख) रामबृक्ष बेनीपुरी – गेहूँ बनाम गुलाब

निबंध (विस्तृत अध्ययन)

यूनिट –II

(क) हजारी प्रसाद द्विवेदी – जीवेम शरदः शतम्

(ख) महादेवी वर्मा – चीनी भाई

(ग) श्रीलाल शुक्ल – बैलगाड़ी से

यूनिट –III संपादक – कथांतर, डॉ. परमानंद श्रीवास्तव, राजकमल प्रकाशन, नयी दिल्ली। निम्नलिखित कहानियाँ पढ़नी हैं -

(क) अज्ञेय – गैंग्रीन

(ख) अमरकांत – दोपहर का भोजन (3) कमलेश्वर – दिल्ली में एक मौत

यूनिट –IV

(क) आलोचना

i. आलोचना का स्वरूप

ii. आलोचना के विविध प्रकार (सैद्धांतिक, तुलनात्मक, रूपवादी, मार्क्सवादी, मनोविश्लेषणवादी)

iii. आलोचक के गुण

(ख) आलोचक

i. आचार्य रामचंद्र शुक्ल की आलोचना – दृष्टि

ii. डॉ. नामवर सिंह की आलोचना – दृष्टि

iii. डॉ. रामस्वरूप चतुर्वेदी की आलोचना - दृष्टि

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. हिंदी कहानी की रचना - प्रक्रिया - डॉ. परमानंद श्रीवास्तव, ग्रंथम, कानपुर।
2. हिंदी आलोचना का विकास - डॉ. नंद किशोर नवल, राजकमल प्रकाशन, प्रा.लि., नयीदिल्ली।
3. काव्यभाषा पर तीन निबंध - संपादक - डॉ. सत्यप्रकाश मिश्र, लेखक डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
4. नामवर सिंह का आलोचना-संसार : सृजन और दृष्टिकोण - मनोज कुमार शुक्ल, साहित्य निकेतन, कानपुर।

SEMESTER-III
CC-VI
नाटक (विस्तृत अध्ययन)

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र - अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी नाटक और एकांकी की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट -I

आषाढ़ का एक दिन - मोहन राकेश, राजपाल एंड संस, नयी दिल्ली।
एकांकी (विस्तृत अध्ययन)

यूनिट -II

श्रेष्ठ एकांकी - संपादक, डॉ. विजयपाल सिंह, नेशनल पब्लिशिंग हाउस, नयी दिल्ली -2
निम्नलिखित एकांकियों को पढ़ना है -
(क) उपेन्द्रनाथ अशक - सूखी डाली
(ख) लक्ष्मी नारायण लाल - मम्मी ठकुराइन
(ग) उदयशंकर भट्ट - यह स्वतंत्रता का युग

यूनिट -III

- (क) नाट्य समीक्षा के आधारभूत तत्त्व
- (ख) नाटक और रंगमंच
- (ग) नाट्य भाषा का स्वरूप
- (घ) नाटक के प्रकार

यूनिट -IV

- (क) एकांकी समीक्षा के आधारभूत तत्त्व
- (ख) नाटक और एकांकी में अंतर
- (ग) हिंदी नाटक का उद्भव और विकास
- (घ) हिंदी एकांकी का उद्भव और विकास

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार विमर्श, समूह - चर्चा, सामग्री- समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. हिंदी नाटक : उद्भव और विकास - डॉ. दशरथ ओझा, राजपाल एंड संस, कश्मीरी गेट, दिल्ली।
2. नाट्यभाषा - डॉ. गोविन्द चातक, तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नयी दिल्ली।
3. हिंदी नाट्य : प्रयोग के संदर्भ - डॉ. सुषमा बेदी, पराग प्रकाशन, दिल्ली।
4. एकांकी कला - डॉ राम कुमार वर्मा, राम नारायण लाल, इलाहबाद।

SEMESTER-IV
CC-VII
प्रयोजनमूलक हिंदी

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी प्रयोजनमूलक हिंदी की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।
यूनिट –I

- (क) प्रयोजनमूलक हिंदी : अर्थ एवं स्वरूप
- (ख) कार्यालयी हिंदी और साहित्यिक हिंदी

यूनिट –II

- (क) कार्यालयी पत्र एवं उनके प्रकार
- (ख) प्रारूपण एवं टिप्पण

यूनिट –III जनसंचार : स्वरूप और विविध प्रकार

- (क) दृश्य माध्यम
- (ख) श्रव्य माध्यम
- (ग) श्रव्य-दृश्य माध्यम

यूनिट –IV पारिभाषिक शब्दावली (अंग्रेज़ी से हिंदी रूप)

- (क) प्रमुख शब्द
- (ख) प्रमुख वाक्यांश
- (ग) प्रमुख पदनाम

कार्य - सम्पादन पद्धति

- व्याख्यान, विचार विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. प्रयोजनमूलक हिंदी - विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली।
2. प्रयोजनमूलक हिंदी - सिद्धांत और प्रयोग – दंगल, झाल्टे, वाणी प्रकाशन, नयी दिल्ली।
3. जनसंचार और हिंदी - डॉ. गुलाम मोइनुद्दीन खान, शबनम पुस्तक महल, कटक।
4. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग – दंगल झाल्टे, वाणी प्रकाशन, नयी दिल्ली।

SEMESTER-IV
CC- VIII
काव्यशास्त्र

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी काव्यशास्त्र की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे ।

यूनिट –I (क)काव्य का स्वरूप एवं अर्थ, काव्य-प्रयोजन, काव्य-गुण, काव्य-दोष : भारतीय दृष्टि से
(ख) शब्दशक्ति (अभिधा, लक्षणा, व्यंजना की परिभाषा एवं उदाहरण)

यूनिट –II (क) रस (परिभाषा एवं भेद
(ख) त्रासदी (अरस्तू), उदात्त तत्त्व (लौजाइनस), आई. ए. रिचर्ड्स के काव्य - सिद्धान्त

यूनिट –III(क) स्वच्छंदतावाद, अभिव्यंजनावाद
(ख) प्रतीक, बिम्ब और मिथक

यूनिट –IV

- (क) अलंकार : लक्षण एवं उदाहरण
अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, संदेह, भ्रांतिमान, अतिशयोक्ति
(ख) छंद –लक्षण एवं उदाहरण
दोहा, सोरठा, चौपाई, बरवै, कवित्त, सवैया

कार्य - सम्पादन पद्धति

- व्याख्यान, विचार विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि ।

संदर्भ-ग्रंथ

1. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन – डॉ. सत्यदेव चौधरी, डॉ. शांतिस्वरूप गुप्त, अशोक प्रकाशन, नयी सड़क, दिल्ली - 100006 ।
2. काव्यशास्त्र – डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
3. हिंदी काव्यशास्त्र – आचार्य शांतिलाल 'बालेंदु', साहित्य भवन, प्रा. लिमिटेड, इलाहबाद ।
4. काव्य के तत्त्व – आचार्य देवेन्द्र नाथ शर्मा, लोकभारती प्रकाशन, इलाहबाद I
5. रस, छंद, अलंकार – डॉ. विश्वम्भर मानव, लोकभारती प्रकाशन, इलाहबाद I

SEMESTER-V
CC-IX
भाषाविज्ञान

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी भाषाविज्ञान की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट –I ध्वनिविज्ञान

- (क) स्वर और व्यंजन ध्वनियाँ, स्थान और प्रयत्न की दृष्टि से हिंदी ध्वनियों का वर्गीकरण
- (ख) ध्वनि – परिवर्तन के कारण और दिशाएँ

यूनिट –II पद-विज्ञान

- (क) शब्द और पद में अंतर, संबंध तत्त्व, रूपिम
- (ख) पद-परिवर्तन के कारण और दिशाएँ

यूनिट –III अर्थविज्ञान

- (क) अर्थ-ग्रहण के आधार
- (ख) अर्थ – परिवर्तन के कारण और दिशाएँ (अर्थ-विस्तार, अर्थ-संकोच, अर्थदिश)

यूनिट –IV वाक्यविज्ञान

- (क) वाक्य के प्रकार (अर्थ और रचना की दृष्टि से)
- (ख) वाक्य – परिवर्तन के कारण और दिशाएँ

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार - विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

- | | |
|----------------------------------|---|
| 1. हिंदी : उद्भव, विकास और रूप - | डॉ. हरदेव बाहरी, किताब महल, इलाहाबाद। |
| 2. भाषाविज्ञान - | डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद। |
| 3. भाषाविज्ञान और भाषाशास्त्र | – डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी। |
| 4. भाषानुशासन - | भगवान सहाय त्रिवेदी, राजनाथ पत्रिका प्रकाशन, जयपुर। |

SEMESTER-V
CC- X
हिंदी भाषा और लिपि

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी हिंदी भाषा और लिपि की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट –I

- (क) भाषा की परिभाषा और उसकी प्रकृति
- (ख) हिंदी भाषा का विकास (संस्कृत से आज तक)
- (ग) देवनागरी लिपि की विशेषताएँ

यूनिट –II

- (क) हिंदी भाषा और उसकी बोलियाँ (संक्षिप्त परिचय)
- (ख) पूर्वी और पश्चिमी हिंदी में अंतर

यूनिट –III

- (क) हिंदी के विविध रूप (संपर्क भाषा, राजभाषा, साहित्यिक भाषा)
- (ख) हिंदी का शब्द-भंडार (तत्सम, अर्ध-तत्सम, तद्भव, देशज, विदेशी (आगत))

यूनिट –IV

- (क) चर्चावाची (समानार्थी, विलोम (विपरीतार्थक) प्रत्यय और उपसर्ग की भाषिक प्रयुक्ति)
- (ख) मुहावरे और लोकोक्तियों में अंतर, हिंदी भाषा में उनके प्रयोग का वैशिष्ट्य

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. हिंदी : उद्भव, विकास और रूप - डॉ. हरदेव बाहरी, किताब महल, इलाहाबाद।
2. हिंदी भाषा और नागरी लिपि - डॉ. देवेन्द्र नाथ शर्मा, हिंदी साहित्य सम्मेलन, इलाहाबाद।
3. आधुनिक हिंदी व्याकरण और रचना - डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना।
4. भाषाविज्ञान - डॉ. भोलानाथ तिवारी, किताब महल, दिल्ली।

SEMESTER-VI
CC-XI

प्रेमचंद

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी प्रेमचंद के साहित्य की सामान्य प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट –I (क) प्रेमचंद की साहित्यिक विचारधारा
(ख) प्रेमचंद के कथा साहित्य में चित्रित समस्याएं

यूनिट –II विस्तृत अध्ययन
गोदान (संक्षिप्त) उपन्यास – लोकभारती प्रकाशन, इलाहाबाद

यूनिट –III प्रेमचंद की सर्वश्रेष्ठ कहानियां - सरस्वती प्रेस, इलाहाबाद
(क) ईदगाह (ख) बड़े भाईसाहब (ग) गुल्ली - डंडा

यूनिट –IV प्रेमचंद का निबंध- संग्रह—‘कुछ विचार’ --लोकभारती प्रकाशन, इलाहाबाद

साहित्य का उद्देश्य (ख) राष्ट्रभाषा हिंदी

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री - समीक्षा और प्रस्तुतीकरण आदि।
- (क)

संदर्भ-ग्रंथ

- | | | |
|--|---|---|
| 1. प्रेमचंद और उनका युग | - | डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली। |
| 2. हिंदी उपन्यास | - | आचार्य रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी। |
| 3. प्रेमचंद एक विवेचन | - | डॉ. इन्द्रनाथ मदान |
| 4. कहानीकार प्रेमचंद : रचना दृष्टि और रचना शिल्प | - | डॉ. शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद I |
| 5. हिंदी कहानी : अंतरंग पहचान | - | डॉ. रामदरश मिश्र, वाणी प्रकाशन, नयी दिल्ली। |

SEMESTER-VI**CC-XII****साक्षात्कार, समाचार और फ़्रीचर - लेखन**

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र - अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी साक्षात्कार, समाचार और फ़्रीचर-लेखन की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट -I

- (क) साक्षात्कार का अर्थ, साक्षात्कार के लिए अपेक्षाएँ
- (ख) साक्षात्कार के प्रकार

यूनिट -II

- (क) समाचार - लेखन का स्वरूप
- (ख) फ़्रीचर-लेखन का स्वरूप

यूनिट -III किसी घटना पर आधारित फ़्रीचर-लेखन (लगभग 125 शब्दों में)

यूनिट -IV किसी विशेष अवसर पर फ़्रीचर-लेखन (लगभग 125 शब्दों में)

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

1. समाचार-लेखन - पी.के. आर्य, प्रभात प्रकाशन, 4/2 आसफ़ अली रोड नयी दिल्ली।
2. फ़्रीचर-लेखन - पी.के. आर्य, प्रभात प्रकाशन, 4/2 आसफ़ अली रोड, नयी दिल्ली।
3. फ़्रीचर-लेखन - स्वरूप और शिल्प - डॉ. मनोहर प्रभाकर राधाकृष्ण प्रकाशन, नयी दिल्ली।

SEMESTER-VIII**CC-XIII****जयशंकर प्रसाद**

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र - अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी जयशंकर प्रसाद के काव्य और नाटक की सामान्य प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट -I**विस्तृत अध्ययन**

कामायनी - जयशंकर प्रसाद, प्रसाद प्रकाशन, वाराणसी

यूनिट -I 'श्रद्धा' सर्ग

यूनिट -II ध्रुवस्वामिनी--प्रसाद प्रकाशन, वाराणसी

यूनिट -III

(क) 'श्रद्धा' सर्ग की कथावस्तु

(ख) 'श्रद्धा' सर्ग का काव्य-वैशिष्ट्य

यूनिट -IV

(क) 'ध्रुवस्वामिनी' की समीक्षा

(ख) 'ध्रुवस्वामिनी' नाटक के प्रमुख पात्रों का चरित्र-चित्रण

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री समीक्षा और प्रस्तुतीकरण आदि ।

संदर्भ-ग्रंथ

1. जयशंकर प्रसाद - डॉ. नंददुलारे वाजपेयी, भारती भंडार, इलाहाबाद ।
2. प्रसाद का काव्य - डॉ. प्रेमशंकर, भारती भंडार, इलाहाबाद ।
3. प्रसाद – संदर्भ - डॉ. प्रमिला शर्मा, सन्मार्ग प्रकाशन, दिल्ली ।
4. कामायनी की आलोचना-प्रक्रिया - डॉ. गिरिजा राय, लोकभारती प्रकाशन, इलाहाबाद ।
5. प्रसाद के नाटकों का शास्त्रीय अध्ययन – डॉ. जगन्नाथ प्रसाद शर्मा, वाणी प्रकाशन, दिल्ली ।

SEMESTER-VIII**CC-XIV****Project cum Seminar**

संपर्क-घंटे : 4 प्रति सप्ताह

क्रेडिट : 6

अधिकतम : 100 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी अनुवाद और अनुवादक की प्रकृति को आलोचनात्मक ढंग से समझ सकेंगे ।

- अनुवाद का अर्थ, परिभाषा और स्वरूप
- अनुवाद के प्रकार, अनुवाद की प्रक्रिया
- अनुवादक के गुण
- अनुवाद की समस्याएँ
- साहित्य और साहित्येतर अनुवाद
- अंग्रेज़ी में दिये गये एक अनुच्छेद का हिंदी में अनुवाद ।

संदर्भ-ग्रंथ

1. अनुवाद विज्ञान - डॉ. भोलानाथ तिवारी, शब्दकार, 159, गुरु अंगद नगर, वेस्ट दिल्ली ।
2. अनुवाद कला - एन.ई. विश्वनाथ अय्यर, प्रभात प्रकाशन, नयी दिल्ली ।
3. अनुवाद- सिद्धांत की रूपरेखा – डॉ. सुरेश कुमार, वाणी प्रकाशन, नयी दिल्ली ।
4. अनुवाद के भाषिक पक्ष – विभा गुप्ता, वाणी प्रकाशन, नयी दिल्ली ।

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars during Semester on the topic of his / her choice and interest on any aspect of Hindi language and literature. The topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher. The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-IV
SEC
सामान्य भाषा - ज्ञान

संपर्क-घंटे	:	4 प्रति सप्ताह
क्रेडिट	:	4 = 4
अधिकतम	:	100 अंक
सत्र - अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी भाषा की सामान्य प्रकृति और उसके व्यावहारिक प्रयोग को आलोचनात्मक ढंग से समझ सकेंगे।

यूनिट -I भाषा के संदर्भ

- (क) भाषा की परिभाषा एवं प्रकृति (ख) हिंदी भाषा का उद्भव और विकास (संक्षिप्त विवेचन)
(ख) भाषिक संप्रेषण के प्रकार्य

यूनिट -II भाषा और राजभाषा

- (क) भाषा के विविध रूप
(ख) राजभाषा के रूप में हिंदी
(ग) जनसंचार के माध्यम

i. मुद्रित माध्यम

ii. श्रव्य माध्यम

iii. दृश्य- श्रव्य माध्यम

यूनिट -III पत्र - लेखन

- (क) कार्यालयी पत्र - लेखन
(ख) व्यक्तिगत पत्र - लेखन

यूनिट -IV सार-संक्षेप और पल्लवन

- (क) अपठित गद्यांश का सार-संक्षेप और उस पर आधारित प्रश्न
(ख) किसी विचार या भाव का पल्लवन (विस्तार)

कार्य - सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री - समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

- | | |
|-----------------------------------|--|
| 1. हिंदी : उद्भव विकास और रूप - | डॉ. हरदेव बाहरी, किताब महल, इलाहाबाद। |
| 2. आधुनिक हिंदी व्याकरण और रचना - | डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना। |
| 3. प्रायोगिक हिंदी - | डॉ. गुलाम मोइनुद्दीन खान, शबनम पुस्तक महल, बादाम बाड़ी, कटक। |
| 4. जनसंचार और हिंदी - | डॉ. गुलाम मोइनुद्दीन खान, शबनम पुस्तक महल, बादामबाड़ी, कटक। |

SEMESTER-V

DSE

हिंदी निबंध, काव्य, कहानियाँ और शब्द- शुद्धि

संपर्क-घंटे	:	4 प्रति सप्ताह
ट्यूटोरियल	:	2 प्रति सप्ताह
क्रेडिट	:	4+2 = 6
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी हिंदी भाषा की कविता, गद्य और भाषा - प्रयोग को आलोचनात्मक ढंग से समझ सकेंगे।

विस्तृत अध्ययन

यूनिट –I पाठ्य पुस्तक --- श्रेष्ठ हिंदी निबंध ---- सं. डॉ. अजय कुमार पटनायक, शबनम पुस्तक महल, कटक – 12

पाठ्य विषय

- (क) हजारी प्रसाद द्विवेदी कुटज
 (ख) रामधारी सिंह 'दिनकर' साहित्य और राजनीति
 (ग) मोहन राकेश विज्ञापन युग

यूनिट –II पाठ्य पुस्तक --- काव्य सौरभ ---- सं. पुरुषोत्तम दास मोदी, विश्वविद्यालय प्रकाशन, वाराणसी

पाठ्य विषय

- (क) कबीर दास साखी (1 से 15)
 (ख) सूरदास भ्रमरगीत (1 से 7)
 (ग) तुलसीदास धनुर्भंग
 (घ) सूर्यकांत त्रिपाठी 'निराला' संध्या सुंदरी
 (ङ) सुमित्रानंदन पंत मौन निमंत्रण

यूनिट –III सामान्य अध्ययन

पाठ्य पुस्तक --- प्रतिनिधि कहानियाँ --- सं. डॉ. बच्चन सिंह, अनुराग प्रकाशन, वाराणसी

- (क) प्रेमचंद कफन
 (ख) उषा प्रियंवदा वापसी
 (ग) ज्ञानरंजन पिता

यूनिट –IV

- (क) शब्द- शुद्धि (ख) वाक्य- शुद्धि
 (ग) विलोम शब्द (घ) अनेक शब्दों के लिए एक शब्द

कार्य -सम्पादन - पद्धति

- व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री - समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ-ग्रंथ

- | | |
|-----------------------------------|--|
| 1. हिंदी का ज्ञान - | डॉ. हरदेव बाहरी, लोकभारती प्रकाशन, इलाहाबाद। |
| 2. शब्द – सामर्थ्य - | डॉ. कैलाशचंद्र भाटिया, प्रभात प्रकाशन, नयी दिल्ली। |
| 3. आधुनिक हिंदी व्याकरण और रचना - | डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना। |
| 4. शुद्ध हिंदी कैसे सीखें ? - | राजेन्द्र प्रसाद सिन्हा, भारती भवन, पटना। |

SCHEME OF STUDIES IN ODIA

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**SEMESTER-I
CC-I**

ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ : ପ୍ରାଚୀନ ପର୍ବ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student will be able to critically reflect and analyse the issues related to the history and important Odia epic literature of anicient and medieval period.

Unit-I

ଓଡ଼ିଆ ପଦ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା

(ଓଡ଼ିଆ ସାହିତ୍ୟର ଉନ୍ନେଷ ଓ ଆଦି ପର୍ବ, ବୌଦ୍ଧଚର୍ଯ୍ୟାପଦ, ପ୍ରାକ୍ ସାହିତ୍ୟ ଓ ସାରଳାମୁଗ, ଭକ୍ତିଯୁଗ ଓ ପଂଚସଖା ସାହିତ୍ୟ, ରାତିଯୁଗର କାବ୍ୟଧାରା, ପଦାବଳୀର ପରିଚୟ, ମହିମାଧର୍ମ ଓ ଭୀମଭୋଇ)

Unit-II

ମହାଭାରତ- ଦୁର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ – ସାରଳା ଦାସ

ଭାଗବତ – କପୋତ ଉପାଖ୍ୟାନ – ଜଗନ୍ନାଥ ଦାସ

Unit-III.

ଲାବଣ୍ୟବତୀ (୧ମ ଛାନ୍ଦ) – ଉପେନ୍ଦ୍ର ଭଞ୍ଜ

Unit-IV

ସୁତି ଚିନ୍ତାମଣି (୨୭ ବୋଲି) – ଭୀମ ଭୋଇ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

- | | |
|--|------------------------|
| ୧) ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ | ଡକ୍ଟର ମାୟାଧର ମାନସିଂହ |
| ୨) ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ ଓ ମଧ୍ୟପର୍ବ | ସୁରେନ୍ଦ୍ର ମହାନ୍ତି |
| ୩) ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମବିକାଶ | ସୁରେନ୍ଦ୍ର ମହାନ୍ତି |
| ୪) ମାଟିର ମହାକବି ସାରଳା ଦାସ | ମାୟାଧର ମାନସିଂହ |
| ୫) ସାରଳା ମହାଭାରତରେ ଐତିହାସିକ ଚିତ୍ର | କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ |
| ୬) ଲାବଣ୍ୟବତୀର ମୁଖବନ୍ଧ | ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି |
| ୭) ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟ | ପଣ୍ଡିତ ନୀଳକଣ୍ଠ ଦାସ |
| ୮) ଭଞ୍ଜୀୟ କାବ୍ୟ ଭାବନା | ବେଣୀ ମାଧବ ପାଠୀ |
| ୯) ଓଡ଼ିଆ ବୈଷ୍ଣବ ସାହିତ୍ୟ | ନଟବର ସାମନ୍ତରାୟ |
| ୧୦) ସୁତିଚିନ୍ତାମଣିର ମୁଖବନ୍ଧ | ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି |
| ୧୧) Typical Selections from Oriya Literature (Preface) | Ed. B.C. Mazumdar |

SEMESTER –I
CC-II

ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ : ଆଧୁନିକ ପର୍ବ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student will be able to critically reflect and analyse the issues related to the history and important poetic creations of modern period.

Unit-I

ଓଡ଼ିଆ କାବ୍ୟ କବିତାର ବିକାଶଧାରା (ଆଧୁନିକ ଓ ସମକାଳୀନଯୁଗ) ରାଧାନାଥ ଓ ମଧୁସୂଦନ, ସତ୍ୟବାଦୀର ଆଦର୍ଶ, ସବୁଜଗ୍ରନ୍ଥୀ, ପ୍ରଗତିବାଦୀକାବ୍ୟ ଧାରା, ସଜ୍ଜିଦାନନ୍ଦ ରାଉତରାୟ, ଯୁଗୋତ୍ତର କବିତା: ଗୁରୁପ୍ରସାଦ, ସମକାଳୀନ କବିତା : ରମାକାନ୍ତ, ସୀତାକାନ୍ତ ଓ ଅନ୍ୟମାନେ)

Unit-II

୧. ଚିଲିକା (୫୫୦ ରୁ ୭୫୨ ପଦ)(ଧରିତ୍ରୀ ବଦନେ ପାତ ଅସ୍ତରାଗ- ରାଧାନାଥ ରାୟ

Unit-III ତପସ୍ୱିନୀ (ଚତୁର୍ଥ ସର୍ଗ)

-ଗଙ୍ଗାଧର ମେହେର

Unit-IV

କବିତା :

- | | | |
|------------------|---|---------------------|
| ୧. ଧରାବତରଣ | - | ମାୟାଧର ମାନସିଂହ |
| ୨. ଝଡ଼ | - | ସଜ୍ଜିଦାନନ୍ଦ ରାଉତରାୟ |
| ୩. ଅକ୍ସର ଉଦ୍‌ବୀର | - | ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି |
| ୪. ଚିତ୍ରପ୍ରତିମା | - | ରମାକାନ୍ତ ରଥ |

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

- ୧) ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା (ଆଦିଯୁଗ ଓ ନବଜାଗରଣଯୁଗ)- ଡଃ ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର
- ୨) ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩-୧୯୨୦) ଡଃ ନଟବର ସାମନ୍ତରାୟ
- ୩) ରାଧାନାଥ ଜୀବନୀ ସଂ-ଦୁର୍ଗାଚରଣ ରାୟ
- ୪) ନିସର୍ଗ ନୀରାଜନୀ - ଡଃ ବସନ୍ତ କୁମାର ପଣ୍ଡା
- ୫) ଚିଲିକା ଓ ରାଧାନାଥ - ଗୌରୀ କୁମାର ବ୍ରହ୍ମା
- ୬) ତପସ୍ୱିନୀ ଓ ଗଙ୍ଗାଧର - ଅସୀତ କବି
- ୭) ଗଙ୍ଗାଧର : କବିତା ଓ କବିଆତ୍ମା-ଦେବେନ୍ଦ୍ର କୁମାର ଦାଶ
- ୮) ସବୁଜରୁ ସାଂପ୍ରତିକ-ଡଃ ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ

SEMESTER-II
CC-III
ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the origin and development of prose (non-fiction) literature in Odia.

Unit-I

ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା (ପ୍ରାରମ୍ଭରୁ ଉନ୍ନତ ଶତାବ୍ଦୀର ମଧ୍ୟଭାଗ ପର୍ଯ୍ୟନ୍ତ ଶିଳାଲେଖ, ମାଦଳପାଞ୍ଜି, ରୁଦ୍ରସୁଧାନିଧି, ଚତୁର ବିନୋଦ ଇତ୍ୟାଦି ମିଶନାରୀ ଗଦ୍ୟ, ପତ୍ର ପ୍ରତିକା ଓ ପାଠ୍ୟ ପୁସ୍ତକର ଗଦ୍ୟ)

Unit-II

ରୁଦ୍ରସୁଧାନିଧି (ଅଭିନବ ଚୈତନ୍ୟଙ୍କ ଅଭିଶାପ ପ୍ରାନ୍ତ ପର୍ଯ୍ୟନ୍ତ) - ଅବଧୂତାନନ୍ଦ ନାରାୟଣ ସ୍ଵାମୀ ସଂ. କରୁଣାକର କର ପ୍ର. ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

Unit-III

ଚତୁର ବିନୋଦ (କଥା ଉପକ୍ରମ ଓ ନୀତି ବିନୋଦ) — ବ୍ରଜନାଥ ବଡ଼ଜେନା

Unit-IV

ପ୍ରବନ୍ଧ -

ଭାଗବତ ଚୁଙ୍ଗାରେ ସଂନ୍ଧ୍ୟା -	-	ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ
ଓଡ଼ିଆର ମୈତ୍ରୀ	-	ନୀଳକଣ୍ଠ ଦାସ
ଏକଲବ୍ୟ କଥା	-	ଚିତରଂଜନ ଦାସ
ଆଧୁନିକତାର ରୂପରେଖ	-	ଶରତ କୁମାର ମହାନ୍ତି

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

୧)	ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ	-	ପଠାଣି ପଟ୍ଟନାୟକ
୨)	ପ୍ରାଚୀନ ଗଦ୍ୟପଦ୍ୟାଦର୍ଶ (ମୁଖବନ୍ଧ)	-	ଡଃ ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି
୩)	ବଡ଼ଜେନା ସାହିତ୍ୟ ସମୀକ୍ଷା	-	ଡଃ ନଟବର ସାମନ୍ତରାୟ
୪)	ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟ	-	ଡଃ ଶ୍ରୀନିବାସ ମିଶ୍ର
୫)	ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ	-	ଡଃ ଅସିତ କବି
୬)	ଓଡ଼ିଆ ପ୍ରବନ୍ଧ	-	ଡଃ ବାଉରୀ ବନ୍ଧୁ କର

SEMESTER-II**CC-IV****ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the history and major prose (fiction) literature in Odia.

Unit-I

ଓଡ଼ିଆ କଥା ସାହିତ୍ୟର ବିକାଶଧାରା : ଉପନ୍ୟାସ, କ୍ଷୁଦ୍ରଗଳ୍ପ, ଜୀବନୀ, ଆତ୍ମଜୀବନୀ ପ୍ରଧାନ ସ୍ରଷ୍ଟାଗଣ :ଫକୀରମୋହନ ସେନାପତି, କାଳିନ୍ଦୀଚରଣ, କାହ୍ନୁଚରଣ, ଗୋପୀନାଥ, ସୁରେନ୍ଦ୍ର, କିଶୋରୀଚରଣ, ଶାନ୍ତନୁ, ନୀଳମଣି, ମନୋଜଦାସ ଓ ଅନ୍ୟମାନେ)

Unit-II

ଛମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

Unit-III

ଦାଦିବୁଢ଼ା - ଗୋପୀନାଥ ମହାନ୍ତି

Unit-IV

କ୍ଷୁଦ୍ରଗଳ୍ପ :

ମାଂସର ବିଳାପ - କାଳନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ
ମହାନିର୍ବାଣ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
ଆରଣ୍ୟକ - ମନୋଜ ଦାସ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

- ୧) ଓଡ଼ିଆ ଉପନ୍ୟାସ - ଡଃ କୃଷ୍ଣଚରଣ ବେହେରା
୨) ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟ - ସଂ ପଠାଣୀ ପଟ୍ଟନାୟକ, ଭୋଳାନାଥ ରାଉତ
୩) ଫକୀର ମୋହନ ସମୀକ୍ଷା - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
୪) ଗୋପୀନାଥ ସୃଷ୍ଟି ସମୀକ୍ଷା - ରାଜକିଶୋର ମିଶ୍ର
୫) ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ସ୍ରଷ୍ଟାମାନସ - ଡଃ ବୈଷ୍ଣବ ଚରଣ ସାମଲ
୬) ଏକବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ଗଳ୍ପ - ଡଃ. କ୍ଷୀରୋଦ ଚନ୍ଦ୍ର ବେହେରା

SEMESTER-III
CC-V

ଭାଷାତତ୍ତ୍ୱ ଓ ବ୍ୟାକରଣ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: At the end of the course the student shall critically reflect and analyse the issues related to linguistics and grammar of Odia language.

Unit-I

ଭାଷାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ : ଉତ୍ପତ୍ତିତତ୍ତ୍ୱ ମାନକଭାଷା ଓ ଉପଭାଷା

Unit-II

ଭାରତୀୟ ଭାଷା ପରିବାର- ଭାରତୀୟ ଆର୍ଯ୍ୟ, ଦ୍ରାବିଡ଼, ଅଷ୍ଟ୍ରୋଏସୀୟ, ସିନୋ ଡିଲିତୀୟ

Unit-III

ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା

ପ୍ରମୁଖ ଭାଷାତତ୍ତ୍ୱ ବିତ୍ତଗଣ ଗୋପୀନାଥ ନନ୍ଦଶର୍ମା, ନୀଳକଣ୍ଠ ଦାସ, କୁଞ୍ଜ ବିହାରୀ ତ୍ରିପାଠୀ, ଗୋଲୋକ ବିହାରୀ ଧଳ

Unit-IV

ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ

ସନ୍ଧି, ସମାସ, ବାଚ୍ୟ, କ୍ରିୟାପଦ. ଅବ୍ୟୟ, କାଳ - (ନାସ୍ତ୍ୟର୍ଥକ, ପ୍ରେରଣାର୍ଥକ)

ସହାୟକ ଗ୍ରନ୍ଥ :

- | | | | |
|----|--|---|----------------------------------|
| ୧) | ଓଡ଼ିଆ ଭାଷାତତ୍ତ୍ୱ | - | ଗୋପୀନାଥ ନନ୍ଦ |
| ୨) | ଭାଷାଶାସ୍ତ୍ର ପରିଚୟ | - | ଗୋଲୋକ ବିହାରୀ ଧଳ |
| ୩) | ଓଡ଼ିଆ ଭାଷା ଓ ଭାଷା ବିଜ୍ଞାନ | - | ଡଃ ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ |
| ୪) | ଓଡ଼ିଆ ଭାଷା ଓ ଲିପି | - | ଡଃ ଖଗେଶ୍ୱର ମହାପାତ୍ର |
| ୫) | ଭାଷାତତ୍ତ୍ୱ ପ୍ରବନ୍ଧାବଳୀ | - | ଡଃ ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର |
| ୬) | ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା | - | ଡଃ ଗରନେନ୍ଦ୍ର ନାଥ ଦାଶ |
| ୭) | Evolution of Oriya Language and Script | - | Dr.K. B. Tripathy |
| ୮) | ସର୍ବସାର ବ୍ୟାକରଣ | - | ଶ୍ରୀଧର ଦାସ, ଶ୍ରୀ ନାରାୟଣ ମହାପାତ୍ର |
| ୯) | ଓଡ଼ିଆ ଭାଷାତତ୍ତ୍ୱ ଓ ଲିପିର ବିକାଶ କ୍ରମ | - | ଡଃ କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ |

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

SEMESTER-III
CC-VI

ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ବ୍ୟବହାର

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall be able to aware and critically reflect and analyse the issues related to use of computer in Odia language.

Unit-I

କମ୍ପ୍ୟୁଟର ପରିଭାଷା ଓ ଉପଯୋଗିତା

Unit-II

କମ୍ପ୍ୟୁଟର ସଫଟ୍‌ୱେୟାର ଓ ହାର୍ଡ୍‌ୱେୟାର - ପ୍ରକାର୍ଯ୍ୟ

Unit-III

ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ - ଓଡ଼ିଆ ପ୍ରିଣ୍ଟିଂ, କି ବୋର୍ଡ଼, ଶବ୍ଦ ପ୍ରକ୍ରିୟା, ବନାନ ଓ ବ୍ୟାକରଣ ଯାଂଚକ ପ୍ରକ୍ରିୟା, କୋଷଗ୍ରନ୍ଥ ବ୍ୟବହାର, ସ୍କାନର ଓ ପ୍ରିଣ୍ଟରର ବ୍ୟବହାର

Unit-IV

୧. ଓଡ଼ିଆରେ ଇଣ୍ଟରନେଟ୍ ବ୍ୟବହାରର ବିବିଧିବିଗ

୨. ଓଡ଼ିଆରେ ସାମାଜିକ ୱେବସାଇଟ୍ ଗୁଡ଼ିକର ପରିଚୟ ଓ ଉପଯୋଗିତା

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ

୧. ଲିପିର କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ରମେଶ ଚନ୍ଦ୍ର ପରିଡା, ବିଦ୍ୟାପୁରୀ କଟକ
୨. ମୌଳିକ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ଦେବକାନ୍ତ ମିଶ୍ର - ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
3. Basic of Computer in Odia - You tube

SEMESTER-IV
CC-VII

ସମାଲୋଚନା ତତ୍ତ୍ୱ ଓ ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the theory of criticism and the development of criticism in Odia.

Unit-I

ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର୍ଯ୍ୟ

ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗ – କାବ୍ୟ କବିତା, ଉପନ୍ୟାସ, କ୍ଷୁଦ୍ରଗଳ୍ପ, ନାଟକ ଇତ୍ୟାଦି

Unit-II

ବିଭିନ୍ନ ସମାଲୋଚନା ପଦ୍ଧତି

Unit-III

ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟର ଉଦ୍ଦେଶ୍ୟ

କ) ଓଡ଼ିଆ ସାହିତ୍ୟ ଆଲୋଚନା ଓ ଇତିହାସ ରଚନାର ଆଦ୍ୟପ୍ରୟାସ

ଖ) ପତ୍ରପତ୍ରିକାରେ ସମାଲୋଚନା ସାହିତ୍ୟ

ଗ) ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ଓଡ଼ିଆ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ଓ ଗବେଷଣା

Unit-IV

ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟର ଆଧୁନିକ ପର୍ବ ଓ ବିଶିଷ୍ଟ ସମାଲୋଚନା

ସ୍ୱାଧୀନତା ପୂର୍ବର ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ

ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ

ସମକାଳୀନ ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ

1. ରଚନା ବିଚାର – ଗିରିଜାଶଙ୍କର
2. Theory of literature – Rane Wellek
3. An Intraduction to study of literature – W. H. Hudson
4. ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ସର୍ବେକ୍ଷଣ – ଡଃ ଦୀନବନ୍ଧୁ ମିଶ୍ର
5. Concepts of Criticism – Rane Wellek
6. Twentieth Century Criticism – Handy & Westbrook
7. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟ ଇତିହାସ – ଡଃ ଅସୀତ କବି
8. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ – ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
9. ସମାଲୋଚନାତତ୍ତ୍ୱ – ଦୀନବନ୍ଧୁ ମିଶ୍ର
10. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ ଆଦ୍ୟ ପ୍ରୟାସ – ଡଃ ପ୍ରସନ୍ନ କୁମାର ମହାନ୍ତି

SEMESTER-IV
CC-VIII
ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the aspects, categories and development of folk literature.

Unit-I

ଲୋକ ସାହିତ୍ୟ : ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ

ଲୋକତତ୍ତ୍ୱ, ଲୋକସାହିତ୍ୟର ପରିଚୟ ଓ ପରିସର, ଲୋକସାହିତ୍ୟଓ ବୌଦ୍ଧିକ ସାହିତ୍ୟର ପାର୍ଥକ୍ୟ, ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟର ସଂଗ୍ରହ ଓ ସଂଗ୍ରାହକ ।

Unit-II

ଓଡ଼ିଆ ଲୋକ ଗୀତ

ଓଡ଼ିଆ ଲୋକ ଗୀତର ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ

Unit-III

ଓଡ଼ିଆ ଲୋକ କାହଣୀ

ଓଡ଼ିଆ ଲୋକ କାହଣୀର ସ୍ୱରୂପ, ଗଠନ କୌଶଳ, ଭାବ ଓ ରୂପ, ମୋଟିଫ୍ ଓ ଲୋକ ଗଣ୍ଡର ପ୍ରକାରଭେଦ

Unit-IV

ଓଡ଼ିଆ ଲୋକ ନାଟକ

ଲୋକ ନାଟକର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ ଲୋକନାଟକରେ ସମାଜ ଚିତ୍ର

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

୧)	<u>ଓଡ଼ିଆ</u> ଲୋକଗୀତ ଓ କାହଣୀ	-	ଡଃ କୁଞ୍ଜବିହାରୀ ଦାଶ
୨)	<u>ଓଡ଼ିଆ</u> ଲୋକ ସାହିତ୍ୟ	-	ଡଃ ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର
୩)	ଲୋକ ସାହିତ୍ୟ ତତ୍ତ୍ୱ	-	ଡଃ ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର
୪)	ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକ ସାହିତ୍ୟ	-	ଡଃ ମହେନ୍ଦ୍ର କୁମାର ମିଶ୍ର
୫)	ପୂର୍ବ ଭାରତୀୟ ହିନ୍ଦୁ ଲୋକମିଥ୍	-	ଡଃ ପ୍ରସନ୍ନ କୁମାର ମିଶ୍ର
୬)	ଉତ୍କଳ କାହଣୀ	-	ଡଃ ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ
୭)	ଉତ୍କଳ ଗାଁଊଲି ଗୀତ	-	ଡଃ ଚକ୍ରଧର ମହାପାତ୍ର
୮)	Folklore of Orissa	-	K.B. Das and L.K. Mahapatra
୯)	A study of Oriya FolkBallads	-	S. Mohapatra
୧୦)	Essays in Folkloristics	-	A. Dundes
୧୧)	Morphology of Folktale	-	V. Propp.
୧୨)	Verrier Elwin; A pioneer Indian Anthropologist	-	Bhabagrahi Mishra

SEMESTER-V
CC-IX
ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the origin and development and important works of Odia drama literature.

Unit-I

ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା :

ପ୍ରମୁଖ ନାଟ୍ୟକାର : ଜଗନ୍ନାଥନ ଲାଲ, ଅଶ୍ୱିନୀ କୁମାର, କାଳୀଚରଣ, ମନୋରଞ୍ଜନ, ଗୋପାଳ ଛୋଟରାୟ, ବିଜୟ ମିଶ୍ର, ବିଶ୍ୱଜିତ୍ ଦାସ, କାର୍ତ୍ତିକ ରଥ, ରମେଶ ପାଣିଗ୍ରାହୀ ଓ ଅନ୍ୟମାନେ ।

Unit-II

ଅଭିଯାନ - କାଳୀ ଚରଣ ପଟ୍ଟନାୟକ

Unit-III

ଅରଣ୍ୟ ଫସଲ - ମନୋରଞ୍ଜନ ଦାସ

Unit-IV

ଏକାଙ୍କିକା:

ଧନିପୁରରେ ନିକୋଲାସ୍ - ଗୋପାଳ ଛୋଟରାୟ

ସନ୍ଧ୍ୟାଆସରର ଭୂତ - ପ୍ରାଣବନ୍ଧୁ କର

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

- | | | | |
|----|----------------------------------|---|---------------------------|
| ୧) | <u>ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା</u> | - | ଡଃ ହେମନ୍ତ କୁମାର ଦାସ |
| ୨) | <u>ଓଡ଼ିଆ ନାଟକର ଉଦ୍ଭବ ଓ ବିକାଶ</u> | - | ଡଃ ରତ୍ନାକର ଚକ୍ରବର୍ତ୍ତୀ |
| ୩) | ପ୍ରସଙ୍ଗ, ନାଟକ ଓ ଏକାଙ୍କିକା | - | ଡଃ କୃଷ୍ଣ ଚରଣ ବେହେରା |
| ୪) | ମନୋରଞ୍ଜନଙ୍କ ନାଟ୍ୟ ଦିଗନ୍ତ | - | ଡଃ ନାରାୟଣ ସାହୁ |
| ୫) | <u>ଓଡ଼ିଆ ନାଟକର ଇତିହାସ</u> | - | ଡଃ ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ |
| ୬) | ନାଟକର ବ୍ୟାପ୍ତି ଓ ଦୀପ୍ତି | - | ଡଃ ସଂଘମିତ୍ରା ମିଶ୍ର |
| ୭) | ନୂତନ ମୂଲ୍ୟବୋଧର ନାଟକ | - | ଡଃ ବିଜୟ କୁମାର ଶତପଥୀ |
| ୮) | ଏକାଙ୍କିକା ସମଗ୍ର | - | ଡଃ ନାରାୟଣ ସାହୁ |

SEMESTER-V**CC-X****ଓଡ଼ିଆ ସାହିତ୍ୟର ସାଂସ୍କୃତିକ ପୃଷ୍ଠଭୂମି**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the cultural background of Odia literature in historical perspective.

Unit-I

ପ୍ରାଚୀନ କଳିଙ୍ଗର ସାଂସ୍କୃତିକ ଐତିହ୍ୟ

ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ସଂସ୍କୃତି ଓ ଚର୍ଚ୍ଚା ସାହିତ୍ୟ

Unit-II

ଓଡ଼ିଶାରେ ଶୈବ ସଂସ୍କୃତି ଓ ରୁଦ୍ର ସୁଧାନିଧି

ଓଡ଼ିଶାରେ ଶାକ୍ତ ଓ ସାରଳା ସାହିତ୍ୟ

Unit-III

ଓଡ଼ିଶାରେ ବୈଷ୍ଣବ ସଂସ୍କୃତି

ପଂଚସଖା ଭକ୍ତି ସାହିତ୍ୟ ବୈଷ୍ଣବ କାବ୍ୟ ସାହିତ୍ୟ

Unit-IV

ନବଜାଗରଣ, ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ ଓ ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ

Obscure Religious Cult	– S. B. Debgupta
Early History of Kaliga	– D. N. Das
ଓଡ଼ିଶାର ଇତିହାସ	– ହରେକୃଷ୍ଣ ମହତାବ
ପୁରାଣ ବିମର୍ଶ – (ହିନ୍ଦୀ)	– ବଳଦେବ ଉପାଧ୍ୟାୟ
ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ (୧ମ ଓ ୨ୟ)	– ପ୍ରବୋଧ କୁମାର ମିଶ୍ର
ଓଡ଼ିଆ ଜାତିର ଇତିହାସ	– ନବୀନ କୁମାର ସାହୁ
ଶାରଳା ମହାଭାରତରେ ଧାର୍ମିକ ପରମ୍ପରା	– ରାଘବାନନ୍ଦ ନାୟକ
ଅଭିମନ୍ୟୁ ସାହିତ୍ୟର ଦାର୍ଶନିକ ଦିଗ	– ଆଶୁତୋଷ ପଟ୍ଟନାୟକ
ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ	– କ୍ଷେତ୍ରବାସୀ ନାୟକ
ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା (ଆଦିପୁର)	– ନରେନ୍ଦ୍ର ନାଥ ମିଶ୍ର
ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ	– ଶ୍ରୀନିବାସ ମିଶ୍ର

SEMESTER-VI**CC-XI****ସାହିତ୍ୟତତ୍ତ୍ୱ ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the theories of literature and Indian and Western poetics.

Unit-I.

ଭାରତୀୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ :

୧. ରସ : ସ୍ୱରୂପ ଓ ପ୍ରୟୋଗ

୨. ଧ୍ୱନି : ସ୍ୱରୂପ ଓ ପ୍ରୟୋଗ

Unit-II.

ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ :

ଆରିଷ୍ଟଟଲ କାବ୍ୟତତ୍ତ୍ୱ

Unit-III.

୧. କ୍ଲସିସିଜିମ୍

୨ ରୋମାଟିଂସିଜିମ୍

Unit-IV

୧. ପ୍ରତୀକବାଦ

୨. ଚିତ୍ରକଳ୍ପ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

୧) Indian Aesthetics	-	Ed-V. Raghavan
୨) କାବ୍ୟ ଜିଜ୍ଞାସା	-	ଅନୁ :ଡଃ ବସନ୍ତ କୁମାର ପଣ୍ଡା
୩) ଭାରତୀୟ ସାହିତ୍ୟ	-	ଡଃ ବନମାଳୀ ରଥ
୪) Aristotle Poetics	-	Tr. Ir. Bywater
୫) ଆଧୁନିକ କାବ୍ୟ ଜିଜ୍ଞାସା ଚିତ୍ର କଳ୍ପ	-	ଡଃ ଦାସୀରଥ ଦାସସ
୬) Theory of Literature	-	Rene Wellek
୭) Making of Literature	-	R.A. Scottjames
୮) An Introduction to study of Literature	-	W.H.Hudson
୯) Twentieth Century Criticism	-	Handy & Westbrook
୧୦) ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟର ଇତିହାସ	-	ଡଃ ଅସୀତ କବି

SEMESTER-VI
CC-XII
ତୁଳନାତ୍ମକ ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the theory and practice of comparative Indian literature.

Unit-I

ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ, ସାହିତ୍ୟ ତୁଳନାତତ୍ତ୍ୱ , ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଓ ଅନୁବାଦ

Unit-II

ଭାରତରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ଇତିହାସ ।

ଓଡ଼ିଶାରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟଚର୍ଚ୍ଚା

Unit-III

ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ : ପଦ୍ୟ (ବଙ୍ଗଳା ଓ ଓଡ଼ିଆ)

ବୈରାଗ୍ୟ ସାଧନେ ମୁକ୍ତି ସେ ଆମରନୟ (ନୈବେଦ୍ୟ): ରବୀନ୍ଦ୍ରନାଥ ଠାକୁର ଓ ମୁକ୍ତି ନାହିଁ ମାଗେ : (ହେମଚନ୍ଦ୍ର) : ମାୟାଧର ମାନସିଂହ

ବନଲତା ସେନ୍ : ଜୀବନାନନ୍ଦ ଦାଶ ଓ ଅଳକାସାନ୍ୟାଳ : ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

Unit-IV

ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ : ଗଦ୍ୟ (ହିନ୍ଦୀ ଓ ଓଡ଼ିଆ)

ମୈଳାଆଁଚଲ (ଆଂଚଳିକ ଉପନ୍ୟାସ) – ଫଣୀଶ୍ୱର ନାଥ ରେଣୁ ଓ ସାମୁହିକ : ଗଣେଶ୍ୱର ମିଶ୍ର

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ସହାୟକ ଗ୍ରନ୍ଥ :

- 1) Comparative Literature : Theory and Practice - Ed-Amiya Dev and Sisir Kr. Das
- 2) The name and nature of comparative literature : Welleck Rane
- 3) A linguistic Theory of Translation – J.C. Cartford
- 4) Comparative Literature and Linguistics- Ed. Amar Nemade
- 5) Theory of Translation and progress – U.N. Singh
- 6) Comparative Literature in India – Budhadev Bose
- ୭) ସାହିତ୍ୟ ତୁଳନାତତ୍ତ୍ୱ ଓ ଅନୁବାଦ – ଡଃ ବସନ୍ତ କୁମାର ପଣ୍ଡା, କୋଣାର୍କ ଜୁନ୍ ୧୯୯୭.
- ୮) ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଆଲୋଚନାରେ ଅନୁବାଦର ଭୂମିକା – “ତୁଳନାତ୍ମକ ସାହିତ୍ୟ:ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ ଉତ୍କଳ ବିଶ୍ୱ ବିଦ୍ୟାଳୟ, ଓଡ଼ିଆ ବିଭାଗ ।
- ୯) ରବୀନ୍ଦ୍ର ସମକାଳୀନ ଓଡ଼ିଆ କବିତା – ଡଃ ହୁଷୀକେଶ ପଣ୍ଡା
- ୧୦) ରବୀନ୍ଦ୍ରନାଥ ଠାକୁର – ଅନୁ : ଡଃ ବସନ୍ତ କୁମାର ପଣ୍ଡା, ନ୍ୟାସନାଲ ବୁକ୍ ଟ୍ରଷ୍ଟ ।
- ୧୧) ବନଲତା ଓ ଅଳକା (ସମାଲୋଚନାର ଦିଗଦିଗନ୍ତ) – ଡଃ ଖଗେଶ୍ୱର ମହାପାତ୍ର
- ୧୨) ଜୀବନାନନ୍ଦଙ୍କ ବିପନ୍ନ ବିପ୍ଳୟ ଓ ସଚ୍ଚିଦାନନ୍ଦଙ୍କ ରୁଦ୍ର ମନୋରମ- ଡଃ ବସନ୍ତ କୁମାର ପଣ୍ଡା
- ୧୩) ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାର (ଆଦିମୁଗ) – ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର
- ୧୪) ଫକୀରମୋହନ ସମାକ୍ଷା – ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
- ୧୫) ପ୍ରେମଚାନ୍ଦ (ହିନ୍ଦୀ) – ରାମବନ୍ଧୁ

- ୧୬) ମୈଳାଆଂଚଳ -ଫଣୀଶୂର ନାଥ ରେଣୁ
 ୧୭) ସାମୁଦ୍ରିକ - ଗଣେଶୂର ମିଶ୍ର
 ୧୮) ସବୁଜରୁ ସଂପ୍ରତିକ - ଡଃ ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ
 ୧୯) ପାଣ୍ଡୁଲିପି - ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
 ୨୦) ମୈଳାଆଂଚଳ : ଆଂଚଳିକ ଉପନ୍ୟାସ (ହିନ୍ଦୀ) ଆଂଚଳିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ ପ୍ରକାଶନ
 ୨୧) ଜିବନାନନ୍ଦଙ୍କ ଶ୍ରେଷ୍ଠ କବିତା - ସାହିତ୍ୟ ଏକାଡେମୀ, ନୂଆଦିଲ୍ଲୀ

SEMESTER-VIII CC-XIII

ଅନୁବାଦ ଓ ଓଡ଼ିଆ ଅନୁବାଦ ସାହିତ୍ୟ

Contact Hours: 4 (L) + 2 (T) per week
 Cr. 4+2 = 6
 Exam Duration : 3 Hours
 Full Mark : 100
 Term End Exam : 80 Marks
 Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the theory of translation and practice of translation in Odia literature.

- Unit - I - ଅନୁବାଦର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
 - ଅନୁବାଦର ପ୍ରକାର ଭେଦ
 - ଅନୁବାଦର ସମସ୍ୟା

Unit - II

- ଅନୁବାଦ ଓ ଭାଷା ଶିକ୍ଷା
 - ପାଠ୍ୟକ୍ରମ ପ୍ରସ୍ତୁତିରେ ଅନୁବାଦର ଭୂମିକା

Unit - III

- ଅନୁବାଦରେ ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟର ପରିଚୟ
 - ଦୃଷ୍ଟାନ୍ତ ଆଲୋଚନା- ଗୀତାଞ୍ଜଳି - ହର ପ୍ରସାଦ ଦାସ

Unit - IV

- ଅନୁବାଦରେ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟର ପରିଚୟ
 - ଦୃଷ୍ଟାନ୍ତ ଆଲୋଚନା - ଗୋଦାନ - ଗୋଲକ ବିହାରୀ ଧଳ

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

References

1. Theory of Translation and Progress-U.N.Singh,
2. A Linguistic theory of Translation-J.C.Cartford, OUP
3. Aspects of Translation-K.V.V.L Narasingh Rao,CIIL,Mysore
4. ଅନୁବାଦ ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ- ସଂକଳକ- ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ଓଡ଼ିଶା ବୁକ୍‌ସୋର, କଟକ

SEMESTER-VIII
CC-XIV
ପ୍ରକଳ୍ପ ରଚନା (PROJECT CUM SEMINAR)

Contact Hours: 4 per week
Cr. = 6
Full Mark : 100

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the writings of project such as; 1.critical editing of manuscripts 2. Translation of a text/monograph 3. writing of REPORT on any cultural or literary tradition.

ପ୍ରକଳ୍ପ ରଚନା (ଯେ କୌଣସି ଗୋଟିଏ ବିଷୟରେ)

୧. ଗ୍ରନ୍ଥ ସଂପାଦନା, ସଂକଳନ ଓ ପାଠ ଆଲୋଚନା
୨. ଅନୁବାଦ (ଇଂରାଜୀ, ହିନ୍ଦୀ ବା ବଙ୍ଗଳାରେ କିମ୍ବା ଏକ ଭାଷା ମାଧ୍ୟମରେ ଓଡ଼ିଆକୁ କୌଣସି କ୍ଷୁଦ୍ର ଗ୍ରନ୍ଥର ଅନୁବାଦ)
୩. କୌଣସି ନିର୍ଦ୍ଦିଷ୍ଟ ସାଂସ୍କୃତି ବା ଭାଷା ସଂପର୍କିତ ସର୍ବେକ୍ଷଣ, ଉପାଦାନ ସଂଗ୍ରହ, ବିଶ୍ଳେଷଣ ଓ ବିବରଣୀ / ନିବନ୍ଧ ରଚନା

ବିଭାଗୀୟ ଅଧ୍ୟାପକଙ୍କ ତତ୍ତ୍ୱାବଧାନରେ ଗ୍ରନ୍ଥ ସଂପାଦନା / ଅନୁବାଦର ପ୍ରକଳ୍ପ ରଚନା କାର୍ଯ୍ୟ ସଂପାଦନା କରାଯିବ ।

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of Odia language and literature. The topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher. The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

ସହାୟକ ଗ୍ରନ୍ଥ

1. Editing-S.M. Kartre
୨. ଅନୁବାଦ ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ ସଂ. ମନୋରଂଜନ ପ୍ରଧାନ
3. Language structure and Translation – E. Nide, Stanford University Press
4. Translation Across Cultures-Gideon Toury
5. Sitting Translation – T. NIranjana

SEMESTER-IV
SEC
M.I.L. (Odia)
ଓଡ଼ିଆ ଭାଷା ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

Contact Hours: 4 per week

Cr. 4

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the aspects and functions of Odia language.

Unit-I

ଓଡ଼ିଆ ଭାଷା ପରିଚୟ : ଓଡ଼ିଆ ଭାଷାର ଉତ୍ତ୍ପତ୍ତି, ବିକାଶ ଓ ବୈଶିଷ୍ଟ୍ୟ

Unit-II

୧. ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାର

୨. ଓଡ଼ିଆ ବନ୍ଦନ ଓ ବର୍ଣ୍ଣାଶୁଦ୍ଧି (ବର୍ଣ୍ଣାଶୁଦ୍ଧିର କାରଣ, ପ୍ରକାର, ନିରାକରଣ)

Unit-III

୧. ଅବବୋଧ ପରୀକ୍ଷଣ - ପ୍ରଦତ୍ତ ଅନୁଚ୍ଛେଦ /ପଦ୍ୟାଂଶ ପାଠକରି ଆଧାରିତ ପ୍ରଶ୍ନୋତ୍ତର

Unit-IV

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

ବ୍ୟବହାରିକ ଲିଖନ :

୧. ସରକାରୀ / ଅର୍ଦ୍ଧସରକାରୀ ପତ୍ରଲିଖନ

୨. ସମ୍ବାଦ / ବକୃତା ପ୍ରସ୍ତୁତି

୩. ତଥ୍ୟଭିତ୍ତିକ ବିବରଣୀ (ଫିଚର) ଲିଖନ

SEMESTER-V**DSE****M.I.L. (Odia)**ଓଡ଼ିଆ ସାହିତ୍ୟର ସବିଶେଷ ଅଧ୍ୟୟନ

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the prescribed prose and poetry lessons.**Unit-I.**

ପଦ୍ୟ-କବିତାରୟନ-ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରକାଶିତ

- ୧) କବିର ବ୍ୟଥା -ଦାନକୃଷ୍ଣ ଦାସ
- ୨) ଆକାଶପ୍ରତି -ମଧୁସୂଦନ ରାଓ
- ୩) ଅକ୍ଷୟପୁଅ-ରାଧାମୋହନ ଗଡ଼ନାୟକ
- ୪) ମୃଗୟା-ଚିତ୍ରାମଣି ବେହେରା

Unit-II

ଗଦ୍ୟ-ପ୍ରବନ୍ଧ ଚୟନ- ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରକାଶିତ

- ୧) ଭାଷା ଓ ଜାତୀୟତା - ଗୋପବନ୍ଧୁ ଦାସ
- ୨) ମୁଁ ସତ୍ୟ ଧର୍ମ କହୁଛି - ଚନ୍ଦ୍ରଶେଖର ରଥ

Unit-III

- | | | |
|---------------------|----|-------------------------------|
| ବ୍ୟବହାରିକ ବ୍ୟାକରଣ : | ୧. | ସମାର୍ଥବୋଧକ ଶବ୍ଦ |
| | ୨. | ସମୋଚ୍ଚାରିତ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ |
| | ୩. | ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ |
| | ୪. | ରୂତି |

Unit-IV

ଅତିରିକ୍ତ ପାଠ୍ୟ

କଳାପାଣି- ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

SCHEME OF STUDIES IN BENGALI

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SEMESTER-I
CC-I
BANGLA SAHITYER ITIHAS
Pracheen O Madhya Yug

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the history of Bengali literature during ancient and medieval period.

Unit-I : Chorja Pod (Desh-Kaal-Bhasha-Sahitya-Samaj, Sanskritir Chitro)

Unit-II : Bodu Chandi Das O Sri Krishna Kirtan.

Unit-III : Anubaad Sahitya-Ramayan, Mohabharat.

Unit-IV : Boishnav Podaboli-Podabolir Baishisthya ebong bishes gurutto sohokare Bidyapoti,
Chandidas, Boloram Das, Gyanodas, Gobindodas.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Ref. books :-

- i. Bangle Sahityer Itihas. (Prothom, Dwetiya, Tritiya Khanda), By Sukumar Sen.
- ii. Bangle Sahityer Sampurna Itibritta, By Ashit Kumar Bandopadhyae.
- iii. Baisnab Padabali : Udvab O Kramabikash, By Paresh Bhattacharya.

**SEMESTER-I
CC-II
ADHUNIK BANGLA KABYA**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration : 3 Hours
Full Mark : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the Bengali poetry of modern period.

Unit-I : Kabyer roop reetee O Shrenibibhag.

Unit-II : Chaturdaspadi Kabitabali. (By Madhusudan Dutta.)

Selected pieces

- i. Banga Bhasa.
- ii. Kapotakkha Nod.
- iii. Iswar Chandra Vidyasagar.

Unit-III : Rabindra Nather

- i. Bharat Teertha.
- ii. Nirjhrer Swapnabhango.
- iii. Balaka.

Unit-IV : Sancheta. By Kazi Nazrul Islam.

- i. Bidrohi
- ii. Kandari Husiar.
- iii. Jeeban Bandana

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Ref. books :

- i. Madhusudaner Kobimanas. By Sisir Kumar Das.
- ii. Rabindra Kabya Parikrama. By Upendra Nath Bhattacharya.
- iii. Bangle Sahitye Nazrul. By Azharudeen Khan.
- iv. Nazrul Charitmanas. By Sushil Kumar Gupta.

**SEMESTER-II
CC-III
BANGALA SAHITYER ITIHAS
Adhunik Yug**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration : 3 Hours
Full Mark : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the Bengali literature of the modern period.

Unit-I : Bangla gadya charcha :-

Fort willium College, Sri Rampur Mission, Ram Mohan, Vidya Sagar, Akkhyae Kumar Dutta.

Unit-II : Kabya O Kobitar dhara :-

Yuga sandhir parichay O Iswar Gupta, Rangalal, Madhusudan Dutta, Hem Chandra O Nabeen Chandra.

Unit-III : Katha Sahityer Dhara :-

Bhudev Mukhopadhyae, Pyari Chand Mitra, Kali Prasanna Singha, Bankim Chandra, Rabindra Nath, Bibhuti Bhusan Bandhopadhyae, Manik Bandopadhyae.

Unit-IV : Bangla Natya Charchar Itihas :-

Lebedef, Madhusudan Dutta, Dinabandhu Mitra.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Ref. books :-

- Bangle Sahityer Itihas. (Prothom, Dwitiya, Tritiya Khanda) By Sukumar Sen
- Bangle Sahityer Sompurna Itibritta. By Ashit Kumar Bandopadhyae.
- Bangle Sahityer Rooprekha (Protham O Dwitiya Khanda) By Gopal Haldar.

**SEMESTER-II
CC-IV
BANGALA BHASHAR ITIHAS**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the origin and development Bengali language.

Unit-I : Prachin Bharotiyo Arjo bhasha- Thekey Aashunik Bharotiyo Arjo bhashar biborton.

Unit-II : Bangla bhashar udbhob ebong

Prachin Bangla, Adi-modhyo O Aunto-modhyo Bangla bhashar bhasha tattik lokkhon.

Unit-III : Sadhu O cholit bhashar songa, boishisty O drishtanto soho Parthokkyo.

Unit-IV : Upobhasha- Bangla upobhashar boishisty.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- Bhashar itibritto. By Sukumar Sen
- Bangla bhasha totwer bhoomika. By Suniti Kumar Chottopadhyae.
- Bangla bhasha Porikroma. By Poresh Chondro Mazumdar.

**SEMESTER-III
CC-V
BANGALA NATAK**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration : 3 Hours
Full Mark : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on Bengali drama in literature.

Unit-I : Natok O Natoker roopbhed.

Unit-II : Bangla Rangaloyer Itihaas.

Unit-III : "Bisorjon" (By Rabindra Nath Tagore)

Unit-IV : Jeeboni Natok : Sri Modhusudon (By Bolai Chand Mukhopadhyay)

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Bangle Natoker Itihaas. By Ajit Kumar Ghosh.
- ii. Bangle Natyo Sahityer Itihaas. By Ashutosh Bhattacharya.
- iii. Rabindro Natyo Porikroma. By Upendro Nath Bhattacharya.
- iv. Ekanko Natoker Rooprekha. By Saroj Mitra Sompadito.

**SEMESTER-III
CC-VI
BANGALA PROBONDHA**

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration : 3 Hours
Full Mark : 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on Probondha in Bengali Literature.

Unit-I : Probondha, Nibondher roopbhed

Unit-II : Bichitro Probondho (By Rabindra Nath Tagore)

- a. Library.
- b. Mondir.

Unit-III : Prachcho O Paschatto. (By Swmi Vibekanando)

Unit-IV : Birboler Haalkhata. (By Promotho Choudhary)

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Rabindra Probondho Samikhhka, By Layek Ali Khan
- ii. Bangle Sahityae Promotho Choudhury. By Rathendro Nath Roy.
- iii. Birbol O Bangla Sahityae. By Arun Kumar Mukhopadhyay.
- iv. Bangle Probondha Sahityadhara. By Adhir Dey.

**SEMESTER-IV
CC-VII
BANGALA CHONDO EBONG AULONKAR**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the prosody and archaic literature in Bengali.

Unit-I : Sadharon porichiti- dhwoni, Aukhor, Matra, Loy, Ched, jyoti, Porbo, Choron, Shwashaghat.

Unit-II : Bangla Chonder Teen Ritir Naam bhed soho porichoy, Aumitrakhor, goddyo chondo, muktok, sonnet O Chondo Bichar.

Unit-III : Aulonkar : songa O Sadharon Porichoy
Aunupras, Jomok, Sles, Upoma, Utprekha O rupok.

Unit-IV : Byatirek, Aupnahuti, Shomashokti, Bishomo, Birodh O Aulonkar Bichar.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Bangle Chondo bibortoner dahra. By Probodh Chondro Sen.
- ii. Chondo Probhaho. By Layek Ali Khan.
- iii. Aulonkar Chondrika. By Shyamapodo Chakroborti.

**SEMESTER-IV
CC-VIII
BANGALA LOK SAHITYO**

Contact Hours: 4 (L) + 2 (T) per week

Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the aspects and categories of Bengali folk literature.

Unit-I : Lok Sahityer Songa O Sworooop, Lok Sahityer Prokarbhed.

Unit-II : Lok Geeti :-

Jhumur, Bhawaiya, Bhatiyali.

Unit-III : Lok Shilpo :-

Mrit Shilpo, Daru Shilpo, Mukhos Shilpo, Kantha Shilpo, Pato Shilpo.

Unit-IV : Lok Nrityo :-

Chou, Horogouri, Karam.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Bangle Lok Sahityer Itihaas. By Ashutosh Bhattacharya.
- ii. Lok Sanskriti : Nana Prasanga. Lok Sahitya Charchar Itihaas. By Barun Chakroborty.
- iii. Lok Sanskritir tatwarooop O Swarooop Sandhan. By Tusar Chattopadhyae.
- iv. Lok Sanskritir treebaloy. By Sujoy Kumar Mondal.

SEMESTER-V
CC-IX
ADHUNIK BANGLA KOBITA

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the modern poetry in Bengali.

Unit-I : Rabindrotor adhunik Bangla Kobitar Itihas

(1920 theke samprotik kal poryontya)

Unit-II : i. Banalata Sen. By Jeebanananda Das

ii. Prarthana. By Ajit Dutto

Unit-III : i. Kolkatar Yisu. By Neerendra Nath Chakroborty

ii. Jadi Nirbasan Dao. By Sunil Gango padhyae

Unit-IV : i. Baborer Prarthana. By Sankho Ghose.

ii. Janmobhumkei. By Samsur Rahman.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Ekler Kobita. By Tapon Kumar Chattopadhyae.

SEMESTER-V
CC-X
BANGLA SAMALOCHANA SAHITYA

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the criticism in Bengali literature.

Unit-I : Sahityer Sanga Swaroop O Prokar.

Unit-II : Bibhinno Samalochana Paddhoti.

Unit-III : Bangla Samalochana Sahityer unmesh.

- a. Bangle Sahityer alochana O Itihaas.
- b. Potroptrikai Samalochana sahitya.

Unit-IV : Bangla Samalochana Sahitye adhunik porbo O bishisto somalochana.

- a. Swadhinatar purbey Bangla samalochna Sahitya.
- b. Swadhinatar paroborti Bangla samalochana sahitya.
- c. Samokalin Bangla samalochana sahitya.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

- i. Theory of Literature-Rame Wellek.
- ii. Concepts of Criticism-Rame Wellek

**SEMESTER-VI
CC-XI
SAHITYO TOTWO- PRACHCHO O PASHCHATYO**

**Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6**

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the theories and poetics both Indian and Westren.

Unit-I : Bharotiyo Sahityo totwo :

1. Ros : Sworooop O Proyog
2. Dhwoni : Sworooop O Proyog.

Unit-II : Paschatyo Sahityo totwo :

Aristotler Kabbyo totwo.

Unit-III :

1. Classicism
2. Romanticism.

Unit-IV :

1. Proteekbaad
2. Chitrokolpo.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference :-

1. Indian Aesthetics by Ed. – V. Raghavan.
2. Aristotle Poetics – Tr. Ir. Bywater.
3. Theory of Literature – Rene Wellek.
4. An Introduction to study of Literature – W. H. Hudson.

**SEMESTER-VI
CC-XII
BANGLA BHASAYE COMPUTER BYABOHAR**

**Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6**

Exam Duration : 3 Hours

Full Mark : 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the use of computer in Bengali language.

Unit-I : computerer Paribhasa O Upajogita.

Unit-II : computer Software O Hardware.

Unit-III : Bangla bhasar Computeri Karon :-

Bangle printings, Key board, Sabdo prokriya, banan O byakaron anusandhan prokriya,
Koshgrantho byabahaar, Scanner O Printer byabahaar.

Unit-IV : i. Bangla Internet byabaharer bibhinna dik

ii. Bangla samajik website gulir porichay O upojogita.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

**SEMESTER-VIII
CC-XIII
ONUBAD O BANGLA ONUBAD SAHITYA**

**Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6**

Exam Duration : 3 Hours

Full Mark : 100

Term End : 70: Sessional 30

Sessional : 30

Objectives: On completion of this the student shall critically reflect on translation in Bengali literature.

Unit-I : i. Onubader paribhasa O swaroop.

ii. Onubader prakarbhed

iii. Onubader samashya.

Unit-II : Onubad O Bhasa sikaya, pathyakram prostutite Onubader bhumika.

Unit-III : Onubade Bangla Kabhya Sahityer parichay.

Unit-IV : Onubade Bangla Gadya Sahityer Parichay.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Ref. books :

1. Theory of translation and progress. By U. N. Singh
2. Aspects of translation. By K.V.V.L. Nona Singh Reo, CIIL, Mysore.

**SEMESTER-VIII
CC-XIV
Project cum SEMINAR**

**Contact Hours: 4 per week
Cr. = 6**

Full Mark : 100

Objectives: On completion of this the student shall critically reflect on the Project work.

Je kono dueeti bisoy theke :-

- a. Nijer Shristi kono golpo rochona/ "Current event" Somalochona.
- b. Kono ullekhjogyo Bangla uponyaser Somalochona.
- c. Baul geeti.
- d. Tomar auncholer kono bikhayto sanskritik bishoy bistrilo bornona. (Utsob, Shilpokola)
- e. Kono anchaler bisitya samajik, dharmiya anusthan bisayak nibandha.
- f. Anchalik probad probachaner samajik O dharmiya prekha pater bisleshan.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of Bengali language and literature. The topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher. The presentation should be systematic and coherent. The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-IV
SEC(BANGALA BHASA PARICHAYA O BYAKARANA)

Contact Hours: 4 per week
Cr. 4

Exam Duration : 3 Hours
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the issues of Bengali language.

Unit-I : Bangala Bhasa parichay :- udbhab,
Bikash o tar baisistya.

Unit-II : (i) Bangla Sabda bhandar
(ii) Bangla banan bhuler Karan o tar pratikar nirupan.

Unit-III : Bhab-samprasaran.

Unit-IV : Patra Likhan / Baktrita Prastutee Karan

- i. Byektigata Patra
- ii. Samajik Patra
- iii. Sankari Patra
- iv. Baisaik Ba Byabaharik Patra.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.
- **Ref. book :**
 - i. Bangle Bhasatatwa. - By. Sukumar Sen
 - ii. Bangla Bhasar Bhumika - By. Sudahasatta Basu.

SEMESTER-V
DSE(BANGALA KOBITA, GALPA O BYAKARANA)

Contact Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration : 3 Hours
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student shall critically reflect on the prescribed prose and poetry lessons.

Unit-I : Bangla Kobita.

Balaka – By Rabindra Nath Tagore.

Pieces to be read :-

- a. Sabujer Abhiyan
- b. Sahjahan.
- c. Balaka.

Unit-II : Pandit Masoi

By – Sarat Chandra Chattopadhyae.

Unit-III : Rabindra Nather Chotogalpa (Part-I)

Pieces to be read (a)Dena pawna. (b)Post master.

Unit-IV : Bangla Byakaran.

- i. Bakya Sankochan.
- ii. Bipareetarthak Sabda
- iii. Samarthak Sabda.
- iv. Samochcharita Bhinnouthak Sabda

Transactinal Strategies:

- i. Lecture, group interaction, material review and presentation, etc.**Reference book :-**
- ii. Balaka Kabya Porikrama. By Khiti Mohon Sen.
- iii. Sarat Chandra. By Subodh Sengupta
- iv. Bangle Chotogalpa. By Sisir Kumar Das

CBCS

The aim of these courses is not just to impart theoretical knowledge to the students but to provide them with exposure and hands-on learning wherever possible.

Semester-VI

Sl.No	Paper	Page
1.	Herbal Plants For Home Gardening	148
2.	Chemistry and Our Life	149
3.	Renewable Energy and Energy Harvesting	150
4.	General Mathematics	151
5.	Food, Nutrition and Public Health	152
6.	Basics of Social Science	153
7.	Creativity in Translation	154
8.	Communicative Language – Odia	155
9.	Hindi Bhasha aur Sahitya ka Samanya	156
10.	Bangla Sahitya O Byakaran Gyan	157
11.	Educational Planning, Management and Leadership	158

Semester-VI**HERBAL PLANTS FOR HOME GARDENING**

Contact Hours per Week	:	4
Credit	:	4
Examination Duration	:	3 Hours
Maximum Marks	:	100
(Terminal-80, Sessional-20)		

Unit 1: Gardening: definition, objectives and scope - Garden tools and implements different types of gardening - computer applications in landscaping - Gardening operations: soil laying, manuring, watering, management of pests and diseases and harvesting.

Unit 2 :Introduction to Herbs: .Herbal Gardening; Planting, propagation, soils, plant nutrition, and container growing. Plant identification, plant names, general characteristics of herbs, the history of herbs, and herb resources (nurseries, seeds, clubs, etc) Growing Herbs to Harvest. Herb products, setting up a herb farm, making compost.

Unit 3 : (a) Indoor gardening – Selection of indoor plants, care and maintenance of indoor plants, Bonsai – Principle, Creating the bonsai.(b) Outdoor gardening.(1) Floriculture: Factors affecting flower production; Production and packaging of cut flowers; Flower arrangements; Methods to prolong vase life; Cultivation of Important cut flowers Aster, Dahlia, Gerbera, Gladiolous, Marigold,Rose, Liliium, Orchid, Cultivation of Rose, *Jasminum*, *Chrysanthemum*, Orchids, *Anthurium*.

Unit 4 :Scope and importance of traditional medicine Plants in primary health care: study of selected Common medicinal plants – *Tinospora cordifolia*, *Oscimum sanctum*, *Piper longum*, *Terminalia chebula* , *Aloe vera* , *Curcuma longa*.*Brahmi* *Phyllanthus emblica*, *Coleus*, *Catheranthus*, *Adathoda*, *Rauwolfia*, *Mentha*,. *Withania somnifera*, *Phyllanthus amarus* and *Phyllanthus emblica*.

Reference Books:

1. Nishi Sinha: Gardening in India, Abhinav Publications, New Delhi.
2. Andiance and Brison. 1971. Propagation Horticultural Plants.Rekha Sarin. The Art of Flower Arrangement, UBS Publishers,New Delhi.
3. Katyal, S.C., Vegetable growing in India, Oxford, New York.
4. Chanda, K.L. and Choudhury, B. Ornamental Horticulture in India.Premchand, Agriculture and Forest Pest and their Management, Oxford Publication.
5. Prasad, S., and U. Kumar. Green house Management for Horticultural Crops, Agrobios, Jodhpur.
6. Kolay, A.K. Basic Concepts of Soil Science. New Age International Publishers, Delhi.
7. Hudson, T. Hartmann, Dale K. Kester, Fred T. Davies, Robert L. Geneve, Plant Propagation,Principles and Practices.

CHEMISTRY AND OUR LIFE

Contact Hours per Week	: 4
Credit	: 4
Examination Duration	: 3 Hours
Maximum Marks	: 100 (Terminal-80, Sessional-20)

Unit 1:**Food Chemistry (Water, Beverage, Kitchen, Fire chemistry):**

Water, a universal solvent, hard and soft water, demineralized water, water in our body, common beverages: tea, coffee, milk, soft drinks, alcoholic beverages, process in cooking, food ingredients.

Unit 2:

Chemistry in day-to-day life (Tooth paste, soap, cosmetics): toothpaste, soaps, detergents, fairness creams, anti-aging cream, sunscreen creams, shampoos, hair dyes, perfumes and deodorants.

Unit 3:

Chemistry in Health and Disease: Drugs and pharmaceuticals, antiseptics and disinfectants, mosquito repellants, chemical fertilizers, chemical pesticides.

Unit 4:

a) **Plastics and polymers:** some common plastics: polystyrene, polycarbonate, PET, PVC, Polyurethane, Polymethyl methacrylate, polypropylene, tricot, ABS plastic, nylon, Bakelite, melamine, PTFE.

b) **Fuel Chemistry (Battery and Petrochemicals):** Types of fuels, match box, rocket propellants, solid propellants, liquid propellants, hybrid propellants, fireworks.

Primary cell, secondary cell, rechargeable batteries, fuel cells (zero emission vehicles).

Petroleum and natural gas, their composition, petroleum mining, petroleum refining, octane number and cetane number.

Clean alternative fuels: Compressed Natural Gas (CNG), LNG, LPG, bio diesel.

Reference Books :

1. Chemistry in Our Life- Biman Basu

Renewable Energy and Energy Harvesting

	Contact Hours per Week	: 4
	Credit	: 4
	Examination Duration	: 3 Hours
Maximum Marks	:	100 (External-80, Sessional-20)

Unit 1 :Fossil fuels and Alternate Sources of energy: Fossil fuels and nuclear energy, their limitation, need of renewable energy, non-conventional energy sources. An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, biogas generation, geothermal energy tidal energy, Hydroelectricity.

Unit 2 :Solar energy: Solar energy, its importance, storage of solar energy, solar pond, non plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems.

Unit 3 :Wind Energy harvesting: Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, Power electronic interfaces, and grid interconnection topologies.

Ocean Energy: Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices.

Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power, Ocean Bio-mass.

Unit 4 :Geothermal Energy: Geothermal Resources, Geothermal Technologies.

Hydro Energy: Hydropower resources, hydropower technologies, environmental impact of hydro power sources.

Reference Books:

1. Non-conventional energy sources - G.D Rai - Khanna Publishers, New Delhi
2. Solar energy - M P Agarwal - S Chand and Co. Ltd.
3. Solar energy - Suhas P. Sukhative Tata McGraw - Hill Publishing Company Ltd.
4. Godfrey Boyle, "Renewable Energy, Power for a sustainable future", 2004, Oxford University Press, in association with The Open University.
5. Dr. P. Jayakumar, Solar Energy: Resource Assessment Handbook, 2009
6. J. Balfour, M. Shaw and S. Jarosek, Photovoltaics, Lawrence J. Goodrich (USA).

GENERAL MATHEMATICS

	Contact Hours per Week	:	4
	Credit	:	4*
	Examination Duration	:	3 Hours
Maximum Marks	:		100 (Terminal-80, Sessional-20)

Unit 1 :

What is Mathematics, Role and real life application of Mathematics, History of Mathematics, Introduction to number systems: Natural numbers, Integers, rational numbers, real numbers, complex numbers. Elements of set theory: Set, Types of set with examples. Representation of sets. Basic operations on sets (union, intersection, complementation). Venn diagram. Verbal reasoning: Logical Venn Diagrams; Mathematical Operations-Problem solving by substitution, Interchange of signs and numbers, Logical sequences of words.

Unit 2 :

Number series, letter series, coding-decoding, analogy test, Relationship problems, Calendar problems. Arithmetical reasoning: number series completion, calculation based problems, data based problems, problem on ages, work and time problems, percentage problems.

Unit 3 :

Logical deductions: logical reasoning, logical deductions, two-premise and three-premise arguments; Statement-Arguments; Statement-Assumptions; Statement-Courses of Action; Statement-Conclusions.

Unit 4 :

Organisation of data: Frequency table, Grouping. Pictorially displaying data: dot plots, bar graphs, line graphs, pie charts. Data interpretation: Numerical based on analysis of data presented in tabular, bar chart, pie-chart or line graph.

Reference Books :

1. R.S. Aggarwal A modern approach to Verbal and non-verbal reasoning. S. Chand and Co.

FOOD, NUTRITION AND PUBLIC HEALTH

Contact Hours per Week	:	4
Credit	:	4*
Examination Duration	:	3 Hours
Maximum Marks	:	100 (Terminal-80, Sessional-20)

Unit1:**Food and Nutrients**

Food, Nutrients (Macro and Micro) Synthetic foods, Diet and dietary guidelines, Junk foods, Function of food, Food adulteration, Food poisoning, Balanced diet, Nutrient need and dietary pattern for various age groups, Food hygiene, potable water source and methods of purification.

Unit 2:**Nutritional Disorders**

Nutrition – related disorders: Under nutrition and over nutrition, obesity, Nutritional deficiencies: Vitamins deficiencies, Protein- energy malnutrition (marasmus and kwashiorkor; iodine deficiency disorder; Anaemia.)

Unit 3: Health and Communicable Diseases

Concept of Health; Communicable and non-communicable diseases. Control, prevention and Management of some vector- borne diseases (Malaria, filaria, chikungunya) and other communicable diseases (Rabies, leprosy, typhoid and AIDS)

Unit 4: Non-communicable Diseases

Non communicable diseases and their preventive measures, Cardiovascular diseases, Diabetes, Cancer, Alzheimers & parkinsons Diseases, Osteoporosis.

Reference Books :

1. Arora, D.R and Arora, B. (2001) Medical Parasitology. II Edition. CBS Publications and Distributers.
2. K. W. Appel et al (2012), Zoonoses: Infectious diseases Transmissible from animal to human.
3. MJ. Gibney, Barrie M. Margetts, JM. Kearney and L. Arab.(2004), Public Health Nutrition, Blackwell Publishing company U.K.
4. P Agarwal (2014), Human Nutrition : Meal Planning Health Care & Common Diseases. Premier publishing house Calcutta.
5. Park, K. (2007) Preventive and social medicine. XVI Edition. B.B Publisher.

BASICS OF SOCIAL SCIENCES

Contact Hours per Week : 4

Credit : 4*

Examination Duration : 3 Hours

Maximum Marks :100 (Terminal-80, Sessional-20)

Unit –I Histoty

- The French revolution, Socialism in Europe and Russian revolution
- Causes of first world war, Causes of Second world war, Cold war and its impact

Unit-II Geogrphy

- India-Major physiographic units, the monsoons its characteristics, rain fall and temperature distribution
- Natural distribution, land degradation in India and Conservation measures

Unit-III Political Science

- Democracy, Indian constitution and its main features;
- Fundamental rights and duties, rights, Rights of the child

Unit-IV Economics

- Poverty as a challang, food security in India, consumer awareness
- Role of government in ensuring food security.

References**History**

1. William Doyle, The Oxford History of the French Revolution, Oxford University press, London, 2003.
2. James Joll, Europe since 1870 : An International History, Pelican series.
3. Arjun Dev, History of contemporary world, Orient Black Swan, New Delhi, 2007
4. Cambridge Modern History of Europe, Cambridge University series, London 1962
5. John Lewis Gaddis, The Cold War : A new History, Penguin, London, 2007.
6. Peter McPhee, The French Revolution. 1789-1799, Oxford University Press, 2003
7. Sean McMeekin, The Russian Revolution; A new History 1st Ed., Basic Books, 2017.
8. Rex A. Wade, The Russian Revolution, 1917 (Vol. 53 of New Approaches to European History), Cambridge University Press, 2017.
9. Eric Dorn Brose, A History of the Great War : World War first and the International crisis of the Early Twentieth Century, Oxford University Press, 2009
10. Martin Gilbert, The Second World War ; A complete History, Holt Paperbacks, 2004.
11. Norman Lowe, Mastering Modern World History, Palgrave Macmillan, 2013

Geography

1. Majid Husain, Geography of India, Mac Grow Hill Publication
2. Khular, India a comprehensive Geography, Kalyani Publishers.
3. V. S. Katiyar, The Indian Mansoon and it Frontiers, Inter India Publisher
4. R. L. Singh, India a regional Geography
5. Mukaram Bhagat, Land degradation: India's silent crises, Centre for Information technology and Education
6. V.C. Jha, Land degradation and desertification, Rawat Publication.
7. P. K. Das, The Monsoon
8. P. A Menon, Ways of weather, National book trust
9. R. C. Tiwari, Geography of India, Pravalika Publication.

Political Science

1. Basu, D.D(2002). Introduction to Constitution of India, Lexis nexis. Delhi

Economics

1. Rudder Dutt and Mahajan, Indian Economy, S. Chand and Company, New Delhi
2. I.C. Dhingra, Indian Economy, Environment and Policy, S. Chand and Company Ltd, New Delhi.
3. S. K. MIshra and V. K. PUri, Indian Economy, its development experience Himalaya Publishing House, Mumbai, 2001.
4. Food security of India – An overview Suresh C. Modgal, NBT, India.

ENGLISH**CREATIVITY IN TRANSLATION**

	Contact Hours per Week	:	4
	Credit	:	4*
	Examination Duration	:	3 Hours
Maximum Marks	:	100 (Terminal-80, Sessional-20)	

Unit I:

Literature, fiction and translation.

Indian fiction in English translation: problems and perspectives.

Unit II:

Rabindranath Tagore: *Selections from Galpa guchcha 1; Kabuliwala and other stories*, by R.N.Tagore, trans. Ratan K. Chattopadhyay. The stories are: The Postmaster, Return of the Little Master, Holiday, The Visitor, The Exercise Book, The Pedlar from Kabul

Unit III:

The Boatmanboy and Forty Poems by Sachi Routray, Trans. Harindranath Chattopadhyay and B.Sinha. The poems are: Red Flower, To the Poet, To the Mother, To the Wayfarer, Return.

Unit IV:

Karukku by F.Bama, trans. Laxmi Holmstrom

References

- Rabindranath Tagore: *Selections from Galpaguchcha 1; Kabuliwala and other stories*, by R.N.Tagore, trans. Ratan K. Chattopadhyay, Orient Blackswan. 2013
- *The Boatmanboy and Forty Poems* by Sachi Routray, Trans. Harindranath Chattopadhyay and B.Sinha. Prabasi Press, Calcutta.
- *Karukku* by F.Bama, trans. Laxmi Holmstrom. OUP
- *The Twice Born Fiction* by Meenakshi Mukherjee
- *Theories of Translation* by J.Williams, Palgrave Macmillan, 2013
- *Introducing Translation Studies* by J.Munday, Routledge, 2016.

Hindi Bhasha aur Sahitya ka Samanya

संपर्क-घंटे	:	4 प्रति सप्ताह
क्रेडिट	:	4
अधिकतम	:	100 अंक
सत्र – अंत	:	80 अंक
आंतरिक	:	20 अंक

उद्देश्य: पाठ्यक्रम के अंत में विद्यार्थी हिंदी भाषा की कविता, गद्य और भाषा - प्रयोग को आलोचनात्मक ढंग से समझ सकेंगे।

विस्तृत अध्ययन

यूनिट –I पाठ्य पुस्तक --- श्रेष्ठ हिंदी निबंध ---- सं. डॉ. अजय कुमार पटनायक, शबनम पुस्तक महल, कटक – 12

पाठ्य विषय

- (घ) हजारी प्रसाद द्विवेदी कुटज
 (ङ) रामधारी सिंह 'दिनकर' साहित्य और राजनीति
 (च) मोहन राकेश विज्ञापन युग

यूनिट –II पाठ्य पुस्तक --- **काव्य सौरभ** ---- सं. पुरुषोत्तम दास मोदी, विश्वविद्यालय प्रकाशन, वाराणसी

पाठ्य विषय

- (च) कबीर दास साखी (11 से 25)
 (छ) सूरदास बाल लीला (3,7,8) भ्रमरगीत (1 से 5)
 (ज) तुलसीदास धनुर्भंग
 (झ) जयशंकर प्रसाद भारतवर्ष, बीती विभावरी जाग रही
 (ञ) सूर्यकांत त्रिपाठी 'निराला' संध्या सुंदरी

यूनिट –III सामान्य अध्ययन

पाठ्य पुस्तक --- प्रतिनिधि कहानियाँ --- सं. डॉ. बच्चन सिंह, अनुराग प्रकाशन, वाराणसी

- (घ) प्रेमचंद कफन
 (ङ) उषा प्रियंवदा वापसी
 (च) ज्ञानरंजन पिता

यूनिट –IV

- (ङ) शब्द- शुद्धि (च) वाक्य- शुद्धि
 (छ) पर्यायवाची और विलोम शब्द (ज) अनेक शब्दों के लिए एक शब्द

कार्य -सम्पादन - पद्धति

व्याख्यान, विचार-विमर्श, समूह चर्चा, सामग्री - समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ - ग्रंथ

- हिंदी का ज्ञान - डॉ. हरदेव बाहरी, लोकभारती प्रकाशन, इलाहाबाद।
- शब्द – सामर्थ्य - डॉ. कैलाशचंद्र भाटिया, प्रभात प्रकाशन, नयी दिल्ली।
- आधुनिक हिंदी व्याकरण और रचना - डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना।
- शुद्ध हिंदी कैसे सीखें ? - राजेन्द्र प्रसाद सिन्हा, भारती भवन, पटना।

Communicative Language – Odia
ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ପରିଚୟ

Contact Hours per Week : 4

Credit : 4*

Examination Duration : 3 Hours

Maximum Marks :100 (Terminal-80, Sessional-20)

Unit-I

ଓଡ଼ିଆ ଭାଷାର ପରିଚୟ : ୧. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ, ବିକାଶ ଓ ବୈଶିଷ୍ଟ୍ୟ

୨. ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାର

୩. ଓଡ଼ିଆ ବନ୍ଦନ

Unit-II

ଓଡ଼ିଆ ସାହିତ୍ୟ ପରିଚୟ : ୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଯୁଗକ୍ରମ (ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗ)

(ପ୍ରାକ୍ ସାରଳା ଯୁଗ, ସାରଳା ଯୁଗ, ଫକୀରମୋହନ ଯୁଗ, ରାଧିକା ଯୁଗ ଓ କାବ୍ୟ ଯୁଗ)

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଯୁଗକ୍ରମ (ଆଧୁନିକ ଯୁଗ)

(ରାଧା ନାଥ ଯୁଗ, ସତ୍ୟବାଦୀ ଯୁଗ, ସବୁଜ ଯୁଗ, ପ୍ରଗତି ଯୁଗ ଓ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଯୁଗ)

Unit-III

୧. ଅବବୋଧ ପରୀକ୍ଷଣ

ପ୍ରବଚନ ଅନୁଚ୍ଛେଦ / ପଦ୍ୟାଂଶ ପାଠକରି ଆଧାରିତ ପ୍ରଶ୍ନୋତ୍ତର

୨. ଇଂରାଜୀରୁ ଓଡ଼ିଆ ଅନୁବାଦ

Unit-IV

ବ୍ୟବହାରିକ ଲିଖନ :

୧. ପତ୍ର ଲିଖନ - ସରକାରୀ, ଅର୍ଦ୍ଧସରକାରୀ ଓ ବ୍ୟକ୍ତିଗତ ପତ୍ର

୨. ଇଂରାଜୀରୁ ଓଡ଼ିଆ ଅନୁବାଦ

ପ୍ରତ୍ୟେକ ଯୁନିଟ୍ ରୁ ଦୁଇଟି ପ୍ରଶ୍ନ ଆସିବ । ଯେ କୌଣସି ଗୋଟିକର ଉତ୍ତର ଦିଆଯିବ, ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନର ମୂଲ୍ୟ ସମାନ ।

ସହାୟକ ଗ୍ରନ୍ଥ :

୧. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ କ୍ରମ ବିକାଶ - ଡଃ କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ

୨. ଓଡ଼ିଆ ଧ୍ଵନି ତତ୍ତ୍ଵ ଓ ଶବ୍ଦ ମଲ୍ଲାର - ଡଃ ଧନେଶ୍ଵର ମହାପାତ୍ର

୩. ନିର୍ଭୟଲ ଲେଖାର ମୂଳସୂତ୍ର - ଡଃ ନୀଳାଦ୍ର ଭୂଷଣ ହରିଚନ୍ଦନ

୪. ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମ ବିକାଶ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ମାୟାଧର ମାନସିଂହ

Bangla Sahitya O Bhakaran Gyan

Contact Hours per Week : 4

Credit : 4*

Examination Duration : 3 Hours

Maximum Marks : 100 (Terminal-80, Sessional-20)

Unit-I :

- i. Pracheen Yug.
- ii. Adhunik Yug.

Unit-II :

- i. Bhab – Samprasarn (Pradaty Kobita ba Gadyer angsha)
- ii. Patra Likhan Byektigata Patra, Samajik Patra O Sarkari Patra.

Unit- III

- i. Bangla Shabda Bhandar.
- ii. Bangla Banan.

Unit- IV : Engrajee theke Bangla Anubad.

Ref. books –

- i. Bangla Sahitya Sampurna Itibritta.
By Dr. Ashit Kumar bandopadhyae.
- ii. Bhashar Itibritta.
By sukumar Sen.
- iii. Bhasha Tatwa
By Ateendra Majumdar.
- iv. bangabhasa O Sahitya
By Deenesh Chandra Sen.

Educational Planning, Management and Leadership

Semester-VI	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction:

The course intends to introduce the basic concepts, types, conditions, approaches and techniques of educational planning, management and leadership styles. It makes an attempt to introduce the concept of decentralized planning and planning practices currently being adopted in various education sub-sectors in India, including the secondary education sub-sector. It also attempts to discuss the concept and application of strategic planning techniques in education and the way these techniques have been contextualized and built into district planning models in India. As such, the course would provide an overview of the changing landscape of educational planning in India, including the latest planning approaches and frameworks. A discussion of the theoretical approaches to educational planning would help enable student teachers to contextualise and analyse educational planning models and practices in India. It would help them to participate in the current debate on ‘whether educational planning and management in India is rhetoric or a reality?’ The course also intends to provide the student teachers exposure to the concept, theory and various dimensions of educational school management and leadership styles. The student teacher should be aware about how the job of the teacher has changed immensely in last decade. The teacher as the head of the school or class teacher has to perform many managerial functions in relation to the management of human and material resources. A professionally trained teacher is expected to have know-how of managing instructional and other school activities. The core paper “Educational Planning, Management and Leadership” is intended to enable the development of skill how to plan and manage for effective schooling of the children at the secondary level. The paper will be taught through deliberations, discussion, reflection, school visit, library reading and presentations.

Objectives

The course will enable the student teachers to;

- Understand Concepts, types and approaches of educational planning
- Develop institutional plan and school development plan
- Understand recommendations of different five year plans relating to school education
- Develop understanding about educational decentralization in India and district planning practices
- Understand concept, nature and approaches of educational management
- Develop understanding and skills in managing material and human resources of school
- Understanding the skills of using different managerial and leadership styles for effective management of a school.

Unit-I: Understanding Educational Planning

- Educational planning: Meaning, Nature, purpose
- Traditional educational planning and strategic educational planning-steps and benefits
- Approaches to educational planning: Social demand, manpower requirement and cost benefits
- Planning for human resource development in school: Manpower forecasting and Manpower planning
- Institutional Planning: School development plan as per the RTE Act 2009

Unit-II: Educational Planning in India

- Beginning of five year Plans: its historical background; Main features of five year plans with special reference to education, Impact of five year plans on education.
- 12th Five year plan: Major recommendations relating to school education(elementary and secondary education)
- Educational decentralization in India: legal provisions and institutional framework and planning machinery
- District planning under the on-going country-wide education development programmes like the SSA and the RMSA
- Financing school education in India, fund flow and related issues

Unit-III: Educational Management: Concept, Processes

- Educational management: Concept and Process(Planning, organization, control ,decision making and evaluation) and approaches to management: Classical, Human relation and system
- Structure of education management in India and in states
- Management of resources:Material resource,general class room equipments; school building, library, laboratory ,assembly hall play ground and surroundings of school ;Human resource -organizational climate in school, Professional development of teachers-Self learning, reflective practices, orientation, seminars and colloquium
- Management of teaching learning context:C;assroom,Time, curricular and other curricular activities.
- Total quality management

Unit-IV: Leadership: Concepts, Traits and Styles

- Leadership: Concept, types-administrative and instructional
- Leadership traits: responsible, self disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.
- Educational administration leadership skills: Decision making, Planning and Co-Ordinating, Communicating, Evaluating and Feedback
- Styles of educational leadership: autocratic, Laissez-faire and democratic

Suggested Activities

- Read school development plan of elementary schools and prepare reflective notes on it.
- Prepare report after collecting views of SMC members about their contribution to school improvement.
- Critically analyze district educational planning of your district.
- Interact with five HMs/Principals of nearby schools and prepare a report management of material and human resources.
- Make a case study on a successful HM/principal of a school; Leadership quality and styles

Suggested Readings:

- Ayyar, R.V. Vaidyanatha (1993). Educational Planning and Administration in India: Retrospect and Prospect. *Journal of Educational Planning and Administration*, VII (2): 197-214.
- Blaug, Mark (1972). *An Introduction to Economics of Education*. The Penguin: London.
- Bray, Mark and N.V. Varghese (ed.) (2010): *Directions in Educational Planning: Report on an IIEP Symposium*. IIEP: Paris.
- Brown, D. (1990): *Decentralisation and School-based Management*. Falmer Press: London.
- Bullock, A. and H. Thomas (1997). *Schools at the Centre? A Study of Decentralisation*. Routledge: London.
- Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999). *Educational Management: Redefining Theory, Policy and Practice*. Paul Chapman: London.
- Carron, Gabriel (2010). *Strategic Planning: Concept and Rationale*. IIEP Working Paper 1. IIEP: Paris.
- Carron, Gabriel (2010). *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP: Paris.
- Chau, Ta-Ngoc (2003). *Demographic Aspects of Educational Planning*. IIEP: Paris.
- Coombs, P.H. (1969). *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
- Government of India (2011). *SarvaShikshaAbhiyan: Framework for Implementation*, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.
- Govinda, R. and M. Bandyopadhyay (2010). *Changing Framework of Local Governance and Community Participation in Elementary Education in India*, CREATE PATHWAYS TO ACCESS, Research Monograph No. 35, available at http://www.create-rpc.org/pdf_documents/PTA35.pdf.
- Hallack, Jack (1977). *Planning the Location of Schools: An Instrument of Educational Policy*, IIEP: Paris.
- Jha, Jyotsna, K.B.C. Saxena and C.V. Baxi (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. The European Commission: New Delhi.
- Kaufman, Herman, Watters (eds.) (1996). *Educational Planning: Strategic Tactical Operational*. Pa. Technomic: Lancaster.
- Kochhar, S. K. (1994). *Secondary School Administration*, Sterling Publisher New Delhi
- Litvack, Jennie, Junaid Ahmed and Richard Bird (1998). *Rethinking Decentralization in Developing Countries*. World Bank: Washington D.C.
- Mathur, S.S. (1990). *Educational Administration and Management*. The Indian Publications: India.
- MHRD. (2009). *RashtriyaMadhyamikShikshaAbhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.

- MHRD. (2011). *SarvaShikshaAbhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.
- Mohanty, J. (2000) *School management, Administration and Supervision*, Deep and Deep, New Delhi
- Mukhopadhyay, Marmar and R.S.Tyagi (2005). *Governance of School Education in India*. NIEPA: New Delhi.
- Mukundan, Mullikottu-Veetil and Mark Bray (2004). The Decentralisation of Education in Kerala State, India: Rhetoric and Reality. *International Review of Education*, Vol. 50: 223–243.
- Nanjundappa, D.M. (1995): *Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*, B.N. Yugandhar and Amitabh Mukherjee (ed.) Concept: New Delhi.
- Pareek, Udai: ‘Institution Building: the Framework for Decision-making’, in Ravi Mathai, UdaiPareek and T. V. Rao (eds.) *Institution Building in Education and Research: From Stagnation to Self- Renewal*, All India Management Association: New Delhi.
- Psacharopolous, G. (1985): *Planning of Education: Where Do We Stand?* World Bank: Washington.
- Ruscoe, G. C. (1969): *Conditions for Success in Educational Planning?* Paris:IIEP.
- Tilak, J.B.G. (1977): “Approaches to Educational Planning and their Applications in India”, *Indian Economic Journal*, 24 (3).
- UNESCO (2007): *Education Sector-Wide Approaches (SWAps): Background, Guide and Lessons*. Paris. Available at: <http://unesdoc.unesco.org/images/0015/001509/150965e.pdf>.
- Varghese N.V. and K. Biswal (1999): *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*, Orissa, Mimeo. NIEPA: New Delhi.
- Varghese, N. V. (1996): “Decentralization of Educational Planning in India: The Case of District Primary Education Programme.” *International Journal of Educational Development*, Vol. 16 (4): 355-365.
- Varghese, N. V. and J.B.G.Tilak (1991): *The Financing of Education in India*. IIEP: Paris.
- Varghese, N.V. (ed.) (1997): *Modules on District Planning in Education*, NIEPA: New Delhi.
- Zaidi, S.M.I.A., K.Biswal, N.K.Mohanty, and A.A.C.Lal (2012): *Secondary Education Planning and Appraisal Manual*. NUEPA: New Delhi. available at [http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual\(Prof%20Zaidi%20\)](http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual(Prof%20Zaidi%20)) .

**Professional Education Component
of
Four- Year BA B.Ed. Programme**

1	EPC 1: Understanding ICT and Its Application	50	EPC 1 (2CH) (2Cr)							
2	EPC 2: Learning to Function as a Teacher	50					EPC-2 (4CH) (2Cr)			
3	EPC 3: Arts in Education (2 weeks)	50							EPC 3 (2Cr)	
4	EPC 4: ICT Practicum (2 weeks)	50							EPC 4 (2Cr)	
5	EPC 5: Understanding the Self (2 weeks)	50								EPC5 (2Cr)
6	EPC 6: Health, Yoga and Physical Education	50								EPC 6(2CH)(2Cr)
7	EPC 7: Reading and Reflecting on Texts	50								EPC 7(2CH)(2Cr)
	Total Marks/ Total Credit(EPC)	350/14								
	Field Engagement (FE)									
1	FE-1: Multicultural Placement (2 weeks)	50						FE-1 (2Cr)		
2	FE-2: Internship (16 weeks)	350							FE-2(14c)	
3	FE-3: Community work (2 weeks)	50								FE-3(2c)
	Total Marks/ Total Credit (FE)	350/18								
	Total Marks	2000	150	150	200	150	250	250	550	300
	Total Credit	80	6	6	8	6	10	10	22	12
	Total Hours	56hours+ 24 weeks	6	6	8	6	10	10+ 2 weeks	16 weeks internship+4 weeks workshop = 20 weeks	8 C.hours+4 weeks

***h-contact hours, **c-credits**

SEMESTER-I**PE 1: Basics in Education**

Semester-1	Credits-4
Total Marks:100 (Internal: 20 External: 80)	Contact Hours: 4 hours per week

Introduction

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student teachers. This will enable them to effectively discharge their role in the society with numerous diversities. The teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates.

Objectives:

The course will enable the student teachers to;

- Analyse and understand educational concepts, their premises and contexts that are unique to education
- Understand meaning, nature and process of education from oriental and western perspectives
- Understand philosophical, psychological and sociological foundations of education
- Understand and appreciate educational thoughts of Indian and Western philosophers
- Understand education as sub system of social system and its impact on the sub systems of society

Unit-I: Education: Meaning, Process and Purpose

- Education: derivational meaning, broad and narrow meanings, Oriental and western views on education
- Nature and process: Bipolar, tri-polar and multi-polar; Schooling and life-long process
- Modes: Formal, Informal and Non formal
- Purpose: individual and social; determinants of aims of education; aims of education as per the SEC (1952-53), Education Commission (1964-66) and NPE,1986

Unit-II: Foundation of Education

- Philosophical: Relationship between philosophy and education; Aims of education, curriculum, pedagogy, and school organisation with reference to Idealism, Naturalism and Pragmatism.
- Sociological: Relationship between sociology and education; Implications of sociology for aims of education, curriculum, pedagogy and school organisation.
- Psychological: Relationship between psychology and education; Implications of psychology for curriculum and pedagogy.

Unit-III: Educational thinkers and their contributions

- Educational thoughts of Mahatama Gandhi, Rabindranath Tagore and Shri Aurobindo: their relevance to education.
- Educational thoughts of Rousseau, Plato and Dewey: their relevance to education

Unit-IV Education, Society ,Culture and Natioanl Development

- Social system: education as sub system of social system and their inter relationship;Social change; Meaning, dimensions and role of education for social change
- Education and Modernization: Meaning, nature and role of education for modernization

- Education and culture: Meaning and role of education for conservation, transmission and promotion of culture. Education as process of acculturation and enculturation
- Education and human resource development, Education for inclusive development.

Suggested Activities

- List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education.
- Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, National Policy on Education (1986).
- Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching.
- Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers.
- Observe society (rural and urban) and prepare report on cultural influence on educational practice
- Critically analyse nearby locality on criteria of inclusive development and suggest strategy for it.

Suggested Readings

- Agrawal, A (1995). *Dismantling the Divide Between Indigenous and Scientific Knowledge : Development and Change*, 26:413-39.
- Ant Weiler, C. (1998). *Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development*. *Anthropos*, 93:46-94.
- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N. (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.
- Dewey, J. (1997). 'My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, Routledge: New York.
- Dewey, J. (1997) *Experience and Education*, Touchstone: New York.
- Dewey, J. (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, Chicago, Illinois: U.S.A.
- Keddie, N.(1971). *Classroom Knowledge*, in. M.F.D Young.
- Krishna Murthy, J. (1947). *On Education*, Orient Longman: New Delhi.
- Kumar, Krishna (1996). *Learning From Conflict*, Orient Longman: New Delhi.
- Peters, R.S. (1967). *The Concept of Education*, Routledge: UK.
- Margaret, K.T. (1999). *The open Classroom*, Orient Longman: New Delhi.
- NCERT (2014). *Basics in Education: Textbook for B.Ed Course*. NCERT, New Delhi.
- Prema, Clarke. (2001). *Teaching & Learning: The Culture of Pedagogy*, Sage Publication: New Delhi.
- Phenix, P.H. (1964). *Realms of Meaning*. MacGraw-Hill: New York.
- Steven, H. C. (1970). *The Philosophical Foundation of Education*, Harper & Row Publishers: New York.
- Sykes, Marjorie. (1998). *The Story of NaiTaleem*, NaiTaleemSamiti: Wardha.
- Thapan. M. (1991). *Life at School: An Ethnographic Study*. Oxford University Press, Delhi.
- Taneja, V.R (1978). *Educational Thought and Practice*. Sterling Publishers Pvt Limited, New Delhi.

EPC.1 Understanding ICT and Its Application

Semester-I	Credit-2
Marks 50 Internal(10) External(40)	Contact Hours- 2hrs.per week

Introduction

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching-learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers explore comprehensively through the resource reflect critically and act responsibly. It will show student-teachers how ICTs can be adapted to support decentralized structures and processes as well as build the ‘digital public’ to make education a participatory and emancipatory process.

Objectives

The course will enable the student teachers to;

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and enhance learning experiences for all types of learners (including differently abled).
- Use various ICTs for project based/problem based constructivist learning environment
- Explain the role of ICT in authentic and alternative assessment
- Understand the social, economic, and ethical issues associated with the use of ICT

Unit I: Introduction to Information and Communication Technology

- Information and Communication Technology: Evolution, meaning, nature and application in education
- Hardware Fundamentals: Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network; Use of digital camera, mobile, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals: Software – Meaning and types; System software and Application software. Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools

Unit II: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Determine appropriate ICT and design a learning plan for a topic; Exploration of ICT resources for teaching learning.
- ICT for Pedagogical Innovations
Development of e-content; Meaning, process and applications
Web Quest and virtual field trips: Concept, process, and use in the classroom
Open Educational Resources; Meaning and importance, various OER initiatives
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- Role of CIET/SIETs for Integrating ICT in Education; e-pathashala, NROER, MOOC

Unit III: Use of ICT in Assessment and Management

- ICT and Assessment
Electronic assessment portfolio – Concept and types; e-portfolio tools
Creating and using electronic rubrics for assessment

Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank

ICT applications for CCE

- ICT and Management

MIS systems for educational management

ICT for personnel management: e-mail, task, events, diary, networking

ICT for educational management: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community

Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Field Work: Visit to EDUSAT Center/ICT Studio/NIC

Suggested activities:

- Analysis of school textbook and identify suitable ICT for teaching learning
- Developing ICT integrated lesson plan in any school subject
- Surfing and collecting OER materials relating to school education
- Developing e-portfolio and rubrics

Suggested Readings

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
- David, M. (2009). *Project Based Learning- Using Information Technology-* Second Edition. Viva Books: New Delhi.
- James, K.L. (2003). *The Internet: A User's Guide*. Prentice Hall of India Pvt. Ltd: New Delhi.
- Laxman Mohanty, Neeharika Vora (2008). *ICT strategies for schools- a guide for school administrators*. Sage Publications: New Delhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi
- Mishra, S. (Ed.) (2009). *STRIDE Hand Book 08: E-learning*. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
- Mohit K (2003). *Design and implementation of Web-enabled Teaching Tools*: IRM Press, UK.
- NCERT (2013). *Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers)*, Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).
- NCERT (2013). *National Repository of Open Educational resources (NROET)*, CIET-NCERT, NCERT, New Delhi (nroer.gov.in).
- Roblyer M.D., Aaron H. Doering (2012). *Integrating Educational Technology into Teaching* (6th Edition).
- Pradeep Kumar (2011). *Web Resources in Pedagogy*. Apple Academics: Oakville.
- Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO.
- UNESCO. (2002). *UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide*, Division of Higher Education, UNESCO.
- UNESCO. (2002). *UNESCO Report: Information and Communication Technology in Teacher Education, A Curriculum for Schools and Programme of Teacher Development*. Division of Higher Education, UNESCO.

SEMESTER-II
PE 2: Childhood and Growing Up

Semester-II	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction

Human being develops through layers of multiple complex processes starting even before birth. All minute phases of growth and development present interesting avenues of learning. This course introduces student teachers to the study of childhood, child development and adolescence. The main focus in this course is to enable student teachers to have an understanding about childhood as constructed within socio-cultural realities existing in their lived contexts; family, schools, neighborhood and community. The student teachers will learn about concept of adolescence in realistic and contextual frames, theories of child development, childhood and adolescence as developed at different socio-economic and cultural settings and will also learn to situate. The course also addresses issues and concerns of adolescents in Indian situation. The course also highlights why it is essential for every teacher to understand human development at different phases.

Objectives

The course will enable the student teachers to;

- Understand concept of growth and development, factors influence development and individual difference in individuals
- Develop understanding of the role of socio-cultural context in shaping human development, especially with respect to the Indian context.
- Develop theoretical perspectives and understanding of dimensions and stages of human development and developmental tasks.
- Develop understanding on stages and dimensions of development, views of Erickson, Piaget and Vygotsky on development
- Conceptualise nature of memory, transfer of learning, motivation and creativity and process of its development during growing up
- Understand nature of adolescence and life skills education and role of teacher counselor and parents in dealing with adolescence problems.
- Understand the nature of child abuse, substance abuse, peer pressure and its bearing on childhood and adolescence

Unit I: Child as a Developing Individual

- Growth and Development: concept, principles and characteristics; Development and maturation.
- Factors Influencing Development: Development as a result of interactions between individual-potential and external environment (physical, socio-cultural, ecological, economic and technological).
- Individual differences: Concept and Types (intra and inter); Implications of individual differences (biological, physical, emotional, cognitive, social and moral) for organizing educational programmes (Curricular, Other Curricular, School and Classroom climate building)
- Understanding child in home and school context; Case study

Unit II: Development during Childhood and Adolescence

- Stages and Dimensions of Development: Stages- Childhood and adolescence (early and late); Dimensions- physical, social, emotional, cognitive and moral development;
- Developmental tasks during different stages facilitating holistic development (individual and social).
- Erickson's views on psychosocial development and Kohlberg's views on moral development
- Cognitive and language development: cognitive developmental stages of Piaget; Vygotsky's theory of concept and language development; language development theory of Chomsky

Unit-III: Memory, Motivation and Creativity during Growing up

- Memory: Meaning, Types; Sensory , working and long term, strategy for developing memory
- Transfer of learning: Meaning, nature, types and role of teacher for promoting positive transfer of learning

- Motivation: Meaning, nature and techniques of motivating learners. Developing self-motivation.
- Creativity: Meaning, nature and strategies for nurturing creativity

Unit IV: Understanding Adolescence Education

- Adolescence Education: Concept, Nature and Importance
- Peer pressure: Meaning, importance, consequences and strategies
- Life skill education for adolescents: Meaning, importance, different life skills and strategy for developing life skills
- Role of teacher, counsellor and parents in dealing adolescence problems

Suggested Activities

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their lifestyle and problems.
4. View any two movies out of the following : 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss their content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence
5. Collect five folk tale/stories/indigenous games from children told by elders from nearby community. Discuss them in your class.
6. Compile a status of Adolescence population and academic profile for the last 5(five) years and make a presentation in a seminar mode (focus area can be chosen from any specific component such as: disability, girl student, tribal, Muslim girls etc).

Suggested Readings

- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
- Huslok, E.B. (2003). *Child Growth and Development*, Tata McGraw Hill
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
- NCERT: Module on Adolescence Education
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed). *Childhood in South Asia*. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF
- Parry, J. (2005). Changing Childhoods in Industrial Chattisgarh. In R. Chopra and P. Jeffery (Eds), *Educational regimes in Contemporary India*. Sage
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the development of children*. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, research and applications in India*. New Delhi. Sage
- Sharma, N (2011). *Understanding Adolescence*, MBT India
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi
- Woolfolk, A. (2008). *Educational Psychology*. Pearson Education.

CPS.1: Language across the Curriculum

Semester-II	Credit-2
Marks 50 Internal(10) External(40)	Contact Hours- 2hrs. per week

Introduction

The role of languages across the curriculum is being increasingly recognized. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is *ipso facto* a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. No matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.

This course is visualized to create sensitivity to the language diversity that exists in the classrooms; understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help student-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area as well as to develop critical reading comprehension in the content areas, informational reading and developing writing in specific content areas with familiarity of different registers.

Objectives

The course will enable the student teachers to;

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand the nature and need of communication skills including reading and writing

Unit I: Concerns for Language in Curriculum

- Varied language contexts of the learners: dialect, regional varieties and standard language
- Understanding multilingualism in the classroom : challenges and strategies
- Home language and school language

Unit II: Language and Curriculum Transaction

- Classroom Discourse: strategies for using oral language in the classroom
- Discussion as an approach for learning: mode (participatory, interactive, collaborative)
- Questioning and classroom discussion-importance and relationship

Unit III: Developing Communication Competencies: Reading and Writing

- Reading school texts (Language, social science, science, mathematics): expository texts vs. narrative texts; transactional text vs. reflective texts.
- Reading strategies — scanning, skimming and reading for extracting information
- Forms of Writing: note taking, note making, summarizing; writing with purpose
- Analyzing students' reading and writing; developing reading and writing competencies

Suggested Activities

- Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse.
- Re-telling the text - in one's own language from different points of view and narrating / describing a related account from one's life experience.
- Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning.

- Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Writing articles/reports on topics related to content areas and current issues.

Suggested Readings:

- Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (ed) *Learning to Read in American schools: Based Readers and content texts*. Hillsdale, Lawrence Erlbaum Associates: New Jersey.
- Applying a Vygotskian Model of Learning and Development in B. Spodek (ed.) *Handbook of research on the education of young children*. Macmillan: New York.
- Armbruster, Bonnie B. (1984) The Problem of "Inconsiderate Text" In Duffy, G. G. (ed.) *Comprehension Instruction, Perspectives and Suggestions*. Longman: New York.
- Butler, A. and J. Turnbull, (1984) *Towards Reading-Writing Classroom* Primary English Teaching Association Cornell University: New York.
- Freedman S. W. and A. H. Dyson (2003) Writing in Flood J. et. al. *Handbook of Research on Teaching English Language Arts*. Lawrence Erlbaum Associates Inc: New Jersey, USA..
- Kumar Krishna (2007) *The Child's Language and the Teacher*. National Book Trust: new Delhi.
- Labov, W. (1972) The logic of Non- Standard English. In *Language in Education*. Prepared by Language and Learning course Team. Routledge: London.
- Martin, Jr. B. (1987) The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. International Reading Association: Michigan..
- Mason, J. M. and S. Sinha (1992) Emerging Literacy in the Early Childhood Years.
- Monson, R. J. (1991) Charting a New Course with Whole Language. *Edn. Leadership*.
- Pinnell, G.S. (1985) Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (ed.) *Observing the language learner*. International Reading Association: Newark, DE.
- Purves, Alan C. (1988). The Aesthetic Mind of Louise Rosenblatt. *Reader 20*.
- Rhodes, L. K. and N. L. Shanklin (1993) *Windows into Literacy*. Heinemann, The University of Michigan: UK.
- Rothleen, L. and A. M. Meinbach (1991) *The Literature Connection: Using Children's Books in Classroom*. Good Year Books: Tucson, USA.
- Sinha, S. (2000) Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education Seminar*.
- Sinha, Shobha. (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue*.

Teals, W. and E. Sulzby (1986) Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (ed.) *Emergent Literacy: Writing and Reading*. Norwood: New Jersey.

SEMESTER III
PE 3: Learning and Teaching

Semester-III	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction

This course brings together the perspectives from many other courses and draws upon theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyze notions of learning and teaching on the basis of their own experiences and to move beyond them. Student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyze and discuss complex nature of teaching. They will analyze teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

Objectives

The course will enable the student teachers to;

- Develop an understanding about the differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Differentiate learning as transmission and reception Vs. learning as construction
- Understand different theoretical perspectives of learning including the constructivist perspective
- Understand nature and strategy of meaningful and concept learning, role of multiple intelligence in it.
- Develop understanding about teaching as profession

Unit I: Understanding Learning

- Meaning and nature: learning as process and outcome
- Understanding learning styles of students at elementary and secondary levels; Its implications for teachers
- Different viewpoints on learning and their classroom implications: Behaviourist (Skinner), Cognitivist (Piaget), Humanist (Roger) and Constructivist (Piaget and Vygotsky)
- Factors affecting learning: individual differences, conditions of learning and methods.

Unit II: Learning in ‘Constructivist’ Perspective

- Learning as ‘construction of knowledge’ and learning as ‘transmission and reception of knowledge’- differences
- Understanding processes facilitating ‘construction of knowledge’: Experiential learning and Reflection, Social mediation, Cognitive negotiation, Situated learning and Cognitive apprenticeship, Meta-cognition.
- Facilitative learning environment: teachers’ attitude, expectation- enhancing motivation, positive emotion, self-efficacy, collaborative and self-regulated learning.

Unit III: Meaningful and Concept Learning

- Meaningful learning: Nature and characteristics, Views of Ausubel and Bruner; Facilitating meaningful learning in and outside school-strategies and role of teacher
- Gardner’s theory of multiple intelligence: Implications for meaningful learning
- Learning as meaning-making: concept, process, learner as meaning maker-characteristics of the learner; role of inquiry in meaning making
- Concept Learning: Meaning, prototypes and exemplars: strategies for teaching concepts-concept map.

UNIT-IV: Teaching and Learning

- Teaching: Meaning and Nature-Teaching as Instructing Vs. Teaching as facilitating learning, teaching as empowering learners, Phases of teaching: preactive, interactive and post active; levels of teaching-memory, understanding and reflective; Models of Teaching- information Processing Models,. Personal Models, Social Interaction Models and . Behaviour Modification Models
- Characteristics of effective teachers : content knowledge, pedagogical knowledge and technological knowledge, professional attitude, reflective practice
- Action research: meaning, nature and importance for improvement of teaching learning process
- Teacher's professional ethics and accountability- meaning, importance and dimensions; recommendations of NPE 1986/92, RTE Act 2009; strategies for ensuring teacher accountability

Suggested Activities

- Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there.
- Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner.
- Read few diaries written by teachers, analyse their text in the context of teaching activities.
- Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

Suggested Readings

- Bhutt, H. *The dairy of a school teacher: An Azim Premji University publications*, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making sense of education: An introduction to the philosophy and theory of education and teaching*, Routledge.
- Delpit, L (2006). *Other people's children, cultural conflict in the classroom*. The New press.
- Dhar, T.N. (Ed). 1996. *Professional status of Teachers*, NCTE, New Delhi.
- Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching, : Research based methods*, Boston: Allyn and Bocan
- Ladsen – Billings, G (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32 (3), 465-491.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University press.
- Mohalik, R. (2010). *In-service Teacher Education*. Mahamaya Publishing House, New Delhi.
- NCERT (2005). *National Curriculum Framework*, New Delhi
- Olson, D.R. & Bruner, J.S. (1996). "Folk Psychology and Folk Pedagogy". In D.R. Olson & N. Torrance (Eds.). *The Handbook of Education and Human Development* (PP.9-27). Blackwell.
- Piaget, J. (1997). "Development and Learning", In M. Gauvain & M. Cole (Eds.), *Reading on the Development of Children*. New York: WH Freeman & Company.
- Rogeff, B; Baker-Sennatt, T., Lacasa, P. and Goldsmith, D. (1995). Development through participation in socio-cultural activity, *New Directions for child and adolescent development*, 1995 (67), 45-65.
- Sethy, R. (2014). *Style and Strategy of In-service Teacher Education*. LAP Publication, Germany.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.
- Vygotsky, L. (1997). "Interaction between Learning and Development", In M. Gauvain & M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company.
- Woolfolk, A. (2008). *Educational Psychology*. Pearson Education.

PE.4: Schooling, Socialization and Identity

Semester-III	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction:

Schools, apart from transmitting curricular knowledge and skills, serve as crucial sites for processes of socialization and transmission of value frameworks that are more often than not, unexamined. Schooling may thus be seen as a key ingredient in the socialization of the young. This socialization ultimately contributes to and results in the formation of identity. However, children who attend school have, already, been socialized into certain value frame by the time they enter school. The value-frame, sense of self, and identity imbibed by the child at home and in the wider society, interacts in complex ways with school and its socialization processes, more often than not being in conflict. This is furthermore also true of adult learners who join teacher education. Therefore, this course, precisely, intends to analyze and critique the way self and its identities are constructed through socialization process within as well as outside the school. In the process of analyzing the self and identity critically, the course deliberately brings in the social categories such as, caste, class, gender, religion, as well as other factors that are at work in constructing the self and identity of individuals and collectives.

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of an individual in societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies.

Further, the course intends to provide opportunities to contest the value frame emanating from these processes of socialization. An understanding of the multiple processes that form the self and identity ought to result in a capacity to reflect on one's own self and identity, putting this under critical scrutiny. In becoming conscious of the many factors that influence identity and self, the student-teachers should become more sensitively aware of these and begin to 'free' themselves from limiting conceptions of self and identity, thus becoming proactive in shaping their own identities as 'teachers' and 'professionals'.

Objectives

The course will enable the student teachers to;

- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations
- Understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles
- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.
- Critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallizing and limiting of one's identity as a teacher and a human being.
- 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'.

Unit I: Socialization and Development of Self

- Socialisation: Meaning nature and process
- Role of social institutions :Family- impact of parenting style/child rearing practices, family culture and values; Community-neighbourhood, extended family, religious groups and their socialization functions; School- School as a social institution; value-formation in the context of schooling;
- Interface between family, community and school; inter-linkages within wider socio-cultural context

- Development of self: Meaning of self, dimensions and impact of socialization.

Unit II: Emergence of ‘Person’ and ‘Identity’

- Understanding ‘identity formation’: emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing conflicting 'identities'.
- Determinants of identity formation in individuals and groups: Social categories such as caste, class, gender and religion
- The influence of peer group, media , technology, and globalization on identity formation in contemporary society

Unit III: Socialization Processes: Gender, School and Society

- Gender Bias, Gender Stereotyping and Empowerment of women
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Gender Identities and Socialization Practices in different types of families in India.
- Assertion of identities, oppression, conflict and violence ;Addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions

Unit IV: Evolving Identity as a Teacher

- Teacher’s ‘professional identity; Meaning and various dimensions
- Choosing to be a teacher: Role of family, community, schooling
- Teacher identity formation: Role of pre-service and in-service teacher education programmes
- The impact of one’s own socialization processes; awareness of one’s own shifting identities as 'student', ‘adult’ and 'student teacher', and influences that have acted/continue to act on oneself
- Reflections on one’s own aspirations and efforts in becoming a ‘teacher’

Suggested Activities

- Group work and discussion on the influence of peer group, media message, technology, and globalization on identity formation in contemporary society
- Group work and discussion on the factors that contribute positively and negatively in the development of teacher identity
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles.
- Visit to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality and submission of report.
- Developing action plan for peace in self, home, school and community.

Suggested Readings

- Amalendu Misra, (2004). Identity and Religion Foundations of Anti-Islamism in India. Sage Publications, New Delhi
- Butler, J. (1990). *Gender Trouble: Feminism and the subversion of Identity*. New York; Routledge.
- Chap. 6: Parents and Teachers
- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dipankar Gupta (Ed.) (2004). Caste in question Identity or Hierarchy. Sage Publications, New Delhi.
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.

- Kamala Ganesh & Usha Thakkar (Ed.) (2005). *Culture and Making of Identity in India*, Sage Publications, New Delhi.
- Kirk Jackie e.d. , (2008), *Women Teaching in South Asia*, SAGE, New Delhi
- Krishnamurti, J., *Education and the Significance of Life*, KFI Publications
- Kumar Krishna (2004), *What is Worth Teaching?* 3rd edition, Orient Longman
- Kumar, K.(2001) *Prejudice and Pride: School Histories of the Freedom Struggle*. New Delhi: Viking/Penguin.
- Leach, Fiona. (2003). *Practising Gender Analysis in Education*, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance', National Book Trust, New Delhi, India.
- NCERT (2014). *Scholling Socialisation and Identity*. NCERT, New Delhi.
- Pathak, Avijit (2002), *Social Implications of Schooling*, Rainbow Publishers, Delhi
- Saraswati, T.S. (Ed.) (1999). *Culture, Socialization and Human Development. Theory: Research and Applications in India*, Sage Publication, New Delhi.
- SenAmartya (2006). *Identity and Violence. The Illusion of Destiny*. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.
- Sharma, R & E. Annamalai. (2003). *Indian Diaspora: In Search of Identity*. Mysore: CIIL.
- ShashiTharoor (2007). *The Elephant, the Tiger & the Cell phone*. (Particularly part two of the book). Penguin Viking, New Delhi.
- Sherwani, Azim. (1998). *the girl child in crisis*. Indian Social Institute, New Delhi.
- Srinivas M.N., (1986). *Social Changes in Modern India*, Allied Publishers, Bombay.
- SrivastavaGouri, (2012), *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). *2005 and Beyond – Accelerating Girls' Education in South Asia*. Meeting Report.
- Unterhalter, Elaine. (2007). *Gender, Schooling and Global Social Justice*, Routledge.
- Vidyanathan, T.G. (1989), 'Authority and Identity in India', in 'Another India' Daedalus, Fall, 118 (H): 147-69.

SEMESTER-IV

PE 5: Assessment for Learning

Semester-IV	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction

This Course – as its title suggests - proposes that teacher-learners become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable teacher-learners to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that teacher-learners may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of

what dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

Objectives

The course will enable the student teachers to;

- Understand the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using elementary statistical methods.

Unit-I: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, purpose of assessment (improving learning and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation
- Classification of Assessment based on Purpose (Placement, Formative, Diagnostic, and Summative), Scope (Teacher-made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-referenced and Criterion-referenced), and the Context (Internal, External).
- Continuous and Comprehensive Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning; CCA vs CCE, Mode of assessment: formative and summative; continuous and comprehensive; culture responsive
- Tools and techniques: Formal (testing, observation schedules, video recording etc.), Informal (taking notes, Interviewing, Participant observation etc.) methods, use of testing devices (achievement test, diagnostic test, proficiency test etc) and non-testing devices (assignment, projects, reflective journals, portfolio etc), use of multiple methods and tools (situation specific combinations)

Unit-II. Construction of Test and Use

- Planning the test: Development of table of specifications (blueprint)
- Preparing the test: principles of preparing test items-objective based items-Extended and Restricted response types, Objective type items (free response type-short answer and completion; fixed response type- matching, forced/alternate choice, multiple choice); Assembling and editing the items
- Administration of the test and analysis of students' performance; Preparation of report and its use in enhancing learning.

Unit-III: Issues in Assessment and Policy Provisions

- Current practices: Over-emphasis on Summative Assessment (Periodic and common/year-end examinations) and marking; competitive examination-its adverse effects on learners, education system and society
- Issues and Problems : Marking vs. Grading, objectivity vs. subjectivity, Close-ended vs. Open-ended test items, relative neglect of non-cognitive aspects, non-use of diverse methods and tools for assessing diverse learners
- Policy perspectives: Recommendations of NPE 1986/92, NCF-2005, RCFCE Act 2009; Non-detention policy and its implications for assessment and quality of learning
- Emerging practices in assessment – online assessment, participatory assessment, Self and peer assessment; Feedback mechanism: Reporting to students and parents-need and modes, feedback for teachers, role of community in CCA for assessment of learning

Unit-IV: Elementary Statistics in Evaluation

- Raw score
- Tabulation and Frequency distribution

- Graphical representation of data
- Measures of central tendency (mean, median and mode), dispersion (range, quartile deviation and standard deviation) and their uses in evaluation
- Standard scores; T score, Z score, percentile and their uses
- Correlation: Meaning, types (product moment and rank difference), calculation and uses

Suggested Activities

- Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject.
- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.
- Preparation of a plan for CCA activities for any class during an academic session.
- Appraisal of current CCA practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Suggested Readings

Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.

Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*.

Toronto, Ontario: Thomson Nelson.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*.

Alexandria, VA: Association for Supervision and Curriculum Development

Garrett, H.E. (1973). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffer & Simon.

Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.

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.

Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.

Popham, W.J. (2010). *Classroom assessment: What teachers need to know* (6th ed.).

New York: Prentice Hall.

Shepard, L.A. (2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.

Stiggins, R. (2005). *Student-involved classroom assessment*. (4th ed.). Columbus, Ohio: Merrill

Semester-IV

PE 6: Creating an Inclusive School

Semester-IV	Credits-2
Total Marks: 50 (Internal: 10 External: 40)	Contact Hours: 2 hours per week

Introduction

The diversity in society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The

philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is an effort with an intention to develop a mindset in the teacher which results in accepting 'all' children in the class as his/her responsibility. This is a small beginning to a teacher towards a major shift towards change in the system and society. With this course it is expected that the teacher will understand student who is 'different' in the class as 'unique' who needs the input and attention like other students. The modalities of transaction will include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centers), viewing relevant documentaries and films, critical analysis and reflections

Objectives

The course will enable the student teachers to;

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

Unit I: Understanding Inclusion in Education

- Concept of inclusion in education: need and importance; paradigm shift from segregation to inclusion
- Inclusive school: concept and characteristics
- Policy perspective: Initiatives to promote inclusive education- equity and equality
- International Focus: Salamanca 1994, UNCRPD, EFA (MDG)
- National Focus: Constitutional obligations for education of diverse groups, RTE 2009, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions(NCMEI), National Commission for Education of SC, ST
- Educational concessions, facilities and provisions.

Unit II: Understanding Diversity for Inclusive Education

- Diversity due to disability (Nature, Characteristic and Needs)
- Special needs of children with sensory disabilities,
- Special needs of children with cognitive disabilities
- Special needs of children with physical disabilities
- Girls with disabilities, multiples disabilities
- Diversity due to socio- cultural and economic factors:Special needs of children arising due to language difference, gender, class, caste, religion and other factors

Unit III: Addressing Diversities in Inclusive Set Up

- Curricular Issues: Content, Relevance and contextualization; Curricular process; managing inclusive classroom; Assessment
- Promoting gender equality through education
- Learning and learners: support/assistive and adaptive devices, ICT use; Universal Design for Learning (UDL)

Suggested Activities

- During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications.

- Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, *Index of Incusion* (2012) NCERT, New Delhi.
- Jha.M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) *Meeting special needs in schools" A manual*, NCERT, New Delhi
- UNICEF(2003) *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu
- World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
- Ysseldyke, J.E. and Algozzine, B. (1998) *Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2014) *Including Children with Special Needs: Primary Stage*
- Julka, A.(2015) *Including Children with Special Needs: Upper Primary Stage*
- Julka, A. (2014) *Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study*
- NCERT(2006), *Position Paper : National Focus Group on Education of children with Special Needs*, NCERT; DEGSN, New Delhi
- NCERT(2006), *Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children* NCERT, DEGSN, New Delhi.
- MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi

SEMESTER V**CPS 2: Pedagogy of First Language (Odia/Hindi/Bengali) (Part – I)**
(Question Paper will be prepared separately for each Language)

Semester-V	Credit-4
Marks 100 (Internal 20 External 80)	Contact Hours- 4hrs. per week

Introduction

The two year B.Ed syllabus for pedagogy of Odia/Hindi/Bengali language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for Odia/Hindi/Bengali language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- First Language(Natural/Native/MT): Meaning, Importance and characteristic
- Linguistic structure and aspects of First language(Odia/Hindi/Bengali) – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of First Language

- Difference between language acquisition and language learning: Difference between first language acquisition and learning with reference to their meaning and process.
- Approaches/Theories of First Language Acquisition(FLA): Behaviourist(Watson & Skinner), Nativist/Mentalist(N.Chomsky) and Social Interactionist(Piaget & Vygotsky)
- Factors influencing FLA: Age, Language input, Language anxiety, Language aptitude, Language ego & motivation.
- Language input rich classroom environment facilitating language acquisition and language learning

Unit III: Odia/Hindi/Bengali as First Language in School Curriculum

- Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance and place of first language at different stages in school curriculum: compulsory subject, medium of instruction and examination etc.
- Objectives of teaching first language at elementary and secondary levels with reference to NCF 2005.
- Current challenges of teaching – learning first language in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing language skills in First Language(Odia/Hindi/Bengali)

- Listening and Speaking: Sub skills, types and forms

- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.
- Facilitating integration of listening and speaking skills while using first language in real life situations
- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive; Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels: Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech etc.

Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view ‘Constructivism in a Language Classroom’.

Suggested Readings

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit, C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in language, National Council of Educational Research and Training, New Delhi 2015
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child’s Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
- Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press
- S.K.Kochhar (1990). Teaching of Mother Tongue, Sterling, New Delhi

Odia

Ryburn, W.M. Teaching of Mother Tongue, Falmer Press

Palmer, H.R. Principles of Language teaching

Nayak, B; Mohanty, J: Odiya Bhasa O Sahitya Bhitibhumi O Shikshyadan Padhati

Pattnaik, D.P. Mother tongue and Destiny

Pattnaik, D.P. Odiya Bhasa O Bhasa Bigyan

Mohapatra, B.P. Matrubhasa Odiya

Hindi

Diwedy, K.D. (1991). Bhasa Vigyan and Bhasa Shastra, Viswa Vidyalaya Prakashan, Varanasi

National Curriculum Framework-2005, Position Paper on Examination Reforms, N.C.E.R.T, New Delhi
 Pandey, R.S (1984).Hindi Shikshyan,Vinod Pustak Mandir,Agra
 Pattnaik, D.P (1981).Multi lingualism and Mother Tongue Education, OUP,Delhi
 Srivastav, R.N (1992).Bhasa Shikshan, Vani Prakasan,New Delhi

Bengali

Mishra,S.Matrubhasa Sikhyan Prasanga, Prabhu Prakasan,Calcutta

CPS 2: Pedagogy of Language (English) (Part-I)

Semester-V	Credit-4
Marks 100 (Internal 20 External 80)	Contact Hours- 4hrs. per week

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary
- Identify methods, approaches and materials for teaching English at various levels in the Indian context
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- Factors affecting language skills in L2
- Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of Second Language

- Difference between language acquisition and language learning
- Psychology of language acquisition and learning – behaviouristic, cognitive and constructivist views.
- Language acquisition and language learning in L2- meaning and process
- Language context and input rich classroom environment facilitating language acquisition and language learning
- Challenges of teaching – learning of L2 in Indian context.

Unit III: English as L2 in School Curriculum

- Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance of English language in India and the world today. Official language, language of judiciary, trade and commerce, press and media, communication, link language (national and international), library language, passport for employment, language of ICT etc.
- Importance and place of English in school curriculum: compulsory subject, medium of instruction and examination etc.
- Objectives of teaching English at elementary and secondary levels with reference to NCF 2005.
- Current challenges of teaching – learning English in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing Language Skills in English

- Listening and Speaking : Sub skills and types
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.
- Facilitating integration of listening and speaking skills while using English in real life situations
- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive, Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels: Formal and Informal writing: creative writing(short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech, advertisement etc.
- Reference skills and Higher order skills in reading and writing.

Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view ‘Constructivism in a Language Classroom’.

Suggested Readings

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
- Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
- Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.

- Samajh ka Madhyam, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
- Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
- Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press

CPS 3: Pedagogy of Social Science (Part-I)

Semester-V	Credit-4
Marks 100 (Internal 20 External 80)	Contact Hours- 4hrs per week

Introduction

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. Social Sciences as an integrated area of study. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

Objectives

The course will enable the student teachers to;

- Develop an understanding of the nature of Social Sciences, both of individual discipline and as an integrated/ interdisciplinary area of study
- Identify, prepare, collect different teaching-learning resource materials and use effectively in the classroom
- Examine the prevailing pedagogical practices in classrooms while facilitating learning of social sciences
- Acquire basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life

- Develop lesson plans by integrating it with life, nature, mathematics, science and technology for effective teaching-learning in social sciences
- State the concepts of History, Geography, Political sciences and Economics included in the secondary curriculum and make pedagogical analysis of these concepts

Unit-I: Status and Issues in Social Science

- Meaning, Nature, Scope and Importance of Social Sciences, Correlation of social sciences with allied disciplines
- Perspectives of Social Sciences in school curriculum: How social facts and opinion, explanations and arguments; and spatial and temporal contexts are constructed
- Present position of social sciences in school curriculum with reference to NCF 2005
- General and subject specific objectives of social sciences at different stages of school education
- Development and organization of subject related content at different stages of school education
- Development of values through social science teaching

Unit-II Learning Resources in Social Sciences

- Primary and Secondary Sources: Data from field, library materials such as textual/reference materials, journals, magazines, newspapers, reports, documents, records and gazettes, dictionaries and encyclopedias
- Teaching-learning resources in Social Sciences: Preparation, collection and use of content specific teaching learning materials-
-atlas, map, globe, map book
-timeline, historical map
-table, diagram, graph
-chart, picture, photograph, model
-T. V., radio, CDs, multimedia and internet, satellite imagery and aerial photograph.

Unit-III Teaching-learning Strategies and Textbooks in Social Sciences

- Interactive, critical pedagogy and constructivist strategies in social sciences
- Teaching-learning strategies in social sciences: Narration cum discussion, problem solving, observation, field trip, project work, concept mapping, collaborative, co-operative learning, dramatization, simulation, bal-panchayat, mock parliament, storytelling, computer assisted learning. (Meaning and uses of above mentioned teaching-learning strategies in different subject areas)
Social science text book, scope and characteristics of standard social science text book.
- Analysis of social science textbook, concept, organisatio, state and national perspectives ,pedagoical concerns in social science textbooks.

Unit-IV Lesson Planning

- Planning for instruction in social sciences (Planning of different skills, strategies, activities and learning experiences in different social sciences subject areas)
- Development of year plan, unit plan and lesson plan, 5 E and ICON Model
- Active learning method, Interactive group discussion method and constructivist learning situations

Suggested Readings

- Arora, K. L. (1976). *The Teaching of Geography*. Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992). *The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.
- Bloch, M. (1990). *The Historian's Craft*. Manchester: Manchester University Press.
- Burton, W. H. (1972). *Principles of History Teaching*. London: Methuen.
- Burke, P. (1991). *New Perspectives on History Writing*. Oxford: Blackwell.
- Broadman, D. (1985). *New Directions in Geography Education*. London: Fehur Press.
- Carr, E. H. (1962). *What is History?* London: Knopf.
- Carretero, M., and Voss, J. F. (Eds.) (1994). *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.

- Dasgupta, P. (2007). *Economics: Avery Short Introduction*. Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005). *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.
- George, A. M. and Amman, M. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Gunnin, D. (1978). *The Teaching of History*. London: Goom Helm Ltd.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.
- Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
- Morrey, D. C. (1972). *Basic Geography*. London: Hien Manns Education Books.
- Smith, M. (2002). *Teaching Geography in Secondary Schools : A Reader*. London: Taylor & Francis.
- NCERT.(2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi: NCERT.
- Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.
- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New delhi: Sage Publications.
- Slate, F. (1982). *Learning through Geography*. London: Butler and Tanner Ltd.
- Stanford, M. (1985). *The Nature of Historical Knowledge*. Oxford: Basic Blackwell.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source Book for Geography Teaching*. London: Longman.
- Verma, O. P. (1984). *Geography Teaching*. New Delhi: Sterling Publication.
- Walford, R. (1981). *Signposts for Geography Teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.

EPC-2.1: Learning to Function as a Teacher

Semester-V	Credit-2
Marks-50 (Internal)	Contact Hours- 4hrs. per week

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to;

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up.

- Content analysis
- Content organization through concept mapping
- Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources
- Use of ICT
- Critical thinking and reflection,
- Managing diversity
- Contextualization
- Organization of group activity/project

Guidelines for Assessment: The above stated process-based skills will be practised by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.

SEMESTER VI

CPS 2: Pedagogy of First Language (Odia/Hindi/Bengali) (Part-II) *(Question Paper will be prepared separately for each Language)*

Semester-VI	Credit-4
Marks 100 (Int. 20, Ext. 80)	Contact Hours- 4h per week

Introduction

The two year B.Ed. syllabus for pedagogy of first language (Odia/Hindi/Bengali) has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning. The present syllabus

Objectives

The course will enable the student teachers to;

- Understand the different roles of language;
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet;
- Understand the process of language assessment;

Unit I: Methods and Techniques of Teaching-Learning First Language

- Understanding the meaning of method and techniques and their differences
- Methods: Audio-lingual method, Comprehension-Appreciation, Communicative teaching-learning

- Techniques and Activities: Language games, Group work, Pair work, Collaborative and Co-operative work, Project and Peer interaction, online language learning resources, Use of ICT and Language Lab.
- Implications of methods and techniques for classroom transaction.

Unit II: Planning Teaching- Learning in First Language

- Prerequisites for planning lessons: Determining the scope of content to be dealt with, specifying learning objectives, choosing methods, approaches and strategies, arranging teaching- learning materials, designing teaching learning activities and designing formative assessment strategies.
- Teaching-learning Prose (detailed and non-detailed): Objectives, transactional strategies following communicative and constructivist approaches(5E and ICON Model)
- Teaching-learning Poetry: Objectives, transactional strategies following communicative and constructivist approaches(5E and ICON Model)
- Teaching-learning Grammar: Functional and Formal Grammar; Objectives & Transactional strategies
- Teaching-learning Composition and Vocabulary: Objectives of teaching learning composition and vocabulary, Teaching-Learning strategies for different forms of composition(Essay, Letter, Noting and Drafting), Teaching –Learning strategies for vocabulary- word formation(affixation, blending, back formation), their uses in different forms and meaning(action, qualities etc.)

Unit III: Assessing Learning in First Language

- Assessing language skills: strategies –oral & written; peer and group assessment; assessment within and beyond class room.
- Continuous Compressive Assessment (CCA) of learning in First Language– periodicity, assessment tools, reporting and feedback.
- Framing objective - based test items: extended response type, restrictive response type and objective type.
- Constructive approach to assessment: Rubric, Portfolio, Journal writing & Open ended item.
- Textbook analysis :Purpuse and processes.

Unit IV: Place and Manner of Articulation in First Language

- Sounds of First Language (Odia/Hindi/Bengali): Vowels, Diphthongs and Consonants.
- Organs of speech: Their role in articulation.
- Stress: Meaning, pattern, form and principles.
- Intonation: Meaning and types
- Problems of articulation in First Language in Indian context: Nature, causes and remediation.

Suggested Activities

- Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two states.
- Identify and prepare different types of teaching aids for children with special needs.
- Analyze the question papers of English language (Previous-3 years) — classes X & XII (any board) in the light of new approach of assessment.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners.
- Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.
- Prepare an outline for a school magazine.
- Identify and list Language (English) related errors common among students.

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

Suggested Readings

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in language, National Council of Educational Research and Training, New Delhi 2015
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
- Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press
- S.K.Kochhar (1990).Teaching of Mother Tongue,Sterlinghg ,New Delhi

Odia

Ryburn,W.M.Teaching of Mother Tongue,Falmer Press

Palmer, H,R.Principles iof Language teaching

Nayak,B;Mohanty,J:Odiya Bhasa O Sahityara Bhitibhumi O Shikshyadan Padhati

Pattnaik,D.P.Mother tongue and Destiny

Pattnaik,D.P. OdiyaBhasa O Bhasa Bigyan

Mohapatra,B.P.Matrubhasa Odiya

Hindi

Diwedy,K.D.(1991).Bhasa Vigyan and Bhasa Shastra,Viswa Vidyalaya Prakashan,Varanasi

National Curriculum Framework-2005, Position Paper on Examination Reforms, N.C.E.R.T, New Delhi

Pandey, R.S (1984).Hindi Shikshyan,Vinod Pustak Mandir,Agra

Pattnaik, D.P (1981).Multi lingualism and Mother Tongue Education, OUP,Delhi

Srivastav, R.N (1992).Bhasa Shikshan, Vani Prakasan,New Delhi

Bengali

Mishra,S.Matrubhasa Sikhyan Prasanga, Prabhu Prakasan,Calcutta

CPS 2: Pedagogy of Language (English) (Part-II)

Semester-VI	Credit-4
Marks 100 (Int. 20, Ext. 80)	Contact Hours- 4h per week

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to

- Understand the different roles of language;
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet;
- Understand the process of language assessment;

Unit I: Approaches, Methods and Techniques of Teaching-Learning English Language

- Understanding the meaning of approach, method and techniques and their differences
- Approaches: Structural-oral-situational approach, Communicative approach, Silent way, Suggestopedia, Total Physical Response(TPR) with reference to their meaning, focus, principles, techniques, advantages and limitations
- Methods: grammar-translation, Direct method, Audio-lingual method, Bilingual method, Communicative teaching- learning
- Techniques and Activities: Language games, Group work, Pair work, Collaborative and Co-operative work, Project and Peer interaction
- Implications of approaches, methods and techniques for classroom transaction.

Unit II: Planning Teaching- Learning in English Language

- Prerequisites for planning lessons: Determining the scope of content to be dealt with, specifying learning objectives, choosing methods, approaches and strategies, arranging teaching- learning materials, designing teaching learning activities and designing formative assessment strategies.
- Teaching-learning Prose (detailed and non-detailed): Objectives, transactional strategies following communicative and constructivist approaches(5E and ICON Model)
- Teaching-learning Poetry: Objectives, transactional strategies following communicative and constructivist approaches(5E and ICON Model)
- Teaching-learning Grammar: Functional and Formal Grammar; Objectives & Transactional strategies
- Teaching-learning Composition and Vocabulary: Objectives of teaching learning composition and vocabulary, Teaching-Learning strategies for different forms of composition(Essay, Letter, Noting and Drafting)

Unit III: Assessing Learning in English

- Assessing language skills: strategies –oral& written; peer and group assessment; assessment within and beyond class room.
- Continuous Compressive Assessment(CCA) of learning in English – periodicity, assessment tools, reporting and feedback.
- Framing objective - based test items: extended response type, restrictive response type and objective type.
- Constructivist approach to assessment : Rubric, Portfolio, Journal writing & Open ended test.
- Textbook analysis: Purpose and process

Unit IV: Place and Manner of Articulation in English

- Sounds of English language: Vowels, Diphthongs and Consonants along with phonetic transcription.
- Organs of speech: Their role in articulation.
- Stress: Meaning, pattern, form and principles.
- Intonation: Meaning and types
- Problems of articulation in English in Indian context: Nature, causes and remediation.

Suggested Activities

- Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two states.
- Identify and prepare different types of teaching aids for children with special needs.
- Analyze the question papers of English language (Previous-3 years) — classes X & XII (any board) in the light of new approach of assessment.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners.
- Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.
- Prepare an outline for a school magazine.
- Identify and list Language (English) related errors common among students.

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

Suggested Readings

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.

- Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
- Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
- Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
- Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.

CSP 3: Pedagogy of Social Science (Part-II)

Semester-VI	Credit-4
Marks 100 (Internal 30 External 70)	Contact Hours- 4 hrs. per week

Introduction

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. Social Sciences as an integrated area of study. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

Objectives

The course will enable the student teachers to;

- Develop skills and pedagogical competencies to formulate specific learning outcomes for different contents of History, Geography, Political sciences and Economics;
- Acquire different characteristics to become a professionally competent social science teacher
- Construct appropriate tools and techniques for assessment of the students learning outcomes in social sciences
- Critically analyze text book and syllabus of social science subjects at different stages of school education

- Develop skills to organize and conduct various activities related to social science areas

Unit-I: Human Relationships, Identities and Interactions

- Issues of social change and social stratification in India: Caste, class, religion and gender
- Human-environment interaction: Location, place, region, movements and distribution of resources
- Society and political processes: Organs and functions of government, constitutional vision, electoral procedure and social movements
- Developmental issues: Resources, production, distribution, demand-supply and market mechanisms

Unit-II: Assessment in Social Sciences

- Importance of assessment in social sciences
- Continuous comprehensive assessment (CCE) in social sciences
- Quantitative and qualitative tools and techniques in social sciences (checklist, anecdotal records, observation, sociometry, rating-scale, rubrics and portfolio)
- Construction of tests: questions for testing cognitive and co-cognitive areas of learning
- Importance of diagnostic and remedial activities in social sciences

Unit-III: Innovation and Projects in Social Science learning

- Project, case study, survey
- Social science club, Social science laboratory
- Field notes and reflective diary
- ICT integrated teaching learning packages

Unit-IV: Professional Development of Social Science Teacher

- Reflective practices in social science teaching learning
- Characteristics of social science teachers, skills and competencies
- Professional development of social science teachers: Orientation programmes and training (Seminars/conferences/symposium/workshops/panel discussion/exhibition and simulation activities like-nukad, role-play and games)

Suggested Readings

- Arora, K. L. (1976). *The Teaching of Geography*. Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992). *The Methodology of Economics or How Economists Explain*. Cambridge: Cambridge University Press.
- Bloch, M. (1990). *The Historian's Craft*. Manchester: Manchester University Press.
- Burton, W. H. (1972). *Principles of History Teaching*. London: Methuen.
- Burke, P. (1991). *New Perspectives on History Writing*. Oxford: Blackwell.
- Broadman, D. (1985). *New Directions in Geography Education*. London: Fehur Press.
- Carr, E. H. (1962). *What is History?* London: Knopf.
- Carretero, M., and Voss, J. F. (Eds.) (1994). *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- Dasgupta, P. (2007). *Economics: A very Short Introduction*. Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005). *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.
- George, A. M. and Amman, M. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Gunnin, D. (1978). *The Teaching of History*. London: Goom Helm Ltd.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.

- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.
- Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
- Morrey, D. C. (1972). *Basic Geography*. London: Hien Manns Education Books.
- Smith, M. (2002). *Teaching Geography in Secondary Schools : A Reader*. London: Taylor & Francis.
- NCERT.(2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi: NCERT.
- Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.
- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New delhi: Sage Publications.
- Slate, F. (1982). *Learning through Geography*. London: Butler and Tanner Ltd.
- Stanford, M. (1985). *The Nature of Historical Knowledge*. Oxford: Basic Blackwell.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source Book for Geography Teaching*. London: Longman.
- Verma, O. P. (1984). *Geography Teaching*. New Delhi: Sterling Publication.
- Walford, R. (1981). *Signposts for Geography Teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.

FE-1: MULTICULTURAL PLACEMENT

Semester-VI	Credit-2
50(Internal)	Contact Hours- 2 Weeks

Introduction

Multi-cultural education and teaching for diversity are the needs of contemporary times. India is a culturally plural country and prospective secondary school teacher preparation programme needs to focus on addressing diversity in classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different type of schools such as urban, schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures and teaching learning process adopted in different types of school .

Objectives

The course will enable the student teachers to;

- Experience different type of schools such as urban, rural, tribal, schools for challenged learners with a view to
- Develop understanding about the school activities with different cultures/set up
- Develop the process of engaging students in classrooms through observing the practice adopted by regular teachers
- Develop understanding to manage a substitute(arrangement class)
- Experience of conducting classroom activities
- Conduct case studies

The institute will identify suitable number of cooperating urban schools, rural schools, and tribal schools, and students will be placed by rotation in all the three types of schools. All activities listed below are to be completed within two weeks during the placement of student teachers in three types of schools in rotation. Each pupil teacher performs the following activities under the guidance of supervisor/mentor and prepares reports on all the activities. The report will be assessed as the guideline given below.

Guidelines for Assessment

Sl.No	Activities	Marks
1	Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule	10
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report	10
3	Availing at least 6 substitute teaching opportunities in actual school situation	10
4	Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT.	10
5	Undertaking a case study on students/institution	10
Total		50

SEMESTER-VII

PE 7: Knowledge and Curriculum

Semester-VII	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction:

The purpose of school education is to make students understand structure of knowledge, ways of knowing and process of its construction. The role teacher is to facilitate learners in creating and transferring knowledge from school to outside. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This paper imparts necessary preparation to student teachers in dealing with various dimensions of knowledge and its transaction in school set up.

Objectives

The course will enable the student teachers to;

- Understand concept of knowledge, process and sources of knowing
 - Develop understanding on teacher centric and learner centric knowledge transmission.
 - Understand concept, types of curriculum and differentiate between curriculum framework, curriculum and syllabus
 - Apply recommendations of the NCF 2005 in school
 - Understand process and principles of curriculum development
 - Develop understanding in the process of curriculum transaction, evaluation and renewal.

Unit I: Understanding the Nature of Knowledge

- Knowledge: Concept, Nature, Types, theories of knowledge
- Constituents of knowledge: Facts, Principles, Laws, Concepts and theories
- Knowing process: Sensation, perception, reason and conception

Unit II: Construction of Knowledge

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
- Experience: Meaning, nature and role of experience in knowledge construction
- Reason: Meaning, nature and role of reasoning in knowledge construction

- Validation of knowledge: approaches and theories-correspondence, coherence, dialects and pragmatics theory

Unit III: Understanding Curriculum

- Concept of curriculum(difference between curriculum framework, curriculum, syllabus and textbook)
- Types of curriculum: subject- centered, learner-centered, learning centred, experience-centered, activity-centered, core curriculum
- Curriculum framework–principles and coverage; NCF 2005, and NCFTE 2009 –significant recommendations.
- Interface between the teacher education curriculum and school curriculum

Unit IV: Curriculum planning and evaluation

- Determinants of curriculum
- Principles of curriculum development
- Models of curriculum planning: Top down (Tyler) and Bottom up (Taba) model
- Processes / stages of curriculum development (preparation, tryout and finalization)
- Evaluation: Mode(internal and external),periodicity(continuous, periodic), Mechanism (research studies, on-site observation, FGD, on-line feedback),Use of evaluation feedback/inputs for Immediate /long-term revision, Specific / comprehensive improvement

Suggested Activities

- Identify concepts, facts, principles, laws and theories in any secondary class school textbook and report
- Examine your own process of knowing, prepare a report on how you are using knowing process in gaining knowledge
- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroomactivities for transacting a lesson.
- Preparation of a transactional blueprint of any content unit in any school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE(1986) period.

Suggested Readings

- Arora, G.L.(1984).Reflections on curriculum.NewDelhi: NCERT.
- Dewey,John(1956).*Thechildandthecurriculum*.Chicago,Illinois:Universityof Chicago Press.
- Dewey,John(1997).*Experience andEducation*.NewYork: Touchstone.
- Dewey,John(1997).Mypedagogiccreed.InD.J.FlindersandS.J.Thorton(eds.),*The Curriculum studies reader*.NewYork: Routledge,Kegan&Paul.
- Egan,K.(2005). *Animaginative approachto teaching*.SanFrancisco: Jossey-Bass.
- Erickson,H.L.(2002).Concept-basedcurriculumandinstruction.California:Corwin Press.
- Jangira,N.K.&Singh,A.(1982).*Coreteachingskills:Themicroteachingapproach*. NewDelhi: NCERT,
- Mohapatra,J.K.,Mahapatra,M.andParida,B.K.(2015).*Constructivism: The new paradigm: From theoryto practice*.NewDelhi: AtlanticPublishers.
- NCERT (2005).Nationalcurriculumframework 2005.NewDelhi: NCERT.
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- Olivia, PeterF.(1988).Developingthe curriculum.London: ScottandForesman.
- Sharma,S.(2006).*Constructivistapproachestoteachingandlearning*. NewDelhi: NCERT.
- Taba, Hilda(1962). *Curriculum development: Theory and practice*. New York: Harcourt,Brace andWald.
- VonGlaserfeld, F.(1995).*Radicalconstructivism: A wayofknowingandlearning*. WashingtonD.C.: Falmer Press.

Vygotsky, Levy (1986). *Mind in society*. Cambridge, MA: Harvard University Press.
 Taba, H (1962). *Curriculum Development: Theory and Practice*. N Y Harcourt, Brace and World.
 Tylor, Ralph W (2013). *Basic Principles of Curriculum and Instruction*. Amazon Kindle.

EPC 3: Art in Education

Semester-VII	Credit-2
Marks 50 (Internal)	Contact Hours- 2 Week workshop

Introduction

The need to integrate art education in the formal schooling is to retain our unique cultural identity in all its diversity and richness. Art education encourages young students and develop a creative mind to them. The innate potentiality of learners will be given an opportunity to be explored and manifested through the medium of art. An understanding of the arts will give the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the nation. National Curriculum Framework-2005, introduced art education as a mainstream curricular area, which must be taught in every school as a compulsory subject. It is important that art education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only the art teachers but every teacher should be sensitive to appreciate different form of art.

Objectives:

The course will enable the student teachers to;

- Express ideas and emotions about different aspects of life through different art forms
- Appreciate and distinguish different art forms.
- Develop aesthetic sensibility among learners about the good and beautiful environment, including classroom, school, home and community through an integrated learning approach.
- Integrate the knowledge of art with daily life through learning with different media and techniques by using creative expression and making objects of common use.
- Make learners aware about the rich cultural heritage of their own locality/state/region as well as that of the nation.
- Get acquainted with the life and work of artists and their contribution to teaching and learning.

Theme I: Forms of Art

- music, dance, theater and visual arts
- appreciate different art forms
- integration of art forms in classroom process
- analyse text books for integration of different art forms

Theme II: Expression through art forms

- Expressing ideas about different aspects of life
- Expressing various emotions
- Enhancing communication and presentation skills, developing imagination, creativity and aesthetic sensibility among the student teachers
- Utilizing different art expressions in teaching learning situation

Theme III: Cultural heritage of India

- Exposure to the cultural heritage of
 - Locality
 - state/region
 - Nation
- Reflection and incorporation of the rich cultural heritage during the celebrations of festivals, functions and special days
- document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community
- Acquaintance with the life and work of artists and their contribution to teaching and learning.

Guidelines for Assessment:

Sl no	Activity	Marks
1	Presentation on any one art form	10
2	Text book analysis to find out integration of art forms	5
3	Prepare a lesson incorporating one or more artistic expression	15
4	Documentation of any one heritage art form	10
5	Write up on life and work of any one artist (local or national)	10
Total		50

Suggested Readings

- Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, 2006, New Delhi
- Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006
- NCF 2005
- NROER- National Repository of Open Educational Resource, Department of School Education & Literacy, MHRD.

The following NCERT books may also be referred to

- Living Craft tradition of India (Textbook in Heritage Crafts) NCERT
- Exploring the Craft Tradition of India NCERT
- BharatiyaHastakalakiParamparayen, NCERT
- An Introduction to Indian Art, NCERT
- BharatiyaHastkalaParamparakiKhoj, NCERT
- Craft Tradition of India (Textbook in Heritage craft for class XII)
- Art Education- Teachers' Handbook for Class I, II, III, IV, V, VI, VII, VIII, IX
- Source Book on Assessment for Classes I- V, Art Education

EPC 4: ICT Practicum

Semester-VII	Credit-2
Marks 50 (Internal)	Contact Hours-2Week workshop

Introduction

The main purpose of this practicum is to provide hands on experience to student teachers in creating and using ICT related teaching learning materials. For realizing this, the following activities will be organized in the workshop.

Theme I: Providing an exposure on hardware/software and its uses in Teaching Learning process

- Hands on experience in setting up a desktop/PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.

Theme II: Awareness and exposure to ICT Tools

- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Creating screen cast video of a lessons, Embedding Audio , Video With Photos Embedding Animations and Transitions Uploading You Tube Video (Using Movie Maker Software)
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating a podcast using audacity and sharing it on podcasting site.

Theme III: Developing an ICT based lesson Plan

- Creating technology based lesson plan
- Developing lesson plan by using 5E Model and ICKON Model and ICT

- Creating e-content

Theme IV: Use of ICT in Assessment and management

- Creating e-portfolio
- Creating data base of group of students
- Creating and using rubrics for assessment (online, offline)
- Connecting with parents and community through ICT
- Any other activity may also be taken up as per the experience and expertise of the resource person.

Guidelines for Assessment

Sl no	Activity	Marks
1	Preparing a document using word / PPT	10
2	Create a documentary film	10
3	Design a project using e portfolio	10
4	Develop an e-content and share it using blog/Wikipedia/word press/YouTube	10
5	Create a data base for student management system	10
Total		50

Suggested Readings

Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.

Bharikhok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.

CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 SarvaPriyaVihar, New Delhi.

David, M. (2009). *Project Based Learning- Using Information Technology- Second Edition*. Viva Books: New Delhi.

James, K.L. (2003). *The Internet: A User's Guide*. Prentice Hall of India Pvt. Ltd: New Delhi.

LaxmanMohanty, NeeharikaVora (2008). *ICT strategies for schools- a guide for school administrators*. Sage Publications: New Delhi.

EF-2 School Internship

Semester-VII	Credit-14
Internal: 350 (300 + 50*)	Contact Hours- 16 Weeks

** Marks will be given by the cooperative/mentor teachers/HM/Principal of mentoring schools*

Introduction:

In any professional pre-service course, the theory learnt by the student has to be tried out in a real situation. Internship provides this opportunity and thereby complements the course. In teacher development programmes, internship provides the opportunity where the student-teachers can find for themselves the extent to which the methods and techniques of teaching they have learnt during the course, are useful in classroom situation. Internship is the period during which the student teacher stays in the school for a certain extended period, mingles with the school community, gets the first-hand knowledge of the school situation and the associated problems, participate in the programmes of the school, organizes new and productive programmes for the benefit of the school. These helps in developing the right skills, attitudes, interests and appreciation and make the best use of the expertise and resources in the school to blossom into good teachers who could be an asset to any school.

An intern is like an apprentice working under the guidance of highly motivated and experienced teachers of the school. For the first time he faces a cross section of the students which is a mixture of different ability groups often having varied social backgrounds, in a real classroom. While he will have learnt techniques of teaching for different uniform ability groups, he will be called upon to tailor new techniques and methods to suit mixed ability groups and this real challenge gets the best in the internee.

Objectives

The course will enable the student teachers to;

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and aids to be used at each stage and for each purpose.
- Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress.
- Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations.
- Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.
- Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.
- Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.

- Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.
- Develop the ability to see the school as organized center of the community and relate the provisions and practices in the school to the needs and conditions of the pupils and of the community.

Duration 16 Weeks

16 weeks internship shall be carried out during the third semester. The student teachers are required to be placed in the schools selected by the Institute. The number of student teachers to be allotted to a particular school shall be 10-12 or as decided by the institute. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools. In addition, a separate coordinator may be appointed for each state knowing the regional language of the respective state.

Nomination of Mentor Teachers

The internship coordinator/s while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

Identification of Supervisors

The faculty members of the institute would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

The institute will:

1. Provide Internship handbook to the internship schools
2. Organize orientation cum -consultation meetings with the school principals and mentors teachers
3. Develop supplementary material for additional activities in collaboration with mentor teachers
4. Hold fortnightly review meetings with mentor teachers
5. Hold follow -up meetings with student -teachers at regular intervals in the TEI.
6. Monitor implementation of internship including observation of practice teaching.
7. Assess, in collaboration with school mentor -teachers, the internship performance of student -teachers.

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching in two school subjects
- Lesson observation of mentor teacher and peers
- Developing and Using Teaching Learning Resources
- Integrating ICT in regular teaching

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Conducting action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

V. Community and school Activities

- Survey of households in local community
- Interaction with SDMC/SMC/PTA/MTA members
- Interacting with parents

The 16 week school internship will be organized in three phases: (i) pre internship; (ii) internship (iii) and post internship.

Phase-1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal
- Discussion on process involved in unit planning/ lesson planning
- Discussion on process of developing achievement test and its administration and uses
- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers
- Demonstration of model lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Demonstration and criticism lessons of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

Phase-2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system.

Practicum during Internship

Student teachers shall perform the following during internship:

- Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject
- Integrate student assessment activities with teaching learning process
- Development and use learning resources related to pedagogy courses
- Observation of peer teaching: 10 in each school subject
- Observation of teachers' lessons: 5 in each school subject
- Develop, administer, score and analyze at least 2 unit tests: one in each school subject
- Conducting action research based on real classroom problems
- Prepare and maintain student portfolios
- Preparation of the school time table

- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Report of action research
- Assessment record
- Reflective Journal

Phase – 3: Post Internship

The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

The weightage to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	By the faculty of the Institute	By the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--
Records of participation/organization of curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	-	10	--	10

Reflective Diary	-	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40	--	40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		350	300	50

SEMESTER VIII
PE-8 Vision of Indian Education

Semester-VIII	Credits-4
Total Marks:100 (Internal:20,External: 80)	Contact Hours: 4 hours per week

Introduction

Education is essentially a normative endeavor, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shape of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns. Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values.

Objectives

The course will enable the student teachers to;

- Understand evolution of education in India from Vedic period to post Independence era.
- Develop understanding on issues and concerns relating to Elementary education and implementation of the RTE Act 2009.
- Develop understanding on issues and concerns relating to secondary/sr. secondary education and implementation of the RMSA and other schemes
- Understand school education in India with reference to global educational development and role of International organizations for promoting education

- Formulate vision for school education on basis of new social order and technological advancement

Unit I - Education in India: Historical perspectives

- Education during Vedic and Post Vedic period and its relevance to present education
- Educational development in the Pre-independence period :Macaulay's Minutes, Woods Despatch, Hunter Commission; Basic Education, Sargent Report.
- Educational development in Post-Independence Period: Constitutional provisions on education .Recommendations of University Education Commission (1948) Secondary Education Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986/1992 with reference to school education.

Unit II: School Education: Concerns and Issues

- Universalization of Elementary Education: Concept ,need and dimensions.
- Policy and programmes for Universalisation of Elementary Education(UEE): DPEP, SSA, RTE Act 2009.Issues of quality in elementary education and strategies.
- Secondary Education: Concept, need and importance. Policy and programmes for development of Secondary and Higher Secondary Education: RMSA, ICT @ School, Rashtriya Avishkar Abhiyan,
- Issues of quality in Secondary and Higher Secondary education and strategies., Vocationalisation of Higher Secondary Education: Policy Initiatives, Programmes and strategies.

Unit-III: Global Perspectives in School Education

- International Commissions on Education: Learning to Be (1975); Learning: The Treasure Within(1996) with reference to aims of education, learning society and life long education.
- Role of International Agencies for development of education: UNICEF, World Bank, UNESCO.
- Global Monitoring Report on Millenium Development Goals(MDG) and Sustainable Development Goals(SDG)- 2015

Unit IV: Meeting the Emerging Challenges in School Education

- Changing Trends in socio-cultural ,political and economic scenario: Their bearings on School Education; Emerging challenges in School organisation, Curricular Processes , Learning Climate.
- Addressing Challenges in :
- School Organisation(Physical Space and Personnel Management, Client Relationships in terms of management)
- Curricular Processes(Curriculum Transaction, Contextualisation, Assessment)

Suggested Activities

- Prepare report on relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education by studying original literature.
- Conduct surveys in the local area for examining status of implementations of the RTE Act 2009
- Visit five secondary schools nearby and prepare report on quality of teaching and learning as the RMSA guidelines.
- Read any educational project sponsored by the UNESCO and present to the class
- Study writings on analysis of education-development from news papers and make presentations

Suggested Readings

- Arial, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Ozjal, A.O. 'Hand Book of School Administration and Management', London, Macmillan.

RadhaKumudMookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi – 1999.

Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.

Salamatullah, (1979). Education in Social context, NCERT, New Delhi.

Sykes, Marjorie (1988): The Story of NaiTalm, NaitalimSamiti: Wardha.

UNESCO; (1997). Learning the Treasure Within.

Dr. VadaMitra. Education in Ancient India, Arya book Depot, New Delhi – 1967

Ministry of Education. 'Education Commission "Kothari Commission"'. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.

Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.

National Policy on Education. 1986. Ministry of HRD, Department of Education, New Delhi.

Seventh All India School Education Survey, NCERT: New Delhi. 2002

UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.

UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.

Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.

World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.

EPC 5: Understanding the Self

Semester-VIII	Credit-2
Marks 50 (Internal)	Contact Hours- 2 Week workshop

Introduction

What is self? Is self the experience of internal talk? What characterizes “self-ness”? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above queries and similar questions trigger the exploration and need to understand the ‘self’. Indulging in self-exploration and self-queries is an important exercise for clarity of identity. Developing an understanding of the ‘self’ is essential for an individual to utilize the optimal potential for the benefit of one’s own self as well for the society. As an integral member of the society an individual have various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one’s own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students. This course provides opportunity to the student teachers to gain an understanding about their own ‘self’ both as an individual and as a student-teacher.

Objectives

The course will enable the student teachers to;

- Gain an understanding of the central concepts in defining ‘self’ and ‘identity’
- Reflect critically on factors that shape the understanding of ‘self’
- Build an understanding about themselves , i.e. the development of self as a person as well as a teacher

- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting 'self' and students' well-being.

Theme I: Understanding of Self

- Reflections and critical analysis of one's own 'self' and identity
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self' and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Theme II: Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and effort in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Theme III: Role of Teacher in Developing Understanding of Self among Learners

- Creating a situation opportunity/context in reflecting on one's own childhood and adolescent years of growing-up for learners
- Facilitating awareness about identity among learners through reflective practices
- Developing skills of effective listening, accepting, positive regard, understanding body languages among the learners.

Mode of Transaction:

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories children raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Guidelines for assessment

Sl.No	Activities	Marks
1	Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity)	5
2	Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)	10
3	Reflections on critical moments in the lives of peers (small group activity)	5
4	Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)	10
5	Group activities involving community participation	20
Total		50

Suggested Readings

- Bhatt, H. (n.d.). *The diary of a school teacher*. An AzimPremji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Bhattacharjee, D.K (ed). (2010). *Psychology and Education – Indian Perspectives*, Section III ‘ Self and Growth Process’ pg. 255-402, NCERT Pub
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- Goel, D.R. (2005). *Quality Concerns in Education*. Centre for advanced study in Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). *Education for Values in Schools – A Framework*. NCERT Pub
- Krishnamurti, J. (1998) *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). *What did you ask at school today? A handbook of child learning*, Harper Collins
- Olson, D.R, and Bruner, J.S. (1996). *Folk Psychology and folk pedagogy*. In D.R. Olson & N. Torrence (Eds.), *The Handbook of Education and Human Development* (pp. 9 -27), Blackwell
- Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT Pub
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E., Mysore

EPC 6: Health, Yoga and Physical Education

Semester-VIII	Credit-2
Marks 50 (Internal) External 40 Internal 10	Contact Hours- 2 hrs. per week

Introduction

It is well acknowledged that health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. There are many opportunities for cross curricular learning and integration in other subject areas like science, social science and languages. The organization of activities under this should ensure a wide range of activities, so as to enable student and teacher participate according to his/her interest and need. The syllabus, therefore, focus on "what as a students, teacher. I should learn and what should I expected that the children should learn and practice". This course therefore, focuses on acquisition of habits of healthy living and participation in games & sports for maintenance of fitness among the student teachers, with an aim to inculcate the same among their students in future.

Objectives

The course will enable the student teachers to;

- Understand the concept of holistic health, its various dimensions and determinants for all round development.
- Know the health status, identify health problems and be informed for taking remedial measures;
- Aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- Encourage to form right habits about exercise, games and sports, sleep, rest and relaxation;
- Understand various policies and programmes related to health, physical education and yoga.
- Understand the process of assessment of health and physical fitness.

Unit I: Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Impact of Physical activities, games, sports and yoga on different body systems, Management of stress and strain and life skills.

- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, malnutrition, including obesity,
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning, Balanced diet.

Unit II: Physical Education

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health. Common Sports Injuries and First aid.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-person ship.
- Drawing of Fixtures for conducting Tournament, knock-out, league, Layout of Track & Field areas.
- Commonly-abused substance and drugs and ways of prevention and inhabitation.

Unit III: Yoga

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)
- Surya Namaskar and Pranayams, Meditation
- Precautionary measures for yogic practices.
- Role of yogasanas for prevention of common diseases

Suggested Activities for internal

- Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) .Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or any individual game
- Organization of games and sports tournaments
- Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation

Suggested Readings

Health Education

- K. Park, “Preventive and Social Medicine” BanarsidasBhanoth, Publishers Nagpur Road, Jabalpur, India.
- NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)
- NCERT (2014). Population Education: Source Material, NCERT, New Delhi
- Stephen J. Williams, Paul R. Torrens, “Introduction to Health Service, Delmore Publications

Physical Education

- Deborah A. Wuest, Charles A. Bucher, “Foundation of Physical Education Exercise Science and Sports” Tata McGraw Hill, Pvt. Ltd., New Delhi

- John E. Mixton, Ann E. Jewett, “An Introduction to Physical Education, W.B. Saunders Company, London
- John Cheffers, Tom Evaul, “Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood” New Jersey
- Bette J., Logdson & Others, “Physical Education for Children”, Lea & Febiger, Philadelphia
- Roberts S. Weinberg & Daniel Gould, “Foundation of Sports and Exercise Psychology”, Human Kinetics Publication
- A.K. Uppal, Lawrence Gray Kumar, “Biomechanics in Physical Education and Exercise Science” Friends Publication, New Delhi
- Jack H. Wilmore, David L. Costill, W. Larry Kenney, “Physiology of Sports and Exercise” Human Kinetics Publication

Yoga

- Swami Satyanand Saraswati, “Asana Pranayama Mudra Bandh”, Bihar School of Yoga, Munger
- M.M. Ghore, “Anatomy and Physiology of Yogic Practices” Lonavala Yoga Institute, Lonavala
- Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala
- “Yogasana” Morarji Desai National Institute of Yoga, New Delhi
- “Pranayama” Morarji Desai National Institute of Yoga, New Delhi
- MDNIY (2010). “Yoga Teachers Manual for School Teachers, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

EPC 7: Reading and Reflecting on Texts

Semester-VIII	Credit-2
Marks 50	Contact Hours- 2 Hrs Per Week

Introduction

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners, one of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the ‘ideas’. The given texts could be excerpts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme can select 10-15 books available in their library for teaching the course in the light of its objectives listed below. The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Objectives

The course will enable the student teachers to;

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

Unit I: Stories and Excerpts from Narratives (any one or more)

- *How I Taught My Grandmother to Read and other Stories*- Sudha Murthy-Puffin. Books, 2004
- *Tales from the Indian Jungle*-Kenneth Anderson- Rupa & Co. 2001
- *Tales of the Open Road*- Ruskin Bond- Penguin UK-2006
- *Encounters with Animals*- Gerald Durrell-Penguin-2012

Excerpts from the following:

- *The Diary of a Young Girl: Anne Frank*, Random House.
- *The man who planted trees*- Jean Giono, Chelsea Green Pub.
- *'I have a Dream'* Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

Unit II: Essays /Excerpts from Literary Texts (any one or two)

- *The Elephant, the Tiger and the Cellphone*-ShashiTharoor, Penguin, India.
- *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.
- *Running in the Family*- Michael Ontage, Bloomsbury, London.
- *Interpreter of Maladies* – (Title Story)–JhumpaLahari, Mariner Books.

Unit III: Essays /Excerpts from Educational and Scientific Texts (Choose any three)

- *Medium of education* (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- *A Brief History of Time*- Stephen Hawking, Random House.
- *Fall of a Sparrow*- Salim Ali, Oxford.
- *Education and world peace. In Social responsibility*, (Krishnamurti, J.) Krishnamurti Foundation.
- *National curriculum framework – 2005. NCERT*
- *Civilization and progress. In Crisis in civilization and other essays.* (Tagore, R.) Rupa & Co.
- *RTE Act, 2009*

Guidelines for Assessment

Sl no	Activity	Marks
1	Narrating any one story selected from Unit I in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Seminars and open forum for discussion based on themes related to selected texts from Unit 3	10
Total		50

FE-3: WORKING WITH COMMUNITY

Semester-VIII	Credit-2
Mark:50 (Internal)	Contact Hours- 02 Weeks

Introduction:

School is a miniature community and a big gap is found between school and community. Mutual exchange and sharing of resources and facilities between the two is essential for national development. The student teachers need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. Considering the value of relationship between school and community and the facilitating role of teachers in this the B.Ed. curriculum has provision for fieldwork with community. The programme aims at enhancing their ability to enlist community support for School and contribute for national development. The programme aims at acquainting them with social realities, developing dignity of labour among them and prepare them for sustainable development.

Objectives:

The course will enable the student teachers to;

- Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities
- Develop the dignity of labour among student – teachers
- Arouse their interest in the social and economic reconstruction of the country

- Make the student-teacher aware with the educational problems and needs of the society
- Prepare youth for sustainable development
- Develop the personality of the student-teacher through community service

Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. The members of SMC/VMC should be associated in these activities.

The institution will form a committee, including faculty members, student teachers and community/SMC members for the smooth organization of this programme. The student teachers shall prepare a detailed report of the programme, individually and/or in group during the activity and submit at the end of the programme.

Transaction Mode

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, Mass movement, *Nukkad* Performances, Local action group formation, surveys, interviews, action research, case study, dissemination of success stories etc.

Suggested Activities

- Micro planning of a school community relationship
- Study of the nature of community participation in a secondary school
- Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area
- Report on social customs, traditions and superstition
- Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager
- Study of wastage and stagnation in local primary schools
- Study of an area in regard to consumption of electricity and water and suggest remedial measures
- Tree plantation programme in the campus/nearby village
- Survey of parent's attitude towards education of their children
- Organization of non-formal education centers for dropouts and out of school children in a locality
- Organization of campus beautification programme
- Identification of problems of parents with respect to education of their children
- Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community
- Cleanliness drives in the community and awareness about its needs
- Developing healthy food habits among the community members
- Training of community in some simple vocations for self-employment
- Action research on local problems in consultation with the community
- Micro – planning exercises for assessing the educational status of the community
- Establishment of peace-committees and making them functional effectively
- Critical review of implementation of rte act (2009) .
- Assistance and working with local community in actual relief work whenever needed
- Training of community in first aid
- Exploiting the community resources and finding means and ways of using them for school

Many more such exercises could be conceived. Any such activities could be planned at the institutional level and executed. It is suggested that these activities may be conducted individually or collectively under the supervision of teacher education.

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