

Group D: Discipline Specific Elective (DSE)

HIN 402 भाषा साहित्य और शिक्षा

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—

शिक्षा के साथ-साथ साहित्य, समाज और संस्कृति के क्षेत्र में भाषा के योगदान और महत्ता से विद्यार्थियों को अवगत कराना।

प्रथम इकाई

- भाषा, समाज एवं साहित्य
- भाषा एवं संस्कृति
- भाषा एवं पहचान
- भाषा एवं लिंग (जेण्डर)
- भाषा एवं सत्ता
- भाषा एवं साहित्य की अवधारणा
- समाज के लिए साहित्य की महत्ता
- साहित्य पर समाज का प्रभाव

द्वितीय इकाई

- शिक्षा के लिए भाषा
- शिक्षा में भाषा की भूमिका
- भाषा एवं शिक्षा में संबंध
- शिक्षा पर भाषा का प्रभाव
- शिक्षा का माध्यम – बहुभाषिकता एक संसाधन के रूप में

तृतीय इकाई

- शिक्षा के लिए साहित्य
- शिक्षा में साहित्य की भूमिका
- साहित्य और शिक्षा में संबंध
- शिक्षा पर साहित्य का प्रभाव

prqFkZ bdkbZ

- शिक्षा के लिए पाठ्यक्रम
- शिक्षा में पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तकों की भूमिका, पाठ्यचर्या, पाठ्यक्रम, पाठ्य पुस्तक और कक्षा, संप्रेषण में भाषा की भूमिका। भाषा के पार पाठ्यक्रम की अवधारणा।

संदर्भ ग्रंथ

1. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एन.सी.ई.आर.टी. प्रकाशन नई दिल्ली।
2. भारतीय भाषाओं के शिक्षण का आधार पत्र (पोजिशन पेपर) एन.सी.ई.आर.टी. प्रकाशन नई दिल्ली।
3. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर) कोठारी कमीशन
4. राष्ट्रीय शिक्षा नीति 1986 (पी ओ ए 1992)मुदालियर कमीशन

ENG 402: Literary Criticism and Theory

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 analytical skills by reading various literary critiques.
- Develop their skills of literary analysis and interpretation by reading the eminent schools of literary theories.
- Familiarize the key concepts in classical criticism, neoclassicism, romantic criticism, Victorian criticism and new criticism with a view to enabling the students explicate, elucidate and interpret literary texts.

Unit	Course - Contents
Unit I: Classical Criticism, Neo Classical Criticism and Indian Aesthetics	<ul style="list-style-type: none"> ➤ Aristotle : Poetics ➤ Johnson : Preface to Shakespeare ➤ Bharata: Natyashastra ➤ Theory of Rasa, Vynjana and Alankara.
Unit II Romantic Criticism and Victorian Criticism	<ul style="list-style-type: none"> ➤ Wordsworth : Preface to Lyrical Ballads ➤ Mathew Arnold : “The function of Criticism at Present Time”, “The Study of Poetry”.
Unit III: Modern Criticism	<ul style="list-style-type: none"> ➤ TS Eliot : “Tradition and Individual Talent”, “Hamlet and His problems” ➤ Raymond Williams: ‘Forms’ in Culture.
Unit III: Post Structural, Post Colonial, Post Modernism and Feminism	<ul style="list-style-type: none"> ➤ Jacques Derrida: Structure, Sign and Play ➤ Stanley Fish: Is there a text in this class? ➤ Edward Said: Orientalism (Chapter 1) ➤ Elaine Showalter: Towards a Feminist Poetics.

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

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP. 1972.
- Kermode, Frank. *The Romantic Image*. Routledge Classics. 2002.
- Wordsworth, William & S. T. Coleridge. *Lyrical Ballads*. Penguin Classics.2006.
- Bowara, C.M. *The Romantic Imagination*. OUP. 1961.
- Enright, D J and Ernst De Chickera (Ed.) *English Critical Texts*. OUP. 1997
- Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell. 2005.

Unit II

- Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company. 2001.
- Prasad, B. *An Introduction to English Criticism*. Macmillan. 2013.

Unit III

- Barry, Peter. *Beginning theory: An Introduction to Literary and Cultural Theory*. Manchester University Press. 3rd Rev. Ed. 2009.

Unit IV

- Bertens, Hans. *Literary Theory: The Basics*. Routledge. 2001.
- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. 3rd Ed. Wadsworth Cengage Learning.

GEO 402: Geographical Thought

Time: 3 Hours
Credits- 4

Max. Marks: 100
Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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

Objectives:

1. To understand the evolution of geography as a distinct field of intellectual inquiry
2. To understand the various facets of geographical thought
3. To understand the development of geography as a discipline in India

Unit I

Philosophical basis of geography; Place of geography in the classification of knowledge; Development of geographical thought during ancient and medieval periods: Contributions of Greeks, Romans, Indians and Arabs.

Unit II

Geographical ideas of Bernhardus Varenius, Immanuel Kant, Alexander von Humboldt, Carl Ritter and Friedrich Ratzel; Nature of dualism and unity in geography

Unit III

German, French, British and American schools of geography; Development of Geography after the Second World War: Quantitative revolution; Behavioural geography, Welfare and Radical geography.

Unit IV

Development of geography in India during the British Period: Development of geography after Independence; Role of Geographical Societies and Government Institutions (Census and NATMO); Contributions of modern Indian geography

Reading list

- 1- Bonnett A., 2008: *What is Geography?* Sage.
- 2- Dikshit R. D., 1997: *Geographical Thought: A Contextual History of Ideas*, Prentice-Hall India.
- 3- Dikshit R.D. 1994: *The Art and Science of Geography: Integrated Readings*, Prentice-Hall India
- 4- Hartshone R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.
- 5- Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
- 6- Husain, Majid, 2014: *Evolution of Geographical Thought*, Rawat Publications, Jaipur
- 7- Johnston R. J., (Ed.): *Dictionary of Human Geography*, Routledge.
- 8- Johnston R. J., 1997: *Geography and Geographers, Anglo-American Human Geography since 1945*, Arnold, London.
- 9- Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.

10- Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.

GEO 402: PRACTICALS
Remote Sensing and GIS

Total credit : 1

Contact hours: 2 per week

Principles of Remote Sensing; Properties of EMR

Resolution of satellite sensors with special reference to IRS series;

Geo-referencing of scanned maps and satellite images applying reference spheroids (WGS-84 and Everest)

Projections (Universal Transverse Mercator's and Polyconic);

Digitization and Extraction of physical and anthropogenic features for change detection;

Digitization of administrative maps and attachment of attribute tables;

Preparation of choropleths maps

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- Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press.
- 2- Jensen J. R., 2004: *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
- 3- Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
- 4- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
- 6- Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
- 7- Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.

HIS 402: Military History of India

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 will provide the knowledge of Ancient Indian warfares and its compression Greek warfare.
- The war strategies of medieval India as tulugma and Guerrilla techniques.
- Students will be informed about the organizations Indian armed Forces, Paramilitary forces, I.N.A, NCC etc.

Unit	Course Contents
Unit I	<ul style="list-style-type: none"> ➤ Military System in Vedic, Pauranic & Epic Period. ➤ The battle of Hydaspes (326 B.C) and comparative study of Indo-Greek Military organization. ➤ Kautilya's Philosophy, war & military and organization of Mauryas. ➤ Military organization and war techniques of Rajputs and Turks with special reference to the Battle of Tarain (1192 AD)
Unit II	<ul style="list-style-type: none"> ➤ Warfare of the Sultanate Period and Military reforms of Alauddin Khalji. ➤ Strategies of Babar with in the First Battle of Panipat (1526 A.D) ➤ Guerilla Techniques and Naval warfare of Marathas and their military organization under Shivaji. ➤ Martha Warfare in the third battle of Panipat (1761 AD)
Unit III	<ul style="list-style-type: none"> ➤ Amalgamation of Presidency Armies. ➤ Lords Kitcher's Reforms ➤ Post Second World War Reorganization ➤ Growth of Indian Navy & Indian AIR Force
Unit IV	<ul style="list-style-type: none"> ➤ The INA & Netaji Subhash Chandra Bose ➤ Higher Def. Organizationn ➤ Organization of Army, Navy & Air Force. ➤ Paramilitary Organization, BSF, ASSAM Rifles, TTBP, CRPF, Coast Guard, NCC & CISF

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.

May be given to draw the Tulugma and Guerrilla techniques of organizations army, Navy, Air Force., May prepare Modals of various weapons from Ancient Period Onwards.

Suggested Readings

- Mazumdarr, B. K. *Military System in ancient India*
- Dayld , Major Alfred. *Indian Art of War*
- Malison, Col. *Decisive battle of Indian History*
- Singh, Jaswant. *Indian Armed Force*
- Jackson, Peter. *The Delhi Sultanate A political and Military History*. Cambridge University Press
- Chandra, K. Hemendra. *Military History of India*. Vision Books
- Sandhu, Singh. Gurucharn. *A Military History of Medieval India*. Vision Books. 2003
- Sandhu, Singh. Gurucharn. *A Military History of Ancient India*. Vision Books. 2003
- Singh, Ajay. *The Battles that Shaped Indian History*. Pentagon Press. 2012
- Roy, Kaushik. *From Hydaspes to Kargil : A History of Warfare in India from 326 BC to AD 1999*. Manohar Publishers & Distributors. 2004

POL 402 :IDEAS AND CONCEPTS

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 nature and functions of the State according various perspectives.
- To understand basic theories of Democracy.
- Acquire knowledge about the Organization of Democracy.
- To understand and analyse the basic Concepts of Political Science.

Unit	Course Contents
Unit I	Nature of State: Ideal, Liberal, Marxian perspectives.Functions of State : Minimal State and Welfare State.
Unit II	Theories of Democracy: Classical, Liberal, Marxist
Unit III	Organization of Democracy : Election, Representation, Suffrage, Political Parties ,Pressure Groups.Models of Democracy: Representative, Participatory, Deliberative.
Unit IV	Concepts: Rights, Liberty, Equality, Justice, Citizenship

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. G.A.Almond: Comparative Politics Today: A world view, 7th end, New York, London.
2. Sir, Barker, Principles of Social and Political theory
3. N.P.Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
4. A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
5. D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 1953.

ECO 402: Macro 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: The students will be able to:

- explore the basic principles of Macro Economic Theory
- discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomics variables like savings, investments, GDP, money, Inflation and the balance of payments

Unit	Course- Contents
UNIT-I Macro Economics, Meaning & Significance	<ul style="list-style-type: none"> ➤ Meaning of Macro Economics, ➤ Need and characteristics of Macro Economics ➤ Scope of Macro economics ➤ Importance and Limitations of Macroeconomics
UNIT II National Income	<ul style="list-style-type: none"> ➤ Circular flow of Income and Expenditure, ➤ concept of National Income, ➤ Methods of measurement of National Income and problems in measuring National Income
UNIT-III Functions of Money	<ul style="list-style-type: none"> ➤ Quantity theory of money; ➤ determination of money supply and demand, ➤ credit creation, ➤ tools of monetary policy
UNIT-IV Inflation	<ul style="list-style-type: none"> ➤ Meaning & Definition of Inflation, ➤ Types of Inflation, ➤ Causes of Inflation, ➤ Measures to Control Inflation

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. Dornbusch, Fischer & Startz, Macro Economics, MC Graw Hill, 11th Editio, 2010
2. N. Gregory Mankiw, Macro Economics, Worth Publishers, 7th Edition, 2010
3. Richard t. Frayen, Macro economics, Pearson Education Asia, 2nd edition, 2005
4. Errol D' Souza, Macroeconomics, pearson Education, 2009
5. Andrew B. Abel & Ben S. Bernanka, Macroeconomics, Pearson Education, Inc. 7th edition, 2011

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

I: Perspectives in Education (PE)

Semester VIII

PEVE 402: Vision of Education in India-Issues and Concerns

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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

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

- Understand determinants of the purposes and processes of education.
- Understand the role of education as an agency of social transformation.
- Reflect critically on concerns and issues of contemporary Indian schooling.
- Develop their insight as future concerns of education.
- Analyze development of education in light of socio, economic, political and cultural development.

Course Contents

Unit I: Vision of Indian Education and Indian Thinkers

- a) Aims and purposes of education drawn from the ancient intellectual tradition of India
- b) Communities, Religion, State and Market as the determinants of purpose and process of Education
- c) An overview of salient features of the philosophy and practice of education by
 - Swami Vivekanand: Humanistic Approach
 - Rabindranath Tagore: Liberationist pedagogy
 - M. K. Gandhi: Basic education or Education for self sufficiency
 - Aurobindo Ghosh: Integral Education
 - J. Krishnamurthi: Education for individual and social transformation

Unit II: Contemporary Indian Schooling: Concerns and Issues

- a) Constitutional interventions for universalization of education and RTE Act 2009
- b) Constitutional provisions on education that reflect National ideals (Democracy, Equality, Liberty, Secularism and Social justice)
- c) Equality of Educational Opportunity:
 - Meaning of equality of educational opportunity and constitutional provisions
 - Prevailing nature and forms of inequality, including dominant and minor groups and related issues

- Inequality in schooling: Public and private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- d) Issues of Quality and Equity in schooling (with specific reference to girl child, weaker section and differently abled children), Variations in school quality
- e) Idea of 'common school' system

Unit III: Future Concerns and changing scenario in Education

- a) Impact of globalization, liberalization and privatization on Indian society and education
- b) Rights and Scheme for education of Girl Child
- c) Education for National Integration and International Understanding
- d) Citizenship education, Education for Sustainable Development of society
- e) ICT In School Education- National Repository of Open Educational Resources (NROER)

Unit IV: Education and Development- An Interface

- Emerging trends in the interface between:
 - political process and education
 - economic developments and education
 - Socio- cultural changes and education
 - Skill development with reference to vocational education
 - Educational development through community participation (Govt. and Non- Govt. Agencies)

Modes of Learning Engagement:

- Sourcing and studying relevant portions of documents relevant to the themes.
- Presentations based on readings (including original writing of at least one educational thinker).
- Conduct surveys of various educational contexts (e.g. Schools of different kinds) and make interpretative presentations based on these.
- Study writings on analysis of education-development interface and make presentations.
- Group discussions, debates and dialogue on the themes.

Practicum:

1. Preparing an assignment on Constitutional Provisions on Education.
2. Preparing a brief summary of Educational writers/books contributed by any of the Indian Thinkers.
3. Reporting on Practice of Rights of the Child with special reference to Girl Child.
4. Comparative analysis of different types of schools.
5. Conducting surveys and presentations based on afore said units.
6. Interpretation of field studies and experiences in terms of the course themes
7. Comprehension of ideas of thinkers and presenting them in groups.
8. Extent of innovative ideas and sensitivity in visualizing project on 'peace' or 'environmental concerns'

Suggested Readings:

1. Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational. New Delhi. Vikas Publishing House.
2. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society. New Delhi. NCERT.
3. Govt. of India (1986). National Policy on Education. New Delhi. MHRD.

4. Govt. of India (1992). Programme of Action (NPE). New Delhi. MHRD.
5. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore. New Delhi. New Book Society.
6. Manoj Das (1999). Sri Aurobindo on Education. New Delhi. National Council for Teacher Education.
7. Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All. New Delhi. Publication.
8. Mohanty, J. (1986). School Education in Emerging Society. sterling Publishers.
9. Mukherji, S.M. (1966). History of Education in India. Baroda. Acharya Book Depot.
10. Naik, J.P. & Syed, N. (1974). A Student's History of Education in India. New Delhi. MacMillan.
11. NCERT (1986). School Education in India – Present Status and Future Needs. New Delhi. NCERT.
12. Ozial, A.O. 'Hand Book of School Administration and Management'. London. Macmillan.
13. Radha Kumud Mookerji (1999). Ancient Indian Education (Brahmanical and Buddhist). New Delhi . Cosmo Publications.
14. Sainath P. (1996). Everybody loves a good drought. New Delhi. Penguin Books.
15. Salamatullah. (1979). Education in Social context. New Delhi. NCERT.
16. Sykes, Marjorie (1988). The Story of Nai Talim. Wardha. Naitalim Samiti.
17. UNESCO (1997). Learning the Treasure Within.
18. Vada Mitra. (1967). Education in Ancient India. New Delhi. Arya book Depot.
19. National Policy on Education (1986). Ministry of HRD. New Delhi. Department of Education.
20. NCERT (2002). Seventh All India School Education Survey. New Delhi. NCERT.
21. UNESCO. (2004). Education for All. The Quality Imperative. EFA Global Monitoring Report. Paris.
22. Varghese, N.V. (1995). School Effects on Achievement. A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. New Delhi. NCERT.
23. World Bank (2004). Reaching The Child: An Integrated Approach to Child Development. New Delhi. Oxford University Press.

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

II: Enhancing Professional Capacities (EPC)

Semester VIII

EPCPE 402: Peace Oriented Value Education

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 completion of the course, student-teachers will be able to:-

- Understand the importance of peace education.
- Analyze the factors responsible for disturbing peace.
- Appreciate the role of peace in life.
- Develop insight of understanding of concept of Indian values according to time, space and situation.
- Scientifically analyse values in Indian culture and tradition.
- Develop positive attitude about Indian human values
- Understand the Indian values according to Shradhhaand logic.
- Understand the co-ordination with Indian values and life style.
- Analyse the ethical, artistic and pleasant values.
- Analyse absolute values in globalization and universlization.
- Develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaningofEthics and values.
- Understand the processof value education.

UNIT- I: Importance of Peace

- Aims, objectives and importance of Peace Education.
- Barriers- Psychological, Cultural, Political
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, Suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of textbook, analysis of text book from peace

education perspective.

UNIT – II: Nature and sources of values, Classification of values

- Meaning, concept need and importance of values and ethics.
- Personal and Social values
- Intrinsic and extrinsic values on the basis of personal interest and social good.
- Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.
- Identification of Analysis of emerging issues involving value conflicts
- Design and development of instructional material for nurturing values.

UNIT – III: Values in religious scriptures

- Bhagwad gita-Nishkam Karma, Swadharma, Laksagrah and Stithpragya.
- Bible – Concept of truth, compassion, forgiveness
- Dhamnipada- Astangmarg, Aryastyaand Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sungat, Pangat & Jivanmukti
- Quran–Concept of spiritual and moral values (adah, raham & theory of justice) & social responsibilities.

UNIT – IV: Methods and Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha, street play and folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school- Every teacher as teacher of values, School curriculum as value laden.
- Moral Dilemma (Dharmasankat) and one's duty to wards self and society

Practicum/Field Work (Any two of the following)

7. Preparation of a report on school programmes for promotion of peace.
8. Observation of classroom situation and identification of factors promoting peace.
9. Analyse morning assembly programme of a school from the point of view of value education.
10. Analysis of a text book of a school subject from the point of view of values hidden.
11. Practice of role- play in two situations and preparation of report.
12. Report on value conflict resolution in a situation.

Suggested Readings:

1. Acharya Mahaprija : Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
2. Dutt, N.K. and Ruhela S.P.: Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 198
3. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
4. Gupta, Nathu Lal: Value Education: Theory and Practice: Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000
5. I.A. Lolla: Value Certification: An advanced Handbook for trainers and Teachers, Callif, University Associate Press, Krischan Boum, Howard 1977
6. Prem Kripal: Value in Education, NCERT, New Delhi 1981
7. Rajput, J.S. (2001). Values in Education, New Delhi, Sterling Publishers, 2005
8. Rokeach M.: The Nature of Human Values, The Free Press, New York 1973
9. Sharma R.S.: The Monk who sold Ferrari, Mumbai, Jaico Publishing House, 2003
10. Swami Ragnanath Anand: Eternal Values for a Changing Society, BVB Bombay 1971.

11. Gupta, K. M. (1989). Moral Development of School Children Gurgaon: Academic Press.
12. Krishnamurthy, J. (2000). Education and the Significance of Life. Pune: KFI.
13. Dhokalia, R. P. (2001). External Human Values and World Religious. New Delhi: NCERT.
14. Sheshadri, C., Khadere, M. A., &Adhya, G. L. (ed.) (1992). Education in Value. New Delhi: NCERT, London, Allen and Unwin.
15. Singh, R. N. (ed.) (2003). Analytical study of Sikh Philosophy, Commonwealth Publishers: New Delhi- 02.
16. Khan Masood Alia (ed.) (2006). Islamic Thought and its Philosophy. Commonwealth Publishers: New Delhi- 02.
17. Khan, IntakhabAlam (2007). Peace, Philosophy and Islam, Academic Excellence.Delhi- 31.

GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)

II: Enhancing Professional Capacities (EPC)

Semester VIII

EPCGI 402: Gender Issues in Education

Time: 3 Hours

Max. Marks: 100

Credits- 4

Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

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

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

- develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Course Contents

Unit I: Gender Issues: Key Concepts

- Gender, Social construction of Gender.
- Gender Socialization, Gender Roles.
- Gender discrimination.

Unit II: Structures of Gender Inequality

- Patterns of Gender inequality in terms of caste, class and Culture.
- Patterns of violence against women: Female foeticide, Female Infanticide.
- Child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence.
- Gender Identities and Socialization Practices in: Family, Schools, Other formal and Informal Organization.

Unit III: Gender and Education, issues related to marginalized women

- Gender bias in curriculum, drop out, Sex Ratio, Literacy and Recent trends in Women's education.

- Issues related to marginalized Women: ST/SC/Minorities.

Unit IV: Gender Jurisprudences

- The Pre-natal diagnostic Techniques Act, 1994.
- The Draft sexual Assault Law Reforms, India, 2000.
- Domestic violence Act 2005.
- Reservation for Women.
- Child marriage Act.

Modes of Learning Engagement:

Classroom will be interactive by sharing experiences, discussing day today happenings in the society, visiting centres and offices, showing films followed by discussions and priority will be given to Candidate s throughout the transaction of the course.

Practicum/ Tutorials

1. Write a paper on efforts of the Central and State governments for Gender Jurisprudences.
2. Prepare on any one topic from any one unit with the support of Teacher Educator and present in the classroom.
3. Review one recent article on Gender Issues in Education.
4. Prepare a report on recent trends in Educational development of girl child in India.
5. Conduct an opinion survey for Gender Issues in Education.

Suggested Readings:

1. Radha Kumar (1993). The History of Doing. Zubaan.
2. Sharma, Kumud, (1989). Shared Aspirations, Fragmented Realities, Contemporary Women's Movement in India, Its Dialectics and Dilemmas. New Delhi. Occasional Paper No. 12, CWDS.
3. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay. Popular Prakasham.
4. Devaki Jain and Pam Rajput (Ed) (2003). Narratives from the Women's Studies Family. New Delhi. Recreating Knowledge, Sage.
5. Bonnie G. Smith, (2013). Women's Studies: the Basics. Routledge.
6. Rege, Sharmila (2003) (ed), Sociology of Gender. New Delhi. The Challenge of Feminist Sociological Knowledge, Sage.
7. Singh, Indu Prakash, (1991). Indian Women: The Power Trapped. New Delhi. Galaxy Pub.
8. Mohanty, Manoranjan, (2004). (eds), Class, Caste, Gender. New Delhi. Sage.
9. Census Document Karve, Irawati (1961). Hindu Society: An Interpretation Poona. Deccan College.
10. Ahuja, Ram (1993/2002). Indian Social System. Jaipur. Rawat.
11. Report of the CIBE (2005) Committee on Girl's Education and the common School System New Delhi. MHRD,
12. NCERT (2005). National Curriculum Framework. New Delhi. NCERT.
13. NCERT (2006). Gender Issues in Education, Position Paper. New Delhi. NCERT.
14. Bhasin, Kamla (2000). Understanding Gender. New Delhi: Kali for Women.
15. Bhasin, Kamla. 2004. Exploring Masculinity. New Delhi. Women Unlimited.