

Group B: Generic Course (GC)

GCIR 202: Indian Constitution and Human Rights

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

- Know the importance, preamble and salient features of Indian Constitution
- Appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy.
- Develop an understanding of the strength of the Union Government.
- Understand the functioning of the State Government for the unity and the strength of the Democracy.
- Know the importance of local self-Government and Panchayati Raj Institutions in India.
- Know the meaning, significance, the growing advocacy of Human Rights.

Course Contents

Unit I: Meaning and Importance of the Constitution

Preamble, Salient features, Constituent Assembly and the Spirit of the Indian Constitution.

Unit II: Fundamental Rights, Duties and Directive Principles

Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.

Unit III: Union, State and Local Self Governments

Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

Unit IV: Human Rights

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organizations.

Suggested Readings:

1. M.V.Pylee, Indian Constitution, OUP, New Delhi

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2. Granville Austin, Indian Constitution, OUP, New Delhi
3. RajaniKotari, Politics in India, OUP, New Delhi
4. Johari, J C, Indian Government and Politics.
5. S R Maheswari, Local Governments in India (Latest Edition)
6. R K Arora and RajaniGoyal, Indian Public Administration 1995.
7. C P Bhambri, Introduction to Indian Constitution.
8. Subash C Kashyap, The Working of Indian Constitution, NBT, New Delhi
9. Subash C Kashyap, Our Parliament, NBT, New Delhi
10. Granville Austin, Functioning of the Indian Constitution, NBT, New Delhi.
11. Bipan Chandra, India after Independence. Roopa, New Delhi 2000.
12. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi.
13. Human Rights in India: Theory and Practice, National Book Trust, 2001.

ENG 202 :English Prose and Fiction

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:

- Develop their comprehension skills through reading various types of prose.
- Develop their reading habits and literary taste through some long specimens of prose.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Francis Bacon : Of studies ➤ A.G. Gardiner : On Saying Please ➤ E.M. Forster : Does Culture Matter? ➤ Katherine Mansfield : A Cup of Tea ➤ William S. Maugham : Mr. Know-All ➤ Nadine Gordimer : Once Upon a Time
Unit II	➤ Emily Bronte : Wuthering Heights
Unit III	Thomas Hardy : The Mayor of Casterbridge

Unit IV	a. Atmosphere, plot, characters, irony, point of view, setting, novella b. Picaresque novel, gothic novel, domestic novel, historic novel, science fiction, autobiographical, doctrinal novel, stream of consciousness novel, trends in contemporary English novel
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 Unit I

- Sinha, Sushant. K. *English Essayists*. OUP. 1978.
- Ward, A.C. *Twentieth Century Prose (1940-1960)*. Longman. 1962.

Unit II

- Thakur, D. *Selected Short Stories*. Macmillan. 2008.
- Camus, Albert. *Exile and the Kingdom*. Vintage International. 2007. Pp. 67-86.

Unit III

- Sinha, A. K. *A Students' Companion to English Fiction*. Bharati Bhawan (P&D). 2017.
- Peck, John. *How to Study a Novel*. Palgrave Macmillan. 1995.
- Forster, E.M. *Aspects of the Novel*. Harvest Book. 1955.
- Bronte, Emily. *Wuthering Heights*. New Delhi: Penguin. 2015.

Unit IV

- Hardy, Thomas. *The Mayor of Casterbridge*. New Delhi: Penguin Books Ltd. 2012.
- Kramer, Dale. *The Cambridge Companion to Thomas Hardy*. Cambridge: CUP. 2006.

➤ Williams,
English
from
to

Lawrence. The Hogarth Press 1987.

Group C: Core Courses
HIN 202:निबंध, नाटक एवं एकांकी

R. The
Novel
Dickens

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.

उद्देश्य—

1. विद्यार्थी निबंधों के विविध प्रकारों को तथा उनकी विशेषताओं को समझ सकें और उनकी साहित्यिक समीक्षा कर सकें।
2. नाटक और एकांकी के तत्वों से परिचय प्राप्त कर उन तत्वों के आधार पर नाटक और एकांकी की समीक्षा कर सकें, साथ ही नाटक व एकांकी का अंतर भी समझ सकें।
3. दलित साहित्य एवं सभी विमर्श की अवधारणा से परिचित हो सकें।

इकाई 1

निबंध

1. साहित्य जन समूह के हृदय का विकास है – बालकृष्ण भट्ट
2. तुलसी के सामाजिक मूल्य – डॉ. रामविलास शर्मा
3. भारत एक है – रामधारी सिंह दिनकर

4. राष्ट्र का स्वरूप – वासुदेवशरण अग्रवाल
5. मानस की धर्म भूमि – रामचंद्र शुक्ल

इकाई 2

एकांकी—

1. नया पुराना – उपेन्द्रनाथ अष्क
2. दीपदान – रामकुमार वर्मा
3. भोर का तारा – जगदीश चंद्र माथुर
4. ईद और होली – सेठ गोविन्द दास

इकाई—3

नाटक—ध्रुवस्वामिनी

इकाई – 4

दलित साहित्य की अवधारणा, स्त्री विमर्श की अवधारणा, हिंदी साहित्य में इनका महत्व एवं योगदान।

संदर्भ ग्रंथ

1. एकांकी संग्रह – सं. डॉ. हेतु भारद्वाज
2. निबंध संग्रह सं. डॉ. हेतु भारद्वाज
3. ध्रुवस्वामिनी – जयशंकर प्रसाद
4. दलित साहित्य का सौंदर्यशास्त्र— ओम प्रकाश वाल्मीकि
5. हिंदी निबंध का विकास – डॉ. ओंकार नाथ शर्मा अनुसंधान प्रकाशन कानपुर
6. हिंदी निबंध का इतिहास – ब्रह्मदत्त शर्मा
7. प्रसाद के नाटकों का शास्त्रीय अध्ययन – डॉ० जगन्नाथ प्रसाद शर्मा

GEO-202: Climatology and Hydrology

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.

Course Contents

Unit I

Atmosphere: composition and structure; Insolation and global energy budget; Distribution of atmospheric pressure; Winds - planetary, periodic and local.

Unit II

Atmospheric moisture – humidity, evaporation, condensation, precipitation; Hydrological cycle; Air mass and fronts - concepts, classification and properties; Cyclones - tropical and temperate

Unit III

Classification of climate (Koeppen and Thorntwaite); Atmospheric pollution; Climate change; Impact of climate change; Urban heat islands.

Unit IV

Surface configuration of ocean floor – continental shelf, continental slope, continental rise, abyssal plain, mid-oceanic ridge and oceanic trenches; Properties of oceanic waters- temperature, salinity; ocean currents and tides

Reading List

- 1- Anthes R. A., Panofsky H. A., Cahir J. J. and Rango A., 1978: *The Atmosphere*, Columbus.
- 2- Barry R. G. and Carleton A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK
- 3- Barry R. G. and Corley R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.
- 4- Batten L. J., 1979: *Fundamentals of Meteorology*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
- 5- Boucher K., 1975: *Global Climates*, Halstead Press, New York.
- 6- Critchfield H. J., 1987: *General Climatology*, Prentice-Hall of India, New Delhi
- 7- Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: *The Atmosphere: An Introduction to Meteorology*, Prentice-Hall, Englewood Cliffs, New Jersey.
- 8- Oliver J. E. and Hidore J. J., 2002: *Climatology: An Atmospheric Science*, Pearson Education, New Delhi.
- 9- Thompson D. R. and Perry A. (eds.), 1997: *Applied Climatology: Principles and Practice*, Routledge, USA and Canada.
- 10- Trewartha G. T. and Horne L. H., 1980: *An Introduction to Climate*, McGraw-Hill.
- 11- Gupta L S (2000): *Jalvayu Vigyan*, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
- 12- Lal, D S (2006): *Jalvayu Vigyan*, Prayag Pustak Bhavan, Allahabad
- 13- Vatal, M (1986): *Bhautik Bhugol*, Central Book Depot, Allahabad
- 14- Singh, S (2009): *Jalvayu Vigyan*, Prayag Pustak Bhawan, Allahabad

GEO 202: PRACTICALS

Weather Maps

Total Credit: 1

Contact hours: 2 per week

Elements of weather, Different instruments of recording weather data

Interpretation of weather maps

Preparation of rainfall dispersion diagram

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 20 marks. Duration of examination will be 3 hours.
 - Lab Work (Any 3 out of 4 exercise) 10 Marks
 - Record File 05 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 Prayogamek Bhugol*, Central Book Depot, Allahabad
- 7- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.

HIS 202 History of Medieval India (1200 A.D. to 1707 A.D.)

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.

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iv) All questions will carry equal marks.

Objectives: The students will be able to:

- To enlighten the students about the rich literary and archaeological heritage twelfth century onwards.
- To provide the knowledge about the Rajputs of north India and their achievements.
- This Semester will highlight the South Indian history and its contact with rest of India.
- To give the knowledge of Turkish conquests and Khilji administrative and economic reforms.
- The Semester will show how the Tughlaq rulers contributed to the state and society in India.
- This Semester will highlight the rise of regional powers in India in the 16th century.

Unit	Contents
Unit I	<ul style="list-style-type: none"> ➤ Survey of the sources of Medieval Indian History ➤ Turkish Invasions and early Rajput resistance. ➤ Establishment of Delhi Sultanate (1206-1290) Qutb-ud-din Aibak, Iltutmish, Razia Sultana, Ghiasuddin Balban ➤ Economic Policy, Conflicts with Rajput powers: Ranthambhor, Chittor, Jalore with special reference to Alauddin Khilji.
Unit II	<ul style="list-style-type: none"> ➤ Mohammad Bin Tughlaq – his plannings and failures ➤ Firoz Tughlaq – agrarian reforms and public welfare. ➤ Lodis and Saiyyads: Afgan Polity ➤ Expansion, Society and economy under Vijayanagar and Bahamani empires.
Unit III	<ul style="list-style-type: none"> ➤ The problem of North Western frontier. The Mangol invasions and their impact. ➤ Administrative institutions of the Sultanate period, theory of kingship and land revenue system. ➤ Rise of Provincial Kingdom- Malwa, Gujrat, Bangal, Jaunpur and Mewar ➤ Decline of the Delhi sultanate
Unit IV	<ul style="list-style-type: none"> ➤ Advent of Babar and the foundation of the Mughal Empire: Shershah Sur- Career and his Achievements ➤ Akbar - Conquests and his relations with Maharana Pratap Administration, Religious Policy, Aurangzeb: Deccan Policy, Decline of Mughal Empire - Causes and Impact ➤ Shivaji-- Conquests, Administration ➤ Society and Economy under the Mughals
<p>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 prepare the Models the Battle fields of Tarian, Khanwa and Haldighati.</p>	

Suggested Readings:

- Eraly, Abraham. *The Mughal World*. Penguin India. 2005.
- Eraly, Abraham, *Last Spring The Lives and Times of Great Mughals*, Penguin India
- Rizvi, S.A.A., *The Wonder That was India Volume II*, Picador India

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- Basham, Arthur Llewellyn. *The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent before the Coming of the Muslims*. New York: Grove, 1959
- Mehta, J.L. *Advanced Study in the History of Medieval India (3 Vol.)*
- Moreland, W. H.. *Agrarian System of Muslim India*, Orient Books, Delhi. 1997
- Habib, Irfan. (Ed). *Medieval - 1 (1200- 1750)*. Oxford University Press. 1997
- Morland, W.H. *From Akbar to Aurangzeb*
- John F Richards. *New Cambridge History of India - The Mughals*. McMillan. Delhi. 2000
- Harmann, Kulke. *The State in India (1000-1700 AD)*. OUP. Delhi

POL 202: INDIAN POLITICAL SYSTEM

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

- Acquire knowledge about the historical background of constitutional development in India.
- Understand the contribution of different streams of national movement in India.
- Acquaint themselves with salient features of the Indian Constitution.
- Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and Directive Principles of state policy.
- Understand the composition, functioning, role and position of Parliament in India.
- Understand the pattern of relationship between the Executive and Legislature in India and also the composition, functions and role of the Executive.
- Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
- Acquire knowledge regarding the federal system of the country and governance at the state level.

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Unit	Course Contents
Unit I	National Movement – Its strategy and evolution- Moderate, Extremist , Revolutionary and Gandhian streams. Major landmarks in the constitutional history of India with special reference to India Council Act 1909, Govt. of India Act 1919 , Govt. of India Act 1935, The Constituent Assembly .
Unit II	Preamble, Fundamental rights and Fundamental Duties. Directive Principles of state policy. Union Executive : The President, Prime Minister and Council of Ministers.
Unit III	Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha), Supreme Court: Composition, functions, Judicial Review and Judicial Activism, Amenability of the Constitution
Unit IV	Federal system of India. Union-state relations, Powers and Role of Governor, Rural and urban local self government as third tier of Federalism. Issues of Electoral Reforms. Political parties ,pressure groups, Regionalism, Gender issues, Poverty and Caste.
<p>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.</p>	

Suggested Readings

1. D.D. Basu : An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.
2. G. Austin : Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.
3. R. C. Agarwal : Indian Government and Politics (India Political System) 5th ed. S.Chand and Co., New Delhi 2000
4. N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001.
5. A.G.Noorani, Constitutional Questions in India : The President, Parliament and the States Delhi, Oxford University Press, 2000.
6. Payl, Flather : Recasting Indian Politics – Essays on a Working Democracy Palgsave 2002.
7. Niraja Gopal Jayal. Democratic Governance in India : Challenges of Poverty Development and identity. Sage Publications, New Delhi
8. S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006

ECO 202 :STATISTICAL METHODS

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:

- To understand importance and limitation of statistical methods in Economic Analysis.
- To understand sources of data and technique of data collection, classification, organization, tabulation, presentation and interpretation.
- To analyse data by using various statistical methods like measure of central tendencies, dispersion, correlation, regression, index number, probability, theoretical distribution.
- To analyse the time series data and cross section data.

UNIT-I : Meaning, Nature and Scope of Statistics

- Definition of statistics importance and limitation, use of statistics;
- Basic concepts- Sample, Sample Vs Population,
- Methods of Sampling,
- Sampling & Non Sampling error,
- Sources of data,
- Tool & Techniques of data collection;
- Method of data collection- Organization of Data through classification & tabulation of data; Diagrammatical and graphical representation of data.

UNIT-II: Measurement of Central Tendencies and Dispersion and Correlation and Regression Analysis

- Meaning, objective and prerequisite of central tendencies; Measurement of central tendencies- Mean (Arithmetic, Geometric and harmonic mean), Median, Mode.
- Meaning, purpose and pre-requisite of dispersion; Measurement of dispersion (Absolute and relative) - range, quartile deviation, mean deviation, standard deviation, coefficient of variation.
- Bi-variate distribution,
- Karl Pearson's simple co-efficient of correlation,
- Spearman's rank-correlation co-efficient, properties of correlation analysis;
- Relationship between the correlation and regression analysis;
- Linear regression analysis, Regression equation, least square method- properties of regression coefficient.

**: Probability Distribution and Theory of Estimation
Index Number and Time Series Analysis**

UNIT-III

- Definition, importance and concept of Probability;
- Rule of Probability- law of addition and multiplication; conditional probability;
- Mathematical expectation; Properties of Binomial, Poisson and Normal distributions;
- Concept of Estimation, Desirable properties of estimator;
- Formulation of statistical hypothesis- Null and alternative;
- Goodness of fit;
- Confidence interval and level of significance;
- Testing of Hypothesis- Z-test, t-test, F-test, chi-square test, use and limitation.

Unit IV :

- Concept and limitation of Index Number;
- Methods of constructing Index numbers- simple and weighted;
- Laspayer's and Fisher's Index numbers;
- Uses and problems in construction of index number.
- Utility of Time Series Analysis, Components of Time Series
 - Seialar Trend - Seasonal Variation
 - Cyclic variation - Irregular variation

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

- Allen, R.G.D., Methemathical Analysis for Econimists, Macmillan Press, London.
- Gupta, S.C & Kapoor, V.K. (2000), Fundamental of Applied Statistics, Sultan Chand publisher, New Delhi.
- Gupta, S.C., Fundamentals of Statistics, Himalaya Publishing House.
- Gupta, S.P., Statistical Methods, Sultan Chand Publisher
- Patri Digambar & Patri D.N. (2012) Quantitative Methods for Economic Analysis

Group E: Professional Education Courses (PEC)

I: Perspectives in Education (PE) PEIS 202: Inclusive Schooling

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 of the Course: On completion of the course, the Candidate will be able to:

- Demonstrate knowledge on different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive school;
- Plan and execute appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

Course Contents

UNIT I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends.
- Defining Special Needs: ways of looking of Educational Difficulties -individual deficit view vs. curriculum view.
- Approaches of viewing disabilities: The charity model, the bio-centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education.

Unit II: Legal and Policy Perspectives

- Recommendations of the Salamanca Statement and Framework of Action, 1994, Educational Provisions in the UNCRPD, 2006.
- Constitutional Provisions; Persons with Disabilities Act, 1995, (PWD Act); Rehabilitation Council of India Act, 1992, National Trust Act 1999 and RTE Act, 2009, Rights of Persons with Disability Act 2016, National Institutes.

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- National Policy - Education of Students with Disabilities in the National Policy on Education, 1986, POA 1992.
- Integrated Education for PWD, Children (IEDC, 1974), Scheme for Inclusive Education for PWD (IEDC, 2000) and Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Scheme of Inclusive Education for PWD at secondary School (IEDSS, 2009).

UNIT III: Inclusive practices in schools

- Visual impairment, Hearing impairment, Locomotor and Neuromuscular disorders, Mental Retardation, Specific learning disabilities.
- Concept and philosophy of inclusive education.
- Teaching competencies required for inclusive classroom.
- Peer tutoring, Cooperative learning, social learning, system approvals Multisensory teaching, reflective teaching.
- Supportive services required for meeting special needs in the classroom.
- Duty of educational institutions, appropriate governments and local authorities to provide, promote and facilitate inclusive education and towards creation of barrier-free environment for persons with disabilities.

UNIT IV: Assessment, teaching and development of supportive services for CWSN

- Concept and techniques of assessment.
- Identification and functional assessment of children with special needs.
- Implication of assessment for instructional planning and placement.
- Developing lesson plan and TLM for children with special needs.
- Involving community resources as source of support to Inclusive school.

Modes of Learning Engagement:

- The study materials must be presented to the trainees and discussions and reflections should be encouraged.
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits.
- It is important to engage the participants in a lot of cooperative group work so that they start valuing alternative points of view and significance of collaboration.
- The student trainees can also be asked to write their reflections on various topics.
- Presentation of case studies and discussion.

Interaction with children with disabilities studying in schools and spending quality time with

- them is of great help in changing attitudes and developing empathy.
- Projects on various topics can help the students to acquire in depth knowledge.
- Audio- Visual presentations and demonstrating various practices.

Practicum/ Tutorials

1. Reflective written assignments
2. Conducting seminar on chosen topics
3. Group reports
4. Field visit reports/ project report
5. Case studies on different disabilities

Suggested Readings:

1. Farrell, M. (2004). Special Educational Needs: A Resource for Practitioners. New Delhi. Sage Publications.
2. Hallahan & Kanffman J.M. (1984). Exceptional Children. Prentice Hall.

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3. Hegarty S. & Mithu Alur (2002). Education and children with Special need. New Delhi. Sage Publication.
4. The Persons With Disability Act (1995). Ministry of Social Justice and Empowerment. Government of India, India, MSJE.
5. Chadha, A. (1999). A Handbook for Primary School Teacher of Children with learning Disabilities. New Delhi. Education Consultant of India Limited.
6. UNESCO (1994). The Solamanca Statement and Framework for Action on Special needs Education. Paris. UNESCO.
7. Koul, V. (1993). Early Childhood Education Programme. New Delhi. NCERT.
8. Muralidharan, R. (1990). Early Stimulation Activities for Young Children. New Delhi. NCERT.
9. Panda, K., C. (1990). Education of Exceptional Children. New Delhi. Vikas Publications.
10. Arora, K, Dave, P & Sinclair, S. (1987). Detection and prevention of mentally Handicapped. New Delhi. NCERT.
11. NCERT and UNESCO (2004). Inclusive Education: An Orientation package for Teacher Educators. Department of Education of Groups with special needs. NCERT and UNESCO.
12. NCERT and UNESCO (2000). Assessment of Needs for Inclusive Education. Report of the First Regional Workshop. NCERT and UNESCO.
13. Mani, M., N., G. (2001). Inclusive Education in Indian context. INRDC.
14. Banine, D (1988). Handicapped children in Developing countries: Assessment, Curriculum and Instruction - Edmonton (Alberta). University of Alberta.
15. Smith, D.D. (2002). Introduction to Special Education: Teaching in an age of challenge. Boston. Allyn and Bacon.

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

PELT 202: Learning and Teaching

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 of the Course: The Candidate will be able:

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process
- To provide an overall view on teaching & learning style and ideas to enhance these activities
- To introduce student – teachers with teaching skill, component and parameters of effective teaching
- To develop insight for perfect teaching by its overall perspectives in detail.

Unit I: Psychological Domains of Learning and Teaching

- Meaning and principles of development, relationship between development and learning.
- Meaning of cognition and its role in learning, socio-cultural factors influencing cognition and learning.
- Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction (Bruner)
- Emotional development: - Meaning, Process, Need to Study its effect on Teaching and Learning Process.

Unit II: Effective Teaching and Learning

- Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Modernising the classroom, Teacher behaviour and classroom climate (Flanders' interaction analysis system).
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Creative Teaching: Meaning, concept and ways of teaching creatively.
- Unlearning to learn
- Learning- Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
- Principles of learning, Quality of learning.
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach) (d) Co-learner, concept mapping
- Classroom Instruction Strategies (General Introduction)
- Role of motivation in learning- Concept, Motivational Strategies to be used in classroom teaching.

Unit III: Learning Style and Teaching Style

- Diversity among learners and learning needs (with reference to special needs).
- Multilingual background: Concept, Multilingual background of children and its classroom implications.
- Learning Style: - concept, Types and importance in Teaching – Learning process, factors affecting learning style.
- Introduction of teaching Models: Concept attitude, advance organization and inquiry model.
- Teaching Style: - Concept, Types and effect on learners' learning process, factor affecting teaching Style.
- Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students' learning.
- Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

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':
- Experiential learning and reflection
- Social mediation
- Cognitive negotiability
- Situated learning and cognitive apprenticeship
- 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).

Practicum/ Tutorials

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct and interview of 02 students of multilingual background and list the problems face by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow Candidate s.

Suggested Readings:

1. PkSkcs ,l-ih] 2005]cky fodkl o euksfoKku ds ewy rRo
2. Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.
3. Hkw"K.k 'kSysUnz] 2007&08] 'kSf{kd rduhdh]vxzoku ifCyds'ku] vkxjk&7
4. 'kekZ MkW- vkj-,-] 2008] f'k{kK ds euksfoKku vk/kkj]baVjus'kuy ifCyf'kax gkml]esjBA
5. dqyJs"B ,l-ih-] 2007&08] 'kSf{kd rduhdh ds ewy vk/kkj] vxzoky ifCyds'ku] vkxjk
6. vkWosjkW; MkW- ,l- lh] 1999] f'k{kK ds euksfoKku vk/kkj] vk;Z cqD fMiks] djksy cKx] ubZ fnYyh
7. 'kekZ MkW- vkj-,-] f'k{k.k vf/kue esa uohu izorZu 2005] vkj- yky cqD fMiks] esjBA
8. O;kL gfj'pUnzz ,oa 'kekZ vf/kxe vkSj fodkl ds euksfoKku vk/kkj] jktLFkku fgUnh xzaFk vdkneh t;iqj & 4
9. flag]jkeiky ,oa flag] uxsUnz ¼2013½ f'k{k.k ,oa vf/kxe ds euksfoKku vk/kkj] vxzoky icfyds'kUl] vkxjk
10. flag uxsUnz ,oa lsokuh v'kksd] ¼2013½ % vf/kxe dk euksfoKku] vxzoky icfyds'kUl] vkxj
11. flag jkeiky ,oa lsokuh v'kksd] ¼2013½ %'kSf{kd rduhdh ,oa d{kK d{k izca/ku] vxzoky ifCyds'kUl] vkxj
12. Shrama R. A., ARYA- 2008, mega trends in instructional technology, (Programmed instruction E-learning, local book depot, Meerut (up)
13. 'kekZ] MkW- vkj-,- 2005] f'k{k.k vf/kxe esa uohu izorZu] vkj-yky cqD fMiks] esjBA
14. Siddiqui, Mujebul Hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
15. Mathur, Dr. S.S, Mathur, Dr. Anju. 2007-2008 development of learner and teaching learning process, agrawal publication Agra.
16. Rao. V.K, Reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
17. Bhatnagar, Dr. A.B, Bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

III: Curriculum and Pedagogic Studies (CPS)

CPSKC 202: Knowledge and Curriculum

Time: 3 Hours

Max. Marks: 100

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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 of the Course

On the completion of course, the Candidate will be able to:

- Gain insight into the various forms of knowledge and disciplines and their implications to school subjects.
- Develop an understanding about how knowledge is organized into curriculum.
- Develop an understanding of the concept of curriculum, curriculum framework and the related concepts.
- Develop an understanding of the various foundations of curriculum planning.
- Acquaint the student with the existing approaches to curriculum design.
- Reflect on various trends in curriculum development.

Course Contents

Unit I: Concept of Curriculum

- a) Meaning and nature of curriculum, need and importance of curriculum in schools.
- b) Differentiating curriculum framework, curriculum and syllabus, their significance in school education.
- c) Facets of curriculum- core curriculum, hidden curriculum, activity based curriculum, interdisciplinary curriculum, spiral curriculum and integrated curriculum.
- d) Curriculum visualized at different levels: national level, state level, school level, class level and related issues.

Unit II: Curriculum Determinants and Considerations

- a) Determinants of curriculum (philosophical, psychological, sociological, political).
 - b) Considerations in curriculum development: (at school level)
 - Forms of knowledge and its characterization in different school subjects.
 - Socio-cultural context of students –multi-cultural, multilingual aspects.
 - Learner characteristics.
 - Teachers' experiences and concerns.
 - Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.
 - Curriculum and school subject knowledge selection process and purpose.
- Selection of school subject knowledge: criteria and agencies.
 - Legitimization of knowledge selection: socio-cultural and politico-economic forces.
 - Problematization of school knowledge selection: debates to identify change and continuity:
 - Constitutional ideals and national priorities.
 - Global concerns.

Unit III: Curriculum Development

- Process of curriculum development
 - Formulating aims and objectives.
 - Criteria for selecting knowledge and representing knowledge in the form of different subjects.
 - Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subject.
 - Selection and organization of learning situations.

Unit IV: Curriculum Implementation and Evaluation

- a) Role of state and national agencies in implementing curriculum.
- b) Teachers' role in generating dynamic curricular experiences through-
 - Flexible interpretation of curricular aims.
 - Contextualization of learning.
 - Varied learning experiences.
 - Learning resources.

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- Translating curricular objectives into instructional planning.
- c) Need and evaluation of effective curriculum construction with reference to existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
- d) Approaches and criteria to curriculum evaluation and text-book analysis.
- e) Role of mhrd, ncert and the states in curriculum reform.

Modes of Learning Engagement:

A set of readings need to be compiled, which includes those which clarify key concepts, trace the evolution of alternative conceptions of curriculum, contextualize the problem of curriculum, indicate ways of developing, implementing and reviewing curriculum. In addition, national curriculum documents and

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relevant secondary school syllabi should also be made available.

The following modes of learning engagement are suggested:

- Introductory lectures on key themes and concepts
- Study and discussions on the process of curriculum development at various levels
- Study of the NCF 2005 as well as the earlier curriculum frameworks and a prescribed syllabus;
- Discussion on purpose of curriculum framework;
- Critical evaluation of the extent to which the curriculum framework is reflected in the syllabus (in small groups)
- Interactions with school teachers and principal about how they operationalize the prescribed curriculum into an action plan; how curriculum is evaluated and revised
- Observing the kinds of curricular experiences, a school provides apart from classroom teaching and discern their relevance vis a vis learner development; for this, interactions with teachers and students could be held
- Study of selected readings and presentations based on these

Practicum/ Tutorials:

1. Preparation of any topic from the course content and presenting in the classroom.
2. Analytical study of school- curriculum implementation.
3. Development of a unit test and its try out.
4. Evaluation of a school textbook.
5. Nature and level of participation in discussions.
6. Presentations based on readings.
7. Field notes on observations and interviews in schools, and linking these with concepts introduced.
8. Analysis of curriculum development/implementation processes within a school, based on field notes and observations.

Suggested Readings:

1. Bob moon and patricia murphy (ed). (1999). Curriculum in context. London. Paul chapman publishing.
2. Chryshochoos, n.e. (1998). Learner needs and syllabus design. M.a. Dissertation. England. School of english. University of durham.
3. D.j. Flinders and s.j. Thorton (eds). (1997). My pedagogic creed. New york. The curriculum studies reader, routledge.
4. G.w. Ford and lawrence pungo. (1964). The structure of knowledge and the curriculum. Chicago. Rand mcnally & company.
5. Groundland, n.e. (1981). Measurement and evaluation in teaching. New york. Macmillan.
6. Kelley, a.b. (1996). The curricular theory and practice. Us. Harper and row.
7. Kumar krishna. (1997). What is worth teaching. New delhi. Orient longman.
8. Taba, hilda. (1962). Curriculum development. Theory and practice. New york. Har court, brace and wald.
9. Tyler, r.w. (1949). Basic principles of curriculum and instruction. Chicago. University of chicago