

Semester II
B. A. B. Ed. (CBCS) Semester- II
GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)
Semester II
AEC1(II): LANGUAGE SKILLS (HINDI)

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives:

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To internalise grammar rules so as to facilitate fluency in speech and writing .
- To develop functional and creative skills in language.
- To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

Transaction mode :

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

COURSE CONTENTS

Unit I: History of Language and Literature-2

Aadhunik Hindi Sahitya ka Itihas [1857 Se Lekar Ab Tak]

Unit II : Modern Poetry-1 [Pre-Independence Literature]

Swatantratapurva Hindi Kavita Ka Vikas

1. Maithilisanan Gupt- Nar Ho Na Nirash Karo Man ko
2. Jayshankar Prasad- Himadri Tung Sring Se Prabudh Sudhha Bharti
3. Suryakant Tripathi Nirala- Joohi ki Kali
4. Sumitranandan Pant- Drut Jharo Jagat Ke Jirn Patra
5. Mahadevi Verma-MaiNeer Bhari Dhukh Ki Badli,

Unit III : Modern Poetry-2 [Post-Independence Literature]

Swatantrayottar Hindi Kavita Ka Vikas

1. Gajanan Madhav Muktibodh- Bhool Galti,
2. Kedarnath Agrawal- Chandra Gahna Se Lautati Ber
3. Raghveer Sahay- Aapki Hansi
4. Nagarjun- Aakal Aur Uske Bad
5. Kedarnath Singh- Aakal Me Saras

Unit IV : Communication skills Conversation [Varta]:

Characteristics – Definition – Styles of conversation – Higher order skills-Telephonic conversation, Role Play, – Models, etc. – Exercises.

References:

1. Hindi Sahitya Ka Itihas: Ramchandra Sukla, Vani Prakashan, Delhi
2. Hindi Sahitya ka Aadikal: Hajari Prasad Divedi, Vani Prakashan, Delhi
3. Hindi Sahitya Ka Itihas: Dr Nagendra , Mayoor Paperbacks, Delhi
4. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
5. Hindi Sahitya Ka Dusara Itihas: Bacchan Singh, Vani Prakashan, Delhi
6. Aadhunik Hindi Sahitya ka Itihas: Bacchan Singh, Lokbharti Prakashan, Delhi
7. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
8. Hindi Sahitya ka Sanchhipt Itihas:Viswanath Tirpathi, Orient Longman, Delhi
9. Sawtantrayotar Hindi Sahitya Ka Itihas: Dr Laxmisagar Vasney, Delhi
10. Hindi Sahitya Aur Samvedana Ka Vikas: Ramswaroop Chaturvedi, Lokbharti Prakashan
11. Bhasha, Yugbodh aur Kavita: Dr Ramvilas Sharma, Vani Prakashan, Delhi
12. Kavita ka Vartmaan: Dr P Ravi, Vani Prakashan, Delhi
13. Hindi Kvaya ka Itihas: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi
14. Kavita ki Zameen aur Zameen ki Kavita: Namvar Singh, Rajkamal Prakashan, Delhi
15. Nayee Kavita aur Astitvawad: Ramvilas Sharma, Rajkamal Prakashan, Delhi
16. Chhayavad: Namvar Singh, Rajkamal Prakashan, Delhi
17. Kavita ke Naye Pratiman: Namvar Singh Raajkamal Prakashan, Delhi
18. Hindi Kavita ka Atit aur Vartmaan: Maneger Panday, Vani Prakashan, Delhi
19. Hindi Kavita Ki Tisari Dhara: Mukesh Manas, Swaraj Prakashan, Delhi
20. Effective Communication Skills, by Omkar N Kour
21. Prayojanmoolak Hindi- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi
22. Prayojanmoolak Hindi ki Nayee Bhoomika- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi
23. Prayojanmoolak Hindi: Sidhant aur Prayog- Dangal Jhalte, Vani Prakashan, Delhi
24. <http://www.hindisamay.com>

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .

AEC1(II): LANGUAGE SKILLS (ENGLISH)-II

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

Objectives :

Students develop proficiency in English which equips them to:

- understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- examine authentic literary and non-literary texts and develop insight and appreciation.
- gain an understanding of study and reference skills.
- plan, draft, edit and present a piece of writing.

COURSE CONTENTS

Unit I: Descriptive Grammar

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence

To 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. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

Unit III: Writing for Functional Purposes

Letter-writing (Professional / Personal)

Unit III: Creative Skills in Writing

Writing dialogues, poems and essays

Unit IV: Basic Phonetics

Sounds of English language, intonation and transcription using IPA.

References:

1. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA

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2. Fiderer, A. (1994) Teaching Writing: A Workshop Approach. Scholastic.
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). The Communication Skills Book, 2 nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). It Doesn't Always Have to Rhyme. Atheneum.
6. Hyland, Ken (2004) Second Language Writing. University of Michigan Press.
7. Graves,D (1992). Explore Poetry: The reading /writing teacher's companion. Heinemann
8. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.:Penguin Books.
9. Gabor Don (2001). How to start a Conversation and Make Friends, New York: Fireside.

GROUP A: ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

Semester II

AEC2(II): INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION-II

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

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

- Explain the process and stages of instructional design.
- Design and develop technology integrated learning experiences using ICT tools.
- Explain the different pedagogical approaches of ICT integration in education.
- Develop skills in using various e-learning tools and technologies.
- Plan, develop, and use multimedia based learning content using open source authoring software.
- Create and use Open Educational Resources under different CC licenses.
- Use various online and offline ICT tools for assessment.
- Appreciate the scope of ICT for improving the personal productivity and professional competencies.
- Explain the emerging trends in information and communication technology.

Course Content:

Unit I: Instructional Design and E-content

- Instructional Design – concept, principles, models and stages of instructional design.
- Basic Understanding of Audio-Visual Studio
- Basic Photography Aesthetics
- Types of Camera and Microphones
- Multi Camera Setup
- Various Formats of Video and Audio
- Shot Division/ Types of Shot Sizes and their impact on narrative/ continuity
- Genres in Video Communication
- Steps in the Video Production
- Multimedia tools- Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
- Designing, developing and using Massive Open Online Courses (MOOCs).

Unit II: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning.
- Techno pedagogical content knowledge (TPCK). E-learning: concept, types, characteristics, advantages and limitations. E-learning tools and technologies, Learning Management Systems (LMS).
- Flipped classrooms: meaning and possibilities.
- Web quest and virtual field trips: concept, process, and use in the classroom. Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences.
- ICI integrated Unit plan – Web 2.0 for creating constructivist learning environment.

- Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL).
- ICT for Assessment: Online and offline assessment tools – rubrics, e-portfolio, survey tools, puzzle makers, test generators, reflective journal, question bank.

Unit III: Designing and Developing E-Content

- Learning theories – implications for instructional design
- E-learning courseware (e-content) design
- Identifying and organizing course content: need analysis(learner, content, task), learning objectives, course sequence.
- Designing instructional media, evaluation, and delivery strategies.
- Creating interactive content – story board, courseware outline, interactivity and interface.
- Courseware delivery and evaluation.
- Reusable learning objects (RLO)– meaning, types and characteristics, RLO repositories, metadata and standards.
- E-content authoring tools- open source and proprietary alternatives.
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

Unit IV: ICT for Educational Management and Professional Development

- ICT for personal management: email, task, events, diary, networking.
- ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, Library Automation.
- ICT for professional development: tools and opportunities.
- Electronic teaching portfolio- concept, types, tools, portfolio as a reflective tool for professional development.
- Self-directed professional development: role of ICT.
- Teacher networks and community of practice, web conferencing- tools and techniques.
- Technology and design based research and its pedagogical implications for professional development.
- Emerging Trends in ICT and its educational implications: augmented reality, 3D printing, learning analytics, digital games, artificial intelligence.

Sessional activities:

- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS.
- Enrolling and completing some MOOC courses of interest.
- Creating resources for flipped classroom and practicing flipped learning in school.
- Evaluating OER resources. Creating and sharing OER materials- may be in NROER.
- Developing technology integrated unit/lesson plan and trying out this in the school.
- Hands on experience on subject specific software tools like geogebra.
- Evaluation of RLO repositories and creating RLO and uploading to repositories.
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses.

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- Developing a multimedia e-content for a topic using eXe Learning.
- Creating screen cast video of a lesson.
- Creating a podcast using audacity and sharing it on podcasting site.
- Shooting, editing, producing and sharing of videos segment on any educational topic.
- Creating a simple 2D animation using pencil or Tupi.
- Creating and editing various graphics.
- Planning and creating digital rubrics for any topic.
- Organize web conferencing using Skype.
- Review of ICT labs (plans and equipments/resources) in school from internet.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation.
- Developing an electronic assessment portfolio.
- Developing an electronic teaching portfolio.
- Readings on emerging ICT trends in education.
- Using FOSS tools for timetabling, grade sheet.

Suggested Readings:

1. Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
2. Costantino, P.M., DeLorenzo, M.N., Kobrinski, E.J. (2006). Developing a professional teaching portfolio: a guide for success. Pearson
3. Christopher Moersch (2009). Beyond Hardware-Using Existing Technology to promote Higher-Level thinking. Viva Books: New Delhi.
4. David Moursund (2009). Project Based Learning- Using Information Technology- Second Edition. Viva Books: New Delhi.
5. Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD: Denver
6. Liz Arney (2015) Go Blended!: A Handbook for Blending Technology in Schools
7. M. D. Roblyer, Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition)
8. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools : IRM Press, UK.
9. Pradeep Kumar (2011). Web Resources in Pedagogy . Apple Academics: Oakville.
10. Sonny Magana, Robert J. Marzano (2013). Enhancing the Art & Science of Teaching With Technology (Classroom Strategies)

ENG 102: English Poetry

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

Objectives: The students will be able to:

- Acquaint with certain specimens of poems of representative poets from different literary periods.
- Develop their analytical and imaginative powers through reading poetry.
- Derive pleasure out of their reading of poetry. The paper will be divided into four (4) Units.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Shakespeare : Shall I Compare Thee to a Summer's Day ➤ John Donne : The Sun Rising ➤ John Milton : On this Blindness ➤ John Dryden: Shadwell ➤ William Blake: The Tiger
Unit II	<ul style="list-style-type: none"> ➤ William Wordsworth: The Daffodils ➤ John Keats: Ode to Nightingale ➤ Shelley: Ode to the West Wind ➤ Matthew Arnold: Dover Beach ➤ Lord Alfred Tennyson: Tears, Idle Tears
Unit III	<ul style="list-style-type: none"> ➤ Robert Browning: My Last Duchess ➤ T.S. Eliot: The Hollow Men ➤ Wilfred Owen: Strange Meeting ➤ W.B. Yeats: Sailing to Byzantium ➤ W.H. Auden: The Unknown Citizen
Unit IV	<ul style="list-style-type: none"> ➤ Literary Terms: Simile, Metaphor, Alliteration, Poetic License, Pun, Refrain, Sonnet, Elegy, Ode, Allegory, Lyric, Ballad, Blank Verse, Epic, Free Verse, Heroic Couplet. ➤ Schools of Poetry: Elizabethan Poetry, Metaphysical Poetry, Classical Poetry, Graveyard Poetry, Romantic Poetry, Pre-Raphaelite Poetry, Victorian, Modern and Contemporary English Poetry

Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

Unit I

- Sinha, A. K. *A Students' Companion to English Poetry*. Bharati Bhawan (P&D). 2017.
- Green, David. (Ed.). *The Winged World: An Anthology of Poems*. Macmillan. 2009.
- Palgrave, F.T. & John Press. *Palgrave's Golden Treasury*. OUP. 2002.
- Sethna, K.D. *Sri Aurobindo on Shakespeare*. Sri Aurobindo Ashram. 2008.
- Grazia, M. De and S. Wells (Ed.). *The Cambridge Companion to Shakespeare*. 2nd Ed. CUP. 2010.
- Guibbory, Achsah (Ed.). *The Cambridge Companion to John Donne*. CUP. 2006.
- Danielson, Dennis (Ed.). *The Cambridge Companion to Milton*. 2nd Ed. CUP. 1999.
- Zwicker, Steven N. (Ed.). *The Cambridge Companion to John Dryden*. CUP. 2004
- Yadav, Saryug. *Challenges of Teaching English Language and Literature in the Age of Globalisation*. Lakshi Publishers. 2011.

Unit II

- Narayan, S.A. (Ed.). *The Joy of Reading Literature: Selected Prose and Poetry*. Orient Longman. 2008.
- Sitter, John. *The Cambridge Companion to Eighteenth-Century Poetry*. CUP. 2001.
- Eaves, Morris. *The Cambridge Companion to William Blake*. CUP. 2010.
- Gill, Stephen. *The Cambridge Companion to Wordsworth*. CUP. 2003.
- Curran, Stuart et al. (Ed.). *The Cambridge Companion to British Romanticism*. CUP. 2010.
- Wolfson, Susan J. *The Cambridge Companion to Keats*. CUP. 2001.
- Morton, Timothy. *The Cambridge Companion to Shelley*. CUP. 2006.
- Aurobindo, Sri. *The Future Poetry*. Sri Aurobindo Ashram Publication. 2017.

Unit III

- Rawson, Claude. *The Cambridge Companion to English Poets*. CUP. 2011.
- Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. CUP. 2000.
- Drew, Elizabeth A. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. W. W. Norton & Company. 1959.
- Brooks, Cleanth. *Modern Poetry and the Tradition*. The University of North Carolina Press, 1939.
- Ferguson, Margaret. *The Norton Anthology of Poetry*. W. W. Norton & Company. 2005.

Unit IV

- Moody, A. David. *The Cambridge Companion to T. S. Eliot*. CUP. 1990.
- Southam, B.C. *A Guide to the Selected Poems of T.S. Eliot*. Faber & Faber. 1998.
- Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. CUP. 2007.
- Das, Santanu. *The Cambridge Companion to the Poetry of the First World War*. CUP. 2013.
- Howes, Marjorie. *The Cambridge Companion to W. B. Yeats*. CUP. 2006.
- Stan, Smith. *The Cambridge Companion to W. H. Auden*. CUP. 2009.
- Hulse, Michael and Simon Rae. *The 20th Century in Poetry*. Pegasus. 2013.

HIN 102: Hindi

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

उद्देश्य-

1. विद्यार्थी मध्यकाल की प्रमुख काव्यधाराओं के साथ उस काल के रचनाकारों की प्रमुख शैलियों को समझ सकेगा।

इकाई 1

पठनीय कविताओं की सूची

➤ कबीर

- | | | |
|--------------------|---|------------------|
| 1. दुलहनी गावहु | — | पुरिष एक अविनासी |
| 2. बहुत दिनन में | — | दीन्हा |
| 3. संतों भाई आई | — | भया तम खीना |
| 4. पाँडे कौन कुमति | — | रामल्यो लाई। |
| 5. हम न मरै | — | सुख सागर पावा |

➤ जायसी

- | | | |
|-------------------------|---|----------------------|
| 1. नागमती चितउर पथ हेरा | — | विरह काल मोहि दीन्हा |
| 2. पिउवियोग अस बाउर | — | पाँख जरा गाभागि |
| 3. चढा असाढ गगन | — | हम सुख भूला सर्व |
| 4. सावन बरस मेह | — | नो माहि पाँव न पाँखप |

➤ 2. संतवाणी

कवि - नामदेव

- | | | |
|-------------------|---|-------------|
| 1. हरि नाँव हीरा | — | उतरे पारा |
| 2. धृग ते बकता | — | राम ही जाने |
| 3. जो लग राम नामै | — | भवजल तरिये |
| 4. ऐसे जग थे दास | — | नामदेव दासा |

रैदास

- | | | |
|-------------------|---|---------------------|
| 1. अब कैसे छूटे | — | ऐसी भक्ति करे रैदास |
| 2. उँचे मंदिर शाल | — | राम कहीं छूट्यो |
| 3. किहि विधि अब | — | मोहि आज |
| 4. कही मन राम नाम | — | तैं न बिसार |

➤ नानक

भक्ति मार्ग

	1. मनरे प्रभु की	—	उतारहि पारा योग मार्ग
	1. मिलि जल	—	जलहि खटाना
	2. अब राखहु दास	—	भाट की लाज
	3. सावण आइया हे सखी—	—	बड़ाई देह
> वादू वयाल	1. नीके राम कहत	—	यह मारग संकरा
	2. अजहुन निकसे	—	जैसे चंद चकोर
	3. सजनी रजनी घटती	—	सकल सिरोमणी राइ
	4. हमरे तुम्ह डी	—	सब जंजाल
> रज्जव			मन की प्यास
	1. मन की प्यास—	—	राम भजन करि भाई
	2. संतो मगन भया	—	धणी का चेश
	3. ऐसी गुरु संसार	—	दर्शन पासा
इकाई 2			
1. सूरदास			
सूरदास			
> वात्सल्य			
> गोपी प्रेम			
> विरह वर्णन			
तुलसी			
	1. जसोदा हरि पालने—	—	नंद भामिनी पावै
	2. मैया मैं तो चंद	—	सुमंगल गौडी
	1. ब्रजत स्याम	—	राधिका मोरी
	1. बिनु गोपाल	—	छुजै
	2. निरगुन कौन देस	—	मतिनासी
			रामचरित मानस : चाटिका प्रसंग
	1. देखन बागु	—	भुगी सभौत
	2. कंकन किकिनि—	—	समय अनुहारि
	3. धरि धीरज एक—	—	प्रीति न थोरि।
			विनय पत्रिका
	1. जो पै कृपा	—	काहु न डरे
	2. रामचंद । रघुनायक—	—	भवसिंधु तरे।

इकाई 3

> मीरा

- | | | |
|-------------------|---|-----------------|
| 1. मन रे परस | — | अगम तारण तरण |
| 2. बसो मेरे नैनन | — | भगत बछल गोपाल |
| 3. आली री मोरे— | — | लोग कहे बिगड़ी |
| 4. मैं तो साँवरे | — | भगत रसीला जाँची |
| 5. माई री मैं तो— | — | पूरब जनम को कोल |

> रसखान

सुजान रसखान

- | | | |
|---------------------|---|--------------|
| 1. प्रान वही | — | मन भायो |
| 2. बैन वही | — | रस खानी |
| 3. मानुष | — | कदंब की डारन |
| 4. या लकुटी | — | ऊपर वारी |
| 5. सेस, गनेस, महेस— | — | नाच नचावै |

इकाई 4

(क) काव्य शास्त्र

(काव्य के गुण, दोष और शब्द शक्तियाँ)

(ख) छन्द अलंकार

छंद : दोहा सोरठा चौपाई कुंडलियाँ।

अलंकार : अनुप्रास यमक श्लेष उपमा।

संदर्भ ग्रंथ

1. प्राचीन काव्य — संपादक डॉ. सत्यनारायण शर्मा
2. प्राचीन काव्य धारा —संपादक डॉ. गजेन्द्र मोहन अल्का पब्लिकेशंस अजमेर
3. हिंदी साहित्य का इतिहास — डॉ. नगेन्द्र
4. रीति काव्य की भूमिका —डॉ. नगेन्द्र

Credits- 4

Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

1. To understand the physical evolution of the planet earth through geological times
2. To appraise concepts and theories essential for understanding forms and processes of the earth
3. To understand the physical features and processes shaping the characteristics of the earth

Course Content

Unit I

Geological time scale; Fundamental concepts: uniformitarianism, evolution and dynamic equilibrium; Isostasy; Continental Drift Theory; Theory of Plate Tectonics.

Unit II

Geomorphic Processes: Weathering, Erosion and Mass-wasting: Impacts on landforms; Cycle of erosion and slope evolution (W.M. Davis and Walther Penck).

Unit III

Influence of lithology and structure on landforms; Folded and faulted structures; River channels – form and pattern;

Unit IV

Geomorphic agents, processes and resultant features— fluvial, aeolian, glacial, marine and karst.

Reading List

- Bloom A. L., 2003: *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, Prentice- Hall of India, New Delhi.
- Bridges E. M., 1990: *World Geomorphology*, Cambridge University Press, Cambridge.
- Christopherson, Robert W., 2011: *Geosystems: An Introduction to Physical Geography*, 8 Ed., Macmillan Publishing Company
- Kale V. S. and Gupta A., 2001: *Introduction to Geomorphology*, Orient Longman, Hyderabad.
- Knighton A. D., 1984: *Fluvial Forms and Processes*, Edward Arnold Publishers, London.
- Richards K. S., 1982: *Rivers: Form and Processes in Alluvial Channels*, Methuen, London.
- Selby, M.J., (2005), *Earth's Changing Surface*, Indian Edition, OUP
- Skinner, Brian J. and Stephen C. Porter (2000), *The Dynamic Earth: An Introduction to Physical Geology*, 4th Edition, John Wiley and Sons
- Thornbury W. D., 1968: *Principles of Geomorphology*, Wiley.
- Wooldridge W. S. and Morgan R. S., 1959: *An Outline of Geomorphology: The Physical Basis of Geography*, Longmans.
- Gautam, A (2010): *Bhautik Bhugol*, Rastogi Publications, Meerut

Practicals

Instrumental Survey

Total credit: 1

Contact hours: 2 per week

Survey of a small area by Chain Tape and Plane Table methods
Calculation of height of an object by Abney Level

Practical Record: Students will be required to prepare a practical file consisting of all exercises in the paper.

Assessment Modalities: The assessment modality will involve a term-end examination towards the end of the semester.

- The term-end examination will carry a weightage of 30 marks. Duration of examination will be 3 hours.
 - Lab Work (Any 3 out of 4 exercise) 15 Marks
 - Record File 10 Marks
 - Viva 05 Marks

Reading List

1. Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
2. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
3. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
4. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
5. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
6. Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol*, Central Book Depot, Allahabad
7. Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher

HIS 102 : Modern World History (Renaissance to 1945 A.D.)

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives: The students will be able to:

- It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.
- This will complete the study of the Modern world history.
- The candidate will have a bird's eye view of the whole history of the Modern world.
- This will prepare him for an interplay between the micro and macro. The paper will be divided into four (4) Units.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Beginning of New Era: Renaissance and Reformation ➤ Industrial Revolution: Causes, Consequences, ➤ Emergence of New classes. ➤ American War of Independence: Nature and causes, Events of struggle and significance.
Unit II	<ul style="list-style-type: none"> ➤ French Revolution: Causes, main events and its impact. ➤ France under Napoleon Bonaparte and Vienna Settlement ➤ Unification of Italy and Germany ➤ Foreign Policy of Bismarck: His Diplomacy and Policy of Secret Alliances
Unit III	<ul style="list-style-type: none"> ➤ Eastern question with special reference to Crimean war and Berlin settlement. ➤ Colonial expansion of European powers in Asia, Africa and Latin America ➤ First World war: Causes and Results, Paris Settlement and League of Nations.
Unit IV	<ul style="list-style-type: none"> ➤ Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia. ➤ World Economic Depression (1924-30) Cultural Revolution in China. Rise of Japan as an imperial power. ➤ Rise of Nazism and Fascism ➤ Second World War: Causes and Results and Formation of UNO and its achievements

Tutorials/Practicum : Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. Students may be given to draw the paintings of Renaissance period

Suggested Readings

- Thampi, Madhavi. *India and China in the Colonial World*. Orient Blackswan
- Jain and Mathur. *A History of Morden World (1500-2000)*. jain Prakashan Maandir. Jaipur
- Raj, Hans. *History of Morden World - An Overview*. surjeet publications
- Collingwood, R.G. *The Idea of History*. surjeet publications
- Hayes, C. J. H. *Morden Europe up to 1870*. surjeet publications
- Langer. william. L. *An Encyclopaedia of World History*. surjeet publications
- Ketelby, C.D. *A short History of Morden Europe*. surjeet publications
- Raj, Hans. *Western world (Mid - 15th Century to World War II)*. surjeet publications

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POL 102: REPRESENTATIVE INDIAN POLITICAL THINKERS

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

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

- To understand the fundamentals of Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian political thinking.
- To understand the various aspects of Political thoughts of modern era and analyse political and social philosophy of Indian thinkers with special reference to social justice and socialism.

Unit	Content
Unit I	Kautilya , Somdev Soori , Ziauddin Barani.
Unit II	Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule.
Unit III	Gopal Krishan Gokhale, Bal Gangadhar Tilak, M. K. Gandhi.
Unit IV	Jawaharlal Nehru, Bhim Rao Ambedkar, Ram Manohar Lohiya .
Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.	
Tutorials/ Practicum: Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.	

Suggested Readings

- 1 A.R. Appodorai; Indian Political Thinking.
- 2 A.R.Desai ; Social Background of Indian Nationalism
- 3 B.R.Purohit ; Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi) 4 D.B.Mathur ; Gokahale : A Political Autobiography
- 5 Purshottam Nagar ; Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 6 V.R. Mehta; Foundations of Indian political Thought, Manohar Publishers and Distributors, New Delhi, 1999. 7 J. Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied 1969.

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Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives: The students will be able to:

- Explain the various issues, problems and policies of Indian Economy
- Detail account of the development of Indian economy before, at the time and after Independence.
- Describe sectoral development and different components of Indian Economy.
- Understand the problems of population growth, unemployment, Inflation and measures to check Inflation.
- Critically explain the current economic problems and new economic reforms in India

Unit	Content
Unit I Structure of Indian Economy	<ul style="list-style-type: none">➤ Basic feature of Indian Economy, Natural Resources- Land, Water and Forest;➤ Human Resource- Broad demographic features- Population size, growth rate, sex composition, literacy, life expectancy, rural-urban migration, Occupational distribution, Causes and Problems of over-population, Population policy;➤ The Problems of Poverty, Inequality, unemployment and inflation in India, Composition of GDP.

I: Perspectives in Education (PE)
Semester II
PECG 102: CHILDHOOD AND GROWING UP

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions carry equal marks

Objectives of the Course: On the completion of course, the student teacher will be able to:

- Situate individual development in a socio-cultural context.
- Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context.
- Acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- Understand a range of cognitive skills and affective processes in human learners.
- Become aware of different contexts of learning and situate schools as a special environment for learning.
- Reflect on their own implicit understanding of the nature and kinds of learning.
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social- constructivist theories.
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school.
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Course Contents

Unit I: Learner as a Developing Individual and individual differences among learners

- Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, economic and technological).
- Nature and nurture, continuity and discontinuity and growth and maturation issues.
- The understanding of cognitive and affective processes influencing the development of the learner and their applications in classroom teaching.

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- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligence perspective with a focus on Gardner's theory of multiple intelligence. Differences in learners based on predominant 'learning styles'.

Unit II: Development and Learning

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, emotional, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence (special emphasis on concerns of adolescence).

Unit III: Theoretical Perspectives on Learning

- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), Cognitivist and Social Cognitivist (Bandura), Information-Processing view, Humanist, Social-Constructivist Social Cognitive Learning (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
 - (i) Concepts and principles of each perspective and their applicability in different learning situations
 - (ii) Relevance and applicability of various theories of learning for different kinds of learning situations
 - (iii) Role of learner in various learning situations, as seen in different theoretical perspectives
 - (iv) Role of teacher in teaching- learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co- learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).

Unit IV: Learning in 'Constructivist' Perspective

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-Constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
- Creating facilitative learning environment.

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- Teachers' attitudes, expectations– enhancing motivation, Achievement motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

Modes of Learning Engagement: Modes of learning engagement will include:

- Reflective Written Assignments
- Lecture-cum-discussion
- Study of selected readings and discussions around overviews
- Anecdotes, experiential and reflective writings.
- Audio-visual clips of learning situations and interactions, analysis and discussion in small groups as well as large group
- Group presentations of key themes and concepts
- Exemplars of 'constructivist' learning situations, Case studies, their analysis and discussion
- Close observation of learners (students) in learning situations at school, as well as in other contexts; making field notes
- Interpretation, analysis and discussion of observations
- Assignments based on the above

Practicum/ Tutorials:

- Reflective Written Assignments
- Field observation notes
- Analysis of a learning situation and case study, using theoretical perspectives
- Administration of any one standardized tests (Intelligence/aptitude/attitude/creativity) and preparation of psychological assessment report.
- Prepare a critical report on implications of any one theory for learning – Piaget, Erickson and Bandura.
- Select a child with learning problem (refer 5.5) and carry out academic assessment in any one subject, identify the remedial measures and prepare a report.
- Preparation of learners' profile based on cognitive and non-cognitive characteristics to depict inter and intra individual differences.
- Project work

Suggested Readings:

1. Ambron, S.R. (1981). Child Development. New York. Holt Rinehart & Winston.
2. Atkinson, Richard C. et.al. (1983). Introduction to Psychology. New York. Harcourt Brace Johanovich Inc.
3. Benjafield, J.G. (1992). Cognition. Prentice Hall, Englewood Cliffs.

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4. Blackie, J. (1971). How Children Learn in J.C. Stone and F.W. Schneider (eds.) New York. Readings in the Foundations of Education, Vol II, Cromwell.
5. Brown, J.S., Collins, A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher: 32-42.
6. Dececco. (1970). Italy. Psychology & Learning and Instruction Educational Psychology Prentice.
7. Flavell, J.H. (1963). The Developmental Psychology of Jean Piaget, New York. Van No strand.
8. Gange, R. M. (1985). The Conditions of Learning and Theory of Instruction (4th edition). New York. Holt, Rinehart and Winston.
9. Gardner, H. (1999). The disciplined mind what all students should understand. New York. Simon & Schuster.
10. Gardner, Howard (1989). Frames of Mind. New York. The Theory of Multiple Intelligences, Basic Books.
11. Gardner, Howard (1991). The Unschooled Mind. New York. Basic Books.
12. Hurlock, E.B. (1964). Child Development. New York. Mcgraw Hill Book Co.
13. Phillippe Aives. (1962). Centuries of Childhood. A Sociology of Family Life. New York. Knops.
14. Wolfolk (1987). Educational Psychology. Prentice Hall Eaglewood Cliff.
15. Srivastava, A.K. (1998). Child Development. The Indian Perspective. New Delhi. NCERT.
16. Sibia, A. (2006). Life at Mirambika. New Delhi. NCERT.
17. Chauhan S. S. (2002). Advanced Education Psychology. Delhi. Vikas Publication.
18. Woolfolk, A.E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.
19. Wertsch, J.V. (1985). Vygotsky and the Social Formation of Mind. Harvard University Press.
20. Chauhan, S.S. (1990). Advanced Educational Psychology. New Delhi. Vikas Publication House.
21. Sharma R.A. (1996). Fundamentals of Educational Psychology. Meerut. Lal Book Depot.

GROUP F: SKILL ENHANCEMENT COURSES (SEC)

Semester II

WEAP 102: WORK EDUCATION (AGRICULTURE PRACTICE)-II

Time: 1.5 Hours

Max. Marks: 50

Credits- 3 Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the student teacher will be able to-

- Identify seeds of common crops and vegetables.
- Recognise manures and fertilizers used commonly.
- Understand characteristics of seeds and seedling.
- Identify different summer and winter flowers.
- Acquire skills to horticulture practices.
- Inculcate healthy values related to work culture

Course Contents

Unit I: Identification

- Seeds of common crops.
- Seeds of common vegetables.
- Important weeds.
- Manures commonly used.
- Fertilizers commonly used.

Unit II: Seeds and Seedlings

- Characteristics of a good seed for sowing.
- Calculation of germination percentage of seeds.
- Planting seeds and transplanting seedling.
- Raising seedlings in a nursery
- Study about green-house.

Unit III: Ornamental gardening

- Identification of different summer flowers.
- Identification of different winter flowers.
- Identification of common hedge and creeper plants.
- Preparation and maintenance of rockeries and borders.
- Preparation and maintenance of borders through hedge and flower plantation.

Horticulture Practices

- Agro forestry and related concepts
- Potting and repotting practices.
- Practices related to production of important flowering plants.
- Collection of different types of seeds.
- Preparation of a project.

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Unit IV: General Field practices

- Earthing.
- Planting.
- Hoeing.
- Weeding.
- Watering of plants.

Suggested Readings:

1. Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
2. Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut, 2002).
3. Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
4. Dr. K.N. Dubey, Fruit Production in India (Rama Publishing House, Meerut, 2008).

Practicals

All the following experiments are to be done. Few more experiments may be set at the institutional level.

(a) **Identification of agronomy of following crops:**

- Wheat
- Mustard
- Gram
- Rose etc.

(b) **Agricultural Processes:**

- Irrigation
- Training and Pruning
- Hoeing and Weeding
- Seed Bed preparation
- Nursery Management.

GROUP F: SKILL ENHANCEMENT COURSES (SEC)

Semester II

WEEE 102: WORK EDUCATION (ELECTRICITY & ELECTRONICS)-II

Time: 1.5 Hours

Max. Marks: 50

Credits- 3

Theory: 40, Internal: 10

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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- ii) Q.No. 1 will be compulsory and will carry 8 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 8 marks each.
- iv) All questions will carry equal marks.

Objectives of the Course: On completion of the course, the student teacher will be able to-

- Recognize and use different tools/materials/instruments.
- Read the sketch/drawing of the job/project.
- Develop the skills for making simple projects/models.
- Acquire skill to assemble/prepare simple electric circuits.
- Acquire skill to use electronic components.
- Identify faults in electronic components.
- Develop the ability in repairing simple instruments used at secondary level.
- Inculcate healthy values related to work culture.

Constructivist Approach: Hands on Experiences, Activity based Learning, Experimentation, and Interactive engagement. Group Work, Peer Learning, Project Work.

Course Contents

Unit I: Lamps

Understanding the working of CFL tubes, Incandescent lamp, arc lamp, sodium vapor lamp, neon lamp, fluorescent lamp, use of choke and starter

Unit II: Transformer

Construction of Transformers, recognition of primary and secondary winding, knowledge of step-up and step-down transformer, use of transformers.

Unit III: Electrical Appliances

Understanding the working of Electrical appliances such as Refrigerator, Air conditioners etc, making Resistance and Capacitance boxes, use of testing board and extension boards for laboratory.

Unit IV: Transistor

Recognition of emitter, base and collector in a transistor, characteristics of transistor, transistor action, Amplification by transistor, Basic idea of integrated circuits, FET – recognition of drain, source and gate terminals, FET and its characteristics, testing of transistor and FET, LCD.

Suggested Readings:

1. Electrician – I Year Trade Theory Published by National Instructional Media Institute, Chennai re-print 2007
2. Electrician – II Year – Trade Theory Published by national Instructional Media Institute Chennai re-print-2007

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3. Electrical Machinery Published by Krishna Publisher Delhi Author P.S. Bhimbhara re-print 2007

Practicals

All the following experiments are to be done. Few more experiments may be set at the institutional level.

Preparation of Projects/Models based on the following **(Only Suggestive)**-

1. Alarm for luggage security
2. Mobile cell-phone charger using cell
3. Power supply failure alarm
4. Blown fuse indicator
5. IR Remote switch (fan, tube light)
6. Remote operated musical bell
7. Voltage Multiplier