

## Programme Learning Outcome (PLOs)

### I Disciplinary Knowledge

1. On successful completion of the Programme, the students will be able to communicate in their respective language with accuracy in oral and written communication
2. They will have a command on Hindi/ Kannada/Malayalam/Tamil/ Telugu and their respective linguistic structures.
3. They will have proficiency in functional usage like technical and scientific writing, translation etc in the respective Indian languages.
4. They will be familiar with the diverse genres like prose, fiction, non-fiction, poetry, art, drama, theatre and films as well as literary criticism and literary theory written in their respective language Indian languages.
5. They can apply critical frameworks to analyse the linguistic, socio-cultural and historical background of texts written in their respective Indian languages.

### II Communication skills

1. The students will have the ability to listen carefully, read reflectively, express ideas creatively and effectively in written and oral communication.
2. They will be capable of using appropriately in various contexts related to their respective Indian languages.
3. They will be proficient in presenting complex information in clear and concise manner, transact subject knowledge to students in their teaching learning practices.

### III Critical Thinking

1. Students will be able to analyse critically socio-cultural, political and other relevant issues.
2. Students will have the capacity to evaluate evidences, arguments, claims, beliefs based on empirical evidences.

### IV Research related skills

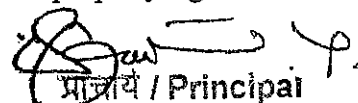
1. Students can analyse literature from multi-disciplinary perspectives like anthropological, historical, socio-cultural points of view.
2. They can apply critical frameworks to analyse their respective Indian languages and literature.

### V Cooperation and team work

1. Ability to work effectively and respectfully as a unified team made of culturally, socially, linguistically and racially diverse groups during study tours, field work, community work and cultural programmes.

### Moral and ethical awareness

1. Capability to adhere to moral and ethical values in conducting oneself and strongly support moral and ethical issues in all walks of life.
2. Committed not to adhere to unethical behaviour such as fabrication, falsification, misrepresentation of data, plagiarism, violation of intellectual property rights in their teaching learning context.

  
ಪ್ರಾಚಾರ್ಯ / Principal

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(एन सी ई आर टी) / (NCERT)  
ಮೈಸೂರು - 570006 / Mysuru - 570006

## Course Learning Outcomes (CLOs)

### BAE I.4 A: HINDI

**On completion of the course, prospective teachers will be able to demonstrate:**

1. An understanding about Origin and History of Hindi language,
2. An understanding about ancient and medieval Hindi literature.
3. An understanding about origin and development of short stories written in pre-Independence and post-independence era.
4. An understanding about life, social consciousness, socio- cultural contradictions and human values depicted in short stories written in pre-Independence era and post-independence era.
5. An understanding about importance and relevance of group discussion.

### BAE II. 4 A: HINDI

**On completion of the course, prospective teachers will be able to demonstrate:**

1. An understanding about development of modern Hindi language and literature.
2. An understanding about development of modern poetry written in pre-Independence and post-independence era.
3. An understanding about life, social consciousness, socio- cultural contradictions and human values depicted in modern Hindi poetry written in pre-Independence era and post-independence era.
4. An understanding about importance and relevance of conversation.

### BAE III. 4 A: HINDI

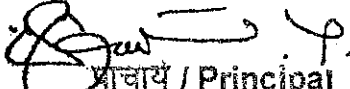
**On completion of the course, prospective teachers will be able to demonstrate:**

1. An understanding about Origin and development of modern Hindi Prose
2. An understanding about Origin and development of modern literary genres such as essay, travelogue, memoir, literary reporting and autobiography etc.
3. An understanding about Origin and development of modern literary criticism.
4. An understanding about Origin and development of modern Hindi novel
5. An understanding about life, social consciousness, socio- cultural contradictions and human values depicted in modern Hindi novels.
6. An understanding about importance and relevance of interview.

### BAE IV. 4 A: HINDI

**On completion of the course, prospective teachers will be able to demonstrate:**

- An understanding about Origin, development, importance and relevance of modern Hindi media such as radio, television, cinema and new-media.
- An understanding about new literary discourses mainly feminist and Dalit discourse in Hindi.
- An understanding about Origin and development of modern Hindi theatre and drama.
- An understanding about life, social consciousness, socio- cultural contradictions and human values depicted in modern Hindi theatre.
- An understanding about importance and relevance of debate.

  
प्राचार्य / Principal

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(एन सी ई आर टी) / (NCERT)

मैसूर - ५७०००६ / Mysuru - 570006

## Course learning outcomes (CLOs)

On completion of the course, prospective teachers will be able to demonstrate:

### BAE I.4 D: TAMIL

1. Internalize grammar rules so as to facilitate fluency in speaking and writing.
2. An understanding about communication skills such as a group discussion, roundtable symposium, conversation etc.
3. An understanding about development of modern poetry written in pre-Independence and post-independence era.
4. An understanding about life, social consciousness and human values in poetry written during the era.
5. An introduction to modern short stories and critical appreciation.

### BAE II.4 D: TAMIL

1. An understanding about language usage skills such as idioms, phrases and proverbs etc.
2. An understanding about the functional language such as news reporting and Various types of interviews.
3. An understanding about development of medieval poetry; devotional and ethical values depicted in the text.
4. An understanding about new literary genres such as literary essays and scientific essays in Tamil and writing exercises.

### BAE III.4 D: TAMIL

1. An understanding about different cultures, traditions and progress of humankind through the literature such as ancient and medieval poetry.
2. An understanding about development of Tamil novel.
3. An understanding about functional language such as book review, precise writing and application.
4. Internalize grammar rules so as to facilitate proficiency and understanding of usage of words.

### BAE IV.4 D: TAMIL

1. An understanding and reading about travelogue and appreciation.
2. An understanding about Interpretation skills of media such as newspaper, television, cinema and new media.
3. An understanding about aesthetic sense and development Tamil theatre and drama.
4. An understanding about different cultures, traditions and progress of humankind through the literature in ancient poetry.
5. An introduction to Tamil prosody and exercises.



Principal

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## Course Learning Outcomes (CLO's)

### I Guidance and counseling- VIII SEM

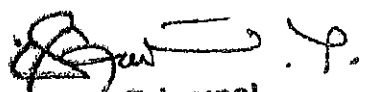
1. To understand the need and purpose of guidance and counseling.
2. To demonstrate an understanding of educational, vocational and personal guidance
3. To apply the process and techniques of guidance and counseling in various situation
4. Able to build the capacity to organize career development and analyse the role of teacher as a counselor
5. Demonstrate professional competencies in guidance and counseling in terms of using various approaches and able to implement them in organization level.

### II Learning and Teaching- IV SEM

1. Demonstrate the knowledge require for learning and teaching process.
2. Identify skills and major approaches in learning and teaching
3. Apply learning theories and their principles for creating conducive classroom.
4. Demonstrate comprehensive knowledge about components of learning and their educational implications
5. Demonstrate Various skills and roles of teacher and realize challenges in learning and teaching.

### III Pedagogy of Social Science- V-SEM

1. Able to analysis the policy documents on education and bring out perspectives on aims and objectives of social science curriculum in India.
2. Critically evaluate the existing social science curriculum at the national and state level in the light of the approaches and principle of curriculum design and organization.
3. Able to construct effective plans for teaching social sciences at secondary level including Unit and Lesson Plans.
4. Demonstrate core values of teaching practices of social science teachers and reflect upon planning and implementation of teaching in social sciences.
5. Able to compare and contrast National Policies on Education and Curriculum Frameworks to bring out the perspectives, aims and objectives of social science curriculum in India.
6. To analyse national and state social science curricula and compare with standard based curricula of different countries.

  
प्रधान / Principal  
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education  
(एन सी ई आर टी) / (NCERT)  
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**B.A.Ed – VI Semester: Pedagogy of English**

**BAE VI. 5: Pedagogy of English**

**Course Learning Outcomes:**

**Unit I: Language Processes and the Classroom Context**

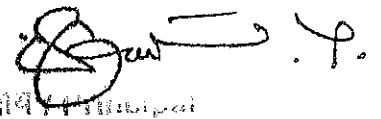
On completion of the Course, Prospective teachers will be able to:

1. Differentiate the terms – Academic Language and Social Language, Oral Language and Written Language, Formal Language and Informal Language and apply them in their day-to-day life.
2. Actively Participate in Classroom activities
3. Use language confidently and with ease within the classroom context and conversation
4. **Easifies the risk within the process of learning and using LSRW Skills**
5. Promote the aesthetic and emotive aspects of Reading
6. Promote the Composition of Writing with all its elements
7. Teach Prose following appropriate approach, method, technique and strategies
8. Selects appropriate material and strategies and teaches Prose effectively
9. Develops and applies Literary knowledge, Cultural Literacy, Creative and Critical thinking skills in their academic and practical life through teaching and learning of Prose.
10. Differentiates the links between reading and writing of Prose and applies in practical life accordingly.

**Unit II: Examining the Language Curriculum**

On completion of the Course, Prospective teachers will be able to:

1. Review the syllabus of different languages, different textbooks and Critically analyze them.
2. Differentiate Childrens' literature for different age groups and will teach accordingly.
3. Selects/ appropriate approach, method, techniques, material and teaches poetry effectively.
4. Develops and applies Literary knowledge, Cultural Literacy, Creative and Critical thinking skills in their academic and practical life through teaching and learning of Prose.
5. Differentiates the links between reading and writing of Prose and applies in practical life accordingly.
6. Prepares lesson plans in English based on NCERT textbooks from Class VI to IX and transacts them in simulated conditions in integrating different skills and various approaches.
7. Prepares Observation Schedules for Peer-assessment and Self- assessment.
8. Observes and assess their peer performance during their classroom teaching.



प्रधानाचार्य / Principal  
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education  
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### Unit III: Challenges in Language Learning

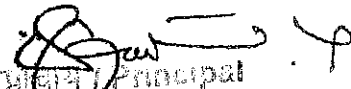
On completion of the Course, Prospective teachers will be able to:

1. Understands different difficulties in language learning and resolves the issues of non-comprehension, independence in language use
2. Resolves the issues that arise due to language 'disability'
3. Promotes the mother tongue and English as medium of instruction as per the recommendations of NCF 2005 and NEP 2020
4. Teach Drama following appropriate approach, method, technique and strategies
5. Develops and applies Literary knowledge, Cultural Literacy, Creative and Critical thinking skills in their academic and practical life through teaching and learning of Drama.
5. Comprehends the nuanced subtleties of a political and social vision of language teaching.

### Unit IV: Assessment and Evaluation:

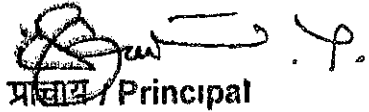
On completion of the Course, Prospective teachers will be able to:

1. Integrates assessment with instruction and follows continuous assessment throughout the teaching and learning process.
2. Assess higher order skills of students.
3. Develops different suitable scoring mechanism for assessing different language skills
4. Applies different language skills based on their variety of functions
5. Adopts different strategies of assessments
6. Differentiates between the traditional pen and paper assessment, extended writing, project work and portfolio keeping and applies them accordingly.
7. Applies critiquing skill in marking essays, setting different tests and examination papers
8. Follows and applies Continuous and Comprehensive evaluation in using rich questions, peer and self-assessment.
9. Comprehend and employ suitable strategies and techniques in Teaching of English
10. Understand and promote the presence of multilingualism and multicultural voices in teaching and learning of English
11. Understand and appreciate literature of different types
12. Actively participate in academic Discussions and Debates with regard to Content and Context
13. Reflect on One's own performance in teaching English

  
Principal  
अत्रीय शिक्षा संस्थान / Regional Institute of Education  
(एन सी ई आर टी) / (NCERT)  
दिसरु - ५७०००६ / Mysuru - 570008

#### IV Pedagogy Of Social Science- VI-SEM

1. Able to Develop the understanding of different approaches, methods and strategies of teaching social sciences and make use of them in their practice teaching in simulated situation as well as real classroom setting in the schools.
2. Able to develop and design appropriate E- learning resources and utilize for teaching social sciences
3. Analyze the curricular reforms in social sciences at the state and central level and evaluate the teaching and learning processes and their implications in the professional development of social science teachers.
4. Demonstrate skills in preparation of charts, models, worksheets and self-learning materials for teaching the social science lessons.
5. Compare and contrast various reforms in social science curriculum envisaged in the recent policy documents such as NPE, NCF, and Reports of Commission committees on education.



प्रिन्सिपल / Principal

क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education

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**B.Ed**

**B.Ed - PC-5: CREATING AN INCLUSIVE SCHOOL**

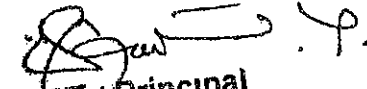
**BA.B.Ed - BAE VII. 4: Creating an Inclusive School**

**BSc.B.Ed- BSE VII.4 :CREATING AN INCLUSIVE SCHOOL**

**M.Sc.Ed:CREATING AN INCLUSIVE SCHOOL**

**On completion of the course, prospective teachers will be able to :**

1. Analyse the meaning and concept of Special Education, Integration and Inclusion.
2. Appreciate the special needs of Individuals with diverse needs.
3. Realize the importance of inclusive education and inclusive education programmes
4. Examine the role of various agencies towards inclusion.
5. Appreciate the concept of exceptional children.
6. Identify the exceptional learners in a classroom.
7. Explore the nature and needs of different categories of children with special needs.
8. Implement the different considerations and provisions for facilitating inclusion.
9. Exercise various educational intervention programmes for meeting the needs of exceptional learners.
10. Employ the skills of adapting curriculum to meet the need of the students with diverse needs.

  
प्रधान / Principal  
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Educator  
(एन सी ई आर टी) / (NCERT)  
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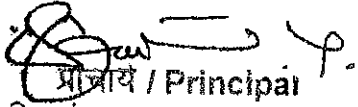


## Yoga Education, Self-Understanding and Development

### Course Learning Outcome.

On the Completions of the Course, prospective teachers will be able to demonstrate

1. Some Important Asanas and Pranayamas
2. He/She will have a clear Idea about the Concepts like Self-esteem & Self-Concept & its importance.
3. Ability to State the Different types of yoga (Astana Yoga, Hatha Yoga etc.,)
4. The Process of Meditation and Stress management
5. The Process of Personality Development through Yogic Practice.



प्रिन्सिपल / Principal  
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education  
(एन सी ई आर टी) / (NCERT)  
मैसूर - ५७०००६ / Mysuru - 570006



# UNIVERSITY OF MYSORE

## REGIONAL INSTITUTE OF EDUCATION [National Council of Educational Research and Training, New Delhi]

### REGULATIONS GOVERNING THE PROGRAMME

#### 1.0 Programme and Duration:

Integrated Programme of Teacher Education titled '**Bachelor of Arts and Bachelor of Education**' (B.A.B.Ed.) degree programme. The programme will be of four-year duration organized on the semester pattern with 2 semesters in a year. Each semester will consist of a minimum of 16 weeks of instruction excluding examination.

#### 1.1 Equivalence:

The course contents related to English Literature, History, Geography and Political Science offered in the Programme are equivalent to similar courses offered in the B.A. Programme recommended by the UGC (2015) and University of Mysore. The Course contents of the professional education component are equivalent to that of B.Ed. of University of Mysore and are in accordance with the norms and regulations for the B.A.B.Ed. Programme prescribed by the NCTE (2014). This degree B.A.B.Ed. is thereby equivalent to B.A. and B.Ed. degrees of the University of Mysore and the UGC.

On successful completion of the programme, students are eligible for admission to Master Degree Programmes in respective subjects in the University of Mysore and other Indian/Foreign Universities.

#### 2.0 Eligibility and Admission:

Candidates seeking admission to the programme should have passed CBSE Senior Secondary examination/ Pre-University examination of Karnataka or an equivalent examination of Kerala, Andhra Pradesh, Tamil Nadu, Telangana or the UT of Lakshadweep/Puducherry with 45% marks in the aggregate. Relaxation up to 5% of marks is given to the SC/ST candidates.

Candidates should have passed the qualifying examination with Science, Arts or Commerce subjects.

Admission shall be made by selection on the basis of marks in the qualifying examination and performance in a specially designed national level test (Common Entrance Examination) as per the admission policies of NCERT and the guidelines of the University of Mysore.

Admission will be in accordance with administrative policies related to proportionate representation (based on the latest available census report) to different States in the region. It will also be governed by the reservation policies of Govt. of India as prevalent at the time of admission.

#### 3.0 Scheme of Instruction:

Details of courses and scheme of study, duration, etc. are provided in Table 1.

Courses of Study are organized under the following captions:

- a. Core Courses
- a. Ability Enhancement Courses
- b. Discipline Specific Electives
- c. Skill Enhancement Courses
- d. Generic Courses
- e. Professional Education Courses.

### **3.1 Core Courses:**

The Core courses comprises of the Majors. The Programme offers the following combinations of majors:

- a. English Literature, History and Geography;
- a. English Literature, History and Political Science

The titles of courses in each major and their positions are given in Table 10.

### **3.2. Ability Enhancement Courses:**

These are mandatory for all students.

*Comprises of 8 courses offered during I to IV semesters. Four courses in a language of student's choice and four in English.*

- a. *Language:* Any one of the following: Hindi/Kannada/Malayalam/Tamil /Telugu
- a. *English*

### **3.3 Discipline Specific Electives:**

Total of six advanced courses, two in each Major Subject are offered in the VII and VIII semesters of the Programme.

### **3.4 Skill Enhancement Courses:**

Two courses are offered in the III and IV semesters of the Programme. Students can choose any two courses of their choice, cutting across disciplines, from a pool of courses that are being offered in each subject area.

### **3.5. Generic Courses:**

Two courses of inter-disciplinary nature are offered in the I and VIII semesters of the programme.

### **3.6 Professional Education Courses:**

In accordance with the NCTE regulations ó 2014, the programme includes 23 courses which are positioned throughout the 8 semesters. The requirements of the 20-week internship proposed by the NCTE, are met through five rigorous phases of School Attachment Programmes. The first three Phases are of 2-week duration each, which will be organized in the Demonstration School and selected schools in and around Mysuru. The fourth phase is of 3 weeks duration, i.e. 1 week exclusively for working with community. The final phase is of 11 weeks and will be organized in selected schools of NVS of Hyderabad Region or other schools.

### **4.0 Attendance:**

Each student has to attend a minimum of 75% of the classes conducted in each course. Failure to meet the minimum requirement renders disqualification from terminal examination and makes him/her ineligible for NCERT scholarship/ free ship. Such a

student is deemed to have dropped the course and is not allowed to write the semester end examination of that course. He has to re-register for the course/s as and when they are offered by the institute.

### 5.0 Medium of Instruction:

The medium of instruction and examination is English.

### 6.0 Course Structure:

**TABLE 1: CREDIT BREAK-UP INTO B.A. AND B.Ed. COMPONENTS AND MODE OF EVALUATION**

Semester	Total Credits		Programme	Credits (Theory) (L)	Teaching hours per week (L)	Credits: Practicum /al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)	Assessment C1+C2	Terminal Assessment C3)
I	24	18	B.A.	13	13	5	10	23	50	50
		6	B.Ed.	4	4	2	4	8	50	50
II	24	18	B.A.	13	13	5	10	23	50	50
		6	B.Ed.	4	4	2	4	8	50	50
III	29	21	B.A.	15	15	6	12	27	50	50
		8	B.Ed.	4	4	4	8 +2 Wk	12	50	50
IV	29	21	B.A.	15	15	6	12	27	50	50
		8	B.Ed.	4	4	4	8 + 2 Wk	12	50	50
V	26	12	B.A.	9	9	3	6	15	50	50
		14	B.Ed.	7	7	7	10 + 2Wk	17	50	50
VI	27	12	B.A.	9	9	3	6	15	50	50
		15	B.Ed.	6	6	9	12 + 3 Wk	18	50	50
VII*	29	9	B.A.	3	3	6	12	15	50	50
		20	B.Ed.	4	4	12**+ 4	8+11 Wks	12	50	50
VIII	21	11	B.A.	5	5	6	12	17	50	50
		10	B.Ed.	6	6	4	8	14	50	50
<b>Total</b>	<b>209</b>			<b>121</b>	<b>121</b>	<b>88</b>	<b>142</b>	<b>263</b>		

\*internship \*\* includes internship credits

L : Lectures: 1 credit =1hr/week x 16 weeks

T :Tutorial/ 1 credit = 2 hr/week x 16 weeks

P : Practicum/practical = 2 hr/week x 16 weeks

V: Credit value of a course is L+T+P

**TABLE 10: PANORAMA OF COURSES IN THE EIGHT-SEMESTERS**

Sl.No.	COURSE	CREDITS BREAK-UP SEMESTERWISE (L+T+P)								Credits (L+T+P)	Total Credits In Prog.
		I	II	III	IV	V	VI	VII	VIII		
<b>CORE COURSES:</b>											
1	English Literature	3+1+0	3+1+0	3+1+0	3+1+0	3+1+0	3+1+0	--	--	18+6+0	24
2	History	3+1+0	3+1+0	3+1+0	3+1+0	3+1+0	3+1+0	--	--	18+6+0	24
3	Geography/ Political Science	3+0+1 3+1+0	3+0+1 3+1+0	3+0+1 3+1+0	3+0+1 3+1+0	3+0+1 3+1+0	3+0+1 3+1+0	--	--	18+6+0	24
<b>ABILITY ENHANCEMENT COURSES:</b>											
1	Language H/K/M/Tam/Tel	2+1+0	2+1+0	2+1+0	2+1+0	--	--	--	--	8+4+0	12
2	English	2+1+0	2+1+0	2+1+0	2+1+0					8+4+0	12
<b>SKILL ENHANCEMENT COURSES:</b>											
1	Courses 1 &2	--	--	2+0+1	2+0+1	--	--	--	--	4+0+2	6
<b>DISCIPLINE SPECIFIC ELECTIVES:</b>											
1	English Literature							1+2+0	1+2+0	2+4+0	6
2	History							1+2+0	1+2+0	2+4+0	6
3	Geography/ Political Science							1+1+1 1+2+0	1+1+1 1+2+0	2+2+2 2+4+0	6
<b>GENERIC ELECTIVE:</b>											
1	Environmental Education	1+1+0								1+1+0	2
2	Indian Constitution & Human Rights	1+1+0								1+1+0	2
<b>PROFESSIONAL EDUCATION COURSES:</b>											
1	Language Across Curriculum	3+1+0								3+1+0	4
2	Contemporary Indian Education		3+1+0							3+1+0	4
3	Yoga Edu., self- understanding & development		1+0+1							1+0+1	2
4	Understanding the Learner			3+1+0						3+1+0	4
5	Gender School & Society			1+1+0						1+1+0	2
6*	School Attachment Programme 1 to 4			0+0+2	0+0+2	0+0+2	0+0+3			0+0+9	9
7	Learning & Teaching				3+1+0					3+1+0	4
8	Drama & Art				1+1+0					1+1+0	2

	Education									
9	Assessment For Learning					3+1+0			3+1+0	4
10	Pedagogy of English Language					2+2+0			2+2+0	4
11	Pedagogy of Social Science.					2+2+0			2+2+0	4
12	Critical Understanding of ICT						2+2+0		2+2+0	4
13	Pedagogy of English Language						2+2+0		2+2+0	4
14	Pedagogy of Social Science.						2+2+0		2+2+0	4
15	Creating an inclusive school							2+2+0	2+2+0	4
16	Health & Physical Education							1+0+1	1+0+1	2
17	Reading & reflection on text							1+1+0	1+1+0	2
18*	Internship in School Subject 16 English							0+0+6	0+0+6	6
19*	Internship in School Subject 2- Social Science							0+0+6	0+0+6	6
20	Knowledge & Curriculum								2+2+0	4
21	Guidance & Counselling in Schools								3+1+0	4
22	Value & Peace Education								1+1+0	2

\*= courses which do not have C3 Theory examination

L: Lectures: 1 credit = 1hr/week x 16 weeks:

T: Tutorial: 1 credit = 2 hr/week x 16 weeks

P: Practicum/practical 1 credit = 2 hr/week x 16 weeks:

V: Credit value of a course is L+T+P

**Note:** VII Semester consists of 25 weeks out of which 11 weeks of School Attachment Programme- internship in Teaching will be organized in schools in/outside Mysore. 14 weeks are available for classroom instruction.

**Tables 2 to 9: Detailed Course Structure of B.A.B.Ed. Programme**

**Total Credits = 209; B.A. Component = 121; B.Ed. Component = 88**

**TABLE 3: Semester I (Credits: B.A.; 12; AEC 6; B.Ed. 6; Total 24)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1A Eng. Literature	3	3	1	2	5
2	4	Core Course 2A History	3	3	1	2	5
3	4	Core Course 3A Geography/ Political Science	3	3	1	2	5
4	3	AEC 1A Language H/K/M/Tam/Tel	2	2	1	2	4
5	3	AEC 2A English	2	2	1	2	4
6	2	Environmental education	1	1	1	2	3
7	4	Language across the curriculum	3	3	1	2	5
<b>Total</b>	<b>24</b>		<b>17</b>	<b>17</b>	<b>7</b>	<b>14</b>	<b>31</b>

**Note:** Core Courses 1A, 2A & 3A refer to the major subjects; A refers to the First course in each major; from Sem II to VI, papers in core courses are designated B, C, D, E & F.

AEC 6 Ability Enhancement Course; GE- Generic Elective

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 3: Semester II (Credits: B.A.12; AEC 6; B.Ed. 6; Total 24)**

Course No.	Total Credits (V)	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1B English Literature	3	3	1	2	5
2	4	Core Course 2B History	3	3	1	2	5
3	4	Core Course 3B Geography/ Political Science	3	3	1	2	5
4	3	AEC 1B Language H/K/M/Tam/Tel	2	2	1	2	4
5	3	AEC 2B English	2	2	1	2	4
6	4	Contemporary Indian Education	3	3	1	2	5

7	2	Yoga Edu., self- understanding & development	1	1	1	2	3
<b>Total</b>	<b>24</b>		<b>17</b>	<b>17</b>	<b>7</b>	<b>14</b>	<b>31</b>

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 5 : Semester III (Credits: B.A.12; AEC 6; SEC 3; B.Ed. 8; Total – 29)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1C English Literature	3	3	1	2	5
2	4	Core Course 2C History	3	3	1	2	5
3	4	Core Course 3C Geography/ Political Science	3	3	1	2	5
4	3	AEC 1C Language H/K/M/Tam/Tel	2	2	1	2	4
5	3	AEC 2C English	2	2	1	2	4
6	3	Skill Enhancement Course 1	2	2	1	2	4
7	4	Understanding the Learner	3	3	1	2	5
8	2	Gender School & Society	1	1	1	2	3
9	2	School Attachment Programme 1	0	0	2		2 weeks
<b>Total</b>	<b>29</b>		<b>19</b>	<b>19</b>	<b>10</b>	<b>16</b>	<b>35</b>

\*SEC 1 óSkill Enhancement Course 1 ó Each student will select any one of the 4 courses offered.

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 6: Semester IV (Credits: B.A. 12; AEC 6; SEC 3; B.Ed. 8; Total 29)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per Week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1D English Literature	3	3	1	2	5
2	4	Core Course 2D History	3	3	1	2	5



3	4	Core Course 3D Geography/ Political Science	3	3	1	2	5
4	3	AEC 1D Language H/K/M/Tam/Tel	2	2	1	2	4
5	3	AEC 2D English	2	2	1	2	4
6*	3	Skill Enhancement Course 2	2	2	1	2	4
7	4	Learning & Teaching	3	3	1	2	5
8	2	Drama & Art Education	1	1	1	2	3
9	2	School Attachment Programme 2	0	0	2		2 weeks
<b>Total</b>	<b>29</b>		<b>19</b>	<b>19</b>	<b>10</b>	<b>16</b>	<b>35</b>

\* SEC 2 - Skill Enhancement Course 2 – Each student will select any one of the 4 courses offered.

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 7 : Semester V (Credits: B.A. 12; B.Ed. 14; Total 26)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1E English Literature	3	3	1	2	5
2	4	Core Course 2E History	3	3	1	2	5
3	4	Core Course 3E Geography/ Political Science	3	3	1	2	5
4	4	Assessment For Learning	3	3	1	2	5
5	4	Pedagogy of English	2	2	2	4	6
6	4	Pedagogy of Social Science	2	2	2	4	6
7	2	School Attachment Programme 3	0	0	2		2 weeks
<b>Total</b>	<b>26</b>		<b>16</b>	<b>16</b>	<b>10</b>	<b>16</b>	<b>32</b>

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 8: Semester VI (Credits: B.A. 12; B.Ed. 15; Total 27)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	4	Core Course 1F English literature	3	3	1	2	5
2	4	Core Course 2F History	3	3	1	2	5
3	4	Core Course 3F Geography/ Political Science	3	3	1	2	5
4	4	Critical Understanding Of ICT	2	2	2	4	6
5	4	Pedagogy of English	2	2	2	4	6
6	4	Pedagogy of Social Science	2	2	2	4	6
7	3	School Attachment Programme 4 and Community Living	0	0	3		3 weeks
<b>Total</b>	<b>27</b>		<b>15</b>	<b>15</b>	<b>12</b>	<b>18</b>	<b>33</b>

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 9 : Semester VII\* (Credits: DSE 9; B.Ed. 20; Total 29\*\*)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	3	DSE 1A English literature	1	1	1+1	2+2	5
2	3	DSE 2A History	1	1	1+1	2+2	5
3	3	DSE 3 A Geography/Political Science	1	1	2/1+1	4/2+2	5
4	4	Creating an incl. school	2	2	2	4	6
5	2	Health & Physical Education	1	1	1	2	3
6	2	Reading & reflections On text	1	1	1	2	3
7	6	Internship In School Subject 1-English	0	0	6		11 Weeks

8	6	Internship In School Subject 2-Social Science	0	0	6		
<b>Total</b>	<b>29</b>		<b>7</b>	<b>7</b>	<b>22</b>	<b>20</b>	<b>27</b>

\*Semester duration 25 weeks; Instructional duration -14 weeks;

\*\*includes Internship 12 credits.

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 10 : Semester VIII (Credits: DSE 9; GE 2; B.Ed. 10; Total 21)**

Course No.	Total Credits	Courses	Credits Theory (L)	Teaching Hours per week (L)	Credits: Practicum/al (Lab/Field) (T/P)	Practicum/al Hours per week (T/P)	Total Hours per week (L+T+P)
1	3	DSE 1B English literature	1	1	1+1	2+2	5
2	3	DSE 2B History	1	1	1+1	2+2	5
3	3	DSE 3B Geography/Political Science	1	1	2/1+1	4/2+2	5
4	2	GE 2 Indian Const. & Human Rights	2	2	0	0	2
5	4	Knowledge & Curriculum	2	2	2	4	6
6	4	Guidance & Counselling in Schools	3	3	1	2	5
7	2	Value & Peace Education	1	1	1	2	3
<b>Total</b>	<b>21</b>		<b>11</b>	<b>11</b>	<b>10</b>	<b>20</b>	<b>31</b>

**Evaluation :  $C_1 + C_2 = 50\%$ ;  $C_3 = 50\%$**

**TABLE 11: SUBJECTS AND TITLES OF COURSES IN THE PROGRAMME**

SEMESTER	COURSE	CODE	SUBJECT	TITLE
<b>FIRST</b>	<b>Core course 1A</b>	BAE I.1	English Literature	Introduction to English Literature and Literary Forms
	<b>Core Course 2A</b>	BAE I.2	History	History of Ancient India
	<b>Core Course 3A</b>	BAE I.3A BAE I.3B	Geography / Political Science	Elements of Geomorphology Political Theory
	<b>AEC 1A</b>	BAE I.4A BAE I.4B BAE I.4C BAE I.4D BAE I.4E	Language	Hindi/ Kannada/ Malayalam / Tamil/ Telugu

	<b>AEC 2A</b>	BAE I.5	English		
	<b>GE 1</b>	BAE I.6		Environmental Education	
	<b>Professional Education</b>	BAE I.7		Language Across Curriculum	
<b>SECOND</b>	<b>Core course 1B</b>	BAE II.1	English Literature	Medievalism, Renaissance and Metaphysical Ages	
	<b>Core Course 2B</b>	BAE II.2	History	History of Medieval India	
	<b>Core Course 3B</b>	BAE II.3A BAE II.3B	Geography/ Political Science	Climatology Western Political Thought	
	<b>AEC 1B</b>	BAE II.4A BAE II.4B BAE II.4C BAE II.4D BAE II.4E	Language	Hindi/ Kannada/ Malayalam / Tamil/ Telugu	
	<b>AEC 2B</b>	BAE II.5	English		
	<b>Professional Education</b>	BAE II.6 BAE II.7		Contemporary Indian Education Yoga Edu., self-understanding & development	
	<b>THIRD</b>	<b>Core Course 1C</b>	BAE III.1	English Literature	Restoration, Neo-Classicism, Romanticism and Victorianism
<b>Core Course 2C</b>		BAE III.2	History	History of Modern India	
<b>Core Course 3C</b>		BAE III.3A BAE III.3B	Geography / Political Science	Oceanography Indian Political Thought	
<b>AEC 1C</b>		BAE III.4A BAE III.4B BAE III.4C BAE III.4D BAE III.4E	Language	Hindi/ Kannada/ Malayalam / Tamil/ Telugu	
<b>AEC 2C</b>		BAE III.5	English		
<b>SEC 1</b>			BAE III.6A	English Literature	Film Studies
			BAE III.6B	History	Understanding Heritage
			BAE III.6C	Geography /	Representation of Statistical Data
			BAE III.6D	Political Science	Legislative Support
<b>Professional Education</b>		BAE III.7 BAE III.8 BAE III.9		Understanding the Learner Gender School & Soc. School Attachment Programme 1	
<b>FOURTH</b>		<b>Core course 1D</b>	BAE IV.1	English Literature	Twentieth Century British Literature
	<b>Core Course 2D</b>	BAE IV.2	History	History of Post-Independent India	
	<b>Core Course 3D</b>	BAE IV.3A BAE IV.3B	Geography / Political Science	Geography of India Comparative Government & Politics	
	<b>AEC 1D</b>	BAE IV.4A BAE IV.4B BAE IV.4C BAE IV.4D BAE IV.4E	Language	Hindi/ Kannada/ Malayalam / Tamil/ Telugu	
	<b>AEC 2D</b>	BAE IV.5	English		
	<b>SEC 2</b>		BAE IV.6A	English Literature	Theatre Studies
			BAE IV.6B	History	Archives and Museums
			BAE IV.6C	Geography /	Disaster Management
			BAE IV.6D	Political Science	Public Opinion and Survey Research
	<b>Professional Education</b>	BAE IV.7 BAE IV.8 BAE IV.9		Learning & Teaching Drama & Art Education School Attachment Programme 2	

<b>FIFTH</b>	<b>Core course 1E</b>	BAE V.1	English Literature	Literary Criticism and Critical Theory	
	<b>Core Course 2E</b>	BAE V.2	History	Historiography	
	<b>Core Course 3E</b>	BAE V.3A	Geography / Political Science	Regional Geography of Asia and Europe Indian Government and Politics	
		BAE V.3B			
<b>Professional Education</b>	BAE V.4			Assessment For Learning	
	BAE V.5			Pedagogy of English	
	BAE V.6			Pedagogy of Social Science	
	BAE V.7			School Attachment Programme 3	
<b>SIXTH</b>	<b>Core course 1F</b>	BAE VI.1	English Literature	American Literature	
	<b>Core Course 2F</b>	BAE VI.2	History	Making of Modern World	
	<b>Core Course 3F</b>	BAE VI.3A	Geography / Political Science	Regional Geography of America, Australia and New Zealand International Relations	
		BAE VI.3B			
	<b>Professional Education</b>	BAE VI.4			Critical Understanding of ICT
BAE VI.5		Pedagogy of English			
BAE VI.6		Pedagogy of Social Science			
	BAE VI.7			School Attachment Programme 4	
<b>SEVENTH</b>	<b>Discipline Specific Elective 1</b>	BAE VII.1	English Literature	Modernism, Post-Modernism, Structuralism and Post-Structuralism	
		BAE VII.2	History	Contemporary World	
		BAE VII.3A BAE VII.3B	Geography / Political Science	Introduction to GIS and Remote Sensing Public Administration	
	<b>Professional Education</b>	BAE VII.4			Creating an inclusive school
		BAE VII.5			Health & Physical Education
		BAE VII.6			Reading & reflection on text
		BAE VII.7A BAE VII.7B			Internship
<b>EIGHTH</b>	<b>Discipline Specific Elective 2</b>	BAE VIII.1	English Literature	New Literatures	
		BAE VIII.2	History	Aspects of Regional History and Culture	
		BAE VIII.3A	Geography / Political Science	Human Geography Panchayati Raj Institutions in India	
		BAE VIII.3B			
	<b>Generic Elective 2</b>	BAE VIII.4			Indian Constitution and Human Rights
	<b>Professional Education</b>	BAE VIII.5			Knowledge & Curriculum
		BAE VIII.6			Guidance & Counselling in Schools
BAE VIII.7		Value & Peace Education			

### 7.0 Change of Stream:

Once chosen, change of stream is not permitted under any circumstances during the Programme.

### 8.0 Continuous Assessment, Earning of Credits and Award of Grades

The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:

- 8.1 Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C<sub>1</sub>, C<sub>2</sub>, and C<sub>3</sub>.
- 8.2 The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.
  - 8.2.1 The first component (C<sub>1</sub>), of assessment is for 25 marks. This will be based on Test/

assignment / seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8<sup>th</sup> week of the semester. Beyond 8<sup>th</sup> week, making changes in C<sub>1</sub> is not permitted.

8.2.2 The second component (C<sub>2</sub>), of assessment is for 25 marks. This will be based on test/ assignment/ seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16<sup>th</sup> week of the semester. During the second half of the semester the remaining units in the course will be completed.

8.2.2.1 The outline for continuous assessment activities for Component-I (C<sub>1</sub>) and Component-II (C<sub>2</sub>) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Section/Department. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C<sub>1</sub>) and component II (C<sub>2</sub>) of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained for this purpose by the concerned teacher.

8.2.3 During the 18th-20<sup>th</sup> week of the semester, a semester-end examination of 2 hours duration shall be conducted for each course. This forms the third/final component of assessment (C<sub>3</sub>) and the maximum marks for the final component will be 50.

#### **Setting questions papers and evaluation of answer scripts.**

- I. Questions papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman of BoE shall get the questions papers set by external examiners.
- II. The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.
- III.
  - (i) There shall be single valuation for all theory papers by internal examiners. In case, the number of internal examiners falls short, external examiners may be invited.
  - (ii) The examination for Practical work/ Field work/Project work will be conducted jointly by two internal examiners. However the BoE on its discretion can also invite external examiners if required.
- IV. Each theory paper comprises of 9 questions of 10 marks each. Each unit will have two questions with internal choice. Question 9 will have questions drawn from all the 4 units.
- V. **Challenge valuation**  
A student who desires to apply for challenge valuation shall obtain a Xerox copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This

challenge valuation is only for  $C_3$  component. The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

8.2.4 In case of a course with only practical component a practical examination will be conducted with two examiners (ref: 8.2.3 III (ii)). A candidate will be assessed on the basis of a) knowledge of relevant processes b) Skills and operations involved c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the departmental council.

8.2.5 If X is the marks scored by the candidate out of 50 in  $C_3$  in theory examination, if Y is the marks scored by the candidate out of 50 in  $C_3$  in Practical examination, and if Z is the marks scored by the candidate out of 50 in  $C_3$  for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks M in  $C_3$  is decided as per the following table.

L.T.P. distribution	Calculation of M in $C_3$
L:T:P	
L : (T = 0) : P	
L:T : (P=0)	X
L : (T=0) : (P = 0)	X
(L=0) : T : P	Y
(L=0) : (T = 0) : P	Y
(L=0) : T : (P = 0)	Z

8.2.6 The details of continuous assessment are summarized in the following Table.

Component	Syllabus in a Course	Weightage	Period of Continuous Assessment
$C_1$	First 50% (2 units of total units)	25%	First half of the semester. To be consolidated by 8 <sup>th</sup> week.
$C_2$	Remaining 50% (Remaining units of the course)	25%	Second half of the semester. To be consolidated by 16 <sup>th</sup> week.
$C_3$	Semester-end examination (All units of the course)	50%	To be completed during 18 <sup>th</sup> ó 20 <sup>th</sup> Week
<b>Final Grades to be announced latest by 24<sup>th</sup> week</b>			

8.2.7 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50).

8.2.8 Finally, awarding the grades should be completed latest by 24<sup>th</sup> week of the semester.

8.3 In case a candidate secures less than 30% in  $C_1$  and  $C_2$  put together in a course, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for  $C_3$  in that course.

In case a candidate's class attendance in a course is less than 75% or as stipulated by the University, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for  $C_3$  in that course.

Teachers offering the courses will place the above details in the Departmental meeting during the last week of the semester, before the commencement of  $C_3$ , and subsequently a notification pertaining to the above will be brought out by the Principal before the commencement of  $C_3$  examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

8.4 In case a candidate secures less than 30% in  $C_3$ , he/she may choose DROP/MAKEUP option.

In case a candidate secures more than or equal to 30% in  $C_3$ , but his/her grade (G) = 4, as per section 8.12 below, then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for more than 16 credits for the entire programme..

In case a candidate secures less than 30% in  $C_3$ , he/she may choose DROP/MAKE-UP option.

The candidate has to exercise his/her option to DROP immediately within 10 days from the date of notification of results.

A MAKE UP examination for odd semester courses will be conducted along with next regular odd semester examinations and for even semester courses along with a next regular even semester examinations. If a candidate is still unsuccessful, he/she may opt for DROP or again take up MAKE UP examination; however, not exceeding double the duration norm in one stretch from the date of joining the course.

8.5 A candidate has to re-register for the DROPPED course when the course is offered again by the Institute if it is a hard core course. **The details of any dropped course will not appear in the grade card.**

8.6 Each student can go with a normal pace of credits prescribed for each per semester. However, he/she has provision to go with a slow pace of 20 credits per semester or an accelerated pace of +4 credits per semester.

8.7 The tuition fee and the examination fee of a semester will be in accordance with the number of credits registered by each student in that semester.

8.8 The student may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a semester blank to the institution.

8.9 The Institute shall follow the CBCS guidelines of the University and its amendments thereof provided they are beneficial to the system.



- 8.10 The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.
- 8.11 Upon successful completion of B.A.B.Ed., a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).
- 8.12 The grade and the grade point earned by the candidate in the subject will be as given below.

Marks	Grade	Grade Point (GP = V x G)
30-39	4	V*4
40-49	5	V*5
50-59	6	V*6
60-64	6.5	V*6.5
65-69	7	V*7
70-74	7.5	V*7.5
75-79	8	V*8
80-84	8.5	V*8.5
85-89	9	V*9
90-94	9.5	V*9.5
95-100	10	V*10

Here, P is the percentage of marks ( $P = [(C1+C2)+M]$ ) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

- 8.13 A candidate can withdraw any course within in ten days from the date of notification of final results. Whenever a candidate withdraws a paper, he/she has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective.  
A DROPPED course is automatically considered as a course withdrawn.
- 8.14 Overall cumulative grade point average (CGPA) of a candidate after successful completion the required number of credits (302) is given by  $CGPA = GP / \text{Total number of credits}$

$$CGPA = GP / \text{Total number of credits}$$

## 9. Classification of results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	FGP	
	Numerical Index	Qualitative Index
4 <= CGPA < 5	5	SECOND CLASS
5 <= CGPA < 6	6	
6 <= CGPA < 7	7	FIRST CLASS
7 <= CGPA < 8	8	
8 <= CGPA < 9	9	DISTINCTION
9 <= CGPA < =10	10	

Overall percentage=10\*CGPA or is said to be 50% in case CGPA<5

### 10.0 Provision for Appeal

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized can approach the grievance cell with the written submission together with all facts and all the assignments, test papers etc. which were evaluated. He/she can do so before the semester-end examination (based on 2 continuous assessment components already completed) or after the semester-end examination. The grievance cell is empowered to review the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend to take disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance Cell is final.

The Registrar (Evaluation) will be the Chairman and Convener of the Grievance Cell. For every subject there will be one grievance cell. The composition of the Grievance Cell is as follows:

1. The Registrar (Evaluation) ex-officio Chairman/Convener.
2. The Principal
3. The Dean of Instruction.
4. Heads of Concerned Departments and Sections
5. An external expert in the concerned subject from the PG department of University

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an appeal to the Grievance Cell.

### 11.0 Barring of Simultaneous Study:

- 11.1 No student admitted to a degree course in a college under the jurisdiction of this university, shall be permitted to study simultaneously in any other course leading to a degree (regular/evening/morning) offered by this/any other university.
- 11.2 If a candidate gets admitted to more than one course leading to a degree, the university shall without giving prior notice cancel his/her admission to all such courses to which he/she has joined.

### 12.0 Miscellaneous:

- 12.1 These revised regulations will apply to the candidates admitted for the academic year 2016-17 and onwards for the course mentioned in Regulation 1.0 above.

- 12.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.
- 12.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

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# **SYLLABUS**



# FIRST SEMESTER

## Core Course 1 A: ENGLISH LITERATURE

### BAE I.1: Introduction to English Literature and Literary Forms

**Credits: 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1 +C2: 50**  
**C3: 50**

#### Objectives:

- (i) To provide the student teacher a comprehensive perspective of different ages, themes, seminal influences, major works and their socio-cultural background from medieval to the modern times.
- (ii) To make the student teacher aware of the cardinal literary forms.
- (iii) To enlighten the learner on the aesthetics of literature and its perceptible similarities and borrowing from allied themes of artistic expression.
- (iv) To make the student teachers conscious the vast and profound humanitarian ethos, ideologies and perceptions of literature.

#### COURSE CONTENT:

##### Unit I: What is Literature?:

Ancient and medieval literature, myths and folklore traditions, concept of 'Genre'; Ideology and Literature; The ways of reading literature.

##### Unit II: Poetry:

Sub-genres of poetry: Ballads, epics, lyrics, sonnet, ode, elegy, pastoral poetry, narrative poems, mock-epic and other indigenous forms of poetry like haiku.

Metrical patterns of poetry; Figures of speech used in poetry.

Wordsworth: Lucy Gray

Milton: On his blindness

Ezra Pound: In a Station of the Metro

##### Unit III: Drama:

To introduce students to types of drama, tragedy, comedy, farce, one-act play. To introduce students to dramatic techniques of plot, character, stage, setting, writer, soliloquy.

Jean Anouilh: *Antigone* (Bloomsbury, London, 2000)

##### Unit IV: Fiction and Prose:

To introduce the students to the language of fiction, point of view, characterization (flat and round), settings, time and space, short fiction. To discuss prose as an agent of social change.

Introduction to psychological novels, regional, historical, detective, bildungsroman, stream of consciousness, gothic, romance, magical realism, diasporic novels.

Dorris Lessing: *The Fifth Child* (Vintage International, London, 1989)

Ernest Hemingway: *The Old Man and the Sea* (Random House, UK, 1994)

George Orwell: *Animal Farm* (Penguin, UK, 2011)

Somerset Maugham: *Moon and Six Pence* (Vintage, London, 1999)

**References:**

1. Aristotle: *Poetics* (Penguin, UK, 1996).
2. Kalidasa: Abhijnana Shakuntala, Tr. Chandra Rajan in Kalidasa. *The Loom of Time*.
3. Bharata: Natyashastra, Tr. Manmohan Ghosh, *Chapter 6 "Sentiments" 2<sup>nd</sup> edition.* (Calcutta Granthalaya, 1967) Vol.1, pages 100-118.
4. B Prasad: *Introduction to English Literature*.
5. M.H. Abrams: *Glossary of Literary Terms*.
6. Martin Gray: *Dictionary of Literary Terms*.
7. Lawrence Durrell: *Key to Modern Poetry*.
8. G.S. Fraser: *Introduction to Modern Literature*.
9. Cleanth Brooks & Warren: *Understanding Poetry; Understanding Drama; Understanding Fiction*.

## **CORE COURSE 2 A: HISTORY**

### **BAE I.2: History of Ancient India**

**Credits 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Objectives:** The course is designed to help the student teachers to understand:

- (i) importance of literary, archaeological sources for understanding Harappan civilization
- (ii) rise of new religions, such as Jainism, Buddhism and their contribution to Indian civilization
- (iii) evolution of Mauryan Empire as a welfare state and Ashoka's contribution to Dharma
- (iv) cultural contributions of Gupta and the Rajput rulers to literature, science, art and architecture

### **COURSE CONTENT:**

#### **Unit I: Survey of Sources and Geographical Features:**

Literary and archaeological Sources-Geographical Features-Indus Valley: Civilization-Cities of Harappan civilization: Harappa, Mohenjo-Daro, Lothal and Chanhudaro: The political, economic and religious life of the Indus people-The Aryans-Origin-The Rig Vedic and Later Vedic Periods- political, economic and socio-religious life of the Aryans

#### **Unit II: Sixth century B.C. and the rise of new religions:**

The sixth century BC in Indian History-Rise of new Religions-Jainism and life and teachings of Mahaveera ó Buddhism and life and teachings of Buddha

#### **Unit III: The Mauryan Empire:**

The Mauryas -Chandragupta Maurya-Asoka-Kalinga War-Welfare State-Asoka's Dharma-Factors for the disintegration- The Indo-Greeks-Kushanas and Kanishka-Conquests-

Patronage to Buddhism-Gandhara Art

**Unit IV: Guptas and Rajput rulers and their contributions:**

The Guptas-Samudragupta-Chandragupta Vikramaditya- Gupta's contributions to the field of literature, science, art and Architecture-Revival of Hinduism- Hun invasion- Harshavardhana-career and achievements; Rajputs-Pratiharas-Chauhans-Paramaras-Chandelas-Society, art and architecture

**Maps for Study:**

1. The Mauryan Empire under Asoka
2. The Kushana Empire under Kanishka
3. The Gupta Empire under Samudragupta
4. The Empire under Harshavardhana

**References:**

1. Allchin, B. R., *Birth of Indian Civilization*, Penguin Books Ltd., 1995.
2. Romila Thapar (Ed.), *Recent perspectives of Indian History*, Oxford University Press, Delhi, 1998.
3. -----, *From lineage to state*, OUP, Delhi, 2000.
4. -----, *Asoka and the Decline of the Mauryas*, OUP, Delhi, 1999.
5. -----, *History of India-I*, Penguin Books.
6. Kosambi, D.D., *The culture and civilization of Ancient India-An historical outline*, Vikas, New Delhi, 1997.
7. Basham, A. L., *The Wonder that was India (Vol. I)*, Rupa & Co., New Delhi, 1995.
8. Basham A. L (Ed.), *A Cultural History of India*, OUP, Delhi, 1998.
9. Jha, D N., *Ancient India-An Introductory Outline*, People's Publishing House, New Delhi.
10. Sharma, R. S., *Indian Feudalism*, Mac Milan, Madras, 1998.
11. Sharma, R. S., *Material Culture and Social formation in Ancient India*, Mac Milan, Madras, 1995.
12. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidas, Delhi, 1999.
13. Luniya, B N, *Evolution of Indian Culture*, Agra, 1977.
14. Devahuti D, *Harsha-A Political Study*, OUP, Delhi, 1998.
15. Majumdar R.C., *Ancient India*, Motilal Banarsidas, Delhi, 1982.
16. Sen, Amartya, *The Argumentative Indian: Writings on Indian Culture, History and Identity*, Penguin India, 2006.
17. Sharma, R.S., *India's Ancient Past*, Oxford University Press, 2005.

# CORE COURSE 3A: GEOGRAPHY

## BAE I. 3A: Elements of Geomorphology

**Credits: 4 (3L+0T+1P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1 +C2: 50**  
**C3: 50**

### Objectives:

The major objective of this course is to introduce the nature of geography and the concepts of physical geography, essentially geomorphology to the students of geography in a brief but adequate manner.

### COURSE CONTENT:

#### Unit I: The Earth:

The Nature, Scope and Content of Geomorphology, the Solar System, Origin of the Earth: Big Bang Theory. The Earth: Shape, Size, radius and Circumference. Parallel of latitudes and meridians of longitude. Geological Time Scales

#### Unit II: Earth's Movements:

Interior, Composition and structure of the Earth,. Origin and development of the continents and the Ocean Basins. Wegnerø Theory of Continental Drift. Theory of Plate Tectonics.

#### Unit III: Rocks and Internal Movements:

Origin, Classification and Characteristics of Rocks. Internal Movements: Definition, Causes, Classification of movements: 1) Slow Movements: Folding and faulting, 2) rapid Movements: Volcanism and Earthquakes.

#### Unit IV: Geomorphic Process:

Geomorphic agents and processes: Erosion, Transportation and Deposition. Weathering: Mechanical, Chemical, biological, Anthropogenic. Evolution of landscape: Fluvial, Aeolian, Glacial, and Karst topography.

### References:

1. Dikshit R.D.: *The Arts, Science of Geography Integrated Readings*, Prentice Hall of India, New Delhi,1994.
2. Dohrs, F.E. and Sommers, L.W.(eds.) *Introduction to Geography*, Thomas Y.Crowell Co., New York,1967.
3. Hartshorne, Richard: *Perspective on the Nature of Geography*, Rand McNally and Co., Chicago, 1959.
4. Harvey, David: *Explanation in Geography*, Edward-Arnold, London, 1972.
5. Holt-Jensen, A: *Geography: Its History and Concepts*, Longmans, 1980.
6. Dayal, P; *A Text Book of Geomorphology*, Shukla Book Depot, Patna, 1996.
7. Dury, G.H.: *The Face of the Earth*, Penguins, 1980.
8. Ernst, W.G.: *Earth Systems-Process and Issues*, Cambridge University Press, 2000.
9. Kale V. and Gupta, A: *Element of Geomorphology*, Oxford University Press, Calcutta, 2001. Curriculum Development Committee in Geography 40.
10. Monkhouse, F.J.: *Principles of Physical Geography*, Hodder and Stoughton, London.1960.



11. Pitty. A.: *Introduction to Geomorphology*, Methuen, London, 1974.
12. Singh, S.: *Geomorphology*, Prayag Pustakalaya, Allahabad, 1998.
13. Small, R.J.: *The Study of Landforms*, Mc.Graw Hill, New York, 1985.
14. Sparks, B.W.: *Geomorphology*, Longmans, London, 1960.
15. Steers, J.A.: *The Unstable Earth. Some Recent Views in Geography*, Kalyani Publishers, New Delhi, 1964.
16. Strahler, A.N. and Strahler, A.H.: *Modern Physical Geography*; John Wiley & Sons, Revised edition 1992.
17. Summerfield, M.A. *Global Geomorphology*, Longman, 1991.
18. Thornbury W. D.: *Principles of Geomorphology*, Wiley Eastern, 1969.
19. Wooldridge, S.W. and Morgan, R.S.: *The Physical Basis of Geography-An Outline of Geomorphology*, Longman Green & Co., London, 1959.
20. Wooldrige, S.W: *The Geographer as Scientist*, Thomas Nelson and Sons Ltd., London, 1956.

## **PRACTICALS**

### **Maps and Scales**

**Exam Duration: 3 hrs**

**C3: 50**

#### **COURSE CONTENT:**

##### **Scales:**

Meaning, Significance and Types of Scales: Statement, RF, Graphical Scale, Conversion of Scales: Statement Scale to R.F. and R.F. To Statement Scale, Construction of The Graphical Scales: Plain Scales, Comparative Scales, Special Type Scale, Diagonal and Vernier Scale

##### **Meaning and classification of Maps:**

Atlas, Wall Maps, Topographical, Cadastral Maps, Physical and Cultural maps. Latitudes and Longitudes. Time and Date Line.

##### **Analysis of Geological Maps:**

Construction of Geological Section of Horizontal, Uniclinal, Folded and Faulted Structures Along with Igneous Intrusions and Line of Unconformity. Succession and Relation with Rock Groups. Topography and its Relation with Underlying Structures. Interpretation of Geological History

#### **References:**

1. Gopal Singh, *Map work and Practical Geography*, III Ed., Vikas Publishing House, New Delhi.
2. Gupta, K K and Tyagi V C, *Working with Maps*, Survey of India, Department of Science and Technology, Government of India, DehraDun 1992.
3. Jackie Smith B.A.(Ed), *Dictionary of Geography*, Cosmo Publications, New Delhi, 1983.
4. John and Keats, *Cartographic Design and Production*, II Edition, 1989, John Wiley, New York.
5. Mishra R P, *Fundamentals of Cartography*, 1969, Prasaranga, University of Mysore, Mysore.
6. Monkhouse F.J. & Wilkinson, H.R., *Maps and Diagrams*, Mathuen and Co. London, 1952.
7. Phyllis Dink, *Map Work*, X (Ed) Atma Ram and Sons, Delhi, 1967.
8. Raisz E, *General Cartography*, 1948, Tata McGraw Hill, New York.

## CORE COURSE 3 A: POLITICAL SCIENCE

### BAE I. 3B: Political Theory

**Credits: 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1 +C2: 50**  
**C3: 50**

#### Objectives:

After completing the course, the student teachers will be able to understand and comprehend:

- (i) meaning, nature and significance of political theory
- (ii) meaning, nature, evolution, characteristics, kinds and theories of sovereignty
- (iii) meaning, sources and kinds of law, justice and political organization

#### COURSUR CONTENT

##### Unit I: Political Theory:

Meaning-nature and significance of political theory, state-meaning, elements, origin and theories (social contract theory, evolutionary theory, force theory and organic theory), power, authority and legitimacy.

##### Unit II: Sovereignty:

Meaning, nature, evolution of sovereignty, characteristics, kinds and theories of sovereignty (monism and pluralism).

##### Unit III: Rights, Liberty and Equality:

**Rights:** meaning, nature, importance and kinds of rights, **Liberty:** Meaning, nature, importance and kinds of liberty, **Equality:** meaning, nature, importance and kinds of equality, relationship between rights, liberty and equality.

##### Unit IV: Law, Justice and Political Obligation:

**Law:** meaning, sources and kinds of law, **Justice:** meaning, importance and theories of justice (John Rawls, Robert Nozick), **Political Obligation:** meaning and Theories of political obligation.

#### References:

1. Agarwal R.C., *Political Theory*, S. Chand Company Ltd, New Delhi, 2004.
2. Bhagwan Vishnoo, and Bhushan Vidya, *Principles and Concepts of Political Theory*, Kalyani Publications, New Delhi, 2005.
3. Gokhale, B.K., *A Study of Political Theory*, Himalaya Publishing House, New Delhi, 1979.
4. Varma, S.P., *Political Theory*, (3<sup>rd</sup> revised Edition) Vikas Publishing House, New Delhi, 1983.
5. Vinod, M.J., and Deshpande Meena, *Contemporary Political Theory*, PHI, Learning Pvt Limited New Delhi, 2013.

## ABILITY ENHANCEMENT COURSE - AEC 1 A: LANGUAGE

### BAE I.4A: Hindi

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1+C2:50**  
**C3:50**

#### **Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### **Transaction Mode:**

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

#### **COURSE CONTENT:**

##### **Unit I: History of Language and Literature-1**

Hindi Bhasha Aur Sahitya Ka Itihas [Aarmbha se Lekar 1857 Tak]

##### **Unit II: Short Story-1 [Pre-Independence Literature]**

Swatantratapurva Hindi Kahani Ka Vikas

- I). **Chandradhar Sharma Guleri**- Usne Kaha Tha
- II). **Jayshankar Prasad**- Puraskar
- III). **Premchand**- Panch Parmeshwar
- IV). **Jainendra**- Ek Raat

##### **Unit III: Short Story-2 [Post-Independence Literature]**

Swatantrayottar Hindi Kahani Ka Vikas

- I). **Mohan Rakesh**- Uski Roti
- II). **Kamleshwar**- Dilli Mein ek Maut
- III). **Phanishwar Nath Renu**- Teesari Kasam
- IV). **Bhism Sahani**- Cheef ki Dawat

##### **Unit IV: Communication skill:**

##### **Group Discussion [Samooch Charcha]**

Introduction ó Definition ó Characteristics ó Types of Discussion ó Round table, Symposium, Lecture forum etc. ó Relevance of Group Discussion ó Exercises.

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects work may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects), tests & assignments.

C1-10 (test) + (seminars, projects, assignments etc) =15

C2-10 (test) + (seminars, projects, assignments etc) =15

Total =50

**References:**

1. *Hindi Sahitya Ka Itihas*: Ramchandra Shukla Rajkamal Prakashan, Delhi.
2. *Hindi Sahitya Ka Itihas*: Dr Nagendra, Mayoor Paperbacks, Delhi.
3. *Hindi Sahitya Ki Bhoomika*: Hajari Prasad Divedi Rajkamal Prakashan, Delhi.
4. *Hindi Sahitya Ka Adikaal*: Hajari Prasad Divedi Rajkamal Prakashan, Delhi.
5. *Hindi Sahitya Ka Udbhav Aur Vikas*: Hajari Prasad Divedi Rajkamal Prakashan, Delhi.
6. *Hindi Sahitya Ka Ateet*: Viswanath Prasad Mishra, Rajkamal Prakashan, Delhi.
7. *Bhakti Aandolan Aur Bhaktikavya*: Shivkumar Mishra, Lokbharti Prakashan, Delhi.
8. *Bhakti Aandolan aur Surdaska Kavya*: Maneger Panday, Vani Prakashan, Delhi.
9. *Bhakti Ke Aayam*: Dr P Jayraaman, Vani Prakashan, Delhi.
10. *Bhartiya Bhakti Sahitya*: Dr Rajmal Bora, Vani Prakashan, Delhi.
11. *Bhaktikavya ka Samajdarshan*: Dr Premshankar, Vani Prakashan, Delhi.
12. *Hindi Sahitya Ka Sanchhipt Itihas*: Nanddulare Bajpayee, Swaraj Prakashan, Delhi.
13. *Hindi Sahitya ka Sanchhipt Itivritt*: Shivkumar Mishra, Vani Prakashan, Delhi.
14. *Hindi Kahani- Antarang Pahchan*: Dr Ramdars Mishra, Vani Prakashan, Delhi.
15. *Hindi Kahani-Sanrachana aur Samvedana*: Dr Rachna Saah, Vani Prakashan, Delhi.
16. *Galp Ka Yatharth-Kathaloochan ke Aayam*: Suvas Kumar, Vani Prakashan, Delhi.
17. *Hindi Ka Gadyaparva*: Namvar Singh, Rajkamal Prakashan, Delhi.
18. *Sahitya Ki Pahchan*: Namvar Singh, Rajkamal Prakashan, Delhi.
19. *Katha Vivechan Aur Gadyashilp*: Ramvilas Sharma, Vani Prakashan, Delhi.
20. *Kahani Anubhav Aur Abhivyakti*: Rajendra Yadav, Vani Prakashan, Delhi.
21. *Kahani- Swaroop Aur Samvedana*: Rajendra Yadav, Vani Prakashan, Delhi.
22. *Kahani-Sankramansheel Kala*: Khagendra Thakur, Vani Prakashan, Delhi.
23. *Aadhoonik Hindi Kahani*: Laxminarayan Laal, Vani Prakashan, Delhi.
24. *Hindi Kahani-Vakt Ki Shinakht Aur Srijan Ka Raag*: Rohini Agarwal, Vani Prakashan, Delhi.
25. *Kahani Samkaleen Chunauiyan*: Dr Sambhoo Gupt, Vani Prakashan, Delhi.
26. *Effective Group Discussion: Theory and Practice*, Gloria J. Galanes, McGraw Hill Company.
27. <http://www.hindisamay.com>

# ABILITY ENHANCEMENT COURSE - AEC 1 A: LANGUAGE

## BAE I. 4B Kannada

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1+C2:50**  
**C3:50**

### Objectives:

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

### COURSE CONTENT:

#### Unit I: Descriptive Grammar:

Sandhi (Agama, Adesa, Dwitva, etc) A suitable grammar book on Sandhi will be followed in the classroom.

#### Unit II: Functional Language:

- a) **Group Discussion:** Introduction ó Definition ó characteristics ó types of discussions ó round-table symposium ó panel ó lecture forum etc. ó relevance of Group Discussion ó exercises.
- b) **Conversation:** Definition ó styles of conversation ó formats of conversation ó telephonic conversation, etc. ó Exercises

#### Unit III: Modern Poetry:

- (i) Kalki ó Kuvempu
- (ii) Sabhyata Devate ó Kuvempu
- (iii) Balegaarana Haadu ó K S Narashimha Swamy
- (iv) Patitha Pavana ó Pu Thi Na
- (v) Nanna avathara ó M Gopalakrishna Adiga
- (vi) Hakki Haruthide Nodidra ó DA. RA. Bendre

#### Unit IV: Prose: Collection of short stories:

- (i) Mochi ó Bharteepriya
- (ii) Kallina Kolalu ó Chaturanga
- (iii) Radheya Kshame ó Ananda
- (iv) Cappaligalu ó Sara Abubakkar

### References:

1. *Kannada Kaipidi*, Prasaranga Publication, University of Mysore.
2. *Effective Group Discussion – Theory and Practice* by Gloria J. Galanes, McGraw Hill Company (Publishers).
3. *Sanna Kathegalu*, Mysore University, Mysore
4. *Aunika Kannada Kavya Part I*, University of Mysore.

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**ABILITY ENHANCEMENT COURSE - AEC 1 A: LANGUAGE****BAE I.4 C Malayalam****Credits 3 (2L+1T+0P)****Contact hours per week: 4****Exam duration: 2 Hrs****Max. Marks: 100****C1+C2:50****C3:50****COURSE CONTENT:****Unit I: Descriptive Grammar:**

Sandhi

**Unit II: Functional Language:**

**Group Discussion-** Introduction ó Definition ó characteristics ó types of discussions ó round-table symposium ó panel ó lecture forum etc. ó relevance of Group Discussion ó exercises

**Conversation** - Definition ó styles of conversation ó formats of conversation ó telephonic conversation, etc. ó Exercises

**Unit III: Modern Poetry:**

Lessons from óKavya Mala, University of Kerala Publications, Kerala

- (i) Mazhuvinte Katha
- (ii) Sabhalamee yaatra
- (iii) Shanta
- (iv) Kochiyile Vrikshangal
- (v) Bharatheeyam

**Unit IV: Literature:**

Collection of Short Stories:

From Katha Malika, University of Kerala publications

- (i) Kadal Theerathu
- (ii) Shavadaham
- (iii) Ammayum Makanum
- (iv) Perumazhayude Pittennu
- (v) Chaya

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. *Kerala Panineeyam* by A R Rajaraja Varma, NBS, Kottayam.
2. *Effective Group Discussion – Theory and Practice* by Gloria J. Galanes, McGraw Hill Company (Publishers).

**ABILITY ENHANCEMENT COURSE - AEC 1 A: LANGUAGE****BAE I. 4D Tamil**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2:50**

**C3:50**

**Objectives:**

- (i) To develop the students to acquire basic skills in functional language
- (ii) To develop independent reading skills and reading for appreciation the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region

**Mode of Interaction:**

Theoretical aspects will be discussed through lecture and discussion mode. Activities like enacting a drama scene, etc. will be conducted in the class room as a practice to conversation skills. Students will be given activities to prepare different types of letters (Official, Demy official, personal letters etc.). Group discussion will be conducted in the classroom on various topics. With the help of newspapers, the NEWS Reporting abilities will be enhanced among the students in class room. Appreciation of literary works will be practiced through group work and seminars.

**COURSE CONTENT:****Unit I: Descriptive Grammar:**

Sandhi (Ezhuthu Elakkanam) Muthal Ezhuthugal, Sarpezhuthugal, Punarchi

**Unit II: Functional Language:**

**Group Discussion:** Introduction-Definition-Characteristics-Types of Discussion-Round Table-Symposium-Panel-Lecture forum etc., - Relevance of Group Discussion - Exercises

**Conversation: Definition** - Styles of conversations - Formats of conversations - Telephonic conversations, etc., - Exercises

**Unit III: Poetry: Modern Poetry:**

Ikkala Kavithaikal,  
Kannan En Sevagan,  
Thiru Arutpa

**Unit IV: Prose: Collection of Short Stories:**

Naatru - (Collection of Short Stories)

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

**Assessment will be based on tutorials, seminars, projects, Tests and assignments.**

C1-10(Test)+ 15(seminars, projects, assignments etc.) =25

C2-10(Test)+ 15(seminars, projects, assignments etc.) =25,

Total=50.

**References:**

1. *Tamil Neengalum Thavarillamal Ezhuthalam* - Dr. Porko.
2. *Effective Group Discussion- Theory and Practice*, Gloria J. GALANES, Mc Graw Hill Company (Publishers)
3. *Nannul-Ezhuthathikaram*, Prof. Soma Elavarasu, Manivasar Pathippagam, Parish, Cheennai ó 600 108
4. *Natru*, Vaanathi Pathippagam, 13 Deenadayalu Street, T. Nagar, Chennai- 600 017.
5. *An Anthology of Tamil Poetry* (For First Year Degree Classes), University of Mysore, Mysore.

**ABILITY ENHANCEMENT COURSE - AEC 1 A: LANGUAGE****BAE I. 4E Telugu**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2:50**

**C3:50**

**Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language.
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.



**Mode of Interaction:**

Theoretical aspects will be discussed through lecture and discussion mode. Activities like enacting a drama scene, etc. will be conducted in the class room as a practice to conversation skills. Students will be given activities to prepare different types of letters (Official, Demy official, personal letters etc.). Group discussion will be conducted in the classroom on various topics. With the help of newspapers, the NEWS Reporting abilities will be enhanced among the students in class room. Appreciation of literary works will be practiced through group work and seminars.

**COURSE CONTENT:****Unit I: Functional language:**

**Letter writing:** Characteristics ó Definition ó Types of Letters ó E-mails ó Language of Letters ó Exercises

**News Reporting:** Characteristics ó Definition ó Language of NEWS Reporting - Models ó Role of Median NEWS Reporting ó Exercises.

**Unit II: Communication skills in language:**

**Group discussion:** Introduction ó Definition ó Characteristics ó Types of Discussion ó Round table, Symposium, Lecture forum etc. ó Relevance of Group Discussion ó Exercises.

**Interview:** Characteristics ó Definition ó Types of Interviews ó Preparation for Interview ó Models ó Exercises.

**Unit III: Modern Poetry and Folk literature:**

**Desha Charitralu** ó Sree Sree (From Maha Prasthanam, Visalandhra Publications, Hyderabad).

**Folk Songs** from -Rayalaseema Raagaluø & -Triveniø Published by Telugu Academy, Hyderabad,

**Unit IV: Genre of literature: (Piece of a Drama/Portion of Autobiography)**

Selected scenes from drama -**Kanyashulkam**' by Gurazada Apparao (available at Visalandhra Publication, Hyderabad).

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. *A Hand book of writing activities*, Prasaranga, University of Bangalore.
2. *Effective Group Discussion – Theory and Practice*, by Gloria J. Galanes, McGraw Hill Company.
3. *Effective Communication Skills*, by Omkar N Kour

## ABILITY ENHANCEMENT COURSE 2A: ENGLISH

### BAE I. 5: Language Proficiency in English

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C3: 50**

**Objectives:** students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- (ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- (iii) examine authentic literary and non-literary texts and develop insight and appreciation.
- (iv) gain an understanding of study and reference skills.
- (v) plan, draft, edit and present a piece of writing.

#### **COURSE CONTENT:**

##### **Unit I: Descriptive Grammar:**

**Tenses:** Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

**Simple Past:** Past time reference, present time reference, future time reference, past continuous, past perfect, past, perfect continuous

##### **Unit II: Skills in Communication:**

Negotiating a point of view ó learning to talk persuasively so as to get across one's perspective.

Debating on an issue - agreeing / disagreeing.

##### **Unit III: Study and Reference Skills:**

Note making; Note - taking; Summary writing.

Comprehension Skills

Extracts from literary, scientific and educational journals.

##### **Unit IV: Skills of Communication:**

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and writing Resume, sending an application.

Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).

**Suggested Activities:**

- (i) Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk.
- (ii) Students introduce themselves though using symbols/ metaphors.
- (iii) Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

**References:**

1. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
2. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
3. Hornby, A.S. (2001). *Oxford Advanced Learner's Dictionary*, OUP
4. Thomsan, A.J. & Martinet. (2002). *A Practical English Grammar*. OUP

## GENERIC ELECTIVE 1

### BAE I. 6: Environmental Education

**Credits: 2 (1L+ 1T +0P)****Contact hours per week: 3****Exam Duration: 2 Hrs.****Marks: 100****C1 + C2: 50****C3: 50****Objectives:** the student-teacher will be able to:

- (i) Develop awareness and concern for environmental issues and sustainable development.
- (ii) Acquaint with the concept, objectives and importance of Environmental Education.
- (iii) Introduce multi-disciplinary approach to environmental problems.
- (iv) Acquaint how to design, develop and implement strategies for Environmental Education.
- (v) Acquaint with different methods and techniques of teaching Environmental Education.
- (vi) Undertake practical activities for school cleanliness, neighbourhood cleanliness drive, healthy personal hygiene in relation to Swachh Bharat and healthy living. (These activities would be observed and practiced during the 16-week Internship in schools)
- (vii) Inculcate environment friendly values through Environmental Education.

**COURSE CONTENT:****Unit I: Meaning and Concepts:**

Meaning as evident from Indian literature and contemporary texts, Definition, Objectives, Importance of Environmental Education (EE) with special reference to Indian view of life and sustainable development, Sustainable Development Goals.

**Unit II: Basic Environmental Concepts:**

Ecosystem, Biotic and Abiotic factors, Inter-relationship, Factors affecting environment,

population, air, water, soil, noise; Acid rain, Greenhouse effect, Extinction of species, Soil erosion, Energy crisis, Environment and sustainable development; Role of specially designed strategies for cleanliness, Role of mass media and technology in developing awareness about environmental problems and its prevention, Role of NGO and governmental organizations in developing EE.

**Unit III: Curriculum, Methods and Techniques of EE:**

Designing, developing strategies for EE, Evaluation of EE resources materials; Field trips, Role play, Poster presentation, Quiz, Debate, Projects, Swachh Bharat Abhiyan sustainability

**Unit IV: Value Development through EE as in Indian View of Life:**

Practical work in relation to school cleanliness and neighbourhood watch, Text book evaluation for contents on environment and cleanliness, Field trip on environmental degradation, and school and neighbourhood cleanliness, visit to nature park, industry polluted areas.

**Practicum:**

- (i) Study sustainable development initiative in the country.
- (ii) Visits to polluted sites and preparation of report.
- (iii) Interviewing people and reporting the inconveniences due to any of the environmental problems.
- (iv) To study innovations done by to improve the environment of that area.
- (v) To study the implementation of Environmental Education Programmes in schools/stated country.
- (vi) To prepare models and exhibits for general awareness of public regarding environmental hazards.
- (vii) To prepare a programme for environmental awareness and school cleanliness, and to conduct the same with school children.
- (viii) To visit industries and study alternative strategies of Environmental pollution management.
- (ix) To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. To prepare quizzes and games on environmental issues.
- (x) Organise Swachh Bharat Abhiyan as sustainable activity.
- (xi) To study the contribution of NGOs in improving the environment of the city. Classroom.
- (xii) Prepare posters/chart on Sustainable Development Goals.
- (xiii) In addition, school and community based activities may be organised.

**Evaluation Strategies:**

1. Assignments/sessional work.
2. Unit tests.
3. Portfolio assessment of exhibits, model of charts prepared by student teachers.
4. Seminar presentations followed by group discussion.

## References:

1. Trivedi, M.M. and Pathak, Y.P. (1994). *Manav ane Paryavaran: Bhaugolic Paripekshma, University granth Nirman*. Board Publication, Ahmedabad, Gujarat.
2. Garg, B. and Tiwana (1995). *Environmental Pollution and Protection*. New Delhi.: Deep & Deep Publication.
3. Sharma, R.C. (1981). *Environmental Education*. New Delhi.: Metropolitan Publication.
4. UNESCO, Environmental Education in the light of the Tbilisi Conference, UNESCO.
5. NCERT (2009), *Project Book in Environmental Education from Class I-X*. New Delhi.: NCERT.
6. NCERT (2004), *Environmental Education in Schools*. New Delhi.: NCERT.
7. Web Resources Towards a Green School on Education for Sustainable Development for Elementary Schools, 2015, NCERT
8. *Swachh Bharat Swachh Vidyalaya: A National Mission, Clean India: Clean Schools A Handbook*, MHRD.

## PROFESSIONAL EDUCATION COURSES

### BAE I. 7: Language Across Curriculum

**Credits: 4 (3L+ 1T +0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understand nature, function and role of different kinds of languages in curriculum transaction
- (ii) Acquaint with obstacles in language usage while using the language and ways to overcome them.
- (iii) Understand importance and use of first and second language, multilingualism and impact of culture.
- (iv) Acquire knowledge about the communication process and verbal and nonverbal communication skills.
- (v) Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills.

### COURSE CONTENT:

#### Unit I: Nature and Functions of Language:

Language ó Meaning and Concept, Functions of Language, Role of Language in Curriculum Transaction, Theories of Language Learning, Barriers in Using a Language & Strategies to Overcome them, Verbal and Non-verbal communication

**Unit II: Language across Curriculum in the Indian Context:**

Language as a determinant of Access, Language proficiency and students' attitude towards Learning and Schooling/ dropouts, Language/oral proficiency and critical thinking

**Unit III: Strategies for Multilingual Classrooms:**

Role Plays and Discussions as tools for learning, Questioning to stimulate thought and to encourage and motivate to respond, Preparing Subject/content based exercises in reading, comprehension and usage, Sensitizing, Reflecting and Facilitating, Understanding the learner and his/her language background, creating sensitivity to the language diversity, Using oral & written language in the classroom for optimal learning

**Unit IV: Developing Receptive Skills and Productive Skills:**

Barriers to Listening Skills, Activities for Developing Listening Skills, Barriers to Reading Skills, Activities for Developing Reading Skills, Barriers to Writing Skills, Activities for Developing Writing Skills, Need and Importance of Classroom Discourse. Barriers to Speaking Skills, Activities for Developing Speaking Skills

**Practicum:**

- (i) School Visit to Find out Communication Problem/Apprehension in Students
- (ii) Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- (iii) Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- (iv) Assignments on Developing Speaking Skills ó Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- (v) Assignments on Developing Listening Skills ó Listening to speech, directions
- (vi) In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.

**References:**

1. Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6<sup>th</sup>ed.). Cambridge: MIT Press.
2. Fasold, R. & Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6<sup>th</sup> ed.). Cambridge: Cambridge University Press.
3. Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.
4. Fromkin, V., Rodman, R. & Hymes, N. (2011). *Introduction to Language*. (9<sup>th</sup> ed.). Canada: Cengage Learning.
5. Pearson, J.C. et al (2011). *Human Communication*. (4th ed.). New York: McGraw Hill Companies Inc.

**Web Resources:**

6. First and Second Language Acquisition ó A Brief Comparison. Retrieved from [https://www.uni-due.de/ELE/FLA\\_SL\\_A\\_brief\\_comparison.pdf](https://www.uni-due.de/ELE/FLA_SL_A_brief_comparison.pdf)

7. Similarities and Differences between First and Second Language Acquisition.  
Retrieved from  
"http://multilingualism.pbworks.com/w/page/21913433/Similarities and Differences between First and Second Language Acquisition"uage%20Acquisition
8. Activities for Developing Speaking Skill. Retrieved from  
<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingkills.htm>  
<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>
9. Activities for Developing Listening Skill Retrieved from  
<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>  
<https://blog.udemy.com/listening-skills-exercises/>
10. Learning curves: Language Education (2009), by Azim Premji Foundation  
<http://azimpremjifoundation.org/pdf/LCIssue13.pdf>
11. Courses on Communication Skills, <http://nptel.ac.in/courses/109104030/>

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# SECOND SEMESTER

## Core Course 1 B: ENGLISH LITERATURE

### BAE II. I: Medievalism, Renaissance and Metaphysical Ages

**Credits: 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2= 50**

**C3: 50**

#### Objectives:

- (i) To introduce student teachers to the renaissance thought, the major writers who shaped the renaissance ideology and their influence on the times that followed
- (ii) To introduce student teachers to the concept of Humanism, the way the poets, dramatists and novelists of this period shaped their concept of Humanism.
- (iii) To introduce student teachers to the cardinal tenets, perceptions and the intense intellectual demands of the metaphysical school.
- (iv) To help student teachers to familiarize themselves with the rigid canons of Puritanism.
- (v) To provide student teachers an insight into major dramatists, themes and techniques of the Renaissance theatre such as Shakespeare, Christopher Marlowe and Ben Jonson.
- (vi) To make them understand the dominant theatrical forms of the renaissance period such as tragedies, comedies and comedy of humour.

#### COURSE CONTENT:

##### Unit I: Drama:

Shakespeare: *Hamlet*

Shakespeare: *Midsummer Night's Dream*

##### Unit II: Drama:

Christopher Marlowe: *Doctor Faustus*

John Webster: *Duchess of Malfi*

##### Unit III: Prose:

Aristotle: *Poetics*

Longinus: *On the Sublime*

Bacon: *Of Studies; Of Truth*

Book of Job: *Old Testament*

##### Unit IV: Poetry:

Chaucer: *The General Prologue*

Spenser: *Epithalamion* Sonnets 30 (*My love is like to ice, and I to fire*) & 75 (*One day I wrote her name upon the strand*)

Donne: *Batter My Heart; Death be not Proud; The Flea*

Marvell: *To his coy mistress*

#### References:

1. Allardyce Nicoll: *History of British Drama*
2. Bradley, A.C.: (1968). "*Macbeth*", *Shakespeare: Macbeth, A Casebook*. Ed. John Alain. London: Macmillan, pp.116-130



3. Michael Mangan: (1989) *Christopher Marlowe- Doctor Faustus- Penguin Critical Studies*.
4. Kirsch, Arthur: (1990) *The Passions of Shakespeare's Tragic Heroes*. Charlotte Ville: UP of Virginia.
5. Alaston, Robert.N.: (1987) *Ben Jonson's Parodic Strategies: Literary Imperialism in the Comedies*, Cambridge, Mass: Harvard University Press.

## **CORE COURSE 2 B: History**

### **BAE II. 2: History of Medieval India**

**Credits: 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs**

**Max. Marks: 100**

**C 1+C 2: 50**

**C3: 50**

**Objectives:** the course is designed to help the student teachers to understand:

- (i) Delhi. Sultanate, Mughal Emperors and their contributions to Indian society
- (ii) The nature of Mughal state and its economy
- (iii) The advent and the contributions of Maratha rulers
- (iv) Rise of monotheistic religion, religious reformers, Sufi saints in Medieval India-Their contributions

### **COURSE CONTENT:**

#### **Unit I: Medieval India: Delhi. Sultanate**

Literary Sources-Foundation of Delhi. Sultanate-Qutb-ud-din Aibak-Iltutmish-Razia Sultana - Ghiasuddin Balban-The Khiljis-Allauddin Khilji-The Tughlaqs-Mohammed bin Tughlaq-theories of Kingship

#### **Unit II: Mughal Empire and the Marathas**

Advent of Babar and the foundation of the Mughal Empire-Shershah Sur-Career and Achievements-Akbar-Conquests-Administration-Religious policy- Aurangzeb-Religious Policy-Deccan policy- Shivaji-Conquests-Administration-Peshwas-Balaji Vishwanath-Baji Rao I and Balaji Baji Rao- Third battle of Panipat

#### **Unit III: Society and Economy under the Mughals**

The Mughal Society and Economy-Contributions to art and architecture

#### **Unit IV: New Religions and Social Reformers of Medieval India**

Rise of Monotheistic religions in India-Kabir-Nanak-Sufism-Sheik Nizamuddin Auliya-Sheik Moinuddin Chisti-The saints of Maharashtra-Namdev, Eknath and Tukaram-Rise of Veera Saivism and Vaishnavism in South

**Maps for Study:**

- (i) The Khilji Empire under Allauddin Khilji
- (ii) The Tughlaq Empire under Mohammed bin Tughlaq
- (iii) Mughal Empire under Akbar
- (iv) Maratha Empire at its zenith

**References:**

1. Moreland W.H., *Agrarian System of Moslem India*, Orient Books, Delhi., 1997
2. Harmann Kulke, *The State in India (1000-1700AD)*, OUP, 1997
3. Irfan Habib, (Ed.), *Akbar and His India*, OUP, New Delhi., 1998
4. Irfan Habib, (Ed.), *Medieval India – 1 (1200-1750)*, Oxford University Press, 1997.
5. Irfan Habib, (Ed.), *The Agrarian System of Mughal India (1556-1707 AD)*, OUP, Delhi.
6. John F. Richards, *New Cambridge History of India – The Mughals*, McMillan, Delhi., 2000.
7. Majumdar, R.C., Roy Chaudhuri & Datta, *Advanced History of India*
8. Mehta J.L., *Advanced Study in the History of Medieval India* (3 vols.)
9. Mohammed Habib, *A Comprehensive History of India, Vol. I*, Delhi.
10. Moreland W.H, *From Akbar to Aurangzeb*
11. Mujaffar Alam and Sanjay Subramanyam, *The Mughal State (1526-1750)*, OUP, 1998
12. Qureshi, I. H., *Administration of Mughal India*, Janaki Prakasana, Patna
13. S.A.A. Rizwi, *The Wonder that was India Vol. II*, Rupa & Co., New Delhi.
14. Satish Chandra, *Historiography, Religion, State in Medieval India*
15. Satish Chandra, *Medieval India from Sultanate to Mughals*
16. Streuch and Douglas, *The Formation of Mughal Empire*, OUP, 1999

**CORE COURSE 3 B: GEOGRAPHY****BAE II. 3A: Climatology**

**Credits 4 (3L+T+1P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

**Objectives:**

The course of climatology emphasizes the constituents of the atmosphere, the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of climatic differentiation on the earth and the consequences of human activities on the atmospheric processes.

**COURSE CONTENTS:****Unit I: Climatology:**

Definition and Significance of Climatology, Elements of Weather and Climate and their Significance, Composition and Structure of the Atmosphere.

**Unit II: Atmospheric Temperature, Pressure and Winds:**

Insolation, Vertical and Horizontal Distribution of Temperature, Seasonal Distribution of Temperature, Global Energy Budget. Atmospheric Pressure and Winds: Vertical and Horizontal Distribution of Pressure Belts, Winds: Planetary, Periodic and Local Winds.

**Unit III: Atmospheric Moisture:**

Humidity, Evaporation and Condensation, Precipitation and its types, World patterns of Rainfall, Regional and Seasonal distribution of rainfall. Air Masses and fronts Origin, classification and properties.

**Unit IV: Atmospheric Disturbances and Climatic Classification:**

Atmospheric disturbances: Tropical and Temperate Cyclones, Thunderstorms and Tornadoes. Anticyclones. Basis of climatic classification and types. Köppen classification and types.

**References:**

1. Barry, R.G. & Chorley, R.J. *Atmosphere, Weather and Climate*, Routledge, 1998.
2. Critchfield, H: *General Climatology*, Prentice-Hall, New York, 1975.
3. Das, P.K.: *The Monsoons*, National Book Trust, New Delhi., 1968.
4. Lydolph, Paul, E.: *The Climate of the Earth*, Rowman and Allanheld, Totowa, N.J.,1985.
5. Mather, J.R.: *Climatology*, McGraw-Hill, New York, 1974.
6. Patterson, S.: Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
7. Stringer, E.T.: *Foundation of Climatology*, Surjeet Publications, Delhi., 1982.
8. Trewartha, G.T.: *An Introduction to Climate*, International Students edition, McGrawHill, New York, 1980.

**PRACTICALS**  
**Representation of Relief Feature**

**Exam Duration: 3hrs**

**C<sub>3</sub>50**

**COURSE CONTENT:**

1. **Methods of representing relief features:**
  - a. **Pictorial Methods:** Hachures, Hill Shading.
  - b. **Mathematical Methods:** Spot Height, Bench Mark, Trigonometrical Stations, Contours, Form Lines.
  - c. **Combination of Previous Two Methods:** Contours, Hachures and Spot Heights. Contour, Form Lines and Spot Heights. Contours and Hill Shading. Contours and Layer tints
2. **Drawing of contour diagrams to represent the following features.** Mountain hill, plateau, hillock and ridge, escarpment, pass, saddle, spur and re-entrant. slopes: uniform, concave, convex and undulating. valleys: -V∅ shaped valley, -U∅ shaped valley, glaciated valley, hanging valley and water fall. coastal features: cliff, fiord coast, ria coast, sand dunes, water shade.

## References:

1. Gopal Singh, *Map work and Practical Geography*, III(Ed), Vikas Publishing House, New Delhi.
2. Gupta, K K and Tyagi V C, *Working with Maps*, Survey of India, Department of Science and Technology, Government of India, DehraDun 1992.
3. Mishra RP, *Fundamentals of Cartography*, 1969, Prasaranga, University of Mysore, Mysore.
4. Monkhouse F.J. and Wilkinson, H.R., *Maps and Diagrams*, Mathuen and Co. Ltd., London, 1952.
5. Phyllis Dink, *Map work X(Ed)* Atma Ram and Sons, Delhi., 1967.
6. Raisz E, *General Cartography*, 1948, Tata McGraw Hill, New York.
7. Ranganath, *An Introduction to Practical Geography*, Part I, Kannada Version, Vidhyanidhi Publications, Gadag 582 101, Karnataka.
8. Robinson, H. *Elements of Cartography*, John Wiley, London, 1963.
9. Singh, R.L., *Elements of Practical Geography*, Kalyani

## CORE COURSE 3 B: POLITICAL SCIENCE

### BAE II. 3 B: Western Political Thought

**Credits: 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2= 50**

**C3: 50**

**Objectives:** After completing the course, the student teachers will be able to understand and comprehend the importance of and contributions of:

- (i) Greek political thought of Plato and Aristotle
- (ii) Roman political thought of Polybius and Cicero
- (iii) Modern Political Thought of Machiavelli, Hobbs, Locke and Rousseau and
- (iv) Liberal Political Thought of J.S Mill, and T.H. Green.

### COURSE CONTENT:

#### Unit I: Greek Political Thought

Political Thought of Plato and Aristotle

#### Unit II: Roman Political Thought

Political Thought of Polybius and Cicero

#### Unit III: Modern Political Thought

Political Thought of Machiavelli, Hobbes, Locke and Rousseau

#### Unit IV: Liberal Political Thought

Political Thought of J. S Mill, and T.H. Green

## References:

1. Barker, Ernest, *Greek Political Theory*, BL Publishers, Bombay, 1980.
2. Bowle, John, *Western Political Thought*, Kegan Paul, London, 1970.
3. Dunning, W.A., *A History of Political Theories*, The McMillan Company, London, 1992.
4. Ebenstein, *Great Political Thinkers*, Harcourt College Publishers, 2001.
5. Sabine G.H., *A History of Political Theory*, Oxford Publications, New Delhi., 1973.

## ABILITY ENHANCEMENT COURSE AEC 1B: LANGUAGE

### BAE II. 4A: Hindi

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

### Objectives:

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalise grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

### Transaction Mode:

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

### COURSE CONTENT:

#### Unit I: History of Language and Literature-2:

Aadhunik Hindi Sahitya ka Itihas [1857 Se Lekar Ab Tak]

#### Unit II: Modern Poetry-1: [Pre-Independence Literature]

Swatantratapurva Hindi Kavita Ka Vikas

- (i) **Maithilisanan Gupt**- Nar Ho Na Nirash Karo Man ko
- (ii) **Jayshankar Prasad**- Himadri Tung Sring Se Prabudh Sudhha Bharti
- (iii) **Suryakant Tripathi Nirala**- Joohi ki Kali
- (iv) **Sumitranandan Pant**- Drut Jharo Jagat Ke Jirn Patra
- (v) **Mahadevi Verma**-MaiNeer Bhari Dhukh Ki Badli,

#### Unit III: Modern Poetry-2: [Post-Independence Literature]

Swatantrayottar Hindi Kavita Ka Vikas

- (i) **Gajanan Madhav Muktibodh**- Bhoor Galti,
- (ii) **Kedarnath Agrawal**- Chandra Gahna Se Lautati Ber
- (iii) **Raghveer Sahay**- Aapki Hansi
- (iv) **Nagarjun**- Aakal Aur Uske Bad
- (v) **Kedarnath Singh**- Aakal Me Saras

#### **Unit IV: Communication Skills:**

##### **Conversation [Varta]:**

Characteristics ó Definition ó Styles of conversation ó Higher order Skills-Telephonic conversation, Role Play, ó Models, etc. ó Exercises.

##### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

##### **Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) + (seminars, projects, assignments etc.) =15

C2-10 (test) + (seminars, projects, assignments etc.) =15

Total =50

##### **References:**

1. *Hindi Sahitya Ka Itihas*: Ramchandra Sukla, Vani Prakashan, Delhi.
2. *Hindi Sahitya ka Aadikal*: Hajari Prasad Divedi, Vani Prakashan, Delhi.
3. *Hindi Sahitya Ka Itihas*: Dr Nagendra, Mayoer Paperbacks, Delhi.
4. *Hindi Sahitya Ka Sanchhipt Itihas*: Nanddulare Bajpayee, Swaraj Prakashan, Delhi.
5. *Hindi Sahitya Ka Dusara Itihas*: Bacchan Singh, Vani Prakashan, Delhi.
6. *Aadhunik Hindi Sahitya ka Itihas*: Bacchan Singh, Lokbharti Prakashan, Delhi.
7. *Hindi Sahitya ka Sanchhipt Itivritt*: Shivkumar Mishra, Vani Prakashan, Delhi.
8. *Hindi Sahitya ka Sanchhipt Itihas*: Viswanath Tirpathi, Orient Longman, Delhi.
9. *Sawtantrayotar Hindi Sahitya Ka Itihas*: Dr Laxmisagar Vasney, Delhi.
10. *Hindi Sahitya Aur Samvedana Ka Vikas*: Ramswaroop Chaturvedi, Lokbharti Prakashan,
11. *Bhasha, Yugbodh aur Kavita*: Dr Ramvilas Sharma, Vani Prakashan, Delhi.
12. *Kavita ka Vartmaan*: Dr P Ravi, Vani Prakashan, Delhi.
13. *Hindi Kvaya ka Itihas*: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi.
14. *Kavita ki Zameen aur Zameen ki Kavita*: Namvar Singh, Rajkamal Prakashan, Delhi.
15. *Nayee Kavita aur Astitvawad*: Ramvilas Sharma, Rajkamal Prakashan, Delhi.
16. *Chhayavad*: Namvar Singh, Rajkamal Prakashan, Delhi.
17. *Kavita ke Naye Pratiman*: Namvar Singh Raajkamal Prakashan, Delhi.
18. *Hindi Kavita ka Atit aur Vartmaan*: Maneger Panday, Vani Prakashan, Delhi.
19. *Hindi Kavita Ki Tisari Dhara*: Mukesh Manas, Swaraj Prakashan, Delhi.
20. *Effective Communication Skills*, by Omkar N Kour
21. *Prayojanmoolak Hindi*- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi.
22. *Prayojanmoolak Hindi ki Nayee Bhoomika*- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi.
23. *Prayojanmoolak Hindi*: Sidhant aur Prayog- Dangal Jhalte, Vani Prakashan, Delhi.
24. <http://www.hindisamay.com>

## ABILITY ENHANCEMENT COURSE AEC 1B: LANGUAGE

### BAE II. 4B: Kannada

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

#### Objectives:

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### COURSE CONTENT:

##### Unit I: Descriptive Grammar:

Samasa and Alankara

##### Unit II: Functional Language:

- a) **News reporting:** Characteristics ó definition ó language of news reporting ó model of news report ó patterns ó role of media in news reporting ó exercises.
- b) **Interview:** Characteristics ó definitions ó preparation for interview ó various types of interviews (business ó employment ó literary etc.,) ó exercises.

##### Unit III: Medieval Poetry:

- (i) Enna Devange Jagavella Henu Nooda - Akkamahadevi
- (ii) Kaayuttirdanirulu Hagalennade-Raghavanka
- (iii) Parahimseyam Madi Manavam Baldapane - Lakshmeesha

##### Unit IV: Collection of Essays:

- (i) Chatavannu kurithu ó B G L Swamy
- (ii) Samakalina Prajneó G S Shivarudrappa
- (iii) Namma Praachiinara Jivana Mulyagalu ó T V. Venkatachala Shasthri
- (iv) Janapada Geethe ó C P K

#### Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

#### Continuous Assessment:

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.,) =25

C2-10 (test) +15 (seminars, projects, assignments etc.,) =25

Total =50

#### References:

1. *Kannada Kaipidi*, Prasaranga Publication, University of Mysore
2. *Fundamentals of Journalism, Report Writing and Editing* by R. Thomas Berner,

- Marquette Books LLC, Washington.
3. *The Perfect Interview* by Max Eggert, Random House, UK.
  4. *Kaavya Sanchaya* ó 3- Prasaranga Publication, Mysore University, Mysore
  5. *Gadya Vihara* Part III, Prasaranga Publication, Mysore University, Mysore

## **ABILITY ENHANCEMENT COURSE AEC 1B: LANGUAGE**

### **BAE II.4C: Malayalam**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

#### **Unit I. Descriptive Grammar:**

Samasa and Alamkara

#### **Unit II: Functional Language:**

**News reporting-** Characteristics ó definition ó language of news reporting ó model of news report ó patterns ó role of media in news reporting ó exercises

**Interview-** Characteristics ó definitions ó preparation for interview ó various types of interviews (business ó employment ó literary etc.,) ó exercises.

#### **Unit III: Poetry – Medieval:**

VEENA POOVU by Kumaaran ashan, Published by Devi Book Stall, Kodungalloor

#### **Unit IV: Collection of Essays:**

Lessons from óBharatha Paryatanam by Kutti Krishna Maraar, Published by Maraar Sahitya Prakasha, Kozhikode

- Yudhathinte Parinaamam
- Amba
- Karnante Arangettram
- Markandeyante Chiri

#### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

#### **Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

#### **References:**

1. *Bhashaa Bhushanam and Kerala Paanineeeyam*, NBS, Kottayam
2. *Fundamentals of Journalism, Report Writing and Editing* by R.Thomas Berner, Marquette Books LLC, Washington.
3. *The Perfect Interview* by Max Eggert, Random House, UK.



## ABILITY ENHANCEMENT COURSE AEC 1B: LANGUAGE

### BAE II. 4D: Tamil

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

#### **Objectives:**

- (i) To develop the students to acquire basic skills in functional language
- (ii) To develop independent reading skills and reading for appreciation the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region

#### **Transaction mode:**

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

#### **COURSE CONTENT:**

##### **Unit I: Aspects of Style:**

Styles of writing, Idioms, Phrases and Proverbs

##### **Unit II: Functional Languages:**

**News Reporting:** Characteristics-Definition-Language of news reporting- model of news reporting-patterns-role of media in news reporting- exercises.

**Interview:** Characteristics-Definition-preparation for interview-various types of interviews(business-employment-literary-etc)-exercises

##### **Unit III: Medieval Poetry:**

Periya Puranam -Selection of poems

Naladiyar-Selection of poems

##### **Unit IV: Collection of Essays:**

Ariviyal Tamilzhakkam-SV Shanmugam (First three Essays)- Tamil Nenjam-Dr Mu. Varatharajan (First three essays)

#### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the Teacher. Test, assignments and small projects works may be given.

#### **Continuous Assessment:**

**Assessment will be based on tutorials, seminars, projects, Tests and assignments.**

C1-10(Test)+ 15(seminars, projects, assignments etc.) =25

C2-10(Test)+ 15(seminars, projects, assignments etc.) =25

Total=50.

#### **References:**

1. An Anthology of Tamil Poetry (For first year degree classes), University of Mysore,

- Mysuru.
2. *Tamil Neengalum Thavarillamal Ezhuthalam* - Dr. Porko.
  3. Ariviyal Tamilzhakkam- S.V. Shanmugam, New Century Book House(P) Ltd,41- B SIDCO Industrial Estate, Chennai-600 017.
  4. Tamil Nenjam- Dr Mu.Varatharajan,) Pari Nilayam, 184, Broadway ,Chennai-108.
  5. Fundamentals of journalism, Report writing and editing by R. Thomas Berner, Maruette Books LLC, Washington.
  6. The perfect interview by Max Eggert, Random house, UK.

## ABILITY ENHANCEMENT COURSE AEC 1B: LANGUAGE

### BAE II. 4E Telugu

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C3: 50**

#### **Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language.
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### **Transaction mode:**

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

#### **COURSE CONTENT:**

##### **Unit I: Functional language:**

**Essay Writing:** Characteristics ó Definition ó Format of Essays ó Types of Essays (Literary, Scientific, etc.) ó Models ó Exercises.

**Translation:** Characteristics ó Definition ó Need of Translation ó Translation Models ó Exercises (From English to Regional Languages).

##### **Unit II: Communication skills in language:**

**Conversation:** Characteristics ó Definition ó Styles of conversation ó Higher order Skills- Telephonic conversation, Role Play, ó Models, etc., ó Exercises.

**Debate:** Characteristics ó Definition ó Need of Debate ó Technique to conduct Debates, etc. ó Exercise.

##### **Unit III: Ancient poetry and Medieval poetry:**

*Damayanthee Swayamvaram* by Nannaya (First 18 Poems)

*Sathyabhama Santhwanam* by Nandi Timmana (Poems 82 to 104)

(From Telugu Sahithya Sravanthi, by Prsaranga, University of Mysore, Mysore).

**Unit IV: Genre of literature: (Prose: Literary Work)**

*Andhrula Sanghika Acharamulu* by Khandavalli Lakshmi Ranjanam.

*Telugu Samethalu* by Nayani Krishna Kumari

(From Telugu Sahithya Sravanthi, by Prasaranga, University of Mysore, Mysore).

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Government of Karnataka, *A Hand book of writing activities*, Prasaranga, University of Bangalore.
2. Government of India, *the Art of Translation (A Symposium)*, Ministry of Scientific Research and Cultural Affairs, New Delhi.
3. Gloria J. Galanes, *Effective Group Discussion – Theory and Practice*, Mc Graw Hill Company.
4. Rachamalla Ramachandra Reddy, *Anuvada Samsyalu*, Published by Visalandhra Books, Hyderabad.
5. Narasimha Rao, K V V L, *Aspects of Translation*, CIIL Publication, Mysore.

**ABILITY ENHANCEMENT COURSE AEC 2B: ENGLISH****BAE II. 5: Language Proficiency in English-II**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Objectives:** Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- (ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- (iii) examine authentic literary and non-literary texts and develop insight and appreciation.
- (iv) gain an understanding of study and reference skills.
- (v) plan, draft, edit and present a piece of writing.

## **COURSE CONTENT:**

### **Unit I: Descriptive Grammar:**

Function of Auxiliaries; Modals; Question form  
Clauses: Noun Clause; Reported Speech and Change of Voice.

### **Unit II: Development of Language Competence:**

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

### **Unit III: Writing for Functional Purposes:**

Letter-writing (Professional / Personal)  
Creative Skills in Writing: Writing dialogues, poems and essays

### **Unit IV: Basic Phonetics:**

Sounds of English language, intonation and transcription using IPA.

### **References:**

1. Chan. et al. (1997) *Professional Writing Skills*, San Anselma, CA
2. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
3. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). *It Doesn't Always Have to Rhyme*. Atheneum.
6. Hyland, Ken (2004) *Second Language Writing*. University of Michigan Press.
7. Graves, D (1992). *Explore Poetry: The reading /writing teacher's companion*. Heinemann
8. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York.: Penguin Books.
9. Gabor Don (2001). *How to start a Conversation and Make Friends*, New York, Fireside.

## **PROFESSIONAL EDUCATION COURSES**

### **BAE II. 6: Contemporary Indian Education**

**Credits: 4 (3L+ 1T +0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The course enables the student teachers to:

- (i) Understand different perspectives of Education.
- (ii) Analyse the concept of Education and its related terms
- (iii) Analyse the Aims of Education and their determinants
- (iv) Reflect on the educational ideas and systems of various thinkers and develop the ability to theorize educational practices;
- (v) Collect evidences for the influence of socio-cultural aspects on Education
- (vi) Analyse the role of Education on society by gathering various evidences and illustrations

- (vii) Understand and appreciate the need of autonomy to teacher and learners
- (viii) See the relationship between autonomy, accountability, and commitment
- (ix) Arrive at a list of qualities of a committed teacher through discussions.

## **COURSE CONTENT:**

### **Unit I: Education: Concept, Nature, and Purpose:**

Education as concept and its distinct nature; Classical, Liberalists and Progressivists view on Education; Analytical concept of education - education as a normative concept; Education as a family of Processes; Education as worthwhile activity; Cognitive and normative dimensions of education; Education and Educated person; Education as System; Modes of education- formal, informal, non-formal; Education and its related concepts- Training, Instruction and teaching  
 Education: Purpose(s) and Determinants - Determinants of Purpose-individual, Community, Religion, State and Market; Brief historical inquiry into purposes and determinants of education (from ancient India to contemporary India); social context of purposes of education  
 Education as a Discipline and Interdisciplinary in nature  
 Aims of Education from ancient to contemporary Indian society  
 Education as value development  
 Determinants of Aims of Education in emerging India

### **Unit II: Education and Socio-Cultural Context:**

Education as an instrument of social change; Influence of education on society and family; Socio-cultural influences on the aims of education; Emerging trends in societies and their influence on education  
 Education and Development  
 Globalization and Internationalization of education

### **Unit III: Educational thoughts and practices:**

Critical reflection on the educational thoughts of Indian and Western thinkers and on their relevance to the present education system  
 Indian: Mahatma Gandhi, Rabindranath Tagore, Aurobindo, Swami Vivekananda, Jiddu Krishnamurthy, Gijju Bhai Badheka; B R Ambedkar.  
 Western: Plato, Rousseau, John Dewey, Froebel, Montessori, Ivan Iliach, Paulo Frieri

### **Unit IV: Autonomy of Teacher and Learner:**

Autonomy: Meaning and extent  
 Teacher autonomy: Meaning, extent and nature; Teacher as autonomous professional; Areas of teacher autonomy: Their limit-situations - Curriculum making; Learning resources and material selection and use; Pedagogical practices; Assessment modalities; Limit-situations: Structures- Structured curriculum, and examination system; Time-tables;  
 Learner Autonomy: Meaning, extent and nature; Learning as an autonomous act; Meaning making and learners' autonomy-opportunities and constraints  
 Autonomy and Accountability: Teacher Accountability; Teacher commitment

### **Sessional Activities:**

- (i) Presentations on Educational thoughts of Various thinkers
- (ii) Preparation of an Album or posters on different thoughts of great thinkers
- (iii) Analysis of aims of education from ancient Vedic times to modern times

- (iv) Collection of examples/evidences to show the influence of Education on social change and the socio-cultural influences on Educational aims
- (v) Comparative study of National curriculum frameworks of NCERT on aims of education
- (vi) Readings on Position paper on 'Aims of Education'-NCF 2005
- (vii) Comparative study of Aims of Education of few countries
- (viii) Collection of case studies that exemplifies teacher accountability and commitment

**References:**

1. Alfred North Whitehead (1967), *'The Aims of Education and Other Essays'*, The McMillan Company, New York.
2. Debra Hayes, Martin Hills, Pam Christie & Bob Lingard (2007) *Teachers & Schooling: Making a Difference*, Allen and Unwin, Australia.
3. Dewey, John (1938). *Experience and Education*, Kappa Delta Pi, Indianapolis, USA.
4. Diane Tellman (2000). *Living Values: An Educational Program*, Sterling Publishing Private Limited, USA.
5. Freiri, Paulo (1968). *Pedagogy of the Oppressed*, Sea burry Press, New York, USA.
6. Hirst, Paul (1970). *The Logic of Education*, Taylor & Francis, London.
7. John S Brubacher, (1969). *Modern Philosophies of Education*, Tata McGraw Hill Pub., Co. Pvt. Ltd, New Delhi.
8. Krishna Murthy, J. (1947). *On Education*, Orient Longman, New Delhi.
9. Mani, R.S. (1964). *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
10. Manoj Das (1999). *Sri Aurobindo on Education*, National Council for Teacher Education, New Delhi.
11. Margaret (1999). *The Open Classroom: A Journey through Education*, Orient Longman, New Delhi.
12. Mathur S.S. (1988). *A Sociological Approach to Indian Education*, Vinod Prakashan, Agra.
13. NCERT (2013). *Basics in Education*, National Council of Educational Research and Training, New Delhi.
14. NCERT, (2005). *National Curriculum Framework-2005*, National Council of Educational Research and Training, New Delhi.
15. O' Connor, J (1958). *Philosophy of Education*, Duke University Press on behalf of philosophical review.
16. Peters, R.S. (1967). *The Concept of Education*, Routledge, United Kingdom.
17. Peters, RS (1968). *Ethics and Education*. (5th ed), George Allen & Unwin Ltd, London.
18. Prema Clarke (2001). *Teaching & Learning: The Culture of Pedagogy*, Sage Publication, New Delhi.
19. Scheffler, Israel (1966). *Philosophy and Education: Modern Readings*, Allyn and Bacon, Boston, US.
20. Stella Van Petten Henderson (1960). *Introduction to Philosophy*, The University of Chicago press, Chicago.
21. Steven H. Cahn (1970). *The Philosophical Foundation of Education*, Harper & Row Publishers, New York.

## PROFESSIONAL EDUCATION COURSES

### BAE II. 7: Yoga Education, Self-Understanding and Development

**Credits: 2 (1L+ 0T +1P)**

**Contact hours per week: 3**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understand the meaning and importance of self-concept and self-esteem.
- (ii) Be aware of different factors related to self-concepts and self-esteem. Record a brief history of development of yoga through the ages. Discuss how yoga and yoga practices are important for healthy living.
- (iii) Explain some important principles of yoga.
- (iv) Explain the different limbs of *Astañga* yoga.
- (v) State the different types of yoga.
- (vi) Derive how Hatha yoga and *Astañga* yoga are complementary to each other.
- (vii) Enable the student to have good health.
- (viii) Practice mental hygiene.
- (ix) Possess emotional stability.
- (x) Integrate moral values.
- (xi) Attain higher level of consciousness.
- (xii) Demonstrate some important *asanas* and *pranayama*.

#### **COURSE CONTENT:**

##### **Unit I: Introduction to Yoga and Yogic Practices:**

Yoga: meaning and initiation, what is Yoga? Conceptions of Yoga, History of development of yoga, The streams of Yoga: Astanga yoga Raja yoga, Yogic practices for healthy living

##### **Unit II Introduction to Yogic Texts:**

Historicity of yoga as a discipline, Classification of yoga and yogic texts, Hatha yogic practices, Meditational processes

##### **Unit III: Yoga and Health:**

Need of yoga for positive health, Role of mind in positive health as per ancient yogic literature, Concept of health, healing and disease: yogic perspectives, Potential cause of ill health, Yogic principles of healthy living

##### **Unit IV: Personality Development and Stress Management through Yoga:**

Yogic Practices for Personality Development: Surya Namaskar, Asanas: Tadasana, Simhasana, Kukkutasana, Akarna Dhanurasana, Matsyasana, Prnayama, Anuloma-Viloma Pranayama, Bhastrika Pranayama, Banda, Uddiyana Bandha, Dhyana (Meditation), What is Stress, Yoga as a Way of Life for Stress Management: Ahara, Vihara, Achara, Vichara, Vyavahara, Yogic Practices for Stress Management; Asanas, Hastottanasana, Padahastana, Trikonasana, Shashankasana, Ushtrasana, Ardha-matsyendrasana, Bhujangasana, Makarasana, Sarvangasana, Matsyasana, Shavasana; Pranayama, Bhramari Pranayama, Sheetali Pranayama; Yoga for Healthy Living, Shirshasana, Bakasana, Hamsasana, Mayurasana

## PRACTICALS

**Exam Duration: 3 hours**

**C3: 50 marks**

### **Practicum:**

- (i) General guidelines for performance of the practice of yoga for the beginners
- (ii) Guidelines for the practice of *āsanas*
- (iii) Guidelines for the practice of *prānāyāma*
- (iv) Guidelines for the practice of *meditation*
- (v) Select yoga practices for persons of average health for practical yoga sessions
- (vi) Supine position
- (vii) Prone position
- (viii) Sitting position
- (ix) Standing position
- (x) Mudras
- (xi) Pr n y mas
- (xii) In addition, school and community based activities may be organised.

### **Evaluation Strategies:**

The evaluation will be done through practicals / assessment of ability to develop and design software for selected contents.

### **References:**

1. Adair, J. and Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere.
2. NCERT (2015). *Yoga: A Healthy Way of Living Upper Primary Stage*, New Delhi. (Also available in Hindi)
3. NCERT (2015). *Yoga: A Healthy Way of Living Secondary Stage*, New Delhi. (Also available in Hindi)
4. Rohrer, J. (2002). *ABC of Awareness*. Oberurnen: UTD Media.
5. Simanowitz, V. and Pearce, P. (2003). *Personality Development*. Beckshire: Open University Press.
6. Stevens, N. (2008). *Learning to Coach*. United Kingdom: How to books.



# THIRD SEMESTER

## CORE COURSE 1 C: ENGLISH LITERATURE

### BAE III. 1: Restoration, Neo-Classicism, Romanticism and Victorianism

**Credits: 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam Duration: 2 Hrs.**

**Max. Marks: 100**  
**C 1+C 2: 50**  
**C3: 50**

#### Objectives:

- (i) To introduce student teachers to Restoration, the age of Prose and Reason,
- (ii) To enlighten student teachers about the basic concepts of Romanticism which may perplex the learner with the sheer abundance of definitions and lack of common denominators. It will simultaneously seek to introduce the learners to the major poets of the English Romantic movement.
- (iii) To introduce student teachers to the influential novelists and masterpieces of the Victorian period.
- (iv) To help the student teachers acquaint themselves with the cardinal essayists, their styles, themes and techniques.
- (v) To offer insights to the learner about the period of the transition from Romanticism to the Victorianism.
- (vi) To make the student teachers understand the central themes, techniques and masterpieces of the Restoration theatre.

#### COURSE CONTENT:

##### Unit I: Poetry:

1. John Dryden: Mac Flecknoe
2. James Thomson: Spring [from The Seasons]
3. Thomas Gray: Ode on the Death of a Favourite Cat
4. Robert Burns: The Cotter's Saturday Night

##### Unit II: Poetry:

William Blake : The Chimney Sweeper  
William Wordsworth : She dwelt among the untrodden ways, Tintern Abbey  
Samuel Taylor Coleridge: Rime of the Ancient Mariner, Kubla Khan  
John Keats: Ode to a Nightingale  
Percy Bysshe Shelley: Ode to the Westwind  
Lord Byron: She Walks in Beauty  
Robert Browning: My Last Duchess  
Tennyson: Ulysses  
Matthew Arnold: Dover Beach  
Gerald Hopkins: The Pied Beauty

**Unit III. Drama:**

Oliver Goldsmith: *She Stoops to Conquer*

Richard Brinsley Sheridan: *School for Scandal*

John Galsworthy: *Strife*

**Unit IV. Prose and Fiction:**

Joseph Addison: "Sir Roger at the Assizes"

Thomas Hardy: *Tess of the D'Urbervilles*

Charles Dickens: *A Tale of Two Cities*

Sherlock Holmes: *The Hound of the Baskervilles*

Jane Austen: *Pride and Prejudice*

Thomas De Quincey: "Confessions of an English Opium Eater"

Charles Lamb: "Modern Gallantry" & "Poor Relations"

Wordsworth: *Preface to Lyrical Ballads*

P.B. Shelley: *Defence of Poetry*

Coleridge: Ch. 13 & 14 *Biographia Literaria*

**References:**

1. Cambridge Companion to British Romanticism
2. Pelican Guide to English Literature ó Dickens to Hardy to Lyrical Ballads
3. Norton Anthology, Volume.2 1-7, 139
4. Matthew Arnold- Culture and Anarchy
5. Dickens- Novel "Changing Face of City"
6. Meenakshi Mukherjee - Jane Austen
7. William Congreve- Excerpts from London Gazette
8. Brown, John Russel, and Harris, Bernard (ed.)- Restoration Theatre (London, 1965)
9. Richetti, John, The Cambridge Companion to Eighteenth Century Novel (Cambridge, 1996)
10. Cambridge Companion to English Poetry- Donne to Marvell
11. Restoration Theatre - ed. Brown, John Russel
12. Background Prose Reading - papers 6,7 & 8: Worldview, an Imprint of Book Land Publishing co.

**CORE COURSE 2 C: HISTORY****BAE III. 2: History of Modern India**

**Credits 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

**Objectives:** After completion of the course, the student teachers will be able to:

- (i) Understand the nature and character of 18<sup>th</sup> Century India
- (ii) Expansion of British power during colonial period,
- (iii) Government, administration and social reforms in Colonial India
- (iv) Social base of Indian National Movement

## **COURSE CONTENT:**

### **Unit I: 18th Century India:**

Decline of the Mughal Empire-India in the 18<sup>th</sup> Century- Advent of British and the French - Carnatic Wars

### **Unit II: Expansion of British Power:**

Expansion of British power in India-Subjugation of Bengal-Plassey, Buxar and Anglo-Maratha Wars-Ranjit Singh and Anglo-Sikh Wars

### **Unit III: Government, administration and social reforms in colonial India:**

Structure of the government- Regulating Act of 1773-Pitt's India Act of 1784-Land revenue Policy-Zamindari, Ryotwari and Mahalwari systems-Development of transport and communication and introduction of railways, post and telegraph-print technology-Drain of wealth-Utilitarian and Orientalist influence on administrators: Administrative and social policies-Administrative reforms of Cornwallis-Creation of the civil service-Rule of law and the development of new judicial system- Army reforms of William Bentinck-Introduction of English education-Role of Macaulay-Social reforms-Rammohan Roy and the abolition of Sati, Iswarchandra Vidya Sagar.

### **Unit IV: Social base of national movement:**

The Rebellion of 1857-causes, nature, results and social composition -Early nationalists-movement of the Moderates-Rise of extremism-The Gandhian Era-National struggle and the Left-Revolutionary nationalists -Workers and peasants - Radical forces - Tribals, Dalits and women movements

#### **(i) Nationalism in modern India (1885-1905)**

Factors responsible for the growth of nationalism -Drain of wealth-Socio-religious reform movements and background - Era of moderates- modern political associations - Establishment of Indian National Congress-Moderates and Radicals

#### **(ii) Indian National Movement (1905-1920)**

The formation of Muslim League-Curzon and the Partition of Bengal-The Swadeshi movement in Bengal-Growth of extreme nationalism-Revolutionary violence-constructive and self-help programmes-Boycott and mass movements - Extremists and their techniques - Militant nationalism-The Home Rule Movement

#### **(iii) Indian National Movement (1920-1947)**

National movement during the World Wars-Lucknow session of Congress-League Pact-Home Rule Movement-Rowlatt Satyagraha and Jallian Wala Bagh tragedy - Non-Cooperation Movement-Civil Disobedience Movement- Simon Commission-Round Table Conferences-National Movement after 1935-Indian National Army-Growth of Communalism-Hindu Mahasabha- Muslim League and two nations theory - Partition and independence

### **Maps for Study:**

- (i) Centres of Early Revolts
- (ii) Administrative Divisions of British India
- (iii) Congress Sessions 1885 to 1947
- (iv) Three Presidencies of British Empire
- (v) Sikh State under Ranjit Singh
- (vi) British Empire in 1857

## References:

1. Arthur, D. Innes, *History of British in India*, New Delhi., 1998.
2. B R Tamlinson, *The Economy of Modern India*, Cambridge University Press.
3. Bayly, C A., *Rulers Townsmen and Bazaars*, Oxford India, Reprint 1998.
4. Bipan Chandra et.al. *Struggle for India's Independence*, New Delhi., 1989.
5. Bipan Chandra, *Nationalism and Colonialism in India*, Oriental Longman.
6. -----, *Essays on Colonialism*, Oriental Longman, Hyderabad.
7. -----, *Nationalism and Colonialism in India*, Orient Longman.
8. -----, *The Rise and Growth of Economic Nationalism in India*, Bombay, 1998 *India*, New Delhi., 1975.
9. Chatterjee, Partha, *Nationalist Thought and the Colonial World: A Derivative Discourse?* Delhi, 1986.
10. Chaudhuri, S.B., *Civil Disturbances During the British Rule in India, 1765-1857*, Calcutta, 1955.
11. Desai, A. R., *Social Background of Indian Nationalism*, Popular Prakasan, New Delhi.
12. *Economic History of India, Vol. II (1757-1970)*, Orient Longman.
13. Eugene F. Irshick, *Politics and Social Conflict in South India*, Berkeley, 1969.
14. George D. Bearce, *British Attitude Towards India (1784 – 1858)*, Oxford.
15. Gopal S., *British Policy in India (1858-1905)*, Orient Longman, 1975.
16. Grover, B.L., *A New Look at the Modern Indian History*, New Delhi., 2000.
17. John Malcolm, *Political History of British India*, Discovery Publishing House.
18. Majumdar, R C., *British Paramountcy and the Indian Renaissance, Part I*.
19. -----, *Struggle for Freedom*, Bharatiya Vidya Bhavan.

## CORE COURSE 3 C: GEOGRAPHY

### BAE III.3A: Oceanography

**Credits 4 (3L+0T+1P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3:50**

### Objectives:

This paper on Oceanography The component of oceanography similarly deals with the coastal processes and describes the vast and diversified resources the oceans hold.

### COURSE CONTENTS:

#### Unit I: Oceanography:

Nature and Scope of Oceanography. Distribution of Land and Sea on Earth Surface, Characteristics of their arrangements. Water Bodies and their nomenclature. Geologic differences between continents and ocean Basins.

#### Unit II: Physiography of the Ocean Floor:

Bathymetric Provinces: 1) Continental Margins: shelf, Slope, Rise and Submarine Canyons  
2) **Deep Ocean Basins:** Abyssal Plain, Abyssal Hills, Sea Mounts, Guyots and Deep Sea Trenches. 3) Mid-oceanic Ridges. Bottom Relief of the Atlantic, the Pacific and the Indian Oceans.

### **Unit III: The Properties of Ocean Water:**

Composition of Ocean Water; Temperature of the Ocean: Factors affecting the distribution of the temperature, Horizontal and vertical Distribution of the Ocean Temperature. Salinity: Factors affecting the distribution of the Salinity, Horizontal and vertical Distribution of the Ocean Salinity. Density: Factors affecting the distribution of the Density, Horizontal and Vertical Distribution of the Ocean Density.

### **Unit IV: Circulation of Oceanic Waters:**

Waves: Their Structure, Types of Waves. Tides: Origin and Types of the Tides, Effect of Tides. Ocean Currents: Origin and Types, Currents of the Atlantic, Pacific and Indian oceans. Marine deposits: Sources and Types of Marine Deposits. Coral Reefs: Condition of Growth, Types of Coral Reefs, Structure of Coral Reefs.

### **References:**

1. Anikouchine W.A. and Sternberg R.W: *The World Oceans-An Introduction to Oceanography*, Englewood Cliffs, N.J. 1973.
2. Grald, S. *General Oceanography - An Introduction*, John Wiley & Sons, New York, 1980.
3. Garrison, T. *Oceanography*, Wadsworth.com. USA 1998.
4. King, C.A.M. *Beaches and Coasts*, E. Arnold, London, 1972.
5. King, C.A.M. *Oceanography for Geographers*, E. Arnold, London, 1975. Curriculum Development Committee in Geography, 45.
6. Sharma, R.C. Vatal M. *Oceanography for Geographers*, Chetnya Publishing House, Allahabad, 1970.
7. Shepard, F.P. *Submarine Geology*, Harper & Sons, New York, 1948.
8. Thurman, H.B. *Introductory Oceanography*, Charles Webber E.Merril Publishing Co., 1984.
9. Weisberg, J. and Howard. *Introductory Oceanography*, McGraw-Hill Book Co., New York, 1976.

## **PRACTICALS**

### **Map Projections**

**Exam Duration: 3 hours**

**C3: 50**

### **COURSE CONTENT:**

- I. **Map Projections:** Definition, Classification and Importance of map projectin.
- II. **Conical Projections:** Classification of Conical Projection, Simple Conical Projection with One Standard Parallel, Conical Projection with two Standard parallels, Bonneø Conical Projection, Polyconic Projection.
- III. **Zenithal Projections:** Stereographical Polar Zenithal Projection, Polar Zenithal Gnomonic Projection, Orthographic Polar Zenithal Projection and Polar Zenithal

Equal Area Projections and Polar Zenithal Equidistance Projection.

- IV. **Cylindrical Projections:** Simple cylindrical Projection, Cylindrical equal area Projection, Mercator's Projection.
- V. **Conventional Projections:** Mollweide Projection, Sinusoidal Projection. Criteria for Choice of Projection.

**References:**

1. Singh, R.L., *Elements of Practical Geography*, Kalyani Publishers, New Delhi., 1979.
2. Gopal Singh, *Map work and Practical Geography*, III Ed., Vikas Publishing House, New Delhi.
3. Gupta, K and Tyagi V C, *Working with Maps*, Survey of India, Department of Science and Technology, Government of India, Dehra Dun 1992.
4. John and Keats, *Cartographic Design and Production*, II Edition, 1989, John Wiley, New York.
5. Mishra R P, *Fundamentals of Cartography*, 1969, Prasaranga, University of Mysore, Mysore.
6. Monkhouse F.J. and Wilkinson, H.R., *Maps and Diagrams*, Mathuen and Co. Ltd., London, 1952.
7. Phyllis Dink. *Map work X* (Ed) Atma Ram and Sons, Delhi., 1967.
8. Robinson, H. *Elements of Cartography*, John Wiley, London, 1963.
9. D R Khullar, *Essentials of Practical Geography*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2003.

## **CORE COURSE 3 C: POLITICAL SCIENCE**

### **BAE III. 3B: Indian Political Thought**

**Credits: 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Max. Marks: 100**

**C 1+C 2: 50**

**C3: 50**

**Objectives:** After completing the course the student teachers will be able to understand and comprehend:

- (i) the significance of Ancient Indian Political Thought
- (ii) the significance of Modern Indian Political Thought
- (iii) the contributions of various Social Reformers for the Indian Political Thought of the modern period and
- (iv) the significance of Socialism in India.

**COURSE CONTENT:**

**Unit I: Ancient Indian Political Thought:**

Sources, Characteristics of ancient Indian Political thought, Manu on Dharma and Chaturvarna, Kautilya on Saptanga and Mandala Theory

**Unit II: Modern Indian Political Thought:**

Rajaram Mohan Roy, G.K Gokhale, B.G. Tilak, Syed Ahmad Khan

**Unit III: Social Reformers:**

Mahatma Jothiba Phule-his views on depressed classes and women, B.R. Ambdekar-his views on caste and social justice, Mahatma Gandhi-his ideas on Satyagraha, Gram swaraj and Social Justice.

**Unit IV: Socialism in India:**

Views of Jawaharlal Nehru, Ram Manohar Lohia, Jaya Prakash Narayan

**References:**

1. Altekar, A.S., *Ancient Indian Political Thought*, Banarsidas, Allahabad, 1978.
2. Grover, Virinder, *Modern Indian Thinkers*, Deep and Deep New Delhi., 1990.
3. Jayaswal, K.P., *Hindu Polity*, Bangalore Printing Press, Bangalore, 1978.
4. Saletore, B.A., *Ancient Indian Political Thought and Institution*, Orient Longman, Bombay, 1963.
5. Varma, Viswanath, Prasad, *Modern Indian Political Thought*, Lakshminarayan Agarwal Education Publishers, Agra, 1961.

**ABILITY ENHANCEMENT COURSE – AEC 1 C: LANGUAGE****BAE III. 4A: Hindi****Credits 3 (2L+1T+0P)****Contact hours per week: 4****Exam duration: 2 Hrs.****Max. Marks: 100****C1+C2:50****C 3:50****Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalise grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

**Transaction mode:**

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

## **COURSE CONTENT:**

### **Unit I: Modern Literary Genres:**

Naveen Gadya Vidhavan Ka Janm Aur Hindi Gadya Ka Vikas

- (i) **Nibandh**-Sardar PurnSingh- Aacharan Ki Sabhyata
- (ii) **Yatra-Vritant**-Bhartendu Harishchandra-Saryu Par ki Yatra
- (iii) **Sansmarn**-Mahadevi Verma- Gungiya
- (iv) **Riportaj- Phaniswar Nath 'Renu'** - Rinjal-Dhanjal
- (v) **Aatmkatha- Bharatendu Harishchandra** - Kuchh AapBeeti Aur Jag Beeti

### **Unit II: Criticism:**

Hindi Aalochna Ka Aarambh Aur Vikas

### **Unit III: Novel:**

**Karmbhoomi** by Premchand, Swaraj Prakashan, Delhi.

### **Unit IV: Communication skill:**

#### **Interview [Sachchatkar]**

Characteristics ó Definition ó Types of Interviews ó Preparation for Interview ó Models ó Exercises.

### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

### **Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects, etc.), tests & assignments.

C1-10 (test) + (seminars, projects, assignments etc.) =15

C2-10 (test) + (seminars, projects, assignments etc.) =15

Total =50

### **References:**

1. *Hindi Nibandh Sahitya ka Sanskritik Addhyan:* Dr Baburam, Vani Prakashan, Delhi.
2. *Hindi Gadhya-Vinayas aur Vikas:* Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi.
3. *Hindi Sahitya Ka Itihas:* Ramchandra Sukla, Vani Prakashan, Delhi.
4. *Hindi Sahitya ka Aadikal:* Hajari Prasad Divedi, Vani Prakashan, Delhi.
5. *Hindi Sahitya Ka Itihas:* Dr Nagendra, Mayoor Paperbacks, Delhi.
6. *Hindi Sahitya Ka Sanchhipt Itihas:* Nanddulare Bajpayee, Swaraj Prakashan, Delhi.
7. *Hindi Sahitya Ka Dusara Itihas:* Bacchan Singh, Vani Prakashan, Delhi.
8. *Aadhunik Hindi Sahitya ka Itihas:* Bacchan Singh, Lokbharti Prakashan, Delhi.
9. *Hindi Sahitya ka Sanchhipt Itivritt:* Shivkumar Mishra, Vani Prakashan, Delhi.
10. *Hindi Sahitya ka Sanchhipt Itihas:* Viswanath Tirpathi, Orient Longman, Delhi.
11. *Sawtantrayotar Hindi Sahitya Ka Itihas:* Dr Laxmisagar Vasney, Delhi.
12. *Aadhunik Hindi Ka Gadhya Sahitya:* Ramchandra Tivari, Lokbharti Prakashan, Delhi.
13. *Hindi Aalochana Ka Vikas:* Nandkishor Naval, Vani Prakashan, Delhi.
14. *Hindi Aalochana:* Viswanath Tripathi, Vani Prakashan, Delhi.
15. *Upnyas aur Lokjeevan:* Railph Fox, Vani Prakashan, Delhi.
16. *Upnyas ka Uadai:* Aayan Waat, Hariyana Grantha Academy, Haryana



17. *Upanyas ki Mahan Parmpara*: Khagendra Thakur, Swaraj Prakashan, Delhi.
18. *Hindi Upanays ka Vikas*: Madhuresh, Vani Prakashan,
19. *Premchand aur Unka Yug*: Ramvilas Sharma, Rajkamal Prakashan, Delhi.
20. *Pemchand-Virashat ka Sawaal*: Shivkumar Mishra, Vani Prakashan, Delhi.
21. *Premchand aur Bhartiya Samaj*: Namvar Singh, Rajkamal Prakashan, Delhi.
22. *Prayojanmoolak Hindi*- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi.
23. *Prayojanmoolak Hindi ki Nayee Bhoomika*- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi.
24. *Prayojanmoolak Hindi*: Sidhant aur Prayog- Dangal Jhalte, Vani Prakashan, Delhi.
25. <http://www.hindisamay.com>

## ABILITY ENHANCEMENT COURSE – AEC 1 C: LANGUAGE

### BAE III. 4B: Kannada

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

#### **Objectives:**

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To internalize grammar rules so as to facilitate fluency in speech and writing.
- To develop functional and creative skills in language.
- To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### **COURSE CONTENT:**

##### **Unit I: Functional Language:**

**a) Letter drafting:** Characteristics ó types of letters ó Emails - language of letters ó letters of famous people ó exercises.

**b) Essay writing:** Characteristics ó Definition ó format of essay ó types of essays (literary, scientific etc.) ó models, exercises

##### **Unit II: Translation from English to Regional Language.**

##### **Unit III: Medieval and Folk Literature:**

(i) Halatorege Bellada kesaru - Basavanna

(ii) Chintayemuppu santhoshave javvana ó Ratnakaravarni

(iii) Adava nama jola Ulidava Nama hadu ó Folk

(Selections from *Kavya Sanchaya Part III*), Prasaranga Publication, Mysore University, Mysore

##### **Unit IV: Novel:**

Odalaala ó Devanuuru Mahadeva

#### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (Test) +15 (seminars, projects, assignments etc) =25

C2-10 (Test) +15 (seminars, projects, assignments etc) =25

Total =50

**References:**

1. *A Handbook of Writing Activities*, Prasaranga Publication, University of Bangalore.
2. Peter Newmark. *About Translation*, Multilingual Matters, Clevedon, UK.
3. KVVL Narasimha Rao. *Aspect of Translation*, CIIL, Mysore.
4. Pradhana Gurudatt, B M. *Bhashanthara Kale*, Sri Memorial foundations, Bangalore

**ABILITY ENHANCEMENT COURSE – AEC 1 C: LANGUAGE****BAE III. 4C Malayalam**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Unit I: Functional Language:**

**Letter drafting-** Characteristics ó types of letters ó language of letters ó letters of famous people ó exercises.

**Essay writing** - Characteristics ó Definition ó format of essay ó types of essays (literary, scientific etc.) ó models, exercises.

**Unit II: Translation: (English to Malayalam)****Unit III: Poetry and Folk Literature:**

Text: 1. Sishyanum Makanum by Vallathol Narayana Menon, NBS, Kottayam

Text 2: Othenanum Ponniam Pada Nilatha Angavum, Shantha Book Stall, Kodungalloor

**Unit IV: Novel:**

BALYA KALA SAKHI by Vaikkam Muhammed Basheer, DC Books, Kottayam

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (Test) +15 (seminars, projects, assignments etc.) =25

C2-10 (Test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. *A Handbook of Writing Activities*, Prasaranga, University of Bangalore.
2. *Tharjama-Siddhanthavum Prayogavum Malayathil*, Current Books, Trichur.

## ABILITY ENHANCEMENT COURSE – AEC 1 C: LANGUAGE

### BAE III. 4D: Tamil

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

#### **Objectives:**

- (i) To develop the students to acquire basic skills in functional language
- (ii) To develop independent reading skills and reading for appreciation the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region

#### **Transaction mode:**

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

#### **COURSE CONTENT:**

##### **Unit I: Medieval Poetry:**

i) Thirukkural ii) Silappathikaram

##### **Unit II: Novel:**

Onpadhu Rupaai Nottu

##### **Unit III: Communication skills (Effective speaking and effective writing) in language:**

**Precise writing-** concept - importance - techniques - types - etc.-exercises

**Book review** – concept - importance of review - techniques-significance-types - etc.-exercises

##### **Unit IV: Grammar:**

Sol Elakkanam- Sol-Peyar Sol-Vinai sol-Edai Sol-Uri Sol

#### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the Teacher. Test, assignments and small projects works may be given.

#### **Continuous Assessment:**

Assessment will be based on tutorials, seminars, projects, Tests and assignments.

C1-10(Test)+ 15(seminars, projects, assignments etc.) =25

C2-10(Test)+ 15(seminars, projects, assignments etc.) =25

Total=50.

#### **References:**

1. An Anthology of Tamil Poetry (For second year degree classes) University of Mysore, Mysore
2. *A handbook of writing activities*, Government of Karnataka, Prasaranga, University of Bangalore, Bangalore.

3. *Nannul-Ezhuthathikaram*, Prof. Soma Elavarasu, Manivasar Pathippagam, Parish, Cheennai 6 600 108
4. Porko, *Tamil Neengalum Thavarillamal Ezhuthalam*.
5. *Nannul-Sollathikaram*, Prof. Soma Elavarasu.
6. *Onpadhu Rupaai Nottu*, Thankar Pachan, Ekkattu Thangal, Chennai- 600 017.

## ABILITY ENHANCEMENT COURSE – AEC 1 C: LANGUAGE

### BAE III. 4E: Telugu

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C3: 50**

#### **Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating the literary works
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing
- (iv) To develop functional and creative skills in language.
- (v) To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### **Transaction mode:**

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

#### **COURSE CONTENT:**

##### **Unit I: Functional Language:**

**Book Review:** definition-features of review-techniques of reviewing-reviewing different genres-examples-exercises.

##### **Unit II: Selected Translated Stories: (From English to Telugu)**

Selections from Shakspeare Kathalu

##### **Unit III: Poetry:**

Vamana Charitra

Subhadra Parinayamu

(Lessons from *ōTelugu Sahitya Sravanthi*)

##### **Unit IV: Novel:**

*Kalaatheetha Vyakthulu* (by Dr P Sridevi)

#### **Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

#### **Continuous Assessment:**

Assessment will be based on tutorials, (seminars, projects etc.), tests & assignments.

C1-10 (Test) +15 (seminars, projects, assignments etc.) =25

C2-10 (Test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Government of Karnataka, *A Handbook of Writing Activities*, Prasaranga, University of Bangalore.
2. Government of Karnataka, *Telugu Sahitya Sravanthi*, Published by Prasaranga, University of Mysore, Mysore
3. Sreedevi P, *Kalaatheetha Vyakthulu*, Vishalandhra Publishing House, Hyderabad

**ABILITY ENHANCEMENT COURSE AEC 2C: ENGLISH**  
**BAE III. 5 English**

**Credits: 3 (2L + 1T+0P)****Contact hours per week: 4****Exam Duration: 2 Hrs.****Marks: 100****C<sub>1</sub> + C<sub>2</sub>: 50****C<sub>3</sub>: 50****Objectives:** Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the
- (ii) use of language for effective communication.
- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
- (iv) spelling, punctuation and speech.
- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

**Transaction Mode:**

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer- assessment, self-valuation.

**COURSE CONTENT:****Unit I: Prose:**

Walter Benjamin: Experience, Art in the Age of Mechanical Reproduction

Sylvia Townsend Warner: The Phoenix

**Unit II: Poetry:**

1. P.B. Shelley - Ode to a Skylark
2. Alfred Lord Tennyson - Lotus Eaters
3. E.D. Browning - How Do I Love Thee (from Sonnets from the Portugese)
4. Walter De La Mare ó The Ghost
5. Hopkins - Thou Art Indeed Just My Lord
6. Wilfred Owen - Anthem for Doomed Youth
7. William Shakespeare ó (Sonnet- 18)- Shall I Compare Thee to a Summer's Day?
8. Robert Browning ó Porphyria's Lover
9. R.S. Thomas - Song for Gwydion
10. Auden - Refugee Blues

**Unit III: Drama:**

Anton Chekov: *The Bear*

Shakespeare: *Othello*

**Unit IV: Fiction:**

Somerset Maugham: *The Razor's Edge*

Emile Bronte- *Wuthering Heights*

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Merriam. E (1964). *It Doesn't Always Have to Rhyme*, Athenaeum.
2. Hyland. Ken (2004). *Second Language Writing*, University of Michigan Press.
3. Graves. D (1992). *Explore Poetry: The reading/writing teacher's companion*, Heinemann
4. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York. Penguin Books.
5. Gabor Don (2001). *How to start a Conversation and Make Friends*, New York, Fireside.

**SKILL ENHANCEMENT COURSE: SEC 1 ENGLISH LITERATURE****BAE III. 6A: Film Studies**

**Credits: 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2: 50**

**C3: 50**

**Objectives:**

- (i) To give the students basic knowledge in the history, art and culture of motion picture.
- (ii) To introduce to them the key concepts in film studies.
- (iii) To help them analyze and appreciate films.
- (iv) To enable them pursue higher studies and careers in film
- (v) On completion of the course, the students should be able to
- (vi) Discover the language of cinema
- (vii) Explain the key concepts in film studies.
- (viii) Analyse films as texts.
- (ix) Write critically about films

**COURSE CONTENT:****Unit I: Understanding film:**

What is film ó its hybrid nature ó the language of cinema ó authorship - a brief history ó film movements ó Montage theory and Soviet cinema of the 20s ó German expressionism and experiments with mise-en-scene ó French poetic realism ó classical Hollywood cinema and genre ó Italian neo-realism ó French New wave - contemporary international trends.

## **Unit II: Indian Cinema:**

Phalke and the desi enterprise ó Indian cinema 30s to the 60s ó The golden 50s ó Indian art cinema and the Indian New wave ó Introduction to the basic terminology of filmmaking Mise en scene, long takes deep focus Shots (close up, medium shot, long shot) Editing: chronological editing, cross cutting, montage, continuity editing, continuity cuts, jump cuts, match cuts, 30-degree rule, 180-degree rule. Sound in the movies, colour in the movies. The production, distribution and reception of films; censorship

## **Unit III: Introduction to film genres:**

The Major genres: Narrative, avant-garde, documentary

Other genres: Thriller, melodrama, musical, horror, western, fantasy animation film noir expressionist historical, mythological, road movies; Literature and Film: Literary language and Film language- adaptation and notions of fidelity- Narrative structure and strategies in film and fiction - time, space, character and setting - dialogue ó music ó sound effects.

Introduction to major movements and theories: The silent era; classic Hollywood cinema, Neo-Realism, French New wave, Indian cinema Introduction to the film theories of Sergei Eisenstein, Andre Bazin auteur theory, Christian Metz and Laura Mulvey

## **Unit IV: Film analysis:**

Andre Bazin: The Evolution of the Language of Cinema (:-What is Cinemaø)

Satyajit Ray: What is Wrong with Indian Films (from :-Our Films Their Filmsø)

Ronald Abramson ó Structure and Meaning in Cinema in Movies and Methods Ed. Bill Nichols

C.S. Venkiteswaran, Swayamvaram: Classic Prophecies in Film and Philosophy ed. K Gopinathan

Films for close viewing: Rashomon, Citizen Cain, Pather Panjali, Bicycle Thieves

Battleship Potemkin ó Silent Cinema, Montage, Neo Realism, The Godfather: Hollywood Classic, Charulata: Indian Classic, Rashomon: Asian Classic. Japanese Cinema

## **References:**

1. Villarejo Amy. *Film Studies: The Basics*. Routledge, Indian Reprint, 2009.
2. Hayward, Susan. *Key Concepts in Cinema Studies*, London: Routledge, 1997.
3. Bywater, Tim and Thomas Sobchack. *Introduction to Film Criticism*, Pearson India, 2009.
4. Corrigan, Timothy, J. *A Short Guide to Writing about Film*, Pearson India, 2009.
5. Kupsc, Jarek. *The History of Cinema for Beginners*, Chennai: Orient Blackswan, 2006.
6. Dix, Andrew. *Beginning Film Studies*, New Delhi.: Viva Books, 2010.
7. Stam, Robert and Alessandra Raengo. *Literature and Film: A Guide to Theory and Adaptation*, Oxford: Blackwell, 2003
8. Amy Villarejo. *Film Studies: The Basics*, London & New York Routledge. 2007
9. Warren Buckland. *Teach Yourself Film studies*, London, Hadden
10. Virginia Wright Wexman. *A History of Film Delhi.*, Pearson
11. J Dudley Andrew. *The Major Film Theories: An Introduction*, New Delhi. Oxford
12. Michael Silverman (ed.). "Elements of Literature" *The Elements of Film*, New Delhi., OUP Pages 451-1491.
13. Leo Braudy & Marshall Cohen (ed.). *Film Theory and Criticism*, Oxford OUP
14. Geoffry Nowell Smith. *History of World Cinema*, Oxford OUP 80 Page 81 of 92
15. Satyjit Ray Our Films Their Films Hyderabad Orient Longman
16. J Dudley Andrew. *Concepts in Film Theory*, Jarek Kupsc
17. *The History of Cinema for Beginners*, Hyderabad, Orient Longman

18. Victor Perkins *Film as Film: Understanding and Judging Movies*, Harmondsworth, Penguin
19. Bill Nicols ed. *Movies and Methods*
20. Rudolf Arnheim. *Film as Art*, London Faber
21. Andre Bazin. *What is Cinema*, Berkeley U of California P 10.
22. John Caughie (ed.) *Theories of Authorship*, London BFI 11.
23. John Corner. *The Art of Record: A Critical Introduction to Documentary*, Manchester UP
24. David Bordwell. *The Cinema of Eisenstein*, London Routledge
25. Ashish Rajadhyaksha & Paul Willeman. *Encyclopaedia of Indian Cinema*, Oxford & New Delhi. OUP
26. John Hill & Pamela Church Gilson (ed.) *The Oxford Guide to Film Studies*, OUP
27. David Overly (ed.). *Springtime in Italy: A Reader on Neorealism*, London, Talisman
28. James Monaco. *The New Wave*, NY OUP
29. Keiko McDonald. *Cinema East: A Critical Study of Major Japanese Films*, London. Associated University Presses
30. Chidananda Das Gupta. *The Cinema of Satyajit Ray*, New Delhi. Vikas

**Suggested viewing list:**

Michael Radford - Il Postino - Robert Wiene - The Cabinet of Dr. Caligari - Sergei Eisenstein - Battleship Potemkin - John Ford - Stagecoach - Alfred Hitchcock - Psycho - Mehboob - Mother India - Abbas Kiarostami Ten.

## SKILL ENHANCEMENT COURSE SEC 1: HISTORY

### BAE III. 6B: Understanding Heritage

**Credits: 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2: 50**

**C3: 50**

**Objectives:**

Students will be able to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

**COURSE CONTENT:**

**Unit I: Defining Heritage:**

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

**Unit II: Evolution of Heritage Legislation and the Institutional Framework:**

Conventions and acts - national and international heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives



**Unit III: Challenges Facing Tangible and Intangible Heritage:**

Development, antiquity smuggling, conflict (to be examined through specific case studies)

**Unit IV: Heritage and Travel:**

Viewing Heritage Sites, the relationship between cultural heritage, landscape and travel recent trends

**References:**

1. David Lowenthal. *The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
2. Layton R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*, London: Rutledge, 2001
3. Lahiri N. Marshaling. *The Past-Ancient India and its Modern Histories*, Ranikhet: Permanent Black, 2012, Chapters 4 and 5.
4. S S Biswas. *Protecting the Cultural Heritage (National Legislations and International Conventions)*, New Delhi.: INTACH, 1999.
5. Agrawal O.P. *Essentials of Conservation and Museology*, Delhi., 2006
6. Chainani S. *Heritage and Environment*, Mumbai Urban Design Research Institute, 2007.

**SKILL ENHANCEMENT COURSE: SEC1 GEOGRAPHY****BAE III. 6C: Representation of Statistical Data****Credits: 3 (2L+0T+1P)****Contact hours per week: 4****Exam duration: 2 Hrs.****Max. Marks: 100****C1+C2: 50****C3: 50****Objectives:**

The objectives of this course are to acquaint the students with the methods and techniques of representation of the statistical data. Application of these methods and techniques in geography in order to understand quantity and spatial distribution pattern.

**COURSE CONTENT:****Unit I: Geographic Data:**

Nature of Geographic Data, Significance of statistical methods in geography, Sources of data and Types of Data

**Unit II: Tabulation of Data:**

Tabulation of Data, Data matrix. Frequency distribution, Graphical distribution of Data, Histogram, Frequency Polygon, Curve and cumulative curve and Ogive.

**Unit III: Measures of Central Tendency:**

Measures of Central Tendency: Mean Mode and Median. Measures of Dispersion: Range, Quartile Deviation and Standard Deviation

#### **Unit IV: Sampling:**

Sampling techniques and Types of Sampling.

#### **References:**

1. Gopal Singh. *Map work and Practical Geography*, III Ed., Vikas Publishing House, New Delhi.
2. Gupta, K K and Tyagi V C. *Working with Maps*, Survey of India, Department of Science and Technology, Government of India, Dehra Dun 1992.
3. Jackie Smith B.A.(Ed). *Dictionary of Geography*, Cosmo Publications, New Delhi., 1983.
4. John and Keats. *Cartographic Design and Production*, II Edition, 1989, John Wiley, New York.
5. Mishra R P. *Fundamentals of Cartography*, 1969, Prasaranga, University of Mysore, Mysore.
6. Phyllis Dink. *Map work X* (Ed), Atma Ram and Sons, Delhi., 1967.
7. Raisz E. *General Cartography*, 1948, Tata McGraw Hill, New York.
8. Singh, R.L. *Elements of Practical Geography*, Kalyani Publishers, New Delhi., 2013.

### **PRACTICALS**

#### **Representation of Statistics in Geography**

**Exam Duration: 3 hours**

**C3: 50**

#### **COURSE CONTENT:**

- I. **Graphical Representation of Data:** Line graph, Bar graph and Compound graph
- II. **Graphical Representation of Climatic Data:** Climograph, Hythergraph, Ergograph and Isopleth maps.
- III. **Graphical Representaion of Distribution Data:** Colour and Tint method, Choroshemetiic maps, Growth and Trend graphs, Pyramid Diagram for Age structure, Choropleth for Density Distribution.

#### **References:**

1. Gopal Singh. *Map work and Practical Geography*, III Ed., Vikas Publishing House, New Delhi.
2. Gupta, K K and Tyagi V C. *Working with Maps*, Survey of India, Department of Science and Technology, Government of India, Dehra Dun 1992.
3. Jackie Smith B.A.(Ed). *Dictionary of Geography*, Cosmo Publications, New Delhi., 1983.
4. John and Keats. *Cartographic Design and Production*, II Edition, 1989, John Wiley, New York.
5. Mishra R P. *Fundamentals of Cartography*, 1969, Prasaranga, University of Mysore, Mysore.

6. Phyllis Dink. *Map work X* (Ed), Atma Ram and Sons, Delhi., 1967.
7. Raisz E. *General Cartography*, 1948, Tata McGraw Hill, New York.
8. Singh, R.L. *Elements of Practical Geography*, Kalyani Publishers, New Delhi., 2013.

## **SKILL ENHANCEMENT COURSE SEC1: POLITICAL SCIENCE**

### **BAE III. 6D: Legislative Support**

**Credits: 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2: 50**  
**C3: 50**

#### **Objectives:**

To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples representatives and provide elementary skills to be part of a legislative support team.

#### **COURSE CONTENTS:**

##### **Unit I: Powers and functions of people's representatives at different tiers of governance:**

Members of Parliament, State Legislative Assemblies, functions of rural and urban local self-governments.

##### **Unit II: Supporting the legislative process:**

How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations.

##### **Unit III: Supporting the legislative committees:**

Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation. Reading the budget document: Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

##### **Unit IV: Support in media monitoring and communication:**

Types of media and their significance for legislators. Basics of communication in print and electronic media.

#### **References:**

1. Madhavan M.R. and N. Wahi. *Financing of Election Campaigns*, PRS, Centre for Policy Research, New Delhi., 2008.
2. Vanka, S. *Primer on MPLADS*, Centre for Policy Research, New Delhi., 2008.
3. Kalra H. *Public Engagement with the Legislative Process*, PRS, Centre for Policy Research, New Delhi., 2011.

4. Government of India (Lok Sabha Secretariat) *Parliamentary Procedures (Abstract Series)*, 2009.
5. Government of India, (Ministry of Parliamentary Affairs) *Legislation, Parliamentary Procedure*, 2009.
6. Government of India, (Ministry of Parliamentary Affairs) *Subordinate Legislation, Parliamentary Procedure*, 2009.
7. Kapur, Devesh and Pratap Banu Mehta. “*The Indian Parliament as an Institution of Accountability, Democracy, Governance and Human Rights*, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006.
8. Agarwal, O.P. and T.V. Somanathan. “*Public Policy Making in India: Issues and Remedies*,” February, 2005.
9. Debroy, Bibek. *Why we need law reform*, Seminar January 2001.
10. Mehta, Pratap Bhanu, “*India’s Unlikely Democracy: The Rise of Judicial Sovereignty*,” *Journal of Democracy* Vol.18, No.2, pp.70–83.
11. Sanyal K *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi., 2011.
12. Celestine A. *How to read the Union Budget* PRS, Centre for Policy Research, New Delhi, 2011.

## PROFESSIONAL EDUCATION COURSES

### BAE III. 7: Understanding the Learner

**Credits: 4 (3L+ 1T +0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Max. Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** the student teacher will be able to:

- (i) Understand the salient features and problems of growth and development during childhood to adolescence.
- (ii) Understand the dynamics of personality development in order to facilitate student trainees and their students’ personal growth.
- (iii) Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.
- (iv) Understand the intra and inter individual differences in the learners and their Implications for organizing educational programmes.
- (v) Acquire the skills of understanding the needs of all the learners in the classroom and meeting their needs.
- (vi) Appreciate the contribution of psychology in realizing the objectives of education.

### **COURSE CONTENT:**

#### **Unit I: Nature of Human Development and Educational Implications:**

Concept and Branches of Psychology; Importance of Study of Psychology by Classroom Teachers, Meaning of Growth and Development. Differences between growth and

development, importance of growth and development for the teachers. Principles of Development, Factors Influencing Growth and Development; Role of Heredity and Environment in Determining Individual Differences in Development. Developmental Stages and Tasks, Development during Early Childhood, Late Childhood and Adolescence-Characteristics, Factors Influencing and Educational Implications:(a) Physical (b) Psychomotor (c) Intellectual (d) Language (e) Emotional (f) Social and (g) Moral and Value Development

**Unit II: Management of Issues and Concerns of Adolescent Students:**

Factors Affecting Adolescent development; Issues and Concerns during Adolescence - Physical and Health concerns, Emotional Issues, Social Issues, Socio-cultural diversity, Adverse Life experiences, Identity Vs Role Confusion; Adolescent Cognition and its effect on Adjustment, Need and Importance of Adolescence Education, Significance of Life Skill Education for Adolescence, Role of Schools for the Balanced Personality

**Unit III: Individual Differences in Learners:**

Individual Differences in - Psycho-Motor skills, Intelligence, Aptitude, Personality, Learning styles and Cognitive Preferences, Self-concept and Self-esteem, Social-Emotional Development, Aptitude, Interest, Attitude and Values and Study Habits.

**Unit IV: Assessment of Individual and Intra Individual Differences in Learners:**

Tools and Techniques: Psychological Tests, Observation Schedules, Inventories, Checklists, Anecdotal Records, Cumulative Records, Sociometry, Interview Techniques, Achievement and Diagnostic Tests.

Meeting the Individual Differences in the Classroom- General Approaches; Remedial Instruction, Guidance and Counselling, Whole School Approach.

**Practicum:**

- (i) Administering Group Tests
- (ii) Conducting Case Studies
- (iii) Diagnosing the deviations
- (iv) Studying School Record and preparing Reports.
- (v) Getting Familiarised with Individual Psychological Tests.

**References:**

1. Bigge, M.L. (1982). *Learning Theories for Teachers*, (4th edition). New York, Harper and Row Publishers, pp. 89-90.
2. Bolles, R.C. (1975). *Learning Theory*. New York, Holt, Rinehart and Winston, pp. 18-19.
3. Chauhan, S.S. (1978). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
4. Dandapani, S. (2001). *A textbook of Advanced Educational Psychology*. New Delhi.: Anmol Publications.
5. Dunn, R. (1983). *Can students identify their own Learning Styles?* Educational Leadership, 40, pp. 60-62.
6. Dash, M. (1988). *Educational Psychology*. Delhi.: Deep and Deep Publication.
7. Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, pp. 54-90.
8. Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi., Sterling Publishers, p. 81.

9. Fontana, D. (1995). *Psychology for Teachers* (3rd edition). The British Psychological Society, London: McMillan in association with BPS Books.
10. Kumar, S. (2014). *Child Development and Pedagogy*, Pearson.
11. Kundu C.L. and Tutoo, D.N. (1993). *Educational Psychology*, Sterling Publishers Pvt. Ltd.
12. Lindgren, H.C. (1967). *Educational Psychology in Classroom* (3rd edition). New York: John Wiley and sons.
13. Mohan J. and Vasudeva P.N. (1993). *Learning Theories and Teaching, In Mohan Jitendra (ed.) Educational Psychology*, New Delhi., Wiley Eastern Limited, P. 146.
14. Murthy, CGV and Rao, AVG. (2005). *Life skills Education: Training Package*, Mysore: Regional Institute of Education.
15. NCERT (2013) *Training and Resource materials in Adolescence Education*, New Delhi.
16. Oza, D.J. and Ronak, R.P. (2011). *Management of behavioural problems of children with mental retardation*. Germany: VDM publication.
17. Papalia D.E., and Sally, W.O. (1978). *Human Development*. McGraw Hill Publishing Company.
18. Phens, J.M., and Evans, E.D. (1973). *Development and Classroom Learning: An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
19. Tessmer, M., and Jonassen, D. (1988). *Learning Strategies: A New Instructional Technology*. In Harris Duncun (1988) *Education for the New Technologies*, World Year Book of Education. London: Kogan page Inc.
20. Skinner, E.C. (1984). *Educational Psychology*-4<sup>th</sup> Edition. New Delhi.: Prentice Hall of India Pvt. Ltd.
21. Spinthall, N., and Spinthall, R.C. (1990). *Educational Psychology* 5<sup>th</sup> Edition. McGraw Hill Publishing Company.

**Web Resources:**

22. Animated Videos from Study.com, <http://study.com/academy/course/educational-psychology-course.html> HYPERLINK  
["http://study.com/academy/course/educational-psychology-course.html"](http://study.com/academy/course/educational-psychology-course.html)rse/educational-psychology-course.html
23. Seifert, K. and Sutton, R. 2011). *Educational Psychology Third Edition*  
<http://www.oercommons.org/courses/educational-psychology/view>
24. Introduction to Psychology, Open Textbook, <http://open.lib.umn.edu/intropsyc/>
25. Generic Issues, NCERT,  
["http://www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/generic.pdf":/](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/generic.pdf)  
[/www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/generic.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/generic.pdf)
26. [www.aeparc.org](http://www.aeparc.org)

## PROFESSIONAL EDUCATION COURSES

### BAE III. 8: Gender, School and Society

**Credits: 2 (1L+ 1T +0P)**

**Contact hours per week: 3**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** this course enables the student teachers to:

- (i) Understand and contextualize ideals of the Constitution of India;
- (ii) Appreciate humanistic agenda of the Constitution of India;
- (iii) Value and recognize the role of education in realizing the ideals of the Constitution;
- (iv) Analyse various educational contexts to see whether the child's rights are ensured
- (v) Understand and develop positive attitudes towards various forms of exclusions;
- (vi) Appreciate the measures taken at the national level to universalize elementary and secondary education;
- (vii) Analyse the contextual examples to understand the gender issues and concerns;
- (viii) Develop positive attitude and values towards promoting gender equality;
- (ix) Evolves strategies and mechanisms as a teacher to ensure equality in school and learning contexts

#### **COURSE CONTENT:**

##### **Unit I: Education as Fundamental Right:**

Constitution of India: Fundamental rights; Education as Fundamental right; Human Rights: Meaning, Nature, and classification; Rights of Children: International covenants and Indian Constitution; Education as Fundamental Right of Children: 2009, Rights of girl child

##### **Unit II: Policy framework for public education in India and its implementation:**

Education in Post-Independent India: Significant recommendations of commissions and committees, National Policy on Education-1986, Revised 1992, Delors Report: learning the treasure within, Universalization of elementary education: Need and significance; Government schemes and efforts with special focus on Sarva Shiksha Abhiyan, Issues in implementing RTE-2009: A critical understanding. Issues that affect and negate the children's right to education (Child labour: Street children, abandoned and orphans; Differently abled children; Attitude towards the girl child and her participation in schooling; Punishment, abuse and violence in schools). alternative schooling, Secondary education: Universalization of secondary education; universal access, universal enrolment, universal retention, universal success; interventions of RMSA, Initiatives and measures taken at national level to improve teacher education at secondary level: Role of NCTE and NCERT

##### **Unit III: Contemporary Indian Schooling: Concern and Issues:**

**Equality of Educational Opportunity:** Meaning and nature; Forms of inequality: Caste, Gender, Transgender, regional, religious and other marginalized groups;

**Inequality in Schooling:** Public- private schools, Rural-urban schools, Mass-elite schools, single teachers' schools and many other forms of unequal school systems. Positive discrimination: concept and issues and policy intervention;

**Understanding Exclusion in schooling:** Exclusion: Meaning, and nature; Forms of Exclusion:

**Physical/physiological Exclusion;** Different kinds/types of differently abled children:

Measures to address the issues of learning of differently abled children and professional preparedness of institutions;

#### **Socio-cultural and economic exclusion**

Understanding different forms of socio-cultural and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society;

Critical understanding of ascribed identities on educational opportunities.

#### **Unit IV: Gender - Issues and concerns:**

Basic Gender concepts: Difference between Gender and Sex; Social construction of Gender; Gender roles as viewed in Indian context; Concept of Transgender

Gender roles in society through various institutions such as family, caste, religion, culture, media and popular culture (films, advertisements, songs etc.), law and State; stereotype in gender roles.

Issues related to women/girl child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood.

Gender bias in school enrolments, household responsibilities, societal attitude towards girls' education.

Issues related to gender in school: sexual abuse, sexual harassment, perception of safety at school, home and beyond.

Representation of gendered roles, relationships and ideas in textbooks and curricula.

Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.

The Indian constitution and provisions accorded to women; women's rights; legal aspects related to women, indecent representation of women (Prohibition act), cybercrime.

Educational and employment provisions for transgender: Legal aspects; social recognition

#### **Sessional Activities:**

- (i) A critical study, with the help of survey and observational study, of alternative schools- child labour schools, night schools, mobile schools and boat schools.
- (ii) Critical analysis of different committees and commissions on Education
- (iii) Readings on National Policy on Education, RTE Act 2009, Delors Report
- (iv) Survey of schools to see the implementation of various incentives of government to equalize educational opportunities
- (v) Textbook analysis for identifying integration of gender issues.
- (vi) Prepare presentation on laws related to women harassment, early marriage, property inheritance, trafficking etc.
- (vii) Prepare presentations on constitutional provisions and other government measures to promote girl child's education
- (viii) Presentation of Case study reports on girl child's problems in schools and at home.

#### **References:**

1. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NCERT, New Delhi.
2. Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
3. Govt. of India (1992). *Programme of Action (NPE)*. Min of HRD.
4. Mistry, S.P. (1986). *Non-formal Education-An Approach to Education for All*, Publication, New Delhi.
5. Mohanty, J., (1986). *School Education in Emerging Society*, Sterling Publishers.
6. Mukherjee, S.N. (1963). *Secondary School Administration*, Acharya Book Depot, Baroda.



7. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
8. Naik, J.P. & Syed, N., (1974). *A Student's History of Education in India*, MacMillan, New Delhi.
9. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
10. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
11. Sykes, Marjorie (1988). *The Story of Nai Talim, Naitalim Samiti: Wardha*.
12. UNESCO (1997). *Learning the Treasure Within*.
13. Dr. Veda Mitra. *Education in Ancient India*, Arya book Depot, New Delhi. ó 1967
14. Reports of SSA and RMSA
15. NCTE (2009) *National curriculum framework for teacher education*
16. Agarwal, N (2002). *Women and Law in India*. New Delhi.: New century Pub
17. Sen S. (2013). *Women's rights and empowerment*. New Delhi.: Astha Pub.
18. Siddiqi, F.E.& Ranganathan S. (2001). *Handbook on women and human rights*, New Delhi.: Kanishka Publication.

#### **Web Resources:**

Video on improving Gender Equality- EFA Crowdsourcing Challenge, 2012, UNESCO, Published by The Pearson Foundation, 3 minutes.

## **PROFESSIONAL EDUCATION COURSES**

### **BAE III. 9: School Attachment Programme 1**

**Credits : 2**

**Duration: 2 Weeks**

**Marks: 100**

**C1+C2 : 50**

**C3 : 50**

#### **Objectives**

- To familiarize the student teachers to school environment, its structure, functions and processes.
- To provide field experience of assessment practices including record maintenance and report cards followed in schools at elementary and secondary levels.

#### **COURSE CONTENT:**

- The student teachers will visit the neighbourhood schools for two weeks to get acquainted with the school environment and its functions and processes and submit the report.
- The student teachers will familiarize themselves with school structure and administration.
- The student teachers will visit schools and interact with teachers to know about the assessment practices like CCE, grading patterns and reporting the performance of students and submit the report
- Students will analyse the assessment records and the report cards to study the models of assessment and procedures followed in reporting students' performance. The students will attend the PTA meetings where feedback about students' performance is given by the teachers and submit the report.

#### **Evaluation: All assessments are internal**

C1 ó Report 1

C2 ó Report 2

C3 ó Presentation through PPT.

# FOURTH SEMESTER

## CORE COURSE 1 D: ENGLISH LITERATURE BAE IV. 1: Twentieth Century British Literature

**Credits 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

### Objectives:

- (i) To offer student teachers perspectives and insights into the heterogeneous themes and schools that populated Twentieth Century British Literature ó movements like symbolism, imagism, movement poetry, Theatre of the absurd, postmodernism.
- (ii) To help student teachers an understanding of the most influential novelists and essayists of Twentieth Century British Literature.
- (iii) To provide student teachers a deeper perspective into themes that dominated twentieth century British poetry.
- (iv) To offer the student teachers a facsimile of the seminal influences in twentieth century British theatre.
- (v) To provide detailed introspections on the contributions made by some of the contemporary writers and so equip the student teachers with scholarly insights into the contemporary English literature.

### COURSE CONTENT:

#### Unit I: Poetry:

W. B. Yeats: öThe Second Comingö  
T. S. Eliot: öJourney of the Magiö, Love Song of Alfred J Prufrock  
W. H. Auden: öMusee des Beaux Artö  
Stephen Spender: öThe Pylonsö  
Wilfred Owen: öStrange Meetingö  
D. H. Lawrence: öSnakeö

#### Unit II: Poetry:

Dylan Thomas: öA Childø Christmas in Walesö  
Philip Larkin: öWhitsun Weddingsö  
Ted Hughes: öJaguarö  
Geoffrey Hill: öSeptember Songö  
Seamus Heaney: öPunishmentö  
Tony Harrison: öMarked with Dö  
Thom Gunn: öAt the Barriersö  
R. S. Thomas: öAlbumö  
Sylvia Plath: öLady Lazarusö  
Ted Hughes: The Thought Fox

#### Unit III: Drama:

Samuel Becket: Waiting for Godot  
T.S. Eliot: Murder in the Cathedral

J.M.Synge: Riders to the Sea  
John Osborne: Look Back in Anger

**Unit IV: Fiction & Prose:**

William Golding: The Lord of the Flies  
D. H. Lawrence: Sons and Lovers  
John Fowles: The French Lieutenant's Woman  
Eliot: Hamlet and His Problems, Tradition and Individual Talent  
Martin Esslin: Introduction. Absurd Drama  
Bertolt Brecht: Selections from A Short Organum for the Theatre: Prologue and Sections 1-25

**References:**

1. Raymond Williams. *Forms in Culture, Introduction to the English Novel from Dickens to Lawrence* (London: Hogarth, 1984).
2. John Lucas. *Modern English Poetry from Hardy to Hughes*.
3. Kenner, Hugh. *A Reader's Guide to Samuel Beckett* (London, 1996).
4. Smith, C. Grover, *T.S. Eliot's Poetry and Plays* (London, 1974).
5. Kenner, Hugh. *The Invisible Poet: T.S. Eliot* (London, 1974).
6. Boly, John R. *Reading Auden: The Return of Caliban* (London, 1991).
7. Hecht, Anthony. *The Hidden Law: The Poetry of W.H. Auden* (London, 1993).
8. Armstrong, Tim, *Modernism, Technology and the Body: A Cultural History* (Cambridge, 1998).
9. E.M. Forster. *A Life: The Growth of the Novelist 1879-1914* (London, 1977).
10. Das, G.K., and Beer, John (ed.), *E.M. Forster: A Human Exploration* (London, 1979).
11. Batchelor, John. *The Life of Joseph Conrad: A Critical Biography* (Oxford, 1994).
12. Guerard, Albert. *Conrad the Novelist*, (Cambridge, Mass., 1958).
13. Nicoll, Allardyce. *English Drama 1900-1930: The Beginnings of the Modern Period* (Cambridge, 1973).
14. McLaurin, A. *Virginia Woolf: The Echoes Enslaved* (London, 1973).
15. Bowlby, Rachel. *Virginia Woolf: Feminist Destinations*, 2nd ed. (London, 1997).
16. Pilling, John (ed.). *The Cambridge Companion to Samuel Beckett* (Cambridge, 1994).
17. Curtis, Tony (ed.). *The Art of Seamus Heaney* (Bridgend, 1982).
18. Morrison, Blake. *Seamus Heaney* (London, 1982).

**CORE COURSE 2 D: HISTORY**  
**BAE IV. 2: History of Post-Independent India**

**Credits 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

**Objectives:** After completion of the course, the student-teacher will be able to:

- (i) Understand the developments that undertook in India such as the process of Constitution making,
- (ii) problems of Indian languages,

- (iii) consolidation of India as a nation and
- (iv) process of democracy.

### **COURSE CONTENT:**

#### **Unit I: Making of the Constitution:**

Basic Features - Institutions - Working of the Constitution

#### **Unit II: The Initial Years:**

Consolidation - Linguistic Reorganization - Building a secular nation

#### **Unit III: Consolidating the Nation:**

Political Parties - Foreign Policy - Economy

#### **Unit IV: Test of Democracy:**

Social reforms in South: Narayana Guru, Periyar, Gora and Hemalata Lavanam Peasant Movements  
Workers Movements Tribal Unrest Emergency Years Dalit movements Women's movements

### **References:**

1. Hunashall, S.M., The Lingayat Movement-A Social revolution in Karnataka, Dharwar, 1947.
2. Sughata, Bose and Ayesha Jalal, Modern South Asia (History, culture and Political Economy), Oxford University Press, Delhi., 1999.
3. Baily, C.A., Origins of Nationality in South Asia, Oxford, Delhi., 1998.
4. Peter Heehs, Nationalism, Terrorism and Communalism, Oxford University Press, Delhi., 1998.
5. Sharma R.R. (Ed.), The USSR in Transition: Issues and Themes, New Delhi., 1995.
6. David Taylor and Malcoim (Ed.), Political Identity in South Asia, Centre of South Asian Studies, London, 1978.
7. Govind Kelkar, China after Mao, Usha Publishers, New Delhi.
8. Hall, D.G.E., History of South-East Asia, MacMillan Education Limited, Hampshire, 1995.
9. Arjun Dev, Contemporary World, NCERT, New Delhi.
10. Urmila Phadnis, Towards Integration of Indian States, New Delhi., 1988.
11. Peter Heehs, Modern India and the World, Oxford University Press, New Delhi.

## **CORE COURSE 3 D: GEOGRAPHY**

### **BAE IV. 3A: Geography of India**

**Credits 4 (3L+0T+1P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

### **Objectives:**

The course is aimed at presenting a comprehensive, integrated and empirically based profile of India. Besides, the objective is to highlight the linkages of systematic geography of India

with the regional personality of the country. The course is designed so as to present the role of the geographical positioning of India in moulding its geopolitical personality and its inter-relations with other countries.

## **COURSE CONTENTS:**

### **Unit I: Physical India:**

Locational Characteristics. Physiographical Divisions of India. Drainage Systems. Major River System of India. Soil: Characteristics, Types and Distribution in India.

### **Unit II: Climate:**

Factors influencing climate of India. The mechanism of Monsoon, Regional and Seasonal Variation in Temperature and Rainfall. Climatic regions of India. Droughts and Floods in India.

### **Unit III: Natural Resources:**

Natural Vegetation Classification distribution and Mineral resources: Distribution, Reserves and Production of Iron ore, Manganese, Bauxite, Mica, Gold and Silver.

### **Unit IV: Population and Economy:**

Growth and Spatial distribution of Population. Urbanization. Green Revolution. Indian agriculture and major crops: Rice, Wheat, Cotton, Sugarcane and Tea. Agricultural regions. Major Industries and Industrial regions of India.

## **References:**

1. Deshpande C.D. *India-A Regional Interpretation*, Northern Book Centre, New Delhi.1992.
2. Sharma T C. *Economic and Commercial Geography of India*, O. Coutinho Vikas Publishing House Pvt. Ltd. New Delhi. -14.
3. Govt. of India. *India –Reference Annual*, 2001 Pub. Div, New Delhi., 2001.
4. Govt. of India. *National Atlas of India*, NATMO Publication, Calcutta.
5. Govt. of India. *The Gazetteer of India*, Vol I & III Publication Division, New Delhi., 1965.
6. Learmonth, A.T.A. et.al(ed.). *Man and Land of South Asia Concept*, New Delhi.
7. Mitra A. *Levels of Regional Development India*, Census of India, Vol I, Part I- A(i) and (ii) New Delhi., 1967.
8. Shafi, M. *Geography of South Asia*, McMillan & Co. Calcutta, 2000.
9. Singh R.L. (ed.). *India: A Regional Geography*, National Geographical Society. India, Varanasi, 1971.
10. Spate O.H.K. and Learmonth A.T.A. *India and Pakistan- Land, People and Economy*, Methuen & Co. London, 1967.
11. Valdiya K.S. *Dynamic Himalaya*, University Press, Hyderabad, 1998.
12. Wadia D.N. *Geology of India*, McMillan & Co., London, 1967.

## PRACTICALS

### Interpretation of Indian Weather Reports and Topographical Sheets

**Exam Duration: 3hrs**

**C<sub>3</sub>: 50**

#### COURSE CONTENT:

##### 1. Meteorological Instruments:

Thermometers, Maximum and Minimum, Wet and dry bulb Thermometer, Barometer: Mercury Barometer, Aneroid Barometer, Wind vane, Anemometer, Rain gauge ó dial type.

##### 2. Interpretation of IMD Weather Maps:

Signs and Symbols. Interpretation: IMD Weather Maps (One map each season)

##### 3. Importance of Topographical Maps:

Types of topographical maps based on scale.

Conventional Signs and Symbols: Representing Physical and Cultural features.

##### 4. Interpretation of Topographical Sheets:

Marginal information of topographical sheets, Relief, Drainage, Vegetation, Settlements, Transportation and Communication

#### References:

1. Raisz E. *General Cartography*, 1948, Tata McGraw Hill, New York.
2. Singh, R.L. *Elements of Practical Geography*, Kalyanj Publishers, New Delhi., 1979

## CORE COURSE 3 D: POLITICAL SCIENCE

### BAE IV. 3B: Comparative Government and Politics

**Credits 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C<sub>3</sub>: 50**

**Objectives:** After completing the course the student teachers will be able to understand and comprehend:

- (i) about the meaning, nature, scope, evolution, approaches and significance of Comparative Government and Politics
- (ii) significance of constitutionalism in Western and Non-Western nations, Constitutional governments and Classification of Constitutions
- (iii) Comparative political Structures of Malaysia, Canada and South Africa and
- (iv) Political Dynamics, Political Parties, Pressure groups, and Electoral System in Malaysia, Canada and South Africa.

## **COURSE CONTENT:**

### **Unit I: Introduction:**

Meaning, nature, scope, evolution and significance. Approaches (traditional and modern) of Comparative Government and Politics

### **Unit II: Constitutionalism:**

Western and Non-Western, Constitutional government and Classification of Constitutions

### **Unit III: Comparative Political Structures:**

Executive, Legislature and judiciary in Malaysia, Canada and South Africa

### **Unit IV: Political Dynamics:**

Political Parties, Pressure groups, and Electoral System in Malaysia, Canada and South Africa

### **References:**

1. Hugh G. Thorburn, *Party Politics in Canada*, Prentice Hall, New Delhi., 1985.
2. Johari J.C. *Comparative Politics*, Sterling Publications, New Delhi., 1982.
3. Klug Heinz, *The Constitution of South Africa*, Hart Publishers, Oxford, England, 2010.
4. Martin Rod Hague, *Comparative Government and Politics*, 10<sup>th</sup> ed. Macmillan, 2016.
5. Wiarda, J., Howard, Skelly, Esther M. *Comparative Politics Approaches and Issues*, Rowman and Little Field, 2007.

## **ABILITY ENHANCEMENT COURSE - AEC 1D: LANGUAGE**

### **BAE IV. 4A: Hindi**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

### **Objectives:**

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalise grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

**Transaction Mode:**

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

**COURSE CONTENT:****Unit I: Media Studies:**

Television, Cinema Aur New Media

**Unit II: New Literary Discourses:**

Stri Vimarsh Aur Dalit Vimarsh

**Unit III: Drama:**

Hanoosh by Bhishm Sahani Published by Rajkamal Prakashan, Delhi.

**Unit IV: Communication skill:****Debate [Vaad-Vivad]**

Characteristics ó Definition ó Need of Debate ó Technique to conduct Debates, etc. Exercise

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) + (seminars, projects, assignments etc.) =15

C2-10 (test) + (seminars, projects, assignments etc.) =15

Total =50

**References:**

1. *Fundamentals of Journalism, Report Writing and Editing*, R. Thomas Berner, Marquette Books, LLC, Washington.
2. *Media Samgra- Jagdishwar Chaturvedi*, Swaraj Prakashan, Delhi.
3. *Media Vimarsh-* Sudhish Pachauri, Vani Prakashan, Delhi.
4. *Hindi Cinema Ka Sapharnama-* Bhaskar Rao, Delhi.
5. *Yatharthvad Aur Hindi Dalit Sahitya:* Dr Sarvesh Mourya, Swaraj Prakashan, Delhi.
6. *Dalit Vimarsh Ki Bhoomika:* Kaval Bharti, Sahitya Upkram, Allahabad
7. *Dalit Sahitya Ki Awdharna:* Kaval Bharti, Sahitya Upkram, Allahabad
8. *Dalit Sahitya Ki Bhoomika:* Harpal Singh Arush, Vagdevi Prakashan, Delhi.
9. *Dalit Strivad Ka Svar:* Vimal Thorat, Anamika Prakashan, Delhi.
10. *Samkaleen Dalit Strivad:* Rajni Tilak, Swaraj Prakashan, Delhi.
11. *Aurat Hone Ki Saja:* Arvind Jain, Vani Prakashan, Delhi.
12. *Ek Aurat Ki Notebook:* Sudha Arora, Vani Prakashan, Delhi.
13. *Stri Sangharsh Ka Itiha:* Radha Kumar, Vani Prakashan, Delhi.
14. *Stritva Ka Maanchitra:* Anamika, Vani Prakashan, Delhi.
15. *Hindi Natak-Udbhav aur Vikas:* Dasrath Ojha, Rajpal and sons, Delhi.
16. *Bhishm Shahnai ki Katha Bhasha:* Kiran Kishra, Swaraj Prakashan, Delhi.
17. *Natyashastra ki Bhartiya Parmpara aur Dasroopak:* Hajari Prasad Divedi, Rajkamal Prakashan, Delhi.
18. *Rangmanch ke Sidhhant:* Mahesh Aanand, Devendraraj Ankur, Rajkamal Prakashan,



Delhi.

19. *Rangmanch ka Saundryashastra*: Devendraraj Ankur, Rajkamal Prakashan, Delhi.
20. *Antrang Bahirang*: Devendraraj Ankur, Rajkamal Prakashan, Delhi.
21. *Darshan Pradarshan*: Devendraraj Ankur, Rajkamal Prakashan, Delhi.
22. *Aaj Ki Kala*: Prayag Shukla, Rajkamal Prakashan, Delhi.
23. *Rangmanch ka Jantantra*: Hrishikesh Sulabh, Rajkamal Prakashan, Delhi.
24. *Rang Arang*: Hrishikesh Sulabh, Rajkamal Prakashan, Delhi.
25. *Natya Darpan*: Mohan Rakesh, Rajkamal Prakashan, Delhi.
26. *Aadhunik Bhartiya Natya-Vimarsh*: Jaydev Taneja, Rajkamal Prakashan, Delhi.
27. *Rang-Darshan*: Nemichand Jain, Rajkamal Prakashan, Delhi.
28. <http://www.hindisamay.com>

## ABILITY ENHANCEMENT COURSE – AEC 1D: LANGUAGE

### BAE IV. 4B: Kannada

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

#### Objectives:

- (i) To enable the students to acquire basic skills in functional language.
- (ii) To develop independent reading skills and reading for appreciating literary works.
- (iii) To internalize grammar rules so as to facilitate fluency in speech and writing.
- (iv) To develop functional and creative skills in language.
- (v) To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

#### COURSE CONTENT:

##### Unit I: Functional Language:

- a) **Book Review**: Characteristics ó definition ó format ó models ó exercises.
- b) **Precis-Writing**: Characteristics ó definitions ó steps to précis writing ó models ó exercises.

##### Unit II: Technical Writing:

Definition ó characteristics ó format ó models ó Language used in the writing ó Terminology ó Process of writing ó Planning of document ó Styles of writing ó Techniques of writing ó exercises.

**Creative Writing**: Poem Writing, Essay Writing

##### Unit III: Ancient Poetry:

- (i) Melpu balpanaligum- Pampa
  - (ii) Paligam paapakkamanjadavar eegeyyar- Nagachandra
  - (iii) Muktiyanolisuven-Janna
- (Kaavya Sanchaya-3 ó Mysore University, Mysore)

**Unit IV: Drama:**

Sankraanti-Lankesha

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Government of Karnataka, *A Handbook of Writing Activities*, Prasaranga Publication, University of Bangalore.
2. Richard W. Smith, Barnes and Noble, *Technical Writing*, New York,
3. Danel G. Riordan, *Technical Report Writing Today*, New Delhi.

**ABILITY ENHANCEMENT COURSE - AEC 1D: LANGUAGE****BAE IV. 4C: Malayalam**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Unit I: Functional Language:**

**1.Book Review-** Characteristics ó definition ó format ó models ó exercises.

**2. Precis-writing:** Characteristics ó definitions ó steps to précis writing ó models ó exercises.

**Unit II: Technical Writing:**

Definition-characteristics-format-models - language used in the writing ó terminology - Process of writing planning of document - styles of writing - technologies of writing - exercises.

**Unit III: Ancient Poetry:**

Text: Karna Parvam (Krishna Darshanam)

**Unit IV: Drama:**

Saketham

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25  
C2-10 (test) +15 (seminars, projects, assignments etc.) =25  
Total =50

**References:**

- (i) Ezhuthachan, *Karna Parvam (Krishna Darshanam)*, NBS, Kottayam.
- (ii) Sreekantan Nair C N, *Saketham*, Current Books, Trichur.

**ABILITY ENHANCEMENT COURSE - AEC 1D: LANGUAGE**

**BAE IV. 4D: Tamil**

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+C2:50**  
**C 3:50**

**Objectives:**

- To develop the students to acquire basic skills in functional language
- To develop independent reading skills and reading for appreciation the literary works
- To internalize grammar rules so as to facilitate fluency in speech and writing
- To develop functional and creative skills in language
- To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region

**Transaction mode:**

Lecture cum discussion, group discussion, panel discussion, seminar group work, library work.

**COURSE CONTENT:**

**Unit I: New Genres & Media Studies:**

a) **Travelogue:** Nadanthai Vaazhi Kaveri- Janakiraman

b) **Cinema, TV, Newspaper and New Media:** significance of media-role of media in society- values-etc.

**Unit II: Drama**

Tanneer Tanneer

**Unit III: Poetry: Ancient Poetry**

1. Nedunalvaadai
2. Kalithogai

**Unit IV: Grammar:** Porul, Yappu, Ani- Agam, Puram- Venpa, Aasiriyappa-Uvamai, Uruvagam, Vettumai, Vettuporul, Tharkurippettam.

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the Teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials, seminars, projects, Tests and assignments.

C1-10(Test)+ 15(seminars, projects, assignments etc.) =25

C2-10(Test)+ 15(seminars, projects, assignments etc.) =25

Total=50.

**References:**

1. An anthology of Tamil poetry (for second year Degree class), University of Mysore, Mysore.
2. Thandiyalangaaram, Thirunelveli Saiva Chithaantha Noorpathippu Kazhagam, 522, DDK Road, Chennai-18.
3. Purapporul venpa maalai, Thirunelveli Saiva Chithaantha Noorpathippu Kazhagam, 522, DDK Road, Chennai-18.
4. Udagangalin ethirkalam, Dr. Neelakanda pillai, no 17, Tagur street, Sidlapakkam, Chennai-64.
5. Nadanthai vaazhi Kaveri- Janakiraman. Kaiachuvadu pathippagam, 669, K.P. Road, Nagercoil-629001.
6. Tanneer Tanner. Komal Swaminathan, Vanathi pathippagam, 13 Deenadayalu street, T. Nagar, Chennai-600 017.

**ABILITY ENHANCEMENT COURSE - AEC 1D: LANGUAGE****BAE IV. 4E TELUGU**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Objectives:**

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating the literary works
- To internalize grammar rules so as to facilitate fluency in speech and writing
- To develop functional and creative skills in language.
- To develop value of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.

**Transaction mode:**

Lecture cum discussion, group discussion; panel discussion, seminar group work, library work.

**COURSE CONTENT:****Unit I: Functional Language**

**1. Analytical writing;** definition-how to analyze a poem-a story- a novel and an essay-different approaches to observe-examples-exercises

**2. Precise-writing:** Characteristics ó definitions ó steps to précis writing ó models ó exercises.

**Unit II: Technical Writing**

Definition-characteristics-format-models-language used in the writing-terminology-process of writing-planning of document-styles of writing-technologies of writing-exercises.

**Unit III: Ancient Poetry**

*Padmavyuha bhedanam*-Tikkana (Sree Madaandhra Mahabharatham)

*Ruthu varnanalu* óSrikrishna devaraya (Amuktha Malyada)

Lessons from óTelugu Sahitya Sravanthiö.

**Unit IV: Short stories:**

(i) *Nannu gurinchi katha vrayavoo*-Buchchibabu

(ii) *Lakshmi* - Rachakonda viswanatha sasthry

(Selections from Telugu Katha, by Central Sahithya Academy, New Delhi.)

**Suggested Activities:**

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Government of Karnataka, *A Handbook of Writing Activities*, Prasaranga, University of Bangalore.
2. Kodavati Ganti Kutumba Rao, *Science Vyasalu*, Published by Vishalandhra Publications, Abids, Hyderabad.
3. Government of Karnataka, *Telugu Sahitya Sravanthi*, Published by Prasaranga, University of Mysore, Mysore
4. *Amuktha Malyada*, Sanjeevani Vyakhya, Emesco Publishers, Hyderabad.

**ABILITY ENHANCEMENT COURSE 2D: ENGLISH****BAE IV. 5 ENGLISH**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 6**

**Exam duration: 3 Hrs.**

**Max. Marks: 100**

**C1+C2:50**

**C 3:50**

**Objectives:** Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and use of language for effective communication.

- (ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- (iii) examine authentic literary and non-literary texts and develop insight and appreciation.
- (iv) gain an understanding of study and reference skills.
- (v) plan, draft, edit and present a piece of writing.

**Transaction Mode:**

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.

**COURSE CONTENT:**

**Unit I: PROSE:**

- (i) J.B. Priestley: *Travel by Train*.
- (ii) Bertrand Russell: *Knowledge and Wisdom*

**Unit II: POETRY:**

- (i) T.S. Eliot: *Hollow Men*
- (ii) Wordsworth: *The Solitary Reaper*
- (iii) Pablo Neruda: *The Portrait in the Rock*
- (iv) William Shakespeare: *True Love*.
- (v) William Blake: *A Poison Tree*.
- (vi) William Wordsworth: *Lucy Gray*.
- (vii) Robert Frost: *The Road Not Taken*
- (viii) Emily Dickinson: *There is a certain slant of light*

**Unit III: DRAMA:**

- (i) Ionesco: *Rhinoceros*
- (ii) Harold Pinter: *The Dumb Waiter*

**Unit IV: FICTION:**

- (i) D.H. Lawrence: *Sons and Lovers*
- (ii) Gabriel Garcia Marquez: *One Hundred Years of Solitude*

**Continuous Assessment:**

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

**References:**

1. Cambridge Companion to British Romanticism
2. Pelican Guide to *English Literature – Dickens to Hardy to Lyrical Ballads*
3. *Norton's Anthology*, Volume.2 1-7, 139
4. Mathew Arnold- *Culture and Anarchy*
5. Dickens- Novel '*Changing Face of City*'
6. Meenakshi Mukherjee - *Jane Austen*
7. William Congrev- *Excerpts from London Gazette*
8. Brown, John Russel, and Harris, Bernard(ed.)- *Restoration Theatre* (London,

- 1965)
9. Richetti, John, *The Cambridge Companion to Eighteenth Century Novel* (Cambridge, 1996)
  10. Addison and Steele - *Spectators Papers*
  11. Cambridge Companion to *English Poetry- Donne to Marvel*
  12. *Restoration Theatre* - ed. Brown, John Russel
  13. *Background Prose Reading* - Papers 6,7 & 8: worldview, an imprint of book land publishing co.

## **SKILL ENHANCEMENT COURSE SEC 2: ENGLISH LITERATURE**

### **BAE IV. 6A: Theatre Studies**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

#### **Objectives:**

- (i) To provide an introduction to theatre studies
- (ii) Familiarize the students with fundamental theories on theatre
- (iii) Introduce the students to Western and Indian
- (iv) To sensitize students that theatre is praxis
- (v) To develop the listening and writing skill of students
- (vi) To help students appreciate theatre
- (vii) Respond creatively to the world around

#### **COURSE CONTENT:**

##### **Unit I: Origin of Drama:**

Origin of Western theatre- eminent Greek playwrights ó Chorus and its evolution ó miracle, morality and mystery plays ó Aristotle's theory of drama ó Elizabethan stage ó Restoration theatre.

##### **Unit II: Introduction to Indian Theatre:**

Bharata and Natya sastra - relevance ó contributions of Bhasa and Kalidasa ó dance drama ó folk theatre - Kathakali ó Kutiyattam ó Yakkshagana- recent trends in Indian theatre.

##### **Unit III: Problems in Play:**

Trends in 20<sup>th</sup> century drama - Epic theatre ó Theatre of Cruelty- Total Theatre- Absurd theatre ó Postcolonial theatre

##### **Unit IV: Writing Dialogues:**

Preparation of script for acting based on narratives/stories/reports ó Learning the process of staging a play through an enactment of the prepared script(s) which may be group activity in the class. The class may be divided into groups and they can be assigned specific tasks

involved in the production of a play such as script writing, stage setting, properties, make up and music which can finally lead to the production of the script.  
(This module must be effectively used by the teacher for internal/continuous assessment and so no separate texts for study are provided)

**References:**

1. John Gassner and Edward Quinn. *The Reader's Encyclopedia of World Drama*. London: Methuen, 1975.
2. Harold Bloom Ed. *Greek Drama Philadelphia*: Chelsea House.
3. Peter Womack. *English Renaissance Drama*, Oxford: Blackwell. 2006
4. P. Venugopalan Ed. *Kutiyattam Register "Kutiyattam"* Thiruvananthapuram: Margi, 2007.21634.
5. K.P.S. Menon. *A Dictionary of Kathakali*. Orient Blackswan
6. Martin Esslin ó *Theatre of the Absurd*

## **SKILL ENHANCEMENT COURSE SEC 2: HISTORY**

### **BAE IV. 6B: Archives and Museums**

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

**Objectives:**

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

**COURSE CONTENT:**

**Unit I: Definition and history of development: (with special reference to India)**

**Unit II: Types of archives and museums:**

Understanding the traditions of preservation in India Collection policies, ethics and procedures. Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration

**Unit III: Museum Presentation and Exhibition:**

**Unit IV: Museums, Archives and Society:**

Education and communication Outreach activities



**References:**

1. Saloni Mathur, *India by Design: Colonial History and Cultural Display*, University of California, 2007.
2. Sengupta, S. *Experiencing History Through Archives*. Delhi.: Munshiram Manoharlal. 2004.
3. Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York,2004
4. Kathpalia, Y.P. Conservation and Restoration of Archive Materials.UNESCO,1973
5. Choudhary, R.D. *Museums of India and their maladies*, Calcutta: AgamKala.1988
6. Nair, S.M. *Bio-Deterioration of Museum Materials*, 2011
7. Agrawal, O.P. *Essentials of Conservation and Museology*, Delhi., 2011

## SKILL ENHANCEMENT COURSE SEC 2 GEOGRAPHY

### BAE IV. 6C: DISASTER MANAGEMENT

**Credits 3 (2L+1T+0P)**  
**Contact hours per week: 4**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

#### **Objectives:**

The objectives of this course are to acquaint the students with the concept of disaster and hazards. To create awareness and preparedness for the natural as well as manmade hazards

#### **COURSE CONTENT:**

#### **COURSE CONTENT:**

#### **Unit I: Disasters:**

Definition and Concepts: Hazards, Disasters; Risk and Vulnerability;

#### **Unit II: Disasters in India:**

Frequently affected areas of Floods, Drought and Landslides Causes, Impact and Distribution. Earthquake and Tsunami: Causes, Impact and Distribution. Cyclone: Causes, Impact, and Distribution in India.

#### **Unit III: Manmade Disasters:**

Nature and types of man-made disasters and Causes and consequences.

#### **Unit IV: Disaster Management:**

Strategies and mitigation of disaster, Role of NDMA and NIDM in Disaster Management; Indigenous Knowledge and Community-Based Disaster Management with relevant case studies.

#### **References:**

1. Government of India. (1997) *Vulnerability Atlas of India*, New Delhi., Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) *Vulnerable India: A Geographical Study of Disasters*, Sage Publication, New Delhi.
3. Modh, S. (2010) *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*, Macmillan, Delhi.
4. Singh, R.B. (2005) *Risk Assessment and Vulnerability Analysis*, IGNOU, New Delhi. Chapter 1, 2 and 3

## PRACTICALS

### Mapping Methods in Disaster Management

Exam Duration: 3hrs

C3: 50

#### COURSE CONTENT:

1. **Mapping Disaster:** Identification and Assessment of disaster through mapping.
2. **Mapping Techniques:** for floods, Drought and landslide affected areas
3. **Zonation Mapping:** Zonation mapping for Earthquake and landslide affected areas.
4. **Cyclone mapping:** Mapping methods for Origin, Movement and affected areas of Cyclones.

#### References:

1. Singh, R. B. (ed.), (2006) *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Rawat Publications, New Delhi.
2. Sinha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*, New United Press, New Delhi.
3. Stoltman, J.P. et al. (2004) *International Perspectives on Natural Disasters*, Kluwer Academic Publications. Dordrecht.
4. Singh Jagbir (2007) “*Disaster Management Future Challenges and Opportunities*”, 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi., India ([www.ikbooks.com](http://www.ikbooks.com)).

## SKILL ENHANCEMENT COURSE SEC 2 POLITICAL SCIENCE

### BAE IV. 6D: Public Opinion and Survey Research

**Credits 3 (2L+1T+0P)**

**Contact hours per week: 4**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

#### Objectives:

This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracy, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

## **COURSE CONTENT:**

### **Unit I: Introduction to the Course:**

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

### **Unit II: Measuring Public Opinion with Surveys: Representation and Sampling**

What is sampling? Why do we need to sample? Sample design. Sampling error and non response. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

### **Unit III: Survey Research:**

Interviewing: Interview techniques pitfalls, different types of and forms of interview  
Questionnaire: Question wording; fairness and clarity.

### **Unit IV: Quantitative Data Analysis:**

Introduction to quantitative data analysis: Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics, interpreting polls: Prediction in polling research: possibilities and it falls Politics of interpreting polling

### **Suggested Student Exercises:**

1. Discussion of readings and Indian examples.
2. Groups of students to collect examples and discuss various sample based studies across many fields: e.g. consumer behaviour, unemployment rates, educational standards, elections, medicinal trials etc.
3. Non-random sampling: The students have to identify one group of people or behaviour that is unique or rare and for which snowball sampling might be needed. They have to identify how they might make the initial contact with this group to start snowball rolling.
4. Give the students a questionnaire from any public opinion survey and ask them to identify the type of variables.

### **References:**

1. R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8<sup>th</sup> edition, New York: Pearson Longman Publishers, pp.40 46.
2. G. Gallup, (1948) *A guide to public opinion polls*, Princeton University Press, 1948. Pp.3 13.
3. G. Kalton, (1983) *Introduction to Survey Sampling*, Beverly Hills, Sage Publication.
4. Lokniti Team (2009) '*National Election Study 2009: A Methodological Note*', Economic and Political Weekly, Vol. XLIV (39)
5. Lokniti Team, (2004) '*National Election Study 2004*', Economic and Political Weekly, Vol. XXXIX (51).
6. '*Asking About Numbers: Why and How*', Political Analysis (2013), Vol.21 (1):48 69, (first published online November 21,2012)
7. H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.
8. R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8<sup>th</sup> edition, New York, Pearson Longman Publishers, pp.40 46.
9. Agresti and B. Finlay. (2009) *Statistical methods for the Social Sciences*, 4<sup>th</sup> edition,

- Upper Saddle River, NJ: Pearson Prentice Hall,
10. S. Kumar and P. Rai, (2013) Chapter 10 in *Measuring Voting Behaviour in India*, New Delhi.: Sage publication.
  11. R. Karandikar, C. Pyne and Y. Yadav, (2002) "Predicting the 1998 Indian Parliamentary Elections", *Electoral Studies*, Vol.21, pp.69-89.

## PROFESSIONAL EDUCATION COURSES

### BAE IV. 7: LEARNING AND TEACHING

**Credits: 4 (3L+ 1T+0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Gain an understanding of the process of learning.
- (ii) Understands the Conditions Essential for Facilitating Learning and Retention.
- (iii) Apply the Principles and Strategies of Major Approaches to Learning in Classroom Environment.
- (iv) Understands the Process of Effective Teaching and Qualities of Effective Teachers.
- (v) Understands various Approaches to Teaching and will be able to apply them in the relevant situations.
- (vi) Understands the Principles and Strategies for Creating Conducive Classroom Environment.
- (vii) Appreciates the role of a teacher as leader, organizer, a facilitator & a humane reflective practitioner.
- (viii) Realize the difficulties in learning and teaching.

#### **COURSE CONTENT:**

##### **Unit I: Concept and Nature of Learning:**

Factors Associated with Learning

Maxims of Learning and their Educational Implications

Approaches to Learning (Concept, Associated Concepts Basic Principles and Educational Implications)-Habitual Learning, Associative Learning (Classical and Instrumental Conditioning), Spatial Learning/Cognitive Maps, observational Learning, Learning by Insight, Information Processing Approach, Humanistic Approach, Constructivist Learning Approach

Types of Learning-Concept Learning, Skill Learning, Verbal Learning, Learning of Principles and Problem Solving (Meaning, Nature, Stages, Principles and Approaches/Strategies)

##### **Unit II: Understanding the Components of Learning**

**Attention**-Meaning, Factors Influencing Attention, Strategies for Enhancing Attention;

**Perception**-Meaning, Laws of Perceptual Organization (Gestalt Psychologists' View) and Educational Implications.

**Process of Memory**- Sensory Registration, Retention(Storing), Recognition, Recall; Factors Influencing Retention; Strategies for Enhancing Memory.

**Transfer of Learning**- Concept, Types, Theories; Strategies for Enhancing Positive Transfer of Learning

**Achievement Motivation**- Concept, Intrinsic and Extrinsic Motivation; Strategies for enhancing Achievement Motivation in Students.

### **Unit III: Understanding the Process of Teaching-Learning:**

Teaching as a Profession

Teaching as an Art and Science.

Understanding the Process of Teaching as a Profession

Identifying the need and importance of classroom teaching-learning

Reflective teaching/ practice

Skillful teaching

Applying the knowledge of Maxims of Teaching

Role of teacher in identifying classroom related problems

### **Unit IV: Teacher and Teaching as a profession:**

Various Approaches to Teaching: Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Collaborative, Personalized, and Holistic.

Teacher as a Facilitator and Guide/Philosopher/Friend

Teachers' commitment towards fulfilling Felt Need of Learners

Professional Characteristics of Teacher in Classroom Management.

Skills & Competencies of a Teacher Communication: Meaning, mode: input/process/output

Basic Model of Communication: Sender, Message, Medium, Receiver & Reach; Factors facilitating communication

Effective Classroom Management-Principles and Strategies

Leadership Qualities in Teachers

### **Practicum:**

Conducts Projects on 6 Identifying the Learning Difficulties of Students in Different School Subjects and the Possible Reason for them; Providing Remedial Instruction to the Students with Learning Difficulties; Study the Qualities of Effective Teachers through observation, interview, case study etc., Visiting Model Schools and Prepare Reports

### **References:**

1. Benjamin S., Bloom et al. (1964). *Taxonomy of educational objectives*. Longman Group.
2. Bruce Joyce (1985) *Models of teaching* (2<sup>nd</sup> ed.) Prentice Hall.
3. *Encyclopaedia of Modern Methods of Teaching and Learning* (Vol. 1-5).
4. Gage N.L. *Scientific Basis of art of Teaching*
5. Gavriel Salomon (1981) *Communication and education* Sage.
6. Lieberman, M. (1956) *Education as a profession*. Prentice Hall, Inc.
7. Karthikeyan, C. (2004). *A Text book on instructional technology*, RBSA.
8. Kumar, S. (2014). *Child Development and Pedagogy*, Pearson.
9. Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
10. Siddiqui, Mujibul Hasan (2005). *Techniques of classroom teaching* A.P.H
11. Skinner, E.C. (1984). *Educational Psychology. 4<sup>th</sup> Edition*. New Delhi.: Prentice Hall of India Pvt. Ltd.

12. Snowman & Baihler (2006). *Psychology Applied to teaching*. Boston: Houghton Mifflin Company.
13. Stephens, L.M. & Evans, E.D. (1973). *Development and Classroom Learning: An Introduction to Educational psychology*. New York: Holt, Rinehart and Winston, Inc.
14. Tanner, L.N. & Lindgren, H.C. (1971). *Classroom Teaching and Learning*. New York: Holt, Rinehart and Winston, Inc.

**Web Resources:**

15. Courses on Communication Skills,  
<http://nptel.ac.in/courses/10HYPERLINK>  
["http://nptel.ac.in/courses/109104030/9104030/](http://nptel.ac.in/courses/109104030/9104030/)
16. Jane Ciumwari Gatumu, Reflective Teaching,  
<http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVE-TEACHING.pdf?sequence=1>
17. School leadership (2011), <http://azimpremjifoundation.org/pdf/learning-curve-16.pdf>

**PROFESSIONAL EDUCATION COURSES  
BAE IV. 8: DRAMA AND ART EDUCATION**

**Credits: 4 (3L+ 1T +0P)**  
**Contact hours per week: 5**  
**Exam Duration: 2 Hrs.**

**Marks: 100**  
**C1 + C2: 50**  
**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understand the efficacy of different art forms in education.
- (ii) Understand the use of Drama as a strategy
- (iii) Use Role play technique in the teaching learning process.
- (iv) Understand the importance of dramatic way of presentation.
- (v) Integrate singing method in teaching learning process.
- (vi) Understand various Dance forms and their integration in educational practices.
- (vii) Use art of drawing and painting in teaching learning process.
- (viii) Develop creativity through different creative art forms.

**COURSE CONTENT:**

**Unit I: Drama and its Fundamentals:**

Creative writing ó Drama writing, Drama as a tool of learning, Different Forms of Drama Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

**Unit II: Folklore Music (Vocal & Instrumental):**

*Sur, Taal and Laya (Sargam)*, Vocal - Folk songs, Poems, Prayers, Singing along with *Karaoke*, Composition of Songs, Poems, Prayers, Integration of *Vocal & Instrumental* in Educational practices

### **Unit III: The Art of Dance:**

Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances; intergrate movement and rhythm.

Integration of Dance in educational practices

(Action songs, *Nritya Natika*)

### **Unit IV: Drawing and Painting:**

Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms, Model making ó Clay modeling, Origami, Puppet making, Decorative ó Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art.

### **Practicum**

- (i) Developing a script of any lesson in any subject of your choice to perform a Play / Drama.
- (ii) Developing a script for the street play focusing on 'Girls' education and Women empowerment.
- (iii) Preparing a pictorial monograph on 'Various folk dance of South India.
- (iv) Preparing a pictorial monograph on 'Various Classical Dance forms in India'.
- (v) Preparing a calendar chart on 'Various Musical Instruments in India'.
- (vi) Develop an Audio CD based on newly composed Poems of any Indian language.
- (vii) Preparing some useful, productive and decorative models out of the waste materials.
- (viii) Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- (ix) Development a Review of a theatre programme if possible
- (x) Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- (xi) Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.

\* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.

### **References:**

1. *Natyashastra* by Bharathamuni
2. Deva, B.C. (1981). *An Introduction to Indian Music*. Publication Division, Ministry of Information and Broadcasting, Government of India.
3. NCERT (2006). Position Paper by *National Focus Group on Arts, Music, Dance and Theatre*
4. *Theory of Drama* by A. Nicoll
5. *Folklore and School Education*. Regional Institute of English Publications, 2007.

### **Web Resources:**

6. Position Paper National Focus Group on Arts, Music & Dance, NCERT



- [http://www.ncert.nic.in/newncert/ncert/rightside/links/pdf/focus\\_group/art\\_education.pdf](http://www.ncert.nic.in/newncert/ncert/rightside/links/pdf/focus_group/art_education.pdf)
7. Arts in school education, (2012), <http://azimpremjifoundation.org/pdf/LCXVIII.pdf>
  8. Online courses on Arts, <http://www.dsource.in/course/index.php>
  9. Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT [http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI\\_Final\\_Copy\\_Revised\\_29.12.14.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf)

## PROFESSIONAL EDUCATION COURSES

### BAE IV. 9: School Attachment Programme 2

**Credits : 2**

**Duration : 2 weeks**

**Marks: \*100**

**C1 + C2:50**

**C3: 50**

**Objectives:**

- To familiarize student teachers with classroom processes and skills employed in teaching-learning process
- To familiarize the student teachers with different types of schools existing in the community.

**COURSE CONTENT:**

- The student teachers will observe minimum 3 classes of regular teachers for understanding the skills and strategies used in teaching by them.
- The student teachers will visit different types of schools such as Government, Government aided and private schools to study their governing norms, regulations and participation in the community.
- The student teachers will visit the schools run by community/NGO or other organizations like minority run schools, schools in SC/ST dominated areas, schools in slum areas, special and inclusive schools and submit the report.

**Evaluation:\* All assessments are internal**

C1 ó Report 1

C2 ó Report 2

C3 ó PPT

# FIFTH SEMESTER

## CORE COURSE 1 E: ENGLISH LITERATURE

### BAE V.1: Literary Criticism and Critical Theory

**Credits 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

#### Objectives:

- (i) This paper explores the theoretical deployment of the category of gender. Covers the basic histories of feminism as a historical force.
- (ii) Introduces the general scope of feminist studies as an interdisciplinary intellectual project in the academy.
- (iii) Questions notions of natural difference in order to explore how such notions are implicated in epistemologies, histories, broader cultural practices and relations of power.
- (iv) Offers an explanation of how the category of gender has come to define the human subject.
- (v) Redefining the male dominated lyric tradition; Sexual politics in the construction of the self in modernist women's writing; The confessional mode in women's writing.
- (vi) Social reform movements and their impact on gender relations in India;
- (vii) The correlation between Aesthetics and Activism in women's writing

#### COURSE CONTENT:

##### Unit I: Classical age

Nature and function of criticism- Influence of Plato- Mimesis  
Aristotle- major concepts- mimesis, katharsis, hamartia  
Horace and the concept of decorum  
Longinus- the sublime

##### Core Reading:

Aristotle : Poetics (Classical appendix in English Critical Texts, OUP, Madras, 1962)  
Longinus : On the Sublime (Classical Criticism, Cambridge University Press, UK, 2000)  
Prasad, B. : An Introduction to English Criticism (Macmillan, India, 1965)

##### Unit: II: Indian Aesthetics

Theory of Rasa, Vijnana and Alankara  
Contrastive study of Classical Western Theories and Indian theories  
Bharata's Natyasasthra

##### Core Reading:

Das Gupta, S.N. 'The Theory of Rasa' (Indian Aesthetics: An Introduction. Ed.V.S.Sethuraman, Macmillan, India, 1992.)

Kumaraswamy, Anand. *The Dance of Siva*, Macmillan, India, 1990  
Raghavan, V. *Use and Abuse of Alankara in Indian Aesthetics An Introduction*. Macmillan, India, 1992  
S.K.De: *Kuntaka's Theory of Poetry: Vakrokti*  
Kunjunni Raja : *Theory of Dhvani*

### **Unit 3: Modern Criticism**

Core Texts:

Northrop Frye : *The Archetypes of Literature* (Faber, 2008)  
Victor Shklovsky: *Art as Technique* (Macmillan, UK, 2002)  
Wordsworth : *Preface to Lyrical Ballads* (Routledge, 2007)  
Edmund Wilson: *Marxism and Literature* (Shores of Light. Edmund Wilson and Lewis M. Dancy, Macmillan, 2007)  
Elaine Showalter: *Towards a Feminist Poetics* (Contemporary Criticism, ed. Sethuraman., V.S., Macmillan, India, 1989)

### **Unit 4: Critical Terms and Concepts**

Various tools, movements and concepts in criticism

Figures of speech: simile, metaphor, synecdoche, metonymy, symbol, irony, paradox

Movements: Classicism, neo-classicism, romanticism, humanism, realism, magic realism, naturalism, symbolism, Russian formalism, Marxist criticism, absurd criticism, modernism, structuralism, post-structuralism, deconstruction, post-modernism, post-colonialism, feminism, psycho-analytic criticism

Concepts: Objective correlative, ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype

Core reading:

Abrahams, M.H. *A Glossary of Literary Terms*. VII ed. Thomas Heinle, India, 1999  
Bertens, Hans. *Literary Theory: The Basics*, Routledge, 2001  
Klages, Mary. *Literary Theory for the Perplexed*, Viva Books, India, 2007

References:

1. Rolland Jakobson. *Modern Criticism and Theory: A Reader*, Pearson: London, 2007
2. Hans Bertens: *Literary Theory- The Basics*, Routledge, London, 2001
3. T.S.Dorsch : *Classical Literary Criticism*, Penguin Books. 2002
4. Wimsatt and Brooks ó *Literary Criticism- A Short History*, Macmillan, 2002
5. Wimsatt and Brooks- *Myth and Archetype*, Macmillan, London, 1981
6. Chris Barker- *Cultural Studies*, Faber Books, London, 2002

## **CORE COURSE 2 E: HISTORY**

### **BAE V. 2: Historiography**

**Credits: 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1 +C2: 50**  
**C3: 50**

**Objectives:** On completion of the paper the students will be able to:

- (i) analyze the meaning, definitions of history and historiography
- (ii) appraise social revolutions in the world
- (iii) analyze different historiographical considerations

#### **Unit I: Historiography:**

- (i) Meaning of history, importance, definitions, Is History a science or art, relationship with other social sciences, historiography- Historical Facts-Problems of historical Evidence-Critical approaches to Sources-Narrative and arguments in History-Distinction between perspectives and bias- Causation and generalizations in History-Sources and Criticism-Historical Approaches-Historical materialism.
- (ii) Scientific and social revolutions  
Scientific revolutions- Contributions of Copernicus and Bacon-Newton's laws of Nature-Industrial Revolution - Factory system and the guild system of Production-Changes in the means and relations of production- Case study of French revolution.

#### **Unit II: Historiography of ancient India:**

Oriental Despotism -Asiatic Society-Nationalist and Marxist approaches

#### **Unit III: Historiographical considerations of medieval India:**

Orientalism and the concept of Asiatic Society-Nationalist and Marxist approaches

#### **Unit IV: Indian historical writings of Modern India:**

Nationalist school of thought and Dadabhai Nauroji-RC Dutt- Modern Writers: Tarachand and R.C. Majumdar- Nationalist, Marxist Feminist, Dalit, Subalterns and Post-modern approaches

#### **References:**

1. Sheik Ali, B., *History – Its Theory and Method*, Mac Milan India Ltd, Delhi., 1995
2. Arthur Marwick, *Nature of History*, London, 1990
3. Barnes, H.E., *History of Historical Writing*, New York, 1963
4. Carr, E.H., *What is History?*
5. Momigliano, A., *Essays in Ancient and Modern Historiography*, Oxford
6. Perry Anderson, *In the Tracks of Historical Materialism*, London, 1983
7. Peter Burke (Ed.), *New Perspectives on Historical Writing*, Polity Press, 1977
8. Sreedharan, *Historiography*, Orient Longman
9. Satish K Bajaj, *Recent Trends in Historiography*, Anmol Pvt. Ltd., New Delhi.
10. Venugopal T R, *History and Theory, National Seminar Papers*, Department of History, Govt. College, Trissur, 1997.
11. Hobsbawm Eric, *On History*, Weidenfeld and Nicolson, London, 1997.

**CORE COURSE 3 E: GEOGRAPHY**  
**BAE V. 3A: Regional Geography of Asia and Europe**

**Credits 4 (3L+0T+1P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

**Objectives:**

The objectives of this course are to give an overview of the land, people and economy of the different countries of the world, so that the students are aware of their neighbours as well as other countries located in distant realms. In this process, the students would be abreast of the diverse geographical processes, in the ambits of which economic development of various countries of the world have evolved.

**COURSE CONTENT:**

**Unit I: Physical Asia:**

Physiographical Divisions of Asia. Major River Systems. Climate. Natural Vegetation. Asia in the context of the world. Terrain pattern, Drainage. Classification and Distribution of Climate, Natural Vegetation, and Soils,

**Unit II: Population and Economy of Asia:**

Growth and Spatial Distribution of Population in Asia. Distribution and Production of Major Crops: Rice, Wheat, Sugar Cane, Cotton, Tea and Rubber. Major Industries in Asia: Iron and Steel, Textile and Sugar. Major Industrial Regions of Asia.

**Unit III: Physical Europe:**

Physiographical Divisions of Europe. Major River Systems. Climate. Natural Vegetation. Europe in the context of the world. Terrain pattern, Drainage. Classification and Distribution of Climate, Natural Vegetation, and Soils.

**Unit IV: Population and Economy of Europe:**

Growth and Spatial Distribution of Population in Europe. Distribution and Production of Major Crops: Wheat, Cotton and Dairy Farming in European Countries. Major Industries in Europe: Iron and Steel, Textile and Petroleum Refineries. Major Industrial Regions of Europe.

**References:**

1. Cole, J. A *Geography of the World's Major Regions*, Routledge, London, 1996.
2. DeBlij, H.J. *Geography: Regions and Concepts*, John Wiley, New York, 1994.
3. Dickenson, J.P. et al. *The Geography of the Third World*. Routledge, London, 1996.
4. Gourou, P. *The Tropical World*, Longman, London, 1980.
5. Jackson, R.H. and Hudman, L.E. *World Regional Geography: Issues for Today*, John Wiley, New York, 1991.
6. Kolb, A. *East Asia -Geography of a Cultural Region*, Mathuen, London, 1977.
7. Minshull, G.N. *Western Europe*, Hodddard & Stoughton, New York, 1984.
8. Songquiao, Z. *Geography of China*, John Wiley, New York, 1994.
9. Ward, P.W. and Miller, A. *World Regional Geography: A Question of Place*, John Wiley, New York, 1989.

**PRACTICALS**  
**Statistical Methods in Geography**

**Exam Duration: 3hrs**

**C3: 50**

**COURSE CONTENT:**

**Data Collection and Representation:**

Geographical Data Management: Collection (Sampling Techniques- Significance and Types), Classification, Tabulation, Interpretation and Analysis of Geographical Data. Frequency Distribution: Attribute and Variable, Discrete and Continuous.

**Graphical Representation of Statistical Data:**

Graphical Representation of Frequency Distribution (Histogram, Frequency Polygon, Curve, cumulative frequency curve and Ogives).

**Measurement of Central Tendency and Dispersion:**

Measures of Central Tendencies: Mean, Median and Mode; Skewness. Measures of Dispersion: Range, quartiles and percentiles, Mean Deviation, Standard Deviation, Co-efficient of variation.

**Application:**

Application of mean, median, quartile and standard deviation in mapping of population, agriculture and industrial data.

**References:**

1. Singh, R.L., *Elements of Practical Geography*, Kalyani Publishers, New Delhi., 1979.
2. Gopal Singh, *Map Work and Practical Geography*, III Edition, Vikas Publishing House, New Delhi.
3. Mishra R, P., *Fundamentals of Cartography*, 1969, Prasaranga, University of Press, Mysore.
4. Zamir Alvi, *Statistical Geography, Methods and Applications*, Rawat Publications, Jaipur, 1995.

**CORE COURSE 3 E: POLITICAL SCIENCE**

**BAE V. 3B: Indian Government and Politics**

**Credits 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

**Objectives:** After completing the course the student teachers will be able to understand and comprehend:

- (i) the basic philosophy, structure and salient features of Indian Constitution
- (ii) the working of the Federal System in India
- (iii) the role and important functions of the Government Machinery
- (iv) and the different roles and functions of the Party system in India

## **COURSRS CONTENT:**

### **Unit I: Indian Constitution:**

Philosophy, Basic Structure of Indian Constitution, Salient features of Indian Constitution, Fundamental rights and Duties, Directive principles of State policy, Judicial Independence and Judicial Activism

### **Unit II: Federal System in India:**

Centre state relations, Autonomous demands, main recommendations of Sarkaria Commission and electoral reforms in India

### **Unit III: Government Machinery:**

Power and position of the President, Prime Minister and the cabinet, Power and positions of Governor and Chief minister, Parliament and state legislature, law making process and reasons for the decline of Legislature

### **Unit IV: Party System in India:**

National and regional Parties, Pressure groups, their role in Indian Politics

### **References:**

1. Austin, Granville, *Working of a Democratic Constitution*, The Indian Experience, Oxford Publications, New Delhi., 2000
2. Basu, D.D., *An Introduction to the Constitution of India*, Prentice Hall, New Delhi., 1994
3. Chandra, Ashok, *Federalism in India: A Study of Union-State Relations*, George Allen and Unwin, London, 1965
4. Johari, J.C., *Indian Government and Politics*, Vikas Publications, New Delhi., 2001
5. Pylee, M.V., *Constitutional Government in India*, S. Chand and Co., New Delhi., 1984.

## **PROFESSIONAL EDUCATION COURSES** **BAE V. 4: ASSESSMENT OF LEARNING**

**Credits: 4 (3L+ 1T +0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** this course is designed to help student teachers to:

- (i) Understand the nature of assessment and evaluation and their role in teaching- learning process.
- (ii) Understand the importance of assessment in continuous and comprehensive manner
- (iii) Plan assessment tasks, techniques, strategies and tools to assess learner's competence and performance in curricular and co-curricular areas,
- (iv) Devise marking, scoring and grading procedures,
- (v) Analyse, manage and interpret assessment data.
- (vi) Devise ways of reporting on student performance
- (vii) Develop the skills of reflecting-on and self-critiquing to improve performance.

## **COURSE CONTENT:**

### **Unit I: Introduction to Assessment & Evaluation:**

- (a) Concept of test, measurement, Assessment, examination, appraisal and evaluation in education and their inter relationships.
- (b) Purpose and objectives of assessment/ Evaluation- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- (c) Importance of assessment & evaluation for Quality Education ó as a tool in Pedagogic decision making (writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed).
- (d) Forms of assessment: -
  - (i) (Formative, Summative, diagnostic; prognostic, placement; Norm referenced; Criterion referenced based on purpose)
  - (ii) (Teacher made tests Standardized tests: based on nature & scope)
  - (iii) (Oral, written, performance: based on mode of response)
  - (iv) (Internal, External, self, peer, & teacher, group Vs individual- based on context)
  - (v) Based on nature of information gathered (Quantitative, Qualitative)
  - (vi) CCE, school based assessment; Standard Based- based on Approach
- (e) Recent trends in assessment and evaluations:
  - Assessment for learning, assessment of learning and assessment as learning; Relationship with formative and summative, Authentic assessment.
  - Achievement surveys- State, National and International; Online assessment; On demand assessment/ evaluation.
  - Focus on Assessment and Evaluation in Various Educational commissions and NCFs

### **Unit II: Developing Assessment Tools, Techniques and Strategies -1:**

- (a) Concept of Cognitive, Affective, Psychomotor domain of learning
- (b) Relationship between educational objectives, learning experiences and evaluation.
- (c) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives-
  - Knowledge dimensions: - factual, conceptual, procedural and meta-cognition.
  - Cognitive, Affective, Psychomotor domains ó Classification of objectives
- (d) Stating objectives as learning outcomes: General, Specific.
- (f) Construction of achievement tests- steps, procedure and uses (Teacher made test/Unit Tests)
  - Constructing table of specifications & writing different forms of questions ó (VSA, SA, ET & objective type, situation based) with their merits and demerits; assembling the test, preparing instructions, scoring key and marking scheme; and question wise analysis
- (g) Construction of diagnostic test ó Steps, uses & limitation; Remedial measures- need types and strategies
- (h) Quality assurance in tools ó Reliability: Meaning & Different methods of estimating reliability (Test-retest; equivalent forms, split- half); Validity: Meaning & Different methods of estimating reliability (Face, content, construct), Objectivity and Practicability/ Usability
- (i) Inter dependence of validity, reliability and objectivity



### **Unit III: Developing Assessment Tools, Techniques and Strategies –II:**

- (a) Concept of CCE, need for CCE its importance; relationship with formative assessment and problems reported by teachers and students
- (b) Meaning & construction of process-oriented tools- Interview; Inventory; observation schedule; check-list; rating scale; anecdotal record;
- (c) Assessment of group Processes-Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria for assessment of social skills in collaborative or cooperative learning situations.
- (d) Promoting Self-assessment and Peer assessment ó concepts and criteria
- (e) Portfolio assessment ó meaning, scope & uses; developing & assessing portfolio; development of Rubrics

### **Unit IV: Analysis, Interpretation, Reporting and Communicating of student's Performance:**

- a) Interpreting student's performance
  - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages, rank correlation)
  - (ii) Graphical representation (Histogram, Frequency Curves)
- (b) Grading ó Meaning, types, and its uses
- (c) Norms ó Meaning, types, and its uses
- (d) Reporting student's performance ó Progress reports, cumulative records, profiles and their uses, Portfolios, Using descriptive Indicators in report cards
- (e) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching ó learning process; Identifying the strengths & weakness of learners.

### **Sessional Work:**

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers: teacher made and various Boards
6. Analysis of report cards - State and Central (CBSE)
7. Analysis of various education commission reports and NCFs for knowing various recommendations on Assessment and Evaluation

### **References:**

1. Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*, New Delhi.: PHI Learning PVT. LTD.
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3. Gupta, S.K. (1994). *Applied Statistics for Education*, Mittal Publications.
4. Mehta, S.J. & Shah, I.K. (1982). *Educational Evaluation*. Ahmedabad, Anand Prakashan (Gujarati).
5. NCERT (2015) *Learning Indicator*, New Delhi.
6. NCERT (2015) *CCE Packages*, New Delhi.
7. Rani, P. (2004). *Educational Measurement and Evaluation*, New Delhi.: Discovery Publishers.

8. Rawat, D.S. (1970). *Measurement, Evaluation and Statistics in Education*, New Delhi.: New Raj Book Depot.
9. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). *Measurement and Assessment in Education*, New Delhi.: PHI Learning PVT. LTD.
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11. Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*, New Delhi.: PHI Learning Pvt. Ltd.
12. Yadav, M.S. and Govinda, R. (1977). *Educational Evaluation*, Ahmedabad: Sahitya Mudranalaya.
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14. Ved Prakash, et.al. (2000). *Grading in Schools*, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.
15. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio Assessment in the Reading – Writing Classroom*, Norwood, MA: Christopher-Gordon Publishers
16. Glatthorn, A. A. (1998). *Performance Assessment and Standards-based Curricula: The Achievement Cycle*, Larchmont, NY: Eye no Education
17. Gredler, M. E. (1999). *Classroom Assessment and Learning*, USA: Longman.
18. Likert, R. (1932). *A Technique for the Measurement of Attitudes*, Archives Psychology, 40.
19. Mehrens, W. A. & Lehmann, I. J. (1991). *Measurement and Evaluation in Education and Psychology*, (8th ed.) Chapter 10: Describing Educational Data.
20. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement (Second Edition)*, New York: Macmillan College Publishing Company Inc.
21. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know (Third Edition)*, Boston: Allyn & Bacon.

#### **Web Resources:**

22. Assessment in school education, (2013)
23. <http://azimpremjifoundation.org/sites/default/files/userfiles/files/Issue%20XX%20Section%20C.pdf>
24. Compendium of Tools, (2013), CBSE
25. [http://cbse.nic.in/ePub/webcbse/webcbse/Revised%20Compendium%20of%20HYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/Revised%20Tools/Revised%20HYPERLINK\"http://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/RevisedCompendiumofTools/docs/RevisedCompendiumofTool\"ompendium%20of%20Tools/docs/Revised%20Compendium%20of%20Tools.pdf](http://cbse.nic.in/ePub/webcbse/webcbse/Revised%20Compendium%20of%20HYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/Revised%20Tools/Revised%20HYPERLINK\)
26. <http://www.cbse.nic.in/cce/index.html>
27. [www.ncert.nic.in](http://www.ncert.nic.in)
28. <http://nroer.in/home/>

## PROFESSIONAL EDUCATION COURSES

### BAE V. 5: Pedagogy of English

**Credits: 4 (2L+ 2T +0P)**

**Contact hrs per week: 6**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** student teachers:

- (i) understand the status and functions of English in India.
- (ii) understand the principles underlying the learning of English language.
- (iii) develop an insight into the language learners and the learning process
- (iv) critically evaluate the new school English curriculum.
- (v) understand the importance of various instructional aids.
- (vi) analyse and fourfold language skills and their interrelationship.
- (vii) become familiar with the different types of vocabulary and structural items.

#### **COURSE CONTENT:**

##### **Unit I: General Introduction on Language:**

Understanding and defining Language; various components of language; Functions of language; Signature characteristics of Languages; Understanding the following concepts Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multilinguals.

Minority languages and Heritage languages, Code mixing and code switching- their application in classroom. Introducing the four major skills and subskills- Teaching oral communication- listening and speaking skills in the classroom-collaborative learning activities and demonstrations of approaches to teaching oral communication- developing, evaluating and adapting tasks and resources.

##### **Unit II: Language Acquisition:**

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky and Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Theories of Noam Chomsky and Ken Goodman.

A general understanding of the traditional approaches including grammar-translation method, audio-lingual method, bilingual method and communicative approach

Teaching and assessing reading skills in the classroom ó investigate varied teaching strategies for meeting learner's diverse abilities and needs-guidance for developing, evaluating and adapting reading tasks and resources.

##### **Unit III: Language and Literacy in the Context of School:**

Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Home language, notions of dialects and colloquialism, literary inventions and idioms.

Understanding notions concerning õrightõ and õWrongõ use of language; acknowledging the

worth of errors in language learning.

Student teachers will develop an understanding of the role of grammar in syllabus text types and current textbooks- practice designing appropriate grammar teaching and assessment strategies within other context of teaching other language skills- presentations and demonstration of approaches to grammar teaching- guidance for developing evaluating and adapting grammar teaching tasks and resources.

#### **Unit IV: Multimedia and Communications Technology:**

CALL- Computer Assisted Language Learning

Audio visual aids importance and their limitations

Pictures, Audio CDs, realia, flashcards, flip charts, language lab, models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting, various IT resources, etc.

Develop an understanding of theoretical approaches to teaching and assessing writing, and explore different strategies for integrating classroom writing with other language skills and subjects-collaborative and reflective activities that provide guidance in developing and adapting textual and media resources for writing syllabus.

#### **Sessional Work:**

- (i) Students undertake a study of the linguistic cultures prevailing in the society
- (ii) Make a case study of use of home language and second language
- (iii) Assess the influence of IT resources on language learning and teaching.

#### **References:**

1. *National Curriculum Framework*, 2005, NCERT
2. *Position Paper on English*, NCERT
3. Agnihotri, R. K. and Khanna, A. L. (1994). *Second language acquisition: Sociocultural and linguistic aspects of English in India*. New Delhi.: Sage Publications.
4. Allen and Cambell (Ed.). (1969). *Teaching English as a second language*, New Delhi.: Tata McGraw Hill. Book Co.
5. Allen, H. B. (1965). *Teaching English as a second language: Book of readings*, Bombay: McGraw Hill.
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7. Carrel, P. L., Devine, J. & Eskey, D. E. (1988). *Interactive approaches to second language reading*, Cambridge: Cambridge University Press.
8. Chaturvedi, M. G. & Mohale, B. V. (1976). *Positions of language in School Curriculum in India*, New Delhi.: NCERT.
9. Chaudron, Craig, (1988). *Second language classrooms*, Cambridge University Press.
10. Cook, Vivian. (1991). *Second language learning and language teaching*, New York: Chapman and Hall Inc.
11. Crystal, David. (Ed.). (1997). *Cambridge encyclopaedia of second language education*, United Kingdom: Cambridge University Press.
12. Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*, Claredon. UK: Multilingual matters.
13. Di Pierro, R.J. (1987). *Strategic interaction: Learning language through scenarios*, Cambridge University Press. Vv
14. Dubin, F. and Olshtain, E. (1986). *Course design- developing programs and materials for*

- language learning*, Cambridge University Press.
15. Ebel, R. L. and Frisbie. D. A. (1991). *Essentials of educational measurement*, New Delhi.: Prentice Hall of India Pvt. Ltd.
  16. Eggen, P. D. and Kauchak, D. P. (1990). *Strategies for teachers: Teaching content and thinking skills*, New Jersey: Prentice Hall.
  17. Ellis, Rod. (1987). *Understanding second language acquisition*, Oxford University Press.
  18. Underhill, Nic. (1987). *Testing spoken language. A handbook of oral testing techniques*, Cambridge University Press

## **PROFESSIONAL EDUCATION COURSES**

### **BAE V. 6: Pedagogy of Social Science**

**Credits: 4 (2L+ 2T +0P)**

**Contact hours per week: 6**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** To enable the prospective teachers:

- (i) To develop an insight into the emergence of social sciences as a discipline, nature of knowledge and process of inquiry in social sciences, and contributions made by Indian social scientists.
- (ii) To comprehend the place of social sciences in school curriculum as well as the conceptual and pedagogical shift occurred in the field.
- (iii) To analysis the policy documents on education and bring out perspectives on aims and objectives of social science curriculum in India.
- (iv) To critically appraise the existing social science curriculum at the national and state level in the light of the approaches and principle of curriculum design and organization.
- (v) To evaluate the social science textbooks based on laid down criteria.
- (vi) To prepare effective plans for teaching social sciences at secondary level including Unit and Lesson Plans.

### **COURSE CONTENTS:**

#### **Unit I: Nature and Place of Social Sciences in School Curriculum:**

Overview of emergence of social science as a disciplines.

Nature of knowledge and process of inquiry in social sciences; Specialized knowledge versus Inter-disciplinary knowledge; Contributions made by Indian Social Scientists.

Concept of social science and social studies; Evolution of social science curriculum as reflected in National Curriculum Frameworks.

Social science as a core subject in school curriculum; Paradigm shift in school social sciences: conceptual and pedagogical.

Aims and objectives of learning social sciences; Emphasis in teaching: integrated versus disciplinary.

**Unit II: Social Science Curriculum and School Textbooks:**

Approaches and challenges in designing social science curriculum: child centered, society centered, subject centered, and constructivist.

Selection of content from different social science disciplines and their weightages and interrelationship; Content load, scientific rigour, and normative concerns.

Organization of content: Thematic, Spiral, Interdisciplinary; Horizontal and Vertical linkage; Linkage between upper primary and secondary curriculum.

Textbook content and classroom discourse; scope for multiple reading and meaning; Political and ideological underpinning; Representation of dominant views.

Critical review of social science textbooks from diverse curricular and pedagogical perspectives.

**Unit III: Pedagogical Practices in Social Sciences:**

Principles of effective pedagogy in social sciences; Facilitating learning in social science: Creating multiple, meaningful and participatory learning contexts; Promoting questioning abilities; Providing opportunities for collaborative learning.

Effective scaffolding of student's learning; Developing critical perspectives-historical, environmental, economic and constitutional.

Pedagogical analysis in social sciences: Analysis of textbook content; Identification of themes, key concepts and issues; Formulating instructional objectives; Selection of appropriate methods, materials and strategies of teaching learning; Deciding evaluation devices and techniques.

Development of Unit Plan: Thematic mapping of curricular content of a unit; Identification of learning indicators in social sciences at secondary level; Preparation of Unit plan.

**Unit IV: Planning for Teaching Social Sciences:**

Importance of planning in teaching: Analyzing relevant materials including videos on instructional planning; Critical review of videos on teaching social sciences; Observation of classroom practices of social science teachers and reflect upon planning and implementation of teaching in social sciences.

Approaches to lesson planning in social sciences: Herbartian approach, Bloom's evaluation approach, Constructivist approach, 5Es lesson plan model in social sciences.

Using Taxonomy of Instructional Objectives as a tool for setting learning objectives; Writing learning objectives—behavioral and non-behavioral—based on selected chapters from social science textbooks.

Designing and sequencing of learning activities; Preparation of lesson plans in social sciences.

**Practicum:**

- (i) Critical analysis of educational policies, curriculum frameworks and other relevant documents to bring out the evolution of social science curriculum in India.
- (ii) Critical appraisal of existing social science curriculum and textbook at school level.
- (iii) Analysis of social science textbook content of classes IX and X and preparation of four unit plans, one each in History, Political science, Geography and Economics.
- (iv) Student teachers write at least four lesson plans, one each in history, geography, economics and political science based on the units in the textbooks of classes IX and X, and present and discuss in groups under the mentorship of faculty members.
- (v) Review of National Policies on Education and Curriculum Frameworks to bring out the perspectives, aims and objectives of social science curriculum in India.

- (vi) Critical appraisal of national and state social science curricula and compare with standard based curricula of selected countries.
- (vii) Critical analysis of existing social science textbooks of classes VI to X.

**References:**

1. Allen, J and Landaker, C. (2004). *Reading history: Strategies to improve comprehensions and connections in social studies classes*, New York: Oxford University Press.
2. Arora, P. (2014). *Exploring the Science of Society*. *Journal of Indian Education*, NCERT.
3. Batra, P. (2010). *Social science learning in schools: Perspectives and challenges*, New Delhi.: Sage publications India.
4. Binning, A. A. and Binning, D. H. (1952). *Teaching of social studies in secondary schools*, Bombay: Tata McGraw Hill.
5. Burz, H. L. and Marshall, K. (1998). *Performance based curriculum for social studies: From knowing to showing*, Thousand Oaks: Corwin Press, INC.
6. Crotty, M. (1998). *The foundation of social research: Meaning and perspectives in the research process*, London: Sage Publications.
7. Dhamija, N. (1993). *Multimedia approaches in teaching social studies*, New Delhi.: Harman Publishing House.
8. Farris, P. J. (2001). *Elementary and middle education social studies: An interdisciplinary instructional approach*, New York: McGraw Hill.
9. George, A. M and Madan, A. (2009). *Teaching social science in schools*, New Delhi.: Sage Publications India.
10. *National Curriculum Frameworks 1975, 1988, 2000 and 2005*.
11. Root, M. (1993). *Philosophy of Social Sciences*, Oxford: Blackwell.
12. Sartori, G. (Ed.) (1984). *Social concepts: A systematic analysis*, New Delhi.: Sage Publications.
13. Siddiqui M. H. *Teaching of economics*, APH Publications Corporation.
14. Sanford, M. (1986). *The nature of historical knowledge*, Oxford. Blackwell.
15. Teachers Curriculum Institute. (2010). *Bring Learning Alive: Methods to Transform Middle and High School Social Studies Instruction*. [[www.teachtci.com](http://www.teachtci.com)]
16. Trigg, R. (1985). *Understanding social science: A philosophical introduction to social sciences*, Oxford: Blackwell.
17. Wilkins, E. J. (1979). *Elements of social sciences*, London: McDonald and Evans.

## BAE V.7 :School Attachment Programme - 3

**Credits : 2**  
**Duration : 2 weeks**

**Marks: \*100**  
**C1 + C2:50**  
**C3: 50**

### Objectives:

#### The student teachers will

- Understand learners coming from diverse backgrounds
- Analyze the availability of physical and learning facilities which function as the curriculum resources at secondary level.
- Analyze the relevance of principles of curriculum organization and transaction to actual implementation process of curriculum in schools

### Course Content

The student teachers will perform the activities listed below and prepare reflective diary and the reports on the tasks performed separately level wise. They will present their reports in the seminar organized after the completion of school attachment programme.

During this phase student teachers are expected to begin developing their own understanding about facilities available in school, learners and their learning context, curriculum transactions in school. Student teachers gain understanding being into actual school environment by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on school, learner contexts and teacher context are suggested to be carried out by student teachers in this phase.

- Analyze how the curriculum proposed at the national /state levels are translated into class room practices by observing teacher's classes of any one subject
- Identify the resources and facilities used by the teacher for teaching a lesson and interact with teacher to identify the resource mobilization.
- Study of the availability of facilities and resources catering to curriculum transaction at upper primary and secondary levels - labs, library, activity rooms, learning resources, art and craft resources and resources for physical education and yoga
- Study of the facilities and scope for inclusiveness in school environment
- Observation of classes to understand the learning processes ; Study the learners coming from diverse back grounds and their interaction in classrooms - social context of learners; Individual differences; learning facilities for Inclusive children
- Observation of learners in various contexts ( participation in school activities, play ground, lunch time, participatory role in school functioning, maintenance of class room and school surroundings, responsibilities taken in various club activities etc.)

#### Records to be submitted for assessment

- Report on the analysis of school and the class room practices in realizing the curricular expectations evolved at national/state level.
- Report on availability and utility of resources in school.
- Report on learners diversities.

#### Evaluation:\* All assessments are internal

- C1 ó Report 1
- C2 ó Report 2
- C3 ó PPT



# SIXTH SEMESTER

## CORE COURSE 1 F: ENGLISH LITERATURE

### BAE VI. 1: American Literature

**Credits 4 (3L+1T+0P)**

**Contact Hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

#### **Objectives:**

- (i) To offer the student teachers perspectives into separate identity and individualizing themes that establish the intrinsic character of the American lives and their myriad reflections in literature.
- (ii) To help the student teachers to make an in-depth study of the factors that contributes to make the American English and American literature an entirely different experience in stark contrast to its more aristocratic counterparts of British Literature and Kingø English.
- (iii) To offer insights for the student teachers about the sociological and historical factors of the American reality that inspires its literature.
- (iv) To facilitate the student teachers, understand the different contours of the American theatre.
- (v) To help student teachers derive an insight into early Afro-American writing.

#### **COURSE CONTENT:**

##### **Unit I: Poetry:**

Robert Frost: Mending Wall

Walt Whitman: When Lilacs Last in the Dooryard Bloomed, A Noiseless Patient Spider.

Emily Dickinson: I heard a fly buzz when I died, Because I could not stop for Death

Sylvia Plath: Mirror, Tulips.

E E Cummings: Somewhere I have never Travelled, gladly beyond

Sylvia Plath: Daddy

Walt Whitman: Song of Myself

Wallace Stevens: The Snow Man

Carlos Williams: This is Just to Say

Alen Ginsberg: Howl

##### **Unit II: Fiction:**

Tony Morrison: The Bluest Eyes

##### **Unit III: Prose:**

Emerson: The American Scholar, Self-Reliance

John Steinbeck: Grapes of Wrath

Ernest Hemingway: A Farewell to Arms

William Faulkner: As I Lay Dying

##### **Unit IV: Drama:**

Arthur Miller: Death of a Salesman

Tennessee Williams: *A Street Car Named Desire*  
Edward Albee: *Who is afraid of Virginia Woolf*  
Arthur Miller: *Death of a Salesman*  
August Wilson: *Fences*

**References:**

1. Sturtevant - *Uncle Tom's Cabin*, Penguin Classics, New York, 1965
2. M Twain - *Huckleberry Finn*, Penguin Classics, New York, 1969
3. Henry James - *The Bostonians*, Penguin Classics, New York, 1976
4. Salinger - *Catcher in the Rye*, Routedledge, New Hampshire, 1980
5. Albee - *The Zoo Story*, South Illinois University, 2003
6. Dubois: *Afro-American Slave Narratives*, OUP, 2001
7. *American Drama*. Oxford Companion Series, 2002
8. *American Poetry*. Oxford Companion Series, 2002

**CORE COURSE 2 F: HISTORY**  
**BAE VI. 2: Making of Modern World**

**Credits 4 (3L+1T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

**Objectives:**

After completion of the course, the student teachers will be able to understand various issues with regard to transition from feudalism to capitalism, reformation in the Sixteenth Century Europe, The English Revolution and enlightenment and Philosophical developments.

**COURSE CONTENT:**

**Unit 1: Transition from feudalism to capitalism – Various Issues:**

Early colonial empires; Motives; Geographical explorations; Slave trade; Colonization in South America; Renaissance; Humanism in thought and arts

**Unit II: Reformation in sixteenth century Europe:**

Rise of Protestant religion and its impact; Economy of Europe (16-17<sup>th</sup> centuries): Commercial revolution; Scientific Revolution

**Unit III: The English revolution:**

Political and intellectual currents; Mercantilism in Europe; Transition to parliamentary system and ideas of representation

**Unit IV: Enlightenment and Philosophy:**

American and French revolution; Beginning of Industrial economy; Factory system and steam power; Rise of modern industries, social classes and means of communication (railways and telegraphs)

**References:**

1. E.J. Hobsbawm, *The Age of Extremes, 1914 – 1991*, New York: Vintage, 1996\_Carter V.
2. Findley and John Rothay, *Twentieth-Century World*, Boston: Houghton-Mifflin, 5th ed.

- \_2003\_Norman Lowe, Mastering
3. *Modern World History*, London: Palgrave Macmillan, 1997
  4. Mark Mazower, *The Balkans: A Short History* [especially chap. 4], New York: Modern Library, 2000: paperback, 2002
  5. Basil Davidson, *Modern Africa: A Social and Political History*, 3d ed. London New Jersey: Addison ó Wesley, 1995
  6. I, Rigoberta Menchu, *An India Woman in Guatemala* [Memoir of 1992 Nobel Peace Prize Winner, London: Verso.1987 {Hindi translation available}
  7. Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980*, Penguin, 1982
  8. P S Gupta, *Aadhunik Paschim Ka Uday*, Delhi.
  9. J H Plumb, *The Pelican Book of the Renaissance*, Penguin, 1982
  10. G. R. Elton, *Reformation Europe 1517,1559*, Wiley, 1999
  11. Ralph Davis, *The Rise of the Atlantic Economies*, New York, 1973
  12. Arvind Sinha, *Europe in Transition*, Delhi., 2010 (also in Hindi)
  13. Rodney Hilton, *The Transition from Feudalism to Capitalism*, Delhi., 2006.
  14. Fernand Braudel, *Civilization and Capitalism, Vols. I, II, III*, California, 1992
  15. Butterfield, Herbert. *The origins of modern science*. Vol. 90507. Free Press, 1997

## **CORE COURSE 3 F: GEOGRAPHY**

### **BAE VI. 3A: Regional Geography of America, Australia and New Zealand**

**Credits 4 (3L+0T+1P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

#### **Objectives:**

The objectives of this course are to give an overview of the land, people and economy of the different countries of the world so that the students are aware of their neighbours as well as other countries located in distant realms. In this process, the students would be abreast of the diverse geographical processes, in the ambits of which economic development of various countries of the world have evolved.

#### **COURSE CONTENT:**

##### **Unit I: Physical North America:**

Physiographical Divisions of North America. Major River Systems. Climate and factors influencing climate of North America. Natural Vegetation. North America in the context of the world. Terrain pattern, Drainage. Classification and Distribution of Climate, Natural Vegetation, and Soils,

##### **Unit II: Population and Economy of North America:**

Growth and Spatial Distribution of Population in North America. Distribution and Production of Major Crops: Wheat, Cotton, Corn Belts of North America. Major Industries in North America: Iron and Steel, Aluminum, Automobile and Petroleum Refineries. Major Industrial Regions of Asia.

### **Unit III: Physical Australia and New Zealand:**

Physiographical Divisions of Australia and New Zealand. Major River Systems. Climate. Natural Vegetation. Australia and New Zealand in the context of the world. Terrain pattern, Drainage. Classification and Distribution of Climate, Natural Vegetation, and Soils,

### **Unit IV: Population and Economy Australia and New Zealand:**

Growth and Spatial Distribution of Population in Australia and New Zealand. Distribution and Production of Major Crops: Wheat, Cotton and Dairy Farming in Australia and New Zealand. Major Industries in Australia and New Zealand: Iron and Steel, Woollen Textiles. Major Industrial Regions of Australia and New Zealand.

### **References:**

1. Cole, J. *A Geography of the World's Major Regions*, Routledge, London, 1996.
2. Cole, J.P. *Latin America-Economic and Social Geography*, Butterworth USA, 1975.
3. DeBlij, H.J. *Geography: Regions and Concepts*, John Wiley, New York, 1994.
4. Dickenson, J.P. et al. *The Geography of the Third World*, Routledge, London, 1996.
5. Gourou, P. *The Tropical World*, Longman, London, 1980.
6. Jackson, R.H. and Hudman, L.E. *World Regional Geography: Issues for Today*, John Wiley, New York, 1991.
7. Patterson, J.H. *Geography of Canada and the United States*, Oxford University Press 1985.
8. Ward, P.W. and Miller, A. *World Regional Geography: A Question of Place*, John Wiley, New York, 1989.

## **PRACTICALS**

### **Photogrammetry and Image Interpretation**

**Exam Duration: 3hrs**

**C3: 50**

### **COURSE CONTENT:**

#### **Aerial Photography:**

History and development of aerial remote Sensing. Application of their techniques in Geography. Aerial photograph and its index marks

#### **Photogrammetry:**

Stereo test; Orientation of stereo-pair under mirror stereoscope; Significance of focal length and Scale .Use of parallax bar and the determination of heights and slopes.

#### **Interpretation of Aerial Photographs:**

Identification of surface features on Aerial photograph - Measuring spatial extension of natural and cultural features on Aerial photograph – Interpret the Aerial photograph through visual image interpretation.

#### **Interpretation of Satellite Imageries:**

Identification of surface features using satellite imageries – Identification of temporal changes of an urban area - preparation of land use and land cover map through visual image interpretation.

**References:**

1. *American Society of Photogrammetry, 1993, Manual of Remote Sensing*, Falls Church, Virginia
2. Curran, Paul J., 1995, *Principles of Remote Sensing*, Longman, London
3. Joseph George (2003) *Fundamentals of Remote Sensing*, University Press, Hyderabad.
4. Lilles and T.M and Keifer R.W. (2000) *Remote Sensing and Image Interpretation*, IV<sup>th</sup> Ed. John Wiley and Sons, New York.
5. Lo C.P. & Yeung A.K.W., (2004). *Concepts and Techniques of GIS*, Prentice-Hall of India, New Delhi.
6. J. R. Jenson (2000). *Remote Sensing of Environment*, Pearson Education, New Delhi.
7. Muller, P.J., 1996, *Digital Image Processing in Remote Sensing*, Taylor & Francis, London.
8. Nag, P. & Kudrat M., 1996, *Digital Remote Sensing*, Concept Publishing Company, New Delhi.
9. Rashid, S.M. and MMA Khan, 1993, *Dictionary of Remote Sensing*, Manak Publication Pvt. Ltd, New Delhi.
10. Sabins F. F. (2002), *Remote Sensing: Principles and Interpretation*, Freeman, New York
11. Sabins Floyd F, 1996, *Remote Sensing: Principles and Interpretation*, Freeman, New York
12. Wolf, Paul R., 1993, *Elements of Photogrammetry*, McGraw Hill, New York.

**CORE COURSE 3 F: POLITICAL SCIENCE**  
**BAE VI. 3B: International Relations**

**Credits 4 (3L+1T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

**Objectives:** after completing the course the student teachers will be able to understand and comprehend:

- (i) meaning, nature and development of International relations as an academic discipline
- (ii) elements and limitations of power, formulation and promotion of national Interest
- (iii) wars, alliances, diplomacy, their causes and consequences
- (iv) regional organizations and their importance such as SAARC, ASEAN, OPEC, and OAE

**COURSER CONTENT:**

**Unit I: Internal Relations:**

Meaning, nature and development of International relations as an academic discipline, contending theories and approaches-science Vs tradition, realist and idealist approaches, systems, game, communication and decision making theories.

**Unit II: Power and National Interest:**

Elements and limitations of power, balance of power, formulation and promotion of national Interest

**Unit III: Wars, Alliances and Diplomacy:**

Wars, alliances and diplomacy, causes and types of wars, alliances, peaceful settlement of disputes, diplomacy-nature and types, efforts towards disarmament, Role of United Nations in Peace Keeping.

**Unit IV: Regional Organisations:**

Regional organizations and their importance-SAARC, ASEAN, OPEC, and OAE

**References:**

1. Holsti. K. J., *International Politics: A Framework for Analysis*, Prentice Hall, New Delhi., 1978.
2. Kumar, Mahendra, *Theoretical Aspects of International Politics*, Shivalal Agarwala & Company, Agra, 1976.
3. Malhotra, Vinay Kumar, *International Relations*, Anmol Publications, New Delhi., 2008.
4. Morgenthau, Hans J & Kenneth W Thompson, *Politics Among Nations – The Struggle for power and peace*, Kalyani Publishers, New Delhi., 2007.
5. Rumki Basu (Ed), *International Politics – Concepts, Theories and Issues*, Sage Publications, New Delhi., 2012.

**PROFESSIONAL EDUCATION COURSES****BAE VI. 4: Critical Understanding of ICT****Credits: 4 (3L+ 0T +1P)****Contact hours per week: 5****Exam Duration: 2 Hrs.****Marks: 100****C1 + C2: 50****C3: 50****Objectives:** On completion of the course the students will be able to:

- (i) Appreciate the historical, current and future trends in ICT and its implications to education
- (ii) Explain the meaning of ICT and its application in Education
- (iii) Demonstrate an understanding of the computer hardware and software fundamentals
- (iv) Use various digital hardware and software for creating resources and providing learning experiences
- (v) Use a word processor, spread sheet, drawing and presentation software skilfully and intelligently to produce various teaching learning resources for educational use
- (vi) Use internet technologies efficiently to access remote information, communicate and collaborate with others
- (vii) Model collaborative knowledge construction using various web 2.0 tools and technologies
- (viii) Design and develop technology integrated learning experiences using ICT tools
- (ix) Develop skills in using various e-learning and e-content tools and technologies

- (x) Plan, develop, and use multimedia based learning content using open source authoring software
- (xi) Use ICT for designing learning experiences using innovative pedagogical approaches
- (xii) Explain the role of ICT in authentic and alternative assessment
- (xiii) Understand the social, economic, security and ethical issues associated with the use of ICT
- (xiv) Appreciate the scope of ICT for improving the personal productivity and professional competencies
- (xv) Appreciate the use ICT in improving educational administration
- (xvi) Explain the emerging trends in information and communication technology

## **COURSE CONTENT:**

### **Unit I: ICT and Education:**

Information and Communication Technology: meaning and nature. Learning theories and its implications for ICT integration in education. National ICT policy, curriculum and schemes  
 Historical account of the development of various educational media (audio, print, video, storage, display, projection)

Role of technology in emerging pedagogical practices. Visual literacy, media literacy, and new media literacy

Computer hardware fundamentals, computer network-LAN, WAN and Internet. Software ó meaning and types: proprietary software and open source software, System software and application software

Emerging Trends in ICT and its educational applications: Augmented reality, e-books and rhizomatic learning, learning analytics, ubiquitous computing and mobile learning, Game based learning, cloud computing and software as service, 3D printing, and marker space

### **Unit II: E-content and e-resources:**

Educational applications of word processing, spreadsheet, presentation, and drawing tools ó diagrams, concept maps, timelines, flow charts.

Reusable Learning Objects (RLO), e-content standards, authoring tools- open source and proprietary alternatives

Multimedia: meaning and types, multimedia tools-audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive media. Evaluation of multimedia resources.

Open Educational Resources ó Meaning and importance, various OER initiatives, creative common licensing

Locating internet resources ó browsing, navigating, searching, selecting, evaluating, saving and bookmarking

Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

### **Unit III: ICT and Pedagogy:**

Techno pedagogical content knowledge (TPCK). Approaches to integrating ICT in teaching and learning

Web 2.0 tools for creating, sharing, collaborating, and networking: Social networking, social book marking, blog, wiki, instant messaging, online forums discussion groups and chats, and media streaming.

E-learning: concept, types, characteristics, e-learning tools and technologies, Learning

## Management Systems (LMS)

Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences

ICI integrated Unit plan ó Web 2.0 for creating constructivist learning environment

Technology for pedagogical innovations: web quest, PBL, virtual tours, MOOC, flipped classroom

Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL)

## **Unit IV: ICT for Assessment, Management, and Professional Development:**

ICT and Assessment: e-portfolio, electronic rubrics, online and offline assessment tools ó rubrics, survey tools, puzzle makers, test generators, reflective journal, and question bank. Use of web 2.0 tools for assessment,

ICT for professional development - tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research, ICT for self-directed professional development, web conferencing, role of OER and MOOCs

ICT for personal management: email, task, events, diary, networking. ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems.

Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices, fare use and piracy.

## **Sessional Work:**

1. Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
2. Using word processor, spread sheet, drawing and presentation software to produce various teaching learning resources and sharing it online
3. Locating internet resources ó navigating, searching, selecting, saving, evaluating (use standard internet evaluation criteria), and bookmarking using social bookmarking
4. Creating digital concept maps, flow charts, timelines, and other graphics for a particular content
5. Creating screen cast video and podcast of a lesson
6. Shooting, editing, and sharing of videos segment on any educational topic
7. Creating account in YouTube slide share and sharing the video presentation. View and comment on others contributions
8. Creating account in Wikispace Wikipedia mediawiki and adding editing content
9. Developing an educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com), or [www.edublog.com](http://www.edublog.com)
10. LMS experience- hands on various features of LMS ó the ICT course may be provided through LMS
11. Enrolling and completing some MOOC courses of interest
12. Creating resources for flipped classroom and Practicing flipped learning in school during internship
13. Evaluating OER resources. Creating and sharing OER materials- may be in NROER
14. Developing technology integrated unit lesson plan and trying out this in the school during internship
15. Hands on experience on subject specific software tools like Geogebra, PhET



16. Developing a multimedia e-content for a topic using eXe Learning
17. Field visit to the EduSat center and take part in teleconferencing
18. Planning and creating digital rubrics for any topic and create an e-portfolio
19. Organize web conferencing using Skype or any other tools
20. Review of ICT labs (plans and equipment resources) in school from internet
21. Interview of computer hardware engineer ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
22. Readings on emerging ICT trends in education
23. Review of national ICT policy and curriculum
24. Using FOSS tools for timetabling, grade sheet

### References:

1. Andrew A Kling (2010). *Web 2.0 (Technology 360)*. Lucent Books: New Delhi.
2. Andrew M. St. Laurent. (2004). *Understanding Open Source and Free Software Licensing*. O'Reilly: Cambridge
3. Athanassios Jimoyiannis (Editor) (2011). *Research on e-Learning and ICT in Education*. Springer: USA
4. Barbara B. Levin, Lynne Schrum.(2012). *Leading Technology-Rich Schools (Technology & Education, Connections (Tec)*. Teachers College Press: New York
5. Bharihok Deepak. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
6. Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee. (2013). *Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders*. Corwin: New Delhi.
7. Crumlish Christian (1999). *The Internet No Experience Required*. BPB Publications: New Delhi.
8. Curtis J. Bonk (2011). *The World Is Open: How Web Technology Is Revolutionizing Education*. Jossey- Bass: San Fransisco
9. David Moursund (2009). *Project Based Learning- Using Information Technology- Second Edition*. Viva Books: New Delhi.
10. EdD L. Robert Furman (2012). *Instructional Technology Tools: A Professional Development Plan*
11. Evant, M: *The International Encyclopaedia of Educational Technology*.
12. Foster, B.R., Walker, M.L., Song, K.H. (2006) *A beginning teaching portfolio handbook: documenting and reflecting on your professional growth and abilities*. Prentice Hall
13. Gwen Solomon, Lynne Schrum. (2014). *Web 2.0 How-to for Educators*, Second Edition. ISTE
14. Jean-Eric Pelet (2014). *E-Learning 2.0 Technologies and Web Applications in Higher Education (Advances in Higher Education and Professional Development (Ahepd))*. Idea Group: U.S.
15. Katherine Cennamo, John Ross, Peggy Ertmer. (2013). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. Wadsworth: AU
16. Laxman Mohanty, Neeharika Vora (2008). *ICT strategies for schools- a guide for school administrators*. Sage publications: New Delhi.
17. Lee, William W., Dianna, L. Owens, (2001) *Multimedia based Instructional design: Computer Based Training*. Jossey-Bass
18. Liz Arney (2015.) *Go Blended: A Handbook for Blending Technology in Schools*
19. Loveless Avril (2001). *ICT-Pedagogy and the Curriculum-Subject to Change*. Routledge Falmer: London.
20. M. D. Roblyer, Aaron H. Doering (2012). *Integrating Educational Technology into Teaching* (6th Edition)

21. Michael Thomas (2009). *Handbook of Research on Web 2.0 and Second Language Learning*. Information Science Reference: US.
22. Mishra, S.(Ed.) (2009). *STRIDE Hand Book 08: E-learning*. IGNOU: New Delhi. Available at [http://webserver.ignou.ac.in/instituteSTRIDE\\_Hb8\\_webCDSTRIDE\\_Hb8\\_index.html](http://webserver.ignou.ac.in/instituteSTRIDE_Hb8_webCDSTRIDE_Hb8_index.html)
23. Mohit K (2003). *Design and implementation of Web-enabled Teaching Tools*: IRM Press, UK.
24. Montgomery, K., Wiley, D.A. (2004). *Creating E-portfolio using PowerPoint- A Guide for Educators*. Sage: New Delhi.
25. Noam Shem "http://www.amazon.com/Noam-Shemtov/B00J549PFI/ref=dp\_byline\_cont\_book\_1"tov, Ian Walden. (2014) *Free and Open Source Software: Policy, Law and Practice*. Oxford University Press
26. Pradeep Kumar (2011). *Web Resources in Pedagogy*. Apple Academics: Oakville.
27. Sarkar, S.K. & Gupta, A.K. (1998). *Elements of Computer Science*. S.Chand & Company: New Delhi.
28. Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO
29. Shalin Hai-Jew. (2012). *Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information*. Information Science Reference: USA
30. Sonny Magana, Robert J. Marzano (2013). *Enhancing the Art & Science of Teaching with Technology* (Classroom Strategies)
31. Steven W. Anderson, Deborah Siegel. (2014). *The Tech-Savvy Administrator: How do I use technology to be a better school leader* ASCD

**PROFESSIONAL EDUCATION COURSES**  
**BAE VI. 5: Pedagogy of English**

**Credits: 4 (2L+ 2T +0P)**  
**Contact hours per week: 6**  
**Exam Duration: 2 Hrs.**

**Marks: 100**  
**C1 + C2: 50**  
**C3: 50**

**Objectives:** Student teachers:

- (i) understand classroom strategies and techniques to be employed in teaching English Language
- (ii) comprehend the nuanced subtleties of a political and social vision of language teaching
- (iii) develop the ethic of radical individualism, an ethic that positions the classroom as a privatized space and teachers as autonomous, self-developing individuals
- (iv) develop a meaningful framework within which individual exercises or readings could be placed
- (v) understand and promote the presence of multicultural voices in the teaching of language
- (vi) promote pedagogical inquiry requiring an ongoing process of discovering-and responding to-revisionary possibilities

## **COURSE CONTENT:**

### **Unit I: Language Processes and the Classroom Context:**

Academic language and oral language in classrooms; Participation in the classroom; Facilitating language interaction and independence. Promoting classroom environment of confidence for language use;

Space for risk taking; Reading:

Introducing and engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Understanding and appreciating literature:

Reading- its aesthetic and emotive aspect; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Teaching prose- overview of the principles, aims and objectives and methodology of teaching literature as a subject- text selection, canon-formation and problems of representation- approaches and techniques for teaching prose fiction like short story and novel- selection of appropriate material and teaching strategies for different elements-- selection of appropriate materials and teaching strategies for different elements of narrative and style- focus on links between reading and writing - teaching prose for literary development, cultural literacy and creative and critical thinking.

### **Unit II: Examining the language curriculum:**

Role and significance of Curriculum and syllabus.

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups; Classroom practices in India

Introduction of approaches and techniques for teaching poetry-- material and teaching areas for different elements of poetry-- links between reading and writing about poetry-- teaching of poetry for literary development, cultural literacy and creative and critical thinking.

Preparing lesson plans based on NCERT textbooks from Class VI to IX and transacting them in the classroom. This would be followed by peer assessment

### **Unit III: Challenges in Language Learning:**

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners; Understanding language - disability and the language teacher's role in dealing with it.

Language Policies and Politics

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education

Teaching of Drama: Approaches and techniques- materials and strategies for teaching different elements of drama- links between reading, performance and writing- teaching of drama for literary development, cultural literacy and creative and critical thinking.

### **Unit IV: Assessment and Evaluation:**

Performance assessment and Portfolios; integrating assessment with instruction; assessment of learning process and higher order skills; Performance and portfolio approach to assessment Assessment of all the linguistic skills, categories and classifications of assessment process, manoeuvres of languages- negotiations, making requests, skills of persuasion, arguments, debates and deliberations, developing suitable scoring mechanisms

Principles of Assessment and various ways of assessing literature – traditional pen and paper assessment, extended writing, project work and portfolio keeping – creation of opportunities for student teachers to practise marking Literature essays, to set and critique different questions, tests and examination papers.

Continuous and Comprehensive evaluation

Using rich questions, peer and self-assessment.

### **Sessional Work:**

Students practice peer assessment and self-assessment by observing classroom teaching-work in pairs and write observation sheets. Conduct discussions and debates with peers about the performance.

Assess the four linguistic skills- effective communication skills in negotiations, making requests, offering suggestions, creative writing etc- development of suitable scoring mechanism.

### **References:**

1. *National Curriculum Framework*, 2005, NCERT
2. *Position Paper on English*, NCERT
3. Anderson, Ann and Lynch Tony: *Listening*, Oxford University Press, 1988
4. Baruah T.C: *The English teachers Handbook*, Sterling publishers Pvt. Ltd. 1984
5. Billows F.L: *The Techniques of English Language Teaching*, Longman Group Ltd., London 1961
6. Bright, J.A., and McGregor G.P: *Teaching English as a Second Language*, ELBS London, 1972.
7. Gordon B.S: *The Teaching of English in free India*, Christian Literature society, Madras, 1960.
8. Harris: *Testing English*, Tata McGraw Hill, Bombay, 1974
9. Hornby: *Stage 1,2,3 & 4 Teaching of Structural words*, Sentence Patterns ELBS & OUP, London 1959.
10. Hubbard, P., Jones H: Thornton B and Wheeler, R. *Training Course for TEFL*, Oxford University press,

## **PROFESSIONAL EDUCATION COURSES**

### **BAE VI. 6: Pedagogy of Social Science**

**Credits: 4 (2L+ 2T +0P)**

**Contact hours per week: 6**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** To enable the prospective teachers:

- (i) To develop comprehensive understanding of different approaches, methods and strategies of teaching social sciences and make use of them in their practice teaching in simulated situation as well as real classroom setting in the schools.
- (ii) To develop their competencies in teaching social sciences by planning and implementing appropriate lessons in simulated classroom situation.
- (iii) To design and make develop appropriate learning resources including E-content for

- teaching social sciences.
- (iv) To familiarize with different evaluation approaches and devices for assessing students' learning in social sciences.
  - (v) To develop an achievement test in social science by following laid down procedures and analyze the test data and report the results.
  - (vi) To critically analyze the curricular reforms in social sciences at the state and central level.
  - (vii) To assess and evaluate the teaching and learning processes and their implications in the professional development of social science teachers.

### **COURSE CONTENT:**

#### **Unit I: Approaches to Teaching in Social Sciences:**

Rationale and evolution of teaching and learning social sciences; Issues and key questions central to teaching social sciences in schools.

Conventional pedagogies; Storytelling, lecture-cum-discussion

Cooperative learning strategies;

Interactive pedagogies; Constructivist approaches; project based learning; social inquiry; critical pedagogy; group discussion; role play, activity method;

Interdisciplinary instruction; Concept mapping; Map based learning, Field Study, Source method, Biographical method;

Multiple intelligences teaching strategies: Visual discovery, Social science skill builder, Experiential exercises, Problem solving group work.

#### **Unit II: Preparation and Use of Learning Resources in Social Sciences:**

Technology as a learning site in social sciences; Preparing and using audio-visual materials for effective teaching: Charts, Models, Maps, Atlas, Graphs, Audio programs, Print media; Worksheets, Self-learning materials;

Integration of ICT in teaching social sciences; Offline and online digital resources; Using multi-media for teaching social sciences; Websites and virtual tours; Critical analysis of instructional Video or Television program; Development and utilization of E-content and Open Educational Resources.

Setting up and using social science room in schools; Effective use of library resources in learning social sciences; Utilization of community resources for teaching social sciences.

#### **Unit III: Assessment of Learning in Social Sciences:**

Understanding assessment and evaluation of learning in social sciences: formative and summative evaluation; formal and informal methods of assessment; written test and performance tests.

Construction of achievement test in social sciences; Developing test item: Objective type test items, Multiple choice, True-False, Matching, Fill-in-the blank, Short answer type, Essay questions.

Using alternative assessment in social sciences classroom: Rubrics; Portfolio; Projects; Diagnostic testing and remedial teaching in social sciences.

Analyzing achievement test data and using for improvement of teaching and learning; Reporting results of evaluation and providing feedback to the learners.

#### **Unit IV: Curriculum Reforms in Social Sciences and Professional Development of Teachers:**

Understanding curriculum reforms in social sciences; Recent initiatives for reforming school curriculum at the States and the Center and their implications on teaching social sciences;

Critical analysis of the reforms in social science curriculum envisaged by NCF 2005.  
Social science teacher as a reflective practitioner; Need for professional development of social science teachers; Avenues for professional development; In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.

Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices that help to achieve prioritized outcomes; Action research.

### **Practicum:**

- (i) Practice teaching in simulated situation. At least four lessons, one each in four social science disciplines, to be taught to the peers under the supervision of a mentor, using appropriate teaching approaches and strategies, followed by feedback, and reflection by the student teacher.
- (ii) Planning and implementation of a lesson to teach any social science topic to the peer group based on any one of the cooperative teaching or multiple intelligence teaching strategies.
- (iii) Preparation of charts, models, worksheets, self-learning materials for teaching the social science lessons planned by the student teachers.
- (iv) Development of e-content (Audio or Video program) using the CAL ET Cell Studio of the Institute.
- (v) Construction of an achievement test in social sciences based on the textbooks of class IX or X.
- (vi) Critical analysis of the reforms in social science curriculum envisaged in the recent policy documents such as NPE, NCF, and Reports of Commission committees on education etc.
- (vii) Visit a school and interview social science teachers and report about their professional development activities.

### **References:**

1. Allen, J and Landaker, C. (2004). *Reading history: Strategies to improve comprehensions and connections in social studies classes*. New York: Oxford University Press.
2. Arora, P. (2014). *Exploring the Science of Society*. Journal of Indian Education, NCERT.
3. Batra, P. (2010). *Social science learning in schools: Perspectives and challenges*. New Delhi.: Sage publications India.
4. Binning, A. A. and Binning, D. H. (1952). *Teaching of social studies in secondary schools*. Bombay: Tata McGraw Hill.
5. Burz, H. L. and Marshall, K. (1998). *Performance based curriculum for social studies: From knowing to showing*. Thousand Oaks: Corwin Press, INC.
6. Dhamija, N. (1993). *Multimedia approaches in teaching social studies*. New Delhi.: Harman Publishing House.
7. Farris, P. J. (2001). *Elementary and middle education social studies: An interdisciplinary instructional approach*. New York: McGraw Hill.
8. George, A. M and Madan, A. (2009). *Teaching social science in schools*. New Delhi.: Sage Publications India.
9. Graeme Aitken and Claire Sinnema (2008). *Effective pedagogy in social sciences: Best evidence iteration*. Wellington: Ministry of Education, Newsland. [Available on [www.ibe.unesco.org](http://www.ibe.unesco.org)].
10. Jack Zevin (2000). *Social studies for twenty-first century: Methods and material for*

- teaching in middle and secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
11. Mehlinger, H. D. (Ed.) (1981). *UNESCO Handbook for Teaching Social Studies*. Paris: UNESCO.
  12. *National Policy on Education 1968 and 1986*
  13. *National Policy on Education 1986-Programme of Action 1992*.
  14. *National Curriculum Frameworks 1975, 1988, 2000 and 2005*.
  15. NCERT (2005). *Position paper: National Focus Group on Teaching of Social Sciences*.
  16. Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.
  17. Sartori, G. (Ed.) (1984). *Social concepts: A systematic analysis*. New Delhi.: Sage Publications.

## **BAE VI.7 :School Attachment Programme 4**

**Credits : 3**

**Duration : 3**

**2 weeks SAP + 1 week Community living**

**Marks: \*100**

**C1 +C2 :50**

**C3:50**

### **Objectives:**

#### **The student teachers will**

- Understand the dynamics of class room processes.
- Understand the diversity in learning based on student responses to learning tasks
- Understand the role of planning, preparation and transaction in the teaching learning process.
- Understand the different strategies and approaches used in teaching based on the nature of content and the skills to be developed.
- Analyse the assessment tools and techniques employed with respect to their purpose, learner friendly, and quality.
- Develop lesson plans in the respective subject areas of specialization
- Understand the strategies adopted for developing art and creative sensibilities in learners

### **Course Content**

The student teachers will perform the activities listed below and prepare reflective diary and the reports on the tasks performed separately. They will present their reports in the seminar organized after the completion of school attachment programme.

During this phase student teachers are expected to begin developing their own understanding about classroom dynamics, diversity in learning, role of planning, preparation, execution by adopting various strategies and approaches along relevant assessment strategies. Student teachers gain understanding being into actual classroom transaction by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on classroom transactions are suggested to be carried out by student teachers in this phase.

- Understand the dynamics of classroom processes and multiple roles of teacher & learners.
- Understand the Classroom management strategies employed by the teacher.

- Interact with teachers to understand how unit and lesson planning are done in their subjects
- Understand school policies and practices to address student learning difficulties-remediation, extra study hours etc. - at macro level- across subjects and at micro level within the class room.
- Develop 2 lessons (one lesson in each pedagogy) with the use of learning materials/teaching aids and one unit plan.
- Analyze test- question papers in subjects to understand what is assessed; types of questions/items used; and with reference to the objectives of the unit/lesson
- Reflect on the processes employed in CCE and the observed outcomes.

#### **Records to be submitted for assessment**

- Submission of lesson plan in each pedagogy.( one in each pedagogy ).
- Observation records ( 3 lessons) in each pedagogy.( one in each pedagogy )
- Report on analysis of test paper/s.
- Report on class room transactions and learning processes

#### **Community Based Activities:**

##### **Objectives**

- To develop an awareness and understanding of educational status of the community.
- To create an awareness of the implementation of various programmes of the government related to school education through field experiences and community participation.

##### **Activities**

- The student teachers will visit the local community to study the drop out/ out of school children and the modes of alternative education received by them.
- Organize awareness programmes in the selected community on literacy, human rights, gender sensitization, environmental conservation etc through street play, role play and dramatization.
- To interact with community members like zilla parishat members, SDM and PTA members to study about their participation in school development programmes

**Evaluation:**\* all the assessment are internal

- C1 ó Report 1
- C2 ó Report 2
- C3 ó PPT



# SEVENTH SEMESTER

## DISCIPLINE SPECIFIC ELECTIVE DSE 1: ENGLISH LITERATURE

### BAE VII. 1: Modernism, Post Modernism, Structuralism and Post Structuralism

**Credits 3 (1L+2T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

#### **Objectives:**

- (i) To provide the student-teachers with a basic insight into the changes in perceptions that has come in the post-world-war generation.
- (ii) To make the student-teachers aware of the themes of a rapidly changing literary and artistic scenario.
- (iii) A comprehensive view of an emerging panorama of the fusion that is taking place across the different artistic ideologies.

#### **COURSE CONTENT:**

##### **Unit I: Modernism:**

Raymond Williams, from *Forms, in Culture* (London: Fontana, 1981), pp. 154-80.

Stephen Greenblatt, *Introduction* in *Renaissance Self-Fashioning* (Chicago: University of Chicago Press, 1980), pp. 1-9.

Alan Sinfield and Jonathan Dollimore, *Foreword* and *Introduction* in *Political Shakespeare. New Essays in Cultural Materialism* (Ithaca: Cornell, 1985), pp. vii-viii, 2-17.

##### **Unit II: Postmodernism:**

Jean-Francois Lyotard, *Answering the Question: What is Postmodernism?* from *The Postmodern Condition: A Report on Knowledge* (Minneapolis: University of Minnesota Press, 1984).

##### **Unit III: Structuralism:**

Michel Foucault, *Truth and Power*, from *Power and Knowledge* (New York: Pantheon, 1977).

Roland Barthes: *Mythologies*

Ferdinand de Saussure: *A Course in General Linguistics*

Jacques Lacan: *Écrits*

Claud Lévi-Strauss: *The Savage Mind*

John Sturrock (ed.): *Structuralism and Since*

Harrison, Paul; 200; "Post-structuralist Theories"; pp122-135 in Aitken, S. and Valentine, G. (eds); 2006; *Approaches to Human Geography*; Sage, London Davis, Colin; "Levinas: An Introduction"; p8; 2006; Continuum, London.

Levinas, Emmanuel. *Humanism of the Other*. Chicago: University of Illinois Press, 2003. p. 11-12.

**Unit IV: Post-structuralism:**

Jacques Derrida, -Structure, Sign and Play in the Discourse of the Human Science in *Modern Criticism and Theory: A Reader*, ed.

David Lodge (London: Longman, 1988), pp. 108-23.

Louis Althusser: ðFor Marxö

Jaques Derrida: ðOf Grammatologyö

**References:**

1. Louis Althusser: *Reading Capitalism*
2. Francois Dosse: *History of Structuralism*
3. Claud LeviStraus: *The View from Far*
4. Lissa Downing: *Cambridge Introduction to Michael Foucault*
5. Terry Eagleton, *Literary Theory: An Introduction*. 2nd edn. (Oxford: Blackwell).

**DISCIPLINE SPECIFIC ELECTIVE DSE 1: HISTORY****BAE VII. 2: Contemporary World**

**Credits 3 (1L+2T+0P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

**Objectives:**

After completion of the course, the student teacher will be able to understand and analyse the conditions of the world in the pre-World War I period, the course of the First World War, the rise and development of Second World War and the Cold War situation.

**COURSE CONTENT:****Unit I: The World in pre-World War I period:**

Defining contemporary history

Hegemony of and conflicts within Europe

Rise of USA and Japan

**Unit II: The First World War 1914-1918:**

Beginning and the course of the War

Russian Revolution

Paris peace conference and treaty of Versailles

League of Nations

The Inter War Period

Economic Depression

Nazism and Fascism

Rise of Soviet Russia under Stalin

### **UNIT III: The Second World War:**

Theatres of War

German invasion of the Soviet Union

Allied Forces and Victories

The United Nations Charter

### **UNIT IV: Cold War:**

Nature and Impact

Developments in Germany and Vietnam

Disintegration of the communist world

### **References:**

1. Sughata, Bose, Ayesha Jalal, *Modern South Asia* (History, culture and Political Economy), Oxford University Press, Delhi., 1999.
2. Peter Heehs, *Nationalism, Terrorism and Communalism*, Oxford University Press, Delhi., 1998.
3. Sharma R.R. (Ed), *The USSR in Transition: Issues and Themes*, Atlantic Publication and Distribution, New Delhi., 1995.
4. Hall, D.G.E., *History of South-East Asia*, MacMillan Education Limited, Hampshire, 1995.
5. Arjun Dev, *Contemporary World*, NCERT, New Delhi.
6. Norman Lowe, *Mastering Modern World History*.
7. Brunn, Geoffrey, *The World in the Twentieth Century*, New York.
8. Burns, E M., *Ideas of Conflicts – A Survey of Contemporary Political Thought*.
9. Shapire JS, *The World in Crisis*.
10. Whitehead, AN, *Science and the Modern World*.
11. Peter Heehs, *Modern India and the World*, Oxford University Press, New Delhi., 1991.
12. John Edwin Fogg, *Latin America*, MacMillan Co., London, 1969.
13. Fisher, H.A.L., *History of Europe*, Vols.I & II, Harper Collins Distribution Service, 1969.

## **DISCIPLINE SPECIFIC ELECTIVE DSE 1. GEOGRAPHY**

### **BAE VII. 3A: Introduction to GIS and Remote Sensing**

**Credits 3 (1L+1T+1P)**

**Contact hours per week: 5**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

### **Objectives:**

- (i) To provide an overview of spatial science
- (ii) To provide an understanding, basic concept and models of GIS, remote sensing and GNSS.

## **COURSE CONTENT:**

### **Unit I-Basics of GIS:**

Definition, development, components, hardware and software requirements, the basis of GIS mapping: map projections, datum and coordinate systems

### **Unit II-Data types, data inputs and Data Models in GIS:**

Sources of spatial-data. CensusóTopological maps, Aerial photographs, Satellite images. Spatial data and attributes, data input, scanning, digitization, Data models: vector and raster, spatial and non-spatial data models

### **Unit III-Remote Sensing:**

Definition ó types ó chronological development, Elements of EMR - wavelength regions ó energy interaction in atmosphere ó absorption ó scattering - atmospheric windows ó terrestrial interaction ó spectral reflectance curves ó active and passive remote sensing. Types of satellites ó platforms ó satellite characteristics: orbits and swaths óTypes of Resolution

### **Unit IV- Basics of GNSS:**

Introduction - Historical development - Segment of GPS - GPS Satellite Systems - Working principles of GPS

### **References:**

1. Burrough, P. A. and McDonnell, R. A. (1998): *Principles of Geographical Information Systems*, Oxford University press Inc., New York
2. Chang, K. T. (2008): *Introduction to Geographic Information Systems*, Avenue of the Americas, McGraw-Hill, New York
3. Environmental Systems Research Institute, Inc. (1998): *Understanding GIS: The ARC/INFO Method*, ESRI Press, Redlands
4. Goodchild, M. F. (2003): *Geographic Information Science and System for Environmental Management*, Annual Review of Environment and Resource 28: 493-519
5. Lilles and, T. M., Kiefer, R. W. and Chipman, J. W. (2004): *Remote Sensing and Image Interpretation*, Wiley, New York
6. Robinson, A. H., Morrison, J. L., Muehrcke, P. C., Kimerling, A. J. and Guptill, S. C. (1995): *Elements of Cartography*, Wiley, New York

## **PRACTICALS**

### **Introduction to Geographical Information System (GIS)**

**Exam Duration: 3hrs**

**C3: 50**

## **COURSE CONTENT:**

### **Introduction to GIS Software:**

Introduction to Open Source and commercial GIS Softwares for creating maps

### **Data Input and Geo-referencing Data:**

Coordinate systems, datum conversions, Map projections, types, storing- viewing projection information

**Creating Spatial Data:**

Digitization, creating attribute database, selecting features, simple editing functions, creating new features, linking features attributes, ways to view data, metadata.

**Creating Non-spatial data:**

Non-spatial: understanding tables, field types, table manipulations, joins, relates, creation of graphs and reports, Creating thematic maps, Map design, map composition

**References:**

1. Burrough PA. *Principles of GIS*, OUP, 1998.
2. Maguire D J. *Computer in Geography*, Longman, London, 1989.
3. Star J.C. and J.E. *Geographic Information Systems, An Introduction*.

**DISCIPLINE SPECIFIC ELECTIVE DSE 1: POLITICAL SCIENCE****BAE VII. 3B: Public Administration****Credits 3 (1L+2T+0P)****Contact hours per week: 5****Exam duration: 2 Hrs.****Max. Marks: 100****C1+ C2: 50****C3: 50**

**Objectives:** After completing the course the student teachers will be able to understand and comprehend:

- (i) public administration with its meaning, scope, significance and evolutionary changes as an academic discipline
- (ii) different approaches to its study and
- (iii) various theories and their principles

**COURSUR CONTENT:****Unit I: Introduction:**

Meaning, scope and significance of public administration, evolution of public administration as an academic discipline, public and private administration, new public administration

**Unit II: Approaches to the study of Public Administration:**

Institutional, managerial, behavioural systems, ecological, structural functional approaches, public choice, political economy, Marxian.

**Unit III: Principles of Public Administration:**

Principles of public Administration, hierarchy, unity of command, span of control, authority, responsibility, coordination, delegation, supervision, centralization and decentralization, Line, staggered and Auxiliary agencies

**Unit IV: Administrative Behaviour:**

Decision Making, Leadership theories, communication, control, theories of motivation (Maslow Herzberg)

## References:

1. Baghel, MP Chattopadhyay, Indu, *Theory of Public Administrations, Vol. I & II*, Global Vision Publishing House, New Delhi., 2009.
2. Basu, Rukmi, *Public Administration Concepts and Themes*, Sterling Publications, New Delhi., 2000.
3. Bhattacharya, Mohit, *New Horizons of Public Administration*, Jawahar Publishers, New Delhi., 2001.
4. Henry, Nicholas, *Public Administration and Public Affairs*, Prentice Hall of India, New Delhi., 1999.
5. Sharma and Sadana B.L., *Public Administration in Theory and Practice*, Kitab Mahal, Allahabad, 2000.
6. Sharma, M.P, B.L., Sadane, Harpreet Kaur, *Public Administration in Theory and Practice*, Kitab Mahal, Allahabad, 2012.
7. Spru, R. K., *Administrative Theories and Management Thought*, Prentice Hall of India, New Delhi., 2006.

## PROFESSIONAL EDUCATION COURSES

### BAE VII. 4: Creating an Inclusive School

**Credits: 4 (2L+ 2T +1P)**

**Contact hours per week: 6**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understanding the meaning and significance of inclusive education.
- (ii) Appreciate the special needs of Individuals with diverse needs.
- (iii) Get Familiarized themselves with the concept of Inclusive Education.
- (iv) Understand the nature and needs of different categories of disabled children.
- (v) Understand the concept of Special Education, Integration and Inclusion.
- (vi) Understand the different considerations and provisions for facilitating inclusion.
- (vii) Understand and Acquire the Skills of Adapting Curriculum to meet the need of the Students with Diverse needs

### COURSE CONTENT:

#### Unit I: Basic Concepts and Introduction to Inclusive Education:

Meaning of Impairment, Disability and Handicap; Concept of Special Educational Needs and Diverse Needs, Difference between Special Education, Integration and Inclusive Education. Significance of Inclusive Education; Factors Affecting and Promoting Inclusion.

#### Unit II: Nature and Needs of Diverse Learners-Identification of Diverse Learners in the Classroom:

Sensory Impairment: Hearing impairment and Visual impairment

Physical Disabilities: Orthopaedic impairment, Cerebral Palsy, Special Health Problems, Congenital defects; Slow Learners and Under Achievers; Intellectual Disability; Learning disabilities and ADHD; Autism Spectrum Disorders; Multiple disabilities; Emotional and

Behavioural Problems; Gifted and Creative; Socially Disadvantaged, Economically Deprived, Religious and Linguistic Minorities, Inhabitants of Geographically Difficult Areas

**Unit III: Preparing Schools for Inclusion-General Considerations and Provisions:**

Concept of Inclusive School, Competencies and Characteristics of inclusive Teacher  
Physical Consideration, Socio-Emotional Considerations, Curricular Considerations  
Provision of Assistive devices, equipment and technological support. Special provisions in Evaluation

**Unit IV: Inclusive Practices in Classroom:**

Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curriculum adaptation and adjustment, lesson planning and TLM.  
Pedagogical strategies to respond to needs of individual students: Cooperative learning strategies in the classroom, peer tutoring, buddy system, reflective teaching, multisensory teaching. Use of ICT suitable for different disabilities.

**Practicum:**

- (i) Collection of data regarding children with special needs.
- (ii) Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- (iii) Identifying one-two pupils with special needs in the primary schools and preparing a profile of these pupils.
- (iv) Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- (v) Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.
- (vi) Developing list of teaching activities of CWSN in the school.
- (vii) Visits to different institutions dealing with different disabilities and Observation of their Classroom.

\* In addition, school and community based activities may be organized.

**References:**

1. Fimian, M.J., Fafard, M., and Howell, K.W.: *A Teacher's guide to Human Resources in Special Education: Para Professionals, Volunteers, and peer tutors*. Boston: Allyn and Bacon, Inc.
2. Furth, H. (1964). *Thinking without Language*. New York: Free Press.
3. Hallahan, D.P. and Kauffman, J.K. (1988). *Exceptional Children: Introduction to special Education*. N.J.: Englewood Cliffs.
4. Jangira, N.K. (1986). *Special Education Scenario in Britain and India*. Gurgaon: The Academic Press.
5. Jangira, N.K. (2013). NCERT: The Mother of Inclusive Education, Regional Institute of Education NCERT, Ajmer. (Also available on Google search Jangira special education).
6. Julba, A. (2014) Teachers creating Inclusive classrooms: Issues and challenges ó A research study
7. Kapoor, S. (2015). Index of Inclusive School Quality, Brotherhood, Delhi.
8. Kothari, R.G. and Mistry, H.S. (2011). *Problems of students and Teachers of the special schools – A study of Gujarat state*. Germany: VDM Publication.
9. Maitra, K. & Saxena, V. (ed) (2008) *Inclusion: Issues and Perspectives*, Kanishka.
10. Meadow, K.P. (1980). *Deafness and child development*. Berkley, C.A.: University of California Press.

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12. Mithu, A. and Michael, B. (2005). *Inclusive Education: From rhetoric to Reality*, New Delhi.: Viva Books Pvt. Ltd.
13. NCERT (2006) Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, New Delhi.
14. NCERT (2013) Training and Resource Material on Adolescence Education, New Delhi., available on [www.aeparc.org](http://www.aeparc.org)
15. Oza, D. and Pandit, R. (2011). *Management of behavioural problems of children with mental retardation*. Germany: VDM publication.
16. Premavathy, V. and Geetha, T. (2006): *Integrated and Inclusive Education DSE(VI) Manual*: New Delhi., Krishna Publication.
17. Reed, M. (1984). *Educating Hearing Impaired Children*. Milton Keynes: Open University Press.
18. Sharma, P.L. (1988). *A Teacher's Handbook on Integrated Education of the Disabled*. New Delhi.: NCERT.
19. Ramaa S: Website: s-ramaa.net (for various publications)
20. Voluntary Health Association of India. *Disabled 'Village Children' – A Guide for Community Health Workers, Rehabilitation Workers, and Families*.
21. World Bank (2003) *Inclusive Education: Achieving Education for all including those with Disabilities and special Education Needs*.

## **PROFESSIONAL EDUCATION COURSES**

### **BAE VII.5 : Health and Physical Education**

**Credits: 2 (1L+ 0T +1P)**  
**Contact hours per week: 3**  
**Exam Duration: 2 Hrs.**

**Marks: 100**  
**C1 + C2: 50**  
**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) to build a scenario of Health Education in India.
- (ii) to develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
- (iii) Prospective Teacher Educators to learn the Techniques Related to Health Risks & Learn How to Fix these.
- (iv) Prospective Teacher Educators to study the Health Education Vision & Mission of India.
- (v) To acquire the skills for physical fitness, correct postures, habits and activities for development
- (vi) Acquire skills to practice yogasanas and meditation and learn the skills of concentration, relaxation, dealing with stress and strain
- (vii) Understand and develop psychological abilities as life skills to deal with growing up issues like HIV and AIDS and prevention of substance issues
- (viii) Understand the process of assessment



## **COURSE CONTENT:**

### **Unit I: Health Education Scenario in India:**

Introduction to the concept of health, significance and importance in the context of ancient and modern Indian perspective

Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, Time-Space-Personnel-Material Constellation Educational Management System, Emerging Health & Total Quality of the Educational Institutions, Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yog, Health & Hygiene, Clean Toilets, Work & Leisure, Quality of Health ó Role of Education, Administrators, Teachers, Students, Supporters,

### **Unit II: Tech-related Health Risks:**

Identification of the technological health hazards ó Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms.

### **Unit III: Approaches to Sound Health:**

Games, Sports & Athletics.

Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Games and sports ó athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.

Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulation of sports; sports ethics; sports awards and scholarships, sportsmanship.

Yoga ó Raja Yoga, Karma Yoga, Bhakti Yoga, Jnana Yoga.

Safety and security ó disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation, Safety measures to be taken in Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads Human Development Index (HDI), Health: Vision, Goals and Objectives of Government of India, Experiments on Influence of Surroundings & Thought, Science of Laughter & Smiles, Health Observation Programs, Impact of TV Serials.

Role of Institutions (schools, family and sports), health services, policies and major health and physical education-related programme, blood banks, role of media.

### **Unit IV: First Aid – Principles and Uses:**

Structure and function of human body and the principles of first aid., First aid equipmentø.

Fractures-causes and symptoms and the first aid related to them, Muscular sprains cause, symptoms and remedies, first aid related to haemorrhage, respiratory discomfort, first aid related to Natural and artificial carriage of sick and wounded person, Treatment of unconsciousness, Treatment of heat stroke, General disease affecting in the local area and measures to prevent them.

### **Practicum:**

- (i) Surfing to know the diseases in India.
- (ii) Preventive & Ameliorative measures for health hazards.
- (iii) Playing Games.
- (iv) Athletics.
- (v) Yoga.
- (vi) Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.
- (vii) Preparation of inventories on myths on exercises and different type of food.
- (viii) Make an inventory of energy rich food and nutritious food (locally available) indicating its health value.
- (ix) Make an inventory of artificial food and provide critical observations from health point of view.
- (x) Home remedies as health care.
- (xi) Role of biopolymers (DNA) in health of child.
- (xii) Medicinal plants and child health.
- (xiii) Strategies for positive thinking and motivation.
- (xiv) Preparation of first aid kit.

\* In addition, school and community based activities may be organised.

### **References:**

1. Arora, P. (2005) *Sex Education in schools*, Prabhat Prakashan
2. K. Park “*Preventive and Social Medicine*” Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.
3. NCERT (2013). *Training and Resource materials on Adolescence Education*, NCERT, New Delhi. (This material is also available on ["http://www.aeparc.org.www.ncert.nic.in"](http://www.aeparc.org.www.ncert.nic.in))
4. NCERT (2014). *Population Education, Source Material*, NCERT, New Delhi.
5. Stephen, J. Williams, Paul R. Torrents, “*Introduction to Health Service*”, Delmore Publications.

### **Physical Education**

6. Deboarh, A. Wuest, Charles, A. Bucher: “*Foundation of Physical Education Exercise Science and Sports*”, Tata McGraw Hill Pvt. Ltd., New Delhi.
7. John, E. Mixton, Ann, E. Jewett: “*An Introduction to Physical Education*”, W.B. Saunders Company, London.
8. John, Cheffers; Tom, Eval: “*Introduction to Physical Education – Concept of Human Movement*”. Prentice Hall Engle Wood: New Jersey.
9. Bette J., Logdson & Others, “*Physical Education for Children*”, Lea and Febiger, Philadelphia.
10. Roberts, S. Weinberg & Daniel Gould, “*Foundation of Sports and Exercise Psychology*”, Human Kinetics Publication.
11. A.K. Uppal, Lawrance Gray Kumar, “*Biomechanics in Physical Education and Exercise Science*: Friends Publication, New Delhi.
12. Jack, H. Wilmore, David, L. Costil, W. Larry Kenney, “*Physiology of Sports and Exercise*, Human Kinetics Publication.
13. **Yoga**
14. Swami Satyanand Saraswati, “*Asana Pranayama Mudra Bandh*”, Bihar School of Yoga, Munger.
15. M.M. Ghore, “*Anatomy and Physiology of Yogic Practices*”. Lonavala Yoga Institute, Lonavala.

16. Gharote, M.L. (2004). *Applied Yoga*, Kaivalyadhama S.M.Y.M. Samiti, Lonavala.
17. “*Yogasana*” Morarji Desai National Institute of Yoga, New Delhi.
18. “*Pranayama*” Morarji Desai National Institute of Yoga, New Delhi.
19. MDNIY (2010). “*Yoga Teachers Manual for School Teachers*, New Delhi.
20. NCERT (2015). *Yoga: A Healthy Way of Living Upper Primary Stage*, New Delhi.
21. NCERT (2015). *Yoga: A Healthy Way of Living Secondary Stage*, New Delhi.
22. Agarwal, Satya P. (1998). *The social role of the Gītā: how and why*, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010.
23. Goel, Devraj & Goel, Chhaya (2013). *Universe of Swami Vivekananda & Complete*.
24. *Wholistic Social Development*, CASE Publication under UGC SAP, The M.S. University of Baroda, Vadodara.
25. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy.
26. Mehroo D. Bengalee (1976). *Child Guidance*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay.
27. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
28. Porter, Noah (2003). *Falun Gong in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
29. Wu JY, Feng, L, Park, H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. (2001) *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily.

**Web Resources:**

30. Position Paper National Focus Group on Health and Physical Education, NCERT  
[http://www.ncert.nic.in/new\\_ncertncertrightsidelinkspdf/focus\\_grouphealth\\_prelims\\_final.pdf](http://www.ncert.nic.in/new_ncertncertrightsidelinkspdf/focus_grouphealth_prelims_final.pdf)
31. Learning curves: sports in education, (2013) Azim Premji Foundation  
<http://azimpremjifoundation.org/pdf/learning-curve-17.pdf>
32. [www.FalunDafa.org](http://www.FalunDafa.org)
33. [www.http://greatist.com/health/9-worst-tech-related-health-risks](http://greatist.com/health/9-worst-tech-related-health-risks)

## PROFESSIONAL EDUCATION COURSES

### BAE VII. 6: Reading and Reflecting On Text

**Credits: 2 (1L+ 1T +0P)**  
**Contact hours per week: 3**  
**Exam Duration: 2 Hrs.**

**Marks: 100**  
**C1 + C2: 50**  
**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understand the meaning, process, importance and characteristics of reading.
- (ii) Understand and apply different levels, types, techniques and methods of reading.
- (iii) Acquaint with the skills of reading different types of texts.
- (iv) Develop different types of reading skills through various activities and met cognition
- (v) Learn the skills of reading comprehension and to enhance vocabulary.
- (vi) Acquaint with the problems of reading across curriculum.

## **COURSE CONTENT:**

### **Unit I: Introduction to Reading:**

Reading ó Meaning and Process, Importance of Reading across Curriculum, Characteristics of Reading, Developing reading skills. Role of libraries in promoting reading habits

### **Unit II: Techniques and Methodology of Reading:**

Levels of reading ó literal, interpretative, critical and creative, Types of reading ó intensive and extensive reading, oral & silent reading, reading techniques ó skimming and scanning. Methodology of reading

### **Unit III: Reading the Text:**

Types of Texts ó Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes; Importance of Different Texts in Curriculum

### **Unit IV: Developing Reading Skills and Reading Comprehension:**

Developing Critical Reading Skills, Developing Reflective Skills, Activities for Developing Reading Skills, Developing Metacognition for Reading, Developing Reading Comprehension Developing Vocabulary for Reading, Problems of Reading

### **Practicum:**

- (i) Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text.
- (ii) Divide the group and provide one text and suggest students to make different interpretations.
- (iii) Design vocabulary games to enhance vocabulary.
- (iv) Read the text and provide a five words summary to each paragraph.
- (v) Reading and comprehension exercises.
- (vi) Skim through the text and give suitable title to the text.
- (vii) Complete given text in stipulated time and summarize it in 67 lines with a suitable title.
- (viii) Making an oral presentation
- (ix) Organising a debate, discussion based on their reading
- (x) Preparation of a poster
- (xi) Making a collage
- (xii) Displaying appropriate texts graphic on bulletin board
- (xiii) Addressing morning assembly during their internship in schools
- (xiv) Making a power point presentation on selected topic
- (xv) Submission of written articles assignments
- (xvi) Writing maintaining reflective journals

\* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.

### **References:**

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2. Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambridge: Cambridge

- University Press.
3. Hill, L.A., and Dobbyn, M.A. (1979). *Training Course, Trainer's Book*. London: Cassell.
  4. Hubbard, P., and Hywel, J. et al (1983). *A Training Course for TEFL*. Oxford University Press.
  5. Joseph, K.S. (2004). *Self-Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
  6. Mukalel, J.C. (1998). *Approaches to English Language Teaching*. New Delhi.: Discovery Publishing house.
  7. Mukalel, J.C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi.: Discovery Publishing house.
  8. Mukalel, J.C. (1998). *Psychology of Language Teaching*. New Delhi.: Discovery Publishing House.
  9. Mukalel, J.C., and Ahmed, S. B. (1984). *Teaching English in India*. New Delhi.: Arya Book Depot.
  10. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.
  11. Richard, J.; Theodore, S. and Rodgers, T.S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
  12. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi.: Vikas Publishing House.
  13. Wilkins, D.A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold.
  14. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
  15. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
  16. My experiments with the truth ó *Autobiography of Mahatma Gandhi*
  17. The Little Prince ó *Antain de Saint* ó Exupery
  18. Cultural Heritage ó Dr. S. Radhakrishnan
  19. Periodicals Like ó Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser ó weekly
  20. Recognizing Different Types of Text

### Web Resources:

21. <http://www.bbc.co.uk/skills/wisefactsheets/03text-11-f-different-types-of-text> HYPERLINK
22. Models of Reading Process  
<http://people.ucalgary.ca/~mpeglarmodels.html>
23. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/> HYPERLINK
24. <http://www.tarleton.edu/Faculty/gentry/reading%20models.html>  
Reflective Skills
25. <http://www.ski.com/ips/reflecting.html> HYPERLINK
26. <http://www.skillsyouneed.com/ips/reflective-practice.html>

**PROFESSIONAL EDUCATION COURSES**  
**BAE VII. 7A: Internship in School Subject 1: English (SAP 5)**  
**&**  
**BAE VII. 7B: Internship in School Subject 2: Social Science (SAP 5)**

*(Evaluation in each school subject shall be as per the break up shown below and all are internal\*)*

**Credits : 12 ( 6+6 )**  
**Duration : 11 Weeks**

**Marks: \*100**  
**C1 + C2 : 50**  
**C3 : 50**

The activity is divided into three phases:

- Pre ó internship - 2 weeks
- Internship - 8 weeks
- Post internship- 1 week

- **Pre internship**

**Objectives:**

- To facilitate student teachers in designing and executing lessons in each pedagogy.
- To develop in student teachers the skills of observation and evaluating teaching of their peers

**Activities**

The student teachers will

- plan and teach minimum 3 lessons in each pedagogy
- observe minimum 5 lessons of their peers in each pedagogy
- participate in the mentoring sessions to plan lessons under the guidance of mentors.

- **Internship**

**Objectives:**

To provide the student teachers with the field experience of getting attached to a school for a long duration and develop professional skills of teaching, participate in various day to day functions of schools, and in organizing various activities.

**Activities**

- The student teachers will teach 20 lessons ( excluding lesson given during pre-internship) at secondary level in each pedagogy.
- The student teachers will organize various activities- co-curricular and extended subject based in the school.
- The student teachers will participate in various academic and administrative activities including monitoring and supervising students in school conducted tests and examinations.
- The student teachers will diagnose the learning difficulties of students and provide remedial instruction.
- The student teachers will conduct CCE and unit tests and prepare evaluation records

- **Post Internship**

**Activities**

- Submission of internship records - evaluation records, activity record, observation records, reflective diary
- PPT Presentation of reflections

Evaluation in each pedagogy is as follows:

C1 ó Pre-internship activities

C2 ó Internship records and post-internship presentation

**C3 – Internship in teaching**

# EIGHTH SEMESTER

## DISCIPLINE SPECIFIC ELECTIVE 2: ENGLISH LITERATURE

### BAE VIII.1: New Literatures

**Credits 3 (1L+2T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

#### **Objectives:**

- (i) To provide the student-teachers with a basic insight into the emerging trends in literature.
- (ii) To acquaint the student-teachers with diasporic writings.
- (iii) To make them familiarize with the marginalized voices and counter-cultures.

#### **COURSE CONTENT:**

##### **Unit I: Poetry-1:**

Adrienne Rich: Aunt Jennifer & Tigers, Necessities of Life.  
Philip Larkin: Whitsun Weddings, Annus Mirabilis  
Seamus Heaney: Bogland, Traditions  
Kahlil Gibran: *The Prophet*

##### **Unit II: Prose:**

Stanislavski, An Actor Prepares (Penguin) Chapter 8. "Faith and the Sense of Truth," sections 1,2,7,8, 9 (pp. 121--5, 137 & 46).  
Raymond Williams, Tragedy and Revolution in Modern Tragedy, revised edition (London, Verso, 1979) pp. 61 & 84.  
Bertolt Brecht, "The Street Scene" (pp. 121-8), "Theatre for Pleasure or Theatre for Instruction" (pp. 68-76) and "Dramatic Theatre vs. Epic Theatre" (chart) (p.31) from Brecht on Theatre. The Development of an Aesthetic, ed. John Willet (London: Methuen, 1992).  
Antonin Artaud, "No More Masterpieces" from The Theatre and its Double (London: Calder and Boyars, 1970), pp. 55.63.  
George Steiner, "On Modern Tragedy" from The Death of Tragedy (London: Faber), pp. 303-24.  
Jean Genet, Reflections on Theatre (London: Faber), chapter 2: "The Strange Word Urb..." pp.63-74.  
Topics: Naturalism, expressionism in theatre; Forms of realism in Pablo Neruda: "Poetry" "Tonight I can Write" "The Way Spain Was" "Ars Poetica"

##### **Unit III: Fiction:**

Gabriel Garcia Marquez: *Chronicle of a Death Foretold*  
Feydoor Dostoesky: *Crime and Punishment*  
Italo Calvino: *Invisible Cities*  
Mario Vargas Llosa: *The War of the End of the World*  
Nikoz Kazanzakis: *The Last Temptation of Christ*  
Albert Camus: *Plague*  
Franz Kafka: *Trial*



**Unit IV: Drama:**

Dario Fo: *Accidental Death of an Anarchist*

Bertolt Brecht: *Mother Courage and Her Children*

Jean Genet: *The Balcony (Faber)*

Eugene Ionesco: *Rhinoceros (Penguin)*

**References:**

1. *Umberto Eco: The Name of the Rose*, Cambridge University Press: Cambridge Companion to Commonwealth Literature

**DISCIPLINE SPECIFIC ELECTIVE 2: HISTORY****BAE VIII. 2: Aspects of Regional History and Culture****Credits 3 (1L+2T+0P)****Contact hours per week: 5****Exam duration: 2 Hrs.****Max. Marks: 100****C1+ C2: 50****C3: 50**

(The Paper Carries 100 Marks which is to be evaluated internally and phase wise in the Term end examination)

**Objectives:**

The students are expected to be acquainted with the use of original sources and research methodology for preparing the project report. Topics of the study of project work shall be decided by the concerned faculty member of the institute.

Report of the project field work shall be examined by internal faculty members.

**COURSE CONTENT:****Unit I: Use of Original sources in History:**

**Unit II: Research Methodology in History:** (Selection of the title topics, Objectives, Hypotheses, developments of the tools)

**Unit III: Projects in History:**

**Unit IV: Report Writing:** (Collection, analysis and tabulation of data and final Project Report writing).

**Some Suggested Topics:**

- (i) History of Indian Cinema (Pre 1947)
- (ii) Agrarian System in Medieval India
- (iii) Visualizing early Indian Culture
- (iv) Cartography in Medieval India
- (v) Fortification of Medieval Deccan
- (vi) Women's History
- (vii) Regional History: Karnataka, Andhra Pradesh, Tamil Nadu, Telangana, Kerala, Puduchery,

- (viii) Science and Human past
- (ix) Reading Sources on Early Indian Society
- (x) History of Architecture in Medieval India
- (xi) History of Urban Cities
- (xii) World of Indian Ocean

**Methodology:**

- C1: from selection of the title topics to developments of the tools
- C2: Collection of data and analysis of data
- C3: Final Field Work Project Report

**References:**

1. Renu Saran (2012): *History of Indian Cinema*, Diamond Pocket Books Pvt Ltd
2. Irfan Habib (2013): *The Agrarian System of Mughal India: 1556-1707*, OUP India; 3 edition
3. Gazetteer of India, Volume-2 (2009): *History and Culture*, Publication Division of India
4. Schwartzberg, Joseph E. (2008), "*Maps and Mapmaking in India*",
5. *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (2nd edition) edited by Helaine Selin, pp. 130161303, Springer, ISBN 978-1-4020-4559-2.
6. Sircar, D.C.C. (1990), *Studies in the Geography of Ancient and Medieval India*, Motilal Banarsidass Publishers, ISBN 81-208-0690-5.
7. Kamalapur, J. N. (1961): *The Deccan forts; a study in the art of fortification in mediaeval India*; Bombay, Popular Book Depot.
8. Bell Hooks (2000): *Feminism Is for Everybody: Passionate Politics*; South End Pr.
9. K. A. N. Sastri, *A History of South India* 4th Edition: University Press-New Delhi.
10. Romila Thapar: *Penguin History of Early India*, Penguin Publications.
11. Monica Juneja (2010): *Architecture in Medieval India: Forms, Contexts, Histories*; Orient Blackswan PUB
12. Edward A. Alpers (2014): *The Indian Ocean in World History* (New Oxford World History); OUP USA.
13. Shiekh Ali, *History: Its Theory and Method*, McMillan, 1999.
14. K N Chitnis, *Research Methodology in History*, Atlantic Publications, New Delhi. 2007.
15. Tej Ram Sharma, *Research Methodology in History*, Concept Publishing Company, New Delhi. 2001.

## DISCIPLINE SPECIFIC ELECTIVE 2: GEOGRAPHY

### BAE VIII. 3A: Human Geography

**Credits 3 (1L+1T+1P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

#### **Objectives:**

The objectives of this course are to acquaint the students with the nature of man-environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living; to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

#### **COURSE CONTENT:**

##### **Unit I: Nature and Concept:**

Nature, scope and Significance of Human geography. Concept of man and Environment: Determinism, Possibilism, Neo-Determinism and Probabilism. Branches of Human Geography.

##### **Unit II: Human Settlement:**

Origin and growth of Primitive Settlements, Site, situation and Locational Characteristics of Settlements. Patterns and Hierarchy of Rural and Urban settlements. Central Place Theory. Central Business District (CBD)

##### **Unit III: Races and Tribes:**

Evolution of man: (Australopithecus, Homo Erectus, Homosapiens. Man's spread over the earth during the Pleistocene) World Human Race: Basis of Human Race, Griffith Taylor classification of Human Race. Tribes: Regional Distribution of Tribes in the World, Eskimos, Kirghiz, Bushman, and Pygmies. Habitat. Tribes in India: Economy and Society of Indian Tribes: Bhil, Gond, Santhal, Nagas.

##### **Unit IV: Demographic Characteristics:**

Major languages and their distributions in the World and India. Major Religions and their distributions in the World and India. World Population: Growth and Distribution. Factors affecting Spatial Distribution of Population. Migration: Types, Causes and Consequences. Demographic Transition.

#### **References:**

1. Bergman, Edward E. *Human Geography; Culture, Connections and Landscape*, Prentice-Hall, New Jersey.1995.
2. Carr, M. *Patterns, Process and change in Human Geography*. MacMillan Education, London, 1987.
3. Fellman, J.L. *Human Geography—Landscapes of Human Activities*. Brown and Benchman Pub., U.S.A., 1997.
4. DeBlij H.J. *Human Geography, Culture, Society and Space*, John Wiley, New York,1996.
5. Johnston, R.J. (editor). *Dictionary of Human Geography* Blackwell, Oxford, 1994.

6. McBride, P.J. *Human Geography Systems, Patterns and Change*, Nelson, U.K. and Canada, 1996.
7. Michael, Can. *New Patterns: Process and Change in Human Geography*, Nelson, 1997
8. Rubenstein, J.H. and Bacon R.S. *The Cultural Landscape—an Introduction to Human Geography*, Prentice Hall, India, New Delhi., 1990.
9. Singh, K.N. *People of India, An introduction*, Seagull Books, 1992
10. Spate O.H.K. and Learmonth A.T.A. *India and Pakistan*, Methuen, London. 1968.
11. Singh R Y. *Geography of Settlements*, Rawat Publications, Jaipur-4

## PRACTICALS

### Field Work

**Exam Duration: 3hrs**

**C3: 50**

### **COURSE CONTENT:**

#### **Field Work and Research Methodology:**

##### **Unit –I**

Field Work in Geographical Studies ó Role, Value, Data and Ethics of Field-Work  
 Defining the Field and Identifying the Case Study ó Rural Urban Physical Human Environmental.

##### **Unit – II**

Field Techniques ó Merits, Demerits and Selection of the Appropriate Technique;  
 Observation  
 (Participant Non Participant), Questionnaires (Open Closed Structured Non-Structured);  
 Interview with Special Focus on Focused Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch)

##### **Unit – III**

Use of Field Tools ó Collection of Material for Physical and Socio-Economic Surveys.  
 Designing the Field Report ó Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.

#### **Practical Record:**

- (i) Each student will prepare an individual report based on primary and secondary data collected during field work.
- (ii) The duration of the field work should not exceed 10 days.
- (iii) The word count of the report should be about **8000 to 12,000** excluding figures, tables, photographs, maps, references and appendices.
- (iv) One copy of the report on A 4 size paper should be submitted in soft binding.

#### **References:**

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.

3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Publs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*, Concept Publs. Co., New Delhi.
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
9. Wolcott, H. 1995. *The Art of Field work*. Alta Mira Press, Walnut Creek, CA.

## **DISCIPLINE SPECIFIC ELECTIVE 2: POLITICAL SCIENCE**

### **BAE VIII.3B: Panchayati Raj Institutions in India**

**Credits 3 (1L+2T+0P)**  
**Contact hours per week: 5**  
**Exam duration: 2 Hrs.**

**Max. Marks: 100**  
**C1+ C2: 50**  
**C3: 50**

**Objectives:** after completing the course the student teachers will be able to understand and comprehend:

- (i) origin, development, nature, scope, stages and significance, of Panchayat Raj Institutions in India
- (ii) recommendations made by different Committees and Commissions on Panchayat raj Institutions in India
- (iii) Structure of Panchayat Raj Institutions in India and
- (iv) Various problems and challenges faced by the Panchayat Raj Institutions in India

#### **COURSE CONTENT:**

##### **Unit I: Panchayati Raj Institutions:**

Concepts, nature, scope, origin and significance of Panchayat Raj Institutions, stages of development of Panchayat Raj Institutions in India

##### **Unit II: Committees and Commissions:**

Balawantroy Mehta Committee, G.V.K Rao Committee, L.M., Singhvi Committee, study teams and commissions

##### **Unit III: Structure of Panchayat Raj Institutions:**

Constitutional provisions, 73<sup>rd</sup> Amendment Act and after, Eleventh Schedule of the Indian Constitution, Powers and Functions of Panchayat Raj Institutions in India

#### **Unit IV: Problems of Panchayat Raj Institutions in India:**

Relationship between State governments and Panchayat Raj Institutions, relationship between elected representatives and administration of Panchayat Raj Institutions, mobilization of resources, financial autonomy

#### **References:**

1. Sharma, Shakuntala, *Grass Root Politics and Panchayat Raj*, Deep and Deep Publications, New Delhi., 1994.
2. Aslam, M., *Panchayati Raj in India*, NBT, New Delhi., 2007.
3. Palanithurai, G., *Dynamics of New Panchayati Raj System in India*, Concept Publishers, New Delhi., 2005.
4. Sharma, Manoj, *Local Government-Rural and Urban*, Anmol Publications, New Delhi., 2004.
5. Sharma, Mukesh, *Panchayati Raj System and Empowerment*, Surabi, Rajasthan, 2002.

## **GENERIC ELECTIVE 2**

### **BAE VIII. 4: Indian Constitution and Human Rights**

**Credits 2 (2L+0T+0P)**

**Contact hours per week: 2**

**Exam duration: 2 Hrs.**

**Max. Marks: 100**

**C1+ C2: 50**

**C3: 50**

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

- (i) know the importance, preamble and salient features of Indian Constitution
- (ii) appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy.
- (iii) develop an understanding of the strength of the Union Government.
- (iv) understand the functioning of the State Government for the unity and the strength of the Democracy.
- (v) know the importance of local self-Government and Panchayati Raj Institutions in India.
- (vi) know the meaning, significance, the growing advocacy of Human Rights.

#### **Transaction Mode:**

Through Lectures, Group discussions, Interactive sessions, field activities and use of Education Technology.

#### **COURSE CONTENT:**

##### **Unit I: Meaning and Importance of the Constitution:**

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

##### **Unit II: Fundamental Rights, Duties and Directive Principles:**

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

### **Unit III: Union, State and Local Self Governments:**

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

### **Unit IV: Human Rights:**

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

### **References:**

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

## **PROFESSIONAL EDUCATION COURSES**

### **BAE VIII. 5: Knowledge and Curriculum**

**Credits: 4 (2L+ 2T +0P)**

**Contact hours per week: 6**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** this course is designed to help student teachers to:

- (i) Understand the concept and the need for curriculum in schools.
- (ii) Explore the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books.
- (iii) Analyze the principles employed in sequencing the school curriculum and the syllabus at different levels.
- (iv) Identify various learning sites and resources operating as curriculum supports in the system.
- (v) Analyze the multiple roles of schools in implementation of curriculum.
- (vi) Discuss the roles and responsibilities of curriculum stakeholders.
- (vii) Analyse the role of teachers in operationalising the curriculum.
- (viii) Examine the processes and criteria commonly used to evaluate curriculum in pursuit of improvement.

- (ix) Explore the evaluation approaches adopted to revise the curriculum at the national and state levels.
- (x) Analyze the national curriculum frameworks for necessary reforms proposed and their implications at school level.
- (xi) Develop an image of oneself as a curriculum informant, designer, agent, and evaluator.

### **COURSE CONTENT:**

#### **Unit I: Concept and the nature of curriculum:**

- (i) Meanings of curriculum; different perspectives of curriculum; need for curriculum in schools.
- (ii) Educational policy reforms leading to curriculum reforms; Relationship between curriculum framework, curriculum, syllabus and text books- their significance in school education.
- (iii) Meaning and concerns of core curriculum-its need and significance in Indian context; Meaning and concerns of Hidden curriculum and spiral curriculum and their relevance to learning.
- (iv) Types of curriculum: subject-centered, activity-centered, environmental centered, and community-centered and their relevance.

#### **Unit II: Foundations of Curriculum Development:**

- (i) **Forms of knowledge & Curriculum:** Forms of knowledge and structure of a Discipline, and their characterization in different school subjects; Logical grammar of different school subjects
- (ii) **Nature of learner & learning:** Nature of learner - needs and interests, and different perspectives on learning (behaviourists, cognitivists and social constructivists) and their implications to curriculum development
- (iii) **Socio –cultural:** Importance of society-school relationships; Societal factors that affect the curriculum; Multiculturalism, multilingual aspects, and societal aspirations; Social reconstruction, social efficiency, inequality in educational standards, need for common goals and standards;
- (iv) **Technological determinants:** Science and technological advancements, Using the resources of the information society in curriculum development
- (v) **Some of the critical issues:** environmental concerns, gender concerns. inclusiveness, value concerns, social sensitivity, and globalization.

#### **Unit III: Process of curriculum Development:**

- (i) Understanding shifts in emphasis in approach to curriculum; from subject centered and behaviouristic learning to integrated approach involving development of perspectives, activity centered and constructivist orientation;
- (ii) **Behaviouristic orientation:** Formulating aims and objectives ó (general, specific -subject wise and level wise); Selecting content and learning experiences ó Principles involved; Organizing the content and learning experiences- Principles (continuity, sequence and integration: organizing elements- concepts, skills, and values); breadth of coverage and depth of understanding; applicability and relevance to school curriculum planning
- (iii) **Constructivists orientation:** curriculum embedded in real life contexts; authentic learning in real life contexts leading to knowledge construction; applicability and relevance to school curriculum planning



#### **Unit IV: Curriculum Implementation and Curriculum evaluation:**

- (i) Operationalising curriculum into learning situations; Planning and converting curriculum into syllabus and curriculum engagement activities.
- (ii) Role of teachers in operationalising curriculum in generating dynamic curricular experiences through i) flexible interpretation of curricular aims ii) concept mapping iii) contextualization of learning v) selecting varied experiences and long range and daily planning, choice of resources, planning assessment etc.
- (iii) Planning and use of curricular materials: Text book; teachers hand book, source book, work book, manuals, and other learning materials such as kits, AV and software materials.
- (iv) School culture and climate in implementing the curriculum.
- (v) Supports to curriculum engagement: available infrastructure and curriculum sites and resources (library, laboratory, playground, neighbourhood etc.); Use of community resources in curriculum engagement.
- (vi) Role of external agencies ó National, Regional and State in developing the learning supports (including training of teachers) for curriculum implementation.
- (vii) Meaning of curriculum evaluation; Need for curriculum evaluation
- (viii) Process of curriculum evaluation and renewal: collecting opinions and views on school curriculum and text books from different stakeholders; studentsø attainability of curricular standards as one of the criterion; evaluation of the discrepancies observed between anticipated and observed inputs, transactions and outputs; critical analysis of text books; evaluation of other curricular materials;
- (ix) Role of National, Regional and State bodies in empowering the teachers in evaluating curriculum

#### **Sessional Work:**

- (i) Review of national curriculum frame works and write a report for presentation and discussion
- (ii) Analysis of teachersø handbooks, text books, workbooks, source books followed by Presentations.
- (iii) Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them

#### **References:**

1. Olivia, P (2004): *Developing the curriculum* (6<sup>th</sup> Ed). Allyn & Bacon, Inc. ISBN: 0205412599.
2. *Curriculum planning for better teaching and learning* by J.G. Saylor and W Alexander (Holt, Rinehart and Winston).
3. Yashpal Committee (1993): *Learning without Burden*, MHRD, and India.
4. Position paper: *National Focus Group on 'Curriculum, Syllabus, Textbooks'*, NCERT.
5. Lewy, Arie (1977): *Handbook of Curriculum Evaluation*, International Institute for educational Planning, France and Longman Inc.
6. Giroux, Henry et.al (1981): *Curriculum and Instruction: Alternatives in Education*, by MC Cutchan Public Corp, Printed in USA.
7. Dewey, John (1959): *The Child and the Curriculum*, Chicago, the University of Chicago Press.
8. Hilda T (1962): *Curriculum and Development- Theory and Practice*, Harcourt, Brace and World, Inc.
9. Howson, Geoffrey (1978): *Developing a New Curriculum*, London: Heinmann

10. NCERT (1988) *National Curriculum for Elementary and Secondary Education: A framework.*
11. NCERT (2000) *National Curriculum Framework for school Education.*
12. NCERT (2005) *National Curriculum Framework.* NCERT publications
13. Schubert W (1986): *Curriculum Perspectives, Paradigms and Possibilities*, New York: Macmillan.
14. Zias, R (1976): *Curriculum Principles and Foundations*, New York; Thomas Crowwell.
15. Hirst, Paul (1975): *Knowledge and curriculum*, (International Library of the Education volume 12): A collection of Philosophical papers, International library of Philosophy of Education, Routledge publishers
16. Kumar, Krishna and Malla Reddy: *Curriculum Development and Educational Technology.*

## **PROFESSIONAL EDUCATION COURSES**

### **BAE VIII. 6: Guidance and Counselling in Schools**

**Credits: 4 (3L+ 1T +0P)**

**Contact hours per week: 5**

**Exam Duration: 2 Hrs.**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) appreciate the nature, purpose and need for guidance and counselling;
- (ii) sensitise the student-teachers with the need and relevance of Guidance and counselling.
- (iii) demonstrate an understanding of educational, vocational and personal guidance
- (iv) develop an understanding of the process of Guidance and Counselling
- (v) understand the process of organization of Guidance services in schools
- (vi) develop capacity of applying the techniques and procedures of guidance and counselling
- (vii) describe various testing and non- testing techniques
- (viii) develop the skill of administration and interpretation of psychological tests
- (ix) understand the concept and importance of career development.
- (x) analyse the role of the teacher in the provision of Guidance and Counselling
- (xi) know the qualities required for good Counsellor

### **COURSE CONTENT:**

#### **Unit I: Meaning and Nature of Guidance:**

Guidance: Concept, aims, objectives, functions and principles.

Need & Procedure for (Educational, Psychological and Social) guidance.

Purposes and Principles of organization of different guidance Services

Organization of guidance services at Secondary Level: Need and Importance

Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools.

Role of Guidance Personnel in organization of guidance services in School: Counsellor, Career Master, Psychologist, Doctor, Teacher Counsellor, Head of the Institution, Teacher, Social Worker

**Unit II: Meaning and Nature of Counselling:**

Counselling: Meaning, and nature; Difference between Guidance & Counselling; Principles and approaches of counselling, Individual and Group Counselling; Skills in Counselling- Skills for Listening, Questioning, Responding, & Communicating, Listening Attentively to the concerns of the counselee, Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc.; Methods and Process of Counselling Academic, Personal, Career and Behaviour problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, need for Counselling; Professional Ethics and Code of Conduct; Qualities and Qualifications of an effective Counsellor

**Unit III: Tools and Techniques of Guidance:**

Testing and Non-Testing Techniques for Studying and Appraisal of students: a) Testing Techniques: Intelligence Mental Ability tests, Aptitude Tests, Attitude Scales, Interest inventories, and Personality Tests, b) Non-testing Techniques: Interview, Observation, and Case Study, c) Tools-Questionnaire, Anecdotal Record, Cumulative Record Cards, etc, Role of the teacher in Assessment and Testing.

**Unit IV: Career Guidance and Counselling:**

Educational and Career Information in Guidance and Counselling: Meaning, Importance, collection, types, classification of occupational information; Dissemination of Occupational Information: Class talk, career talk, Group discussion, Preparation of Charts and Poster, Career Exhibition, Career conference; Guidance for gifted, slow learner, socio-economically disadvantaged children; Career development: Meaning and Importance; Teacher's role in Career planning, Vocational training and placement opportunities for CWSN. Broad outline with respect to the emerging courses and career options available in India; Guidelines for Establishment of Guidance Cell or Career Corners in Schools

**Suggestive List of Activities:**

- (i) Group Guidance-Preparation of Class Talk and One Career Talk
- (ii) Visit to different Guidance Centre
- (iii) Design a checklist Questionnaire to collect information on students and classify them under educational, psychological or social problem.
- (iv) Preparation of Cumulative Record
- (v) To prepare a Case study and Analysis of Case study
- (vi) Administration, Scoring & interpretation of at least two tests: One Mental Ability Test and One Aptitude Test
- (vii) Job Analysis of a Counsellor
- (viii) Preparation of list of problem behaviours based on observation. Detailed study of the Guidance and Counselling Services available in a given School
- (ix) Prepare a Chart and Poster for dissemination of Career Information
- (x) Familiarise and write a report of any one of the Personality Tests used in Guidance and Counselling

**References:**

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2. Asch, M. (2000). *Principles of Guidance and Counselling*, New Delhi.: Sarup and Sons.
3. Bhatia, K. K., (2002). *Principles of Guidance and Counselling*, Ludhiana: Vinod

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4. Bhatnagar, R. P.; Rani. S. (2001). *Guidance and Counselling in Education and Psychology*.
5. Chauhan, S. S. (2008). *Principles and Techniques of Guidance*, UP: Vikas Publishing House Pvt. Ltd.
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7. Gibson, R.L. and Mitchell (2008). *Introduction to counselling and Guidance*, New Delhi.: PHI Learning Pvt. Ltd.
8. Granz, R. M. (2005). *Foundation and Principle of Guidance*, Boston: Allyn& Bacon.
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12. Kakkar, S.B (2015). *Educational Psychology*, PHI Learning: Publications
13. Kocher, S. K. (2007). *Educational Guidance and Counselling*, New Delhi.: Sterling.
14. Myres, G. E. (2005). *Principles and Techniques of Vocational Guidance*, New York: McGraw Hill.
15. Nanda, S. K.and Sagar, S. (1972). *Fundamentals of Guidance*. Chandigarh: N.B.S. Educational Publishers.
16. Nayak A.K. (2004). *Guidance and Counselling*
17. NCERT (2008). *Counselling Process and Strategies (Module 2)*, New Delhi.: NCERT.
18. NCERT (2008). *Guidance for Human Development and Adjustment (Module3)*, New Delhi.: NCERT.
19. NCERT (2008). *Introduction to Guidance (Module 1)*, New Delhi.: NCERT.
20. NCERT (2005). *National Curriculum Framework-2005*, NCERT, New Delhi.

#### Web resources:

21. Introduction to Guidance and Counselling African Virtual university  
<http://oer.avu.org/bitstream/handle/123456789/153/GUIDANCE%20AND%20COUNSELING.pdf?sequence=1>
22. Ethical Principles of Psychologists and Code of Conduct by APA,  
<http://www.apa.org/ethics/code/principles.pdf>
23. Guidance and Counselling,  
[http://www.ncert.nic.in/departments/niedse/activities/advisory\\_board/pdf/guidelines\\_for\\_guidance\\_and\\_counseling.pdf](http://www.ncert.nic.in/departments/niedse/activities/advisory_board/pdf/guidelines_for_guidance_and_counseling.pdf)
24. <http://www.egyankosh.ac.in>

# PROFESSIONAL EDUCATION COURSES

## BAE VIII. 7: Value and Peace Education

**Credits: 2 (1L+ 1T +0P)**

**Contact hours per week: 3**

**Exam Duration: 2 Hrs**

**Marks: 100**

**C1 + C2: 50**

**C3: 50**

**Objectives:** The student teacher will be able to:

- (i) Understand the need and importance of education for peace and values.
- (ii) Understand the nature, characteristics and types of human values.
- (iii) Understand the five core values of Truth, Righteous conduct, Peace, Love and Non-Violence.
- (iv) Appreciate the developments in Peace Education in India and Abroad.
- (v) Understand various methods, techniques and approaches of value development.
- (vi) Appreciate the preamble to the constitution and values inherent in it.
- (vii) Understand various models of value education.
- (viii) Appreciate the importance of living together and imbibe in their attitude and behaviour.

### **COURSE CONTENT:**

#### **Unit I: Concept, Meaning and Nature of Value:**

Concept and meaning of value and Peace:

Indian and Western perspectives on value and Peace.

Reflections of great Indian thinkers on values and Peace (Gandhiji, Swami Vivekananda, Sri Aurobindo, Rabindratha Tagore, J. Krishnamurthi)

Understanding Peace in the individual, Social, National and International context

Nature and characteristics of values

Sources and selection of values -culture and human needs

#### **Unit II: Concept, Meaning and Nature of Peace:**

Historical development of Peace education in India and in the world

Preamble to the Indian Constitution and values inherent in it

Exposition of the five human values of Truth, Righteous Conduct, Peace, Love and Non-Violence with illustrations from life and literature.

Creation of United Nations, UNESCO, UNICEF and their role in promoting value and Peace Education.

#### **Unit III: Concept and need for Value-based Education and Education for Peace:**

Concept of value based education and Education for Peace with special reference to peace to Indian view of life;

Paradigm shift from Peace education to Education for Peace.

Need for and importance of value based education and Education for Peace in the present scenario.

Recommendations of Sri Prakasha Committee (1959) on value education.

Recommendations of Parliamentary Committee of HRD on Values Education (1996-90) headed by Shri S.B. Chauhan.

National Focus Group Report on Education for Peace (2005).

**Curriculum development and Models of Value Education:**

Models of value education; Rationale building model, the consideration model, valuing process and clarification model.

Aims and objectives of Value based education and Education for Peace in the curriculum.

Integration of human values with all (school) academic subjects.

**Unit IV: Pedagogy of Value Education and Education for Peace:**

(i) Approaches and Techniques of teaching human values: -

**Direct approach:** value based Story-telling, Group activities (dramatization, literary activities, games and sports, service activities), Counselling, organizing value based co-curricular activities.

**Indirect Approach:** Incidental Approach with illustrations

Integrated approach: Integration into curricular, co-curricular activities and subjects (with illustrations of integration from Language, Mathematics, science and social science, art and aesthetics, Yoga and health education,

(ii) Teacher as Role Model.

(iii) Role of school ambience and environment in development of values.

**Practicum:**

(i) Develop compile stories with values from different sources and cultures, organize value based co-curricular activities in the classroom and outside the classroom, develop value based lesson plans, integrating values in school subjects.

(ii) Study of any Model of integrated value education ó case study of models expressed by Sri Sathya Sai, J. Krishnamurti, etc.

(iii) Visit to Ramakrishna Institute of Moral and spiritual Education

In addition, school and community based activities may be organised.

**Evaluation Strategies:**

(i) Reflective reading based presentations.

(ii) Unit tests.

(iii) Quiz based evaluation

(iv) Seminar presentation

(v) Submission of case reports on violation of peace as reported through mass-media.

**References:**

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7. Govt of India (1983). *Report on Education in Human Values in Teacher Training Programmes*, New Delhi., Ministry of Human Resource Development.
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9. Howlett, Charles F., John Dewey. *Peace Education*, Encyclopaedia of Peace Education, Teacher College, Columbia University 2008.

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11. Krishnamurti, J.: “*Total Freedom*”, Krishnamurti Foundation Chennai.
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14. NCTE (1998). *Curriculum Framework for Quality Teacher Education*, NCTE, New Delhi.
15. Pandey, S. (2004). *Education for Peace*, Self-Instructional Package for Teacher Education, NCERT, New Delhi.
16. Sri Sathya Sai Bal Vikas Education Trust (1985). *Curriculum and Methodology for integrating Human Values Education*, Prashanthi Nilayam (International Education).
17. Sri Sathya Sai International Center for Human Values (2009). *Education in Human Values: Course Book for Training of Master Trainers*, New Delhi.
18. *The Curriculum framework for Quality Teacher Education* (1998) NCTE, New Delhi.
19. UNESCO (2001) *Learning the way of Peace, ñA Teacher Guide to Education for Peace*”, UNESCO, New Delhi.

**Web resources**

20. Education for values in schools- a framework, NCERT
21. [http://www.ncert.nic.in/pdf\\_files/Framework\\_education/COMPLETEBOOK.pdf](http://www.ncert.nic.in/pdf_files/Framework_education/COMPLETEBOOK.pdf)
22. Values Education A Handbook for Teachers (2012), CBSE
23. [http://cbseacademic.in/web\\_material/ValueEdu/Value%20Education%20Kits.pdf](http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf)
24. Position Paper National Focus Group on Education for Peace, NCERT [http://www.ncert.nic.in/new\\_ncertncertightsidelinkspdf/focus\\_group/education\\_for\\_peace.pdf](http://www.ncert.nic.in/new_ncertncertightsidelinkspdf/focus_group/education_for_peace.pdf)

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