

## Group D: Discipline Specific Elective (DSE)

### HIN 401: अस्मितामूलक विमर्श और हिंदी साहित्य

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-

संप्रति हिंदी में स्त्री और दलित विमर्श की बहुत चर्चा है अतः इससे विद्यार्थी परिचित हो सकेंगे और अद्यतन लेखन से जुड़ सकेंगे। वे तत्संबंधी साहित्य एवं पत्र पत्रिकाओं से परिचित हो सकेंगे इस अध्ययन से विद्यार्थियों में समतावादी प्रगतिशील दृष्टिकोण का विकास होगा जिससे प्राचीन रूढ़िया समाप्त हो सकेंगी।

#### प्रथम इकाई -

##### ➤ विमर्शों की सैद्धांतिकी:

- स्त्री विमर्श : अवधारणा और मुक्ति आंदोलन
- दलित विमर्श : अवधारणा और आंदोलन, फूले और अम्बेडकर

(स्वाधीनता से पूर्व एवंस्वाधीनता के बाद स्त्री, दलित विमर्श)

#### द्वितीय इकाई

##### ➤ दलित विमर्श की प्रमुख विधाएँ

(क)- आत्मकथा - जूठन : ओमप्रकाश वाल्मीकि (प्रथम भाग)

(ख)- नाटक, तड़प मुक्ति की : माता प्रसाद

#### तृतीय इकाई

(क)- कहानी: चर्चित दलित महिला कथाकारों की कहानियाँ: डॉ कुसुम वियोगी

#### चतुर्थ इकाई

- स्त्री और दलित विमर्श में हिंदी साहित्य की पत्रिकाओं का योगदान
- स्त्री और दलित विमर्श दशा और दिशा

#### संदर्भ ग्रंथ

1. जूठन - ओम प्रकाश राधाकृष्ण प्रकाशन
2. चर्चित दलित कहानियाँ - डॉ.कुसुम वियोगी, गौतम प्रकाशन 30/84 गली नं 8 विश्वास नगर शाहदश दिल्ली 110032
3. तड़प मुक्ति की - माता प्रसाद, सम्यक प्रकाशन, 32/3, पश्चिम पुरी, नई दिल्ली 110083

**ENG 401 American Literature**

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:

- Acquainted with various literary figures in English from America
- Appreciate literary sensibilities from America
- Expose themselves to literature in English outside Britain

Unit	Course Contents
Unit I Prose	Saki (H. H. Munro) : The Open Window Bernard Malamud : The Jewbird Young Goodman Brown Nathaniel Hawthorne : A Rose for Emily William Faulkner : Self Reliance Emerson
Unit II Poetry	H.W. Longfellow : Snow-Flakes Robert Frost : Mending Wall Walt Whitman : A Noiseless Patient Spider Emily Dickinson : Because I Could Not Stop for Death : Edgar Allen Poe : The Raven
Unit III Fiction	Ernest Hemingway : The Old Man and the Sea
Unit IV Drama	Arthur Miller : Death of a Salesman

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  
Hart, James D. and Phillip Leininger. The Oxford Companion to American Literature. 6th Ed. New York: OUP. 1995.  
Cassill, R.V. The Norton Anthology of Short Fiction. 3rd Ed. New York: W. W. Norton & Company. 1986.

Unit II  
Ferguson, Margaret. The Norton Anthology of Poetry. New York: W. W. Norton & Company. 2005.

Unit III  
Hemingway, Earnest. The Old Man and the Sea. (Vintage Classics). New Delhi: Vintage Classics. 1999.  
Donaldson, Scott. The Cambridge Companion to Hemingway. Cambridge: CUP. 1996.

Unit IV  
Miller, Arthur. Death of a Salesman. New York: Penguin Classics. 2011.  
Biggsby, Christopher. The Cambridge Companion to Arthur Miller. Cambridge: CUP. 2010.

## GEO 401: Population and Settlement Geography

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 know about various sources of demographic data
2. To explain concepts and theories related to population dynamics and settlement systems
3. To understand earth as constituted by people with distinct demographic attributes who dwell in urban and rural settlements located in diverse geographical environments.

### Course Contents

#### Unit I

Sources of population data with special reference to India (Census, Vital Statistics and NSS).  
Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

#### Unit II

Fertility, mortality and migration – measures, determinants and implications; Age-sex composition; Rural and urban composition; Literacy.

#### Unit III

Basic Concepts: Rural settlements, Urban settlements; Dwelling, Hamlet, Village, Town, City, Metropolis, Megalopolis, Conurbation, Rural-Urban Fringe.

#### Unit IV

Rural Settlements: Types and Patterns; Urban Settlements: classifications and typologies; Central place theory, Rank-size rule, Primate city.

### Reading Lists

- 1- Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.
- 2- Bhende A. and Kanitkar T., 2000: *Principles of Population Studies*, Himalaya Publishing House.
- 3- Chandna R. C. and Sidhu M. S., 1980: *An Introduction to Population Geography*, Kalyani Publishers.
- 4- Chishlom M., 2007: *Rural Settlement and Land Use*, Transaction Publishers.
- 5- Daniel, P. 2002: *Geography of Settlement*, Rawat Publs., Jaipur & New Delhi.
- 6- Ghosh, Santwana 1999: *A Geography of Settlements*, Orient Longman, Kolkata.
- 7- Kalia Ravi, 1999: *Chandigarh: The Making of Indian City*, Oxford University Press.
- 8- Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: *Urban Geography*, John Wiley.
- 9- Lutz W., Warren C. S. and Scherbov S., 2004: *The End of the World Population Growth in the 21<sup>st</sup> Century*, Earthscan
- 10- Newbold K. B., 2009: *Population Geography: Tools and Issues*, Rowman and Littlefield Publishers.
- 11- Pacione M., 2009: *Urban Geography: A Global Perspective*, Taylor and Francis.
- 12- Ramachandran R., 1989: *Urbanisation and Urban Systems of India*, Oxford University Press.
- 13- Ramachandran, R., 1992: *The Study of Urbanisation*, Oxford University Press, Delhi
- 14- Singh R. Y., 1994: *The Geography of Settlement*, Rawat Publication, New Delhi.
- 15- Tiwari, R. C. 2000: *Settlement Geography*, (in Hindi), Prayag Publ., Allahabad.

**GEO 401: PRACTICALS**  
**Geological Maps and Identification of Rocks and Minerals**

**Total credit : 1**

**Contact hours: 2 per week**

**Geological Map:** Study of horizontal, vertical and tilted beds along with alignment of contours: study of strike, dip and bedding plane.

**Identification of rocks and minerals:**

**Rocks:** granite, basalt, dolerite, shale, sandstone, limestone, conglomerate, laterite, slate, phyllite, schist, marble, quartzite and gneiss

**Minerals:** talc, gypsum, calcite, mica, feldspar, quartz, chalcopryrite, hematite, magnetite, bauxite, galena

**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.
  - Record File 10 Marks
  - Participation/Viva 10 Marks

**Reading List**

- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- Singh, L R & Singh R (1977): *Manchitra or Paryaogatamek Bhugol* , Central Book Depot, Allahabad Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher.

**HIS 401 : Contemporary India up to 2000 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:

- This Semester is of most crucial information for the study of Indian History.
- We are closely to the present. The knowledge of history unfolds and leads us to the present.
- This semester will provide understanding how India developed today and competing with the Globalised world.

Unit	Course Contents
<b>Unit I</b>	<ul style="list-style-type: none"> <li>➤ Legacy of freedom struggle, socio cultural values of non-violence.</li> <li>➤ Problems and process of the integration of Indian states.</li> <li>➤ Problems of displaced persons and rehabilitation process.</li> <li>➤ Framing of Indian constitution main Features and Amendments</li> </ul>
<b>Unit II</b>	<ul style="list-style-type: none"> <li>➤ Agrarian reforms and Bhudan movement, Green revolution.</li> <li>➤ Five-year plans and beginning of planned economy.</li> <li>➤ Industrialisation: Problems and prospects</li> <li>➤ Nationalisation of Banks and Abolition of Privy Purse</li> </ul>
<b>Unit III</b>	<ul style="list-style-type: none"> <li>➤ Main characteristics of Indian Foreign policy</li> <li>➤ Principle of Panchsheel, Policy of Non-alignment and role of India</li> <li>➤ Indo china war, Indo Pakistan wars, Kashmir problem, Shimla Agreement 1971-72</li> <li>➤ India's relations with neighbouring countries</li> </ul>
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>➤ Indian women after Independence, Political participation and contribution of women in various spheres.</li> <li>➤ Upliftment of depressed classes, problems and challenges before Indian society.</li> <li>➤ Achievements in the field of science and technology with special reference to space, atomic energy and I T sector</li> <li>➤ India emerging as a world power.</li> </ul>

**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 Readings**

- Parobo, Parag D. *India's First Democratic Revolution*. Orient Blackswan
- Poswal, Sajjan, *Contemporary India 1947-2000*, Rajasthan Hindi Granth Academy
- Rao, M.S.A. *Social Movements in India . Vol I & II*
- Dev, Arjun .*Contemporary World . NCERT*. New Delhi.
- Heehs, Peter. *Morden India and the World . Oxford University Press*. New Delhi
- Phadnis, Urmila. *Towards Integration of Indian States*. New Delhi.
- Heehs, Peter. *Nationalism , Terrorism and Communalism*. Oxford University press Delhi. 1998
- Sharma, R.R.(Ed.). *The USSR in Transition and Themes . New Delhi*. 1995

**POL 401: POLITICAL IDEOLOGIES**

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:

- Understand the meaning, evolution and nature of Political Ideology.
- Acquire knowledge about the various traits of Liberalism.
- Acquire knowledge about the Socialism
- To understand the relevance of Contemporary ideologies of 21<sup>st</sup> century.

Unit	Content
Unit I	Political Ideology: Meaning ,evolution, Nature
Unit II	Liberalism: Classical , Morden , Contemporary
Unit III	Socialism: Marxism , Democratic Socialism
Unit IV	Contemporary Streams : Gandhian view, Nationalism , Feminism, Environmentalism.

**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. Andrew Heywood :Political Ideology, Palgravev. 2017
2. Brain.R.Nelson: Western Political Thought: From Socrates to the Age of Ideology, Pearson Education India 2004.
3. Joseph.A.S:Capitalism, Socialism & Democracy.Adarsh books ,New Delhi.2011
4. Freedden,M:Liberalism: A Very Short Introduction. Oxford University Press .2015
5. O.P. Guba : Political ideas and Ideologies, Mac Millar
6. Will Kymlicka Contemporary Political Philosophy

**ECO 401: Introductory Micro Economics**

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 shall be able to

- (i) Critically reflect and analyse the issues related to Micro Economics
- (ii) Illustrate how microeconomic concepts can be applied to analyse real-life situations.

Unit	Course- Contents
<b>UNIT-I Introduction to Micro Economics</b>	<ul style="list-style-type: none"> <li>➤ Meaning &amp; Definition of Economics,</li> <li>➤ Subject matter, Scope and Significance of Economics,</li> <li>➤ Questions of what, how and for whom to produce and how to distribute outputs,</li> <li>➤ positive and normative Economics, Economic Laws</li> </ul>
<b>UNIT-II Consumer Behaviour</b>	<ul style="list-style-type: none"> <li>➤ Consumer Behaviour &amp; concepts and need for studying Consumer behaviour</li> <li>➤ Process &amp; ethics in consumer research</li> <li>➤ Models of consumer behaviour</li> <li>➤ Applications of consumer behaviour in Marketing Decisions.</li> </ul>
<b>UNIT-III Theory of Consumer Behaviour</b>	<ul style="list-style-type: none"> <li>➤ Cardinal approach and its criticisms,</li> <li>➤ Law of Diminishing Marginal Utility,</li> <li>➤ Law of Equi-Marginal Utility,</li> <li>➤ Law of Demand,</li> <li>➤ Exceptions to Law of Demand.</li> <li>➤ Indifference curve approach,</li> <li>➤ Budget Line,</li> <li>➤ Consumers Equilibrium,</li> <li>➤ Income, Substitution and Price effect,</li> <li>➤ breaking up price effect to Income and substitution effect,</li> <li>➤ Comparison between Marginal Utility approach and Indifference Curve approach.</li> </ul>

<p style="text-align: center;"><b>Unit IV Supply &amp; Demand: How Markets work, Markets and Welfare</b></p>	<ul style="list-style-type: none"> <li>➤ Individual demand and supply schedules and the derivation of market demand and supply;</li> <li>➤ derivation of market demand and supply;</li> <li>➤ shifts in demand and supply curves,</li> <li>➤ the role of prices in resource allocation;</li> <li>➤ the concept of elasticity and its application,</li> <li>➤ consumer and producer surplus;</li> <li>➤ taxes and their efficiency costs</li> </ul>
<p><b>Tutorials/ Practicum:</b> 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;"><b>Suggested Readings*</b></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"> <li>✓ Karl E. Case and Ray C Fair, Principles of Economics, Pearson Education, Inc. 8<sup>th</sup> edition, 2007.</li> <li>✓ N. Gregory Mankiw, Economics; Principles and Applications, India Edition by South Western a part of Cengage Learning, Cengage Learning India Private Limited</li> <li>✓ Joseph E. Stiglitz and Cost E. Walsh, Economics, W.W. Norton &amp; Company, Inc., New York, International Student Edition, 4<sup>th</sup> Edition, 2007</li> <li>✓ Hal R. Varian, Intermediate Microeconomics, A Modern Approach, 8<sup>th</sup> Edition, W.W. Norton &amp; Company 2010.</li> <li>✓ H.L. Ahuja, Advanced Economic Theory, 8<sup>th</sup> Edition, S. Chand &amp; Company Ltd. New Delhi</li> <li>✓ Baumal, W.J. , Economic Theory and Operational analysis, Prentice Hall of India, New Delhi</li> <li>✓ D.N. Dwivedi, Microeconomics, Theory &amp; Application, Third Edition, Vikash Publishing House Pvt. Ltd.</li> </ul>	

**Group E: Professional Education Courses (PEC)**

**IV: Engagement with the field (EF)**

**EFSI 401: School Internship**

**Credits: 0L+0T+14P**  
**Contact hours : 14 weeks**

**Marks: 300**

<b>Distribution of Marks for the School Internship</b>	
<b>Activity</b>	<b>Marks</b>
Classroom Teaching (two Pedagogy courses)	200
Criticism Lessons (four lessons in total)	40
Reflective Journal (two Pedagogy courses)	10
Observation Records <ul style="list-style-type: none"> <li>• Ten lessons of school teacher</li> <li>• Ten lessons of peer</li> </ul>	5+5 =10
Achivement test-development, Administration and Analysis	10
Case Study / Action Research	10
Detailed Record of any two activities organized by the Candidate	10
Learning Resource in two teaching subjects	10
<b>Total</b>	<b>300</b>

**Objectives of the course:** On the completion of the course the Candidate s will be able to:

- Observe the classes of regular teachers and peers and learn about teaching learning process and classroom management.
- Develop skill in planning and teaching in actual classroom environment.
- Reflect, learn to adapt and modify their teaching for attaining learning outcomes of students.
- Maintain a Reflective Journal.
- Acquire skill in conducting Action Research/ Case Study.
- Inculcate organizational and managerial skills in various school activities.
- Create and maintain resources for teaching and learning in internship schools.
- Work with the community in the interest of the learner and their learning outcomes.

**Internship Tasks:**

The Candidate s will perform the following in the school attached to her/him.

**(a) Delivery of lessons**

- The Candidate s will deliver a minimum of 40 lessons including two criticism lessons (one at the end of 9<sup>th</sup> week and the other during the last week of the teaching assignment) in each Pedagogy course. In total they will teach 80 lessons in two Pedagogy courses (Preferably 20 lessons for Upper Primary classes and 20 for Secondary classes in each Pedagogy course).
- The Candidate s will visualize details of teaching learning sequences, keeping all considerations in view. They will also involve themselves in discussion, reflection, reconsideration and consolidation after each lesson as well as at the end of the unit.

**(b) Practicum**

- Preparation, administration and analysis of achievement tests in two Pedagogy courses.
- Conducting Action Research / Case Study.
- Observing ten lessons of a regular teacher and ten lessons of peers in each Pedagogy course and preparing an Observation Record.
- Preparing and using teaching aids in each Pedagogy course.
- Writing a Reflective Journal.
- Organising any two co curricular activities and reporting.

- Preparing a suggestive comprehensive plan of action for improvement of some aspects of the school, where they have been teaching during Internship.
- Reporting on activities conducted with the community.

Any other activity given under Suggested School Activities can be studied after consultation with the Faculty, in charge of Learning to function as a teacher (School Internship).

**Suggested School Activities**

- Organising cultural, literary, sports and games activities
- Framing of time table
- Organising Morning Assembly
- Maintenance of school discipline
- Maintenance of school records, library and laboratories
- Providing Guidance and Counseling services
- Studying the role of community in school improvement
- School Mapping
- Water Resource Management in schools
- Mass awareness of social evils and taboos
- Organising educational fair, exhibition, club activities, nature study and field trip.  
(Any other activity/ activities decided by the Institute)

**Post Internship Tasks:**

- Post Internship is organized for a day mainly for reflection and review of internship programme as a whole, to facilitate the understanding of the effectiveness of various activities undertaken during the internship. The tasks include the following.
- Seeking reactions from students, teachers, Heads and teachers of cooperating schools and supervisors of the Institute.
- Exhibition of the Teaching Learning Material used by the Candidate s during the internship.
- Any other activity decided by the Institute.
- Inviting suggestions for improving the programme.

**Modes of Learning Engagement:**

- Internship tasks will be carried out as a part of the ‘in-school’ practice. A mentor/cooperating teacher and supervisor of the Institute will guide the Candidate periodically.
- Candidate s will observe at least 10 lessons of regular classroom teacher and 10 lessons of their peers.
- Adequate classroom contact hours - a minimum of 40 lessons including two criticism lessons in each Pedagogy course preferably 20 lessons for Upper Primary classes (VI-VIII and 20 lessons for Secondary classes (IX and X) for subject based teaching – learning will be under taken in consultation with the school authorities.
- A Reflective Journal will be maintained by the Candidate in which she/he records her/his experiences, observations and reflections on classroom experiences.
- A portfolio will be maintained by the Candidate s which includes lesson plans, resources used, assessment tools, student observations and other records.
- Candidate s will always work in liaison with the regular teachers in the schools

KURUKSHETRA UNIVERSITY, KURUKSHETRA  
B.A..B.Ed.- 7<sup>th</sup> SEMESTER SYLLABI AS PER CBCS PATTERN

involving themselves in all the school activities and conducting at least two activities.

- The Institute in consultation with the schools will prepare the details of the internship programme for each of the schools.