

3007

**KURUKSHETRA UNIVERSITY
KURUKSHETRA**

SYLLABUS

**B.A.B.ED. 4-YEAR
INTEGRATED COURSE
(SEMESTER V-VIII)**

Group C: Core Courses

Hindi 301 : आधुनिक काव्य

उद्देश्य—विद्यार्थी आधुनिक कविता की प्रमुख काव्य धाराओं से परिचित हो सकेगा। वह अत्याधुनिक काव्य धाराओं की भाषा में आए परिवर्तन का ज्ञान प्राप्त कर सकेगा। उसको रस निष्पत्ति की जानकारी प्राप्त हो सकेगी तथा आधुनिक काल के कवियों की जानकारी के साथ उनके काव्य – ग्रंथों से वह अवगत हो सकेगा।

इकाई – 1

❖ मैथिलीशरण गुप्त – 1. उद्बोधन 2. वेदने तू भी भली बनी 3. मुझे फूल मत मारो 4. सखि वे मुझसे कहकर जाते

❖ जयशंकर प्रसाद – 1. जाग री 2. मेरे नाविक 3. पेशोला की प्रतिध्वनि

इकाई – 2

1. सुमित्रानंदन पंत – 1. प्रथम रश्मि 2. आँसू की बालिका 3. द्रुत झरो 4. भारत माता

2. सूर्यकांत त्रिपाठी 'निराला' – 1. ध्वनि 2. बादल राग 3. तोड़ती पत्थर

इकाई – 3

❖ महोदवी वर्मा

1. मैं अनंत पथ में लिखती जो
2. निशा को धो देता राकेश
3. क्या पूजा क्या अर्चन रे
4. कौन तुम मेरे हृदय में

❖ रामधारी सिंह दिनकर

1. किसको नमन करूँ में
2. कुरुक्षेत्र

3. **गाई** – 4

❖ सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'

1. कलगी बाजरे की
2. सर्जना के क्षण
3. चाँदनी जी लो
4. नदी के द्वीप

संदर्भ ग्रंथ –

1. कविता के नये प्रतिमान – डॉ. नामवर सिंह
2. निराला की काव्य साधना – डॉ. रामविलास शर्मा
3. कामायनी में काव्य, संस्कृति और दर्शन – डॉ. द्वारिका प्रसाद सक्सेना
4. नयी कविता – काति कुमार
5. नयी कविता: नये धरातल – डॉ. हरिचरण शर्मा
6. पाठ्य पुस्तक – आधुनिक हिंदी कविता के विविध आयाम, सम्पादक डॉ. बीना शर्मा, भाग्योदय पकाषन, अजमरे

ENG 301 General Linguistics and Structure of Modern English

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 enable students to know about the nature of language
 - To enable students to understand the relationship between language, culture and thought
 - To make them understand general linguistics and branches of linguistics
 - To familiarize students with the distinctive features of phonology and morphology
- To enable students to understand the relationship between language, structure and meaning

Unit	Content
Unit I Nature of Language	<ul style="list-style-type: none"> ➤ What is Language, Human language and Animal Communication ➤ Linguistics as scientific study of language ➤ Linguistic and Cultural relativity (Sapir-Whorf Hypothesis) ➤ Pidgin and creole, code switching and code mixing, language-dialect, registers, diglossia ➤ Language and Media
Unit II Phonology of English	<ul style="list-style-type: none"> ➤ Phoneme, minimal pairs, distinctive features, form and meaning, syllable structure, assimilation, dissimilation rules, feature addition, segment deletion, and addition, ➤ Morphophonemics
Unit III Morphology of English	<ul style="list-style-type: none"> ➤ Word class, Morpheme and its types: bound and free morpheme, ➤ Derivational morphology, ➤ compound stress pattern, ➤ Inflexional morphology, ➤ Meaning of compounds
Unit IV Syntax and Semantics of English	<ul style="list-style-type: none"> ➤ Syntax: <ul style="list-style-type: none"> • Descriptive and prescriptive • Phrase structure rules • Transformational rules • Grammatical categories, grammaticality ➤ Semantics: <ul style="list-style-type: none"> • Semantic Features, • Ambiguity • Paraphrase, • Antonym and Synonyms • Names, Sense and Reference

Suggested Readings

Unit I

- Thakur, Damodar. *A Concise History of English*. Bharati Bhawan (P&D). 2017.

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.

- Roy, Chhanda. *A Students Companion to English Language*. Bharati Bhawan (P&D). 2017.
- Crystal, David. *The Stories of English*. Penguin. 2005.
- Crystal, David. *The English Language: A Guided Tour of the Language*. 2nd Ed. Penguin. 2002.
- Crystal, David (Ed.). *The Cambridge Encyclopedia of the English Language*. 2nd Ed. CUP. 2003.

Unit II

- Thakur, Damodar. *The Phonetics and Phonology of English: A Handbook*. Bharati Bhawan (P&D). 2017.
- Bansal, R.K. and J.B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Orient BlackSwan. 2013.
- Marks, Jonathan and Sylvie Donna. *English Pronunciation in Use Elementary*. CUP. 2017.
- Marks, Jonathan and Sylvie Donna. *English Pronunciation in Use Intermediate*. 2nd Ed. CUP. 2017.
- Hewings, Martin. *English Pronunciation in Use Advanced*. CUP. 2017

Unit III

- Thakur, Damodar. *Linguistics Simplified: Morphology*. Bharati Bhawan (P&D). 2017.
- McCarthy, Andrew Carstairs. *An Introduction to English Morphology*. 2nd Ed. Edinburgh University Press. 2018.
- Thakur, Damodar. *Linguistics Simplified: Syntax*. Bharati Bhawan (P&D). 2017.
- Miller, Jim. *An Introduction to English Syntax*. Edinburgh University Press. 2002.
- Verma, S.K. and N. Krishnaswamy. *Modern Linguistics: An Introduction*. OUP. 1997.
- Berry, Roger. *English Grammar: A Resource Book for Students*. Routledge. 2012.

Unit IV

- Fasold, Ralph W. and Jeff Connor-Linton. (Eds.) *An Introduction to Language and Linguistics*. 1st Ed. CUP. 2006.
- Meyerhoff, Miriam. *Introducing Sociolinguistics*. Routledge. 2006.
- Mesthrie, Rajend et al. *Introducing Sociolinguistics*. Edinburgh University Press. 2009.
- Crystal, David. *English as a global language*. 2nd Ed. CUP. 2003.

GEO 301: Biogeography and Pedology

Time: 3 Hours
100

Max. Marks:

Credits- 4
Practical: 20

Theory: 60, 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 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 earth as habitat of diverse plants and animal life.
2. To understand the earth as a bio-physical entity
3. To understand the earth as constituted by diverse biotic processes

Unit I

Plant ecology: habitat factors; adaptation, succession and climax; concept of plant species, family and genera; phyto-geographical regions;

Unit II

Terrestrial and marine fauna; dispersal and migration of animals; means and barriers Animal ecology and human ecology; Zoogeographical regions of the world

Unit III

Forms and functions of biomes: forest, grassland, desert, mountain and marine; Biodiversity; Forest and wild life management: Roles of National Parks, Sanctuaries and Biosphere Reserves in India.

Unit IV

Plant-water-soil relationship; Concept of soil profile; Processes of soil formation: laterisation, podsolization, calcification, salinization and alkalization; Soil classification; Soil of the world.

Reading lists

- 1- Dansereau, P. M., 1957: *Biogeography: An Ecological Perspective*,

- Ronald Press.
- 2- 2- Dennis M., 2009: *Here Be Dragons: How Study of Animal and Plant Distribution*
 - 3- *Revolutionised Our View of Life and Earth*, Oxford University Press.
 - 4 Eyre S. R. and Jones, G.R. (eds) 1966: *Geography as Human Ecology*, Edward Arnold, London.
 - 5 Eyre S. R., 1963: *Vegetation and Soils: A World Picture*, Aldine Publishing, Chicago.
 - 6 Lomolino M. V., Riddle B. R., Whittaker R., and Brown J. H., 2010: *Biogeography*, Sinauer Associates.
 - 7 Mathur H. S., 1998: *Essentials of Biogeography*, Anuj Printers, Jaipur.
 - 8 Millington A., Blumer M. and Schickhoff U., 2011: *Sage Handbook of Biogeography*, Sage.
 - 9 Morand S. and Krasnov B., 2010: *The Biogeography of Host Parasite Interaction*, Oxford University Press.
 - 10- Tivy J., 1977: *Biogeography: A Study of Plants in the Ecosphere*, Oliver & Boyd, Edinburg.

GEO 301: PRACTICALS

Field Training Techniques

Total credit : 1 week

Contact hours: 2 per week

Meaning, significance and ethics of field trip in geographical studies Designing a field trip: pre-field visit, during the field and post field visits Field visit to either desert or mountainous environment.

Designing the Field Report – Statement of the problem, aims and objectives, methodology, representation, analysis, interpretation and writing of report.

Practical Record: Students will be trained in the techniques of field work by taking them to either desert or mountainous environment. Based on field observation and survey for two weeks (minimum 10 days), they will prepare and present the detailed field report.

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.
 - Field Report 10 Marks
 - Participation/Viva 10 Marks

Reading List

- 1- Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
- 2- Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.
- 3- Peattie, Roderick, 2007: *Mountain Geography: A Critique and Field Geography*, Read Books.
- 4 Gerber, Rod and Chuan, Goh Kim, 2000: *Fieldwork in Geography: Reflections, Perspectives and Actions*, Kluwer Academic Publisher
- 5 Best, Brin, 2011. *The Geography Teachers's Handbook*, Continuum

- International Publishing Group.
- 6- Gerber R. and Lidstone J., 1988: *Developing Skills in Geographical Education*. (eds), International Geographical Union.
 - 7- Tilbury D. and Williams M. 1997: *Teaching and Learning Geography*. (eds), Routledge.
 - 8- Fien, J. Gerber R. and Wilson P., 1989: *The Geography Teacher's Guide to the Classroom* (2nd edn) (eds), Macmillan.
 - 9- Morris, Ronald, V., 2010: *The Field trip Book: study travel experiences in Social Studies*, Information Age Publishing, Inc.

HIS 301 History of Modern India (1707-1947 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.
- iv) All questions will carry equal marks.

Objectives: The students will be able to

- The period under review marks a very crucial phase in the study of Indian History and attempts to answer questions which hitherto have defined answer.
- This semester is given to knowledge of Early Peshwas and establishment of British rule from Bengal onwards
- The students fully understand the Indian resentment against the British and awakening in India in various fields.

Unit	Content
Unit I	<ul style="list-style-type: none"> ➤ Early Peshwas, Third Battle of Panipat, Maratha confederation ➤ Maratha struggle against the British. ➤ Establishment of British rule in Bengal and consequent administrative changes. ➤ British Relations with Indian states: Mysore and Punjab
Unit II	<ul style="list-style-type: none"> ➤ Growth of Legislature and Administrative Changes (Lord Warren Hesting to Lord Curzon) ➤ Indian resistance prior to 1857: Tribal Revolts, Indigo Revolt, Pabna Revolt , Deccan Revolt, Peasant Revolts ➤ Development of Modern Education, Press, Transport & Communication, Trade & Industry ➤ Struggle of 1857: Nature, Causes, Role of the Natives: Mangal Pandey, Bahadurshah, Tantia tope, Nana Saheb and Laxmi Bai, Significance
Unit III	<ul style="list-style-type: none"> ➤ Imperial Policy of Lord Lytton-Vernacular Press Act, Delhi Durbar, Afghan Policy, Liberal Policy of Lord Ripon and his reforms ➤ Foundation of Indian National Congress Background, Concept of Safety Valve, Early Activities, Prominent Leaders, Foundation of Muslim League ➤ Moderates and Extremists: Their Ideologies, means and Activities - Surat Split 1907, ➤ Role of Dada Bhai Naoroji, M.G. Ranade, G.K. Gokhale, B.G. Tilak, Arvind Gosh and Lala Lajpat Ray.
Unit IV	<ul style="list-style-type: none"> ➤ Lord Curzon and his Administrative Reforms, Partition of Bengal Social Change and Reform Movements, Caste Movements, Rise of Middle Classes, Women Status and Reform legislation. ➤ Agrarian Relations, the Land Lords tenants and the states, Rise of Morden Industries and Working Class ➤ Constitutional Development: Morley Minto Reform -1909, Government of India Act 1919 & 1935, Freedom of India Act 1947

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. The learners may be given exercises to know various better fields and growth of Education, presss, means of Transport and Communication

Suggested Readings

- Sardesai, G.S. *New History of the Marathas vol. III*
- Tara chand. *History of Freedom Movement in India (4 vols.)*
- Agrawal, R.C. *Indian constitutional development and National Movement in India*
- Chandra, Bipan . *Nationalism and Colonialism in Morden India* (Delhi, Orient Longmen, 1981)
- Chandra, Bipan . *Rise and Growth of Economic Nationalism in India.* (Delhi. PPH, 1966)....., *Struggle for India's Independence.* New Delhi. 1989
- Tamlinson, B.R. *The Economy of Morden India*, Cambridge University Press
- Desai, A.R. *Social Background of Indian Nationalism.* Popular Prakashan . New Delhi
- Bandyopadhyay, Sekhar. *From Plassey to Partition and After.* Orient Blackswan
- Parobo, Parag D. *India's First Democratic Revolution.* Orient Blackswan
- Majumdar, R.C. *British Paramountcy and the Indian Renaissance. part I*
- Grover, B.L. *A New Look at the Morden Indian History.* New Delhi. 2000
- Fisher, M.H.(ed.). *politics of the British Annexation of India 1757 - 1857.* (Oxford in India Readings)
- Argov, Daniel. *Moderates and Extremists in India*
- Brown, Judith. *Gandhi's to power Indian Politics 1915 - 22.* (Cambridge University Press. 1972) Brown, Judith. *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928- 34.* (Cambridge). 1977

POL 301: REPRESENTATIVE WESTERN POLITICAL THINKERS

Time: 3 Hours
100
Credits- 4
Internal: 20

Max. Marks:

Theory: 80,

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

- Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- 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.
- 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.
- All questions will carry equal marks.

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

- Understand the fundamental contours of classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.

- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.

Tutorials/ Practicum: Students will work in groups on the practical aspects of the

Unit	Contents
Unit I	Plato: Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Slavery, Revolution
Unit II	St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli: Nation State, State Craft, Religion and Morality.
Unit III	Thomas Hobbes: Contractual theory and Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General Will
Unit IV	Jeremy Bentham: Utilitarianism, Law & Reforms J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government. Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution

knowledge gained during contact/ lecture period. Peer group teaching may be

encouraged. Hard spots, if any,

may be resolved during tutorials.

Suggested Readings

1. Sir, E. Baker, Greek political Theory: Plato and his predecessors, New Delhi, B. L. Publications, 1964.
2. A.Ashcraft, Revolutionary Politics and Locko's Two Treatises of Govt., London, Allen and Unwin 1986.
3. K.C.Brown (ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press, 1991.
4. J.A. Dunning; History and Political Theories, New York, Macmillan, 1902.
5. H.J.Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press, 1920.
6. S.Mukherjee and S. Ramaswamy, A History of Political Thought : Plato to
7. Marx, New Delhi Prentice Hall, 1999.

ECO 301: MONEY, BANKING & INTERNATIONAL TRADE

Time: 3 Hours
Credits- 4
Internal: 20

Max. Marks: 100
Theory: 80,

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:

- Define the different concepts of money and banking and international trade.
- Describe the operation of money and banking and trade system in an economy
- Take in to account the optimal information of monetary theories and banking system and trade system.
- Make use of the theories of money, banking and international trade and its policies in India.
- Use the statistics to understand the economic problem related to the money, banking and international trade.

Unit	Content
UNIT-I (a) Evolution and Functions of Money (b) Value of Money	<ul style="list-style-type: none"> ➤ Meaning, nature and definition of Money, ➤ Evolution of definition of Money, ➤ Difficulties in Barter system, ➤ Function of money, ➤ Classification of money, ➤ Characteristics of money, ➤ Role of money in different type of economy; ➤ Monetary standards- Metallic (working of Gold standard) and paper systems system of note issue; ➤ IMF- objectives and its monetary policy. ➤ Meaning of Value of money and its relationship with Price;

	<p>Meaning, construction and limitation of Index Number;</p> <ul style="list-style-type: none"> ➤ Quantity theory of Money- Fisher's Cash-Balance Approach and Cambridge Cash-Transaction Approach. Comparison of Fisherian approach with Cambridge approach. ➤ Definition of Money Supply, Determinants of Money Supply, High power money and Money multiplier, Measures of Money supply in India, Money supply and Liquidity;
UNIT-II Inflation and Deflation	<ul style="list-style-type: none"> ➤ The concept of Inflation, ➤ Types of Inflation- Structural Inflation, open and suppressed inflation, ➤ Causes of Demand-pull and Cost-push inflation, Structural Inflation, ➤ Keynes Theory of Inflationary Gap, Effects of Inflation, Anti-inflationary measures, Concept of Stagflation, Disinflation Deflation and Reflation.
UNIT-III Bank and Non- Bank Financial Intermediaries	<ul style="list-style-type: none"> ➤ Evolution, origin and growth of banking system in India, ➤ Meaning of Banks and its distinguished from Non-bank financial intermediaries, ➤ Type of Banks, Functions of commercial banks, ➤ The process of credit creation of commercial bank- its purpose and limitations; ➤ Balanced-sheet of Commercial Bank-Assets and Liabilities. ➤ Functions of Central Bank, ➤ Methods of Credit Control- Quantitative and Qualitative methods. ➤ Role and function of Reserve Bank of India in the Money market (organized and unorganized) in a developing economy.
Unit IV International Trade and Exchange Rate	<ul style="list-style-type: none"> ➤ Meaning, definition and importance of International Trade, ➤ Theories of International Trade - Absolute cost advantage model of Adam Smith and Comparative cost advantage model of Ricardo. ➤ Concept of Foreign Exchange - fixed and flexible exchange rate; ➤ Determination of exchange rate- by Mint parity theory, Purchasing power parity theory.

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

- ✓ Edminister, R.O.(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York.
- ✓ Goldsmith, R.W.(1969), Financial Structure and Development, Yale, London

- ✓ Gupta, S.B (), Monetary Economics,
- ✓ Hanson, J.A and S. Kathuria (Eds) (1999) India- A Financial Sector for the Twenty First Century, Oxford University Press, New Delhi.
- ✓ Jhingan, M.L () Money, Banking , International and Public Finance
- ✓ Krugman,P.R() , International Economics
- ✓ Mannur, H.G() International Economics,
- ✓ Mithani, D.M(), Monetary Economics,
- ✓ Paul, RR(), Money, Banking and International Trade,
- ✓ Robonson, R.I and D. Wringhtman(1981), Financial Markets, Mc Grow Hill, Landan.
- ✓ Sanvatore, D(1997), International Economics, Prentice Hall, Upper Saddle River, N.J. New York.
- ✓ Seth, M.L(), Monetary Economics,
- ✓ Smith, P.F(1978), Money and Financial Intermediaries: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.

CPSE 301: Pedagogy of English I

Time: 3 Hours
Credits- 4
Internal: 20

Max. Marks: 100
Theory: 80,

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:

- Understand the nature and function of language
- Understand various issues related to language
- Develop an understanding of approaches, methods and techniques of English language teaching

Develop their skills of English language teaching

Unit	Content
Unit I: Language: Basics	Language: Nature and Function Aspects of Language: Physiological, Psychological and Socio-cultural Varieties of Language: Dialect and Register, Standard and Non-Standard Bilingualism, Multilingualism as a Resource Language Learning: Acquisition vs. Learning Language Learning: Types and process: L1, L2 and FL Language and Learning: Language Across Curriculum
Unit II: Teaching of English in India	Role and Position of English language in India Challenges of teaching and learning English in India NCF -2005 (Language Education), Language Policy, Three-language Formula Objective of teaching English in India: Linguistic and Literary objective English as a subject, English as medium of instruction Braille and Sign languages
Unit III: Approaches, Methods and Techniques	What are Methods, Approaches and strategies in ELT Grammar-Translation, Direct and Bi-lingual/multilingual methods, Structural approach Communicative Approach, Silent Way, Suggestopedia, Total Physical Response Constructivist perspective Whole language approach, Humanistic approach Literature-based approach for language learning Eclectic approach, Integrated approach Independence and interdependence of language skills.

Unit IV: Elements of English Language Grammar in Context	What is Grammar in context English Language: Grammar and Usage Prescriptive vs. Descriptive Grammar Problem Areas of English Grammar I: Determiners, Tense, Auxiliaries, Modals Problem Areas of English Grammar II: Concord, Conditionals, Transformation
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Language across the Curriculum Activities: As an integral part of teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of Language Across Curriculum. The activities in this regard are language centred and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:

- Presentation (Oral and Written) based on themes from the content area
- Debate on themes from the content area
- Panel discussion/Seminar/discussion etc
- Group discussion/group work
- Question –answer sessions
- Role play/dramatization
- Extempore speech/Elocution

Organization of reading/reflection activities beyond the textbooks

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.

Practicum:

1. Observation and recording of practical difficulties in the teaching of English at upper primary and secondary levels.
2. Preparing a small dictionary of the difficult words used in the upper primary and secondary textbooks.
3. Preparing different visual-aids for teaching.
4. Framing suitable exercise on a given topic/passage
5. Development of language games
6. Preparation of 20 test items (5 each on the LSRW skills)
7. Analysing errors committed by students.
8. Analysis and categorization of exercise on grammar as given in the prescribed textbook of the school.
9. A write-up on the problem faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English
10. A write –up on the comparison between English and mother tongue/home language in terms of sounds and word- order.

Selection of materials for writing in English from the newspapers, comics, magazines, advertisement and preparation of an outline for teaching language items.

CPSH 301: Pedagogy of Hindi

Time: 3 Hours
Credits- 4

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

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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- 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.

पाठ्यक्रम के विशेष उद्देश्य:

- भाषा की अलग-अलग भूमिकाओं को जानना ।
- भाषा के स्वरूप और व्यवस्था को समझना ।
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना ।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना ।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना ।
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना ।
- भाषायी बारीकियों के प्रति संवेदनशील होना ।
- विद्यार्थियों की सर्जनात्मक क्षमता को पहचानना ।
- भाषा के मूल्यांकन की प्रक्रिया को जानना ।

इकाई -I भाषा की प्रकृति

- भाषा, भाषा की प्रकृति, भाषा की विशेषताएँ, भाषा के प्रकार (मौखिक और लिखित) तथा कार्य।
- भाषा एक नियम संचालित तंत्र के रूप में।
- भाषा और लिंग, भाषा और सत्ता, भाषा और अस्मिता, भाषा और वर्ग (समाज)।
- माध्यम भाषा।

इकाई – II भाषा संप्राप्ति और अधिगम

- संप्राप्ति बनाम अधिगम।
- मातृभाषा।
- प्रथम भाषा, द्वितीय भाषा, तृतीय भाषा।
- भाषा और अधिगम।
- समस्त पाठ्यक्रम में भाषा का उपयोग।
- भाषा और साहित्य।
- हिंदी साहित्य की विविध विधाएँ (गद्य, पद्य, नाटक इत्यादि)।

इकाई – III भारत में हिंदी की स्थिति और भाषा शिक्षा नीति

- स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी की भूमिका ज्ञान की भाषा के रूप में।
- हिंदी, प्रथम, द्वितीय और तृतीय भाषा के रूप में।
- हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- त्रिभाषा सूत्र की विशेषताएँ।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा- भाषाओं की स्थिति (धारा 343-350-351) कोठारी कमीशन (1964-66) राष्ट्रीय शिक्षा नीति (1986) पी। ओ। ए। (1992), राष्ट्रीय पाठ्यचर्चा (2005)।

इकाई – IV भाषायी दक्षताएँ तथा भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ

- सुनना और बोलना: कहानी कथन, संवाद, बातचीत, भूमिका निर्वाह।
- पढ़ना: मुखर और मौन वाचन, व्यापक और गहन पठन पठन दोष और उनका निराकरण।
- लिखना: लिखने के चरण, सर्जनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार इत्यादि)।
- हिंदी देवनागरी लिपि का मानकीकरण।
- व्याकरण अनुवाद प्रणाली/विधि।
- प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली।

संदर्भ पुस्तकें -

- | | | |
|---|---------------------------------------|-----------------------------|
| 1 | माध्यमिक विद्यालयों में हिंदी शिक्षण, | निरंजन कुमार सिंह |
| 2 | हिंदी भाषा शिक्षण विधि | - भाई योगेन्द्र जीत |
| 3 | हिंदी शिक्षण विधि | - डॉ. वैद्यनाथ प्रसाद वर्मा |
| 4 | सुबोध हिंदी व्याकरण एवं रचना | - भानावत एवं जोशी |
| 5 | भाषा विज्ञान | - डॉ. भोलानाथ तिवारी |
| 6 | हिंदी व्याकरण | - कामता प्रसाद गुरु |

CPSSS 301: Pedagogy of Social Science I

Time: 3 Hours
Credits- 4

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

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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- 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: After the completion of the course students will be able to:

- Develop an understanding of the nature and scope of social science and its relationship with natural and other sciences.
- Acquaint Candidate s with nature of different disciplines within and their interrelationship concerns with society.
- Acquaint Candidate s with different approaches to pedagogy of social sciences.
- Plan lessons based on different approaches to facilitate learning of social sciences.
- Realize their role as facilitator in enhancing social sciences learning in the real classroom situation.
- Understand assessment processes in social sciences.

Course Contents

Unit I: Social Science as an Integrating Area of Study: Context and Concern

- Meaning, Nature and Scope of Social Science. Need and Importance of Social Science, Relationship of social science with other sciences. Uniqueness of disciplines vis-a-vis interdisciplinary.
- The values inherent in social science: aesthetic, moral, utilitarian, intellectual and environmental.
- Linking child's natural curiosity with natural phenomena; spatial and temporal context; important social and economic issues and concerns.

Unit II: Approaches and Methods to Teaching Learning in Social Science

- Observation, project method, field trip, role-play, dramatization, problem solving,
- Exploratory, concept mapping, self-learning strategies, map based learning, thematic approach, Multimedia approach and Interdisciplinary approach.

Unit III: Pedagogical Planning in Social Science

- **Lesson Planning:** Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan.

- Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.

Unit IV: Assessment for learning in Social Sciences-I

- Characteristics of Assessment in Social sciences; Typology of the questions based suited for examine/ assessing/ understanding different aspects of Social sciences.
- Development of objective based and different type of test items, short answers and essay type questions in social sciences.

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.

Suggested Reading:

1. Fleming J. (1949). The Teaching of Social Studies in Secondary School. London: Longman Green and Co.
2. Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company.
3. Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling Publisher Pvt. Ltd.
4. National Curriculum Frame Work (2005). New Delhi: NCERT.
5. Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.
6. Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18
7. Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar.
8. Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.
9. Trigg, R. (1985). Understanding Social Studies. New York: Basics Black Well.

Group E: Professional Education Courses (PEC)
III: Curriculum and Pedagogic Studies (CPS)
CPSLA 301: Learning Assessment

Time: 3 Hours

Max.

Marks: 100

Credits- 4

Theory: 80,

Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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- iv) All questions will carry equal marks.

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

- Gain a critical understanding of issues in assessment and evaluation
- Become cognizant of key concepts such as test, measurement, examination, formative and summative assessment, and evaluation
- Understand different kinds and forms of assessment that aid student learning
- Use a wide range of assessment tools, learn to select and construct them appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
- Understand the use of action research in solving problems

Course Contents

Unit I: Overview of Assessment and Evaluation

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between ‘assessment of learning’ and ‘assessment for learning’
- Purposes of assessment in a ‘constructivist’ paradigm:
 - engage with learners’ minds in order to further learning in various dimensions
 - promote development in cognitive, social and emotional aspects
 - Meaning and Objectives of :
 - test, measurement, examination, and evaluation
 - formative and summative evaluation
- continuous and comprehensive evaluation
- grading and its types

Unit II: School- Based Assessment and Evaluation: Policies, Practices and Possibilities

- Impact of examination-driven schooling
- On Pedagogy: content-confined, information focused testing; memory- and activity centric teaching and testing
- De-linking school-based assessment from examinations: some possibilities and alternative practices
- Contexts of assessment: subject- related and person- related

Unit III: Efforts towards Examination Reforms

- Efforts towards examination reforms in India based on: NPE,1986; POA, 1992; NCF, 2000 and 2005 and National Focus Group Position

Paper on Examination Reforms (Discussion should cover analysis of recommendations, implementations and the emerging concerns)

- Management of Examination in Schools
- Role of ICT in examination
- Action Research in improving classroom practices: concept, need and steps of action research, action research as an approach to improve class and school practices. Development of an Action Research Plan.

Unit IV: Teacher competencies in evolving appropriate assessment tools, Data Analysis, Feedback and Reporting

- Teacher competencies
- Visualizing appropriate assessment tools for specific contexts, content, and student
- Achievement test: meaning, need, steps and blue print.
- Evolving suitable criteria for assessment
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment
- Statistical tools- percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution
- Feedback as an essential component of formative assessment
 - use of assessment for feedback; for taking pedagogic decisions
 - Types of teacher feedback (written comments, oral); peer feedback
 - Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: to communicate
 - progress and profile of learner
 - basis for further pedagogic decisions
- Reporting a consolidated learner profile

Modes of Learning Engagement: Some suggested modes of learning engagement are:

- Lecture-cum-discussion
- Readings and presentations
- Group discussions
- Analysis of a range of assessment tools
- Developing worksheets and other tasks for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work and devising rubrics for assessment
- Constructing a test or an examination paper in one's subject area; critical review of these
- Observing, interviewing and writing comprehensive profile of a student
- Simulated exercises in 'marking' and giving feedback to fellow student-teachers (on a written task); critical review of feedback
- Simulated exercise in marking an examination paper in one's subject area; critical review of marking

Practicum:

1. Compare different forms of assessment.
2. Presentation of different kinds of grading with advantages and disadvantages.
3. Focus group discussion on examination driven teaching and learning.
4. Critical evaluation of examination reforms suggested and implemented based on NPE-1986; POA-1992; NCF-2000; and NCF-2005.
5. Developing Action Research proposal following the established steps of Action Research.
6. Organizing student Portfolio assessment and developing rubrics for portfolio assessment.
7. Developing Achievement Test and practicing method of finalizing the test.

Suggested Readings:

1. Baker, B. Costa, A. & Shalit, S. (1997). The norms of collaboration. Attaining communication competence. In A. Costa & R. Liebmann (Eds.), *the process-centered school. Sustaining a renaissance community* (pp. 119-142). Corwin. Thousand Oaks, CA.
2. Black, P. Harrison. C., Lee, C., Marshall, B, & William, D. (2004). Working inside the black box. *Assessment for learning in the classroom. Phi Delta Kappan*, 86 (1), 8- 21.
3. Bransford, J. Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington. DC. National Academy Press.
4. Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand

Oaks, CA. Corwin. Burke, K. Fogarty, R. &Belgrad, S (2002). The portfolio connection Student work linked to standards (2nd Ed.) Thousand Oaks, CA. Corwin.

5. Carr, J.F. & Harris, D.E. (2001). Succeeding with standards. Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Gentile, J.R. &Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks. CA. Corwin.
8. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks. CA. Corwin.
9. NCERT (1985). Curriculum and Evaluation. New Delhi. NCERT.
10. NCERT (2005). National Curriculum Framework. New Delhi. NCERT.
11. NCERT (2005). National Focus Group Position Paper on Examination Reforms. New Delhi. NCERT.
12. Norris N. (1990). Understanding Educational Evaluation. Kogan Page Ltd.
13. Natrajan V. and Kulshreshta SP. (1983). Assessing non-Scholastic Aspects-Learners Behaviour. New Dlehi. Association of Indian Universities.
14. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco. CA. Jossey-Bass.
15. Nitko, A.J. (2001). Educational assessment of students (3rded.). Upper Saddle River. NJ.
16. Prentice Hall.
17. Singh H.S. (1974) Modern Educational Testing. New Delhi. Sterling Publication.