

Group C: Core Courses

HIN 302: dFkk I kfgR; ¼dgkuh vksj mi U; kl ½

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.

उद्देश्य- विद्यार्थी कहानियों एवं उपन्यास के तत्वों की जानकारी प्राप्त कर सकें तथा उनकी समीक्षात्मक विवेचना करने की क्षमता विकसित हो सकें।

प्रथम इकाई

1. नमक का दारोगा – प्रेमचंद
2. दुःख – यशपाल
3. एटमबम – अमृत लाल नागर

द्वितीय इकाई

1. चीफ की दावत – भीष्म साहनी
2. दादी माँ – शिवप्रसाद सिंह
3. मुगलों ने सल्तनत बरखा दी – भगवती चरण वर्मा

तृतीय इकाई

1. नौकरी पेशा – कमलेश्वर
2. सरहद के इस पार – नासिरा शर्मा
3. राजा का चौक – नमिता सिंह

चतुर्थ इकाई

त्यागपत्र उपन्यास : जैनेन्द्र कुमार

पाठ्य पुस्तकें :

1. कथा कलश : सं. मनोहर वर्मा, किरण पब्लिकेशन्स, अजमेर
2. त्यागपत्र : जैनेन्द्र कुमार प्रकाशकभारतीय ज्ञानपीठ 18 इन्स्टीट्यूशनल एरिया लोदी रोड, नई दिल्ली

110003

ENG 302 Indian Writing in 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:

- Develop their comprehension skills through reading various genres of literature in English from India.
- Develop their reading habits and literary taste by reading the authors from their own land.

Unit	Course Contents
Unit I Prose	➤ Mulk Raj Anand : The Lost Child ➤ Shashi Deshpande : My Beloved ➤ Ruskin Bond : Charioteer The Night ➤ Leila Seth : Train at Deoli ➤ Subrato Bagchi : On Balance : How are you different?
Unit II Poetry	➤ Sri Aurobindo : The Tiger and the Deer ➤ Rabindranath Tagore : Where the Mind is Without Fear ➤ Nissim Ezekiel : Night of the Scorpion ➤ Kamala Das : An Introduction ➤ A.K. Ramanujan : A River
Unit III Fiction	➤ R.K. Narayan : Waiting for the Mahatma
Unit IV Drama	➤ Mahesh Dattani : Dance Like a Man

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

- Anand, Mulk Raj. *Mulk Raj Anand: Greatest Short Stories*. New Delhi: Jaico Publishing House. 2013.
- Deshpande, Shashi. *Collected Stories Vol. I and II*. New Delhi: Penguin Books India. 2004.

- Narayan, R. K. *Malgudi Days*. New Delhi: Penguin Classics. 2006.
- Bond, Ruskin. *Night Train at Deoli and Other Stories*. New Delhi: Penguin Classics. 1988.
- Mehrotra, A. K. *Concise History of Indian Literature in English*. Permanent Black. 2010.

Unit II

- Aurobindo, Sri. *Collected Poems: The Complete Works of Sri Aurobindo Vol. II*. Pondicherry: Sri Aurobindo Ashram Trust. 2009.
- Tagore, Rabindranath. *Gitanjali*. New Delhi: Pan Macmillan India. 2015.
- Ezekiel, Nissim et al. *Nissim Ezekiel: Collected Poems*. 2nd Ed. New Delhi: OUP. 2005.
- De Souza, Eunice. *Nine Indian Women Poets: An Anthology*. New Delhi: OUP. 2001.
- Das, Kamala. *Kamala Das: The Old Playhouse and Other Poems*. New Delhi: Orient BlackSwan. 2011.
- Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. New Delhi: OUP. 1999.
- King, Bruce. *Modern Indian Poetry in English*. Revised Edition. New Delhi: OUP. 2017.
- Mehrotra, A. K. *The Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP. 1993.
- Aurobindo, Sri. *Indian Poets and English Poetry—Correspondence between Kathleen Raine and K. D. Sethna*. Pondicherry: Sri Aurobindo Ashram Publication. 2017.

Unit II

- Narayan, R. K. *Waiting for the Mahatma*. Mysore: Indian Thought Publication. 2010.
- Mehrotra, A. K. *Illustrated History of Indian Literature in English*. New Delhi: Orient BlackSwan. 2005.

Unit IV

- Dattani, Mahesh. *Dance like a Man: a Stage Play in two Acts*. New Delhi: Penguin Books India. 2006.

GEO 302: Geography of India

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:

1. To explain the physical diversity of India
2. To explain the socio-economic diversity of India
3. To explain understand the geography of India as constituted by diverse regions

Course Contents

Unit I

Location and space relations; Geological evolution; Landforms; Drainage systems; Soil; Vegetation; Climate - characteristics and classification.

Unit II

Population distribution and growth; Characteristics of agriculture and agricultural regionalisation, Mineral belts; Industrial regions

Unit III

Distribution of population by race, caste, religion, language, tribes and their correlates

Unit IV

Regionalisation of India: Physiographic (OHK Spate and R. L. Singh), Socio – cultural (David Sopher and Aijazuddin Ahmad), Economic (P. Sengupta)

Reading lists

- 1- Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
- 2- Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
- 3- Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India
- 4- Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
- 5- Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
- 6- Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
- 7- Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
- 8- Tirtha, Ranjit 2002: *Geography of India*, Rawat Publs., Jaipur & New Delhi.

GEO 302: PRACTICALS

Map Projections

Total credit : 1

Contact hours: 2 per week

Classification, Properties and Uses of map projections; Graphical Construction of

Cylindrical: Mercator's;

Conical: One standard parallel, Two standard parallel, Bonne's; Zenithal: Orthographic,

Stereographic, Gnomonic and Conventional:

Mollweide's Projections.

Reference to Universal Transverse Mercator (UTM) Projection.

Practical Record File: Students will be required to prepare a practical record 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- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
- 2- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- 3- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- 4- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- 5- Singh, L R & Singh R (1977): *Manchitra or Pryaogatamek Bhugol* , Central Book Depot, Allahabad
- 6- Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher

HIS 302 Indian Nationalism and Freedom Struggle

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 study materials of this Semester is much significance to learn the National consciousness among the people of twentieth century.
- The students will seek the knowledge of extremists and revolutionary Trends of Indian Freedom Struggle.
- The students will be aware of the devoted revolutionary Nationalist as Bhagat Singh, Rajguru and Chandrasekhar, Kalpana Datta etc.

Unit	Course Contents
Unit I	<ul style="list-style-type: none">➤ Rise and Growth of Nationalism –causes,➤ Role of various Intuitions and Middle class.➤ Cultural and Ideological consciousness- Impact of Socio- Religions Reforms➤ struggle for the freedom of press, swadeshi and Boycott and Home Rule Movement
Unit II	<ul style="list-style-type: none">➤ Gandhian Era – Satyagraha Movements (Champaran, Khera, Ahmadabad),➤ Rowllat Act, Non Cooperation Movement➤ Civil Disobedience Movement➤ Quit India Movement
Unit III	<ul style="list-style-type: none">➤ Revolutionary Movements- Ghadar movement, (Lala Hardayal)➤ Role of Naujawan Bharat Sabha➤ Hindustan Socialist Republic Association,➤ Revolutionary activities and their means.
Unit IV	<ul style="list-style-type: none">➤ Contribution of Prominent Revolutionaries – with special reference to Sachindra Nath Sanyal, Ram Prasad Bismil, Suryasen,➤ Bhagat Singh , Rajguru, Ashfaqulla,➤ Chandra Shekhar Azad, Sukhdev,➤ Kalpana Datta, Sunidhi Choudhary, Beena Dev and Shanti Gosh

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, press, means of Transport and Communication.

Suggested Readings

- Tara chand. *History of Freedom Movement in India (4 vols.)*
- Agrawal, R.C. *Indian constitutional development and National Movement in India*
- 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)
. (Delhi.1993)
- 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
- Sarkar, Sumit. *The Swadeshi Movement in Bengal*
- Puri, K. Harish. *Ghadar Movement*
- Majumdar, B.B. *Militant Nationalism in India*
- Joshi, Ram Mohan and *Process of Modernization*

POL 302: INTERNATIONAL RELATIONS SINCE 1945

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:

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

Unit	Course Contents
Unit I	Meaning, Nature and Scope of International Relations, Approaches to the study of International Relations: Idealist and Realist approaches, Morgenthau's Realist Theory, Decision Making Theory. National Power: meaning and elements, Instruments of National Interest – Diplomacy and Propaganda
Unit II	Cold War, Detente, New Cold War, End of Cold War, International relations in unipolar world, Non Alignment Movement.
Unit III	Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors.
Unit IV	Major Contemporary Trends and Issues in International Politics, Role and Impact of UN in changing the World, Climate change, Global Terrorism, International Political Economy, Disarmament, Role of BRICS, SAARC, ASEAN, EUROPEAN UNION, ALBA.

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. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.
2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.
3. R.A.Folk, Law, Morality and War in the Contemporary World, New York,
4. Frederick A Praegar, 1963.
5. W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971.
6. Mahendra Kumar: International Politics.
7. K.N.Waltz, Theory of International Politics Reading Massachusetts : Addison Wesley 1979.
8. Fredman : Introduction to World Politics.

ECO 302 :PUBLIC FINANCE

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.

Objectives: The students will be able to:

- Explain the nature and scope of public finance.
- Describe the concepts and principle of public finance, revenue, expenditure, debt and budget.
- Explain the financial administration in India.
- Use the statistics to understand the economic problem related to the public finance.

Unit	Course Contents
UNIT-I Nature and Scope of Public Finance	<ul style="list-style-type: none">➤ Meaning, Nature and Scope of Public Finance;➤ Distinguish between the private and public finance;➤ Distinguish between the private goods and public goods;➤ Concepts of Merits goods;➤ Function of the Government, Market failure and Role of the State;➤ The Principle of Maximum social advantage
UNIT-II Public Revenue	<ul style="list-style-type: none">➤ Meaning and sources of public revenue;➤ Taxation- Meaning, classification, cannons and effects of taxations;➤ Division of tax burden;➤ Theory of Taxation- Benefits and ability to pay principle of taxations;➤ Impact and Incidence of Taxes and Taxable capacity;➤ Major trends in tax revenue of central and state government in India.

<p>UNIT-III (a) Public Expenditure</p> <p>(b) Public Debt</p>	<ul style="list-style-type: none"> ➤ Meaning and classifications of public expenditure; ➤ Cannon and Effect of Public expenditure; ➤ Causes of growth of public expenditure; ➤ Trends in growth of public expenditure in India. ➤ Theories of Public expenditure- Wagner’s law of increasing state activity, Peacock-Wiseman hypothesis. ➤ Meaning and Sources of public borrowing, ➤ Effects of public debt, ➤ Methods of Redemptions of public debt, Debt burden and ➤ Deficit financing in India. ➤ Concept of Financial Administration, ➤ Meaning of Public Budget, ➤ Kinds of budget, ➤ Economic and functional classification of budget, ➤ Preparation and passing of budget in India.
<p>Unit IV Internatio nal Trade and Finance Institution UNCTAD</p>	<ul style="list-style-type: none"> ➤ International Organizations’-GATT/WTO(TRIPS and TRIMS), UNCTAD, Trade Blocks - EU, SAARC, NAFTA, SAFTA. ➤ International Financial Institutions-IMF, World Bank, Asian Development Bank,
<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> <p style="text-align: center;">Suggested Readings*</p> <p>(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)</p> <ul style="list-style-type: none"> ✓ American Economic Association (1995) Readings in Fiscal Policy, George Allen and Unwin, London. ✓ Atkinson, A.B and J.E. Stiglitz(1980), Lectures on Public Economics, Tata-Mc Graw Hill, New York. ✓ Auerbach, A.J and M. Feidstern(Eds) (1985) , Handbook of Public Economics, Vol.1, North Holland, Amsterdam. ✓ 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, ✓ Jha, R(1998), Modern Public Economics, Routledge, London ✓ Lekhi, R.K() , Public Finance 	

- ✓ Mithani, D.M(), Modern Public Finance
- ✓ Musgraves, R.A(1959), The Theory of Public Finance, Mc Graw Hill, Kogakhusa, Tokyo.
- ✓ Peacock, A and G.K, Shaw(1976), The Economic Theory of Fiscal Policy, George Allien and Unwin, London.
- ✓ Shoup, C.S(1970), Public Finance, Aldine Chicago.
- ✓ Tyagi, B.P() Public Finance,

Group E: Curriculum and Pedagogic Studies

CPSH 302 : भाषा शिक्षण विधियां II

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.

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।
- भाषा सीखने और सिखाने के सर्जनात्मक दृष्टिकोण को समझना।

इकाई-I हिंदी उच्चारण शिक्षण

- उच्चारण अवयव/स्थान
- हिंदी की मानक ध्वनियाँ एवं वर्गीकरण (स्वर व्यंजन)
- बलाघात, स्वराघात, अनुतान
- अशुद्ध उच्चारण के कारण, उनके प्रकार एवं सुधार के उपाय
- शब्द-रचना, शब्द शक्तियाँ, मुहावरे और लोकोक्तियों का भाषा शिक्षण में महत्वा

इकाई - II पाठ्यक्रम पाठ्य सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या , पाठ्यक्रम तथा पाठ्य पुस्तकों का संबंध
- पाठ्यक्रम का निर्माण एवं पाठ्यपुस्तक का विकास (माध्यमिक स्तर पर)
- भाषा की पाठ्य पुस्तक की विशेषताएँ
- पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण एवं मूल्यांकन
- रटंत प्रणाली से निर्मितवादी उपागम की ओर

इकाई - III

- प्रिंट मीडिया एवं अन्य पठन सामग्री।
- पत्रिकाएँ समाचार पत्र, कक्षा पुस्तकालय, सूचना प्रौद्योगिकी एवं श्रव्य-दृश्य सामग्री रेडियो, दूरदर्शन, फिल्म।
- पाठ्य सहगामी क्रियाएँ (साहित्य परिषद् परिचर्चा, वाद विवाद, कार्यगोष्ठी, सेमिनार इत्यादि)।
- भाषा प्रयोगशाला।

इकाई – IV मूल्यांकन - इसकी भूमिका और महत्व

- भाषा विकास की प्रगति और मूल्यांकन
- सतत और व्यापक मूल्यांकन
- मूल्यांकन की प्रविधियाँ- मौखिक, लिखित, स्वमूल्यांकन,
- आपसी मूल्यांकन, समूह मूल्यांकन
- प्रश्नों का स्वरूप- खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य असत्य प्रश्न इत्यादि।

अधिगम विधियाः व्याख्यान के साथ-साथ परिचर्चा छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

परियोजना कार्य

1. कक्षा 6 से 8 तक की हिंदी की दो राज्यों की किसी एक पाठ्यपुस्तक की तुलना करना।
2. अपने राज्य की कक्षा 6 से 8 की हिंदी की पाठ्य पुस्तक की रूपरेखा बनाना।
3. विद्यालय पत्रिका की रूपरेखा बनाना।
4. समकालीन बाल साहित्य की समीक्षा करना।
5. कक्षा 10 के हिंदी के प्रश्न पत्र की समीक्षा करना।
6. महिलाओं की किन्हीं दो पत्रिकाओं की समीक्षा करना।
7. हिंदी के किन्हीं दो दलित साहित्यकारों की किसी एक कृति की समीक्षा।
8. कक्षा 6 से 8 तक की किसी एक कक्षा के हिंदी प्रश्नपत्र का निर्माण।
9. विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाइयों पर क्रियात्मक शोध।
10. अपने क्षेत्र में प्रचलित लोककथा लोकगीतों का संकलन तैयार करना।

सहायक 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 |

CPSE 302 Pedagogy of English II

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.

Objectives: The students will be able to:

- Acquire knowledge about teaching of English
- Understand of production of sound, accents, stress etc.
- Develop their skills of English language teaching
- Improvise and use appropriate aids for teaching English
- Use various techniques for the evaluation of learner's achievement in English

Unit	Course- Contents
Unit I: Phonetics and spoken English	<ul style="list-style-type: none"> ➤ Organs of Speech ➤ Description and classification of speech sounds: Vowels and Consonants ➤ Segmental features: Phoneme and allophone ➤ Supra-segmental features: accent, stress, intonation and rhythm ➤ Phonemic transcription ➤ Features of Indian English (GIE/ Standard Indian English (SIE) and RP/BBC)
Unit II: Language Teaching	<ul style="list-style-type: none"> ➤ Teaching of Language Skills: LSRW and their Sub-Skills ➤ Teaching of Language: Grammar and Vocabulary ➤ Teaching of Literature: Prose, Poetry and Drama ➤ Lesson Planning in Language Teaching: Nature, Objective and Needs
Unit III: Teaching -Learning Materials and Aids	<ul style="list-style-type: none"> ➤ Significance of materials in language classroom ➤ Why and what type of materials ➤ Text book and beyond textbook ➤ Teacher generated material, student chosen texts ➤ Audio-Visual Aids (Electronic and Print Media), NROER, E-content and Swayam Prabha, Radio, TV, Films, Mobile Phones, Computer, Internet, Realia, Pictures, Flashcards, Flannel Board, OHP, Blackboard, Models, Tape Recorder, Charts, Magazines, Newspaper, ➤ Planning co-curricular activities (discussion, debates, workshops, seminar etc) ➤ Language lab, CALL programmes etc.
Unit IV: Assessment and Evaluation	<ul style="list-style-type: none"> ➤ Concept and Importance of Assessment and Evaluation ➤ Assessment of Language Skill (LSRW) and Language concepts (Sounds, Vocabulary, Structure and Grammar) ➤ Assessment in Poetry, Prose and Drama ➤ Techniques of evaluation –oral, written, portfolio; Close test, Self-evaluation; Peer evaluation; Group evaluation. ➤ Types of questions and test items: Assessment Activities and tasks

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 centered 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

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. A write on the pronunciation –errors committed by student in English by given suitable suggestion for improvements.
2. Identify and analyze the challenge of teaching and learning English in the schools of the area in which the teaching practice was conducted.
3. Preparation of the following aids: 5 flashcards, 5 picture cards, 2 OHP transparencies,
4. Preparation of a ten-minutes duration CALL programme on vocabulary or Grammatical items or reading/writing skills
5. Analysis of a question paper in English prepared by the local school/board at different levels.
6. Preparation of a portfolio or a cloze test in English
7. Action Research on a classroom-based problem of teaching English in your state/province
8. Analysis of a prescribed textbook in English
9. Analysis of the syllabus in English at the upper-primary stage or secondary stage.

Suggested Readings

Unit I

- Krishnaswamy, N. et al. *Story of English in India*. New Delhi: Foundation Books. 2008.
- NCERT, *National Curriculum Framework-2005*. New Delhi: NCERT. 2010.
- NCERT, *National Focus Group Position Paper on Teaching of English*. New Delhi: NCERT. 2010.

Unit II

- Roach, Peter. *English Phonetics and Phonology*. Cambridge: CUP. 1991.
- Bansal, R.K. and J. B. Harrision. *Spoken English for India*. Madras: Orient BlackSwan. 2015.
- Cruttenden, Alan. *Gimson's Pronunciation of English* 7th Ed. London: Routledge. 2008.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. 18th Ed. Cambridge: CUP. 2011.
- Cruttenden, Alan. *The Pronunciation of English: A Workbook*. London: Routledge. 2000.

Unit III

- Baruah, T.C. *The English Teachers' Handbook*. New Delhi. Sterling Publishing. 1985.
- Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited. 2007.
- Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited. 2007.

CPSSS 302 PEDAGOGY OF SOCIAL SCIENCE (CPS-2)

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

- Understand the Concept of Social science Curriculum as reflected in NCF-2005.
- Plan lessons based on different approaches to facilitate learning of social sciences.
- Develop learning materials on selected units to facilitate learning in social sciences.
- Develop professional outlook and humane approach among Candidate s.

Unit I: Social Science Curriculum

- Features, Issues and Concerns in Social Science Curriculum as reflected in NCF -2005. Misconceptions in teaching- learning of social science.
- Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
- Content and Syllabus of Social Science - Aims and Objectives, Content organization and presentation by different state boards of Northern region; Case Studies: *Uttar Pradesh, Rajasthan*.

Unit II: Teaching Learning Resources

- Human as resource: The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc;
- Using library as a learning resources; various contextual learning aids; audio-video material- charts, models, maps, atlas, graphs, visuals,
- Use of ICT in teaching and learning of social science- multimedia and internet. Local Community Resources.

Unit III: Professional Development of Social Science Teacher

- Concept of Professional Development, Need for updating content and pedagogical competencies. Professional Norms and Ethics.
- Ways of Professional Development- participation in seminars and conferences, online sharing, distance learning, member of professional organizations, writing in reflective journals.

Unit VI: Assessment for learning in Social Sciences-II

- Blue print, Evaluating and recording procedures to assess students' performance, Group assessment, peer assessment and Project work.
- Open books test: strengths and limitations.
- Continuous and Comprehensive Evaluation (CCE) in Social Science

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.

Scheme of Assessment:

- The term -end examination will be of 70 marks.
- Two sessional tests, each test will carry a weight of ten (10) marks.
- Two assignments: one oral- presentation it will carry a weight of five (05) marks and one written- assignment it will carry a weight of five (05) marks.

Suggested Reading:

1. Dash, B.N. (2006). Content cum Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
2. Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.
3. Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
4. Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
5. National Curriculum Frame Work (2005). New Delhi: NCERT.
6. Position Paper by National Focus Group on Teaching of Social Sciences
7. Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
8. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
9. Singh, G. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.
10. Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.
11. Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.
12. Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)
IV: Engagement with the field (EF)
EFSE 302: SCHOOL EXPOSURE AND RELATED ACTIVITIES

Credits: 4

Marks: 100

Contact hours: 04 weeks

Distribution of Marks for the School Exposure and Related activities		
Activity	Max. Marks	Min. Pass Marks
Content Analysis in each teaching subject	20	10
Preparation and use of learning resources during peer teaching in each teaching subject (two)	10+10 =20	10
Observation record <ul style="list-style-type: none"> • Five classes of regular classroom teacher • Five classes of peer 	10+10=20	10
Actual classroom teaching (Two lesson in each teaching subject)	40	20
Total	100	50

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

- Understand about the activities to be carried out during school internship programme.
- Observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
- Develop skill in content analysis, preparing TLM and observing classroom processes.
- Plan and implement teaching learning activity for peers and actual classroom.

Pre-Internship Tasks:

(The Internship Committee formulated by the Institute will prepare a Schedule for execution of Pre- Internship Tasks)

During the four week duration, the student teachers are oriented to the school internship programme.

For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.

For the next two weeks, student teachers will be placed in the schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

Modes of Learning Engagement:

Pre internship will be carried out both in the Institute and the School.

First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.

Student teachers will get hands on experience on performing certain tasks which they are expected to perform in the school.

In the beginning they learn to teach in a simulated condition by teaching their peers.

Next two weeks, student teachers are attached to the school on full time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.

Student teachers keep a record of all the work carried out by them in the school .