DEPARTMENT OF EDUCATION

Syllabus

For

**Integrated Teacher Education Programme (ITEP)
B.A. B.Ed. (Secondary Level)**

Hemvati Nandan Bahuguna Garhwal (Central) University Srinagar, Uttarakhand

2024

Integrated Teacher Education Programme (ITEP) B.A. B. Ed.
Course-wise Detail

Sub/Sem	I	II	III	IV	V	VI	VII	VIII
ITEP (B.A. B.Ed.)								
Education								
Foundation	EFC-101 Evolution of Indian Education (Cr-4)		EFC-301 Child Development and Educational Psychology (Cr-4)	EFC-401 Philosophical and Sociological Perspectives of Education-I (Cr-4)	1. EFC-501 Inclusive Education (Cr-2)	1. EFC-601 Assessment and Evaluation (Cr-2) 2. EFC-602 Curriculum Planning and Dev. (Cr-2)	1. EFC-701 Education Policy Analysis (Cr-2)	1. EFC-801 Philosophical and Sociological Perspectives of Edu. II (Cr-4) 2. EFC-802 Perspectives on School Leadership and Management (Cr-2) 3. EFC-803 One Elective (Cr4)
Stage Specific			ESSCCPC-302 Stage-Specific Content -cum-Pedagogy Courses Basics of Pedagogy at Secondary Stage (Cr-4)	ESSCCPC-402 Stage-Specific Content -cum-Pedagogy Courses (Any Two) F. Content cum Pedagogy of History at Sec. Stage - Course (I) (Cr-2) G. Content cum Pedagogy of Pol. Sci. at Sec. Stage - Course (I) (Cr-2) H. Content cum Pedagogy of Geography at Sec. Stage - Course (I) (Cr-2)	ESSCCPC-501 Stage-Specific Content -cum-Pedagogy Courses (Cr-4) (Any Two) F. Content cum Pedagogy of History at Sec. Stage - Course (II) (Cr-2) G. Content cum Pedagogy of Pol. Sci. at Sec. Stage - Course (II) (Cr-2) H. Content cum Pedagogy of Geography at Sec. Stage - Course (II) (Cr-2)	ESSCCPC-603 Stage-Specific Content -cum-Pedagogy Courses (Cr-4) (Any Two) F. Content cum Pedagogy of History at Secondary Stage - Course (III) (Cr-2) G. Content cum Pedagogy of Pol. Sci. at Sec. Stage - Course (III) (Cr-2) H. Content cum Pedagogy of Geography at Sec. Stage - Course (III) (Cr-2)		

				I. Content cum Pedagogy of Sociology at Secondary Stage - Course (I) (Cr-2) J. Content cum Pedagogy of Economics at Secondary Stage - Course (I) (Cr-2) K. Content cum Pedagogy of Art at Secondary Stage - Course (I) (Cr-2) L. Content cum Pedagogy of Hindi at Secondary Stage - Course (I) (Cr-2) M. Content cum Pedagogy of English at Secondary Stage - Course (I) (Cr-2) N. Content cum Pedagogy of Sanskrit at Sec. Stage - Course (I) (Cr-2)	I. Content cum Pedagogy of Sociology at Secondary Stage - Course (II) (Cr-2) J. Content cum Pedagogy of Economics at Secondary Stage - Course (II) (Cr-2) K. Content cum Pedagogy of Art at Secondary Stage - Course (II) (Cr-2) L. Content cum Pedagogy of Hindi at Secondary Stage - Course (II) (Cr-2) M. Content cum Pedagogy of English at Secondary Stage - Course (II) (Cr-2) N. Content cum Pedagogy of Sanskrit at Secondary Stage - Course (II) (Cr-2)	I. Content cum Pedagogy of Sociology at Secondary Stage - Course (III) (Cr-2) J. Content cum Pedagogy of Economics at Secondary Stage - Course (III) (Cr-2) K. Content cum Pedagogy of Art at Sec. Stage - Course (III) (Cr-2) L. Content cum Pedagogy of Hindi at Sec. Stage - Course (III) (Cr-2) M. Content cum Pedagogy of English at Secondary Stage - Course (III) (Cr-2) N. Content cum Pedagogy of Sanskrit at Sec. Stage - Course (III) (Cr-2)		
Ability Enhancement & Value-Added Courses	**1. EAEVAC-102** Language-I (as per the 8th schedule of the Constitution of India) (Cr-4) **2. EAEVAC-103** Art Education (Visual) (Cr-2) **3. EAEVAC-104** Understanding India (India Ethos and	**1. EAEVAC-201** Language-II (Other than Language-I) (Cr-4) **2. EAEVAC-202** Understanding India (India Ethos and Knowledge System) (Cr-2) **3. EAEVAC-203** Teacher and Society (Cr-2)		**1. EAEVAC-403** Citizenship Education, Sustainability and Environment Education (Cr-2)	**1. EAEVAC-503** ICT in Education (Cr-2)	**1. EAEVAC-604** Mathematical & Quantitative Reasoning (Cr-2)	**1. EAEVAC-702** Sports, Nutrition and Fitness (Cr-2)	**1. EAEVAC-804** Yoga & Understanding Self (Cr-2) **2. EAEVAC-805** Art Education (Visual) (Cr-2)

	Knowledge System) (Cr-2) **4. EAEVAC-105** Understanding and Connecting with the Environment (Cr-2)						
School Exp				**ESEC-505** Pre-internship Practice (Cr-2)	**1. ESEC-605** School Observation (Cr-2) **2. ESEC-606** Creating Teaching Learning Material (Cr-2)	**1. ESEC-703** School-Based Research Project (Cr-2) **2. ESEC-704** Internship in Teaching (Cr-10)	**1. ESEC-805** Post Internship (Cr-2)
Comm Engagement				**ECESC-505** Community Engagement and Services (Cr-2)			

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Disciplinary

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Core 1 (Major)	DCMJ-1 (Cr-6)	DCMJ-2 (Cr-6)	DCMJ-3 (Cr-6)	DCMJ-4 (Cr-6)	DCMJ-5 (Cr6)	DCMJ-6 (Cr-6)	
Political Science	**DCPOL-101** Introduction to Political Theory (CR=6)	**DCPOL-201** Political Science (Indian Government and Politics) (CR=6)	**DCPOL-301** Comparative Government and Politics (CR=6)	**DCPOL-401** Introduction to International Relations (CR=6)	**DCPOL-501** Introduction to Western Political Thought or Global Politics or Introduction to Public Admin. (CR=6)	**DCPOL-601** Introduction to Indian Political Thought or Introduction to Indian Foreign Policy or Introduction to Public Policy (CR=6)	
Political Science (Skill)	**DCPOL(SEC)-102** Legal Literacy-I or Dynamics of Public Opinion-I (CR=2)	**DCPOL(SEC)-202** Legal Literacy-II or Dynamics of Public Opinion-II (CR=2)					
History	**DCHIS-101** History of India (from Earliest	**DCPOL(SEC)-202** History (History of India from C.300 to	**DCHIS-301** History of India from 1200 to 1707 CE. (CR=6)	**DCHIS-401** History of India (from 1707 - 19050) (CR=6)	**DCHIS-501** Europea History (from 1780 - 1939) (CR=6)	**DCHIS-601** Nationalism and Idea of Freedom in	

	Times up to 300CE) (CR=6)	1200 CE) (CR=6)				20th Century World (CR=6)		
History (Skill)	**DCHIS(SEC)-102** An Introduction to Archaeology (CR=2)	**DCHIS(SEC)-202** Historical Tourism (CR=2)						
Geography	**DCGEO-101** Physical Geography (CR=4)	**DCGEO-201** Geography (Human Geography) (CR=4)	**DCGEO-301** Geography of India (CR=4)	**DCGEO-401** Geographical Thought (CR=4)	**DCGEO-501** Economic Geography (CR=4)	**DCGEO-601** Environmental Geography (CR=4)		
	DCGEO-101(P) Physical Geography (Practical) (CR=1)	**DCGEO-201 (P)** Geography-Practical (CR=2)	**DCGEO-301** Statistical Methods in Geography (P) (CR=2)	**DCGEO-401 (P)** Graphic Representation of DATA and Geological Maps (CR=2)	**DCGEO-501(P)** Practical Geography V (Field Visit, Survey methods and Report Writing (CR=2)	**DCGEO-601(P)** Practical Geography VI (Field Surveying Techniques (CR=2)		
Geography (Skill)	**DCGEO(SEC)-102** Regional Development and Planning with Special Reference to Uttarakhand (2024-25) (CR=2)	**DCGEO(SEC)-202** Geographical Field Mapping and Statistical Training with Software (2024-25) (CR=2)						
Economics	**DCECO-101** Principles of Microeconomics I (CR=6)	**DCECO-201** Economics (Principles of Microeconomics - II) (CR=6)	**DCECO-301** Principles of Macroeconomics Economics-I (CR=6)	**DCECO-401** Principal of Macro Economics II (CR=6)	**DCECO-501** Economic Development and Policy in India–I or Money & Banking or Environmental Economics (CR=6)	**DCECO-601** Economic Development and Policy in India–II or Uttarakhand Economy or Public Finance (CR=6)		
Economics (Skill)	**DCECO(SEC)-102** Entrepreneurship and Start-up-I (CR=2)	**DCECO(SEC)-202** Entrepreneurship and Start-up-II or Survey Methods and Data Analysis-II (CR=2)						

Sociology	**DCSOC-101** Basic Sociological Concept (CR=6)	**DCSOC-201** Indian Society (CR=6)	**DCSOC-301** Sociological Thoughts (CR=6)	**DCSOC-401** Social Change in India (CR=6)	**DCSOC-501** Social Research or Indian Sociological Thinkers (CR=6)	**DCSOC-601** Social Problems or Society through the Visuals (CR=6)		
Sociology (Skill)	**DCSOC(SEC)-102** Basic Concepts of Social Research (CR=2)	**DCSOC(SEC)-202** Methods and Techniques of Social Research (CR=2)						
Drawing & Painting	**DCDRA-101** Fundamentals of Visual Art. (CR=2)	**DCDRA-201** Drawing Painting (Methods and Materials of Painting) (CR=2)	**DCDRA-301** History of Indian Art-Part-1(Pre Historic art to Bengal Renaissance Period) (CR=4)	**DCDRA- 401** History of Indian Art – Part - 2 (Modern and Contemporary Indian Painting) (CR=2)	**DCDRA-501** Brief History of European Painting-1 or Element of Technical Drawing -1 or Graphic Design (CR=2)	**DCDRA-601** Brief History of European Painting-2 or Element of Technical Drawing -2 or Brief History of Print making (Cr-2)		
	DCDRA-101(P) Free Hand Drawing (Practical) (CR=4)	**DCDRA-201(P)** Drawing Painting (Still Life (Drawing) - Practical) (CR=4)	**DCDRA-301(P)** Rendering (Practical) (CR=2)	**DCDRA-401 (P)** Head Study Drawing (CR=4)	**DCDRA-501(P)** Creative Composition or Tie and Die or Photography (CR=4)	**DCDRA-601(P)** Thematic Composition or Letter Writing or Screen Painting (CR=4)		
Drawing & Painting (Skill)	**DCDRA(SEC)-102(P)** Line Drawing-Part A (Practical) (CR=2)	**DCDRA(SEC)-202** Line Drawing- Part B (CR=2)						
Hindi	**DCHIN-101** प्राचीन एवं मध्यकालीन काव्य (CR=6)	**DCHIN-201** आधुनिक गद्य (CR=6)	**DCHIN-301** अवार्चीन हिंदी काव्य (CR=6)	**DCHIN-401** हिंदी साहित्य का संक्षिप्त इतिहास (CR6)	**DCHIN-501** गढ़वाली लोक साहित्य एवं संस्कृति अथवा हिंदी काव्यधारा में हिमालय (CR=6)	**DCHIN-601** आधुनिक भारतीय साहित्य अथवा हिंदी का राष्ट्रीय काव्य (CR=6)		
Hindi (Skill)	**DCHIN(SEC)-102** भाषा शिक्षण कौशल अथवा भाषा कम्प्यूटिंग (CR=2)	**DCHIN(SEC)-202** कार्यालयी हिंदी अथवा प्रयोजनमूलक हिंदी (CR=2)						

					DCENG-501 History of English Literature Part 1 or Literary Moments 1 or Twentieth Century British Poetry &Drama (CR=6)	DCENG-601 History of Language Literature Part II or Literary Moments Part II or Twentieth Century American Poetry & Drama (CR=6)		
English	**DCENG-101** Prose (CR=6)	**DCENG-201** English (Drama) (CR=6)	**DCENG-301** Poetry (CR=6)	**DCENG-401** Fiction and Short Stories (CR=6)				
English (Skill)	**DCENG(SEC)-102** Academic Writing (CR=2)	**DCENG(SEC)-202** Studying Theatre (CR=2)						
Sanskrit	**DCSAN-101** नीतिकाव्य व्याकरण एवं अनुवाद (CR=6)	**DCSAN-201** नाटक अलंकार एवं छंद (CR=6)	**DCSAN-301** गद्य पद्य एवं व्याकरण (CR=6)	**DCSAN-401** संस्कृत साहित्य का इतिहास, संस्कृति एवं निबन्ध (CR=6)	**DCSAN-501** वेद एवं उपनिषद अथवा समास एवं छंदशास्त्र (CR=6)	**DCSAN-601** काव्य दर्शन एवं व्याकरण अथवा संस्कृत पत्रकारिकता (CR=6)		
Sanskrit (Skill)	**DCSAN(SEC)-102** आयुर्वेद सामान्य परिचय (CR=2)	**DCSAN(SEC)-202** भारतीय वास्तुकला प्रणाली (CR=2)						
Core 2 (Minor)		**DCMN-1 (6)**	**DCMN-2 (6)**	**DCMN-3 (6)**				
Political Science		**DCPOL-201** Political Science (Indian Government and Politics) (CR=6)	**DCPOL-301** Comparative Government and Politics (CR=6)	**DCPOL-401** Introduction to International Relations (CR=6)				
History		**DCPOL(SEC)-202** History (History of India from C.300 to 1200 CE) (CR=6)	**DCHIS-301** History of India from 1200 to 1707 CE. (CR=6)	**DCHIS-401** History of India (from 1707 - 19050) (CR=6)				

Geography		DCGEO-201 Geography (Human Geography) (CR=4) DCGEO-201 (P) Geography-Practical (CR=2)	DCGEO-301 Geography of India (CR=4) DCGEO-301 Geography of India (P) (CR=2)	DCGEO-401 Geographical Thought (CR=4) DCGEO-401 (P) Geographical Thought (CR=2)			
Economics		DCECO-201 Economics (Principles of Microeconomics - II) (CR=6)	DCECO-301 Principles of Macroeconomics-I (CR=6)	DCECO-401 Principal of Macro Economics II (CR=6)			
Sociology		DCSOC-201 Indian Society (CR=6)	DCSOC-301 Sociological Thoughts (CR=6)	DCSOC-401 Social Change in India (CR=6)			
Drawing & Painting		DCDRA-201 Drawing Painting (Methods and Materials of Painting) (CR=2) DCDRA-201(P) Drawing Painting (Still Life (Drawing) - Practical) (CR=4)	DCDRA-301 History of Indian Art-Part-1 (Pre Historic art to Bengal Renaissance Period) (CR=4) DCDRA-301(P) Rendering (Practical) (CR=2)	DCDRA- 401 History of Indian Art – Part - 2 (Modern and Contemporary Indian Painting) (CR=2) DCDRA-401 (P) Head Study Drawing (CR=4)			
Hindi		DCHIN-201 आधुनिक गद्य (CR=6)	DCHIN-301 अवार्चीन हिंदी काव्य (CR=6)	DCHIN-401 हिंदी साहित्य का संक्षिप्त इतिहास(CR6)			
English		DCENG-201 English (Drama) (CR=6)	DCENG-301 Poetry (CR=6)	DCENG-401 Fiction and Short Stories (CR=6)			
Sanskrit		DCSAN-201 नाटक अलंकार एवं छंद (CR=6)	DCSAN-301 गद्य पद्य एवं व्याकरण (CR=6)	DCSAN-401 संस्कृत साहित्य का इतिहास, संस्कृति एवं निबन्ध (CR=6)			

SEC			SEC- 303 Life Skills and Personality Dev. (Cr-2)					
Research Project & Dissertation					**RM-501 Introduction to Research - 4 Cr**	**RM 602 Academic Writing 2 Cr**	**Dissertation -I 6 Cr Or Interdisciplinary Research 4Cr Synopsis Preparation 2Cr**	**Dissertation -II 6 Cr Or Paper Publication 4Cr Entrepreneurship Education 2Cr**
Total Credit	22	22	22	22	22	22	22	22

The students may complete one MOOC of 6 to 8 weeks in the interdisciplinary area in any semester. The certificate of completion of the MOOC should be submitted in the eighth semester.

Hemvati Nandan Bahuguna Garhwal University

Dept of Education

ITEP Curriculum

Semester-I

(B.A., B.Sc. & B.Com.)

		Two-Week Student Induction Programme	
S.N.	**Code**	**Courses**	**Credit**
1.	**EFC-101**	Evolution of Indian Education	4
2.	**EAEVAC-102**	Language 1 (as per the 8th schedule of the Constitution of India) (AEC)	4
3.	**EAEVAC-103**	Art (Performing and Visual) & Creative Expressions (AEC)	2
4.	**EAEVAC-104**	Understanding India (Indian Ethos and Knowledge Systems)	2
5.	**EAEVAC-105**	Understanding and Connecting with the Environment	2

FOUNDATIONS OF EDUCATION
EFC-101: Evolution of Indian Education

Credits: 4

101.1 About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to the evolution of the Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

101.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- Discuss the genesis, vision, and evolution of education in ancient India to contemporary India.
- enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I
Ancient Indian Education: Vedic Period

A. Vision, objectives and salient features of the Vedic Education System.
B. Teaching and Learning Process.
C. Development of educational institutions: Finances and Management.

D. Famous Educational Institutions and Guru-Shishya. Education at the time of the Epics: Ramayana and Mahabharata.

UNIT - II
Ancient Indian Education: Buddhist and Jain Period
A. Vision, objectives and salient features of the Buddhist and Jain Education System.
B. Teaching and Learning Process. Finance and Management of Educational Institutions.
C. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
D. Famous Guru-Shishya.

UNIT - III
Post-Gupta Period to Colonial Period
A. Vision, objectives and brief historical development perspective.
B. Salient features of education in India.
C. Teaching and Learning Process.
D. Finance and management of educational institutions.

UNIT - IV
Modern Indian Education
A. Colonial Education in India: Woods Despatch, Macaulay Minutes and Westernisation of Indian Education
B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)
(Bird's eye view of their contribution) Swadeshi and Nationalist attempts of educational reforms with special reference to the general contribution of Indian thinkers –
- Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka.
- Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar to the education systems of India.

UNIT - V
Education in Independent India
A. Overview of Constitutional values and educational provisions.
B. Citizenship Education: Qualities of a good citizen. Education for fundamental rights and duties.
C. Overview of 20th Century Committees, Commissions and Policies. UEE, RMSA, RTE Act 2009: Overview and impact.
D. NEP 2020: vision and implementation for a vibrant India.

101.3 Suggestive Practicum
1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyse the concept of a good citizen from the perspective of education for democratic citizenship.
3. Compare the vision, objectives, and salient features of education during different periods.

4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in the form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values helps them to reshape their concept and enables them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in the form of a group report.
6. Analyse the current educational strengths and weaknesses of one's own locality and write a critical report.
7. Visit places of educational significance and value centres and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class, and work out a plan for awareness for national-emotional integration for the class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

101.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalised communities and groups, through focus group discussion, surveys, short-term project work, etc.
- Hands-on experience of engaging with diverse communities, children, and schools.

101.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Assessment and examinations will be conducted as per the criteria of HNBGU.

101.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

EAEVAC-102: Language 1
(As per the 8th Schedule of the Constitution of India)

Credits:4

102.1 About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims to enable student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and. participating effectively in the world of work and creating sense in everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualising. The course seeks to enhance the critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

102.2 Learning Outcomes

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

- demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognise the link between language and cognition and use linguistic knowledge and skills for effective communication of ideas and thoughts.
- build interpersonal relationships and enhance social skills.

UNIT - I
Understanding Language, Communication and Cognition

A. Language and cognition: Definitions, characteristics and functions of language. Language, culture and society, language variation, language and dialect, Bi-/Multilingualism in India,

B. Language learning, translation, gestures, language skills (listening, speaking, reading, & writing). Language policy and language planning, language standardisation and the new-age technologies.

C. Nature and process of communication: principles, definition, and types of communication, formal and informal communication, verbal and non-verbal communication, Process of communication, barriers to communication, written and oral communication, Language as a means of communication and as a medium of cognition.

D. Context of communication, the role of decoder, face-to-face interaction, turn-taking, conversation, politeness principles, opening and closing, regional variation, social variation, and the standard language.

UNIT - II
Understanding Grammar

A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes.
B. Sentences- simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
C. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
D. Sound production in the language; coining new words, Speech acts.

UNIT - III
Reading Skills

A. Reading comprehension, types of reading, text, meaning and context.
B. Reading as an interactive process. Strategies for making students active readers and developing critical reading skills.
C. Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
D. Features that make texts complex. Reading discipline-based texts.

UNIT - IV
Writing Skills

A. Speech versus writing; Types of writing.
B. Writing for specific purposes (essays, letters, and reports).
C. Language and style of writing; Dealing with new words (academic vocabulary building)
D. Summarising and Paraphrasing techniques.

UNIT - V
Speaking and Listening Skills

A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations) and the impact of culture on speaking.
B. Presentation and speaking skills; Practising narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.
C. Importance of listening. kinds of listening; Listening strategies. Need for modelling good listening behaviour.
D. Listening across the curriculum, note taking. Listening comprehension and Recorded speeches/texts; Understanding of various accents.

102.3 Suggestive Practicum
1. How do you interpret everyday life and reflect on what you read? Prepare a report.
2. Analyse a recorded video from the perspective of voice and pronunciation, and write a report.
3. Any activity assigned by the teacher.

102.4 Suggestive Mode of Transaction
Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness

activities. The teaching intends deeper approaches to learning involving in-classroom discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives one would be performing tasks that involve a natural integration of language skills. The students are expected to read the assigned chapters/ articles before the session, and the course requires active participation from the students.

102.5 Suggestive Mode of Assessment
The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.
Assessment and examinations will be conducted as per the criteria of HNBGU.

102.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.

EAEVAC-103: Arts (Performing and Visual) and Creative Expressions
Exemplar 3 - Collage-Making

Credits: 2

103.1 About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them have been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills develop through art. The huge element of socialisation is acquired through different forms of art. They get to know each other, understand each other, and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all three are involved- hand, head, and heart.

Therefore, educational practitioners that the students aim to be will need to bring an element of art into the practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognise and appreciate the *importance of aesthetic judgment*, *develop familiarity with an art form* and basic skills to be *creative and artful in their expressions*. Skills develop from practice. Therefore, hands-on training in doing art will be emphasised in this course. This course aims to help students develop a habit of performing skilful activities that are essentially aesthetic and artful, which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas, wherever possible.

Collage as a Visual Art Medium

A major aspect of college, and one that is sometimes overlooked, is the incredibly diverse array of materials and objects that can be used. Collecting interesting materials is an ongoing activity for artists and for those who teach college. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, colour, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material, express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering

possibilities, composing, designing the artwork, planning, finding solutions, applying solutions, thinking flexibility, decision-making, research, using imagination, expressing, taking creative risks, develop perseverance, and much more. Students will also be introduced to various aspects of art in education: The value of art and artmaking by itself, art's use as an instrument in education, social and moral dimensions of art, and the controversial perceptions around good art and bad art.

This course aims for students to understand the importance of aesthetics and art in education, the role art can play in education, and mainly to appreciate, understand and gain skills with the medium of collage and its techniques.

103.2 Learning Outcomes
After completion of this course, students will be able to:
- articulate the importance and the role of aesthetics and art in education.
- understand the medium of collage and its versatility.
- design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- design and set up an interactive visual art exhibition to display their artworks.
- understand and appreciate art-based learning experiences.
- develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

UNIT - I
Understand the importance of Aesthetics and Art in Education (2 Sessions)
Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of 'Visual thinking strategy' (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyse their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognise aesthetic and non-aesthetic experiences through comparison and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, the aesthetic aspects of daily life, develop aesthetic judgment, and how the arts evoke emotion and awaken.

UNIT - II
Exploring paper collage and techniques for an Expressive Self-Portrait
(6 Sessions)
Students will explore the medium of collage through viewing artworks, discussions, and hands-on activities. They will learn techniques, artistic terms, and ways to use collage for creative expression and learning. By manipulating paper and found materials, students will create unique textures and patterns, collaborate in groups, and reflect on how collage can foster critical thinking, problem-solving, and artistic growth. students will explore 3D collage by creating paper sculptures, building on their 2D experiences. They will share insights, reflect on material exploration, and discuss art-making in education. Additionally, students will engage in guided self-portrait drawing, reflecting on the process, challenges, and assumptions about talent in art.

Resource Videos

1. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
2. *Marc, Cut paper collage artist - https://www.youtube.com/watch?v=WgRZlWl-Oh0*
3. *G. Subramanian: Collage art - https://www.youtube.com/watch?v=ioRRi9R46a0*
4. *Amber Fletschock, Collage artist - https://www.youtube.com/watch?v=aa7p1vYqUc4*
5. *Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU*
6. *Resources: Handouts on Collage techniques and artist examples*
7. *Resources: JR's Face to face project (videos and readings)*
   https://www.youtube.com/watch?v=4u_G0G6Jog4

UNIT - III
Creation of an Expressive Self-Portrait Collage and setting up an Exhibition
(5 Sessions)

Students will create large, expressive self-portraits using the medium of paper collage. This process will involve step-by-step sketching, ideation, planning, and application of techniques learned in previous sessions. They will explore their individuality and emotions through their compositions, pushing their imagination while making independent creative choices. Throughout the activity, students will engage in problem-solving, critical thinking, and peer feedback to refine their work. In addition to the art-making process, students will collaboratively plan and organize a public art exhibition to showcase their works. They will take on various roles such as curators, designers, and coordinators to design the layout of the exhibition space, plan the display of artworks, and decide how the audience will navigate through the space. Students will also design invitations, plan audience engagement activities, and prepare ways to present and speak about their artistic journeys. This experience will help them develop leadership, teamwork, and communication skills while celebrating their creative achievements.

Resources: Planning templates
Pedagogy

- Students will engage in hands-on art-making activities.
- Students will engage in discussions and dialogues with peers.
- Students will engage in giving and receiving peer feedback.
- Students will continually reflect on their learning through journaling.
- Students will work independently and collaboratively throughout the course.
- Students will receive reference materials and resources to broaden and deepen their understanding.

103.3 Suggestive Assessment
Assessments and examinations will be conducted as per the criteria of HNBGU.

103.4 Suggestive Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.

EAEVAC-104: Understanding India
(Indian Ethos and Knowledge Systems)

Credits 2
104.1 About the Course

This course allows students to develop a broad understanding of India's rich epistemic traditions, values, and ethos. It will introduce students to India's knowledge systems across fields such as literature and arts, culture, management and administration, economy and polity, law and philosophy, etc. The course specialises in integrating Indian knowledge traditions into teaching, helping students to know and appreciate India's heritage and knowledge traditions and evaluate them independently through a multidisciplinary lens.

104.2 Learning Outcomes

After the completion of the course, students will be able to:
- define and explain the scope and relevance of Indian Knowledge Systems.
- understand the importance of revisiting ancient knowledge, traditions, and culture in modern contexts.
- describe key Indian dance systems, traditional Indian music, visual, and folk arts.
- appreciate the role of IKS in preserving and expressing Indian cultural heritage.
- discuss Indian Philosophy
- explain different types of government in ancient India.
- understand the basis of law in ancient India, focusing on dharma, its sources, and justice systems.
- promote IKS in different fields as a teacher.

UNIT - I
Introduction to Knowledge of India

A. Indigenous Knowledge System (IKS): Meaning (Bhartiy Gyan Parampara), scope and nature.
B. Vision, aims and objectives of IKS. Ancient India and its global connections.
C. Revisiting our ancient wisdom: Significance and relevance of traditional knowledge, culture, and practices. Exploring ancient India's knowledge domains.
D. Overview of Indian Philosophy: Shat-Darshan, Jainism, Buddhism, and Charvaka. Introduction to Vedas, Puran and Upanisads.

UNIT – II
Art, Language and Literature

A. Fine and performing arts: traditional art forms and contemporary arts. Indian dance systems, traditional Indian music, and folk arts.
B. Language: Identity, culture, and History. Languages as the building blocks to different cultures and societies.
C. Literature: Sanskrit, Sangam, Kannada, Malayalam and Bengali literature. Indian poetry and Indian fiction.
D. Ancient Indian Linguistics, oral traditions. Role of teachers in promoting IKS in the field of art and literature.

UNIT – III
Polity, Law and Economy

A. Traditional kingship & types of government (oligarchies, republics), Local and village administration.
B. Basis of Law: Dharma & its sources, criminal Justice, Chanakyaniti, tradition-driven, equitable and just polity and law system.
C. Overview of the Indian economy from the Stone Age to the Guptas, Harappan civilization, and temple economy.
D. Arthashastra: Concept, relevance of ancient Indian economics. Role of teachers in promoting IKS in polity, law and economy.

104.3 Suggestive Practicum (Any Two)

1. Create a multimedia project that explores a traditional Indian art form.
2. Organise a role-playing activity where students act as historical figures from ancient Indian governance.
3. Prepare a paper on the role of teachers in promoting IKS in different areas.
4. Any other project assigned by the teacher.

104.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners, along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

104.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Assessment and examinations will be as per the criteria of HNBGU.

104.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

EAEVAC-105: Understanding and Connecting with the Environment

Credits: 2

105.1 About the Course

The course "Understanding and Connecting with the Environment" aims to cultivate a profound and direct connection with nature. It is designed to help student teachers develop a deep, experiential relationship with the natural world. The course fosters an understanding of the symbiotic relationship between human life and the environment, promoting concern, gratitude, and ethical stewardship toward balance. Through this course, the pupil teachers will learn and understand about the environment, ecosystems, biodiversity, and anthropogenic factors. This course will empower them to constructively critique human impact on the planet. Through workshops, field and nature walks, eco-project participation, and other reflective experiences, they will learn to observe and interact with their environment. The course equips them with strategies to incorporate environmental issues in routine teaching practices, including the establishment of nature corners, the upkeep of school gardens, and the formation of eco-clubs. In alignment with NEP 2020, the course aims to cultivate a sense of environmental stewardship, sustainable thinking, and civic responsibility, encouraging proactive teaching so that children develop eco-friendly habits early on.

105.2 Learning Outcomes

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

- examine the main elements of natural and anthropogenic environments and their interrelationships.
- outline the importance of biodiversity and regional ecosystems in maintaining an ecological balance.
- recall local plant and animal species and natural landscapes, appreciating their cultural and ecological significance.
- assess the consequences of human actions, including urban expansion and environmental pollution, on the degradation of the natural world.
- appreciate nature through reflective and hands-on active learning.
- apply local practices to construct frameworks that incorporate indigenous and traditional ecological knowledge.
- set out to encourage and implement basic sustainability initiatives at school or within the wider community.
- perform simple environmental audits (waste, water, biodiversity) in the school setting.
- develop and facilitate nature-based learning programs for school children with local materials.
- foster responsible environmental stewardship and active citizenship through project-based advocacy and awareness campaigns.

UNIT - I
Introduction to Environment

- Environment**:** Meaning, Definitions and Components.
- Nature and principles of the environment. Types of environments and their composition.
- Biodiversity: Its meaning and significance.
- Provisions described for the environment in NEP 2020.

UNIT – II
Understanding Environment

- Services provided by the environment. Importance of a healthy environment.
- Natural resources: Need for their conservation and protection.
- Environmental issues and challenges. Issue of Climate change, Pollution: Meaning and types.
- Environmental education: Meaning, definitions and objectives.

UNIT - III
Connecting with the Environment

- Relationship between man and the environment. Issues and challenges in reference to Uttarakhand.
- Activities and strategies to deal with the environmental issues. Ecotourism: Concept and practices.
- Changes in lifestyle for reducing climate change and solving environmental problems.
- Role of the individual, teachers, social groups and the Government to protect the environment. Evaluation of governmental schemes.

105.3 Suggestive Practicum (Any Two)

1. Organise a nature walk in a nearby natural area, document observations, sounds, species seen, and personal reflections in an eco-diary or journal.
2. Identify and document trees, plants, birds, and insects found in the school or neighbourhood.
3. Projects may include composting food waste, setting up a rainwater collection system, or organizing a zero-waste campaign.
4. Evaluate water use, energy consumption, waste management, and suggest improvements.
5. Any other project assigned by the teacher.

105.4 Suggestive Mode of Transaction

The course will be conducted in a workshop mode, enabling the student teachers to demonstrate critical analysis and independent thinking of the processes that help student teachers evaluate the status of the environment and their ways of participation for environmental protection.

105.5 Suggestive Mode of Assessment

The approaches to learning assessment will include the use of first-hand or second-hand experiences that enable student-teachers to develop an action-oriented approach.
Assessment and examinations will be as per the criteria of HNBGU.

105.6 Suggestive Reading Materials

- NCERT (2006). *Position Paper on Environmental Education*.
- NCF for Foundational and Preparatory Stages (2022).
- NCERT Textbooks (EVS for Classes III–V, Science for Classes VI–VIII)
- Shiva, V. (2005). *Earth Democracy: Justice, Sustainability, and Peace*.
- Tbilisi Declaration (1977) on Environmental Education.
- Local case studies, field guides, and regional flora/fauna booklets.

Teachers may suggest books/readings as per the needs of the learners and the learning content.

Semester-I
(B.A.)

	Subject	Course	Credits
1.	**Political Science**	1. Introduction to Political Theory	6
		2. Legal Literacy-I or Dynamics of Public Opinion-I	2
2.	**History**	1. History of India (from Earliest Times up to 300CE)	6
		2. An Introduction to Archaeology	2
3.	**Geography**	1. Physical Geography	4
		2. Physical Geography (Practical)	2
		3. Regional Development and Planning with Special Reference to Uttarakhand	2
4.	**Economics**	1. Principles of Microeconomics I	6
		2. Entrepreneurship and Start-up I	2
5.	**Drawing & Painting**	1. Fundamentals of Visual Art.	2
		2. Free Hand Drawing (Practical)	4
		3. Line Drawing-Part-A (Practical) (CR=2)	2
4.	**Hindi**	1. प्राचीन एवं मध्यकालीन काव्य	6
		2. भाषा शिक्षण कौशल अथवा भाषा कंप्यूटिंग	2
5.	**English**	1. Pross	6
		2. Academic Writing	2
6.	**Sanskrit**	1. नीति काव्य व्याकरण एवं अनुवाद	6
		2. आयुर्वेद सामान्य परिचय	2

DCMJ-1: Disciplinary
Major Political Science
Introduction to Political Theory

Credit-6

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage students in debates surrounding the application of the concepts.

Course Content:

1.
   a. Concept of Politics, what is Politics
   b. Political Theory, Political Philosophy and Its Relevance
2. State- Meaning, Nature and Elements, Multi-culturalism and Pluralism
3. Concepts of Democracy, Liberty, Equality, Justice, Rights, Duties, Gender and Civil Society and Civil Movements
4. Debates in Political Theory:
   a. Democracy and its Compatibility with Economic Growth and Development
   b. Justification of Censorship and Limitations on Censorship
   c. Protective Discrimination and Principles of Fairness
   d. State Intervention in the Affairs of Social Institutions

Essential Readings:

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18- Topic 337.

Semwal, M.M and Mishra,M.K. (2018) (eds.) 'राजनीतिक' 'या है ?' in" राजनीतिक के **व्यवहारिक** आयाम (Dynamics of Politics)", New Delhi: Academic Publication, pp. 3-90.

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Semwal, M.M and Mishra, M.K. (2018)'(eds.) राजनीतिक अवधारणाए एवं संकल्प "राजनीति के **व्यवहारिक** आयाम (Dynamics of Politics)", New Delhi: Academic Publication, pp. 91-293.8 Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction. New Delhi*: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory,* New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory,* New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Semwal, M.M. and Mishra, M.K, *Tulnatmak Sasan evam Rajneeti*, Ankit Prakasan, Haldwani (Nainital).

Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan *Journal of Law Reform*. 18 (4) pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Johari, J.C. (2019). Contemporary Political Theory: New Dimensions, Basic Concepts & Major Trends, Sterling Publishers Pvt. Limited

Heywood, A. (2015) '*Political Theory: An Introduction'*, Macmillan Publication.

Gauba, O.P. (2021) '*An Introduction to Political Theory'*, Publisher. National Paperback.

Vermani, R.C. (2020). *Political Theory: Concepts And Debates,* New Delhi, Gitanjali Publishing House.

Sushila, R. (2020). *Political Theory: Ideas and Concepts*, New Delhi, Publisher: PHI Learning Pvt Ltd

Abbas, H. & Kumar, R. (2012). *Political Theory*, New Delhi, Pearson Education INDIA. Incent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science.* London: Macmillan.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press

Skill Elective Course
(Option-1) Legal Literacy-I

Credit-2

Course Outcomes:

The proposed course aims to acquaint students with the structure and manner of functioning of the legal system in India.

Course Content:

1. Outline of the Legal System in India
   System of Courts/Tribunals, Criminal and Civil Courts, Writ Jurisdiction.
2. Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals.
   Role of the Police and Executive in Criminal Law Administration.
3. Constitution: Fundamental Rights, Fundamental Duties, Other
   Constitutional Rights and their Manner of Enforcement
4. Understanding of Public Interest Litigation (PIL)
   The Expansion of Certain Rights Under Article 21 of the Constitution.

Essential Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)
Legal literacy: available amongst interdisciplinary courses on the Institute of Lifelong Learning (Delhi University) Virtual Learning Portal, namely vle.du.ac.in

Reading list for the course on Legal Literacy

S.P. Sathe, (1993) *Towards Gender Justice*, Research Centre for Women's Studies, SNDT Women's University, Bombay.

Asha Bajpai (2003). Child Rights in India: Law, Policy, and Practice. Oxford University Press, New Delhi. Multiple Action Research Group, *Our Laws Vols 1-10,* Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets.* Available in Hindi also.

S.K. Agarwala, (1985) *Public Interest Litigation in India,* K.M. Munshi Memorial Lecture, Second Series, Indian Delhi, Law Institute.

Agnes, Flavia (2001) *Law and Gender Inequality: The Politics of Women's Rights in India,* Oxford Scholarship Online

Skill Elective Course
(Option-2) Dynamics of Public Opinion-I

Credit-2

Course Outcomes:

This course will introduce the students to the principles and practices of public opinion polling in the context of democracies, with special reference to India. It will also train students with methods to measure public opinion using quantitative methods and develop basic skills pertaining to the collection, analysis and utilization of quantitative data.

Course Content:

- Public Opinion: Meaning and Nature
- Theories of Public Opinion and its Dimensions.
- Public Opinion in a Democratic State.
- Formation of Public Opinion and its Relationship with Public Policy.

Essential Readings:

R. Erikson and K. Tedin, (2011) *American public opinion*, 8th edition, New York, Pearson longman Pub.

G. Gallup (1948). A guide to Public Opinion Polls. Princeton: Princeton university press.

W. Donsbach, Michael W Traugott (2007) *The SAGE Handbook of Public Opinion Research,* Sage Publications.

https://www.jstor.org>stable, "Public Opinion and the Dimensions of the welfare State.

https://link.springer.com. Public Opinion and the Dimension of the welfare State.

https://garymarks.web.unc.edu (PDF)

https://en.m.wikipedia.org. https://www.britanica.com. https://journals.sagepub.com

Major History
History of India (from Earliest Times up to 300 CE)

Credit-6

I. Early Historical Sources.

II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.

III. Harappan Civilisation: Origin, Extent, dominant features & decline, Chalcolithic age.

IV. Early Vedic and later Vedic Culture: Polity, Society, Economy and Religion.

V. Early States and Cities: Janapadas and Mahajanapadas, and the rise of Magadha, Urban centres.

VI. Jainism and Buddhism: Doctrines and Spread.

VII. Emergence and Growth of Mauryan Empire: State, Administration, Economy, Decline of Mauran Empire, Ashoka's Dhamma.

VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas: Polity, Economy, Society, Culture and Administration.

IX. The Sangam Age: Sangam Literature, Polity, Economy and Society.

Skill Course - I
An Introduction to Archaeology

Credit-2

I. What is Archaeology?

II. History of Indian Archaeology

I. Explorations, Excavations and Historical Sites,

IV. Tools of research

V. Analysis and publications

Major Geography
Physical Geography

Credit-6

Course Objective:

After completing the course, students will be able to

- Understand physical geography
- Understand earth's dynamics and related activities.
- Understanding Earth's atmosphere and its impact on mankind.
- Understanding the value of Hydrosphere

Course Outcomes:

Students will be able to understand-

- Students will grasp the genesis and interrelationship of the solar family.
- Students will grasp the forces that affect the earth's surface and how they work.
- Students will grasp fundamental principles of atmosphere and oceanography.

UNIT-I

Meaning, Nature, and Scope of Physical Geography, Approaches to study Physical Geography.

UNIT-II

Origin of the Earth; Components of the Earth System. Interior of the Earth; Plate Tectonics, Rocks. Weathering; Work of river, wind, glacier and underground water and its associated features. Cycle of Erosion – Davis and Penck.

UNIT-III

Atmosphere – Heat Balance; Wind types and pressure; Cyclone; Monsoon- jet streams; Climatic Classification (Koppen).

UNIT-IV

Hydrosphere –Hydrological Cycle; Ocean Bottom Relief Features; Tides; Currents and Salinity, Coral reef.

Suggested Readings:

1. Conserve H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabbler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, N.J.
6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley &Sons, New York.
9. Savindra Singh: Physical Geography (Hindi, English)
10. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==
11. https://ncert.nic.in/textbook.php?kegy2=0-14

Marks distribution of theory examination: **30 marks** by **internal** assessment and **70 marks** by **external** assessment.

Basics of Practical Geography

Course Objectives:
After completing the course, students will be able to
- To develop proficiency in Scale Construction and Usage
- To impart the fundamentals of toposheets and various social and physical aspects related to it.
- To give basic knowledge of Aerial Photographs and its uses in Geography.

Course Outcomes:
Students will be able to understand
- Students will learn the most essential tools and techniques of Practical Geography.
- It will enhance their geographical analytical skills, particularly get some hands-on experience on preparation and use of geographical scale.
- Proficiency in interpreting toposheets and recognizing conventional signs.
- Get a comprehensive understanding of Aerial Photograph and its uses.

UNIT-I

Scale: Simple, comparative and diagonal scale.

UNIT-II

Toposheets: introduction, indexing, interpretation and conventional signs.

UNIT-III

Landform features based on contours.

UNIT-IV

General introduction and interpretation of Aerial Photographs.

Suggested Readings:
1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.

Marks distribution of theory examination: **30 marks** by internal assessment and **70 marks** by external assessment.
Note:*In the final practical examination, students shall be examined by **external and internal** examiners.
Marks distribution: **50 marks written exam, **10 marks practical file, records** and **10 marks viva** (Total marks 70).

Skill Course

Regional Development and Planning with Special Reference to Uttarakhand

Credits 2
Course Objective:
After completing the course, students will be able to

- To provide insights into the methods and criteria used to delineate planning regions with a specific focus on the planning regions within Uttarakhand.
- To study the unique geographical, social and economic characteristics of Uttarakhand and how these factors influence regional planning.
- To apply the principles and methods of regional planning in the context of Uttarakhand, understanding the challenges and opportunities unique to the region.

Course Outcomes:
Students will be able to understand-

- Identify and delineate planning regions using appropriate criteria and methodologies with

specific reference to Uttarakhand.

- Use maps, diagrams, tables, and photographs to interpret and present regional planning data effectively.
- Evaluate the effectiveness of regional planning strategies implemented in Uttarakhand and propose improvements based on data-driven analysis.

UNIT-I
Definition, need and types of regional Planning.

UNIT-II
Delineation of Planning Region, Planning Regions of Uttarakhand
Participatory, Micro Planning Survey Techniques and field study project report of at least 30 Pages (should have at least 5 Maps, 10 Photographs and 5 Tables).

Recommended Books
1. Blij H. J. De, 1971: Geography: Regions and Concepts, John Wiley and Sons.
2. Claval P.L., 1998: An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
4. Gore C. G., 1984: Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis-Verlag,Marburg.
6. Haynes J., 2008: Development Studies, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: The Organization of Space in Developing Countries, MIT Press, Massachusetts.
8. Peet R., 1999: Theories of Development, The Guilford Press, New York.
9. UNDP 2001-04: Human Development Report, Oxford University Press.

Marks distribution of theory examination: **30 marks by internal** assessment and **70 marks by external** assessment.

Major Economics
Principles of Micro Economics-I

Credits: 6
Course Objectives:
The course objective is to make a student learn basic principles of Micro Economics which will help him/her to utilise them for understanding the economic behaviour of individual agents (Consumers and Producers) and firms. The course will help the learners to apply the economic concepts for a better understanding of the micro economy.

Course Learning outcomes
The Course will help the learner to:

- Learn the basic concepts of Economics along with the fundamentals and

framework of Micro Economics
- Analysis of the functioning of the micro economy
- To understand the individual consumer, producer, firm economic behaviour along with their equilibrium conditions
- To learn the status of cost and revenue of firm in the short and long run
- To understand the firm's behaviour under perfect market competition
- To understand the concept and conditions of allocative efficiency under perfectly competitive markets

1. Introduction

a. Problem of scarcity and choice: scarcity, choice and opportunity cost; Micro and Macro Economics: Concept, scope, and nature; Static and Dynamic Economics; Production Possibility Frontier.
b. Demand and supply: law of demand and its exceptions, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium; Consumer Surplus and Producer Surplus.
c. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity; Income and Cross Elasticity.

2. Consumer Theory

Concept of utility, Diamond-water paradox, Law of Diminishing Marginal Utility and equi-marginal utility; Indifference Curve: Consumer Equilibrium, Price Effect; Derivation of the demand curve from the indifference curve.

3. Production, Costs and Revenue Analysis

a. Production: Concept and factors of production; Production function; Law of variable proportions; Return to scale; Producer equilibrium.
b. Costs: costs in the short run and long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

4. Perfect Competition

a. Assumptions: theory of a firm under perfect competition, demand and revenue; Equilibrium of the firm in the short run and long run; Long run industry supply curve: increasing, decreasing and constant cost industries.
b. Welfare: allocative efficiency under perfect competition.

Skill Course: Entrepreneurship and Start-up I

Credits: 2
Course Objectives:
This course introduces students to the basic knowledge of starting new ventures. It will impart skills for the formulation and planning of projects. It will also provide them knowledge of institutions, helpful for the development of small businesses.

Course Learning Outcomes:
The course will help the learners/potential entrepreneurs to

- understand the important requisite characteristics of an entrepreneur and attaining knowledge of different sectors that have immense scope of entrepreneurship development in the state and country
- learn about the various government programs and schemes which promote and develop skills and entrepreneurship
- help budding entrepreneurs to learn the process of starting an enterprise
- get the knowledge of different types of businesses and to learn the legal details under them help the learner to learn the process of developing/preparing a business plan along with learning various marketing management and developing strategies

UNIT-I
Entrepreneurship

Entrepreneurship: Meaning and role in society; Characteristics of an entrepreneur, Entrepreneur skills; Forms of entrepreneurship- Private; public and joint entrepreneurship; Scope for entrepreneurship in Uttarakhand and India; Institutions of skill development, policies, programs and schemes of skill and entrepreneurship development in India

UNIT-II
Entrepreneurship Process

Idea identification and Need Gap assessment: Identification of business opportunity (idea, opportunity and innovation), how to identify business ideas and conducting need assessment study; methods for idea, generation, assessment and screening; Feasibility analysis of the idea (Market, financial, technical, socio-economic feasibility analysis) and feasibility report preparation)

UNIT-II
Type of Business

Nature and type of business: sole proprietorship, private limited, public limited, partnership, limited liability partnership; Legal details under different types of business: registration, legal status, liabilities, taxation etc

UNIT-IV
Preparation of Business Plan-I

Business plan: meaning and objectives, contents of a business plan, Marketing Plan: Marketing mix, market segmentation, identification of target market and developing strategies for target market, product positioning

Suggested Readings:

Donald F Kuratko, "Entrepreneurship – Theory, Process and Practice", 9th Edition, Cengage Learning, 2014.

Khanka. S.S., "Entrepreneurial Development" S. Chand & Co. Ltd., Ram Nagar, New Delhi, 2013.

EDII "Faulty and External Experts – A Hand Book for New Entrepreneurs Publishers: Entrepreneurship Development", Institute of India, Ahmadabad, 1986.

Hisrich R D, Peters M P, "Entrepreneurship" 8th Edition, Tata McGraw-Hill, 2013.

Mathew J Manimala, "Entrepreneurship theory at crossroads: paradigms and praxis" 2nd Edition, Dream Tech, 2005.

Rajeev Roy, "Entrepreneurship" 2 Edition, Oxford University Press, 2011.

Vasant Desai, "The Dynamics of Entrepreneurship Development and Management", Himalaya Publication House, 2022

David H. Holt, "Entrepreneurship, New Venture Creation", Prentice Hall India, 1991.

S.S. Khanka, "Entrepreneurial Development", S. Chand & Company Ltd. New Delhi, 2007

Vasant Desai, "Small-Scale Industries and Entrepreneurship", Himalaya Publishing House, Delhi, 2003

Major Drawing and Painting
Fundamentals of Visual Art.

Credits: 2

- Meaning and Definition of Art, Classification of Art, Types of Painting.
- Line, shape and Form, Colour, Tone and Value, Space, Texture
- Introduction of Composition Proportion, Movement & Rhythm, Dominance, Harmony, Unity, Contrast, Balance, Perspective.

Free Hand Drawing (Practical)

Credits: 4

Simple drawing exercises of indoor and outdoor familiar, unfamiliar and found objects. Developing a complete drawing showing surface detail, unusual views, with the addition of imagination, etc.

A folio containing not less than 10 best classroom studies and best finished paintings is to be submitted one week before the commencement of the end-of-semester exam.

1. Size: Quarter Imperial
2. Duration of Time: 3 Hours
3. Medium: as per choice

Submission of Sketches: 10

Skill Course
Line Drawing-Part-A (Practical)

Credits: 2

Creating faithful line drawings of Indian old master's paintings. The candidate will produce a reduced or enlarged copy of the drawing provided to him.

1. Size: Quarter Imperial
2. Execution Time: 3 Hours
3. Medium: Water/Poster
4. Submission of Sketches: 10

Major Hindi
प्राचीन एवं मध्यकालीन काव्य

क्रेडिट – 06

इकाई – 1

प्राचीन एवं मध्यकालीन हिंदी कविता का विकास क्रम, प्रमुख कवि एवं प्रवृतियां।

इकाई – 2

निम्नांकित कवियों के रचना अंशों का अध्ययन

पाठ्यविषय

i. कबीर (प्रारम्भ की दस साखियां)

ii. जायसी (पदमावत् का मानसरोवक खण्ड)

iii. सूरदास

iv. तुलसीदास

v. मीराबाई

इकाई – 3

i. चन्द्रवरदायी

ii. भूषण कवि

iii. रतन कवि

इकाई – 4

प० कवि बिहारी – (बिहारी सतसई) – संपादक जगन्नाथ दास रत्नाकर (प्रारंभ के 10 दोहे)

प्प० कवि घनानंद – (घनानंद ग्रंथावली) – संपादक विश्वनाथ प्रसाद मिश्र से निम्नलिखित चार पद

• अति सूधो स्नेह को मारग है, रावरे रूप की नीति अनूप,

● हीन भये जल मीन अधीन, ए रै वीर पौ,

नोट :– इस हेतु इकाई 02 एवं 03 के लिए पाठ्य-पुस्तक उपलब्ध – संपादन – डॉ0 मान्वेंद्र पाठक (पूर्व विभागाध्यक्ष कुमाऊँ विश्वविद्यालय द्वारा संपादित पुस्तक – "प्राचीन एवं मध्यकालीन काव्य मंजूषा", अंकित प्रकाशन हल्द्वानी)

संदर्भ ग्रंथ :–

1. त्रिवेणी, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी

2. कबीर, हजारी प्रसाद द्विवेदी

3. सूर एवं उनका साहित्य, हरवंशलाल शर्मा

4. हिंदी साहित्य का अतीत, आचार्य विश्वनाथ प्रसाद मिश्र

5. मध्यकालीन बोध का स्वरूप, हजारी प्रसाद द्विवेदी

6. मध्यकालीन काव्य साधना, डॉ0 वासुदेव सिंह

7. जायसी एक दृष्टि, डॉ0 रघुवंश

8. जायसीतर हिंदी सूफी कवियों बिम्ब योजना, डॉ0 मृदुला जुगरान

9. हिंदी साहित्य का इतिहास, नगेन्द्र

भाषा शिक्षण कौशल
(कौशल संवर्द्धक पाठ्यक्रम)

क्रेडिट – 02

इकाई – 1
भाषा शिक्षण का स्वरूप

● भाषा शिक्षण अभिप्राय, एवं उद्देश्य

● भाषा शिक्षण का राष्ट्रीय सामाजिक, एवं शैक्षणिक संदर्भ

● मूक–बधिर भाषा एवं ब्रेल लिपि

इकाई – 2
भाषा शिक्षण की आधारभूत संकल्पनाएँ

● प्रथम भाषा, मातृभाषा तथा अन्य भाषा

● मातृभाषा, द्वितीय भाषा तथा विदेशी भाषा के शिक्षण में अंतर

● सामान्य और विशिष्ट प्रयोजन के लिए भाषा शिक्षण

इकाई – 3
हिंदी शिक्षण

- भाषा कौशल – सुनना, बोलना, पढ़ना

- हिंदी का मातृभाषा के रूप में शिक्षण

- द्वितीय तथा विदेशी भाषा के रूप में हिंदी भाषा का शिक्षण

इकाई – 4
भाषा परीक्षण और मूल्यांकन

- भाषा परीक्षण की संकल्पना एवं विविध प्रकार

- भाषा मूल्यांकन की संकल्पना एवं विविध प्रकार

संदर्भ ग्रंथ :–

1. भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव
2. हिंदी भाषा शिक्षण – भोलानाथ तिवारी
3. भाषा शिक्षण तथा भाषा विज्ञान – ब्रजेश्वर वर्मा
4. हिंदी शिक्षण : अंतर्राष्ट्रीय परिप्रेक्ष्य – सतीश कुमार रोहरा
5. अनुप्रयुक्त भाषा विज्ञान – रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी
6. अन्य भाषा शिक्षण के कुछ पक्ष – अमर बहादुर सिंह (संपा0)
7. व्यावहारिक हिंदी व्याकरण और वार्तालाप – चतुर्भुज सहाय
8. हिंदी साहित्य का अध्यापन – मागप्पा
9. हिंदीशिक्षणऔरभाषाविश्लेषण–विजयराघव

भाषा कंप्यूटिंग
(कौशल संवर्द्धक पाठ्यक्रम)

क्रेडिट – 02

इकाई – 1. (प्रद्म कंप्यूटर का विकास और हिंदी भाषा

- कंप्यूटिंग में हिंदी का आरंभ एवं विकास

- हिंदी में विविध फॉन्ट

- कंप्यूटर के क्षेत्र में हिंदी की चुनौतियाँ और समान्ताएँ
  (प्प्द्म हिंदी भाषा और प्रौद्योगिकी

- हिंदी की भाषा और वेबसाइट्स और वेब डिजाइनिंग

- इंटरनेट पर हिंदी

- यूनिकोड, देवनागरी लिपि और हिंदी भाषा

इकाई – 2 (पद्ध हिंदी भाषा, कंप्यूटर और गवर्नैंस

- हिंदी भाषा शिक्षण और ई-लर्निंग

- ई-गवर्नैंस, इंटरनेट

- राजभाषा हिंदी के प्रसार में कंप्यूटर की भूमिका

(पप्द्ध हिंदी भाषा और कंप्यूटर

- न्यू मीडिया और हिंदी भाषा

- हिंदी पत्र पत्रिकाएं इन्टरनेट पर

- एस0एम0एस0 की हिंदी

संदर्भ ग्रंथ :–

1. हिंदी भाषा और कंप्यूटर – संतोष गोयल
2. कंप्यूटर और हिंदी – हरिमोहन
3. . कंप्यूटर के मौखिक अनुप्रयोग – विजय कुमार मल्होत्रा
4. पत्रकारिता से मीडिया तक – मनोज कुमार
5. नए जमाने की पत्रकारिता – सौरभ शुक्ल
6. मीडिया : भूमंडलीकरण और समाज – संजय द्विवेदी (संपा0)
7. कंप्यूटर के डाटा प्रस्तुतिकरण और भाषा-सिद्धांत – पी0के0शर्मा
8. सोशल नेटवर्किंग : नए समय का समाज – संजय द्विवेदी (संपा0)
9. जनसंचार – डॉ0 राधेश्याम शर्मा
10. जनसंचार के सामाजिक संदर्भ – जबरीमल्ल पारख

Major English
Prose

Credit: 6

The aim of the course is to teach students the various elements of prose writing. It seeks to develop the language and reasoning ability of students to transform them into social, noble beings that can contribute to a qualitative society in the future. Selections from the prose genre intend to teach the students a philosophical concept of society, plurality of culture and phenomenology in a literary manner, and thereby sensitize them to the aesthetic, cultural and social aspects of literature.

UNIT I
Introduction to Literary Prose and Prose Devices

(a) Essay: its types & forms
(b) Prose literary devices: Aphorism, Diction, Humour and Pathos, Point of view. Tone or Mood, Analogy, Imagery, Anecdote, Thesis-Antithesis, Ins

UNIT II

Francis Bacon: "Of Love"
Joseph Addison: "Sir Roger at Church" Richard Steele: "The Art of Conversation"
Samuel Johnson: "Praises of Solitude"

UNIT III

Oliver Goldsmith: "National Prejudices
Charles Lamb: "Dream Children: A Reverie"
R L Stevenson: "El Dorado"

UNIT IV

A G Gardiner: "On Saying Please"
Robert Lynd: "A Disappointed Man"

UNIT V

M.K. Gandhi: "At School"
S. Radhakrishnan: "The World Community"
R. K. Narayan: "A Snake in the Grass"

Suggested readings

1. Abrams, M. H. A Glossary of Literary Terms. 11th ed., Cengage, 2015.
2. Ashis, Nandy. English Prose Selection B.A.I. Oxford University Press, 1997.
3. Deo, S.S., et al. Selections in English Prose for B.A. Part I. H.N.B. Garhwal I
4. Dobree, Bonamy. Modern Prose Style. Hassell Street Press, 2021.
5. Hudson, W. Introduction to the Study of English Literature. Maple Press, 2012.
6. Prasad, Birjadish. A Background to the Study of English Literature. Laxmi Publications, 2022.
7. Read, Herbert. English Prose Style. Pantheon, 1981.
8. The Individual and Society: Essays, Stories and Poems, Pearson, 2005.

9. Walker, Hugh. The English Essay and Essayist. Alpha Editions, 2019.
10. Williams, Charles. Bacon - A Biography of Sir Francis Bacon. Read and Co. History, 2018.

Skill Course
Academic Writing

Credits: 02

The course focuses on the skills and fundamental elements of academic writing. The objective of the course is to hone students' writing efficiency by facilitating theoretical knowledge and practical skills as required in the interdisciplinary academic discourse. The course offers an opportunity to develop critical reading and writing by developing an understanding of the applied use of grammar and functional parts of speech, summarising, analysing, evaluating, synthesising and incorporating ideas. This course will enable students to better understand how essays are written in all its variety and complexity

UNIT I
Academie & research writing: Introduction; Importance of academic writing; Basic rules of academic writing: Styles of research writing.

UNIT II
English in academic writing; Paragraph structure (topic sentence, supporting examples, transition sentence); Basic rhetorical modes (narration, description, exposition); Writing process (pre-writing, writing, re-writing)

UNIT III
Plagiarism: Introduction; Types of plagiarism; Tools for the detection of plagiarism; Avoiding plagiarism.

UNIT IV
Literature review: Introduction, Source of literature, Process of literature review

UNIT V
Research proposal writing; Abstract/ Conference Paper/ Book/ Book Chapter writing; Structure of research papers; Refencing and citation.

Recommended Books:
1. Anderson, Marilyn. Critical Thinking, Academic Writing, and Presentation Skills. Pearson Education, 2010.
2. Anne, Whitaker. Academic Writing Guide: A Step-by-Step Guide to Writing Academic Papers, Slovakia: City University of Seattle, 2009.
3. Guffey, Mary Ellen, and Dana Loewy. Essentials of Business Communication. Cengage Learning, 2015.
4. Liss, Rhonda, and Jason Davis. Effective Academic Writing 2e Student Book 3. Revised ed., Oxford University Press, 2012.
5. Rizvi, Ashraf. Effective Technical Communication. MC Graw Hill India, 2022.
6. Rutherford, Andrea J. Basic Communication Skills for Technology, 2nd Ed. 2nd ed.,

Pearson, 2022.

7. Seely, John. Oxford Guide to Writing and Speaking. New Ed, Oxford University Press, 2022.

8. V, et al. High School English Grammar and Composition Book (Multicolour Edition Chand and Co, 2015.

Major Sanskrit

नीतिकाव्य व्याकरण एवं अनुवाद (Core 06 Credit)

(क) नीतिकाव्य

(i) नीतिशतकम् – भर्तृहरि

(ii) हितोपदेश (मित्रलाभ) – नारायणपंडित

(ख) व्याकरण

संज्ञा तथा संधि प्रकरण (लघुसिद्धान्तकौमुदी)

(ग) हिन्दी से संस्कृत में अनुवाद

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. भर्तृहरि कृत नीतिशतकम्, व्याख्याकार एवं सम्पादक डॉ. बाबूराम त्रिपाठी, आगरा–2, महालक्ष्मी प्रकाशन

2. भर्तृहरि, नीतिशतकम्, अनुवादक और संस्कर्ता जनार्दन शास्त्रीपाण्डेय, दिल्ली, मोतीलाल बनारसीदास, 2014

3. भर्तृहरि कृत नीतिशतकम, मनोरमा हिन्दी व्याख्या सहित, ओमप्रकाश पाण्डेय, अमरभारती प्रकाशन वाराणसी

4. नारायणपण्डित, हितोपदेश, सम्पादक जीवानन्द विद्यासागर, कालिकाता

5. हितोपदेश (मित्रलाभ) – रश्मिकला संस्कृत हिन्दी व्याकरण सहित

6. वरदराज, लघुसिद्धान्तकौमुदी : भाग–1, व्याख्याकार भीमसेनशास्त्री, दिल्ली भैमी प्रकाशन

7. वरदराज, लघुसिद्धान्तकौमुदी, प्राझतोषिणी व्याख्याकार और सम्पादक श्रीधरानन्द शास्त्री घिल्डियाल

आयुर्वेद सामान्य परिचय (Skill Course 2 Credit)

इकाई 1

- आयुर्वेद का परिचय
- चरकपूर्व भारतीय शिक्षा का इतिहास
- आयुर्वेद के प्रमुख दो सम्प्रदाय धन्वन्तरि एवं पुनर्वसु

इकाई 2

- आयुर्वेद के मुख्य आचार्य – चरक, सुश्रुत, वाग्भट्ट, माधव, सारंगधर, भावमिश्र।

इकाई 3

- चरक संहिता सूत्रस्थान
- षड्ऋतुचर्या (हेमन्त, शिशिर, वसन्त, ग्रीष्म, वर्षा, शरद)

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. चरक संहिता, सम्पादक ब्रह्मानन्द त्रिपाठी, वाराणसी, चौखम्बा सुरभारती प्रकाशन, 2005
2. विद्यालंकार, आदिदेव आयुर्वेद का इतिहास
3. शर्मा, प्रियव्रत, चरक–चिन्तन

Hemvati Nandan Bahuguna Garhwal University

Dept of Education

ITEP Curriculum

Semester-II

(B.A., B.Sc. & B.Com.)

S.N.	Code	Courses	Credit
		Two-Week Student Induction Programme	
1.	**EAEVAC-201**	Language-II (Other than Language-I)	4
2.	**EAEVAC-202**	Understanding India (Indian Ethos and Knowledge Systems)	2
3.	**EAEVAC-203**	Teacher and Society	2

EAEVAC-201: Language 2 (Other than L1)

Credits: 4

201.1 About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students in the sound systems of languages, word formation processes, sentence formation, and the semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technologies and digital media for developing their own communicative skills, as well as the school students they will teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing among L2 language learners. The course is designed to enhance knowledge of the grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words, and empower the students with summarising and oral presentation skills effectively. The course also seeks to enhance students' critical thinking capacities, demonstrate effective communication skills, and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

201.2 Learning Outcomes

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

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognise the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build interpersonal relationships and enhance social skills.

UNIT - I

Language, Society, and Learning

A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism.

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B. Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language and gender; language and identity.

C. Constitutional provisions related to language development and the National Education Policy 2020 and language development.

D. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II
Speech and Writing

A. Writing Systems: Speech and writing.
B. Arbitrariness in language; types of writing systems.
C. Classification sessions of speech sounds: vowels, consonants, and others;
D. Suprasegmental: stress, pitch, tone, intonation, and juncture; acoustic phonetics.

UNIT – III
Basic Communication Skills in L2

A. Pronunciation and listening comprehension skills.
B. Reading and writing comprehension skills.
C. Effective writing skills, effective presentation and speaking skills.
D. Summarising and paraphrasing skills.

UNIT -IV
Critical Reading and Thinking Skills

A. Components of critical thinking and reading, high-order cognitive development.
B. Enhancing critical thinking abilities, critical interpretation, questioning and challenging own beliefs and values;
C. Developing ideas and evaluating an argument, critical thinking and problem solving, and rational inquiry.
D. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

UNIT -V
Academic Writing

A. Academic writing: Meaning and components; development of academic language.
B. Developing critical, analytical, and interpretive thinking skills.
C. Learning to analyse. Evaluating academic writings.
D. Activities to develop academic writing skills.

201.3 Suggestive Practicum

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyse sentences and their constituents as simple, complex, and compound sentences from written work.
3. Prepare a paper using academic writing skills.

4. Any other activity assigned by the teacher.

201.4 Suggestive Mode of Transaction
Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in-classroom discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where, in our daily lives, one would be performing tasks that involve a natural integration of language skills. The students are expected to read the assigned content before the session, and the course requires active participation from the students.

201.5 Suggestive Mode of Assessment
The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects. Assessment and examinations will be conducted as per the criteria of HNBGU.

201.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.
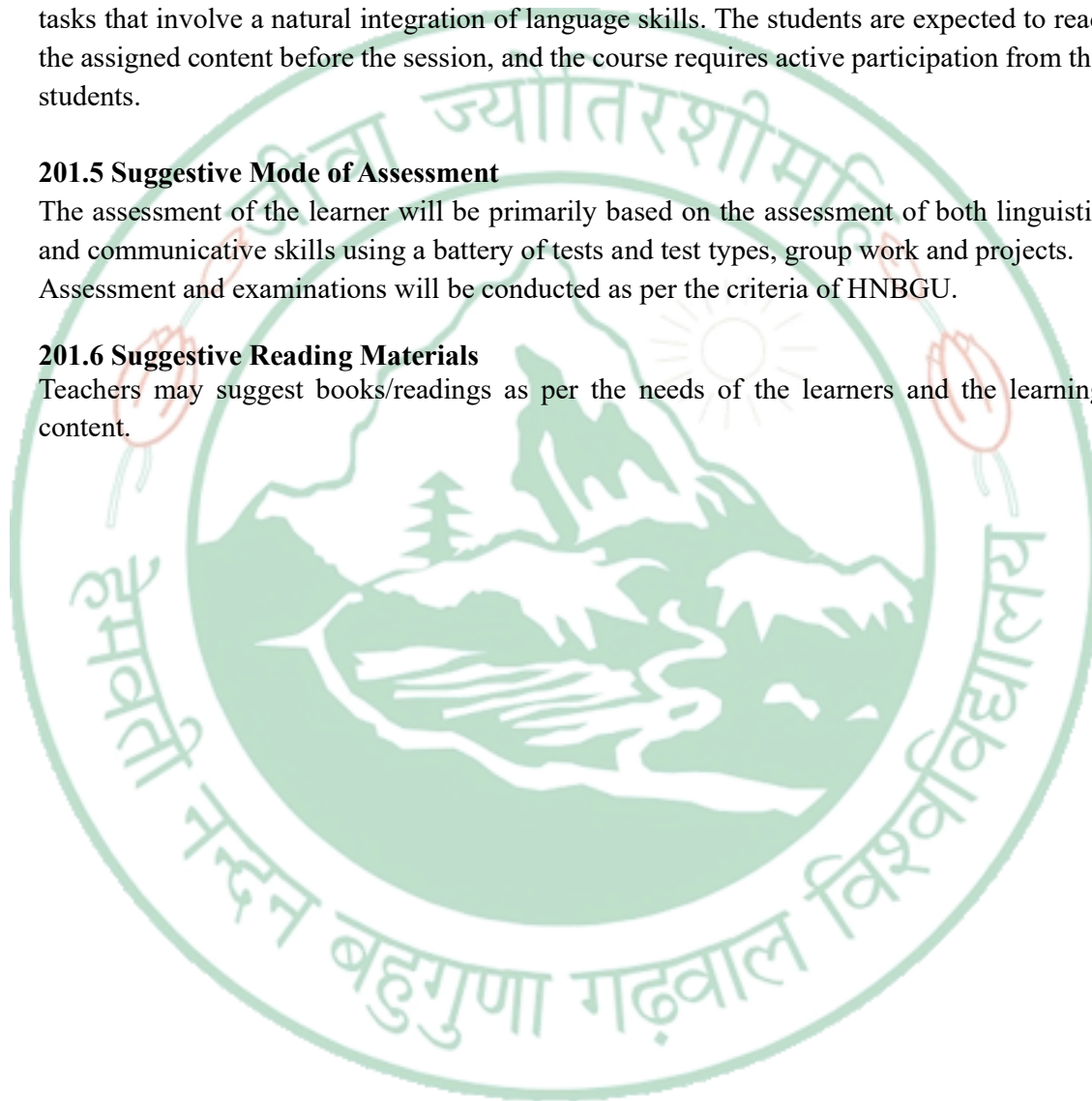
EAEVAC-202: Understanding India (Indian Ethos and Knowledge Systems)

Credits: 2

202.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no prerequisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

202.2 Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.
- examine the balance between society and the environment.
- learn about India's traditional health practices.
- discuss India's contributions to natural sciences.
- understand Indian notions of time and space.

UNIT - I
Culture- Lifestyle

A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalisation).
B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalisation in clothing).
C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalisation).
D. The lifestyle of Yoga: adapting ancient lifestyle – A path towards longevity.

UNIT - II
Science & Technology

A. Ancient arithmetic and logic. Great Indian Scientists. Role of teachers in promoting IKS in the scientific field.
B. Traditional knowledge in natural sciences: contributions in the areas of mathematics, physics, metallurgy, and chemistry.
C. Astronomy: India's contributions to the world. Indian notions of time and space.
D. Technology in the economy, agriculture, and transportation.

UNIT - III
Environment and Health

A. Equilibrium between society & environment: Society's perceptions of natural resources like forests, land, water, and animals.
B. India's health tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought, Lessons from Sushruta Samhita and Charaka Samhita.
C. Mental health in ancient India: concepts of mental wellness- concept of mind, dhyana, mind-body relationship, Ayurveda, Yog darshan, atman.
D. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.). Role of teachers in promoting IKS in the environment and health.

202.3 Suggestive Practicum

1. organisation of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have explored in lectures and tutorials; interactions with family members, elders, neighbours, and other members of society about the evolution of local systems and economy, etc.
2. Organise a workshop and prepare a report on traditional Indian health systems, mental wellness and physical health.
3. Conduct a field project or group presentation on the equilibrium between society and the environment, focusing on indigenous knowledge and traditional environmental conservation practices.
4. Any other task assigned by the teacher.

202.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures by practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

202.5 Suggestive Mode of Assessment

Assessment and examinations will be conducted as per the criteria of HNBGU.

202.6 Suggestive Reading Materials
Teachers may suggest books/readings per the learners' needs and learning content.

EAEVAC-203: Teacher and Society

Credits: 2

203.1 About the Course

Teachers unarguably have a key role in nurturing young lives and shaping positive and inspired future generations. Emphasising the crucial role of teachers, NEP 2020 states, "Teachers truly shape the future of our children - and, therefore, the future of our nation.". "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP, in its introductory section, states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years of their lives. They shape opinions and form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as architects of society based on cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as agents for fostering national integration and a feeling of pride in India's cultural heritage and achievements. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role in the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The course also explores the relationship of the teacher with education development, community

and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of their thoughts, beliefs and actions and continuously take a gaze inside out to engage children in a reflective dialogue unbiasedly.

The course explores the agentic role of a teacher, how it is influenced, and how it influences the education system. It concludes with the recalibration of the roles of teachers and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

203.2 Learning Outcomes

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

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to engage in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT - I
Understanding the Teacher: Exploring the Personal and Professional Teacher

A. Exploring the wider personal and general social context of the teacher: Life history, Teacher beliefs, values and aspirations, diverse identities, social contexts and commitment to learning and education.
B. Exploring the professional teacher: qualifications, education in teaching, attitude, aptitude, experience and exposure.
C. The charismatic teacher, the communicator teacher, the missionary teacher, the competent practitioner, the reflective practitioner, the learning Teacher.
D. Reflexive practice: nurturing the professional capital through collaborative and/or collective engagement with self, others, and the social context.

UNIT - II
Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

A. Teaching: One profession, many roles
B. Holistic teacher development: nurturing the panchakoshas.
C. Teacher values, beliefs, and current philosophy of teaching: a reflective dialogue.
D. Teaching Character: nurturing teachers for human flourishing. Developing an ethic of care in teacher education: nurturing teachers towards a pedagogy of care.

UNIT - III
Understanding and Fostering Teacher Agency: Role in Shaping Education Systems of Tomorrow

A. Teacher agency: Concept and importance. Individual, cultural and structural dimensions of teacher agency.
B. Teacher discourses, philosophy, relationships, networks and professional development: shaping teacher agency and creative insubordination.
C. Challenges and issues in fostering teacher agency: performativity, non-academic engagements, systemic apathy, policy and practice gaps and others.
D. Being a critical teacher. Role of the teacher in shaping the educational policy, practice, and reforms

203.3 Suggestive Practicum

1. Take up a case study of any one teacher education Institution.
2. Write a biography of any one of your favourite teachers/ Educationists.
3. Write your current teaching philosophy based on your beliefs and values.
4. Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings, and identify opportunities.
5. Choose any one area of immediate societal concern, like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilise yourself, school and society towards betterment.
6. Critical reflections on popular debates around power relations associated with gender, ethnicity, culture, disability, class, poverty, and others.
7. Any other task assigned by the teacher.

203.4 Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to rethink teachers and teaching. The approach, therefore, would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group work, case-based approaches, and enquiry-based learning.

203.5 Suggestive Mode of Assessment

Being a very thought-provoking course, the assessment would largely include critical thinking assignments. The following are some exemplars.

Assessment and examinations will be conducted as per the criteria of HNBGU.

203.6 Suggestive Reading Materials

Teachers may suggest books/readings per the learners' needs and learning content.

Semester-II
(B.A.)

	Subject	Course	Credits
1.	**Political Science (Major & Minor)**	1. Political Science (Indian Government and Politics)	6
	Skill (Major)	2. Legal Literacy-II or Dynamics of Public Opinion-II	2
2.	**History (Major & Minor)**	1. History (History of India from C.300 to 1200 CE)	6
	Skill (Major)	2. Historical Tourism	2
3.	**Geography (Major & Minor)**	1. Geography (Human Geography)	4
	Practical (Major & Minor)	2. Geography- Practical	2
	Skill (Major)	3. Geographical Field Mapping and Statistical Training with Software (2024-25)	2
4.	**Economics (Major & Minor)**	1. Economics (Principles of Microeconomics - II	6
	Skill (Major)	2. Entrepreneurship and Start-up-II or Survey Methods and Data Analysis II	2
5.	**Drawing & Painting (Major & Minor)**	1. Drawing Painting (Methods and Materials of Painting)	2
	Practical (Major & Minor)	2. Drawing Painting (Still Life (Drawing) - Practical)	4
	Skill (Major)	3. Line Drawing- Part B	2
6.	**Hindi (Major & Minor)**	1. आधुनिक गद्य	6
	Skill (Major)	2. कार्यालयी हिंदी अथवा प्रयोजनमूलक हिंदी	2
7.	**English (Major & Minor)**	1. Drama	6
	Skill (Major)	2. Studying Theatre	2
8.	**Sanskrit (Major & Minor)**	1. नाटक अलंकार एवं छंद	6
	Skill (Major)	2. भारतीय वास्तु कला प्रणाली	2

DCMJ-2: Disciplinary
Major Political Science
Political Science (Indian Government and Politics)

Credits: 6
Course outcome:

This course will provide an understanding of the basic structure of the Indian Government and Politics.

Course Content:
1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Nationalist, Marxist and Gandhian
2. Indian Constitution: Preamble Basic Features, Debates on Fundamental Rights and Directive Principles
3. Institutional Functioning: Prime Minister, Parliament and Committee System
4. Judiciary: Supreme Court, Judicial Review and Judicial Activism
5. Power Structure in India: Caste, Class, Religion, Regionalism and Communitarianism
6. Parties and Party Systems in India
7. New Social Movements: Peasants Movements, Environmental Movements, Women's Movement and Subaltern Movements
8. Strategies of Development in India since Independence: Planned Economy, Mixed Economy, Liberalism and Neo-liberalism

Books Recommended:

M.P. Singh and S.R. Raj (2012). The Indian Political System, New Delhi, Pearson.

Khosla, Madhav (2020) India's Founding Moment: The Constitution of a most surprising Democracy, New Delhi, Oxford University Press.

Khosla, Madhav (2012). *The Indian Constitution,* New Delhi, Oxford University Press.

Austin, Granville (1966). The Indian Constitution: Cornerstone of a Nation, Oxford University Press Delhi, 1966.

Austin, Granville (1999) *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press, Press, New Delhi, 2008.

Rajini Kothari (2010) Caste and Politics, New Delhi, Orient BlackSwan

Austin, G. (2004). The Conscience of the Constitution, The Indian Constitution: Cornerstone of a Nation. Oxford University

G. Austin, (2000) 'The Social Revolution and the First Amendment', in Working a Democratic Constitution, New Delhi: Oxford University Press

Brass, Paul R. (2003) *Indian Politics since Independence,* New Delhi,

Kohli, Atul (2016). Routledge Handbook of Indian Politics, New Delhi, Routledge.

Madan, N.L. (1989) *Indian Political Science – Socio-Economic Dimension*, New Delhi, South Asia Books.

Hasan Zoya (2002). Parties and Party Politics in India, Oxford University Press. Chatterjee, Partha (1999). *State & Politics in India*. New Delhi, Oxford University Press.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics.* New Delhi: Pearson.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics.* New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006). *Indian Government and Politics.* New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence.* New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008). *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.

Austin, G. (1999). Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004). Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford.

Skill Elective Course (Option-1)
Legal Literacy- II

Credit-2

Course Outcome:

The proposed course aims to acquaint students with the structure and manner of functioning of the legal system in India.

Course Content:

1. Laws Relating to Criminal Jurisdiction: Provision Relating to Filing an FIR, Arrest and Bail Search.
   Offences Against Women, Juvenile Justice
2. Prevention of Atrocities on Scheduled Castes, Prevention of Atrocities on Scheduled Tribes.
3. Laws Relating to Dowry and Violence, Sexual Harassment and Violence Against Women and Third Gender
   Laws Relating to Consumer Rights Laws Relating to Cyber Crimes.
4. Anti-Terrorist Laws: Implications for Security and Lok Adalat Civil Liberty, Human Rights and NGO

Essential Reading

Sankaran, Kamala Ujjwal Singh (2007). *Creating Legal Awareness*, New Delhi, OUP.

Sathe, S.P. (1993). *Towards Gender Justice*, Research Centre for Women's Studies, SNDT Women's University, Bombay

Agnes (1997). Flavia *Law and Gender Equality*, New Delhi, Oxford University Press.

Bajpai, Asha (2003). Child Rights in India: Law, Policy, and Practice. Oxford University Press, New Delhi.

Multiple Action Research Group, *Our Laws Vols 1-10,* Delhi. Available in Hindi also.

Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.

S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture.

Skill Elective Course (Option-2)
Dynamics of Public Opinion- II

Credit 2

Course Outcome:

This course will introduce the students to the principles and practices of public in democracies, with special reference to India.

Course content:
1. Methods and Measurement of Public Opinion Survey.
2. Sampling, Necessity of Sampling and Sample Design
3. Formation of Questionnaire and Interview Schedule
4. Introduction to Quantitative Data Analysis
5. Public Opinion Data and its Uses

Essential Readings:

G. Gallup (1948). *A Guide to Public Opinion Polls*, Princeton, Princeton University Press

G. Kalton (1983). Introduction to Survey Sampling, Beverly Hills: Sage Publications, New Delhi.

Lokniti Team, (2009) "National Election Study 2009: A methodological Note" Economic and Political Weekly, Vol. XLIV (39).

R. Erikson and K. Tedin (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Pub.

A. Agresti and B. Finaly (2009) *Statistical methods for the Social Sciences, 4th eds., Upper Saddle River*, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai (2013) 'Chapter 1' in *Measuring voting behaviour in India*, Sage Pub. New Delhi.

W. Cocharan (2007). Chapter 1: *Sampling Techniques*, John Wiley & Sons. https://ecpr.eu,Social Media and the Dynamics of Public Opinion.

https://www.uky.edu>PDF "Methods of Measuring Public Opinion. https://www.surveypractice.org. "Public Opinion & Survey Methods.

Major History

First Year-Semester-II
Paper-2: History of India from. C. 300 to 1200 CE. (6 Credits)

I. The Rise & Growth of the Guptas:
- Polity, Culture, Economy. II. Harsha & His Times:
- Harsha's Kingdom, Administration, Buddhism & Nalanda III. South India: Cholas & Pandyas.
- Polity, Society, Economy & Culture.

IV. Towards the Early Medieval: Pallavas, Chalukayas and Vardhanas.
- Changes in Society, Polity, Economy and Culture
V. Political structures of Rashtakutas, Pala & Pratiharas.
VI. Emergence of Rajput States in Northern India: Polity, Economy & Society.
VII. VII. Power in Northern India & establishment of Sultanate.

Skill Course – II   Semester II OR IV (2 Credits)
Historical Tourism

I. Heritage- Art & Architecture in India
II. Monuments & Heritage: Stupas, Temples, Forts, Religious places, Indo Persian structure, Colonial Architecture
III. Temples and Sacred places in Uttarakhand
IV. Study Trip: Visit to Historical sites & Museums
V. Modalities of tourism

Major Geography
Human Geography

Credits: 4
Course Objective:
After Completion of the course, students will be able to:
1. Understand the nature, concept, significance, and scope of human geography.
2. To comprehend the relationships between the ecological and cultural changes that occur in and around the human environment.

Course Outcomes:

Students will be able to understand

1. Students will be able to understand Human Geography and its various concepts.
2. Students will find it easier to understand the population and its components.
3. Students will be able to identify the patterns of different types of settlements

UNIT-I

Definition, nature, scope, branches and contemporary relevance.

UNIT-II

Cultural Regions; Race; Religion and Languages Population: Population Growth; Migration-Definition and types.

UNIT-III

World Population Distribution and Composition. Settlements: Types and Patterns of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanisation.

UNIT-IV

Tribes of India: Bheel, Gond, Santhal and Naga.

Suggested Readings:

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
3. Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
4. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
5. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
6. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
7. Ghosh, S. (2015). Introduction to settlement geography. Orient Black Swan Private Ltd., Kolkata
8. Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur

Marks distribution of theory examination: **30 marks by internal** assessment and **70 marks by external** assessment.

(Practical-II)
Map Projections, Weather Instruments, And Thematic Maps

Credits:2
Course Objective:
After completing the course, students will be able to

The larger objective of this course is to develop the cartographic skills of students to depict and represent geographic information on a map. The course will create the ability of students to adapt various methods of map projections.

Course Outcomes:
Students will be able to understand
In addition to the ability to understand and read maps, students will develop cartographic skills and will be able to create maps on their own.

UNIT-I
Map Projection: Classification; Conical Projection with one and two standards parallel

UNIT-II
Bonne's, Cylindrical Equal Area, Mercator's, and Polar Zenithal Equal Area map projections

UNIT-III
Use and handling of meteorological instruments and interpretation of Indian Daily Weather Reports.

UNIT-IV
Distribution Map: Isopleth, Choropleth, and Dot method.

Suggested Readings:
1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw-Hill.
2. Gupta K.K. and Tyagi V.C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London

Marks distribution of theory examination: **30 marks by internal** assessment and **70 marks by external** assessment.
Note: *In the final practical examination, students shall be examined by external and internal examiners.
Marks distribution: **50 marks written exam, **10 marks practical file**, **records** and **10 marks viva** (Total marks 70).

Skill Course-2
Geographical Field, Mapping, And Statistical Training with Software

Credits: 2
Course Objective:
After completing the course, students will be able to

1. To develop comprehensive fieldwork skills
2. To learn the basic mapping and cartographic GIS techniques of the representation of geographical data
3. To learn basic statistical tools and techniques

Course Outcomes:
Students will be able to understand
1. Ability to design and execute geographical field projects, from data collection to analysis and reporting.
2. Learn to create and interpret various types of maps, both manually and digitally.
3. Acquire skills in statistical methods and their application to geographical data.

UNIT-I
Introduction to Geographical Fieldwork: Importance and objectives of fieldwork in geography; Planning and preparation for field studies, Fieldwork Techniques: Sampling, Data collection methods: preparation of survey tools, observations, and interviews, Use of field equipment: GPS and other tools;

UNIT-II
Basic Mapping Techniques and Statistical Methods in Geography: Basics of map-making and cartographic principles, Techniques for creating a field map, Digital mapping techniques and GIS applications; Introduction to descriptive statistics and geographical representation of data, Case studies and practical applications of MS Office, spreadsheets.

Suggested Readings:
1. Mahmood Aslam (2008): Statistical Methods in Geographical Studies, New Delhi: Rajesh Publications
2. Singh, R.L. & Singh, Rana P.B. (2008): Elements of Practical Geography, New Delhi, Kalyani Publishers
3. Das, N.G. (2017): Statistical Methods (Combined edition volume 1 & 2), Mc Graw Hill
4. Kothari, C.R. (2008). Research Methodology -Methods and Techniques, New Delhi, New Age International (P) Limited Publishers
5. Keates, J.S., (2008): Cartographic Design and production, London, Longman Lillesand,
6. Peterson, M.P., (1995): Interactive and Animated Cartography, Upper Sadde River, NJ: Prentice Hall.
7. Robinson A.H. & Morrison J.L, (1995): Elements of Cartography, John Wiley & Son
8. Lillesand Thomas, Keifer Ralph W. and Chipman Jonathan (2015). Remote sensing and Image Interpretation, 7th Edn. John Wiley & Sons, New York.
9. Joseph George (2005), Fundamentals of Remote Sensing, 2nd Edn., University Press Pvt. Ltd., Hyderabad, India.
10. Sabins, Flyod F. 1986, Remote Sensing: Principles and Interpretation, 2nd Edn., W H Freeman & Co, New York.
11. Gerber, Rod & Chuan, G.K. (2000): Fieldwork in Geography: Reflections, Perspectives and Actions, Springer.

Marks distribution of theory examination: **30 marks by internal** assessment and **70 marks by external** assessment.

Note: *In the final practical examination, students shall be examined by external and internal examiners.

Marks distribution: **50 marks written exam, **10 marks practical file, records** and **10 marks viva** (Total marks 70).

Major Economics
Principles of Micro II

Credits: 6

Course Objective:

The main objective of the course, which is the extension of the Microeconomics course in the first semester, is to enhance the knowledge of the learner about Microeconomics, which will help them to understand the pricing and output decisions under the various market structures. The course will help to understand the market behaviour and response under different conditions, along with covering the pricing of factors of production. The course will also help in understanding the basics of International Trade.

Course Learning Outcomes

The student will be able to:

- Understand the pricing and output determination under different forms of imperfect market competition
- Understand how perfectly competitive markets ensure economic efficiency
- Understand market failures and their causes
- Understand the information problems and how it affects the behaviour of consumers and firms
- Understand the pricing theories of different factors of production

Understand the basic theories of International Trade along with factors that impact international trade.

1. Imperfect Competition:

Concepts and forms of imperfect competition

a. Monopoly

Short run and long run price and output determination of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

b. Monopolistic and Oligopoly

Monopolistic competition: assumptions, short run & long run price and output determination under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models- Kinked Demand Curve, price Leadership and Cartels, game theory, contestable markets, role of government.

2. Consumer and Producer Theory

a. **Consumer and Producer Theory in Action:** Externalities, marginal cost pricing, internalising externalities, imperfect information: adverse selection, moral hazard, social choice, government inefficiency.

b. **Markets and Market Failure:** Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.

3. Factor pricing

Ricardian theory of Rent: Scarcity and Differential Rent; Wages: Marshal-Hicks Wage determination theory; Keynes Liquidity preference theory; Profits- Schumpeter and Knight's theory.

4. International Trade

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

Suggested Readings:

1. Ahuja H.L. (2016) *Advanced Economic Theory: Microeconomic Analysis*, 20th Edition, S. Chand and Company Ltd. New Delhi
2. Case, Karl E., Ray C. Fair and Sharon E. Oster (2013) *Principles of Economics*, (11th Edition), Prentice Hall of India, New Delhi
3. Koutsoyiannis, A. (1990) *Modern Microeconomics*, Macmillan Press Ltd., London
4. Layard, P.R.G. and A. W. Walters (1978) *Microeconomic Theory*, McGraw Hill, New York
5. Lipsey, R.G. and K.A. Chrystal (2004) *Principles of Economics*, (9th Edition), Oxford University Press, New Delhi
6. Perloff, Jeffrey M. (2001) *Micro Economics*, Addison Wesley Longman Pvt. Ltd., New Delhi
7. Sen, A. (1999) *Microeconomics Theory and Applications*, Oxford University Press, New Delhi
8. Stigler, G. (1996) *Theory of Price*, (4th Edition), Prentice Hall of India, New Delhi
9. Varian, H. (2000) *Microeconomic Analysis*, W. W. Norton, New York

Skill Course: Entrepreneurship and Start-up-II

Credits: 2

Course Objective:

The course is a continuation of the course learnt in the previous semester and aims to further make the learner learn to develop a business plan and an environment for developing entrepreneurship in India.

Course Learning Outcomes

The course will help the entrepreneur to:

- Learn the preparation of a business plan, which includes getting the knowledge of developing a financial plan, production/operation plans along with understanding and learning about inventory and quality management
- Understand major project planning and scheduling techniques along with their various merits
- know about the start-up funding environment in India, which assist entrepreneurs at different stages of entrepreneurship
  To get the experience of various successful entrepreneurs from different sectors

UNIT-I
Preparation of business plan-II

Financial plan: Profit and loss, Cash flow statement, Balance sheet, sales forecast, Business ratios and cost-benefit analysis, break-even analysis; Production/operation plans: selection of location/site, Input analysis (raw materials), suppliers, quality management and inventory management

UNIT-II
Project planning and scheduling techniques

Work breakdown structure (WBS); Programme Evaluation & Review Technique (PERT): Meaning, advantages and limitations; Critical Path Method (CPM): Meaning, advantages and limitations

UNIT-III
Start-up funding at different stages in India

Social entrepreneurship; Types of start-up funding, Seed stage: Incubators, Government loan schemes, Angel investors and crowdfunding; Further stages: Venture Capital Funds; Banks/Non-Banking Financial Companies (NBFCs), Venture Debt Funds; Venture Capital Funds, Private Equity/Investment Firms; Government support and start-ups: SIDBI Fund of Funds Scheme, Start-up India Seed Fund Scheme

UNIT-IV
Analysis of successful entrepreneurs

Study and analysis of different case studies (different sectors) in Uttarakhand; factors leading to success and failures; Innovation and entrepreneurship: types and sources of innovation (A Case study analysis)

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Suggested Readings:

Madhukar Shukla. "Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism", Sage. 2020

Desai, Vasant. "Small-Scale Industries and Entrepreneurship", Himalaya Publishing House, Delhi, 2003.

Kaulgud, Aruna. "Entrepreneurship Management". Vikas Publishing House, Delhi. 2003

Cynthia, L. Greene. "Entrepreneurship Ideas in Action". Thomson Asia Pvt. Ltd., Singapore. 2004

EDII "Faulty and External Experts – A Hand Book for New Entrepreneurs Publishers: Entrepreneurship Development", Institute of India, Ahmadabad, 1986.

Hisrich R D, Peters M P, "Entrepreneurship" 8th Edition, Tata McGraw-Hill, 2013.

Mathew J Manimala, "Entrepreneurship theory at cross roads: paradigms and praxis" 2 nd Edition Dream tech, 2005.

Rajeev Roy, "Entrepreneurship" 2 Edition, Oxford University Press, 2011.

Vasant Desai, "The Dynamics of Entrepreneurship Development and Management", Himalaya Publication house, 2022

David H. Holt, "Entrepreneurship, New Venture Creation", Prentice Hall India, 1991.

S.S. Khanka, "Entrepreneurial Development", S. Chand & Company Ltd. New Delhi, 2007

Vasant Desai, "Small-Scale Industries and Entrepreneurship", Himalaya Publishing House, Delhi, 2003.

Skill Course: Survey Methods and Data Analysis-II

Credits: 2
Course Objective:
The course is an extension of the course studied by learners in the previous semester and aims to deliver the knowledge of basic concepts of sampling along with various methods of data analysis.

Course Learning Outcomes
The course will help the learner to:
- Understand the basic concepts of sampling
- learn data presentation along with Measures of central tendency, dispersion, skewness and Kurtosis.
- learn the meaning, types and use of correlation and skewness.
- Understand the basic concepts of probability, along with probability distribution
  Learn the selection of an adequate test statistic and the procedure of Hypothesis testing

UNIT-I
Sampling basic concepts
Parameter, Statistic, Estimator and estimate; Sampling and Non-sampling errors; Sampling distribution and sample error; Desirable Properties of an Estimator

UNIT-II
Data presentation and Univariate analysis
Classification and Tabulation of data; Graphical presentation of data; Univariate frequency distributions. Measures of central tendency: mean, median and mode. Measures of dispersion and skewness.

UNIT-III
Bivariate frequency distribution
Covariance, Karl Pearson's coefficient of Correlation, Rank correlation, Simple regression analysis

UNIT-IV
Normal distribution, Statistical Inference and Hypothesis Testing
Normal distributions, standard normal curve; Statistical Inference: Point estimation, Confidence interval for known and unknown variance, Selection of proper test statistic; Hypothesis testing: Formulation, One and two tailed test, Type I and Type II errors.

Suggested Readings:
Elhance, D. N. and V. Elhance, 1988, Fundamentals of Statistics, Kitab Mahal, Allahabad.
Nagar, A. L. and R. K. Dass, 1983, Basic Statistics, Oxford University Press, DeIhi.

Mansfield, E., 1991, Statistics for Business and Economics: Methods and Applications, W.W. Norton and Co.

Yule, G U. and M. G Kendall, 1991, An Introduction to the Theory of Statistics, Universal Books, Delhi.

M.R. Spiegel, 2003, Theory and Problems of Probability and Statistics (Schaum Series).

Gupta, S.P. 2004. Statistical methods, S. Chand & Sons publications

Nagar, A. L. and Das, R. K., 1989, Basic Statistics: Oxford University Press, Delhi, Chapter 9. Newbold, P., 199 1, Statistics for Business and Economics (Third Edition): Prentice Hall, New Jersey.

Keller, G, and B. Warrack, 199 1, Essentials of Business Statistics, Wordsworth Publishing Co., California.

Kothari, C.R. (1985) Research Methodology: Methods and Techniques, Wiley Eastern, New Delhi.

Levin, R.I. and D.S. Rubin. (1 999) Statistics for Management, Prentice-Hall of India, New Delhi

Mustafi, C.K. (1981) Statistical Methods in Managerial Decisions, Macmillan, New Deb.

Plane, D.R. and E.B. Oppermann. (1986) Business and Economic Statistics, Business Publications, Inc.: Plano.

Zikmund, William G. (1988). Business Research Methods, The Dryden Press, New York.

It will enhance the skills of students to understand the methods of social research and the techniques of data collection.

First Year – Semester – 2 (Certificate Course)

Course	Paper	Title of the Paper	Course Detail
Major Subject (Core Subject)	Theory	Methods & Materials of Painting	• Introduction to media and techniques : • Monochromatic Drawing media & tech. : pencil, charcoal, ink, coloured chalk etc. • Painting media & tech.: water colour, tempera, gouache, oil colour, acrylic, batik, tie and die. • Brief introduction of Print Making & tech. : Relief Prints, Intaglio prints, planographic prints. • Mural, video art, computer art, mix media, collage, documented art.
	Practical	Still Life Drawing	Drawing a still life group of natural and manmade objects (flowers, fruits, object of daily use, cubic forms etc.) in Monochromatic drawing media. A group of at least four objects will be arranged with drapery, stress should be laid on correct drawing of the objects based on the careful study of proportion, perspective, texture Modelling etc. 1. Size : Quarter Imperial 2. Execution Time : 3 Hours 3. Medium : Monochromatic drawing media. 4. Submission of Sessional work : 10 Plates (Based on different drawing techniques, study of objects in indoor and outdoor environment)

| Skill Course | Practical | Line Drawing Part-B | Creating faithful line drawings of Indian old master's paintings wit coloured background. The candidate will produce a reduced or enlarged copy of the drawing provided to him.
1. Size : Quarter Imperial
2. Execution Time : 3 Hours
3. Medium : Water/Poster
4. Submission of Sketches : 08 |

Major Hindi
आधुनिक गद्य

क्रेडिट – 06

1. उपन्यास :

चित्रलेखा – भगवतीचरण वर्मा

2. ग्यारह कहानियाँ (संपादक – प्रो० हरिमोहन, वाणी प्रकाशन, नई दिल्ली, इस पुस्तक से निम्न पाँच कहानियाँ)

1. प्रेमचंद – पूस की रात
2. मोहन राकेश – आर्द्रा
3. हिमांशु जोशी – तरपन
4. बल्लभ .डोभाल – अंतिम आवाज
5. मृणाल पाण्डे – लड़कियाँ

3. नाटक :

ध्रुवस्वामिनी – जयशंकर प्रसाद

4. हिंदी निबंध :

1. मजदूरी और प्रेम – अध्यापक पूर्ण सिंह भ
2. भारतवर्षोन्नति कैसे हो सकती है – भारतेंदु
3. कविता क्या है – आचार्य रामचंद्र शुक्ल
4. मेरे राम का मुकुट भीग रहा है – विद्यानिवास मिश्र

नोट :– उक्त समस्त पाठ्यक्रम मैं व्याख्या भाग, दीर्घ उत्तरीय प्रश्न, लघु उत्तरीय प्रश्न एवं वस्तुनिष्ठ प्रश्न पूछे जाएंगे।

संदर्भ ग्रंथ :–

1. कहानी, नई कहानी – डॉ० नामवर सिंह
2. हिंदी कहानी : पहचान और परख – डॉ० इंद्रनाथ मदान
3. कहानी : संवाद का तीसरा आयाम – डॉ० बटरोही
4. समकालीन हिंदी कविता – गंगा प्रसाद विमल
5. साठोत्तर हिंदी कहानी – डॉ० के० एम० मालती
6. हिंदी नाटक की भूमिका मध्य वर्ग के संदर्भ मैं – डॉ० मूलचंद
7. हिंदी उपन्यास शिल्प और प्रयोग – डॉ० त्रिभुवन सिंह
8. हिंदी उपन्यास – डॉ० रामदरश मिश्र
9. उपन्यासकार भगवतीचरण वर्मा – ब्रजनारायण
10. हिंदी उपन्यास – डॉ० गणेशन
11. समकालीन हिंदी उपन्यास – डॉ० प्रेमकुमार
12. प्रसाद के नाटक : स्वरूप और संरचना – डॉ० गोविंद चातक
13. हिंदी उपन्यास के सौ वर्ष – डॉ० रामदरश मिश्र

कार्यालयी हिंदी

(कौशल संवर्द्धक पाठ्यक्रम)

क्रेडिट – 02

इकाई – 1 कार्यालयी हिंदी का स्वरूप, क्षेत्र तथा उद्देश्य

- अभिप्राय क्षेत्र एवं उद्देश्य

- सामान्य एवं कार्यालयी हिंदी में अंतःसंबंध
- कार्यालयी हिंदी की स्थिति एवं संभावनाएं

इकाई – 2 कार्यालयी पत्राचार के विविध रूप

- सामान्य परिचय
- आवेदन लेखन एवं रिक्त पदों पर भर्ती हेतु विज्ञापन
- कार्यालय से निर्गत पत्र (ज्ञापन, परिपत्र, आदेश, निविदा आदि)

इकाई – 3 टिप्पण, प्रारूपण एवं संक्षेपण

- संक्षेपण का अर्थ, प्रकार एवं विशेषताएं
- टिप्पण का स्वरूप, भाषा रौली तथा विशेषताएं
- प्रारूपण का अर्थ, प्रविधि तथा भाषा रौली

संदर्भ ग्रंथ :–

1. प्रयोजनमूलक व्यावहारिक हिंदी – ओमप्रकाश सिंहल
2. प्रयोजनमूलक हिंदी – माधव सोनटक्के
3. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग – दंगल झाल्टे
4. प्रयोजनमूलक हिंदी की नई भूमिका – कैलाशनाथ पाण्डेय
5. हिंदी की विकास यात्रा – डॉ0 रामप्रकाश
6. प्रयोजनमूलक हिंदी – डॉ0 रामप्रकाश
7. प्रशासनिक पत्राचार – ठकुरदास
8. भारत सरकार की राजभाषा नीति – रामवीर सिंह

प्रयोजनमूलक हिंदी
(कौशल संवर्द्धक पाठ्यक्रम)

क्रेडिट – 02

इकाई – 1

- भाषा के विविध रूप
- प्रयोजनमूलक हिंदी की संकल्पना और उसके विविध आयाम
- श्रव्य एवं दृश्य माध्यम : परिचय एवं कार्यविधि
- संचार माध्यमों की प्रकृति एवं चरित्र
- रेडियो लेखक : उद्घोषणा, कार्यक्रम-संयोजन, समाचार, धारावाहिक, फीचर, रिपोर्ट, रेडियो, नाटक, रूप और प्रविधि

इकाई – 2

- पत्रकारिता का स्वरूप एवं विभिन्न प्रकार
- हिंदी पत्रकारिता का संक्षिप्त इतिहास
- व्यावहारिक प्रूफ–शोधन
- पत्रकार वार्ता एवं प्रेस–प्रबंधन
- कार्यालय हिंदी और अनुवाद
- भाषांतरण–प्रविधि

संदर्भ ग्रंथ :–

1- प्रयोजनमूलक व्यावहारिक हिंदी – ओमप्रकाश सिंहल
2- व्यावहारिक हिंदी संरचना और अभ्यास – बालगोविंद मिश्र
3- प्रयोजनमूलक हिंदी – माधव सोनटक्के
4- प्रयोजनमूलक हिंदी – डॉ0 रामप्रकाश
5- पत्रकारिता संदर्भ ज्ञानकोश – याकूब अली खान
6- हिंदी पत्रकारिता : विकास और विविध आयाम – सुशीला जोशी
7- प्रयोजनमूलक भाषा और कार्यालय हिंदी – कृष्णकुमार गोस्वामी
8- प्रयोजनमूलक व्यावहारिक हिंदी, डॉ0 नरेश मिश्र, निधि मिश्र, राधाकृष्ण प्रकाशन, नई दिल्ली।
9- प्रयोजनमूलक हिंदी, डॉ0 नरेश मिश्र, राजपाल प्रकाशन, नई दिल्ली।

Major English

BA 2ⁿᵈ Semester and 4ᵗʰ Semester

Studying Theatre

This particular course is designed to make students acquainted with the theatrical art, history, literature, theories and stage skills. Students seeking a career in theatrical arts or the entertainment industry can benefit from this course.

Unit I: Origin & Development of Theatre; Types of Theatre: Greek Theatre, Ancient Indian Theatre, Folk Theatre, Oriental Theatre, Western Theatre, Applied Theatre; Music in Theatre

Unit II: Performing Arts: Concepts; Theatre: Characteristics of performing Arts; Elements of Theatre; Sets, Lights, Costumes, Properties, Make-up

Unit III: Acting; Nature, four categories of *Abhinaya* according to *Natyashastra*, Actor's Preparation, Characterisation, Solo Act; Direction: Nature, Function, Various methods of directing

Recommended Reading:
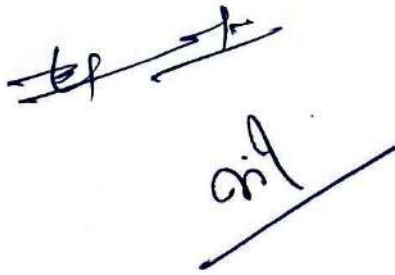
1. Balme, Christopher B. Cambridge *Introduction to Theatre Studies*. New York: Cambridge University Press, 2010.

2. Brandt, George W. *Modern Theories of Drama: A Selection of Writings on Drama and Theatre 1850-1990*. New York: Oxford University Press, 1998.

3. Chambers, Colin. *The Continuum Companion to Twentieth Century Theatre*. London: Continuum, 2002.

4. Dillon, Janette. *Cambridge Introduction to Early English Theatre*. New York: Cambridge University Press, 2006.
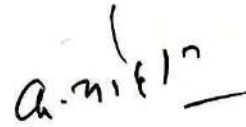
द्वितीय सेमेस्टर
नाटक, अलंकार एवं छन्द (Core 06 Credit)

(क) नाटक–अभिज्ञानशाकुन्तलम् सम्पूर्ण (निर्णय सागर प्रकाशन)

(ख) नाटकीय पारिभाषिक शब्दावली–नान्दी, प्रस्तावना, सूत्रधार, विदूषक, नेपथ्य, स्वगत, जनान्तिक, आकाशभाषित, भरतवाक्य।

(ग) अलंकार – अनुप्रास, श्लेष, यमक, उपमा, रूपक, उत्प्रेक्षा, अपह्नुति, व्यतिरेक, विभावना, विशेषोक्ति, अतिशयोक्ति, निदर्शना, तुल्ययोगिता।

(घ) छन्द–अनुष्टुप, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वंशस्थ, बसन्ततिलका, शिखरिणी, शार्दूलविक्रीडित, मालिनी, भुजङ्प्रयात (वृत्तरत्नाकर से)

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. कालिदास, अभिज्ञानशाकुन्तल, व्याख्याकार एवं सम्पादक डॉ0 कपिलदेव द्विवेदी, इलाहाबाद, साहित्य संस्थान, 37 कचेहरीमार्ग 1974

2. कालिदास, अभिज्ञानशाकुन्तल, सम्पादक नारायणराम आचार्य, मुम्बई, निर्णयसागर प्रेस, 1883.

3. उपाध्याय भगवतशरण, कालिदास कवि और काव्य काशी, ज्ञानपीठ।

4. द्विवेदी, हजारीप्रसाद, कालिदास की लालित्य योजना, दिल्ली, राजकमल प्रकाशन।

5. मम्मट, काव्यप्रकाश, हिन्दी अनुवाद सहित, व्याख्याकार और सम्पादक डॉ0 श्रीनिवास शास्त्री, मेरठ, साहित्य भण्डार 1994

6. वृत्तरत्नाकर, पं0 केदारभट्ट, व्याख्या पं0 बलदेवउपाध्याय, चौखम्बा, सुरभारती प्रकाशन वाराणसी।

7. दशरूपक, धनंजय विरचित, सावलोक चन्द्रकला हिन्दी व्याख्या सहित

8. Kalidasa The Abhijnanasakuntalam, Tran. & Ed.M.R.Kale. Delhi Motilal Banarasidass, 1977.

9. Bhatt, G.K. Sanskrit Drama, Dharwar University Press.

भारतीय वास्तुकला (Skill Course 02 Credit)

इकाई 1

- टोडरमल का व्यक्तित्त्व एवं कृतित्त्व

इकाई 2

- टोडरमल विरचित वास्तुसौख्यम् प्रथम भाग 1–13
- भूमि परीक्षण, दिक्साधन, निवास (द्वितीय भाग 14–22 हेतु स्थान चयन)

इकाई 3

- वास्तुसौख्यम् भाग '3' शुभाशुभ वृक्षनिरूपण (31–49) शल्यशोधन (74–82)
- वास्तुसौख्यम् भाग '4' (83–102) (107–112) षड्वर्गपरिशोधन, वास्तुचक्र, गृहवास्तु, शिलान्यास
- वास्तुसौख्यम् भाग '6' गृहनिरूपण (171–194)

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. मलटोडर, वास्तुसौख्यम्, वाराणसी, सम्पूर्णानन्द विश्वविद्यालय 2010
2. चतुर्वेदी, वासुदेव, भारतीय वास्तुशास्त्र, नई दिल्ली श्री लाल ब॰ शा॰ रा॰स॰विद्यापीठ
3. शास्त्री, विनोद और शर्मा, सीताराम, वास्तुशिरोमणि दिल्ली मोतीलाल बनारसीदास
4. त्रिपाठी, देवी प्रसाद, वास्तुसार, दिल्ली इस्टर्न बुकलिर्क्स 2015
5. जीवानन्द, वास्तुरत्नावली

Hemvati Nandan Bahuguna Garhwal University

Dept of Education

ITEP Curriculum

Semester-III

(B.A., B.Sc. & B.Com.)

		Two-Week Student Induction Programme	
S.N.	**Code**	**Courses**	**Credit**
1.	EFC-301	Child Development and Educational Psychology	4
2.	ESSCCPC-302	Stage-Specific Content -cum Pedagogy Courses Basics of Pedagogy at Secondary Stage	4
3.	SEC- 303	Life Skills and Personality Dev	2

EFC-301: Child Development and Educational Psychology

Credits: 4

301.1 About the Course

To enable student teachers to understand the interplay of three different processes, namely biological processes, cognitive processes, and socio-emotional processes that influence the development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:

- during infancy, which ranges from birth to 24 months of age,
- during the early childhood stage, which begins around age 3 and usually extends up to 6-7 years of age,
- Middle to Late Childhood stage, which begins around 6-7 years to 10-11 years of age, and
- Adolescence stage, which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, and moral development – during each of the above-mentioned developmental stages of a child.

Educational Psychology component of the course:

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities for student teachers to explore the

behavioural, cognitive and constructivist approaches to facilitating student learning, and the emotional and social factors that influence the learning process.

301.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of the Indian concept of self,
- apply various problem-solving and learning strategies in real classroom settings,
- identify the various approaches to the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

UNIT - I
Child Development
A. Meaning and significance of understanding the process of child development, biological, cognitive, socio-emotional, and moral.
B. Developmental characteristics of a child during the infancy stage, early childhood stage, middle to late childhood stage and adolescence stage.
C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (चित्त). Panch-koshIya Vikas (पञ्चकोशीय विकास).
D. Educational Implications.

UNIT - II
Developmental Process
A. Development across domains: Physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development, stages of a child.
B. Factors affecting development. Individual differences: Children with special needs, including developmental disorders.
C. Tools and techniques for identifying learners with different abilities.
D. Teachers' role and strategies to address the needs of learners with different learning abilities.

UNIT - III
Process of Learning
A. Conceptual clarity and significance.
B. Approaches: Behaviorist, cognitivist, constructivist, developmental, information processing model of learning, Shri Aurobindo's integral approach.
C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, steps and strategies in problem solving, factors hindering problem solving.
D. How to learn: significance and strategies

UNIT - IV
Motivation and Classroom Management

A. Motivation: conceptual clarity, nature, and significance. Intrinsic and extrinsic motivation and strategies for motivation
B. Classroom management: Creating a positive learning environment, planning space for learning, and managing behavioural problems.
C. Group dynamics: Classroom as a social group, characteristics of a group.
D. Understanding group interaction-sociometry, strategies to facilitate group learning.

2.2.3 Suggestive Practicum

1. Spending a day with a child and preparing a report based on our observations of children for a day from different economic statuses (low and affluent) with focus on various factors: Physical, emotional, social, language, cultural and religious influences on the child on a daily basis.
2. Observing children to understand the learning styles of children learning process.
3. Identifying the learning difficulties of students in different learning areas and the Possible reasons for them- case study report.
4. Preparing a personalised intervention plan for students with learning difficulties.
5. Plan to use advanced technology to encourage talented/gifted children.
6. Encouraging gifted/talented students beyond the general school curriculum.
7. Familiarisation and reporting of individual psychological tests.

2.2.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalised communities and groups, through focus group discussion, surveys, short-term project work, etc.
- Hands-on experience of engaging with diverse communities, children, and schools.

2.2.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.
Assessment and examinations will be conducted as per the criteria of HNBGU.

2.2.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

ESSCCPC-302: Basics of Pedagogy at Secondary Stage

Credits: 4

302.1 About the Course

This course deals with a diverse range of topics of the basics of pedagogy at the secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course, a strong foundation will be established by exploring the fundamental principles and concepts that support the basics of pedagogy in light of the aims and objectives of the curriculum. This course emphasises understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, which fosters a need for learning, can be created to facilitate learners' holistic development. This course is designed to equip student teachers with a wide array of teaching and learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

302.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- build a comprehensive understanding of secondary stage learners.
- assess the physical, mental, social, and emotional growth of secondary stage learners.
- develop skills to observe and recognise the unique capabilities and strengths of secondary stage learners.
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies.
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners.
- determine the knowledge to make informed decisions about instructional practices.
- explain the crucial role of pedagogy in facilitating effective learning experiences.
- outline knowledge and skills necessary for continuous professional development.

UNIT - I

Understanding Secondary Stage Learners

A. Understanding the learners and learner background: The physical, mental, social, and emotional growth of learners.
B. Thought processes and cognitive skills of learners, observing the unique capabilities of a learner.
C. Psychological and social orientations of learners, social and academic lives of learners.

D. Characteristics of secondary stage learners, conflicts and challenges of secondary learners.

UNIT - II
Strategies of Teaching and Learning
A. Understanding teaching and learning strategies: Concept, characteristics and functions of teaching.
B. Making abstract concepts enjoyable by relating them to real-life situations, making classrooms inclusive and joyful learning spaces
C. Relationship between Aims and values of education, curriculum and pedagogy
D. Developing respect toward cultural heritage

UNIT - III
Learners Engagement
A. Promoting learner participation and engagement in learning.
B. Building values through art-integrated activities, community engagement, etc.
C. Promoting multidisciplinary learning through the integration of different disciplines
D. Promoting health and social sensitivities.

UNIT - IV
Pedagogical Approaches
A. Pedagogical approaches: constructivist approach, collaborative approach, reflective approach, and integrative approach.
B. Inquiry-based approach; other contemporary approaches, art-integrated and sports-integrated learning.
C. Types of pedagogy: social pedagogy, critical pedagogy, culturally responsive pedagogy, and Socratic pedagogy in an inclusive setup.
D. Role of pedagogy in effective learning: impact of pedagogy on the learners.

UNIT - V
Continuous Professional Development of Teachers
A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop professional competencies.
B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.
C. Development of professional competencies to deal with gender issues, equity and inclusion, and ethical issues.
D. Environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example, COVID-19).

302.3 Suggestive Practicum (Any Three)
1. Analyse NEP 2020 with reference to pedagogical aspects of the concerned subject.

2. Analyse and reflect on the qualities of an 'Innovative Teacher' in the Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher's Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.
4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by the teacher.

302.4 Suggestive Mode of Transaction
Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

302.5 Suggestive Mode of Assessment
Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).
Assessment and examinations will be conducted as per the criteria of HNBGU.

302.6 Suggestive Reading Materials
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks (2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

SEC- 303: Life Skills and Personality Development

Credits:2 Lectures: 30

<div align="center">

UNIT I
Career and Professional Skills -(06)

</div>

Career and Professional Skills: Listening Skills, Reading Skills, Writing Skills, Effective Resume preparation, Interview Skills, Group Discussion Skills, Exploring Career Opportunities, Psychometric Analysis and Mock Interview Sessions Team Skills: Cognitive and Non-Cognitive Skills, Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes Digital Skills: Computer skills, Digital Literacy and Social Media, Digital Ethics and Cyber Security

UNIT II
Attitude and Motivation (06) Attitude

Concept, Significance, Factors affecting attitudes, Positive attitude - Advantages, Negative attitude- Disadvantages, Ways to develop a positive attitude, Difference between personalities having positive and negative attitudes. Motivation: Concept, Significance, Internal and external motives - Importance of self-motivation- Factors leading to de-motivation, Maslow's Need Hierarchy Theory of Motivation,

UNIT III
Stress-management and Development of Capabilities (06)

Development of will power, imagination through yogic lifestyle- Development of thinking, emotion control and discipline of mind through Pranayama- Improvement of memory through meditation- Stress: meaning, causes, and effects of stress in life management- Stress: psycho-physical mechanism, management of stress through Yoga.

UNIT IV
Other Aspects of Personality Development (06)

Body language - Problem-solving - Conflict and Stress Management - Decision-making skills -Leadership and qualities of a successful leader - Character-building -Teamwork - Time management -Work ethics – Good manners and etiquette.

UNIT V
Health and Hygiene (06)

Health and Hygiene- Meaning and significance for Healthy Life- 3. Exercise, Nutrition, and Immunity. Obesity- Meaning, Types and its Hazards. - Physical Fitness and Health Related Physical Fitness- Concept, Components and Tests-. Adventure Sports.

Suggested Readings:
Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
Ghosh, Shanti Kumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission, Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
L. Chaito: Relaxation & Meditation Techniques,1983.
Michael Aegyle: Bodily Communication, Methuen,1975.
Mulligan J: The Personal Management (handbook).
M.L. Kamlesh (1998), "Psychology in Physical Education and Sports", Metropolitan Book Company, New Delhi.

Patra, Avinash. 2012. The Spiritual Life and Culture of India. London: Oxford University Press.

Postonjee D.M.: Stress and Coping, The Indian Experience, Sage Publication, New Delhi.

R.D. Sharma (1979), "Health and Physical Education", Gupta Prakashan, New Delhi.

Shiv Khera, "You Can Win", Macmillan Books, New York, 2003.

Acharya Maha Pragya- Shakti ki Sadhna (Hindi medium)

Acharya Mahapragya- Naya manav, naya Vishwa, Adarsh Sahitya Sangh, Churu (Hindi medium)

Shiv Khera- Jeet Apki (Hindi medium)

Semester-III
(B.A.)

	Subject	Course	Credits
1.	**Political Science (Major & Minor)**	1. Comparative Government and Politics	6
2.	**History (Major & Minor)**	1. History of India from 1200 to 1707 CE.	6
3.	**Geography (Major & Minor)**	1. Geography of India	4
	Practical (Major & Minor)	2. Statistical Methods in Geography - Practical	2
4.	**Economics (Major & Minor)**	1. Principles of Macroeconomics Economics-I	6
5.	**Drawing & Painting (Major & Minor)**	1. History of Indian Art-Part-1(Pre Historic art to Bengal Renaissance Period)	4
	Practical (Major & Minor)	2. Rendering (Practical)	2
6.	**Hindi (Major & Minor)**	1. अर्वाचीन हिंदी काव्य	6
7.	**English (Major & Minor)**	1. Poetry	6
8.	**Sanskrit (Major & Minor)**	1. गद्य पद्य एवं व्याकरण	6

DCMJ-2: Disciplinary
Major Political Science
Comparative Government and Politics

Credit-6

Course Outcome: To introduce the students to the comparative study of political systems.

Course Content:

1. The Nature, Scope and Methods of Comparative Political Analysis
2. Classifications of Political Systems:
a. Parliamentary and Presidential: UK and USA
b. Federal and Unitary: Canada and China
3. Electoral Systems: Proportional, Representation
4. Party Systems: One-Party, Two-Party and Multi-Party Systems
5. Contemporary Debates on the Nature of State: From state-centric security to Human Centric Security, Changing Nature of Nation-State in the Context of Globalization.

READING LIST

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152- 160.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries. Montreal &Kingston*: McGill-Queen's University Press, pp. 105-119.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27) pp. PE 2-PE8.

Dhillon, Michael. (2009) 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave McMillan, pp. 268-290.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave McMillan, pp. 17-34.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave McMillan, pp. 36-50, 51-68.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave McMillan.

Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159- 167.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science*: A Reference Book. Los Angeles: Sage.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Semwal, M.M and Mishra, M.K. (2018) (eds.) *ि ्लन ◌ाि ◌ मक शासन एव ◌ राजनीति*, Haldwani (Nainital): Ankit Prakashan ,pp. 193-225.

Watts, D. (2003). *Understanding US/UK Government and Politics*. Manchester: Manchester University Press.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Major History

Second Year - Semester-III

Paper -3: History of India from 1200 to 1707 CE. (6 Credits)

I. Delhi Sultanate: Foundation, Expansion & consolidation.

II. Administration & economy under the Khiljis & the Tughlaqs.

III. Bhakti & Sufism and its impact on Indian society. IV. Kingdoms of India: Vijaynagara & Bahamanis. V. Shershah's and his administration.

V. Emergence of Mughal's - Babar's conquest, Humayaun difficulties and failure.

VI. From Akbar to Aurangzeb: administrative structure-Mansab & Jagirs; Akbar and Aurangzeb religious policy

VII. Maratha's Contribution and Achievements of Shivaji

Major Geography
Geography of India
Course Code: UG/C C003

Credits: 4

Course Objective:

After completing the course, students will be able to

1. To provide a comprehensive understanding of the geographical and socio-economic aspects of India
2. To analyse the interconnectedness between geography, human development, and economic development.

Course Outcomes:

Students will be able to understand

1. The comprehensive Understanding of India's Geography and Socio-economic Dynamics.
2. The population dynamics and settlement patterns of India.
3. The major resource base of India.
4. The important economic aspects of India.

UNIT-I

Location and Extent, Physiographic Divisions, Drainage Systems, Natural Vegetation, Climate and Soil.

UNIT-II

Population – Population distribution and growth, Demographic structure (age structure, literacy), Migration Pattern, Sex Ratio; Rural and Urban Settlements.

UNIT-III

Resource Base – Livestock (cattle and fisheries); Power (coal, and hydroelectricity); Minerals (iron ore, petroleum and bauxite).

UNIT-IV

Economy: Mineral and Power Resources: Distribution and Utilization of Iron Ore, Coal, Cotton, Paper & Rubber Goods Industry, Petroleum, Gas; Industrial Regions; Agricultural Production of Rice, Wheat, Cotton and Sugarcane, Tea, Coffee; Agricultural regions;
Transportation and Trade.

Suggested Readings:

1. Hussain M., 1992: Geography of India, Tata McGraw-Hill Education.
2. Mamoria C. B., 1980: Economic and Commercial Geography of India, Shiva Lal Agarwala.
3. Miller F. P., Vandome A. F. and Mc Brewster J., 2009: Geography of India: Indo-Gangetic Plain, Thar Desert, Major Rivers of India, Climate of India, Geology of India, Alpha script Publishing.
4. Nag, P., and Sengupta, S., 1992: Geography of India, Concept Publishing.
5. Pichamuthu C. S., 1967: Physical Geography of India, National Book Trust.

6. Sharma T. C. and Coutinho O., 1997: Economic and Commercial Geography of India, Vikas Publishing.
7. Singh Gopal, 1976: A Geography of India, Atma Ram.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.

Marks distribution of theory examination: 30 marks by internal assessment and 70 marks by external assessment.

Practical-III
Statistical Methods in Geography

Credits: 2

UNIT-I

Primary and secondary data and their sources; Methods of primary data collection; Classification of statistical data and tabulation.

UNIT-II

Frequency curve, histogram and polygon; Measures of Central Tendency- Mean, Median, Mode.

UNIT-III

Measures of dispersion- Quartile, Standard Deviation and Coefficient of Variation.

UNIT-IV

Coefficient of Correlation- Karl Pearson's and Spearman's methods, Scatter Diagrams. Introductory knowledge of MS Office, spreadsheets, and JASP software.

Suggested Readings:
1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw-Hill.
2. Gupta K.K. and Tyagi V.C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers, J. A.,1965: An Introduction to the Study of Map Projections, University of London.

Note: *In the final practical examination, students shall be examined by **external and internal** examiners.

Marks distribution: **50 marks written exam, **10 marks practical file, records** and **10 marks viva** (Total marks 70).

Major Economics
Principles of Macro Economics-I

Credits: 6
Course Objective:
The aim of the course is to acquaint the students with macroeconomic theory and concepts, which will help them to understand the real-world economic situations and changes.

Course Learning Outcomes
The course will help learners to:
- understand major macroeconomic issues, along with the meaning and importance of macroeconomics
- learn national income accounting along with understanding the different concepts of national income and its measurement methods.
- understand the concept of actual and potential GDP, along with learning the consumption function and the working of the multiplier
- learn the objectives and tools of fiscal policy, along with the impact of changes in fiscal policy
- learn functions of money along with understanding the quantity theory of money and the process of credit creation
- learn the objectives and instruments of monetary policy

1. Introduction
Concept and significance of macroeconomics; Macroeconomic issues in an economy.

2. National Income Accounting
Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept.

3. Determination of GDP
Actual and potential GDP; aggregate expenditure; consumption function, concepts of MPC, APC, MPS, APS; investment function; equilibrium GDP; autonomous expenditure; Concept of multiplier and accelerator.

4. National Income and Fiscal Policies

Fiscal Policy: Objectives and instruments; impact of changes in government expenditure and taxes; net exports function and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; functions of money; monetary aggregates; demand for money; quantity theory of money- Fisher, Cambridge and Friedman theory; liquidity preference and rate of interest; money supply and credit creation; monetary policy: Objectives and instruments

Suggested Readings

1. Agarwal, V. (2010) *Macroeconomics: theory and Policy*, Dorling Kindersley (India) Pvt. Ltd., New Delhi
2. Ahuja, H.L. (2012) *Macro Economics, Theory and policy*, S. Chand and Company Ltd., New Delhi.
3. Dornbusch, R. and F. Stanley (1997). Macroeconomics, McGraw-Hill, Inc., New York
4. Errol D'Souza, (2008) Macroeconomics, Dorling Kindersley (India) Pvt. Ltd., New Delhi
5. Jha, R. (1991). Contemporary Macroeconomic Theory and Policy, Wiley Eastern Ltd., New Delhi.
6. Mankiw, N.G. (2013). Principles of Macroeconomics, Cengage Learning India (Pvt.) Ltd., New Delhi

Major Drawing and Painting

Course	Paper	Title of the Paper	Course Detail
Major Subject (Core Subject)	Theory	History of Indian Painting Part – 1 (Pre-Historic art to Bengal Renaissance)	Pre-historic cave painting, Indus Valley art , Wall Painting tradition : Jogimara, Ajanta ,Bagh, Sittanvasal, Badami, Elephanta and Ellora. Manuscript and Pat Painting tradition : Pal School, Apbhransha/Jain School. Miniature painting tradition : Rajasthani School , Mughal School,.Pahari School. Patna/Company School, Indigenous schools : Kalighat Painting, Orissa, Nathdwara, Tanjore painting. Raja Ravi Verma. Bengal School/Renaissance period, Six Limbs of Indian painting.
	Practical	Rendering	Rendering the group of objects creatively transforming the visual form, colour, texture etc, into a new imaginative arrangement, schemes etc. Then candidate will submit at least 05 charts. 1. Size : Quarter Imperial 2. Duration of Time : 3 Hours 3. Medium : Painting media and mix media 4. Submission of Sessional work : 08 Plates (experimentation of visual elements and imaginations)

Major Hindi
अर्वाचीन हिंदी काव्य

क्रेडिट – 06

इकाई – 1

आधुनिक हिंदी कविता का विकास क्रम, प्रमुख कवि एवं प्रवृत्तियां।

इकाई – 2

पाठ्य विषय :– काव्य संग्रह, जिसमें निम्नांकित 09 कवियों की रचनाएं रहेंगी –

1. जयशंकर प्रसाद – 'कामायनी' से लज्जा सर्ग के अंश 'आंसू' काव्य के अंश
2. सूर्यकांत त्रिपाठी निराला – सरोज स्मृति
3. . सुमित्रानंदन पंत – परिवर्तन, प्रथम रश्मि

इकाई – 3

1. चंद्रकुँवर बर्त्वाल – 05 कविताएं
2. अज्ञेय – कलगी बाजरे की, नदी के द्वीप सॉंप

इकाई – 4

1. कवि गुमानी – टिहरी वर्णन फिरंगी वर्णन से 10 छन्द
2. सुभद्रा कुमारी चौहान – झाँसी की रानी
3. श्रीराम शर्मा प्रेम – शहीद श्रीदेव सुमन
4. लीलाधर जगूड़ी – पेड़ की आजादी

संदर्भ ग्रंथ :–

1. छायावाद के चार स्तंभ, गंगा प्रसाद पाण्डेय

Major English

Core Subject-1 (CS-1): POETRY   **Credits: 06**

The course will enable the students to identify the various forms of poetry and understand the development of these forms in the works of the greatest practitioners of these poetic forms. The students will be introduced to a wide range of poetry from Greek and English classics to the Neo-classicists, transitional poetry, romantic poetry, Victorian poetry and the Indian poets like Tagore, Sarojini Naidu and Nissim Ezekiel. This will familiarize the students with the basic stanzaic patterns, and their origin and development. Critical analysis and appreciation of the poems will lead towards an understanding of their basic elements, and thus, assess the contribution of the poets towards the growth of English poetry in their respective ages.

Unit I: Introduction:

         (a) Poetry - Definition, Types, and Characteristics. Poetic Forms: Epic, Ballad, Ode, Sonnet, Elegy, Lyric, Mock-Heroic Poetry, Dramatic Monologue, Allegory

         (b) Poetic Devices and Stanza Forms: Structure, Tone, Theme, Rhyme & Rhythm, Meter, Figures of Speech, Irony and Satire, Stressed and Unstressed Syllables, Blank-Verse, Epithet & Conceit

Unit II: Homer: *Iliad* (Extract from Book XXII);

               Shakespeare: "Blow Blow Thou Winter Wind"; "Sonnet No. 30"

               John Donne: "A Valediction: Forbidding Mourning"

               John Milton: "When the Assault was Intended to the City"

Unit III: Alexander Pope: "The Proper Study of Mankind is Man"; "Ode on Solitude"

               Thomas Gray: "Elegy Written in Country Churchyard"; "The Epitaph"

Unit IV: William Blake: "The Tyger"

               William Wordsworth: "Daffodils"

               S T Coleridge: "Dejection: an Ode"

               P.B. Shelley: "To a Skylark"

               John Keats: "Ode to a Nightingale"

Unit V: Alfred, Lord Tennyson: "Break, Break, Break"

               Robert Browning: "Prospice"

               W.B. Yeats: "A Prayer for My Daughter"

               Sarojini Naidu: "Indian Weavers"

               Eunice De Souza: "Marriages Are Made"

Books Recommended:

1. Abrams, M. H. *A Glossary of Literary Terms.* 11th ed., Cengage, 2015.

2. Bullough, Geoffrey. *The Trend of Modern Poetry.* Hassell Street Press, 2021.

3. Bush, Douglas. *English Poetry.* Sagwan Press, 2015.

4. Deo, S.S., et al. *Selections in English Poetry for B.A. Part II.* H.N.B. Garhwal UP.

5. Green, David. *The Winged Word.* Laxmi Publications, 2019.

6. Hough, Graham. *The Romantic Poets (Routledge Library Editions: Romanticism).* 1st ed., Routledge, 2017.

7. Prasad, Birjadish. *A Short History Of English Poetry.* Laxmi Publications, 2017.

8. Prasad, Brijadish. *A Background to the Study of English Literature.* Laxmi Publications, 2022.

9. Sood, Vinay, et. al. *The Individual and Society.* Pearson, 2016.

10. Spurgeon, Caroline, et al. *Shakespeare's Imagery and What It Tells Us.* Cambridge University Press, 1935.

द्वितीय वर्ष

तृतीय सेमेस्टर

गद्य ,पद्य एवं व्याकरण (Core 06 Credit)
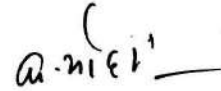
(क) गद्य—शिवराजविजयम् (प्रथम निःश्वास)

(ख) पद्य – (I). कुमारसम्भवम् (पंचम सर्ग)

(II).   किरातार्जुनीयम् (प्रथम सर्ग)

(ग) व्याकरण—प्रत्यय (कृदन्त) तव्यत्, अनीयर, ण्वुल्, तृच्, क्त, क्तवतु, क्तिन, तुमुन्, घञ्, ल्युट्, शतृ, शानच् ।

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थः—

1. शिवराजविजयम् अम्बिकादत्तव्यास : प्रथमविराम—व्यासपुस्तकालय
2. श्री अम्बिकादत्त कृत शिवराजविजयम् डॉ0 आर0 सी0 जैन(टीकाकार)
3. कुमारसम्भवमहाकाव्य कालिदास विरचित : सं0 अनु0 नेमिचन्द्र शास्त्री
4. कुमारसम्भवमहाकाव्य : जगदीशलाल शास्त्री
5. किरातार्जुनीयम् कवि भारवि विरचित : जनार्दन शास्त्री पाण्डेय
6. कालिदास और उनकी काव्यकला : वागीश्वर विद्यालङ्कार
7. लघुसिद्धान्तकौमुदी कृदन्त प्रकरण : व्याख्याकारमहेश सिंह कुशवाहा
8. लघुसिद्धान्तकौमुदी : व्याख्याकारश्री धरानन्द शास्त्री
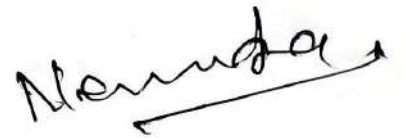
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Hemvati Nandan Bahuguna Garhwal University
Dept of Education
ITEP Curriculum
Semester-IV
(B.A. B.ED.)

S.N.	Code	Courses	Credit
**Two-Week Student Induction Programme**
1.	EFC-401	Philosophical and Sociological Perspectives of Education-I	4
2.	ESSCCPC-402 Stage-Specific Content -cum Pedagogy Courses (Any Two)	F. Content cum Pedagogy of History at the Secondary Stage - Course (I)	2
		G. Content cum Pedagogy of Political Science at Secondary Stage - Course (I)	2
		H. Content cum Pedagogy of Geography at the Secondary Stage - Course (I)	2
		I. Content cum Pedagogy of Sociology at the Secondary Stage - Course (I)	2
		J. Content cum Pedagogy of Economics at the Secondary Stage - Course (I)	2
		K. Content cum Pedagogy of Art at the Secondary Stage - Course (I)	2
		L. Content cum Pedagogy of Hindi at the Secondary Stage - Course (I)	2
		M. Content cum Pedagogy of English at the Secondary Stage - Course (I)	2
		N. Content cum Pedagogy of Sanskrit at the Secondary Stage - Course (I)	2
3.	EAEVAC-403	Citizenship Education, Sustainability and Environment Education	2

EFC-401: Philosophical and Sociological Perspectives of Education-I

Credits: 4

401.1 About the Course

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course would also provide an analysis of the Western schools of philosophy and their approaches, etc.

401.2 Learning Outcomes

- to encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- to engage the prospective teachers to read and acquaint themselves with the meaning of terms like vidya, avidya, shiksha, education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- to facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living, and facilitate them to conceptualise the meaning of terms like philosophical, social and cultural traditions in the Indian educational context.

- to orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.

UNIT - I
Education and Philosophy

A. Conceptual clarity, nature and relationships.
B. Aims of studying the philosophical perspective of education.
C. Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा)

UNIT – II
Indian and Western Perspectives of Education

A. Understanding the Indian perspective of education: Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.
B. Understanding the terms Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha.
C. Concepts of Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
D. Understanding the Western perspective of education: Meaning, Nature and aims of education with reference to cognitive, behaviourist and developmental theories of Education.

UNIT - III
Philosophical Schools and Education

A. Conceptual clarity of the following schools of thought, with their implications for educational practices:
- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- Western: Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - IV
Educational Thinkers

A. Deliberations on aims, process and educational institutions developed on the thoughts of the following thinkers and practitioners:
- Bharatiya: Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
- Western: J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - V
Value Education

A. Conceptual clarity, significance and types of values. Indian traditional values.
B. Guru-shishya-parampara and educational values. Convocation message in Taittiriya Upanishad.

2

C. Values enshrined in the Indian Constitution.
D. NEP, 2020 and values with special reference to the 21st Century. Pedagogical issues.

401.3 Suggestive Practicum

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualisations on specific terms, etc.
2. Institutional visits in small groups in coordination with institutions related to different thinker/s and preparation of a report, followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers helps them to reshape their concept and enables them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in the form of a group report.
4. Identification and reporting of the Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation, etc., based on the critical study of the life and thoughts of thinkers.

401.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Organised lectures using a variety of media.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.

401.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.
Assessment and examinations will be conducted as per the criteria of HNBGU.

401.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

ESSCCPC-402: Stage-Specific Content -cum-Pedagogy Courses (Any Two)
402-F: Content cum Pedagogy of History at the Secondary Stage – Course (I)

Credits: 2
402-F.1 About the Course
The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. The teacher education programme strongly emphasises pedagogy, its principles, and the

practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialised knowledge of the teacher for creating an active, child-centred, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in history is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of History and the aims and objectives of teaching History. Historical/policy perspectives of History are discussed in the second unit. Critical, creative, and analytical pedagogical concerns in teaching History with special reference to higher-order thinking are also placed in the third unit.

402-F.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the nature and scope of history,
- examine the pedagogical aspects of history.
- elaborate on the aims and objectives of history.
- analyze the historical perspective and inherent values in history.
- identify the importance/significance of history in daily life,
- develop learning objectives and outcomes,
- determine the suitability of the methods for teaching and learning,
- apply approaches and strategies of teaching-learning history at the secondary stage.

UNIT - I
Nature, Scope, and Historical Perspective of History

A. Nature of history.
B. Historical development of the scope and role of history in daily life.
C. Disciplines of history and their interrelationship.
D. Recommendations and suggestions of various committees, commissions, and policies in reference to history.

UNIT - II
Aims and Objectives of Teaching History

A. Aims and objectives of teaching history at the secondary stage.
B. Learning outcomes and competencies of teaching history at the secondary stage.
C. Linkages of history with other subjects and its place in the school curriculum.
D. Values of history such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III
Pedagogical Aspects of History

A. Implication of various approaches- inductive, deductive, constructivist, experiential learning, art-integrated learning, sports-integrated learning, field visit,

discovery, project methods for learning of the selected chapters/concepts in history textbooks.

B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches to learning history and blended learning.

C. Methods of teaching history: learner-centric and group-centric, activity-based, discussion, problem-solving, role play, inquiry approach, concept mapping, collaborative & cooperative learning approach, field-based experiential learning and applications of suitable methods for learning the selected concepts in history textbooks.

D. Critical, creative and analytical pedagogical concerns in teaching history with special reference to higher-order thinking.

402-F.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of history using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of history at the secondary stage.
3. Design an excursion activity to teach concepts of history.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in history.
5. Demonstrate different pedagogical approaches and strategies for teaching history.
6. Analyse the different recommendations of policies/commissions in the context of history.
7. Any other project assigned.

402-F.4 Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

402-F.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).
Assessment and examinations will be conducted as per the criteria of HNBGU.

402-F.6 Suggestive Reading Material

- NCERT Textbooks of History for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

402-G: Content cum Pedagogy of Political Science at the Secondary Stage - Course (I)

Credits: 2

402-G.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. The teacher education programme strongly emphasises pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialised knowledge of the teacher for creating an active, child-centred, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in political science is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of political Science and the aims and objectives of teaching political science and its linkages with other disciplines. Historical/policy perspectives of political Science are discussed in the second unit. Critical, creative, and analytical pedagogical concerns in teaching political science with special reference to higher-order thinking are also placed in the third unit.

402-G.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- explain the nature and scope of political science.
- examine the pedagogical aspects of political science.
- elaborate on the aims and objectives of political science.
- analyze the historical perspective and inherent values in political science.
- identify the importance of political science in daily life, and develop learning objectives.
- determine the suitability of the methods for teaching and learning political science.
- apply approaches and strategies of teaching and learning political science.

UNIT-1
Nature, Scope, and Historical Perspective of Political Science

A. Nature of political science. Emergence of political science as a discipline and its significance.
B. Historical development of political science and its scope.
C. Role of political science in life and its connections with social development.
D. Recommendations and suggestions of various committees, commissions, and policies in reference to social sciences.

UNIT-II
Aims and Objectives of Teaching Political Science

A. Aims and objectives of teaching political science at the secondary stage.
B. Learning outcomes and competencies of teaching political Science at the secondary stage.
C. Linkages of political science with other subjects and its place in the school curriculum.
D. Values development through studying political science, such as critical thinking, civic engagement, and an understanding of diverse perspectives and political systems.

UNIT - III
Pedagogical Aspects of Political Science

A. Implication of various approaches-inductive, deductive, constructivist, experiential learning, art-integrated learning, sports-integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in political science contents.
B. Methods of teaching political science: learner-centric and group-centric, activity-based, discussion, problem-solving, role play, inquiry approach. concept mapping, collaborative & cooperative learning approach, field-based experiential learning and applications of suitable methods for learning the selected concepts in political science.
C. Holistic, interdisciplinary, and multidisciplinary approaches to learning political science, blended learning.
D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

402-G.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of political science using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of political science at the secondary stage.
3. Design an excursion activity to teach concepts of political science.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in political science.
5. Demonstrate different pedagogical approaches and strategies for teaching concepts of political science.
6. Analyse the different recommendations of policies/commissions for political science.
7. Prepare a report on teacher perception towards teaching pedagogy of political science.
8. Any other project assigned.

402-G.4 Suggestive Mode of Transaction
Lecture cum discussion, demonstration, hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia

402-G.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, and sessional and terminal semester examinations.

Assessment and examinations will be conducted as per the criteria of HNBGU.

402-G.6 Suggestive Reading Material

* NCERT Textbooks of Social Sciences for Classes IX - XII
* Epistemology of Social Sciences, the scientific status, values and institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
* National Policy on Education 1968, 1986 and 2020.

402-H: Content cum Pedagogy of Geography at Secondary Stage - Course (I)

Credits: 2

402-H.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. The teacher education programme strongly emphasises pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialised knowledge of the teacher for creating an active, child-centred, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Geography is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of geography and the aims and objectives of teaching Geography and its linkages with other disciplines. Historical/policy perspectives of Geography are discussed in the second unit. Critical, creative, and analytical pedagogical concerns in teaching Geography with special reference to higher-order thinking are also placed in the third unit.

402-H.2 Learning Outcomes

After completion of this course, student teachers will be able to:
* explain the nature and scope of geography.
* examine the pedagogical aspects of geography.
* elaborate on the aims and objectives of geography.
* analyze the historical perspective and inherent values in geography.
* identify the importance/significance of geography in daily life.
* develop learning objectives and outcomes.
* differentiate between different branches of earth sciences.
* determine the suitability of the methods for teaching and learning geography.
* apply approaches and strategies of teaching and learning geography at the secondary stage.

UNIT - I
Nature, Scope, and Historical Perspective of Geography

A. Nature of geography. B. Historical development of geography, scope, and role of geography in daily life.
B. Interrelationship of geography with other disciplines of social sciences.
C. Concept of Earth science and contextualization of geography in it.
D. Recommendations and suggestions of various committees, commissions, and policies in reference to Geography.

UNIT - II
Aims and Objectives of Teaching Geography

A. Aims and objectives of teaching Geography at the secondary stage.
B. Learning outcomes and competencies of teaching Geography at the secondary stage.
C. Linkages of Geography with other subjects and its place in the school curriculum.
D. Values of geography such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III
Pedagogical Aspects of Geography

A. Implication of various approaches- inductive, deductive, constructivist, experiential learning, art-integrated learning, sports-integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in geography textbooks.
B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches to learning geography, blended learning.
C. Methods of teaching geography: learner-centric and group-centric, activity-based, discussion, problem-solving, role play, inquiry approach, concept mapping, collaborative & cooperative learning approach, field-based experiential learning and applications of suitable methods for learning the selected chapters/concepts in geography textbooks.
D. Critical, creative and analytical pedagogical concerns in teaching geography with special reference to higher-order thinking.

402-H.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Geography using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of geography at the secondary stage.
3. Design an excursion activity to teach concepts of geography.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in geography.
5. Demonstrate different pedagogical approaches and strategies for teaching concepts of geography.
6. Analyse the different recommendations of policies/commissions for geography.
7. Any other project assigned by the teacher.

402-H. 4 Suggestive Mode of Transaction

- Mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

402-H. 5 Suggestive Mode of Assessment

- Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms). Assessments and examinations will be conducted as per the criteria of HNBGU.

402-H. 6 Suggestive Reading Material

1. Arora. P. (2014). Exploring the Science of Society. Journal of Indian Education. NCERT. New Delhi.
2. Batra. P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd., New Delhi.
3. George, A. M., & Madan, A. (2009). Teaching Social Science in Schools. New Delhi: Sage Publications India Pvt. Ltd.
4. NCERT Textbooks of Geography for Classes IX - XII
5. Epistemology of Social Sciences, the scientific status, values and institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
6. National Policy on Education 1968, 1986 and 2020.
7. Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
8. Report of the Education Commission, 1964–66, Ministry of Education, Government of India, New Delhi.
9. The Curriculum for the Ten-Year School: A Framework, 1975, NCERT, New Delhi.
10. National Curriculum for Elementary and Secondary Education: A Framework, 1988, NCERT, New Delhi.
11. National Curriculum Framework for School Education, 2000. NCERT, New Delhi
12. Learning without Burden: Report of the National Advisory Committee, 1993Ministry of Human Resource Development, Government of India.

402-I: Content cum Pedagogy of Sociology at the Secondary Stage - Course (I)

Credits: 2
402-I.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. The teacher education programme strongly emphasises pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialised knowledge of the teacher for creating an active, child-centred, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in sociology is

intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of sociology and the aims and objectives of teaching sociology. Historical/policy perspectives of sociology are discussed in the second unit. Critical, creative, and analytical pedagogical concerns in teaching sociology with special reference to higher-order thinking are also placed in the third unit.

402-I.2 Learning Outcomes
- explain the nature and scope of sociology,
- examine the pedagogical aspects of sociology
- elaborate on the aims and objectives of sociology,
- analyse the historical perspective and inherent values in sociology
- identify the importance/significance of sociology in daily life,
- develop learning objectives and outcomes,
- determine the suitability of the methods for teaching and learning,
- apply approaches and strategies of teaching and learning sociology.

UNIT - I
Nature, Scope, and Historical Perspective of Sociology
A. Nature and scope of Sociology.
B. Historical development of sociology, scope, and role of sociology in daily life.
C. Disciplines of Sociology and their interrelationship.
D. Recommendations and suggestions of various committees, commissions, and policies in reference to Sociology.

UNIT - II
Aims and Objectives of Teaching Sociology
A. Aims and objectives of teaching Sociology at the secondary stage.
B. Learning outcomes and competencies of teaching Sociology at the secondary stage.
C. Linkages of Sociology with other social sciences and its place in the school curriculum.
D. Concept of Sociology, such as society, socialisation, Culture, Status, and role.

UNIT - III
Pedagogical Aspects of Sociology
A. Implication of various approaches- inductive, deductive, constructivist, experiential learning, art-integrated learning, sports-integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Sociology textbooks.
B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Sociology, learning exclusive of pre-conceptions and misconceptions, blended learning.
C. Methods of teaching Sociology: learner-centric and group-centric, activity-based, discussion, problem-solving, role play, inquiry approach, concept mapping,

collaborative & cooperative learning approach, field-based experiential learning, and applications of suitable methods for learning the selected chapters/concepts in Sociology textbooks.

D. Critical, creative, and analytical pedagogical concerns in teaching Sociology with special reference to higher-order thinking.

402-I.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Sociology using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of Sociology at the secondary stage.
3. Design an excursion activity to teach concepts of sociology.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in sociology.
5. Demonstrate different pedagogical approaches and strategies for teaching concepts of sociology.
6. Analyse the different recommendations of policies/commissions for sociology.
7. Any other project assigned.

402-I.4 Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

402-I.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).
Assessment and examinations will be conducted as per the criteria of HNBGU.

402-I.6 Suggestive Reading Material

• NCERT Textbooks of Sociology for Classes IX - XII
• Epistemology of Social Sciences, the scientific status, values and institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
• National Policy on Education 1968, 1986 and 2020.

402-J: Content cum Pedagogy of Economics at Secondary Stage - Course (I)

Credits: 2
402-J.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. The teacher education programme strongly emphasises pedagogy, its principles, and the

practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialised knowledge of the teacher for creating an active, child-centred, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other disciplines. Historical/policy perspectives of Economics are discussed in the second unit. Critical, creative, and analytical pedagogical concerns in teaching Economics with special reference to higher-order thinking are also placed in the third unit.

402-J.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- explain the nature and scope of economics.
- examine the pedagogical aspects of economics.
- elaborate on the aims and objectives of economics.
- analyze the historical perspective and inherent values in economics.
- identify the importance/significance of economics in daily life, and develop learning objectives.
- determine the suitability of the methods for teaching learning economics.
- apply approaches and strategies of teaching and learning economics.

UNIT-1
Nature, Scope, and Historical Perspective of Economics
A. Nature of Economics. Emergence of Economics as a discipline and its significance.
B. Historical development of Economics, and its scope.
C. Role of Economics in life and its connections with social development.
D. Recommendations and suggestions of various committees, commissions, and policies in reference to social sciences.

UNIT-II
Aims and Objectives of Teaching Economics
A. Aims and objectives of teaching Economics at the secondary stage.
B. Learning outcomes and competencies of teaching Economics at the secondary stage.
C. Linkages of Economics with other subjects and its place in the school curriculum.
D. Values development through studying Economics, such as critical thinking, civic engagement, an understanding of diverse perspectives and Economic systems.

UNIT - III
Pedagogical Aspects of Economics

A. Implication of various approaches-inductive, deductive, constructivist, experiential learning, art-integrated learning, sports-integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Economics contents.

B. Methods of teaching Economics: learner-centric and group-centric, activity-based, discussion, problem-solving, role play, inquiry approach. concept mapping, collaborative & cooperative learning approach, field-based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Economics.

C. Holistic, interdisciplinary, and multidisciplinary approaches to learning Economics, blended learning.

D. Critical, creative and analytical pedagogical concerns in teaching Economics with special reference to higher-order thinking.

402-J. 3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Economics using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of economics at the secondary stage.
3. Design an excursion activity to teach concepts of economics.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Economics.
5. Demonstrate different pedagogical approaches and strategies for teaching economics.
6. Analyse the different recommendations of policies/commissions for economics.
7. Prepare a report on teacher perception towards teaching pedagogy of economics.
8. Any other project assigned.

402-E.4 Suggestive Mode of Transaction

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

402-E.5 Suggestive Mode of Assessment

Assessment and examinations will be conducted as per the criteria of HNBGU.

402-J.6 Suggestive Reading Material:

- NCERT Textbooks of Social Sciences for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

402-K: Content cum Pedagogy of Art at the Secondary Stage - Course (I)

Credits: 2

402-K.1 About the Course

The term 'Art' refers to a wide range of human endeavours and the resulting works that reflect technical mastery, aesthetic beauty, emotional heft, or mental concepts. Through the involvement of the heart, mind, and hand, the education of the Arts, craft, and design plays a special role in the holistic development of human beings, empowering them to construct their own world with wisdom and to comprehend and value the work of others. This course comprises three units related to the nature, scope and historical perspective of Arts Education, aims and objectives of Arts Education teaching and pedagogical aspects of Arts Education. The course deals with knowledge of Indian Arts which will enable the students to appreciate the diversity and richness of artistic traditions, as well as to become liberal, original thinkers, and responsible citizens of the country, provisions in NEP 2020 in reference to Arts Education, learning outcomes and competencies of teaching arts at the secondary stage and the inculcation of associated values. It emphasises the implication of various approaches to teaching arts, the development of high-order thinking skills, and adapting different methods and techniques for effective teaching and developing skills for providing varied student-centric, participatory quality learning experiences to the students.

402-K.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- discuss the modern meaning of arts and design,
- reflect on Indian arts and their relevance in secondary school,
- interpret the need for arts education in national development,
- explain arts education as a curricular discipline and its evolution as a subject,
- discuss the significance of arts education in school and its relationship with other school subjects,
- outline aims, objectives and learning outcomes of teaching arts at the school level,
- select objectives and competencies for teaching of Arts,
- adapt various methods for teaching of Arts,
- maximise the reflection on values inculcation.

UNIT - I
Nature, Scope, and Historical Perspective of Arts Education

A. Appreciation of arts, the modern concept of Arts, interdependence of arts, craft, and design, and forms of Arts.
B. The scope of the arts and their importance in the development of the nation and as a profession.
C. Knowledge of Indian arts – from the earliest to the contemporary as a subject, historical perspective, and major landmarks in the evolution of arts (visual and performing arts) as a subject.

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D. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Arts education.

UNIT - II
Aims and Objectives of Arts Teaching

A. Aims and objectives of teaching the Arts at the secondary stage.
B. Learning outcomes and competencies of teaching Arts at the secondary stage.
C. Understanding arts/craft (visual and performing) traditions of India and its relevance in secondary school, traditional crafts as a pedagogy assimilating with other school subjects.
D. Inculcation of different values through the teaching of the Arts.

UNIT - III
Pedagogical Aspects of Arts Education

A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Arts.
B. Analytical pedagogical aspects in teaching of arts for the development of high-order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
C. Methods of teaching arts: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, hands on activity, field-based observations,
D. Assignments, brainstorming as a thinking strategy, design thinking skills, divergent thinking, meta-cognition, artistic expression, exploration and creation, experimentation, collaborative and cooperative learning, peer learning.

402-K.3 Suggestive Practicum (Any Three)
1. Organise a workshop on how Art forms can be integrated in teaching and learning of other school subjects, and prepare a report.
2. Report on how the Artist design their products, manages their resources, including raw materials, their marketing and other challenges they face.
3. Explore traditional Art forms in the community or neighbourhood and prepare a report.
4. Make puppets and their costumes, and prepare a write-up of the entire process.
5. Applied Arts activities: Design the school magazine and bulletin boards, make posters, greeting/invitation cards, and stage scenes for music, dance, and drama performances.
6. Analyse NEP 2020 with reference to emphasis on Arts Education.
7. Write learning outcomes and competencies for two topics of Arts education at the secondary stage.
8. Visit any monumental place and observe its aesthetics. Prepare a report based on your observations relating them to different forms of Art.
9. Any other project assigned by the teacher.

402-K.4 Suggestive Mode of Transaction

Lecture cum demonstration, Experimental method, Field-based experiences, Project method, Laboratory method, Hands on Activity, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, Brainstorming and Experiential method.

402-K.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance-based, sessional and terminal examination (As per UGC Norms).

Assessment and examinations will be conducted as per the criteria of HNBGU.

402-K.6 Suggestive Reading Materials

- National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks (2023).
- NCERT Textbooks for Art Education
- UNESCO (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3, No.99-241, UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

402-L: Content cum Pedagogy of Hindi at Secondary Stage - Course (I)
हिन्दी भाषा का शिक्षण कोर्स-I

Credits: 2

402-L.1 पाठ्यक्रम के बारे में (About the Course)

एनईपी 2020 के उद्देश्यों की दृष्टि से गुणवत्तापूर्ण शिक्षकों की पहल अत्यंत आवश्यक है। एक शिक्षक की गुणवत्ता और व्यावसायिकता का निर्धारण उसकी सुदृढ़ विषयवस्तु संबंधी जानकारी तथा प्रभावी शिक्षण विधियों से होता है। शिक्षक शिक्षा कार्यक्रम में हिन्दी शिक्षण शास्त्र (पेडागॉजी), इसके सिद्धांतों तथा शिक्षण और अधिगम की विधियों पर विशेष बल दिया जाता है। शोध से स्पष्ट होता है कि बच्चे हिन्दी भाषा को बहुत शीघ्रता से ग्रहण करते हैं। यह भी एक सर्वविदित तथ्य है कि विद्यार्थी अमूर्त अवधारणाओं को अपनी मातृभाषा या स्थानीय भाषा के माध्यम से अधिक जल्दी और प्रभावी ढंग से समझते हैं। अतः हिन्दी भाषा के शिक्षण-अधिगम हेतु भाषा के अधिकतम संपर्क की आवश्यकता होती है।

यह पाठ्यक्रम तीन इकाइयों में विभाजित है, जो छात्र-शिक्षकों के लिए हिन्दी भाषा शिक्षण कौशल के विकास संबंधी ज्ञान पर बल देता है। यह पाठ्यक्रम हिन्दी भाषा की प्रकृति, क्षेत्र, महत्त्व और कार्यों की समझ पर भी केंद्रित है। साथ ही, यह हिन्दी

भाषा शिक्षण की ऐतिहासिक/नीतिगत दृष्टिकोणों के साथ-साथ हिन्दी भाषा कौशल के विकास हेतु विविध शिक्षण दृष्टिकोणों और विधियों से भी संबंधित है।

402-L.2 अधिगम की प्राप्तियाँ (Learning Outcomes)

इस पाठ्यक्रम के पूर्ण होने के पश्चात् छात्र-शिक्षक निम्नलिखित में सक्षम होंगे:

● माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य एवं लक्ष्यों की रूपरेखा प्रस्तुत कर सकेंगे,

● हिन्दी भाषा के मूल्यों की पहचान कर सकेंगे तथा उन्हें अन्य विषयों/अनुशासनों से जोड़कर देख सकेंगे,

● हिन्दी भाषा के ऐतिहासिक परिप्रेक्ष्य का सारांश प्रस्तुत कर सकेंगे,

● भारतीय परिप्रेक्ष्य में माध्यमिक स्तर पर हिन्दी भाषा शिक्षण हेतु विधियों, दृष्टिकोणों एवं सामग्री पर चर्चा कर सकेंगे,

● अपने परिवेश की भाषाई विविधता का मूल्यांकन कर सकेंगे।

इकाई – I

हिन्दी भाषा की प्रकृति, क्षेत्र, एवं ऐतिहासिक परिप्रेक्ष्य

(Nature, Scope, and Historical Perspective of Hindi Language)

A. हिन्दी भाषा की प्रकृति, क्षेत्र एवं महत्त्व; भाषा की भाषिक विशेषताएँ। हिन्दी भाषा के कार्य, भाषा अधिगम (learning) एवं भाषा अर्जन (acquisition)।

B. हिन्दी भाषा का ऐतिहासिक परिप्रेक्ष्य — विशेष रूप से कक्षा में समावेशिता (inclusivity) के संदर्भ में भाषा अधिगम एवं भाषा के विकास में शक्ति-संरचना (power dynamics) पर विशेष ध्यान।

C. हिन्दी भाषा एक विमर्श (discourse) के रूप में: भाषा- पहचान (identity) एवं लिंग (gender)। हिन्दी भाषा की सार्वभौमिकता (Universality of Hindi Language)।

D. विद्यालयी शिक्षा में हिन्दी भाषा के शिक्षण-अधिगम संबंधी विभिन्न समितियों, आयोगों एवं नीतियों की संस्तुतियाँ/सुझाव।

इकाई – II

हिन्दी भाषा शिक्षण के उद्देश्य एवं हिन्दी भाषा का पाठ्यचर्या में

(Objectives of Hindi Language Teaching and Hindi Language in the Curriculum)

A. हिन्दी भाषा के शिक्षण के उद्देश्य एवं लक्ष्य।

B. विद्यालय के अन्य विषयों के साथ हिन्दी भाषा की अंतर्संबंधता।

C. हिन्दी साहित्य और समाज के बीच संबंध। राष्ट्रीय एवं अंतरराष्ट्रीय परिप्रेक्ष्य में विद्यालयी पाठ्यचर्या में हिन्दी भाषा का स्थान।

D. हिन्दी भाषा के मूल्य: कार्यात्मकता, प्रवाहिता एवं सुसंगतता।

इकाई – III

हिन्दी भाषा के शिक्षण के शैक्षिक पक्ष

(Pedagogical Aspects of Hindi Language)

A. हिन्दी भाषा शिक्षण के दृष्टिकोण:– आगमन-निगमन (Inductive-Deductive), निर्माणवादी (Constructivist), अनुभव आधारित अधिगम, कला-संयोजित अधिगम (Art-Integrated Learning), मिश्रित अधिगम (Blended Learning), अंतर्विषयक (Interdisciplinary) एवं बहुविषयक (Multidisciplinary) दृष्टिकोण।

B. हिन्दी भाषा शिक्षण से संबंधित आलोचनात्मक एवं विश्लेषणात्मक शैक्षिक चिंताएँ, विशेष रूप से उच्च स्तरीय चिंतन कौशल (Higher-Order Thinking Skills - HOTs) पर केंद्रित।

C. हिन्दी भाषा शिक्षण की विधियाँ– शिक्षार्थी-केंद्रित एवं समूह-केंद्रित विधियाँ, व्याख्यान-सह-प्रदर्शन विधि, व्याकरण-सह-अनुवाद विधि, प्रत्यक्ष विधि (Direct Method), श्रव्य-भाषिक विधि (Audio-Lingual Method), कार्य-आधारित अधिगम (Task-Based Learning), शब्दावली आधारित दृष्टिकोण (Lexical Approach), गतिविधि-आधारित चर्चा, समस्या समाधान, व्यवहारिक गतिविधियाँ, संकल्पना मानचित्रण (Concept Mapping), सहयोगात्मक एवं सहकारी अधिगम।

D. छात्रों की हिन्दी भाषा कौशल में क्षमताएँ एवं आत्म-परावर्तन (Reflection)।

402-L.3 सुझावात्मक प्रायोगिक कार्य (कोई भी तीन) [Suggestive Practicum (Any Three)]

1. अपने आसपास की हिन्दी भाषा पर एक रिपोर्ट तैयार करें, जिसमें यह दर्शाया जाए कि वह भाषा किस प्रकार विकसित हुई है।

2. हिन्दी भाषा के मूल्यों की सूची बनाकर उस पर एक संक्षिप्त लेख तैयार करें।

3. हिन्दी भाषा विकास के संदर्भ में राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) की संस्तुतियों पर एक लेख लिखें।

4. माध्यमिक स्तर के लिए हिन्दी भाषा से संबंधित उपयुक्त शिक्षण संसाधन सामग्री तैयार करें।

5. हिन्दी भाषा शिक्षण हेतु विविध शैक्षिक गतिविधियों पर एक रिपोर्ट तैयार करें।

6. उच्च शिक्षण संस्था (HEI) द्वारा सौंपित कोई अन्य परियोजना कार्य।

402-L.4 सुझावात्मक संप्रेषण विधियाँ (Suggestive Mode of Transaction)

हिन्दी भाषा शिक्षण में व्याख्यान-सह-चर्चा विधि, परियोजना आधारित विधि, समस्या-समाधान विधि, अनुभव आधारित अधिगम, जिज्ञासा आधारित दृष्टिकोण, सूचना एवं संचार प्रौद्योगिकी (ICT) एकीकृत अधिगम, संवादात्मक विधियाँ जैसे समूह चर्चा, सहपाठी शिक्षण (Peer Tutoring), कार्यशालाएँ, पर्यवेक्षण एवं प्रस्तुतीकरण।

402-L.5 सुझावात्मक मूल्यांकन विधियाँ (Suggestive Mode of Assessment)

- हिन्दी भाषा शिक्षण में लिखित परीक्षाएँ, कक्षा प्रस्तुतियाँ, संगोष्ठियाँ (Seminars), असाइनमेंट, प्रायोगिक कार्य (Practicum), सत्रीय मूल्यांकन (Sessional) एवं अंतिम सेमेस्टर (Terminal Semester) परीक्षाएँ (यूजीसी मानदंडों के अनुसार)।

- मूल्यांकन एवं परीक्षाएं एचएनबीजीयू के मानदंडों के अनुसार आयोजित की जाएंगी।

402-L.6 सुझावात्मक पठन सामग्री (Suggestive Reading Materials)

- विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा, भारत सरकार।

- राष्ट्रीय शिक्षा नीति 2020 (NEP 2020), भारत सरकार (हिन्दी)।

- राष्ट्रीय शिक्षा नीति (1992 में किए गए संशोधनों सहित), मानव संसाधन विकास मंत्रालय, नई दिल्ली।

- बच्चों को नि:शुल्क और अनिवार्य शिक्षा का अधिकार अधिनियम – 2009, भारत का राजपत्र, 2009।

*शिक्षक विद्यार्थियों की आवश्यकताओं एवं अधिगम सामग्री के अनुसार अतिरिक्त पुस्तकें/पठन सामग्री भी सुझा सकते हैं।

संदर्भ ग्रंथ सूची

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2. शर्मा, डॉ. अनुराधा (2012) 'भाषाविज्ञान तथा सिद्धान्त, विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।

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4. किशोरीदास, आचार्य (2013) 'हिन्दी की वर्तनी व शब्दप्रयोग मीमासा', वाणी प्रकाशन, 21-ए. दरियागज, नई दिल्ली।

5. नारंग, वैष्णव (2013) 'सम्प्रेषण परक हिन्दी भाषा शिक्षा, ए.पी. भार्गव बुक हाऊस 4/230, कचहरी घाट आगरा।

6. सिंह, डॉ. सावित्री (2001) 'हिन्दी शिक्षण लायल बुक डिपो, मेरठ।

7 प्रसाद, डॉ. भगवती (2002) 'प्रारंभिक स्तर पर हिन्दी शिक्षण, सुखपाल गुप्त आर्य बुक डिपो, 30 नाईवाला, करोलबाग, नईदिल्ली।

8. त्यागी डॉ.एस.के. (2008) हिन्दी भाषा शिक्षण, अग्रवाल पब्लिकेशन्स, 28/115 ज्योति ब्लाक, संजय प्लेस, आगरा-2

9. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (एनसीईआरटी), (2023), विद्यालय शिक्षा हेतु राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF-SE), नई दिल्ली: भारत सरकार।

10. केंद्रीय हिंदी निदेशालय। (2021), हिंदी भाषा शिक्षण की पद्धतियाँ। नई दिल्ली: शिक्षा मंत्रालय।

11. तिवारी, एस. (2022), हिंदी शिक्षण: दृष्टिकोण और विधियाँ। नई दिल्ली: विश्व पुस्तक प्रकाशन।

12. सिंह, आर. (2021), भाषा शिक्षण में नवाचार और तकनीकी एकीकरण। पटना: विद्या निकेतन पब्लिकेशन।

13. कुमार, वी. (2023), हिंदी शिक्षण में मूल्यांकन की आधुनिक प्रवृत्तियाँ। वाराणसी: भारती बुक हाउस।

14. मिश्र, पी. (2020), हिंदी भाषा का शिक्षण: सैद्धांतिक और व्यावहारिक पक्ष। लखनऊ: न्यू एज एजुकेशनल पब्लिशर्स।

15. भारतीय उच्च शिक्षा नियामक आयोग (UGC), (2022), शिक्षक शिक्षा के लिए शिक्षण-अधिगम परिणाम आधारित पाठ्यचर्या ढांचा। नई दिल्ली: यूजीसी।

16. कश्यप, ए. (2023), कौशल आधारित मूल्यांकन और हिंदी शिक्षण। भोपाल: रचना पब्लिकेशन।

17. यादव, एस. (2021), 21वीं सदी में भाषा अधिगम कौशल। जयपुर: सूरज प्रकाशन।

18. चौधरी, डी. (2023), हिंदी भाषा शिक्षण में आर्टिफिशियल इंटेलिजेंस का प्रयोग। दिल्ली: आधुनिक शिक्षा पब्लिशर्स।

19. शिक्षा का अधिकार अधिनियम। (2009), बालकों को मुफ्त और अनिवार्य शिक्षा का अधिकार अधिनियम-2009। भारत का राजपत्र।

20. पांडेय, एन. (2022), भाषा प्रयोगशाला और वर्चुअल शिक्षण संसाधन। नागपुर: विद्या पब्लिकेशन।

21. बिष्ट, एम. (2020), बाल भाषा अधिगम एवं शिक्षण रणनीतियाँ। नैनीताल: हिमालयन एजुकेशन प्रेस।

22. NCERT। (2022), भाषा शिक्षण के प्रभावी उपाय: प्राथमिक से माध्यमिक स्तर तक। नई दिल्ली: एनसीईआरटी।

402-M: Content cum Pedagogy of English at Secondary Stage - Course (I)

Credits: 2

402-L.1 About the Course

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. The teacher education programme strongly emphasises pedagogy, its principles, and the practices of teaching and learning. Research clearly shows

that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching and learning any language, maximum exposure to the language needs to be given. This course comprises three units emphasising the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of the nature, scope, importance, and functions of the English language. It also deals with the historical/policy perspectives along with the approaches and methods of teaching the English language for the development of English language skills among children.

402-L.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- Outline the Aims and objectives of teaching the English language at the secondary level.
- Identify and relate values of the English language with other disciplines.
- Summarise the historical perspective of the English language.
- Discuss methods, approaches, and materials for teaching the English language at the secondary stage in the Indian context.
- Appraise the language diversity of the surroundings.

UNIT - I
Nature, Scope, and Historical Perspective of the English Language
A. Nature, scope, and importance of the English Language; Linguistic features of the English Language. English language as discourse: Language - Identity and Gender.
B. Historical perspective of the English language with a special focus on inclusivity in classrooms to learn the English language, and the evolution of the English language with the power dynamics.
C. Recommendations/suggestions of various committees, commissions, and policies on teaching and learning the English language in the school education.
D. Universality of the English language.

UNIT – II
A. Aims and objectives of teaching the English language.
B. Linkages of the English language with other school subjects.
C. Linkages between literature and society. Values of the English language: functionality, fluency, coherence.
D. Place of the English language in the school curriculum in the national and international scenario.

UNIT - III
Pedagogical Aspects of Language
A. Approaches of teaching English language – inductive, deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.

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B. Methods of teaching English language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning.
C. Lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
D. Capabilities of students in English language skills and reflection.

402-L.3 Suggestive Practicum (Any Three)

1. Prepare a report on the English language focusing on how it has evolved.
2. Enumerate values of the English language and prepare a write-up.
3. Write an article on the recommendations of NEP 2020 in the context of English language development.
4. Prepare relevant resource materials for the English language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the English language.
6. Any other project assigned by the teacher.

402-L.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

402-L.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (as per UGC norms).
Assessments and examinations will be conducted as per the criteria of HNBGU.

402-L.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

402-N: Content cum Pedagogy of Sanskrit at Secondary Stage - Course (I)
संस्कृत शिक्षण पाठ्यक्रम (I)

Credits: 2
402-N.1 पाठ्यक्रम परिचय:

राष्ट्रीय शिक्षा नीति-2020 के उद्देश्यों की पूर्ति के दृष्टिकोण से गुणवत्तापूर्ण शिक्षकों का हस्तक्षेप अत्यंत महत्वपूर्ण है। समृद्ध शैक्षिक–सामग्री ज्ञान एवं शिक्षण–पद्धतियाँ शिक्षक की गुणवत्ता व व्यावसायिकता का निर्धारक होती हैं। शिक्षक शिक्षा कार्यक्रम में शैक्षिक पद्धति, उसके सिद्धांत एवं शिक्षण–अधिगम के व्यवहार पर बल दिया जाता है। शोध स्पष्ट रूप से दर्शाता है कि बच्चे भाषा को शीघ्रता से आत्मसात करते हैं। यह भी तथ्य ज्ञात है कि विद्यार्थी अपनी मातृभाषा अथवा स्थानीय भाषा के माध्यम से अमूर्त धारणा को अधिक तेजी से सीखते–समझते हैं। अतः किसी भी भाषा के शिक्षण–अधिगम के लिए भाषा का अधिकतम प्रदर्शन एवं प्रयोग सुनिश्चित करना आवश्यक है। यह पाठ्यक्रम भाषा शिक्षण कौशल विकसित करने वाले तीन ईकाइयों में विभक्त है, जिनमें भाषा की प्रकृति, सीमा, महत्व तथा कार्यों की समझ के साथ-साथ भाषा विकास के ऐतिहासिक/नीतिगत दृष्टिकोण एवं शिक्षण के दृष्टिकोण, पद्धतियाँ तथा सामग्री पर भी प्रकाश डाला गया है।

402-N.2 सीखने के परिणाम

इस पाठ्यक्रम के समापन पर प्रशिक्षार्थी सक्षम होंगे कि वे–

- माध्यमिक स्तर पर संस्कृत भाषा शिक्षण के उद्देश्य एवं लक्ष्य रेखांकित कर सकें।
- संस्कृत भाषा के गुणों को अन्य विषयों से जोड़कर समझा सकें।
- संस्कृत भाषा के ऐतिहासिक विकास का संक्षेप में वर्णन कर सकें।
- भारतीय संदर्भ में माध्यमिक स्तर में संस्कृत भाषा शिक्षण के दृष्टिकोण, पद्धतियाँ एवं सामग्री पर चर्चा कर सकें।
- अपने परिवेश में भारतीय भाषाओं की विविधता का मूल्यांकन कर सकें।

इकाई-I
संस्कृत भाषा की प्रकृति, सीमा एवं ऐतिहासिक दृष्टिकोण

A. संस्कृत भाषा का उद्भव एवं विकास, भाषा की प्रकृति, क्षेत्र, महत्व एवं संस्कृत भाषा की भाषावैज्ञानिक विशेषताएँ।
B. संस्कृत भाषा के कार्य, भाषा अधिग्रहण एवं भाषा अधिग्रहण सिद्धांत। भाषाओं की सार्वभौमिकता।
C. संस्कृत भाषा का कक्षा में समावेशिता पर विशेष ध्यान, एवं शक्ति–गतिशीलता के साथ भाषा का विकास।
D. संस्कृत भाषा संवाद के रूप में: भाषा – पहचान एवं लिंग। विद्यालयीन शिक्षा में संस्कृत भाषा शिक्षण–अधिगम पर विभिन्न समितियों, आयोगों व नीतियों की सिफारिशें व सुझाव।

इकाई-II

A. संस्कृत भाषा शिक्षण के उद्देश्य एवं लक्ष्य।
B. संस्कृत भाषा के अन्य विद्यालयीन विषयों के साथ संबंध। संस्कृत साहित्य एवं समाज के मध्य संबंध।
C. राष्ट्रीय एवं अंतर्राष्ट्रीय परिदृश्य में पाठ्यक्रम में संस्कृत भाषा का स्थान।
D. संस्कृत भाषा के मूल्य: क्रियाशीलता, प्रवाहिता, सामंजस्य।

इकाई-III
संस्कृत भाषा के शैक्षणिक पहलू

23

A. संस्कृत शिक्षण के दृष्टिकोण: आगमन–निगमन, संरचनावादी, अनुभवात्मक अधिगम, कला–समन्वयित अधिगम, मिश्रित अधिगम, अंतःविषयक एवं बहुविषयक दृष्टिकोण।

B. उच्च–स्तरीय चिंतन कौशल पर विशेष ध्यान के साथ संस्कृत भाषा शिक्षण से जुड़ी समालोचनात्मक एवं विश्लेषणात्मक शैक्षिक चिंताएँ।

C. संस्कृत भाषा शिक्षण की पद्धतियाँ: शिक्षार्थी–केन्द्रित एवं समूह–केन्द्रित, व्याख्यान–सह–प्रदर्शन, व्याकरण–सह–अनुवाद पद्धति, प्रत्यक्ष पद्धति, श्रवण–भाषण पद्धति, कार्य–आधारित अधिगम, शब्दावलीगत दृष्टिकोण, गतिविधि–आधारित चर्चा, समस्या–समाधान, व्यावहारिक गतिविधियाँ, अवधारणा मानचित्रण, सहयोगी एवं सहकारी अधिगम।

D. भाषा कौशलों में विद्यार्थियों की क्षमताएँ एवं आत्म–विश्लेषण।

402-N.3 सुझावित प्रायोगिक कार्य (कृपया इनमें से किसी तीन का चयन करें)

1. अपने आसपास की किसी एक भाषा पर एक रिपोर्ट तैयार कीजिए, जिसमें उसके विकास पर विशेष प्रकाश हो।
2. भाषा के गुणों को सूचीबद्ध कर लिखित रूप में प्रस्तुत कीजिए।
3. भाषा विकास के संदर्भ में **NEP 2020** की सिफारिशों पर एक लेख लिखिए।
4. माध्यमिक स्तर पर भाषा के लिए प्रासंगिक संसाधन सामग्री तैयार कीजिए।
5. भाषा शिक्षण के विभिन्न शैक्षिक गतिविधियों पर एक रिपोर्ट तैयार कीजिए।
6. संस्थान/ विश्वविद्यालय द्वारा प्रदत्त कोई अन्य प्रोजेक्ट।

402-N.4 भाषा आदान प्रदान की पद्धतियाँ

- व्याख्यान-सह-चर्चा पद्धति, योजना-आधारित पद्धति, समस्या-समाधान पद्धति, अनुभवात्मक अधिगम, अन्वेषणात्मक दृष्टिकोण, ICT एकीकृत अधिगम, अन्तरक्रियात्मक पद्धतियाँ: सामूहिक चर्चाएँ, सह-शिक्षण, कार्यशाला, अवलोकन एवं प्रस्तुतियाँ।

402-N.5 मूल्यांकन के तरीके

- लिखित परीक्षा, कक्षा में प्रस्तुतियाँ, संगोष्ठी, सत्र से संबंधित कार्य (असाइनमेंट), प्रायोगिक कार्य (प्रैक्टिकम), सत्रीय एवं अन्तिम सेमेस्टर परीक्षाएँ (यूजीसी/एनसीटीई के मानकानुसार)
- मूल्यांकन एवं परीक्षाएं एचएनबीजीयू के मानदंडों के अनुसार आयोजित की जाएंगी।

402-N.6 सुझावित पठनीय सामग्री

- भारत सरकार के अनुसार विद्यालयी शिक्षा की राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF)
- राष्ट्रीय शिक्षा नीति 2020 (NEP 2020), भारत सरकार (अंग्रेजी/हिन्दी)
- राष्ट्रीय शिक्षा नीति (1992 में संशोधित), मानव संसाधन विकास मंत्रालय, नई दिल्ली
- निःशुल्क एवं अनिवार्य शिक्षा अधिनियम–2009, भारत का राजपत्र, 2009

EAEVAC-403: Citizenship Education, Sustainability and Environment Education

Credits: 2

403.1 About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "*Vasudaiva Kutumbakam*" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and effects on the future quality of people's lives.

403.2 Learning Outcomes

After completion of the course, student teachers will be able to:
- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT - I
Citizenship Education

A. Concept of citizenship and citizenship education. Aims of and approaches to citizenship education.
B. Concept of global citizenship and global citizenship education.
C. Aims of and approaches to global citizenship education.
D. Concept of *Vasudhaiva Kutumbakam*, its importance in the development of a holistic perspective towards local and global communities.

UNIT - II
Sustainability

A. Concept of 'Sustainability' in all fields of human activities. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
B. Sustainable development goals. Education for sustainable development
C. Sustainable management of natural resources.
D. School- and community-based activities.

UNIT - III
Environmental Education

A. Environmental issues. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution, etc.
B. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
C. Approaches to delivering environmental education. School and community-based environmental education activities.
D. Role of mass media and technology in delivering environmental education. Roles of Governmental and Non-Governmental organisations in promoting environmental education.

403.3 Suggestive Practicum
1. Write a report on the roles of governmental and non-governmental organisations in promoting environmental education.
2. Any other activity assigned by the teacher.

403.4 Suggestive Mode of Transaction
Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT-based educational materials, Group Work, critical reflections, case-based approaches, and enquiry-based learning.

403.5 Suggestive Mode of Assessment
Assessment of practicum and assessment of reflective level readings.

Assessment and examinations will be conducted as per the criteria of HNBGU.

403.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.

Semester-IV
(B.A. B.Ed.)

SN	Subject	Course	Credits
1.	**Political Science (Major & Minor)**	Introduction to International Relations	6
2.	**History (Major & Minor)**	History of India (from 1707 - 19050)	6
3.	**Geography (Major & Minor)**	Geographical Thought	4
		Graphic Representation of DATA and Geological Maps	2
4.	**Economics (Major & Minor)**	Principles of Macroeconomics II	6
5.	**Drawing & Painting (Major & Minor)**	History of Indian Art–Part-2 (Modern and Contemporary Indian Painting)	2
		Head Study Drawing	4
6.	**Hindi (Major & Minor)**	हिंदी साहित्य का संक्षिप्त इतिहास	6
7.	**English (Major & Minor)**	Fiction and Short Stories	6
8.	**Sanskrit (Major & Minor)**	संस्कृत साहित्य का इतिहास, संस्कृति एवं निबंध	6

Political Science Major & Minor
Introduction to International Relations

Credits: 6
Course outcome:
The Purpose of this paper is to impart a basic understanding of international relations to the students.

Course Content:
1. Introduction to International Relations
   - Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
   - Idealism and Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
2. Structural Approaches

- World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- Feminist Perspective (J. Ann Tickner)

3. World War Era:
- First World War: Reasons and Consequences
- Second World War: Reasons and Consequences

4. Cold War Era
- Second World War & Origins of Cold War
- Phases of Cold War: Rise and Fall of Detente, End of Cold War

5. Post-Cold War Era
- End of the Cold War and the Collapse of the Soviet Union
- Post-Cold War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Reading List

1. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations. Belmont*: Wadsworth Publishing Co, pp. 30-58; 92-126.
2. Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary* Issues. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
3. Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
4. Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
5. Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press
6. Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
7. Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
8. Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
9. Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics.*
10. London: Croom Helm.
11. Basu, Rumki (ed) (2012) *International Politics: Concepts, Theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.
12. Calvocoressi, Peter (2001) *World of Politics since 1945*, Longman.
13. Hobsbawm, Eric, *Age of Extremes, The Short Twentieth Century, 1914-91*, Viking.
14. Kennedy, Paul (1998) *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000*, Fontana.
15. Kennedy, Paul, (1993) *Preparing for the Twenty-First Century, Indus*, Harper Collins. Khanna, V.N. (2014) अंराष्ट्रीय संबंध] Noida, Vikas Publishing House.

History Major & Minor
History of India (from 1707 - 19050)

Credits: 6

Second Year – Semester IV   **(6 Credits)**
Paper-4: History of India; 1707-1950.
  I.   East India Company and Colonial rule in India
  II. Establishment, Expansion & consolidation of East India Company up to 1857.
  III. 1857: Resistance and Struggle for freedom.
  IV. Colonial economy: Agriculture, Trade & Industry.
  V.   Socio-Religious Movements in the 19th century.
  VI. Emergence & Growth of Nationalism and struggle for Independence.
  VII. Communalism: Partition of India.
  VIII. Freedom: Constitution and establishment of Republic.

Geography Major & Minor
Geographical Thought
UG/C C004

Credits: 4
Course Objective:
1. To introduce the basic nature of the discipline, its philosophical and methodological development
2. To introduce the basic concepts and landmark developments in Geography
3. To introduce the development of the subject in India and other places at different periods of time

Course Outcomes:
Students will be able to understand
1. Students will have a comprehensive knowledge of geographic thought and a thorough at different periods of time
2. Students will be familiar with key concepts, debates, and contributions within the field
3. The course will enhance their critical thinking and theoretical analytical skills.

UNIT-I

Definition, nature and scope of Geography, Branches and sub-branches of Geography; Basic concepts of Geography

UNIT-II

Contribution of Greek and Roman Geographers-Ptolemy and Strabo. Arab Geographers

UNIT-III

Contribution of Geographical knowledge in ancient, medieval and modern India; Renaissance in Geography, Discoveries and inventions; Contribution of Varenius and Immanuel Kant.

UNIT-IV

German and French School of Geography: Humbodlt, Ritter, Ratzel, Hattner, Hartshorne, Blache and Brunhes; Anglo-American School of Geography- Davis, EC. Semple, Huntington, Isaiah Bowman, Mackinder, Herbertson, and Stamp.

Suggested Readings:

1. Dickenson. R. E. – The Makers of Modern Geography, Routledge and Kegan, London
2. Freeman. T.W. – A Hundred Years of Geography, London.
3. Jones and Martin – All Possible Worlds – A History of Geographical Ideas. Odessey, Indianapolis (USA).
4. Halt Jensen A. – Geography- Its History and Concepts, Harper and Raw London.
5. Dixit R.D. – Geographical Thought – A Contextual History of Ideas. Prentice Hall, New Delhi
6. Kaushik S.D. Bhaugolik Vichardharayen (Hindi) – Sahitya Bhawan Pub. Agra.
7. Hussain Majid, Evolution of Geographical Thought (English and Hindi), Rawat Publication, Jaipur.
8. Taylor. G. Geography in the Twentieth Century; London.
9. Jagdish Singh - Bhaugolik Chintan ka Kram Vikas (Hindi) Gyanodaya, Gorakhpur.

Geography Major & Minor
Graphic Representation of DATA and Geological Maps
UG/C C004 (P)

Credits: 2
Course Objective:
1. This course aims to develop different cartographic skills of the student and make them familiar with a graphical representation of data.
2. To learn about the fundamentals of geological maps, drawing and interpretation of geological cross sections.

Course Outcomes:
1. At the end of this course, students will be able to draw, explain, and prepare diagrams and maps by use of advanced techniques.
2. Students will understand the basics of geological maps, drawing techniques and interpretation of geological cross sections.

UNIT-I
Statistical Diagrams- Compound and Multiple Bar Diagram; Ring or Circle diagram

UNIT-II
Simple and Polyline graph, Hythergraph and Climograph.

UNIT-III
Geological Map: Identification of rock outcrops, bedding planes, determinants of dip and thickness- simple and folded.

Suggested Readings:
1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London.

Economics Major & Minor
Principles of Macroeconomics II

Credits: 6
Course Objective:
The aim of the course is to deliver the knowledge related to the major macro-economic variables and how they work in the economy to attain equilibrium.

Course Learning Outcomes
The course will help learners to:
- Derive IS and LM curves to understand the simultaneous equilibrium of the goods and money markets.
- Understand the concepts of aggregate demand and aggregate supply
- Study aggregate supply in the short and long run
- Learn the concept of inflation and know the existence of Philips curve and its further collapse leading to the situation of stagflation
- Understand the basic concepts related to international trade
- Learn Indian currency convertibility, exchange rate system and its merits and demerits and exchange control.

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; types, causes, and effects of inflation; Inflationary gap; relationship between inflation and unemployment: Phillips Curve in the short run and long run, Stagflation.

4. Balance of Payments and Exchange Rate

Balance of Trade; Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate; Fixed and flexible exchange rate system, Indian Currency convertibility, Exchange control.

Teaching Learning Process: Lectures and tutorials

Suggested Readings

1. Agarwal, V. (2010). *Macroeconomics: Theory and Policy*, Dorling Kindersley (India) Pvt. Ltd., New Delhi
2. Ahuja, H.L. (2020). Macro Economics, Theory and Policy, S. Chand and Company Ltd., New Delhi. Dornbusch, R. and F. Stanley (1997). *Macroeconomics*, McGraw-Hill, Inc., New York
3. Errol D'Souza, (2008) *Macroeconomics*, Dorling Kindersley (India) Pvt. Ltd., New Delhi
4. Jha, R. (1991). Contemporary Macroeconomic Theory and Policy. Wiley Eastern Ltd., New Delhi. Mankiw, N.G. (2013). *Principles of Macroeconomics*, Cengage Learning India (Pvt.) Ltd., New Delhi

Drawing & Painting Major & Minor
History of Indian Art–Part-2 (Modern and Contemporary Indian Painting) Credits: 2
Drawing & Painting Major & Minor
Head Study Drawing Credits: 4

Course	Paper	Title of the Paper	Course Detail
Major Subject (Core Subject)	Theory	History of Indian Painting Part – 2 (Modern and Contemporary Indian Painting)	A Brief Introduction New Trends in Modern Indian paintings. Some important painters and artist groups : Jamini Roy, Rabindranath Tagore, Gagandranath Tagore, Amrita Shregil, Calcultta Group, PAG, Delhi Shilpa Chakra. Contemporary Indian Painters : Satish Gujral, M.F. Husain, K.S. Kulkarni, K.K.Habbar, N.S. Bendre, Ram Kumar, Arprna Cour, Anjoli Ila Menon, AnupamSood, Nalani Malani, Arpita Singh, Gogi Sarojpal, Tayb Mehta, A.Ramchandran.
	Practical	Head Study Drawing	1. Size : Quarter Imperial 2. Execution Time : 3 Hours 3. Medium : Monochromatic media 4. Submission of Sessional work : 10 Plates (study of underlying structure, blocking of the features, contour & tonal description etc.)

Hindi Major & Minor
हिंदी साहित्य का संक्षिप्त इतिहास

Credits: 6

1. **आदिकालीन हिंदी साहित्य**

   - हिंदी साहित्य का काल विभाजन और नामकरण
   - आदिकाल की विशेषताएं एवं साहित्यिक प्रवृत्तियाँ
   - रासो साहित्य, अमीर खुसरो की हिंदी कविता
   - विद्यापति की पदावली

2. **भक्तिकाल–**

   - भक्तिकाल के उदय के सामाजिक, सांस्कृतिक कारण
   - भक्तिकाल की सामाजिक, सांस्कृतिक पृष्ठभूमि
   - प्रमुख संप्रदाय : निर्गुण एवं सगुण कवि
   - भक्तिकालीन संत काव्य की प्रवृत्तियाँ

3. **रीतिकाल–**

   - रीतिकाल की सामाजिक, सांस्कृतिक पृष्ठभूमि
   - रीतिकाल की प्रमुख प्रवृत्तियाँ
   - नामकरण : रीतिबद्ध रीतिसिद्ध, रीतिमुक्त कवि
   - रीतिकाल के प्रमुख कवि

4. **आधुनिक हिंदी काव्य–**

   - हिंदी नवजागरण
   - महावीर प्रसाद द्विवेदी और उनका युग
   - राष्ट्रीय काव्यधारा और प्रमुख कवि
   - छायावाद का उद्भव और विशेषताएं
   - छायावाद के प्रमुख कवि
   - प्रयोगवाद और नई कविता

5. **हिंदी गद्य–**

   उपन्यास, कहानी, नाटक, निबंध, आलोचना तथा अन्य गद्य रूप।

नोट :– समस्त पाठ्यक्रम से दीर्घ उत्तरीय, लघु उत्तरीय एवं अति लघु उत्तरीय प्रश्न पूछे जाएंगे।

संदर्भ ग्रंथ :–

1. हिंदी का गद्य साहित्य – डॉ0 रामचंद्र तिवारी
2. हिंदी साहित्य का इतिहास – आचार्य रामचंद्र
3. हिंदी साहित्य की भूमिका – हजारी प्रसाद द्विवेदी
4. हिंदी साहित्य का अतीत – विश्वनाथ प्रसाद मिश्र

English Major & Minor
Fiction and Short Stories Fiction and Short Stories

Credits: 6

The course aims to impart an introductory knowledge of fiction as a genre. The course aims to familiarize students with the key terms and trends of fiction in different ages. Also, they will apprehend the art of story-telling through the study of the novels and short stories and define the element such as plot, plot-structure, characterization and narrative technique. The course also offers an opportunity to evaluate the style and contribution of some of the greatest short story writers towards the development of short story as a genre.

(CS-IV) – (*All sections are compulsory.*)

Unit I:	Introduction to Fiction; Aspects of Novels: Story, Plot, Background, Sensibility, Setting, Irony; Types of Novels: Epistolary, Picaresque, Gothic, Historical, Realistic, Psychological, Stream of Consciousness, Regional.
Unit II:	Trends in 18th -19th Century Fiction
Unit III:	Trends in 20th -21st Century Fiction
Unit IV:	Thomas Hardy: *The Mayor of Casterbridge*
Unit V:	Short Stories:

Premchand: "Deliverance"

Rabindranath Tagore: "Kabuliwala"

Sa'adat Hasan Manto: "Toba Tek Singh"

Mahasweta Devi: "The Hunt"

Ismat Chughtai: "Kallu"

Nadine Gordimer: "Jump"

O. Henry: "After Twenty Years"

Fyodor Dostoevsky: "An Honest Thief"

Suggested Reading:

1. Bates, H. E. *The Modern Short Story*. London: Nelson, 1987.

2. Beach, Jeseph Warren. *The Twentieth Century Novel: Studies in Technique*. Appleton Century Crofts, 1932.

3. Boulton, Marjorie. *The Anatomy of Prose*. Hassell Street Press, 2021.

4. Forster, E. M., et al. *Aspects of the Novel*. Penguin Classic, 2005.

5. Hardy, Thomas. *The Mayor of Casterbridge*. Penguin Classics, 2003.

7. Read, Herbert. *English Prose Style*. Pantheon, 1981.

8. Reid, Ian. *The Short Story*. New York: Methuen, 1977.

9. Scholes, Robert and Robert Kellog. *The Nature of Narrative*. London: OUP, 1966.

10. Sood, Vinay, et. al. *The Individual and Society*. Pearson, 2016.

11. Walker, Hugh. *The English Essay and Essayists*. Hassell Street Press, 2021.

Sanskrit Major & Minor
संस्कृत साहित्य का इतिहास, संस्कृति एवं निबंध

Credits: 6

(क) संस्कृत साहित्य का इतिहास—वाल्मीकि, व्यास, भास, कालिदास, माघ, भारवि, श्रीहर्ष, जयदेव, भवभूति, शूद्रक, विशाखदत्त, भर्तृहरि, बाण, सुबन्धु, दण्डी, पं0 राजजगन्नाथ।

(ख) भारतीय संस्कृति :

1. संस्कृति की विशेषताएँ
2. पंच महायज्ञ
3. आश्रमव्यवस्था
4. वर्णव्यवस्था
5. संस्कार
6. पुरुषार्थ

(ग) निबन्ध—संस्कृत में

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. संस्कृत साहित्य का इतिहास   : डॉ0 कपिलदेव द्विवेदी

2. संस्कृत साहित्य का इतिहास   : आचार्य बलदेव उपाध्याय

3. संस्कृत साहित्य का इतिहास   : डॉ0 जयकिशन प्रसाद

4. भारतीय संस्कृति   : डॉ0 किरण टण्डन

5. प्राचीन भारतीय कला एवं संस्कृति : डॉ0 राजकिशोर

6. भारतीय संस्कृति का इतिहास   : डॉ0 नरेन्द्रदेव सिंह शास्त्री

7. संस्कृत निबन्धशतकम्   : डॉ0 कपिलदेव द्विवेदी

8. संस्कृत निबन्ध निधि   : प्रो0 एम0 पी0 काला(विशाल प्रकाशन, चन्दौसी)

9. संस्कृति के चार अध्याय   :   रामधारी सिंह दिनकर

10. संस्कृति और सभ्यता   :   सत्यकेतु विद्यालंकार

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Hemvati Nandan Bahuguna Garhwal University
Dept of Education
ITEP Curriculum
Semester-V
(B.A. B.Ed.)

S.N.	Code	Courses	Credit
1.	EFC-501	Inclusive Education	4
2.	ESSCCPC-502-F	Content cum Pedagogy of History at Sec. Stage - Course (II)	2
3.	ESSCCPC-502-G	Content cum Pedagogy of Political Science at Sec. Stage - Course (II)	2
4.	ESSCCPC-502-H	Content cum Pedagogy of Geography at Sec. Stage - Course (II)	2
5.	ESSCCPC-502-I	Content cum Pedagogy of Sociology at Secondary Stage - Course (II)	2
6.	ESSCCPC-502-J	Content cum Pedagogy of Economics at Secondary Stage - Course (II)	2
7.	ESSCCPC-502-K	Content cum Pedagogy of Art at Secondary Stage - Course (II)	2
8.	ESSCCPC-502-L	Content cum Pedagogy of Hindi at Secondary Stage - Course (II)	2
9.	ESSCCPC-502-M	Content cum Pedagogy of English at Secondary Stage - Course (II)	2
10.	ESSCCPC-502-N	Content cum Pedagogy of Sanskrit at Secondary Stage - Course (II)	2
11.	EAEVAC-503	ICT in Education	2
12.	ESEC-504	Pre-internship Practice	2
13.	ECESC-505	Community Engagement and Services	2
14.	RM-506	Introduction to Research	4

EFC-501: Inclusive Education

Credits: 2
501.1 About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorised based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled

Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, including orphans and the urban poor).

501.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in the education of children with disabilities in the regular schooling process that allows students with and without disabilities to learn together, ensuring their retention in the school system and enabling them to achieve the defined learning outcomes.

- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT - I
Inclusion and Education

A. Conceptual Clarity, relation, and significance with special reference to:

- UNCRPD, 2006,
- RPWD Act, 2016,

With special reference to the Indian Context.

B. Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning

C. Shifting from Disability to the Inclusive View. Shifting Paradigms from Bio-centric to Human Rights.

D. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012; RPWD Act, 2016; UNCRPD, National Trust Act, 1999; National Educational Policy, 2020.

UNIT - II
Children with Disabilities and Marginalised Groups

A. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
B. Specific needs of children with behavioural and emotional learning disabilities
C. Health Problems.
D. Educational needs of children belonging to Marginalized Groups.

UNIT - III
Pedagogical Issues

A. Conceptual clarity and significance.
B. Meeting the specific needs of Children with Disabilities with special reference to:
- education and opportunities for participating in arts, sports, and vocation-related activities,
- making school buildings and compounds, as well as other facilities, barrier-free and accessible
- supporting the learning activities and resources for the individualised learning environment
- making available assistive devices and appropriate technology-based tools,
- language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- assessing strategies
C. Designing strategies for assessment in inclusive classrooms.

501.3 Suggestive Practicum
1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visit schools of different categories, talk to parents, teachers, and children with and without disabilities, and list the problems these children and their families face at the local level in gaining access to education.
3. Analysing the RPWD Act 2016 and listing its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Give a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems children with hearing impairments face while learning language. Give a few exemplary adaptations based on the primary-level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analysing the Context of NPE 2020 in the Light of Inclusive Education.

501.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /PowerPoint presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement

with educationally marginalised communities and groups through focus group discussion, surveys, short-term project work, etc.

- Hands-on experience engaging with diverse communities, children, and schools.

501.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

501.6 Suggestive Reading Materials
Teachers may suggest books/readings per the learners' needs and learning content.

ESSCCPC-502: Stage-Specific Content -cum-Pedagogy Courses (Any Two)
502-F: Content cum Pedagogy of History at Secondary Stage – Course (II)

Credits: 2
502-F.1 About the Course:
This course comprises three units and the practicum. The course introduces various teaching aids, material types, and uses for teaching history concepts at the secondary stage. Enough space is provided to discuss different teaching aids/materials for teaching learning history concepts. It focuses on learning resources to enable student teachers to use available learning resources and also processes to generate new resources for teaching and learning the concepts of History. It also focuses on textbook analysis and planning for teaching History and its pedagogical issues in light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, and learn about various activities. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. This pedagogical course in History enhances prospective teachers' pedagogical knowledge and skills through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, learn about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological, and philosophical perspectives of History. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasizes how to integrate and use ICT in the History classroom.

502-F.2 Learning Outcomes
After completion of this course, the student teacher will be able to:
- utilize online and other resources in the teaching-learning process of History,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of History in daily life,

- utilize teaching learning resources effectively in teaching History content at the secondary stage,
- prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I
Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning History.
B. Types of teaching-learning aids/ materials: print media such as textbooks, teachers' manual/handbooks, and other print materials; non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flashcards, worksheets, multimedia etc.)
C. Identification and use of learning resources in History from the local environment
D. History projects, clubs, fairs, exhibitions, and visits to places of historical and geographical importance. History museum as a learning resource, including virtual laboratories, community resources, and pooling of learning resources.

UNIT - II
Content Analysis and Planning for Teaching History

A. Concept, types, and importance of unit and lesson planning.
B. Pedagogical analysis of content, taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of History.
D. Need for enrichment of content knowledge in History.

UNIT - III
ICT Integration and Application

A. Scope and importance of using ICT in learning process of History.
B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
C. Tools, software, and platform for teaching learning of History at the secondary stage.
D. Developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

502-F.3 Suggestive Practicum (Any Three)
1. Prepare one working model/toy/game on the History concepts.
2. Create an e-content on any two History concepts at the secondary stage.

3. Prepare a lesson plan considering the concepts' blended learning approach of History, followed by a presentation in the class.
4. Select a topic for teaching learning History and develop a write-up (name of unit, name of theme/topic, learning outcomes, material used, and procedure).
5. Identify and use learning resources from the surroundings in History and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the History textbooks at the secondary stage.
7. Any other project assigned.

502-F.4 Suggestive Mode of Transaction
Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

502-F.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, and sessional and terminal semester examinations (as per UGC norms).

502-F.6 Suggestive Reading Material
- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) National *Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. NCTE, New Delhi.
- UNESCO (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalisation, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

502-G: Content cum Pedagogy of Political Science at the Secondary Stage - Course (II)

Credits: 2
502-G.1 About the Course:
This course comprises three units and the practicum. The course is devoted to introducing various teaching aids, material types, and uses for teaching the concepts of Political Science at the secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Political Science to enable student teachers to make use of available learning resources and also processes to generate new resources for teaching and learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Political Science and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, and find out about various activities. Accordingly, they are expected

to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. This pedagogical course in Political Science enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspectives of the Social Sciences. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasises how to integrate and use ICT in the Social Sciences classroom.

502-G.2 Learning Outcomes
After completion of this course, student teachers will be able to:
Utilize online and other resources in the teaching-learning process of Social Sciences.
Prepare lesson plans based on learning outcomes,
Identify learning resources from the local environment and apply the concepts of Political Science in daily life.
Utilize teaching learning resources effectively in teaching Political Science content at the secondary stage.
Prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT-I
Teaching Learning Resources
A. Teaching learning aids/materials; concept, definition, role, and importance in classroom teaching learning Political Science.
B. Types of teaching learning aids/ materials: print media such as textbooks, teachers' manuals/handbooks and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, and digital repositories. Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom
C. Identification and use of learning resources in Political Science from the local environment and local administration
D. Political Science projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Political Science laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT-II
Content Analysis and Planning for Teaching Social Sciences
A. Concept, types and importance of unit and lesson planning.

B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies planning and evaluating learning experiences in an inclusive setup

C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Political Sciences.

D. Need for enrichment of content knowledge in Political Sciences.

UNIT-III
ICT Integration and Application

A. Scope and importance of using ICT in the learning process of Political Science

B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.

C. Tools, software, and platforms for teaching and learning of Political Science at the secondary stage.

D. Developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

502-G.3 Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Political Science.
2. Create an e-content on any two concepts of Political Science at the secondary stage.
3. Prepare a lesson plan keeping in view the blended learning approach for the concepts. of Political Science, followed by a presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write-up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Political Science and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Political Science textbooks at the secondary stage.
7. Visit any local administrative body and prepare a report
8. Make a drama club and perform with different stakeholder groups at the local to state level.
9. Any other project assigned by HEL

502-G.4 Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

502-G.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

502-G.6 Suggestive Reading Material

1. National Policy on Education, 1968, 1986 and 2020
2. NCERT (2023) National Curriculum Framework of School Education (Draft)
3. NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
4. UNESCO (1984). Epistemology of Social Science: The Scientific Status. Values and Institutionalization, Vol. XXXVI, UNESCO Publications.
5. "Teachers may also suggest books/readings as per the need of the learners and the learning content.

502-H: Content cum Pedagogy of Geography at the Secondary Stage - Course (II)

Credits: 2

502-H.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids, material types, and uses for teaching the concepts of Geography at the secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Geography. It focuses on learning resources in Geography to enable student teachers to make use of available learning resources and also processes to generate new resources for teaching and learning the concepts of Geography. It also focuses on textbook analysis and planning for teaching Geography and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, and find out about various activities. Accordingly, they are expected to develop a lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. This pedagogical course of Geography enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspectives of Geography. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasises how to integrate and use ICT in the Geography classroom.

502-H.2: Learning Outcomes

After completion of this course, student teachers will be able to:

• utilize online and other resources in the teaching-learning process of Geography.

• prepare lesson plans based on learning outcomes.

• identify learning resources from the local environment and apply the concepts of Geography in daily life

- utilize teaching learning resources effectively in teaching Geography content at the secondary stage.
- prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT – I
The Context of Learning Geography at Secondary Level
A. Curriculum Frameworks and Policy Influences on Geography Education.
B. Learner Diversity and Inclusive Geography Classrooms.
C. The Role of Teachers and Pedagogical Approaches in Geography Learning.
D. School Environment, Resources, and Technology in Geography Learning.

UNIT - II
Teaching Learning Resources
A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Geography.
B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence, machine learning, smart boards for student development. Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom 94 teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
C. Identification and use of learning resources in Geography from the local environment
D. Geography projects, clubs, fairs, exhibitions and visits places of geographical importance, Geography laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT - III
Content Analysis and Planning for Teaching Geography
A. Concept, types and importance of unit and lesson planning.
B. Pedagogical analysis of content, taking examples from topics of subject textbooks of the secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Geography.
D. Need for enrichment of content knowledge in Geography. ICT in the learning process of Geography: Tools, software, and educational platform. Technological Pedagogical Content Knowledge (TPCK).

502-H.3 Suggestive Practicum (Any Three)
1. Prepare one working model/toy/game on the concepts of Geography.
2. Create an e-content on any two concepts of Geography at the secondary stage.

3. Prepare a lesson plan keeping in view the blended learning approach for the concepts of Geography, followed by a presentation in the class.
4. Select a topic for teaching and learning Geography and develop a write-up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Geography and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Geography textbooks at secondary stage.
7. Any other project assigned by HEI.

502-H.4 Suggestive Mode of Transaction
Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

502-H.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

502-H.6 Suggestive Reading Material
- Hamm. B. (1992). Europe: A Challenge to the Social Sciences. International Social Science Journal, 44.
- Mayor. F. (1992). The role of the social sciences in a changing Europe. International social science journal, 44.
- Wagner. P. (1999). The Twentieth Century – the Century of the Social Sciences? World social science report.
- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
- UNESCO (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalisation, Vol. XXXVI, UNESCO Publications.

Teachers may also suggest books/readings as per the needs of the learners and the learning content.

502-I: Content cum Pedagogy of Sociology at the Secondary Stage - Course (II)

Credits: 2
502-I.1 About the Course:
This course comprises three units and the practicum. The course introduces various teaching aids, material types, and uses for teaching Sociology concepts at the secondary stage. Enough space is provided to discuss different teaching aids/materials for teaching

learning Sociology concepts. It focuses on learning resources to enable student teachers to use available learning resources and also processes to generate new resources for teaching learning the concepts of Sociology. It also focuses on textbook analysis and planning for teaching Sociology and its pedagogical issues in light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, and learn about various activities. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. This pedagogical course in Sociology enhances prospective teachers' pedagogical knowledge and skills through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, learn about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological, and philosophical perspectives of Sociology. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasizes how to integrate and use ICT in the Sociology classroom.

502-I.2 Learning Outcomes
After completion of this course, the student teacher will be able to:
- Utilize online and other resources in the teaching-learning process of Sociology.
- Prepare lesson plans based on learning outcomes,
- Identify learning resources from the local environment and apply the concepts of Sociology in daily life.
- Utilize teaching learning resources effectively in teaching Sociology content at the secondary stage.
- Prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I
Teaching Learning Resources
A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Sociology.
B. Types of teaching-learning aids/ materials: print media such as textbooks, teachers' manual/handbooks, and other print materials; non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flashcards, worksheets, multimedia etc.)
C. Identification and use of learning resources in Sociology from the local environment
D. Sociology projects, field trips, Debates and discussions, case studies, Simulations, fairs, exhibitions, and visits to places of sociological value. community resources, and pooling of learning resources.

UNIT - II
Content Analysis and Planning for Teaching Sociology
A. Concept, types, and importance of unit and lesson planning.
B. Pedagogical analysis of content, taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Sociology.
D. Need for enrichment of content knowledge in Sociology.

UNIT - III
ICT Integration and Application
A. Scope and importance of using ICT in the learning process of Sociology.
B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
C. Tools, software, and platforms for teaching and learning sociology at the secondary stage.
D. Developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

502-I.3 Suggestive Practicum (Any Three)
1. Prepare one working model/toy/game on the Sociological concepts.
2. Create an e-content on any two Sociological concepts at the secondary stage.
3. Prepare a lesson plan considering the concepts' blended learning approach of Sociology, followed by a presentation in the class.
4. Select a topic for teaching learning Sociology and develop a write-up (name of unit, name of theme/topic, learning outcomes, material used, and procedure).
5. Identify and use learning resources from the surroundings in Sociology and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Sociology textbooks at the secondary stage.
7. Any other project assigned.

502-I.4 Suggestive Mode of Transaction
Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, Community integrated learning.

502-I.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, and sessional and terminal semester examinations (as per UGC norms).

502-I.6 Suggestive Reading Material
- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) National *Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. NCTE, New Delhi.
- UNESCO (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalisation, Vol. XXXVI, UNESCO Publications.

502-J: Content cum Pedagogy of Economics at the Secondary Stage - Course (II)

Credits: 2

502-J.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids, material types, and uses for teaching the concepts of Economics at the secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of economics. It focuses on learning resources in Economics to enable student teachers to make use of available learning resources and also processes to generate new resources for teaching and learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Economics and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, and find out about various activities. Accordingly, they are expected to develop a lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. This pedagogical course in Economics enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspectives of the Social Sciences. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasises how to integrate and use ICT in the Economics classroom.

502-J.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- utilize online and other resources in the teaching-learning process of economics.
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of economics in daily life.
- utilize teaching learning resources effectively in teaching economics content at the secondary stage.

- prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT-I
Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Economics.

B. Types of teaching learning aids/ materials: print media such as textbooks, teachers' manuals/handbooks and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, and digital repositories. Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom

C. Identification and use of learning resources in Economics from the local environment and local administration

D. Economics projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Economics laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT-II
Content Analysis and Planning for Teaching Social Sciences

A. Concept, types and importance of unit and lesson planning.

B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies planning and evaluating learning experiences in an inclusive setup

C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Economics.

D. Need for enrichment of content knowledge in Economics.

UNIT-III
ICT Integration and Application

A. Scope and importance of using ICT in learning process of Economics

B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.

C. Tools, software, and platform for teaching learning of Economics at secondary stage.

D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

502-J.3 Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Economics.
2. Create an e-content on any two concepts of Economics at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts. of Economics followed by presentation in the class.

4. Select a topic for teaching learning of Economics and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Economics and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Economics textbooks at secondary stage.
7. Visit any local administrative body and prepare a report
8. Make a drama club and perform with different stakeholder groups of local to state level.
Any other project assigned by HEL

502-J.4 Suggestive Mode of Transaction
Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

502-J.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

502-J.6 Suggestive Reading Material
National Policy on Education, 1968, 1986 and 2020
NCERT (2023) National Curriculum Framework of School Education (Draft)
NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
UNESCO (1984). Epistemology of Social Science: The Scientific Status. Values and Institutionalization, Vol. XXXVI, UNESCO Publications.
"Teachers may also suggest books/readings as per the need of the learners and the learning content.

502-K: Content cum Pedagogy of Art at Secondary Stage - Course (II)

Credits: 2
502-K.1 About the Course
Art focuses on the presentation of ideas, sentiments, and visual aspects. A person who produces or develops Arts by applying deliberate skill and imaginative creativity is called an Artist. It's crucial to comprehend content analysis if one wants to teach Arts. It gives teachers the ability to gather and compare variations in the subjects being taught, as well as student perceptions and relevant trends. This course encompasses three key areas of Arts Education, Teaching Learning Resources for Arts Teaching, Content Analysis and Planning for Teaching Arts and ICT Integration and Applications in Arts Education. The course deals to develop the skills of student teachers related to effective teaching such as listing behavioural outcomes, planning activities and experiments, evaluation procedures, identification and selection of teaching learning resources, and how integrating various

pedagogical techniques in the teaching of content related to Arts Education. It emphasizes the skill of developing lesson plans for the teaching of Arts (Visual and Performing).

502-K.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- distinguish learning resources and e-resources for Arts teaching,
- classify, identify, and use learning resources from the local environment,
- analyze different contents from textbooks for pedagogical aspects,
- apply Artificial Intelligence in various fields of Arts education.
- develop skills of meaningful observation and judgements.
- design and maintain portfolios.
- value Arts and TPCK and provide ICT-based opportunities to learn.
- develop unit and lesson plans for the content of Arts education.

UNIT - I
Teaching Learning Resources for Arts Teaching

A. Teaching learning resources: concept, characteristics, and importance in teaching of Arts.
B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, posters, charts, 2-D and 3-D models, worksheets, multimedia etc.
C. Identification and use of learning resources from the local environment in the teaching of the arts.
D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, excursions, community resources and pooling of resources; management of resource centre for arts, crafts and design, maintaining reports, records and registers.

UNIT - II
Content Analysis and Planning for Teaching Arts

A. Pedagogical Analysis of Content: taking examples from topics of arts textbooks of the secondary stage, identification of concepts.
B. Listing Learning Outcomes and Competencies, Planning and Evaluating Learning Experiences in an Inclusive Setup.
C. Concept, Types and Importance of Unit Planning and Lesson Planning. Essential components of a lesson plan for the teaching of the Arts.
D. Developing Unit Plans and Lesson Plans based on Learning Outcomes (topics to be taken from textbooks). Experiential Learning in Arts Teaching.

UNIT - III
ICT Integration and Applications in Arts Education

A. Scope and importance of ICT in arts education.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of arts, assessment process and resource management.
C. Use of tools, software, and platforms for teaching and learning of arts at the secondary stage.
D. Developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face-to-face and online teaching.

502-K.3 Suggestive Practicum (Any Three)

1. Analyze Arts Education textbooks and prepare a suggestive report.
2. Prepare a report on the pedagogical analysis of any two topics from the Arts textbook.
3. Organize activities such as Drama, Theatre, Poster designing, sketching and land escapes and prepare a report.
4. Maintain a diary on Arts interactions.
5. Develop an e-content for teaching and learning of the Arts.
6. Critically evaluate the available MOOCs on Arts Education and prepare a report.
7. Any other project assigned by HEI.

502-K.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

502-K.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance-based, sessional and terminal examination (As per UGC Norms).

502-K.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks (2023).
- NCERT Textbooks for Art Education
- UNESCO (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3, No.99-241, UNESCO PRESSE.
  http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_ RoadMap_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

502-L: Content cum Pedagogy of Hindi at the Secondary Stage - Course (II)

Credits: 2

502-L.1 पाठ्यक्रम के बारे में (About the Course):

पूर्व स्तर पर अर्जित भाषा-दर्शन संबंधी ज्ञान के आधार पर यह पाठ्यक्रम माध्यमिक स्तर पर हिन्दी भाषा शिक्षण में शिक्षण-विधि (पेडागॉजी) और शिक्षण-योजना के मूलभूत ज्ञान से छात्र-शिक्षकों को परिचित कराता है। इस पाठ्यक्रम का उद्देश्य छात्र-शिक्षकों को हिन्दी भाषा शिक्षण को अर्थपूर्ण और आनंददायक बनाने के लिए उपलब्ध तथा निर्मित शिक्षण-अधिगम सहायक सामग्री और संसाधनों से अवगत कराना है। यह उन्हें इन संसाधनों की प्रभावशीलता तथा बच्चों की हिन्दी भाषा-कौशल पर पड़ने वाले प्रभाव को समझने में भी सहायता प्रदान करेगा।

यह पाठ्यक्रम पाठ्यपुस्तक विश्लेषण, हिन्दी भाषा एवं साहित्य शिक्षण की योजना तथा इसके शैक्षिक पक्षों पर भी केन्द्रित है, विशेष रूप से राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) के आलोक में। छात्र-शिक्षकों से अपेक्षा की जाती है कि वे विविध अवधारणाओं एवं प्रक्रियाओं की पहचान करें तथा अधिगम परिणामों एवं अनुभवात्मक अधिगम (experiential learning) के आधार पर कक्षा शिक्षण एवं ऑनलाइन शिक्षण हेतु पाठ योजनाएँ विकसित करें।

502-L.2 अधिगम की प्राप्तियाँ (Learning Outcomes)

इस पाठ्यक्रम के पूर्ण होने के उपरांत छात्र-शिक्षक निम्नलिखित कार्यों में सक्षम होंगे:

● राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) के संदर्भ में हिन्दी भाषा शिक्षा से संबंधित शिक्षण-अधिगम सामग्री की व्याख्या कर सकेंगे,

● कक्षा शिक्षण के दौरान विभिन्न प्रकार के शिक्षण-अधिगम सहायक उपकरणों का प्रयोग कर सकेंगे,

● हिन्दी भाषा शिक्षण में मल्टीमीडिया का प्रयोग कर सकेंगे तथा ऑनलाइन संसाधनों के माध्यम से हिन्दी भाषा से संबंधित ज्ञान अर्जित कर सकेंगे,

● हिन्दी भाषा के प्रभावी शिक्षण हेतु पाठ योजना (लेसन प्लान) विकसित कर सकेंगे,

● हिन्दी भाषा की अवधारणाओं को सीखने के अर्थ और आवश्यकता का सार प्रस्तुत कर सकेंगे,

● हिन्दी भाषा अधिगम में शिक्षक की भूमिका की पहचान कर सकेंगे।

इकाई – I
शिक्षण-अधिगम संसाधन (Teaching Learning Resources)

क. शिक्षण-अधिगम सहायक सामग्री/संसाधन: अवधारणा, कक्षा में हिन्दी भाषा शिक्षण-अधिगम में इसकी भूमिका एवं महत्त्व।

ख. हिन्दी भाषा शिक्षण में शिक्षण-अधिगम सहायक सामग्री/संसाधनों के प्रकार:

• मुद्रित माध्यम जैसे पाठ्यपुस्तकें, क्रमच्युत (scrambled) पुस्तकें, शिक्षकों की मार्गदर्शिका/हस्तपुस्तिका एवं अन्य मुद्रित सामग्री।

- अमुद्रित एवं डिजिटल माध्यम जैसे रेडियो, टेलीविज़न, वेबसाइट्स, एनीमेशन, ऑडियो, वीडियो, चित्र, सिमुलेशन, डिजिटल भंडार (**repository**), संवर्धित वास्तविकता (**Augmented Reality - AR**), आभासी वास्तविकता (**Virtual Reality - VR**) तथा कृत्रिम बुद्धिमत्ता (**Artificial Intelligence - AI**) आधारित डिजिटल संसाधन एवं मुक्त शैक्षिक संसाधन (**Open Educational Resources-OERs**) - जो ऑफलाइन/ऑनलाइन कक्षा शिक्षण-अधिगम में प्रयुक्त होते हैं (जैसे चिंतनात्मक जर्नल, चार्ट, 2-डी एवं 3-डी मॉडल, खेल, खिलौने, फ्लैश कार्ड, वर्कशीट, मल्टीमीडिया आदि) ।

ग. पर्यावरण से शिक्षण सहायक सामग्री/शिक्षण-अधिगम संसाधनों की पहचान एवं उपयोग।

घ. हिन्दी भाषा प्रयोगशाला— प्रकार, संरचना, प्रबंधन एवं व्यवहार; आभासी प्रयोगशालाएँ, शिक्षण-अधिगम किट्स, विषय क्लब, मेले, प्रदर्शनियाँ, शैक्षिक उद्यान, शैक्षिक भ्रमण, सामुदायिक संसाधन एवं संसाधनों का साझाकरण।

इकाई – II
सामग्री विश्लेषण एवं हिन्दी भाषा शिक्षण के लिए योजना निर्माण
(Content Analysis and Planning for Hindi Teaching Language):

क. हिन्दी शिक्षण की इकाई योजना (**Unit Plan**) एवं पाठ योजना (**Lesson Plan**) की अवधारणा, प्रकार तथा महत्त्व।

ख. माध्यमिक स्तर की हिन्दी भाषा शिक्षण की पाठ्यपुस्तकों के विषयों के उदाहरण लेकर सामग्री का शैक्षिक विश्लेषण— अवधारणाओं की पहचान, अधिगम प्रतिफल (**Learning Outcomes**) एवं दक्षताओं की सूची बनाना, समावेशी वातावरण में अधिगम अनुभवों की योजना बनाना एवं उनका मूल्यांकन करना।

ग. अधिगम प्रतिफल एवं अनुभवात्मक अधिगम (कला-संयोजित शिक्षण सहित) के आधार पर इकाई योजना एवं पाठ योजना का निर्माण।

इकाई – III
आईसीटी का एकीकरण एवं अनुप्रयोग (ICT Integration and Application)

क. हिन्दी शिक्षण के अधिगम प्रक्रिया में सूचना एवं संचार प्रौद्योगिकी (**ICT**) के प्रयोग की सीमा एवं महत्त्व।

ख. हिन्दी शिक्षण की कक्षा में आईसीटी का प्रयोग: अधिगम संवर्धन के लिए कृत्रिम बुद्धिमत्ता (**Artificial Intelligence**), मशीन लर्निंग (**Machine Learning**), स्मार्ट बोर्ड आदि का उपयोग।

ग. माध्यमिक स्तर पर हिन्दी भाषा शिक्षण-अधिगम के लिए उपकरण, सॉफ्टवेयर एवं प्लेटफ़ॉर्म।

घ. डिजिटल संसाधनों एवं मल्टीमीडिया का उपयोग करते हुए तकनीकी-शैक्षिक-विषयवस्तु ज्ञान (**Technological Pedagogical Content Knowledge – TPCK**) के आधार पर कक्षा एवं ऑनलाइन शिक्षण के लिए आईसीटी एकीकृत पाठ योजनाओं का विकास।

502-L.3 सुझावात्मक प्रायोगिक कार्य (कोई भी तीन चुनें)
[Suggestive Practicum (Any Three)]

1. हिन्दी भाषा-कौशल के विकास हेतु एक शिक्षण-अधिगम संसाधन तैयार करें।
2. माध्यमिक स्तर की हिन्दी भाषा पाठ्यपुस्तक से किसी एक विषय पर ई-सामग्री (**e-content**) विकसित करें।

3. हिन्दी साहित्य की सूची तैयार करें जो पाठ्यचर्या को समृद्ध बनाने में सहायक हो सकता है।

4. राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) के संदर्भ में हिन्दी भाषा शिक्षण के शैक्षिक पक्षों पर एक लेख तैयार करें।

5. हिन्दी शिक्षण की गद्य, पद्य एवं व्याकरण विषयवस्तु पर अधिगम-प्रतिफल आधारित पाठ योजनाएँ तैयार करें।

6. उच्च शिक्षण संस्था (HEI) द्वारा सौंपा गया कोई अन्य परियोजना कार्य।

502-L.4 सुझावात्मक संप्रेषण विधियाँ (Suggestive Mode of Transaction)

हिन्दी भाषा शिक्षण की व्याख्यान-सह-चर्चा विधि, परियोजना आधारित विधि, समस्या समाधान विधि, अनुभवात्मक अधिगम, जिज्ञासा आधारित दृष्टिकोण, सूचना एवं संचार प्रौद्योगिकी (ICT) एकीकृत अधिगम, संवादात्मक विधियाँ जैसे समूह चर्चा, सहपाठी शिक्षण, टीम शिक्षण, कार्यशालाएँ, पर्यवेक्षण एवं प्रस्तुतीकरण।

502-L5 सुझावात्मक मूल्यांकन विधियाँ (Suggestive Mode of Assessment)

हिन्दी भाषा के पाठ्यक्रम की अधिगम-प्राप्तियों का मूल्यांकन निम्नलिखित माध्यमों से किया जाएगा — लिखित परीक्षण, कक्षा प्रस्तुतियाँ, संगोष्ठियाँ, असाइनमेंट, प्रायोगिक कार्य, सत्रीय मूल्यांकन तथा अंतिम सेमेस्टर परीक्षा (यूजीसी के मानदंडों के अनुसार)।

502-L.6 सुझावात्मक पठनीय सामग्री (Suggestive Reading Materials)

• विद्यालय शिक्षा के लिए राष्ट्रीय पाठ्यचर्या प्रारूप, भारत सरकार

• राष्ट्रीय शिक्षा नीति 2020 (NEP 2020), भारत सरकार (अंग्रेज़ी/हिन्दी)।

• राष्ट्रीय शिक्षा नीति (1992 में किए गए संशोधनों सहित), मानव संसाधन विकास मंत्रालय: नई दिल्ली।

• बच्चों के मुफ्त और अनिवार्य शिक्षा का अधिकार अधिनियम-2009, भारत गजट, 2009।

*शिक्षक विद्यार्थी की आवश्यकता और अधिगम सामग्री के आधार पर पुस्तकें/पठनीय सामग्री सुझा सकते हैं।

संदर्भ ग्रंथ सूची

1. पाण्डेय. डॉ. मुतिकान्त (2010) हिन्दी शिक्षण अभिनव आयाम विश्वभारती पब्लिकेशन 4378, अंसारी रोड, दरियागज नईदिल्ली।

2. शर्मा, डॉ. अनुराधा (2012) 'भाषाविज्ञान तथा सिद्धान्त, विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।

3. गुप्ता, डॉ. प्रभा (2012) 'मातृभाषा व विविध योजनाए, साहित्य प्रकाशन, आपका बाजार, आगरा।

4. किशोरीदास, आचार्य (2013) 'हिन्दी की वर्तनी व शब्दप्रयोग मीमासा', वाणी प्रकाशन, 21-ए. दरियागज, नई दिल्ली।

5. नारंग, वैष्णव (2013) 'सम्प्रेषण परक हिन्दी भाषा शिक्षा, ए.पी. भार्गव बुक हाऊस 4/230, कचहरी घाट आगरा।

6. सिंह, डॉ. सावित्री (2001) 'हिन्दी शिक्षण लायल बुक डिपो, मेरठ।

7. प्रसाद, डॉ. भगवती (2002) 'प्रारंभिक स्तर पर हिन्दी शिक्षण, सुखपाल गुप्त आर्य बुक डिपो, 30 नाईवाला, करोलबाग, नईदिल्ली।

8. त्यागी डॉ.एस.के. (2008) हिन्दी भाषा शिक्षण, अग्रवाल पब्लिकेशन्स, 28/115 ज्योति ब्लाक, संजय प्लेस, आगरा-2

9. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (एनसीईआरटी), (2023), विद्यालय शिक्षा हेतु राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF-SE), नई दिल्ली: भारत सरकार।

10. केंद्रीय हिंदी निदेशालय। (2021), हिंदी भाषा शिक्षण की पद्धतियाँ। नई दिल्ली: शिक्षा मंत्रालय।

11. तिवारी, एस. (2022), हिंदी शिक्षण: दृष्टिकोण और विधियाँ। नई दिल्ली: विश्व पुस्तक प्रकाशन।

12. सिंह, आर. (2021), भाषा शिक्षण में नवाचार और तकनीकी एकीकरण। पटना: विद्या निकेतन पब्लिकेशन।

13. कुमार, वी. (2023), हिंदी शिक्षण में मूल्यांकन की आधुनिक प्रवृत्तियाँ। वाराणसी: भारती बुक हाउस।

14. मिश्र, पी. (2020), हिंदी भाषा का शिक्षण: सैद्धांतिक और व्यावहारिक पक्ष। लखनऊ: न्यू एज एजुकेशनल पब्लिशर्स।

15. भारतीय उच्च शिक्षा नियामक आयोग (UGC), (2022), शिक्षक शिक्षा के लिए शिक्षण-अधिगम परिणाम आधारित पाठ्यचर्या ढांचा। नई दिल्ली: यूजीसी।

16. कश्यप, ए. (2023), कौशल आधारित मूल्यांकन और हिंदी शिक्षण। भोपाल: रचना पब्लिकेशन।

17. यादव, एस. (2021), 21वीं सदी में भाषा अधिगम कौशल। जयपुर: सूरज प्रकाशन।

18. चौधरी, डी. (2023), हिंदी भाषा शिक्षण में आर्टिफिशियल इंटेलिजेंस का प्रयोग। दिल्ली: आधुनिक शिक्षा पब्लिशर्स।

19. शिक्षा का अधिकार अधिनियम। (2009), बालकों को मुफ्त और अनिवार्य शिक्षा का अधिकार अधिनियम-2009। भारत का राजपत्र।

20. पांडेय, एन. (2022), भाषा प्रयोगशाला और वर्चुअल शिक्षण संसाधन। नागपुर: विद्या पब्लिकेशन।

21. बिष्ट, एम. (2020), बाल भाषा अधिगम एवं शिक्षण रणनीतियाँ। नैनीताल: हिमालयन एजुकेशन प्रेस।

22. NCERT। (2022), भाषा शिक्षण के प्रभावी उपाय: प्राथमिक से माध्यमिक स्तर तक। नई दिल्ली: एनसीईआरटी।

502-M: Content cum Pedagogy of English at the Secondary Stage - Course (II)

Credits: 2

502-M.1 About the Course

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make the student-teacher aware of the teaching-learning aids and other resources available, as well as to make Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

502-M.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,
- Identify the role of a teacher in facilitating the learning of the Language.

UNIT - I
Teaching Learning Resources

A. Teaching learning aids/materials: concept, role, and importance in classroom teaching and learning of Language. Identification and use of teaching aids/teaching learning materials from the environment.

B. Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources.

C. Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia, etc.)

D. Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II
Content Analysis and Planning for Teaching Language

A. Concept, types and importance of unit and lesson planning.

B. Pedagogical analysis of content, taking examples from topics of Language textbooks of the secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.

C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT - III
ICT Integration and Application

A. Scope and importance of using ICT in the learning process of Languages. Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.

B. Tools, software and platform for teaching and learning of Language at the secondary stage.

C. Developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

502-M. 3 Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language textbooks at the secondary stage.
3. Develop a list of Literature that can play an instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
6. Any other project assigned by the HEI.

502-M. 4 Suggestive Mode of Transaction

Lecture-Cum-Discussion, Project-Based Method, Problem-Solving Method, Experiential Learning, Inquiry Approach, ICT Integrated Learning, Interactive Methods Such as Group Discussions, Peer Tutoring, Team Teaching, Workshops, Observations and Presentations.

502-M.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

502-M.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

502-N: Content cum Pedagogy of Sanskrit at the Secondary Stage - Course (II)

Credits: 2

502-N.1 पाठ्यक्रम परिचय:

प्रशिक्षार्थी पूर्व स्तर पर प्राप्त भाषा दर्शन के ज्ञान के आधार पर यह पाठ्यक्रम माध्यमिक स्तर पर संस्कृत भाषा शिक्षा में शिक्षण पद्धति एवं योजनाबद्धता का मूल ज्ञान प्रदान करेगा। यह प्रशिक्षार्थी को संस्कृत भाषा शिक्षण—

अधिगम सहायता तथा अन्य उपलब्ध संसाधनों से परिचित कराएगा एवं स्वयं उन्हें बनाने के लिए प्रेरित करेगा, ताकि भाषा अधिगम अर्थपूर्ण एवं आनंददायी हो सके। साथ ही इन संसाधनों की प्रभावशीलता एवं विद्यार्थियों की भाषा कौशल पर इनके प्रभाव को जानने में सहायता करेगा। पाठ्यपुस्तक विश्लेषण एवं भाषा व साहित्य शिण के लिए योजनाबद्धता तथा NEP 2020 की दृष्टि में संबद्ध शैक्षिक मुद्दों पर भी यह केंद्रित है। प्रशिक्षार्थी विभिन्न अवधारणाओं एवं प्रक्रियाओं की पहचान करेंगे और अधिगम परिणामों एवं अनुभवात्मक अधिगम के आधार पर कक्षा तथा ऑनलाइन शिक्षण के लिए पाठ योजनाएँ विकसित करेंगे।

502-N.2 सीखने के परिणाम

इस पाठ्यक्रम के समापन पर प्रशिक्षार्थी सक्षम होंगे कि वे—

- राष्ट्रीय शिक्षा नीति-2020 के संदर्भ में संस्कृत भाषा शिक्षा से संबंधित शिक्षण–अधिगम सामग्री का वर्णन कर सकें।
- कक्षा में विभिन्न प्रकार के शिक्षण–अधिगम साधनों का प्रयोग कर सकें।
- संस्कृत भाषा शिक्षण में मल्टीमीडिया का उपयोग कर सकें तथा ऑनलाइन संसाधनों से भाषा संबंधी ज्ञान अर्जित कर सकें।
- प्रभावी संस्कृत भाषा शिक्षण के लिए पाठ योजना विकसित कर सकें।
- संस्कृत भाषा की अवधारणाएँ, सीखने के अर्थ एवं आवश्यकताओं का संक्षेप में विवेचन कर सकें।
- संस्कृत भाषा अधिगम में शिक्षक की भूमिका की पहचान कर सकें।

इकाई-I
शिक्षण–अधिगम संसाधन

अ. शिक्षण–अधिगम सामग्री: अवधारणा, भूमिका एवं माध्यमिक स्तर पर संस्कृत भाषा शिक्षण–अधिगम में इसका महत्व।

ब. शिक्षण–अधिगम साधनों के प्रकार:

- मुद्रित: पाठ्यपुस्तक, संदर्भ पुस्तकें, शिक्षक मार्गदर्शिका/हैंडबुक आदि
- डिजिटल: रेडियो, टीवी, वेबसाइट, एनीमेशन, ऑडियो, वीडियो, छवि, सिमुलेशन, डिजिटल रिपॉजिटरी, संवर्धित वास्तविकता (AR),आभासी वास्तविकता (VR), कृत्रिम बुद्धिमत्ता (AI) पर आधारित संसाधन, एवं खुले डिजिटल शैक्षणिक संसाधन (OERs), भौतिक एवं आभासी शिक्षण हेतु (जर्नल, चार्ट, 2-D एवं 3-D मॉडल, खेल, खिलौने, फ्लैशकार्ड, वर्कशीट, मल्टीमीडिया आदि)

C. पर्यावरण से उपलब्ध शिक्षण–अधिगम साधनों की पहचान एवं उपयोग।

D. भाषा प्रयोगशाला: प्रकार, संरचना, प्रबंधन व अभ्यास; आभासी प्रयोगशालाएँ, किट, विषय क्लब, मेले, प्रदर्शनियाँ, शैक्षिक पार्क, भ्रमण, सामुदायिक संसाधन एवं संसाधन संयुक्तीकरण

इकाई-II
संस्कृत भाषा शिक्षण हेतु सामग्री विश्लेषण एवं योजनाबद्धता

अ. संस्कृत भाषा की इकाई एवं पाठ योजना की अवधारणा, प्रकार एवं महत्व।

ब. माध्यमिक स्तर में संस्कृत भाषा पाठ्यपुस्तकों की विषय वस्तु का शैक्षिक विश्लेषण: अवधारणाओं की पहचान, अधिगम परिणाम एवं दक्षताओं की सूची, समावेशी वातावरण में अधिगम अनुभवों की योजना और मूल्यांकन।

स. अधिगम परिणाम एवं कला-समन्वित अनुभवात्मक अधिगम के आधार पर संस्कृत भाषा के शिक्षण हेतु इकाई व पाठ योजनाओं का विकास।

<h2 style="text-align:center">इकाई-III</h2>
<h2 style="text-align:center">ICT समन्वय एवं अनुप्रयोग</h2>

अ. संस्कृत भाषा की अधिगम प्रक्रिया में ICT के उपयोग का क्षेत्र एवं महत्व।

ब. कक्षा में ICT का प्रयोग: कृत्रिम बुद्धिमत्ता, मशीन लर्निंग, स्मार्ट बोर्ड्स आदि के माध्यम से अधिगम संवर्द्धन।

स. माध्यमिक स्तर पर संस्कृत भाषा शिक्षण के लिए उपकरण, सॉफ्टवेयर एवं प्लेटफॉर्म।

द. डिजिटल संसाधन एवं मल्टीमीडिया के उपयोग से तकनीकी शैक्षणिक ज्ञान सामग्री (Technological Pedagogical Content Knowledge -TPCK) आधारित ICT-समन्वित पाठ योजनाओं का विकास (भौतिक एवं आभासी दोनों कक्षाओं के लिए)।

502-N.3 प्रायोगिक कार्य (कृपया इनमें से किसी तीन का चयन करें)

1. संस्कृत भाषा कौशल विकास हेतु एक शिक्षण–अधिगम संसाधन तैयार करें।
2. माध्यमिक स्तर की संस्कृत भाषा पाठ्यपुस्तक से किसी एक विषय पर ई-कंटेंट विकसित करें।
3. पाठ्यक्रम संवर्धन में संबंधित साहित्य की सूची तैयार करें।
4. राष्ट्रीय शिक्षा नीति-2020 के संदर्भ में संस्कृत भाषा शिक्षण के शैक्षिक पहलुओं पर एक लिखित शोध–लेख तैयार करें।
5. संस्कृत भाषा शिक्षण हेतु गद्य, पद्य एवं व्याकरण पर आधारित पाठ योजनाएँ तैयार करें।
6. संस्थान द्वारा आवंटित अन्य कोई प्रोजेक्ट।

502-N.4 भाषा आदान प्रदान की पद्धतियाँ:

व्याख्यान-सह-चर्चा पद्धति, योजना-आधारित पद्धति, समस्या-समाधान पद्धति, अनुभवात्मक अधिगम, अन्वेषणात्मक दृष्टिकोण, ICT एकीकृत अधिगम, अन्तरक्रियात्मक पद्धतियाँ: सामूहिक चर्चाएँ, सह-शिक्षण, कार्यशाला, अवलोकन एवं प्रस्तुतियाँ।

502-N.5 मूल्यांकन के तरीके:

लिखित परीक्षा, कक्षा में प्रस्तुतियाँ, संगोष्ठी, सत्र से संबंधित कार्य (असाइनमेंट), प्रायोगिक कार्य (प्रैक्टिकम), सत्रीय एवं अन्तिम सेमेस्टर परीक्षाएँ (यूजीसी/एनसीटीई के मानकानुसार)

502-N.6 सुझावित पठनीय सामग्री:

1. भारत सरकार के अनुसार विद्यालयी शिक्षा की राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF)

2. राष्ट्रीय शिक्षा नीति 2020 (NEP 2020), भारत सरकार (अंग्रेजी/हिन्दी)

3. राष्ट्रीय शिक्षा नीति (1992 में संशोधित), मानव संसाधन विकास मंत्रालय, नई दिल्ली

4. निःशुल्क एवं अनिवार्य शिक्षा अधिनियम–2009, भारत का राजपत्र, 2009

EAEVAC-503: ICT in Education

Credits: 2

503.1 About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of open-source software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

503.2 Learning Outcomes

On completion of this course, student teachers will be able to:

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education.
- describe the importance of various emerging technologies in education.
- See the relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India.
- use various technological tools for improving teaching-learning and assessment processes.

UNIT - I
Introduction to ICT in Education

A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,

B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication, Educational Administration and Assessment). Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,

C. Meaning and Uses of Systems Approach in instructional design. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),

D. Flanders' Interaction Analysis Category System (FIACS), Challenges Relating to Educational Technology.

UNIT - II
Emerging Technologies in Education

A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).

B. Open Education Resources (Creative Commons, Concept, and application). Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).

C. Cloud Computing & Internet of Things - Meaning, importance and uses.

D. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

UNIT - III
ICT in Teaching-Learning & Assessment

A. Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).

B. Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.

C. Developing functional skills to use discipline-specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping, etc.).

D. ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank. ICT applications for Continuous and Comprehensive Evaluation (CCE).

503.3 Suggestive Practicum

1. Prepare an assessment tool on any one chapter of the textbook.
2. Explore one online platform for MOOCs and prepare a report highlighting its structure and courses.

503.4 Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

503.5 Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals require student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of the performance of student teachers during classroom activities and providing feedback that helps assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

503.6 Suggested Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

ESEC-504: SCHOOL EXPERIENCE
Pre-internship Practice: Orientation and preparation in the Institute

Credits: 2

Field engagement is an integral part of a teacher education programme. In the field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives

The School Experience will help the student teachers:

1. to understand on the roles of different personnel associated with the academics, resources, and the school system's management.
2. to be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
3. to reflect on diverse school contexts and to appreciate the role of school teachers.
4. to understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
5. to participate in different programmes of the school, like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
6. to develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
7. to develop contextual learning competencies, skills, and attitudes for becoming effective teachers.
8. to develop ICT and research skills.

504.1 About the Course

Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

504.2 Learning Objectives:

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

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to teach them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

504.3 Suggestive Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

504.4 Content

The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

504.5 Activities to be conducted:
- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study

504.5 Secondary Stage
- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson is demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualising teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLMs.
- Reading and reflecting on inspiring books on pedagogic practices

504.6 Assessment

Competence/Artefact	Method of assessment	Assessed By	Credits
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1

Reflective group discussions/workshop	Observations	Teacher-Educator	0.5
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5

504.7 Outcomes

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

1. describe the prerequisites of the internship.
2. demonstrate knowledge of pedagogic practices, classroom management skills, assessment tools and learning standards,
3. develop lesson plans and relevant Teaching Learning Materials (TLMs),
4. develop readiness to take up an internship programme.

ECESC-505 Community Engagement and Services

Credit: 2

505.1 About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learning can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitising the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community development initiatives and organise activities such as street plays, advocacy activities, door-to-door campaigns, and prabhat-phereis, etc., to mobilise community participation in development initiatives.

This curricular component envisages participation of student-teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the

community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

505.2 Learning Outcomes

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays*, *advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

505.3 Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)
- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)

Students will be divided into smaller groups; They will participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reasons thereof (Stage-wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate.
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation regarding the health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students, etc.)
- Visit and interact with local artisans and craftspersons.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organising and participating in the cultural programmes with the community members, etc. The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. The evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection **(**In the Institution)
- Sharing experiences and discussing activities carried out.
- Presentation and submission of a report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organising community service

505.4 Assessment components and weightage
- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members.
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

505.5 Suggestive Links
- Ministry of Education (2021).Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India.

https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf

- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

RM-506: Introduction to Research

Credit: 4

506.1 About the Course

The "Introduction to Research" course prepares students at the undergraduate level to develop the basic foundational skills needed to inquire into different areas systematically. It provides an all-inclusive overview of the steps involved in research, including constructing research questions, performing a literature review, designing a study, collecting and analysing data, and upholding ethical standards. Students tackle both qualitative and quantitative approaches and learn to choose appropriate methods for different scenarios. Emphasis is placed on the mastery of research communication skills, critical thinking, and advanced analysis. Students utilise practical methods and projects to gain firsthand experience in designing and executing research studies. This positions them for further academic study and professional research positions. At the conclusion of the course, students will understand the complete process involved in research, from conceptualisation to dissemination, and appreciate the significance of research for advancing knowledge and contributing towards societal development.

506.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- Discuss the core principles, classifications, and aims of research in theoretical as well as practical contexts.
- Articulate and precisely define research issues, goals, and questions or hypotheses.
- Undertake a simple literature review utilising scholarly search engines and cite the references utilising accepted citation formats such as APA style.
- Determine suitable research strategies, sample selection procedures, and tools for gathering information to answer various research questions.
- Use simple statistical computations and methods to describe and analyze qualitative and quantitative information.
- Observe ethical norms of conduct and academic honesty in all stages of proposing, implementing, and reporting the research.
- Formulate and defend a complete research proposal or prepare a mini-project report using generally accepted academic standards and structures.

Unit – I
Introduction to Research

A. Meaning, purpose, and importance of research
B. Research in academic and professional contexts

C. Types of research: Basic, Applied, and action research. Quantitative, Qualitative, Mixed Methods

D. Characteristics and limitations of scientific research. Nature of Interdisciplinary research.

Unit – II
Literature Review

A. Purpose and techniques of reviewing literature

B. Sources of knowledge: Primary and secondary

C. Tools: Google Scholar, Research Gate, databases (JSTOR, Scopus, etc.)

D. Finding and writing the research gap.

Unit – III
Research Design

A. Types of research design: Exploratory, descriptive, experimental, randomised.

B. Research problem identification and formulation

C. Objectives: Formulation of objectives.

D. Hypotheses: Meaning, types and importance.

Unit- IV
Research Process

A. Steps in the research process.

B. Population and sample. Qualities of a good sample.

C. Sampling techniques: Probability and non-probability, Sample size determination

D. Data collection methods: Surveys, interviews, observations, experiments. Design of questionnaires and interview schedules.

Unit- V
Data Analysis and Interpretation

A. Types of data: Qualitative vs Quantitative

B. Coding and tabulation, data analysis, and interpretation.

C. Introduction to statistical techniques: mean, median, mode, SD, ANOVA and correlation.

D. Using software: Excel/SPSS/R (introductory)

506.3 Suggestive Practicum (Any three)

- Identify a research topic relevant to the area and frame a clear research problem.
- Based on the selected problem, draft specific research objectives and formulate testable hypotheses (if applicable).
- Conduct a mini literature review using Google Scholar, JSTOR, or other databases and compile a bibliography using APA or MLA format.
- Prepare a data collection tool (e.g., survey, interview guide) appropriate for the selected research problem.

- Choose and justify an appropriate sampling method and simulate the selection of a sample from a target population.
- Collect data from a small sample (real or hypothetical) using the designed tool.
- Input collected data into Excel or SPSS, calculate basic statistics (mean, median, SD), and present findings using graphs or tables.
- Prepare a short research report (5–10 pages) summarizing the entire research process and present the findings in class using slides or posters.

506.4 Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of the problem and development of intervention(s).
- Finalise the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of the research project.

506.5 Suggestive Mode of Assessment

Assessment and examinations will be conducted as per the criteria of HNBGU.

506.6 Suggestive Reading Material

1. American Psychological Association (APA) Style Guide (7th ed.). APA Style
2. Best, J. W., & Kahn, J. V. (2014). *Research in Education* (10th ed.). Pearson Education.
3. Binkerhoff, C. (2019). *Doing Research: A Student's Guide to Finding & Using the Best Sources*. Kwantlen Polytechnic University.
4. Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
5. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
6. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.
7. Modern Language Association (MLA) Handbook (9th ed.). MLA Style Centre.
8. Sheppard, V. (2020). *Research Methods for the Social Sciences: An Introduction*. BC campus.
9. Walliman, N. (2011). *Your Research Project: Designing and Planning Your Work* (3rd ed.). SAGE Publications.

Semester-V
(B.A.B.Ed.)

	Subject	Course	Credits
1.	**Political Science (Major)**	DCPOL-501 Introduction to Western Political Thought or Global Politics or Introduction to Public Administration.	6

2.	**History (Major)**	DCHIS-501 European History (from 1780 - 1939)	6
3.	**Geography (Major)**	DCGEO-501 Economic Geography	4
		DCGEO-501(P) Practical Geography V (Field Visit, Survey methods and Report Writing	2
4.	**Economics (Major)**	DCECO-501 Economic Development and Policy in India–I or Money & Banking or Environmental Economics	6
5.	**Drawing & Painting (Major)**	DCDRA-501 Brief History of European Painting-1 or Element of Technical Drawing -1 or Graph	2
		DCDRA-501(P) Creative Composition or Tie and Die or Photography	4
6.	**Hindi (Major)**	DCHIN-501 गढ़वाल लोक साहय एवं सं कत अथवा हद कायधारा म हमालय	6
7.	**English (Major)**	DCENG-501 History of English Literature Part 1 or Literary Moments 1 or Twentieth Century British Poetry & Drama	6
8.	**Sanskrit (Major)**	DCSAN-501 वेद एवं उपनषद अथवा समास एवं छंदशा	6

DCMJ-501: Disciplinary
Major Political Science
DCPOL-501 Introduction to Western Political Thought

Credits: 6
Course Outcome: This course aims to give basic knowledge of Western Political Thought

Course content:
1. Plato (Justice, Ideal state)
2. Aristotle (Citizenship, State)
3. St. Aquinas (Concept of State and Law)
4. Machiavelli (State Craft Theory)
5. Social Contract Theory (Hobbes, Locke, Rousseau)
6. Karl Marx (Class Theory, Dialectical Materialism and Surplus Value)

Reading list:
Dunning, W.A. (2012) A History of Political Theories, Allahabad (any edition). Ebenstein, William (1999). Great Political Thinkers, IBH, Oxford (any edition).

Russell, Bertrand (1945). History of Western Philosophy, Simon and Schuster, New York (any edition).

Sabine, G.H. (2019) *A History of Political Theory*, Oxford and IBH, Bombay (any edition). Strauss, Leo and Joseph Cropsey (1968). *History of Political Philosophy*, Rand McNally.

Grube, G. M. A.1980. *Plato's Thoughts*. Cambridge: Hackett Pub Co. Inc. Miller, David, Janet

Coleman, William Connolly (et.al.) 1991. *The Blackwell Encyclopaedia of Political Thought*. New Delhi: Wiley-Blackwell.

Shields, Christopher. 2007. Aristotle. New York: Routledge.

Strauss, Leo, Joseph Cropsey. 1987. *A History of Political Philosophy*. Chicago: University of Chicago Press.

Wolff, Jonathan. 2006. *An Introduction to Political Philosophy*. New Delhi: OUP Oxford. Mukherjee Subrata and Sushila Ramaswamy (2011) A *History of Political Thought: Plato to Marx*. PHI Learning

Core Elective (Option 2)
Global Politics

Credit-6

Course outcome: The Purpose of this course is to impart a basic understanding of Global Politics.

Course Content:
1. Understanding the Dynamics and Dimensions of Global Politics and Globalization and Deglobalization
2. Power Politics, The Question of Sovereignty, Regional Interests
3. Contemporary World Actors (UN, G-77), World Trade Organization (WTO), IMF and Global Inequalities: The North-South Gap
4. Nuclear Politics, Humanitarian Intervention, Global Environmental Issues (Global Warming, Biodiversity, Global Commons and Sustainable Development), Terrorism: Cross-border, State-Sponsored and Nonstate Actors

Essential Readings:

Art, R.J. and Jervis, R. (eds.) (1999) *International Politics: Enduring Concepts and Contemporary* Issues. 5th Edition. New York: Longman, pp. 495-500; pp.508-516.

Baylis, J. and Smith, S. (eds.) (2021) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.

Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) (2006) *Global Environmental Politics*. Fourth Edition. Boulder: Colorado: Westview Press.

Halliday, F. (2004) 'Terrorism in Historical Perspective', Open Democracy. 22 April, available at: http://www.opendemocracy.net/conflict/article_1865.jsp

Held, D., McGrew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.

Heywood, Andrew (2014). *Global Politics*, Palgrave Macmillan.

Klaus Larres, Ruth Wittlinger (2018*) Understanding Global Politics Actors and Themes in International Affairs*. Taylor & Francis.

Lechner, F. J. and Boli, J. (eds.) (2004*) The Globalization Reader*. 2nd Edition. Oxford: Blackwell.

Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.)

Global Political Economy. Second Edition. New York: Oxford University Press, pp. 18-24.

Richard W. Mansbach, and Kirsten L. Taylor, (2013*) Introduction to Global Politics*, Routledge

Roberts, J.M. (1999) *The Penguin History of the 20th Century*. London: Penguin.

Sauvant, K. (1981) *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.

Steven L. Lamy, John Masker (2016). *Introduction to Global Politics*. Oxford University Press

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium*. London: Continuum. pp.1-20.

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics*. Third Edition. New Delhi: Oxford University Press, pp. 645-668.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation*. 4th Edition. Oxford: Oxford University Press.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in Vanaik, A. (Ed) *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.

White, B. et al. (eds.) (2005) *Issues in World Politics*. Third Edition, New York: Macmillan, pp. 74-92; 191-211.

Core Elective (Option 3)
Introduction to Public Administration

Credit-6

Course outcome: This course aims to provide an understanding of Public Administration to the students.

Course Content
1. Public Administration: Meaning, Nature, Scop and Approaches.
2. Principles of Organization, Hierarchy, Span of Control, Unity of Command, Centralization and Decentralization
3. Personnel Administration: Recruitment and Training, Bureaucracy
4. Financial Administration: Budget and Budget Making Process
5. New Public administration: Evolution and Features

Books recommended:

Baker, R.J.S. (1972) *Administrative Theory and Public Administration*, London: Hutchinson Bhattacharya, Mohit (2002) *New Horizons of Public Administration*, New Delhi: Jawahar Publications

George, Chande S. (1974) *The History of Management Thought*, New Delhi: Prentice Hall
Goel, S. L. (2002) *Advanced Public Administration*, New Delhi: Deep and Deep

Gross, Bertram (1964) *The Managing of Organizations*, New York: Free Press Harman, M. M. and R. Henry, Nicolas (2017) Public Administration & Public Affairs, New Delhi, Routledge Publication

Jena, Saroj Kumar (2001) Fundamentals of Public Administration, New Delhi: Anmol Publications (P) Ltd

Maheswari, Sri Ram (1998) Administrative Theory: An Introduction, New Delhi: MacMillan India Ltd.

Pattanayak, Raimann, (2002) *Modern Public Administration,* New Delhi: Anmol Publications (P) Ltd.

Rao, V.S.P. and P.S. Narayanan (1990) *Organisation Theory and Behaviour*, Delhi: Konark Publications (P) Ltd,

Shafritz, Jay M. and Albert C. Hyde (eds.) (1978) *Classics of Public Administration, Oak Park, IL*: Moore Publishing Company

Silverman, David (2004) *The Theory of Organizations*, New Delhi: Anmol Publication

Singh, Amit (2002) *Public Administration: Roots and Wings*, New Delhi: Galgatia Publishing Company

Sinha, Manoj (2010) *Prashasan evam Lokniti*, New Delhi, Orient Blackswan.

T. Mayer (1986) *Organizations Theory for Public Administration*, Boston and Toronto: Little Brown and Company

Field Visit by Students Under Any Major Papers (Credit-4)

Major History
DCHIS-501 European History (from 1780 - 1939)

Third Year- Semester-V
European History: C.1780-1939   **(6 Credits)**

    I.   The French Revolution: Genesis, Nature & Consequences
    II.   Napoleonic and aftermath.
    III. Revolutions in Europe: 1830 & 1848.
    IV. Unification of Italy &Germany.
    V. Fascism in Europe & Russian Revolution
    VI. Imperialist Conflicts: World War I
    VII. Germany and World War II

Major Geography
DCGEO-501 Economic Geography UG/C C005

Credits: 4

Course Objective: After completing the course, students will be able to

1. To understand the concept and spatial distribution of economic activities in the world.
2. To analyse the factors affecting economic activity, focusing on Von Thunen and Weber's theory.
3. To describe in detail the regionalisation of different economic activities.

Course Outcomes: Students will be able to understand

1. Distinguish between the different types of economic activities and their utilities.
2. Appreciate the factors responsible for the location and distribution of activities.
3. Examine the significance and relevance of theories in relation to the location of different economic activities

UNIT-I

Definition, approaches and fundamental concepts of Economic Geography; Patterns of development.

UNIT-II

Locational Theories-Agriculture (Von Thunen) and Industrial (Weber).

UNIT-III

Primary Activities - Intensive subsistence farming: Commercial grain farming, Plantation; Commercial dairy farming: Commercial Fishing, and Mining (iron ore, coal and petroleum). Secondary Activities-Cotton textile Industry, Petro-Chemical Industry; Major Manufacturing Regions.

UNIT-IV

Tertiary and Quaternary Activities: Modes of transportation, Patterns of international trade, Information and Communication Technology Industry.

Suggested Readings:

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. 2. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
3. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
5. Durand L., 1961: Economic Geography, Crowell.
6. Hodder B. W. and Lee R., 1974: Economic Geography, Taylor and Francis.

Wheeler J. O., 1998: Economic Geography, Wiley. 8. Willington D. E., 2008: Economic Geography, Husband Press.

Major Geography P
DCGEO-501(P) Practical Geography V (Field Visit, Survey methods and Report Writing UG/C C005 (P)

Credits: 2

Course Objective: *After completing the course, students will be able to-*
1. To develop proficiency in Report Writing and organizing a report.
2. Enhance Writing and Communication Skills.

Course Outcomes: *Students will be able to understand-*
1. Ability to design and execute geographical field survey and projects, from data collection to analysis and reporting.
2. Understanding the field ethics and different tools of field study.
3. Students will have enough ability to develop comprehensive Report Writing skills.

UNIT-I
Introduction to Field Survey Methods: Importance of field survey in Geography; Planning and preparation for field survey, Field survey Techniques: Sampling, Selection of Study Area

UNIT-II
Developing Data collection tools: preparation of survey questionnaire, other field survey techniques- observation, Interviews and survey tools (Kobo Toolbox ODK - Collect data anywhere, Google Maps, GPS Essentials, Qfield).

UNIT-III
Report Writing and Presentation: Introduction to Report Writing- types and purpose, Different components of field report, Structure and Organization of a Report; Writing Style and Language, Editing and Proofreading

UNIT-IV
Citations and Referencing; Ethical Considerations; Presenting findings using maps, digital cartographical mapping software (ArcGIS, QGIS, Erdas, Google Earth Engine, etc.), charts, and visual aids, Zotero, Mendeley, Citavi, Word's References tool (anyone).

Field Work/ Tour Report
- Each student will prepare an individual report based on primary and secondary data collected during field work.
- The duration of the field work should not **exceed 10 days**.

- The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
- One copy of the report on A4 size paper should be submitted in soft binding.

Suggested Readings:
1. Mahmood Aslam (2008): Statistical Methods in Geographical Studies, New Delhi: Rajesh Publications
2. Singh, R.L. & Singh, Rana P.B. (2008): Elements of Practical Geography, New Delhi, Kalyani Publishers
3. Das, N.G. (2017): Statistical Methods (Combined edition volume 1 & 2), Mc Graw Hill
4. Kothari, C.R. (2008). Research Methodology -Methods and Techniques, New Delhi, New Age International (P) Limited Publishers
5. V.P. Michael, Research Methodology in Management, Himalaya Publishing House, Bombay.
6. O.R. Krishna Swamy, Methodology of Research in Social Sciences, Himalaya Publishing House, Mumbai.
7. Berenson, Conrad and Raymond Cotton, Research and Report Writing for Business and Economics, Random House, New York.

Weblinks
1. https://www.zotero.org/support/quick_start_guide
2. https://gradcoach.com/how-to-use-mendeley/

Major Economics
DCECO-501 Economic Development and Policy in India–I

Credits: 6
Course Objective:
This course critically reviews economic development and its determinants in India and places these against the backdrop of major policy debates in India in the post-independence period.

Course Learning outcomes:
The course will help learners to:
- Learn the concept of economic development and its various determinants, along with focusing on the Indian planning framework
- Understand the SDGs in the context of India
- Learn the major factors responsible for the process of development along with examination of their role
- Learn about the demographic profile of India and its impact and association with economic development
- Broaden their knowledge about employment structure in India

Critically analyse the Indian economic development in terms of various macroeconomic indicators.

UNIT I
Issues in Growth, Development and Sustainability
Meaning and measurement of economic development; development paradigm, dimensions and determinants of growth and development; goals and strategy of Indian planning. Sustainable development goals and India.

UNIT II
Factors in Development
Resources: Natural and Human resources; Environment in economic development; Capital formation (Physical and Human); Technology; Institutions; Foreign capital and economic development, foreign investment policy, FDI, FII.

UNIT III
Population and Economic Development
Demographic profile of India: decadal growth, age composition, literacy, gender composition, rural-urban distribution, migration, population and human resource policies, population and economic development.

UNIT IV
Employment
Labour force and workforce participation; Occupational structure in the organised and the unorganised sectors; trends of employment in public and private sectors; open and disguised unemployment (rural and urban); employment schemes and their impact.

Teaching Learning Process: Lectures and tutorials

Suggested Readings:
1. Michael P Todaro and Stephen Smith. *Economic Development*, Pearson, 11th edition (2011)
2. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, *Human Development Report* 2018 to 2021.
4. Government of India, *Economic Survey* (latest)
5. Government of India, 12th *Five-Year Plan* (latest)
6. Government of India, *Finance Commission Report* (latest)
7. World Bank, World Development Report, latest edition.
8. NITI Aayog.

Elective Course: Money & Banking or Environmental Economics

Credits: 6

Course Objective:
The objective of the course is to help the learner understand the theory and functioning of the monetary and financial sectors of the economy, along with the domain and tools of monetary policy.

Course Learning outcomes:
The course will help learners to:
- Understand the concept of money and the determination of the money supply
- Get knowledge of financial markets, institutions, and various issues faced in it due to a lack of information and other issues
- Understand the concept and theories of interest rate determination
- Learn the role of the central bank along with the working of the monetary policy.
- Get exposure to the current monetary policy in India

UNIT I
Money
Concepts, functions, measurement, and theories of money supply determination.

UNIT II
Financial Institutions, Markets, Instruments and Financial Innovations
a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.
b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

UNIT III
Interest Rates
Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

UNIT IV
Banking System
a. Balance sheet and portfolio management.
b. Indian banking system: Changing role and structure; banking sector reforms.

UNIT V
Central Banking and Monetary Policy
Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Teaching Learning Process: Lectures and tutorials

Suggested Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition, 2009.
3. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw-Hill, 5th edition, 2011.
4. M. Y. Khan, Indian Financial System, Tata McGraw-Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.
6. S.B. Gupta, Monetary Economics: Institutions, Theory and Policy, S. Chand, New Delhi, 2016.

Elective Course: Environmental Economics

Credits: 6
Course Objective:
The course objective is to assist learners in methods and policy options for sustainably managing the environment through the use of economic tools.

Course Learning outcomes:
The course will help learners to:
- To understand the interactions between the environment and economic activities.
- Understand the major environmental issues and adjust economic behaviour through economic institutions such as markets and incentives, as well as through regulation, etc.
- Understand the economic costs and benefits of climate change, along with the economic impact of actions aimed at limiting its effects.
- Study the environmental valuation methods along with understanding the cost-benefit analysis of environmental policies and regulations
- Learn the concept of sustainable development along with measurement to raise awareness among students about the sustainable use of resources so that scarce resources will be available for future generations.

1. Introduction
Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics, Pareto optimality and market failure in the presence of externalities, property rights and other approaches.

2. The Design and Implementation of Environmental Policy
Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development

Concepts, measurement, and perspectives from Indian experience

Teaching Learning Process: Lectures and tutorials

Suggested Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "Intermediate Environmental Economics", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "Economics of the Environment: Selected Readings", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture,1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" Journal of Economic Perspectives, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).
   Students will learn sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Major Drawing & Painting
DCDRA-501 Brief History of European Painting-1 or Element of Technical Drawing -1 or Graph Credits: 2
DCDRA-501(P) Creative Composition or Tie and Die or Photography

Credits: 4

Course	Paper	Title of the Paper	Course Detail
Major Subject (Core Subject) (DSE)	Theory	Brief History of European Painting Part – 1 (Pre – Historic to Renaissance)	Primitive cave painting. Greek painting. Roman painting. Early Christian Art. Byzantine Art. Romanesque painting. Gothic painting. Renaissance painting.
	Practical	Creative Composition	A folio containing not less than 08 best classroom studies and finished creative compositions to be submitted one week before the commencement of End semester practical exam. 1. Size : Quarter Imperial 2. Duration of Time : 3 Hours 3. Medium : Water/Acrylic/Pastel 4. Submission of Sessional work : 08 Plates
			OR
	Theory	Elements of Technical Drawing – Part – 1	• Drawing Instruments and their Uses : • Introduction, Drawing Board, T-Squares, Set Squares, Drawing instruments Box – Scale, Protractor, French Curves, Drawing Paper, Drawing Pins, Eraser, Drawing Pencils, Sand Paper Block etc. • Lines and Lettering : Introduction • lines, line thickness, inked drawings, pencil drawings, Types of lines : Outlines, Marin lines, Dimension lines, Extension or projection lines, Construction lines, Hatching or section lines, Leader or pointer lines, Border lines, Short-break lines, Kong-break lines, Hidden or Dotted lines. • Lettering : Block Letters, Shaded Letters, Cursive Letters • Scales : • Introduction, Engineer's scale, Graphical scale, Representative fraction • Types of Scales: Plain scale, Diagonal scale, Comparative scale, Scale of chords, Vernier scale • Area : • Ellipse. Parabola, Hyperbola
	Practical	Tie & Die	10 best works to be submitted.
			OR
	Theory	Graphic Design	• Brief introduction : Meaning & Definition, Aims & Utility • Basic principle and elements : Balance, Proportion, Contrast, Eye movement, Unity and Varity • Design process : Layout, Visualization, Thumbnails, Rough layout, Comprehensive design, Mechanicals or Art work. • Design Reproduction : Traditional Process, Digital Process • Important Terms : meanings : Trade mark, Audience, Symbol, Monogram, Logotype, Poster, Hording, Banner, Kiosk
	Practical	Photography	Practice of natural, artificial light for still life and portraits, use of flush gun, enlarging and colouring. Copy to copy work, slide making and mounting of slides, group of photography and use of plate and field camera, trick photography, manual photography still and life, use of photography in audio visual aids, close-up. Submission : A collection of best 20 works produced during the session.

Major Hindi

DCHIN-501 गढ़वाल लोक साहय एवं संकृत अथवा हद कायधारा म हमालय

(वैकल्पिक प्रश्नपत्र)

Credits: 6

1. लोक साहित्य की परिभाषा लोक वार्ता,

- लोक संस्कृति एवं लोक विज्ञान

- लोक साहित्य के संकलन की समस्याएँ

- गढ़वाली लोक साहित्य का स्वरूप

2. लोकगीतों का स्वरूप अथवा भावाभिव्यक्ति

- लोकगीत : वर्गीकरण एवं विशेषताएँ

- लोकगाथाएँ : वर्गीकरण एवं विशेषताएँ

- प्रमुख लोक गाथाएँ – जीतू बगड्वाल, तीलू रौतेली, माधो सिंह भंडारी की गाथा

3. लोक कथाएँ तथा लोक नाट्य विधा का सामान्य परिचय

- प्रमुख लोक कथाएँ एवं लोक नाट्य

- कथानक रूढ़ियाँ एवं अभिप्राय

4. मुहावरे, कहावतें, पहेलियाँ

- ढोलसागर, नंदाजात, औजी, बादी

- उत्तराखंड के प्रमुख लोक साहित्य के संकलनकर्ता और लोक साहित्य के क्षेत्र में उनका योगदान

नोट :– उक्त पाठ्यक्रम में से दीर्घ उत्तरीय, लघु उत्तरीय एवं अति लघु उत्तरीय प्रश्न पूछे जाएंगे।

संदर्भ ग्रंथ :–

1. लोक साहित्य विज्ञान – डॉ0 सत्येन्द्र

2. गढ़वाली लोकगीत एक सांस्कृतिक अध्ययन – डॉ0 गोविंद चातक

3. गढ़वाली भाषा और उसका साहित्य – हरिदत्त भट्ट शैलेश

4. गढ़वाल के लोकगीत एवं लोकनृत्य – डॉ0 शिवानंद नौटियाल

5. गढ़वाली लोक साहित्य का संदर्भ(मध्य हिमालय – डॉ0 गोविंद चातक

6. गढ़वाली लोक मानस – डॉ0 शिवानंद नौटियाल

7. गढ़वाल : इतिहास, संस्कृति, भाषा एवं साहित्य – डॉ0 सुरेश ममगांई, साहित्य सहकार प्रकाशन, दिल्ली।

8. गढ़वाली भाषा अर साहित्य की विकास यात्रा (चौदहवीं शताब्दी बरि अबारि), संदीप रावत, बिनसर पब्लिकेशन देहरादून।

हिंदी काव्यधारा में हिमालय

(वैकल्पिक प्रश्नपत्र)

क्रेडिट – 06

पाठ्यग्रंथ :– हिमालय – महादेवी वर्मा – लोकभारती प्रकाशन, इलाहाबाद

चंद्रकुँवर काव्य प्रसंग और काव्य संहिता – संपादक – श्रीकंठ, जयश्री ट्रस्ट – बसंत बिहार, देहरादून

पाठ्यांश :–

1. मैथिलीशरण गुप्त – (मातृभूमि)
2. जयशंकर प्रसाद – (हिमालय : आशा सर्ग)
3. सुमित्रानंदन पंत – (हिमाद्रि)
4. चंद्रकुँवर बर्त्वाल – (हिमालय/अब छाया में गु ंजन होगा)
5. सुभद्राकुमारी चौहान – (वीरों का कैसा हो बसंत) 6.
6. रामधारी सिंह दिनकर – (हिमालय के प्रति)

नोट :– उक्त समस्त पाठ्यक्रम में से व्याख्या भाग, दीर्घ उत्तरीय, लघु उत्तरीय एवं अति लघु उत्तरीय प्रश्न पूछे जाएंगे।

संदर्भ ग्रंथ :–

1. हिमालय गाथा – जनजाति संस्कृति – सुदर्शन वशिष्ठ
2. हिमांचल दर्शन – डॉ0 शिवानंद नौटियाल
3. उत्तराखंड : संस्कृति, साहित्य और पर्यटन
4. हिमालय परिचय – राहुल सांकृत्यायन
5. चंद्रकुँवर – काव्य प्रसंग और काव्य संहिता – सं0 श्रीकंठ, देहरादून
6. हिमोत्कर्ष – डॉ0 शिवानंद नौटियाल
7. हिमालय – महादेवी वर्मा
8. कामायनी में काव्य संस्कृति और दर्शन –द्वारिका प्रसाद सक्सेना

Major English
DCENG-501 History of English Literature Part 1 or
Literary Moments 1 or Twentieth Century British Poetry & Drama

(Any one of the following)

This course offers a choice to the students among

(a) History of English Literature Part I

(b) Literary Terms & Movements Part I and Twentieth Century British Poetry & Drama.

Credits: 6

It will help students to understand literature with a significant number of historical, geographical, and cultural contexts. It introduces students to specific terms used in literature in order to have a clear understanding of different literary texts. In addition to this, movements flourished in different time periods in literary oeuvres are also dealt with to bring a comprehensive study of works of literature. Literary movements establish a firm grip on social, political, geographical and historical aspects of the region from which the movements emerged.

DSE-1A) History of English Literature- Part I

UNIT I
Old English Period (Anglo-Saxon Period) 450-1066

UNIT II
Middle English Period 1066-1500

UNIT III
The Renaissance 1500-1600

UNIT IV
The Neoclassical Period 1600-1785

UNIT V
The Romantic Period 1785-1832

Suggested Reading:
1. Carter, Ronald, and John McRae. The Routledge llistory of Literature in English. 3rd ed., Routledge, 2021
2. Carter, Ronald, and John McRae. The Routledge History of Literature in English. 3rd ed., Routledge, 2021.
3. Daiches, David. A Critical History of English Literature Volume I and II (Combo Pack). Supernova Publishers, 2022
4. Evans, Benjamin Ifor. Short History of English Literature. 4th ed., Penguin UK, 1999
5. Lee-Browne, Patrick. The Renaissance. Evans Brothers Ltd, 2002.

6. Loewenstein, David, and Janel Mueller. *The Cambridge History of Early Modern English Literature (The New Cambridge History of English Literature)*. 1st ed., Cambridge University Press, 2006.

7. Stonyk, Margaret, and Norman Jeffares. *Nineteenth-Century English Literature (The History of Literature)*. 1983rd ed., Palgrave, 1983.

OR

DSE -1B) Literary Movements – I:

Unit I:	Renaissance and Reformation
Unit II:	The Metaphysical School of Poets
Unit III:	English Neoclassicism
Unit IV:	Pre- Romanticism
Unit V:	Romanticism

Suggested Reading:

1. Cuddon, J., et al. *A Dictionary of Literary Terms and Literary Theory*. 5th ed., Wiley-Blackwell, 2013.

2. Hamilton, Donna. *A Concise Companion to English Renaissance Literature*. Wiley, 2006.

3. Hattaway, Michael. *Renaissance and Reformations: An Introduction to Early Modern English Literature*. Wiley-Blackwell, 2005.

4. Holmes, Michael Morgan. *Early Modern Metaphysical Literature: Nature, Custom and Strange Desires*. 2001st ed., Palgrave Macmillan, 2001.

5. Roe, Nicholas. *Romanticism: An Oxford Guide*. 1st ed., Oxford University Press, 2005.

6. Stevens, David. *Romanticism (Cambridge Contexts in Literature)*. Cambridge University Press, 2004.

7. Thompson, Stephen. *Literary Movements and Genres - Renaissance Literature (Paperback Edition)*. 1st ed., Greenhaven Press, 2000.

<div align="center">**OR**</div>

DSE-1C) Twentieth Century British Poetry & Drama:

Unit I: Main Trends in Twentieth Century British Poetry

Unit II: Thomas Hardy: "The Darkling Thrush"

A.E. Houseman: "Loveliest of Tree"

W.B, Yeats: **"Byzantium"**

DH Lawrence: "Piano"

Unit III: Edith Sitwell: "Still Falls the Rain"

T.S. Eliot: "Journey of Magi"

W.H. Auden: "In Praise of Limestone"

Dylan Thomas: "The Force that through the green fuse drives the flower"

Unit IV: Main Trends in Twentieth Century Drama

Unit V: John Galsworthy: *Justice*

Suggested Reading:

1. Abrams, M. *A Glossary of Literary Terms*. 11th ed., Cengage, 2015.

2. Eliot, T. *The Poems of T. S. Eliot Volume I (Faber Poetry)*. Main, Faber and Faber, 2015.

3. Jain, Manju. *A Critical Reading of the Selected Poems of T.S. Eliot*. Oxford University Press, 2001.

4. Marks, Peter. *Literature of the 1990s: Endings and Beginnings (The Edinburgh History of Twentieth-Century Literature in Britain)*. 1st ed., Edinburgh University Press, 2018.

5. Pfister, Manfred, and John Halliday. *The Theory and Analysis of Drama (European Studies in English Literature)*. Reprint, Cambridge University Press, 1991.

6. Rabey, David Ian. *British and Irish Political Drama in the Twentieth Century: Implicating The Audience*. Palgrave MacMillan, 1990.

7. Smart, John, et al. *Twentieth Century British Drama (Cambridge Contexts in Literature)*. Cambridge University Press, 2002.

Major Sanskrit

DCSAN-501 वेद एवं उपनषद अथवा समास एवं छंदशा

Credits: 6

<div align="center">

तृतीय वर्ष

पंचम सेमेस्टर

वेद एवम् उपनिषद (Elective 06 Credit)

</div>

(क) वेद –

    (i) ऋग्वेद–अग्निसूक्त 1.1, अक्ष 10.34, विष्णु 1.154, संज्ञान 10.191

    (ii) यजुर्वेद–शिवसंकल्पसूक्त

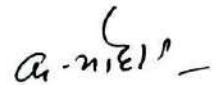   (iii) अथर्ववेद–पृथिवीसूक्त (द्वादशकाण्ड, एक से बीस मंत्र)
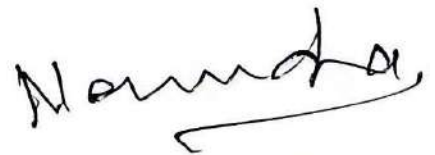
(ख) कठोपनिषद् (प्रथम अध्याय)

(ग) वैदिकसाहित्य का इतिहास

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ :–

1. वैदिक–सूक्त सुधाकर, डॉ0 कृष्णकुमार, साहित्य भण्डार, शिक्षा साहित्य, रतिराम शास्त्री, सुभाष बाजार मेरठ
2. वैदिक सूक्तचयनिका, डॉ0किरण टण्डन एवं डॉ0 जयातिवारी, अंकित प्रकाशन, संस्करण–2001
3. ऋकसूक्तसंग्रह, डॉ0 हरिदत्त शास्त्री एवं डॉ0 कृष्णकुमार, साहित्य भण्डार, मेरठ
4. कठोपनिषद्, डॉ0 वासुदेव कृष्णचतुर्वेदी
5. 108 उपनिषद्–गीताप्रेस गोरखपुर
6. वैदिकसाहित्य का इतिहास, श्रीगजानन शास्त्री मुसलगाँवकर एवं पं0 राजेश्वर केशव शास्त्री मुसलगाँवकर, चौखम्बा संस्कृत संस्थान, वाराणसी ।
7. वैदिकसाहित्य का इतिहास, डॉ0 कृष्णकुमार, साहित्य भण्डार, मेरठ

Hemvati Nandan Bahuguna Garhwal University

Dept of Education
ITEP Curriculum
Semester-VI
(B.A. B.Ed.)

S.N.	Code	Courses	Credit
1.	EFC-601	Assessment and Evaluation	2
2.	EFC-602	Curriculum Planning and Dev.	2
3.	ESSCCPC-603-F	Content cum Pedagogy of History at Sec. Stage - Course (III)	2
4.	ESSCCPC-603-G	Content cum Pedagogy of Political Science at Sec. Stage - Course (III)	2
5.	ESSCCPC-603-H	Content cum Pedagogy of Geography at Sec. Stage - Course (III)	2
6.	ESSCCPC-603-I	Content cum Pedagogy of Sociology at Secondary Stage - Course (III)	2
7.	ESSCCPC-603-J	Content cum Pedagogy of Economics at Secondary Stage - Course (III)	2
8.	ESSCCPC-603-K	Content cum Pedagogy of Art at Secondary Stage - Course (III)	2
9.	ESSCCPC-603-L	Content cum Pedagogy of Hindi at Secondary Stage - Course (III)	2
10.	ESSCCPC-603-M	Content cum Pedagogy of English at Secondary Stage - Course (III)	2
11.	ESSCCPC-603-N	Content cum Pedagogy of Sanskrit at Secondary Stage - Course (III)	2
12.	EAEVAC-604	Mathematical & Quantitative Reasoning	2
13.	ESEC-605	School Observation	2
14.	ESEC-606	Creating Teaching and Learning Materials	2

EFC-601: Assessment and Evaluation

Credits: 2

601.1 About the Course

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that are more regular and formative, more competency-based, and appropriate for assessing learning outcomes relating to all domains of learning, is suitable for testing not only subject-related learning but also generic learning outcomes such as problem-solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

601.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate student performance, such as time-constrained examinations, closed/open-book tests, problem-based assignments, practical assignment reports, observation of practical skills, individual and group project reports, oral presentations, viva voce interviews, computerized adaptive testing, peer and self-assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimise learning and development for all students.
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organise learning enhancement initiatives that are required to bridge the gap in student learning levels.
- present report on student achievement, making use of accurate and reliable records, etc.
- develop assessments "as", "of", and "for" learning that are aligned to the expected learning outcomes,
- design the progress card of students based on a school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT - I
Assessment and Education

A. Assessment and Evaluation
- Meaning and significance of assessment and evaluation in the educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

B. Forms of Assessment
- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

C. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

UNIT - II
Process of Assessment and Evaluation

A. Formative and Summative Assessment: Concept and Characteristics.

B. Approaches to assess and evaluate student performance, such as time-constrained examinations, closed/open-book tests, problem-based assignments, practical assignment reports, observation of practical skills, individual and group project reports, oral presentations, viva-voce interviews, computerised adaptive testing, peer and self-assessment, etc.

C. Assessing Higher Order Thinking Abilities: Problem-solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.

D. Tools and Techniques
- Observation, rating scale, checklist, anecdotes, interviews.
- Assessment of attitudes and interests.
- Socio-metric techniques.
- Criteria for assessment of social and personal behaviour.
- Self-assessment and Peer Assessment.

UNIT - III
Analysis and Interpretation

A. Analysis of students' performance and scores: credit and grading
B. Graphical representation (Histogram, Frequency Curves)
C. Interpretation of students' performance based on the analysis and their further uses in improving learners' performance: credit and grading, constructive feedback.
D. Reporting students' performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on observations, descriptive indicators in report cards.

601.3 Suggestive Practicum
1. Review of various education commissions, Policies, reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
2. Constructing a unit test using a table of specifications.
3. Construction of any one of the tools (rating scale, checklist, observation schedule, etc.) and administering it to a group of students or using it to observe the school and classroom environment and interpreting it.
4. Analysis of question papers of various Boards.
5. Analysis of report cards - State and Central (CBSE)
6. Preparing the format of a 360-degree report Card.
7. Review of learning outcomes by NCERT in different subject areas.
8. Interviews with teachers and students to study the assessment practices, issues and problems related to it, followed by the presentation.
9. Reviewing Assessment Discussions in NPE (2020).

601.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /PowerPoint presentations.

- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalised communities and groups through focus group discussion, surveys, short-term project work, etc.
- Hands-on experience engaging with diverse communities, children, and schools.

601.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

601.6 Suggestive Reading Materials
Teachers may suggest books/readings per the learners' needs and learning content.

EFC-602: Curriculum Planning and Development

Credits: 2
602.1 About the Course
The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

602.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- discuss the aims of education,
- identify and formulate desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT - I
Education and Curriculum
A. Meaning, need, relationship and significance.
B. Types of Curricula: subject-centred, activity-centred, environmental-centred, community-centred
C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

UNIT - II
Developing the Curriculum

A. Basic principles of Curriculum Development
B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio–cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
C. Impact of Globalization.

UNIT - III
Approaches, Planning, and Implementation

A. Approaches to Curriculum Development: Learner and activity-centred, Constructivist, Knowledge Construction
B. Curriculum planning as a cyclic process.
C. Curriculum Implementation: Operationalising curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
D. Role of teachers in operationalising and evaluating the curriculum with special reference to: textbooks and teachers' handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighbourhood, etc.

602.3 Suggestive Practicum

1. Arranging a discussion on:
   - Basis of National curriculum frameworks (1975, 1988, 2000, and 2005).
   - Document: Learning without burden" by Prof. Yashpal
2. Preparing of Report based on the observation of:
   - Facilities and infrastructure to implement the present curriculum.
3. Interviewing teachers to understand their role in:
   - Implementation and assessment of the curriculum.
4. Analysis of the following in the context of principles of developing the Curriculum:
   - Guidelines of NEP, 2020.
   - Curriculum of 4 Years B.Ed. Integrated Programme
   - Learning without Burden, MHRD, and India.
   - Position paper (2006). National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT.
   - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
   - NCERT (2000) National Curriculum Framework for School Education.
   - NCERT (2005) National Curriculum Framework. NCERT publications.

602.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalised communities and groups, through focus group discussion, surveys, short-term project work, etc.
- Hands-on experience of engaging with diverse communities, children, and schools.

602.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

602.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.

SSCCPC-603: Stage-Specific Content -cum-Pedagogy Courses (Any Two)
603-F: Content cum Pedagogy of History at the Secondary Stage – Course (III)

Credits: 2
603-F.1 About the Course:
This course focuses on the need and scope to know how to learn the concepts of History. They will also understand the role of a teacher as a facilitator. They will reconcile themselves as per the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st-century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of History practices. They will develop leadership attributes to lead for a good cause, keeping in view Indian values and ethos. This course focuses on how to learn History along with psychological, sociological, and philosophical perspectives. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative History teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for the effectiveness of teaching. National Education Policy (NEP) 2020 emphasises the formative assessment, which is more competency-based, promotes learning and holistic development of the students, and tests higher-order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, including 360∘ assessment. This pedagogical course of History aims to provide

details about the concepts of assessment and evaluation, tools and techniques of assessment in History.

603-F.2 Learning Outcomes

After completion of this course, the student teacher will be able to:

- discuss the meaning and need of how to learn the concepts of History,
- identify the role of a teacher in facilitating learning for History,
- enumerate the characteristics of innovative practices in the teaching-learning process of History,
- plan action research to improve the practices of History,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer an achievement test,
- Apply tools and techniques of assessment in the teaching and learning process.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st-century skills for learners and teachers of History.
B. Psychological, sociological, and philosophical perspective of teaching and learning History.
C. Qualities of a History teacher as a professional for enhancing teaching and learning skills.
D. Role of a teacher in facilitating learning and creating a dynamic learning environment of History.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of History. Development of learning indicators, performance-based assessment, and learners' records of observations.
B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360 ° assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items, and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching and learning of History.

UNIT - III
Research and Innovative Practices in Teaching History

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.

B. Recent trends in research related to teaching-learning of History.

C. Action research: meaning, significance, steps, and planning.

D. Evidence-based practices and reflection, school-based research in History.

603-F.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI-based assessment tools and prepare an E-Portfolio of a student in the Secondary Stage.
3. Explore the development of multidisciplinary projects and present using PowerPoint in History.
4. Apply innovative practices in classroom teaching and learning of History.
5. Plan action research for Continuous Professional Development (CPD) of History teachers.
6. Pilot new ways of assessment using educational technologies, focusing on 21st-century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned.

603-F.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field-based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

603-F.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional, and terminal semester examinations (as per UGC norms).

603-F.6 Suggested Reading Material

• National Policy on Education, 1968, 1986 and 2020
• NCERT (2023) National Curriculum Framework of School Education (Draft)
• NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
• UNESCO (1984). Epistemology of Social Science: the Scientific Status, Values and Institutionalisation, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

603-G: Content cum Pedagogy of Political Science at Sec. Stage - Course (III)

Credits: 2

603-G.1 About the Course:

This course focuses on the need and scope to know how to learn the concepts of Political Science. They will also understand the role of a teacher as a facilitator. They will reconcile

themselves as per the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21 century skills to deal with various issues. They will also understand action research and will be able to conduct it for the Improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Political Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360 assessment. This pedagogical course of Political Science aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in the Social Sciences.

603-G.2 Learning Outcomes
- after completion of this course, student teachers will be able to:
- discuss the meaning and need of how to learn the concepts of political science
- identify the role of a teacher in facilitating learning for political science
- enumerate the characteristics of innovative practices in the teaching-learning process of political science
- plan action research to improve the practices of political science
- compare and apply the different types/modes of assessment
- develop the learning indicators and construct test items to measure the learning achievement construct and administer the achievement test.
- apply tools and techniques of assessment in the teaching and learning process.

UNIT-1
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Political Science.
B. Psychological, sociological, and philosophical perspective of teaching and learning Political Science
C. Qualities of a Political Science teacher as a professional for enhancing teaching and learning skills.
D. Role of a teacher in facilitating learning and creating a dynamic learning environment in Political Science.

UNIT-II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Political Science. B. Development of learning indicators, performance-based assessment, and learners' records of observations.

B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 3600 assessments.

C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab assignments, projects, and presentations.

D. Tools and techniques of assessment and evaluation; unit test based on Tal Specification (TOS) and its importance; basic steps of question paper setting, types of items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching and learning Political Science.

UNIT-III
Research and Innovative Practices in Teaching Social Sciences

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.

B. Recent trends in research related to teaching and learning of Political Science.

C. Action research: meaning, significance, steps and planning.

D. Evidence-based practices and reflection, school-based research in Political Science.

603-G.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyse scores of an achievement test.
2. Explore AI-based assessment tools and prepare an e-Portfolio of a student of the Secondary Stage.
3. Explore the development of multidisciplinary projects and present using PowerPoint in Political Science
4. Apply innovative practices in classroom teaching and learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Political Science teachers.
6. Pilot new ways of assessment using educational technologies, focusing on 21st-century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

603-G.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

603-G.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

603-G.6 Suggested Reading Material

1. National Policy on Education, 1968, 1986 and 2020
2. NCERT (2023) National Curriculum Framework of School Education (Draft)
3. NCTE (2009) National Curriculum Framework for Teacher Education: Towards
4. Preparing Professional and Humane Teachers. NCTE, New Delhi.
5. UNESCO (1984). Epistemology of Social Science, the Scientific Status, Values and Institutionalisations, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

603-H: Content cum Pedagogy of Geography at Sec. Stage - Course (III)

Credits: 2

603-H.1 About the Course:

This course focuses on the need and scope to know how to learn the concepts of Geography. They will also understand the role of a teacher as a facilitator. They will reconcile themselves as per the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st-century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Geography practices. They will develop leadership attributes to lead for a good cause, keeping in view environmental conservation, Indian values and ethos. This course focuses on how to learn Geography along with psychological, sociological, and philosophical perspectives. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Geography teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for the effectiveness of teaching. National Education Policy (NEP) 2020 emphasises the formative assessment, which is more competency-based, promotes learning and holistic development of the students, and tests higher-order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, including 360° assessment. This pedagogical course of Geography aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Geography.

603-H.2 Learning Outcomes

After completion of this course, student teachers will be able to:

• discuss the meaning and need of how to learn the concepts of Geography.

• identify the role of a teacher in facilitating learning for Geography.

• enumerate the characteristics of innovative practices in teaching-learning process of Geography.

• plan action research to improve practices of Geography.

• compare and apply the different types/modes of assessment.

• develop the learning indicators and construct test items to measure learning achievement.

• construct and administer achievement test.

• apply tools and techniques of assessment in teaching learning process.

UNIT - I
21st Century Skills for Learning

A. Understanding Skills and Competencies for Holistic learning in 21st Century. Need for and importance of how to learn 21st century skills for learners and teachers of Geography.

B. Psychological, sociological, and philosophical perspective of teaching and learning Geography.

C. Qualities of a Geography teacher as a professional for enhancing teaching and learning skills.

D. Role of a teacher in facilitating learning and creating a dynamic learning environment of Geography.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Geography. B. Development of learning indicators, performance-based assessment, and learners' records of observations.

B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360 ° assessment.

C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Geography.

Unit – III
Geography Education and Society

A. School Ethos and Students' Attitude towards Learning Geography.

B. The Role of Geography in Civic and Social Understanding. Geography for Sustainable Development and Social Justice.

C. Technology, Media, and the Changing Nature of Geographic Knowledge.

D. Action research: meaning, significance, steps and planning.

603-H.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI-based assessment tools and prepare an E-Portfolio of a student of the Secondary Stage.
3. Explore the development of multidisciplinary projects and present using PowerPoint in Geography.
4. Apply innovative practices in classroom teaching and learning of Geography.
5. Plan action research for Continuous Professional Development (CPD) of Geography teachers.
6. Pilot new ways of assessment using educational technologies, focusing on 21st-century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

603-H.4 Suggestive Mode of Transaction
Lectures cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

603-H.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

603-H.6 Suggested Reading Material
• National Policy on Education, 1968, 1986 and 2020
• NCERT (2023) National Curriculum Framework of School Education (Draft)
• NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
• UNESCO (1984). Epistemology of Social Science: the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.
*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

603-I: Content cum Pedagogy of Sociology at Secondary Stage - Course (III)

Credits: 2
603-I.1 About the Course
This course focuses on the need and scope to learn the concepts of Sociology. They will also understand the role of a teacher as a facilitator. They will reconcile themselves as per the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous

professional development in meeting current challenges. The students will get motivated to participate in professional development activities to develop 21st-century skills to deal with various issues. They will also understand action research and will be able to conduct it to improve sociology practices. They will develop leadership attributes to lead for a good cause, keeping in view Indian values and ethos. This course focuses on how to learn Sociology along with psychological, sociological, and philosophical perspectives. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Sociology teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for teaching effectiveness. National Education Policy (NEP) 2020 emphasizes the formative assessment, which is more competency-based, promotes learning and holistic development of the students, and tests higher-order skills such as analysis, critical thinking, and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, including 360° assessment. This pedagogical course of sociology aims to provide details about the concepts of assessment and evaluation, tools, and techniques of assessment in sociology.

603-I.2 Learning Outcomes

After completion of this course, the student teacher will be able to:

- discuss the meaning and need of how to learn the concepts of sociology.
- identify the role of a teacher in facilitating learning for sociology.
- enumerate the characteristics of innovative practices in the teaching-learning process of sociology.
- plan action research to improve the practices of sociology.
- compare and apply the different types/modes of assessment.
- develop the learning indicators and construct test items to measure learning achievement.
- construct and administer an achievement test.
- apply tools and techniques of assessment in the teaching and learning process.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st-century skills for learners and teachers of Sociology.
B. Psychological, sociological, and philosophical perspective of teaching and learning Sociology.
C. Qualities of a Sociology teacher as a professional for enhancing teaching and learning skills.
D. Role of a teacher in facilitating learning and creating a dynamic learning environment in Sociology.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Sociology. Development of learning indicators, performance-based assessment, and learners' records of observations.

B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360 ° assessment.

C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items, and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Sociology.

UNIT - III
Research and Innovative Practices in Teaching Sociology

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.

B. Recent trends in research related to teaching-learning of Sociology.

C. Action research: meaning, significance, steps, and planning.

D. Evidence-based practices and reflection, school-based research in Sociology.

603-I.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyse scores of an achievement test.
2. Explore AI-based assessment tools and prepare an E-Portfolio of a student in the Secondary Stage.
3. Explore the development of multidisciplinary projects and present using PowerPoint in Sociology.
4. Apply innovative practices in classroom teaching and learning of Sociology.
5. Plan action research for Continuous Professional Development (CPD) of Sociology teachers.
6. Pilot new ways of assessment using educational technologies, focusing on 21st-century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned.

603-I.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field-based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

603-I.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional, and terminal semester examinations (as per UGC norms).

603-I.6 Suggested Reading Material
- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. NCTE, New Delhi.
- UNESCO (1984). Epistemology of Social Science: the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

603-J: Content cum Pedagogy of Economics at Secondary Stage - Course (III)

Credits: 2

603-J.1 About the Course:
This course focuses on the need and scope to know how to learn the concepts of Economics. They will also understand the role of a teacher as a facilitator. They will reconcile themselves as per the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st-century skills to deal with various issues. They will also understand action research and will be able to conduct it for the Improvement of Social Science practices. They will develop leadership attributes to lead for a good cause, keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Economics teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for the effectiveness of teaching. National Education Policy (NEP) 2020 emphasises the formative assessment, which is more competency-based, promotes learning and holistic development of the students, and tests higher-order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, including 360 assessments. This pedagogical course of Economics aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

603-J.2 Learning Outcomes
After completion of this course, the student teacher will be able to:
- Discuss the meaning and need of how to learn the concepts of Economics
- Identify the role of a teacher in facilitating learning for Economics

- Enumerate the characteristics of innovative practices in the teaching and learning process of Economics.
- Plan action research to improve the practices of Economics.
- Compare and apply the different types/modes of assessment.
- Develop the learning indicators and construct test items to measure the learning achievement construct and administer the achievement test.
- Apply tools and techniques of assessment in the teaching and learning process.

UNIT-1
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Economics.
B. Psychological, sociological, and philosophical perspective of teaching and learning Economics
C. Qualities of an Economics teacher as a professional for enhancing teaching and learning skills.
D. Role of a teacher in facilitating learning and creating a dynamic learning environment of Economics.

UNIT-II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Economics. Development of learning indicators, performance-based assessment, and learners' records of observations.
B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360^0 assessments.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation; unit test based on TOS and its importance; basic steps of question paper setting, types of items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching and learning Economics.

UNIT-III
Research and Innovative Practices in Teaching Social Sciences

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching and learning of Economics.
C. Action research: meaning, significance, steps and planning.
D. Evidence-based practices and reflection, school-based research in Economics.

603-J.3 Suggestive Practicum (Any Three)
1. Prepare, administer, and analyse scores of an achievement test.

2. Explore AI-based assessment tools and prepare an e-Portfolio of a student of the Secondary Stage.
3. Explore the development of multidisciplinary projects and present using PowerPoint in Economics
4. Apply innovative practices in classroom teaching and learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Economics teachers.
6. Pilot new ways of assessment using educational technologies, focusing on 21st-century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

603-J.4 Suggestive Mode of Transaction
Lectures cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

603-J.5 Suggestive Mode of Assessment
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

603-J.6 Suggested Reading Material
1. National Policy on Education, 1968, 1986 and 2020
2. NCERT (2023) National Curriculum Framework of School Education (Draft)
3. NCTE (2009) National Curriculum Framework for Teacher Education: Towards
4. Preparing Professional and Humane Teachers. NCTE, New Delhi.
5. UNESCO (1984). Epistemology of Social Science, the Scientific Status, Values and Institutionalisation, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

603-K: Content cum Pedagogy of Art at Secondary Stage - Course (III)

Credits: 2
603-K.1 About the Course
Art is a window to the imagination. Art can help students develop the kind of creativity, ingenuity, communication, and performance skills that will assist them throughout their education and career. Any teacher of Art must be skilled in the various approaches, strategies, and techniques for assessment and evaluation. The Teacher must be competent to provide quality feedback and know the process of reporting. They should know how to enhance learning and plan future activities. The course includes three units based on 21st Century Skills for Learning, Assessment and Evaluation in Teaching of Arts, Research, and Innovative

Practices in Teaching of Arts. The course focuses on the development of skills associated with the measurement of learning outcomes, providing feedback, reporting, constructing achievement tests, planning action research projects and school-based research in the teaching of Arts. The course emphasises the versatility of the Arts for a wide range of prospective career options in different fields, including writing, photography, fine Arts, animation, digital media, spatial design, fashion, jewelry and graphic design and promoting entrepreneurship.

603-K.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- explain the need for and importance of how to learn,
- summarize 21st-century skills for learners and teachers of Arts Education,
- discuss the qualities required for teachers of Arts Education,
- observe and evaluate learning in an inclusive setup,
- discuss the importance of evaluation and assessment in Arts teaching,
- construct a table of specialization and write items,
- assess and reflect on evaluation devices for arts teaching,
- adapt performance-based evaluation,
- plan an action research project in the teaching of Arts Education.

UNIT - I
21st Century Skills for Learning
A. Need for and importance of how to learn, 21st century skills for learners and teachers of Arts Education, and creative and imaginative expression of the learners.
B. Psychological, sociological, and philosophical perspective of teaching and learning of arts education.
C. Application of arts and aesthetics in day-to-day life in the institute and in the community.
D. Qualities of arts teachers as professionals, role of a teacher in facilitating learning and creating a dynamic learning environment for Arts Education.

UNIT - II
Assessment and Evaluation in Teaching of Arts
A. Assessment and evaluation: need for and importance of Arts Education.
B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360∘ assessment in Arts Education.
C. Performance-based assessment, assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation in arts education; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Arts.

UNIT - III
Research and Innovative Practices in Teaching of Arts

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Arts, promoting creativity and innovation.
B. Recent trends in research related to the teaching and learning of the Arts.
C. Action research in arts education: meaning, significance, steps, and planning.
D. School-based research in arts education, evidence-based practices and reflection, arts & design, skill development and entrepreneurship.

603-K.3 Suggestive Practicum (Any Three)
1. Prepare a report on Indian local Arts after meaningful observation and judgment.
2. Construct a Table of Specification/Achievement test.
3. Prepare a Portfolio/e-portfolio.
4. Prepare a plan for action research.
5. Conduct school-based research and prepare an evidence-based report.
6. Conduct Case Studies/ Market Surveys/ Field visits and prepare a report.
7. Any other project assigned by HEI.

603-K.4 Suggestive Mode of Transaction
Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

603-K.5 Suggestive Mode of Assessment
Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance-based, sessional and terminal examination (As per UGC Norms).

603-K.6 Suggestive Reading Materials:
- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks (2023).
- NCERT Textbooks for Art Education
- UNESCO (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3, No.99-241, UNESCO PRESSE.
- http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019,20:20.9.
- UNESCO (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Roa dMap_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the needs of the learners and the learning content.

603-L: Content cum Pedagogy of Hindi at Secondary Stage - Course (III)

Credits: 2

603-L.1 पाठ्यक्रम के बारे में (About the Course):

हिन्दी भाषा शिक्षण पाठ्यक्रम तीन इकाइयों और एक प्रायोगिक कार्य (प्रैक्टिकम) पर आधारित है। इसका मुख्य उद्देश्य मूल्यांकन और परीक्षा पर है। यह अधिगम परिणामों पर आधारित मूल्यांकन, निरंतर मूल्यांकन की रणनीतियाँ, स्कूल आधारित मूल्यांकन, रूपांतरणात्मक और संक्षिप्त मूल्यांकन (फॉर्मेटिव और समेटिव) सहित 360 मूल्यांकन पर भी केंद्रित है। छात्रों को शिक्षक शिक्षा में शोध और नवाचारी प्रथाओं से परिचित कराया जाएगा। इस पाठ्यक्रम में छात्र शिक्षक ऑनलाइन और ऑफलाइन मोड में विभिन्न प्रकार की गतिविधियाँ योजना बनाने का तरीका सीखेंगे। यह कक्षा में हिन्दी भाषा और साहित्य के शिक्षण में आईसीटी के एकीकरण और उपयोग पर भी जोर देता है। मूल्यांकन शिक्षण की प्रभावशीलता के लिए दोनों उद्देश्यों को पूरा करता है, एक ओर यह विद्यार्थियों के प्रदर्शन की ट्रैकिंग करता है और दूसरी ओर यह प्रतिक्रिया तंत्र के रूप में कार्य करता है। आज के परिप्रेक्ष्य में कौशल आधारित मूल्यांकन प्रथाओं पर जोर दिया जाता है जो उच्च क्रम सोच कौशल और वैचारिक स्पष्टता का परीक्षण करते हैं। मूल्यांकन में बड़े सुधार समय की आवश्यकता हैं ताकि हिन्दी भाषा और साहित्य के शिक्षण-अधिगम की प्रक्रिया में इसे प्रभावी और प्रासंगिक बनाए रखा जा सके। अंत में, प्रशिक्षक छात्रों को मूल्यांकन और परीक्षा के सिद्धांतों को समझने में सक्षम करेंगे तथा मूल्यांकन और परीक्षा के बीच अंतर को स्पष्ट करेंगे।

603-L.2 अधिगम परिणाम (Learning Outcomes)

हिन्दी भाषा शिक्षण पाठ्यक्रम को पूरा करने के बाद, छात्र शिक्षक निम्नलिखित कार्य करने में सक्षम होंगे:

- हिन्दी भाषा शिक्षण में मूल्यांकन और परीक्षा से संबंधित विभिन्न अवधारणाओं की सूची बनाएंगे।

- हिन्दी भाषा शिक्षण प्रक्रिया में नवाचारी प्रथाओं की विशेषताएँ बताएंगे।

- हिन्दी भाषा शिक्षण में मूल्यांकन और परीक्षा के उपकरणों और तकनीकों पर चर्चा करेंगे।

- हिन्दी भाषा शिक्षण के मूल्यांकन से जुड़ी समस्याओं की जांच करेंगे और उनके कक्षा शिक्षण पर प्रभाव का विश्लेषण करेंगे।

- हिन्दी भाषा शिक्षण के शिक्षण-अधिगम प्रक्रिया में आईसीटी का उपयोग करेंगे।

- हिन्दी भाषा शिक्षण प्रयोगशाला और आभासी प्रयोगशाला का उपयोग करके भाषा का ई-सामग्री (e-content) तैयार करेंगे।

इकाई - I

21वीं सदी के कौशलों का अधिगम (21st Century Skills for Learning)

क. 21वीं सदी के कौशलों को सीखने की आवश्यकता और महत्त्व, हिन्दी भाषा शिक्षकों और विद्यार्थियों के लिए।

ख. हिन्दी भाषा शिक्षण और अधिगम का मानसिक, सामाजिक और दार्शनिक दृष्टिकोण।

ग. हिन्दी भाषा शिक्षक के रूप में पेशेवर गुण, जो शिक्षण-अधिगम कौशलों को बढ़ाने में सहायक हों।

घ. हिन्दी शिक्षक की भूमिका, जो भाषा के अधिगम को सुगम बनाने और गतिशील अधिगम वातावरण बनाने में सहायक हो।

इकाई - II

मूल्यांकन और परीक्षा (Assessment and Evaluation)

क. मूल्यांकन और परीक्षा: हिन्दी भाषा के लिए आवश्यकता और महत्त्व।

ख. हिन्दी शिक्षण में अधिगम संकेतकों का विकास, प्रदर्शन आधारित मूल्यांकन, विद्यार्थियों के अवलोकनों का रिकॉर्ड।

ग. हिन्दी शिक्षण में निरंतर मूल्यांकन की रणनीतियाँ, स्कूल आधारित मूल्यांकन, रूपांतरणात्मक और संक्षिप्त मूल्यांकन, औपचारिक, अनौपचारिक और 360^0 मूल्यांकन।

घ. हिन्दी शिक्षण में प्रदर्शन मूल्यांकन: समूह गतिविधियों का मूल्यांकन, क्षेत्रीय अवलोकन, रिकॉर्डिंग और रिपोर्टिंग, प्लेटफ़ॉर्म और पोर्टफोलियो प्रबंधन का निर्माण, प्रयोगशाला कौशल का मूल्यांकन, असाइनमेंट्स, परियोजनाएँ और प्रस्तुतियाँ।

च. हिन्दी शिक्षण में मूल्यांकन और परीक्षा के उपकरण और तकनीकें; टेबल ऑफ़ स्पेसिफिकेशन (TOS) पर आधारित इकाई परीक्षा और इसका महत्त्व; प्रश्न पत्र सेटिंग के मूल कदम, परीक्षण वर्त्तों के प्रकार और उत्तर कुंजी तैयार करना, स्कूल में मूल्यांकन और प्रतिक्रिया तंत्र के लिए मानदंड।

इकाई - III

हिन्दी भाषा शिक्षण में शोध और नवाचारी प्रथाएँ

(Research and Innovative Practices in Hindi Teaching Languages)

क. हिन्दी भाषा शिक्षण में मानसिक, सामाजिक और दार्शनिक दृष्टिकोण से गुणत्त्तापूर्ण अधिगम अनुभवों के लिए विविध सोच और नवाचार।

ख. हिन्दी भाषा शिक्षण के शिक्षण-अधिगम से संबंधित शोध में हाल की प्रवृत्तियाँ।

ग. क्रियाशील शोध (एक्शन रिसर्च): अर्थ, महत्त्व, कदम और योजना।

घ. प्रमाण आधारित प्रथाएँ और चिंतन, हिन्दी भाषा में स्कूल आधारित शोध।

च. विशेष रूप से बहुभाषावाद संदर्भ में हिन्दी भाषा प्रयोगशाला और आभासी प्रयोगशाला का उपयोग करके प्रभावी संवाद।

603-L.3 सुझाए गए प्रायोगिक कार्य (कोई तीन)

[Suggestive Practicum (Any Three)]

1. हिन्दी भाषा शिक्षण में सुनने, बोलने, पढ़ने और लिखने के कौशल का मूल्यांकन करने के लिए गतिविधियों जैसे बहस, तात्कालिक भाषण, समूह चर्चा, भाषण आदि के माध्यम से उपकरण डिजाइन करें।

2. हिन्दी भाषा में साथियों का मूल्यांकन करें और एक विश्लेषणात्मक रिपोर्ट तैयार करें।

3. बहुभाषावाद दृष्टिकोण से विभिन्न समाचार पत्रों में हिन्दी ही विषय पर दो संपादकीय लेखों पर एक चिंतनात्मक नोट लिखें।

4. SWAYAM पोर्टल से हिन्दी भाषा पर एक ऑनलाइन प्रमाणपत्र पाठ्यक्रम पूरा करें।

5. NEP 2020 की सिफारिशों के संदर्भ में हिन्दी भाषा शिक्षण की शक्ति पर एक लेख तैयार करें।

6. HEI द्वारा सौंपा गया कोई अन्य परियोजना।

603-L.4 सुझाए गए विधि-प्रवर्तन के तरीके (Suggestive Mode of Transaction)

हिन्दी भाषा शिक्षण में व्याख्यान-और-चर्चा, परियोजना-आधारित विधि, समस्या-समाधान विधि, अनुभवात्मक अधिगम, अन्वेषण दृष्टिकोण, आईसीटी एकीकृत अधिगम, इंटरएक्टिव विधियाँ जैसे समूह चर्चाएँ, सहकर्मी शिक्षा, टीम शिक्षण, कार्यशालाएँ, अवलोकन और प्रस्तुतियाँ।

603-L.5 सुझाए गए मूल्यांकन के तरीके (Suggestive Mode of Assessment)

हिन्दी भाषा शिक्षण में लिखित परीक्षण, कक्षा प्रस्तुतियाँ, सेमिनार, असाइनमेंट, प्रायोगिक कार्य, सत्रीय और अंतिम सेमेस्टर परीक्षा (UGC मानकों के अनुसार) का उपयोग पाठ्यक्रम के परिणामों का मूल्यांकन करने के लिए किया जाएगा।

603-L.6 सुझाए गए पठन सामग्री (Suggestive Reading Material)

1. राष्ट्रीय पाठ्यचर्या ढांचा, स्कूल शिक्षा, भारत सरकार
2. राष्ट्रीय शिक्षा नीति 2020 (NEP 2020), भारत सरकार (अंग्रेजी/हिन्दी)
3. राष्ट्रीय शिक्षा नीति (1992 में किए गए संशोधनों के साथ), मानव संसाधन विकास मंत्रालय: नई दिल्ली।
4. बालकों को मुफ्त और अनिवार्य शिक्षा का अधिकार अधिनियम-2009, भारत सरकार का गजट, 2009।
5. पाण्डेय. डॉ. मुक्तिकान्त (2010) हिन्दी शिक्षण अभिनव आयाम विश्वभारती पब्लिकेशन 4378, अंसारी रोड, दरियागज नईदिल्ली।
6. शर्मा, डॉ. अनुराधा (2012) 'भाषाविज्ञान तथा सिद्धान्त, विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।
7. गुप्ता, डॉ. प्रभा (2012) 'मातृभाषा व विविध योजनाए, साहित्य प्रकाशन, आपका बाजार, आगरा।

8. किशोरीदास, आचार्य (2013) 'हिन्दी की वर्तनी व शब्दप्रयोग मीमांसा', वाणी प्रकाशन, 21-ए. दरियागज, नई दिल्ली।

9. नारंग, वैष्णव (2013) 'सम्प्रेषण परक हिन्दी भाषा शिक्षा, ए.पी. भार्गव बुक हाऊस 4/230, कचहरी घाट आगरा।

10. सिंह, डॉ. सावित्री (2001) 'हिन्दी शिक्षण लायल बुक डिपो, मेरठ।

11. प्रसाद, डॉ. भगवती (2002) 'प्रारंभिक स्तर पर हिन्दी शिक्षण, सुखपाल गुप्त आर्य बुक डिपो, 30 नाईवाला, करोलबाग, नई दिल्ली।

12. त्यागी डॉ.एस.के. (2008) हिन्दी भाषा शिक्षण, अग्रवाल पब्लिकेशन्स, 28/115 ज्योति ब्लाक, संजय प्लेस, आगरा-2

13. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी), (2023), विद्यालय शिक्षा हेतु राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF-SE), नई दिल्ली: भारत सरकार।

14. केंद्रीय हिंदी निदेशालय। (2021), हिंदी भाषा शिक्षण की पद्धतियाँ। नई दिल्ली: शिक्षा मंत्रालय।

15. तिवारी, एस. (2022), हिंदी शिक्षण: दृष्टिकोण और विधियाँ। नई दिल्ली: विश्व पुस्तक प्रकाशन।

16. सिंह, आर. (2021), भाषा शिक्षण में नवाचार और तकनीकी एकीकरण। पटना: विद्या निकेतन पब्लिकेशन।

17. कुमार, वी. (2023), हिंदी शिक्षण में मूल्यांकन की आधुनिक प्रवृत्तियाँ। वाराणसी: भारती बुक हाउस।

18. मिश्र, पी. (2020), हिंदी भाषा का शिक्षण: सैद्धांतिक और व्यावहारिक पक्ष। लखनऊ: न्यू एज एजुकेशनल पब्लिशर्स।

19. भारतीय उच्च शिक्षा नियामक आयोग (UGC), (2022), शिक्षक शिक्षा के लिए शिक्षण-अधिगम परिणाम आधारित पाठ्यचर्या ढांचा। नई दिल्ली: यूजीसी।

20. कश्यप, ए. (2023), कौशल आधारित मूल्यांकन और हिंदी शिक्षण। भोपाल: रचना पब्लिकेशन।

21. यादव, एस. (2021), 21वीं सदी में भाषा अधिगम कौशल। जयपुर: सूरज प्रकाशन।

22. चौधरी, डी. (2023), हिंदी भाषा शिक्षण में आर्टिफिशियल इंटेलिजेंस का प्रयोग। दिल्ली: आधुनिक शिक्षा पब्लिशर्स।

23. शिक्षा का अधिकार अधिनियम। (2009), बालकों को मुफ्त और अनिवार्य शिक्षा का अधिकार अधिनियम-2009। भारत का राजपत्र।

24. पांडेय, एन. (2022), भाषा प्रयोगशाला और वर्चुअल शिक्षण संसाधन। नागपुर: विद्या पब्लिकेशन।

25. बिष्ट, एम. (2020), बाल भाषा अधिगम एवं शिक्षण रणनीतियाँ। नैनीताल: हिमालयन एजुकेशन प्रेस।

22. NCERT। (2022), भाषा शिक्षण के प्रभावी उपाय: प्राथमिक से माध्यमिक स्तर तक। नई दिल्ली: एनसीईआरटी।

603-M: Content cum Pedagogy of English at Secondary Stage - Course (III)

Credits: 2

603-M.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, including 360◦ assessment. The students will be exposed to research and innovative practices in teacher education. In this course, student teachers will learn how to plan different types of activities in online and offline modes. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for the effectiveness of teaching. Today's scenario emphasises competency-based assessment practices and tests higher-order thinking skills and conceptual clarity. Major reforms in assessment are needed of the hour to stay vibrant and effective in the process of teaching and learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

603-M.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- list the different concepts related to assessment and evaluation in Language Teaching.
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,
- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT - I
21st Century Skills for Learning

A. Need and importance of how to learn 21st century skills for learners and teachers of Language.
B. Psychological, sociological, and philosophical perspectives of teaching and learning Language.
C. Qualities of a Language teacher as a professional for enhancing teaching and learning skills.
D. Role of a teacher in facilitating learning and creating a dynamic learning environment for Language.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Languages.
B. Development of learning indicators, performance-based assessment, and learners' records of observations. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360 ° assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating a platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

UNIT - III
Research and Innovative Practices in Teaching Languages

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to the teaching and learning of Language. Action research: meaning, significance, steps and planning.
C. Evidence-based practices and reflection, school-based research in Language.
D. Effective communication with special reference to multilingualism using the Language lab and the virtual lab.

603-M.3 Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from a multilingualism perspective.
4. Complete an online certificate course on Language from the SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

603-M. 4 Suggestive Mode of Transaction
Lecture-Cum-Discussion, Project-Based Method, Problem-Solving Method, Experiential Learning, Inquiry Approach, ICT Integrated Learning, Interactive Methods Such as Group Discussions, Peer Tutoring, Team Teaching, Workshops, Observations and Presentations.

603-M.5 Suggestive Mode of Assessment
Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

603-M.6 Suggestive Reading Material
- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

603-N: Content cum Pedagogy of Sanskrit at Secondary Stage - Course (III)

Credits: 2
603-N.1 पाठ्यक्रम परिचय:

यह पाठ्यक्रम तीन इकाइयों एवं एक प्रायोगिक कार्य से निर्मित है। यह मूल्यांकन एवं आकलन पर केंद्रित है। अधिगम परिणामों पर आधारित मूल्यांकन, निरन्तर मूल्यांकन की रणनीतियाँ, विद्यालय आधारित मूल्यांकन, स्वरूपगत (फॉर्मेटिव) एवं संक्षेपात्मक (सम्मेटिव) मूल्यांकन सहित 360° मूल्यांकन को समझाया जाएगा। प्रशिक्षार्थी शिक्षण शिक्षा में शोध एवं नवाचारात्मक प्रथाओं से अवगत होंगे। इस पाठ्यक्रम में प्रशिक्षार्थी ऑनलाइन व ऑफलाइन मोड में विभिन्न प्रकार की गतिविधियाँ योजनाबद्ध करना सीखेंगे। यह पाठ्यक्रम संस्कृत भाषा एवं साहित्य की कक्षा में ICT के समन्वय एवं उपयोग पर भी बल देता है। मूल्यांकन का उद्देश्य न सिर्फ़ शिक्षार्थियों के प्रदर्शन को मापना है, बल्कि शिक्षण की प्रभावशीलता के लिए प्रतिक्रिया (फीडबैक) भी प्रदान करना है। आज के परिदृश्य में क्षमता आधारित मूल्यांकन प्रथाओं और उच्चतर-स्तरीय चिंतन कौशल एवं अवधारणात्मक स्पष्टता के परीक्षण पर बल देता है। संस्कृत भाषा एवं साहित्य के शिक्षण—अधिगम प्रक्रिया में सजीव तथा प्रभावी बने रहने के लिए मूल्यांकन में बड़े सुधारों की आवश्यकता

है। अंततः प्रशिक्षक, प्रशिक्षार्थी को मूल्यांकन एवं आकलन की अवधारणाएँ समझने तथा भाषा अधिगम के संदर्भ में मूल्यांकन एवं आकलन में भेद करना सिखाएंगे।

603-N.2 सीखने के परिणाम:

इस पाठ्यक्रम के समापन पर विद्यार्थी-शिक्षक सक्षम होंगे कि वे—

- संस्कृत भाषा शिक्षण में मूल्यांकन एवं आकलन से संबंधित विभिन्न अवधारणाओं का प्रतिपादन कर सकें।
- संस्कृत भाषा शिक्षण—अधिगम प्रक्रिया में नवाचारात्मक प्रथाओं की विशिष्टताएँ संक्षेप कर सकें।
- संस्कृत भाषा शिक्षण में मूल्यांकन एवं आकलन के उपकरण एवं तकनीकों पर चर्चा कर सकें।
- संस्कृत भाषा के मूल्यांकन में समस्यों एवं उनके कक्षा शिक्षण पर प्रभाव का परीक्षण कर सकें।
- संस्कृत भाषा शिक्षण—अधिगम प्रक्रिया में ICT का प्रयोग कर सकें।
- भाषा प्रयोगशाला एवं आभासी प्रयोगशाला का उपयोग करके संस्कृत भाषा का ई-कंटेंट विकसित कर सकें।

इकाई-I
21वीं सदी के अधिगम कौशल

अ. संस्कृत भाषा शिक्षार्थियों एवं शिक्षकों के लिए 21वीं सदी के अधिगम कौशल सीखने की आवश्यकता एवं महत्व।

ब. संस्कृत भाषा शिक्षण—अधिगम का मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक दृष्टिकोण।

स. शिक्षा—अधिगम कौशल संवर्द्धन हेतु संस्कृत भाषा शिक्षक के शिक्षकत्व गुण।

द. संस्कृत भाषा सीखने में शिक्षक की भूमिका एवं गतिशील अधिगम वातावरण का सृजन।

इकाई-II
मूल्यांकन एवं आकलन:

अ. संस्कृत भाषा हेतु मूल्यांकन एवं आकलन की आवश्यकता एवं महत्व।

ब. अधिगम संकेतकों का विकास, प्रदर्शन-आधारित मूल्यांकन, अवलोकनों का शिक्षार्थी अभिलेख।

स. निरन्तर मूल्यांकन, विद्यालय आधारित मूल्यांकन, स्वरूपगत एवं संक्षेपात्मक मूल्यांकन, औपचारिक, अनौपचारिक एवं 360° मूल्यांकन की रणनीतियाँ।

द. प्रदर्शन मूल्यांकन: समूह गतिविधियों का मूल्यांकन, क्षेत्र अवलोकन, अभिलेखन व रिपोर्टिंग, प्लेटफ़ॉर्म सृजन व पोर्टफ़ोलियो प्रबंधन, प्रयोगशाला कौशल, असाइनमेंट, योजना व प्रस्तुतियों का मूल्यांकन।

य. मूल्यांकन एवं आकलन के उपकरण एवं तकनीकें; विनिर्देशन सारणी (TOS) पर आधारित इकाई-परीक्षा व उसका महत्व; प्रश्न-पत्र निर्माण के मूल चरण, प्रश्न-विषयवस्तु के प्रकार, उत्तर कुंजी व मानदंड निर्धारण; विद्यालय मूल्यांकन व शिक्षण—अधिगम में प्रतिक्रिया (फीडबैक) तंत्र।

इकाई-III
शिक्षण में शोध एवं नवाचारात्मक प्रथाएँ

अ. गुणात्मक अधिगम अनुभवों के लिए मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक दृष्टिकोणों में विस्तृत चिंतन एवं नवाचार।

ब. संस्कृत भाषा शिक्षण—अधिगम से सम्बद्ध समसामयिक शोध प्रवृत्तियाँ।

स. कार्यात्मक शोध (एक्शन रिसर्च): अर्थ, महत्व, चरण एवं योजना।

द. संस्कृत भाषा में साक्ष्य-आधारित प्रथाएँ एवं आत्म-चिंतन, विद्यालय आधारित शोध।

य. बहुभाषावाद के सन्दर्भ में भाषा प्रयोगशाला एवं आभासी प्रयोगशाला का उपयोग कर प्रभावी संप्रेषण।

603-N.3 प्रायोगिक कार्य (कृपया इनमें से किसी तीन का चयन करें):

1. संस्कृत भाषा के सुनने, बोलने, पढ़ने एवं लिखने के कौशल का मूल्यांकन हेतु वाद-विवाद, भाषण, समूह चर्चा आदि गतिविधियों के उपकरण निर्माण करें।

2. संस्कृत भाषा में समवर्गियों का मूल्यांकन कर एक विश्लेषणात्मक रिपोर्ट तैयार करें।
3. बहुभाषावाद के दृष्टिकोण से विभिन्न अख़बारों के एक ही विषय पर दो संपादकीयों पर एक चिंतनात्मक टिप्पणी लिखें।
4. **SWAYAM** पोर्टल से संस्कृत भाषा पर एक ऑनलाइन प्रमाण-पत्र पाठ्यक्रम पूर्ण करें।
5. **NEP 2020** की सिफारिशों के संदर्भ में संस्कृत भाषा की समृद्धता पर एक लेख तैयार करें।
6. संस्थान/ विश्वविद्यालय द्वारा आवंटित अन्य कोई प्रोजेक्ट।

603-N.4 भाषा आदान प्रदान की पद्धतियाँ:

- व्याख्यान-सह-चर्चा पद्धति
- योजना-आधारित पद्धति
- समस्या-समाधान पद्धति
- अनुभवात्मक अधिगम
- अन्वेषणात्मक दृष्टिकोण
- ICT एकीकृत अधिगम
- अन्तरक्रियात्मक पद्धतियाँ: सामूहिक चर्चाएँ, सह-शिक्षण, कार्यशाला, अवलोकन एवं प्रस्तुतियाँ।

603-N.5 मूल्यांकन के तरीके:

- लिखित परीक्षा, कक्षा में प्रस्तुतियाँ, संगोष्ठी, सत्र से संबंधित कार्य (असाइनमेंट), प्रायोगिक कार्य (प्रैक्टिकम), सत्रीय एवं अन्तिम सेमेस्टर परीक्षाएँ (यूजीसी/एनसीटीई के मानकानुसार)

603-N.6 सुझावित पठनीय सामग्री:

- भारत सरकार के अनुसार विद्यालयी शिक्षा की राष्ट्रीय पाठ्यचर्या रूपरेखा **(NCF)**
- राष्ट्रीय शिक्षा नीति **2020 (NEP 2020)**, भारत सरकार (अंग्रेजी/हिन्दी)
- राष्ट्रीय शिक्षा नीति **(1992 में संशोधित)**, मानव संसाधन विकास मंत्रालय, नई दिल्ली
- निःशुल्क एवं अनिवार्य शिक्षा अधिनियम–**2009**, भारत का राजपत्र, **2009**

604-Mathematical and Quantitative Reasoning

604.1 About the Course

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

604.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field,
- analyze and interpret quantitative data,
- interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables,

- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyze educational data and create an educational model & use it in decision making,
- analyze and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT - I
Introduction to mathematical and quantitative reasoning
A. Meaning, nature and scope of mathematical and quantitative reasoning.
B. Importance of mathematical and quantitative reasoning in various fields.
C. Types of quantitative reasoning.
D. Usage of mathematical and quantitative reasoning. Concept of mathematization.

UNIT - II
Introduction to Data in Education
A. Data requirement, different sources of data
B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
C. Indian censuses, details of different items on which Indian censuses collect data.
D. Nationwide sample surveys, National family health survey, District level household survey, UDISE

UNIT - III
Data Analysis & Interpretation
A. Concept of data interpretation (equation, diagram, graph, tables)
B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile).
C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
D. Learning analytics: concept, significance, types, levels, and its applications in an educational context.

604.3 Suggestive Practicum
1. Take the last 5 years of UDISE data and analyse various indicators related to schools, teachers, and students.

604.4 Suggestive Mode of Transaction
The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:
- Active Learning which involves active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply mathematical thinking and reasoning to solve problems.

- Real-World Applications involve the use of real-world examples to demonstrate the practical applications of mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology Integration involves the incorporation of technology tools such as calculators, spreadsheets, and interactive software to help student teachers visualize and solve mathematical problems more easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in mathematical and quantitative reasoning.

604.5 Suggestive Mode of Assessment
Use of a variety of assessment methods, such as quizzes, exams, group projects, and presentations, to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

604.6 Suggested Reading Materials
Teachers may suggest books/readings as per the needs of the learners and the learning content.

6.2 School Observation

6.2.1 About the Course
As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setting. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, students' needs, pedagogies, and assessment.

6.2.2 Learning Objectives
After completion of the school observation program, student teachers will be able to:
- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)

- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

6.2.3 Suggestive Mode of Transaction

Observation, Interaction, Discussion, Reviewing the available literature on the different schooling systems, Collection of relevant documents and data.

Preparation for school observation
- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)
- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session
- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

6.2.4 Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.
- Meaning and Nature of School Observation Process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
  1. Schooling system
  2. Rapport with all the stakeholders
  3. Office management procedures of different types of schools

4. School environment from all perspectives
5. Process of conducting curricular activities in the schooling process
6. Existing infrastructure available in the school
7. Utility of ICT and TLM facilities
8. Interpersonal relationships among the stakeholders
9. Various assessment processes are adopted in different types of schools.
10. Engagement of parents and other community members in school activities.

6.2.5 Activities to be conducted at the Secondary Stage

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

6.2.6 Assessment

Competence/Artefact	Method of assessment	Assessed By	Credits
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5

6.2.7 Outcomes

Student teachers will be able to:

- describe various schooling systems,

- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,
- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

6.2.8 Suggested Components for School Observation Report
- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
  - Academic plan
  - Classroom activities
  - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
  - Maintenance of students' records
  - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)

- Challenges faced and overcoming them.

Semester-VI
(B.A. B.Ed.)

SN	Subject	Course	Credits
1.	DCPOL-601	Introduction to Indian Political Thought or Introduction to Indian Foreign Policy or Introduction to Public Policy	6
2.	DCHIS-601	Nationalism and Idea of Freedom in 20th Century World	6
3.	DCGEO-601	Environmental Geography	4
4.	DCGEO-601(P)	Practical Geography VI (Field Surveying Techniques	2
5.	DCECO-601	Economic Development and Policy in India–II or Uttarakhand Economy or Public Finance	6
6.	DCDRA-601	Brief History of European Painting-2 or Element of Technical Drawing -2 or Brief History of Print making	2
7.	DCDRA-601(P)	Thematic Composition or Letter Writing or Screen Painting	4
8.	DCHIN-601	आधुनिक भारतीय साहित्य अथवा हिंदी का राष्ट्रीय काव्य	6
9.	DCENG-601	History of Language Literature Part II or Literary Moments Part II or Twentieth Century American Poetry & Drama	6
10.	DCSAN-601	काव्यदर्शन एवं व्याकरण अथवा संस्कृत पत्रकारिता	6
11.	RM 602	Academic Writing	2

DCMJ-601: Disciplinary
Major Political Science
Core Elective (Option 1)
Introduction to Indian Political Thought

Credit 6

Course Outcome: This course aims to give basic knowledge of Indian Political Thought

Course content:
1. Manu
2. Kautilya
3. Rajaram Mohan Roy
4. Sir Syed Ahmed Khan
5. Gopal Krishna Gokhale
6. M.K. Gandhi
7. V.D. Savarkar

Readings:

Appadorai, A. (1971) Indian Political Thinking in the Twentieth Century from Nauroji to Nehru (London: OUP).

Bidyut Chakarborty and Rajesndra Pandey, (2012) Modern Indian Political Thought., New Delhi, Sage.

Brown, D.M. (ed.) (1970) The White Umbrella: Indian Political Thought from Manu to Gandhi (Bombay, Jaico).

Dallmayr, F.R. and Devy, G.N. (eds.) (1998) Between Tradition and Modernity: India's Search for Identity (London, Sage).

Dalton, D.G. (1982) Indian Idea of Freedom (Gurgaon, Academic Press,). Doctor, Adhi H. (1997). Political Thinkers of Modern India (New Delhi, Mittal).

Himanshu Roy and M.P.Singh, (2017) Indian Political Thought, Pearson, New Delhi.

Karunakaran, K.P. (1969). Religion and Political Awakening in India (Meerut, Meenakshi,) 2nd Edition.

Mahadevan, T.M.P. and G.V. Saroja (1981). Contemporary Indian Philosophy (New Delhi, Sterling).

Mehta, V.R. (1996). Foundations of Indian Political Thought (New Delhi: Manohar). Naravane, V.S. (1964). Modern Indian Thought (Bombay, Asia).

Pantham, Thomas and K.L., Deutsch (eds.) (1986) Political Thought in Modern India (New Delhi, Sage).

Verma, V.P. (1996). Ancient and Medieval Indian Political Thought (Agra).

Verma, V.P. (1996). Modern Indian Political Thought (Agra, Laxminarayan) Eleventh Revised Edition

Core Elective (Option 2)
Introduction to Indian Foreign Policy

Credit 6

Course outcome: The purpose of this paper is to introduce India's foreign Policy to the students.

Course content:

1. Basic Determinants, Features and Objectives of Indian Foreign Policy
2. Phases of Indian Foreign Policy
3. India and its Neighboring Countries (Pakistan, Nepal, Bangladesh and Sri Lanka)
4. India's Foreign Policy towards United States, Russia and China

Reading list:

A. Appadurai and M. S. Rajan (1988) *India's Foreign Policy and Relations, South Asian Publishers*, New Delhi.

Bajpai, Kanti, Selina Ho, Manjari Chatterjee Miller (2020). Routledge Handbook of China–India Relations, New Delhi, Routledge.

C Raja Mohan (2004) *Crossing the Rubicon: The Shaping of India's Foreign Policy*, Palgrave, Macmillan.

C. Raja Mohan (2015) *Modi's World: Expanding India's Sphere of Influence,* New Delhi, Harper Collins.

David Scott (2011) *Handbook of India's International Relations*, London, Routledge. Dixit, J. N. (2001) *Indian Foreign Policy and its Neighbors,* New Delhi, Gyan Books. Ganguly, Sumit (2019) *Indian Foreign Policy*, New Delhi, Oxford University Press.

J. N. Dixit (2003). *Makers of Indian Foreign Policy: From Raja Ram Mohan Roy to Yashwant Sinha*. (New Delhi: Harper Collins,)

J.N. Dixit (2003) *Indian Foreign Policy, 1947-2003,* New Delhi, D.K. Publications.

J.N. Dixit (2021) भारि की तवदेश नीतत, New Delhi, Prabhat Prakashan.

Kanti Bajpai and Harish V. Pant (eds.) (2013) *India's Foreign Policy: A Reader,* New Delhi, Oxford University Press.

Khanna, V. N. (2018) *Foreign Policy of India* (In Hindi भारि की तवदेश नीतत) Vikas Publishing House,

Menon, Shivshankar, (2021) *India and Asian Geopolitics the Past, Present,* New Delhi, Brookings Institution Press

Nautiyal, Anpurna (2006): Challenge to India's Foreign Policy in the New era.

Pant, Harsh V. (2016) *Indian Foreign Policy an Overview*, England, Manchester University Press,

Raghavan, Srinath, Raja Mohan, David M. Malone (2015) *The Oxford Handbook of Indian Foreign Policy,* New Delhi, Oxford University Press.

Sikri, Rajiv (2019*) Challenge and Strategy Rethinking India's Foreign Policy*, New Delhi. Sage.

Sumit Ganguly (2015) Indian Foreign Policy Oxford India Short Introductions Series

Wadhwa, Anil, Arvind Gupta (2020) *India's Foreign Policy Surviving in a Turbulent World*. New Delhi, Sage Publication.

Wadhwa, Anil, Arvind Gupta, (2020) *India's Foreign Policy Surviving in a Turbulent World*, New Delhi, (SAGE Publications

Core Elective (Option 3)
Introduction to Public Policy

Credit-6

Course Outcome: In this paper, the students get an understanding of public policy, administrative structure and their role in the implementation of public policies.

Course content
1. Public Policy: Meaning, Nature and Scope
2. Role of the Political Institutions in Public Policy
3. Policy formulation and Implementation
4. Evaluation of Public Policy.

Readings:

Awasthi, A., and Maheshwari, S. (2003). Public Administration. Agra: LaxmiNarain Agarwal, pp 3- 12.

Basu, Rumki (2014). Public Administration, Concepts and Theories. Delhi: Sterling Publishers. Henry, N. (2003). *Public Administration and Public Affairs*. New Delhi: Prentice Hall, pp. 1- 52.

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction: Public Administration: Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration: A Reader. Delhi: Oxford University Press, pp. 1 50.

Henry, N. (2003). *Public Administration and Public Affairs*. New Delhi: Prentice Hall, pp. 53 74.

Hyderbrand, W. (1980) 'A Marxist Critique of Organisation Theory', in Evan, W (ed)

Frontiers in Organization & Management. New York: Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) *Organizational Analysis: Critique and Innovation* . Beverly Hills: Sage, pp. 85-109.

Bhattacharya, M. (1999) *Restructuring Public Administration: Essays in Rehabilitation*. New Delhi: Jawahar, pp 29-70, 85-98.

Bhattacharya, M. (2001) *New Horizons in Public Administration*, New Delhi: Jawahar, pp. 248-272,301-323.

Dye, T.R. (1975). *Understanding Public Policy*. New Jersey: Prentice Hall, pp. 1-38, 265- 299.

Dror, Y. (1983). *Public Policy Making Reexamined*. Oxford: Transaction Publication, pp. 129- 216.

Bernard, C. (1938). *The Functions of Executive*. Cambridge: Harvard University Press. Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and Siffin, W. (eds.) *Approaches to Development Politics*. New York: McGraw-Hill.

Gant, G.F. (1979). Development Administration: Concepts, Goals, Methods. Madison: University of Wisconsin Press. Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy, London: Edward Arnold.

Lee, H.B. (ed.) (1953) Korea: Time, Change and Administration. Hawai'i: University of Hawai'i

Press. Leftwich, A. (1994) 'Governance, the State and the Politics of Development', Development and Change, 25. March, J. and Simon, H. (1958) Organization. New York: Wiley.

Mooney, J. (1954). The Principles of Organisation. New York: Harper & Row. Simon, H. (1967) Administrative Behavior: A Study of Decision-Making Processing Administrative Organization. New York: Macmillan

Field Visit by Students Under Any Major Papers (Credit-4

Major History

Third Year- Semester-VI
Nationalism and Idea of Freedom in 20th century World   **(6 Credits)**
I.   Concept of Nationalism in Europe.
II.   Imperialism and colonialism
III. National Movements in Nigeria, Kenya, Congo, Angola & South Africa.
IV.   National Movements in 19th -20th Century in India
V.   China Revolution under Mao Tse Tung (1911-1949).
VI.   Marxism & its Impact in the World.

Major Geography
Environmental Geography
Course Code: **UG/VC C-006**

Credit-4
Course Objective:
1. Various dimensions of environment and natural resource management.
2. Detailed analysis of concept, structure and functions.
3. Understanding of the concept of appraisal and conservation of the Environment and Natural Resources.

Course Outcomes: Students will be able to understand
1. Detailed exposure of the human-environment relationship.
2. In-depth knowledge of environmental issues in tropical, temperate and polar ecosystems.
3. Understanding the environmental programmes and policies at local as well as global level.

UNIT-I
Environmental Geography: Concepts and approaches, Ecosystem-Concept and structure; Ecosystem functions.

UNIT-II
Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions.

UNIT-III
Environmental Problems and Management; Air Pollution; Biodiversity Loss; Solid and Liquid Waste.

UNIT-IV
Environmental Programs and Policies; Developed and Developing Countries. 5. Protected Areas; National Parks; Biosphere Reserves and Wildlife Sanctuaries in Uttarakhand.

Suggested Readings:
1. Casper J.K. (2010) Changing Ecosystems: Effects of Global Warming. InfoBase Pub. New York.

2. Hudson, T. (2011) Living with Earth: An Introduction to Environmental Geology, PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) Living in the Environment: Principles, Connections, and Solutions, Brooks/Cole Cengage Learning, Belmont.
4. Singh, R.B. (1993) Environmental Geography, Heritage Publishers, New Delhi.
5. UNEP (2007) Global Environment Outlook: GEO
6. Environment For Development, United Nations Environment Programme. University Press, Cambridge.
7. Wright R. T. and Boorse, D. F. (2010) Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.
8. Singh, Savindra 2001. Paryavaran Bhugol, Prayag Pustak Bhawan, Allahabad.

Practical Geography VI (Field Surveying Techniques)
Course Code: **UG/C C006 (P)**

Credit-2

Course Objective:
The course aims to equip the students with principles and procedures of surveying techniques and GIS tools.

Course Outcomes:
After completing this course, the student will be able to apply the general principles of surveying to conduct a survey and prepare a report. A special outcome would be an understanding of GIS tools.

UNIT-I
Plane Table Survey- Radiation and Intersection Methods. Prismatic Compass Survey- Open and closed traverse.

UNIT-II
Use and handling of Indian Clinometers.

UNIT-III
Use and manage handheld GPS units, mobile GPS apps like Google Maps, GPS Essentials, and Qfield.

Suggested Readings:
1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw-Hill.
2. Gupta K.K. and Tyagi V.C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Misra R.N. and Sharma P.,2019, Practical Geography, Rawat Publication, Jawahar Nagar, Jaipur.
5. Robinson A., 1953: Elements of Cartography, John Wiley.
6. Sharma J. P., 2010: Prayogic Blagol, Rastogi Publishers.
7. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
8. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.

9. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.

Major Economics
Economic Development and Policy in India–II
Elective Course

Credit-6

Course Objective:
The major aim of the course is to deliver sector-specific knowledge and understanding of related macroeconomic concepts and issues related to the Indian Economy.

Course Learning Outcomes
The course will help learners to:
- Understand the performance and status of various sectors of the Indian Economy
- To study the trends of performance of agriculture, the industrial sector and foreign trade
- Understand and evaluate Indian government policies related to agriculture, the industrial sector and foreign trade
- To study the impact of WTO on the Indian economy

UNIT I
Agriculture: Policies and Performance
Growth in Indian agriculture; Production and productivity; credit; labour; markets and pricing; land reforms; regional variations; reforms in agriculture; Diversification of Indian agriculture

UNIT II
Industry: Policies and Performance
Industrialisation and Economic development; Industrial development in India; Trends and patterns in industrialisation; Production trends; small-scale industries; public sector; foreign investment.

UNIT III
Foreign Trade: Trends and Policies
Volume of India's foreign trade; composition of India's foreign trade; Direction of India's foreign trade; Trend in India's balance of trade and balance of payments; Issues related to India's balance of payment; Trade and EXIM policies of India; India and the World Trade Organisation.

UNIT IUNIT IV
Indian Development Experience
Critical evaluation of growth, inequality, unemployment; poverty and competitiveness, pre and post reforms era; savings and investment trends; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations; recent finance commission.

Teaching Learning Process: Lectures and tutorials

Suggested Readings:
1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
2. Government of India, *Economic Survey* (latest)
3. Government of India, *Five Year Plan* (latest)
4. Kaushik, Basu, the oxford companion to economics in India. Oxford University Press.
5. Mishra & Puri, Indian Economy, 36th edition.
6. Jha, Raghbendra, 2018, Facets of India's Economy and Her Society I & II, Palgrave Macmillan.

Uttarakhand Economy
Elective Course

Credit-6
Course Objective:
The objective of the course is to make the learner understand Uttarakhand's economy so that they could be in a better position to learn, critically examine, do further action-oriented research or be part of positive change in the state's economy

Course Learning Outcomes
The course will help learners to:
- Get exposure to the basic structure of Uttarakhand's economy.
- Understand the socio-economic and demographic features of Uttarakhand's economy, which will help the learner to understand their role in determining the growth and development of the economy.
- Know about the status of basic economic indicators of Uttarakhand's economy.
- Critically analyse the role of different sectors in Uttarakhand's economy, along with the strengths of Uttarakhand's economy and various issues associated with various sectors of the state's economy.

Understand the fiscal position of the state's economy and to critically learn about the state government's policies for the growth and development of its population and overall economy.

UNIT-I
Structure of the Economy

Structure of Uttarakhand Economy: Features and constraints; Natural resources of the state; Development of Uttarakhand's Economy since its formation; HDI of Uttarakhand; Contribution of different sectors in Uttarakhand's economy (GSDP and employment).

UNIT-II
Socio-Economic and Demographic features of Uttarakhand

Demographic features: Sex ratio; population density, literacy rate, Decadal growth of various population parameters; health indicators: birth rate, death rate, Infant mortality rate. Rural-

Urban unemployment; Women labour force participation rate; Migration pattern, district-wise study and factors responsible for it; Urban-Rural poverty.

UNIT-III
Status of Major Sectors of the Uttarakhand Economy

Status of agriculture, Land use and cropping pattern, agriculture land holdings; Status of organic farming, Major crops of the state and high potential crops (MAPs); Problems of agriculture in Hill regions; State government support to agriculture; Status of Industrial development in Uttarakhand: Large, Medium and Small-scale industries, State Industrial Development Corporation of Uttarakhand Limited; Status and role of tourism sector in Uttarakhand, health sector of the state

UNIT-IV
State of Public Finances of the Uttarakhand Economy

Trends in Receipt and Expenditure of the State Government; status of Key Fiscal Ratios in the state; Public Debt in the state

UNIT-V
Major State Government Schemes launched after 2015

Study of major schemes (for agriculture, employment generation, tourism, migration, women empowerment) launched by the Uttarakhand Government after 2015.

Teaching Learning Process: Lectures and tutorials

Suggested Readings:
1. Mehta, G.S., Uttarakhand Prospects of Development, Indu Publishing Company, New Delhi.
2. Agrawal J.C., and S.P. Agrawal, Uttarakhand Past Present and Future, Concept publishing Company, New Delhi.
3. Nautiyal, R. R. and Datta Rajlakshmi. 2018. *Development Dynamics of A Himalayan State* Vol. 1 & 2.
4. Mamgain, R. P., & Reddy, D. N. (2015). Out-Migration From Hill Region of Uttarakhand: Issues and Policy Options. *National Institute of Rural Development and Panchayati Raj, Rajendranagar Hyderabad*, 1-27.
5. Analysis of schemes and programmes in the rural development sector and recommendations for strengthening the rural socio-economy in order to mitigate out-migration. 2019. Rural Development & Migration Commission. Uttarakhand
6. Uttarakhand Tourism Policy 2018. Department of Tourism. Government of Uttarakhand
7. Annual State Budget
8. Annual Economic Survey (Aarthik Samiksha). Directorate of Economics & Statistics. Government of Uttarakhand
9. Uttarakhand Human Development Report 2018. Directorate of Economics & Statistics. Government of Uttarakhand
10. MSME Policy 2015. Directorate of Industries. Uttarakhand
11. Draft Uttarakhand State Public Health Policy 2020. Department of medical health and family welfare. Government of Uttarakhand

12. Sixth Economic Census. Directorate of Economics & Statistics. Government of Uttarakhand

Public Finance
Elective Course

Credit-6

Course Objective:

The course's main objective is to get learners familiarised with the main issues of government finances, its financial functions and issues related to it, with reference to the Indian economy.

Course Learning Outcomes

The course will help learners to:

- Analyse the fiscal functions of the government and make learners familiarize with taxes and the main issues in government expenditure
- Understand the sources of finance, both public and private, demonstrate the role of government to correct market failures and the possible advantage of public financing
- Learn the working of both monetary and fiscal policies
- Critically analyse the issues in the present Indian tax system
- Learn various concepts of budgets and deficits
- Understand fiscal federalism in India and issues related to it
- Critically examine the sources of state and local finances

UNIT I

Nature and scope of Public finance; private vs public finance; Tools of Normative Analysis; functions of public finance; Public Good Vs Private Good; Merit Goods; concept of Externalities; market failure; Pareto Efficiency; Equity and the Social Welfare.

UNIT II

Public Expenditure: Classification of public expenditure; Wagner's principle, Wiseman and Peacock hypothesis; Canons of public expenditure. Effects of Public Expenditure: Analysis of Budget and Deficits.

UNIT III

Public revenue: classification of public revenue; Taxes: direct and Indirect; canons of taxation; Impact, incidence and shifting of taxation; Effects of Taxation. Current Issues of India's Tax System.

UNIT IV

Public debt: classification of public debt; canons of public debt; public debt redemption, public debt management. Effects of public debt.

UNIT V

Issues from Indian Public Finance: Fiscal Federalism in India; Federal, State and Local Finances; Finance Commissions: State and Central.

Teaching Learning Process: Lectures and tutorials

Suggested Readings:

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw-Hill, 1989.
2. Mahesh Purohit, "*Value Added Tax: Experience of India and Other Countries*", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), *The Oxford Companion to Economics in India,* Oxford University Press,2007.
4. M.M. Sury, Government Budgeting in India, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, *Economic and Political Weekly,* May 2005.
6. Government of India, *Report of the 13th Finance Commission.*
7. *Economic Survey*, Government of India (latest).
8. State Finances: A Study of Budgets*, Reserve Bank of India* (latest).

Major Drawing & Painting
Brief History of European Painting-2 or
Element of Technical Drawing -2 or
Brief History of Printmaking
Thematic Composition or Letter Writing, or Screen Painting

Third Year – Semester – 6 (Degree Course)

Course	Paper	Title of the Paper	Course Detail
Major Subject (Core Subject) (DSE)	Theory	Brief History of European Painting Part – 2 (Neo classicism to Modern Painting)	Brief introduction of early 19th century painting, (Neo-classicism, Romanticism, Realism. Pre- Raphaelites) Impressionism. Post-Impressionism, Symbolism, Fauvism. Cubism; Expressionism, Surrealism, Abstract Art.
	Practical	Creative Composition	Line and colour studies based on – Interactions between figure shapes and ground shapes (positive and negative space) Figure – ground reversal, Optical illusions, Distortion of organic shapes, Interaction between organic and geometric shapes etc. A folio containing not less than 08 best classroom studies and finished creative compositions to be submitted one week before the commencement of End semester practical exam. 1. Size : Quarter Imperial 2. Duration of Time : 3 Hours 3. Medium : Water/Acrylic/Pastel 4. Submission of Sessional work : 08 Plates
		OR	
	Theory	Elements of Technical Drawing – 2	• Orthographic Geometry : • Introduction and Definition, Cube, Prism, Pyramid, Tetrahedron, Octahedron, Sphere, Cylinder, Cone. • Projections of Solids : • Orthographic projection: Introduction, Orthographic projection of Cube, Prism, Pyramid, Tetrahedron, Octahedron, Sphere, Cylinder and Cone . • Isometric Projection: Introduction, Isometric projection of Cube, Prism, Pyramid, Tetrahedron, Octahedron, Sphere, Cylinder and Cone . • Perspective Projection: Introduction, Perspective projection of Cube, Prism, Pyramid, Tetrahedron, Octahedron, Sphere, Cylinder and Cone . • Intersection of Cubical Shapes : • Introduction, Definition, Intersection Cube, Prism, Pyramid, Spheres, Cylinder, Cone. • Elementary Perspective Drawing: • Definition of Perspective drawing, Picture Plane, Ground Plane, Ground line, Centre visual ray, Centre of vision, Line of Horizon, Vanishing plane, Eye, Vanishing parallel, Vanishing point, Measuring point .
	Practical	**Tie & die**	Different types of Tie & Die patterns on dupatta, Saris, cushions and bed covers ,10 works produced during the session.
		OR	
	Theory	Brief History of Print making in India	• Early wood cut and wood engraving, lithography-development of regional styles. • Print making in Calcutta, Calcutta art studio of A.P. Bagachi, oleographs of Raja Ravi Verma. • Some important print makers – Mukul Chandra Das, Gagenendra Nath Tagore, Nandlal Bose, Chitta Prasad. • New Techniques and Print makers – Collage plate print, Viscosity process, Pulp print, Wood Intaglio, colography. Kanwal Krishna,Krishna Reddy, Somnath Hore, Shanti Dave, Jyoti Bhatt, Jay Jharotiya, Anupam Sood.
	Practical	Screen Painting	Different types of screen printing on various materials etc. 10 works produced during the session.
Skill Course	Practical	Field Visit	Students after visiting on field should submit a detail report.

Major Hindi
आधुनिक भारतीय साहित्य अथवा हिंदी का राष्ट्रीय काव्य
आधुनिक भारतीय साहित्य

(वैकल्पिक प्रश्नपत्र)

क्रेडिट – 06

इकाई – 1

- भारतीय साहित्य का स्वरूप
- भारतीय साहित्य के अध्ययन की सीमाएं
- स्वाधीनता संग्राम और भारतीय साहित्य

इकाई – 2

- भारतीय नवजागरण और उसका भारतीय साहित्य पर प्रभाव
- हिंदी साहित्य में भारतीय मूल्यों की अभिव्यक्ति

इकाई – 3

- दलित विमर्श और आधुनिक भारतीय साहित्य
- स्त्री विमर्श और आधुनिक भारतीय साहित्य
- आधुनिक भारतीय साहित्य तथा आदिवासी विमर्श

इकाई – 4   पाठ्य–पुस्तकें

- काबुली वाला – रविन्द्रनाथ टैगोर
- अग्निगर्भ – महाश्वेता देवी

इकाई – 5 पाठ्य–पुस्तकें

- बीच का रास्ता नहीं होता – पाश

इकाई – 6 पाठ्य–पुस्तकें

- हयवदन – गिरीश कर्नाड

नोट :– उपरोक्त समस्त पाठ्यक्रम एवं पाठ्यपुस्तकों से व्याख्या भाग एवं आलोचनात्मक प्रश्न पूछे जाएंगे।

संदर्भ ग्रंथ :–

1. भारतीय साहित्य, डॉ0 नगेन्द्र, प्रभात प्रकाशन।
2. भारतीय साहित्य की भूमिका, रामविलास शर्मा, राजकमल प्रकाशन।
3. आधुनिक भारतीय चिंतन, विश्वनाथ नरवणे राजकमल प्रकाशन।
4. भारतीय साहित्य का समेकित इतिहास, डॉ0 नगेन्द्र।
5. स्त्री अस्मिता साहित्य और विचारधारा, सुधा सिंह।
6. भारतीय भाषा परिचय, केंद्रीय हिंदी संस्थान।

षष्ठ सेमेस्टर
हिंदी का राष्ट्रीय काव्य
(वैकल्पिक प्रश्नपत्र)
क्रेडिट – 06

इकाई – 1 वीरगाथाकालीन राष्ट्रीय काव्य

- चंद्रबरदाई : पृथ्वीराज रासो के रेवा तट समय के अंश (चढ़त राज पृथ्वीराज)

- जागनिक : आल्ह खंड नैनागढ़ की लड़ाई अथवा आल्हा का विवाह खण्ड

- (प्रथम पांच सुमिरन अंश (गया न कीन्हीं जिन कलजुग मां...... भयानक मारे) अंतिम पांच अंश (भोर भुरहरे. ... लड़िहैं खूब वीर मलखाने)

इकाई – 2 भक्ति एवं रीतिकालीन राष्ट्रीय काव्य

- गुरु गोविंद सिंह : देहु सिवा वर मोहि इहे, बाण चले तेई कुंकुम मानो, यों सुनि के बतियान तिह की

- भूषण : इन्द्र जिमि जम्भ पर, बाने फहराने, निज म्यान ते मयूखैं, दारुन दहत हरनाकुस विदारबै कौं

इकाई – 3 भारतेंदु एवं द्विवेदीयुगीन राष्ट्रीय काव्य

- भारतेंदु हरिश्चंद्र : उन्नत चित ह्वै आर्य परस्पर प्रीत बढ़ावैं,

बल कला कौशल अमित विद्या वत्स भरे मिल लहैं,

भीतर-भीतर सब रस चूसैं, सब गुरुजन को बुरा बतावै।

  - अयोध्या सिंह उपाध्याय 'हरिऔध' : कर्मवीर, जन्मभूमि

  - मैथिलीशरण गुप्त : आर्य, मातृभूमि

इकाई – 4 छायावादी राष्ट्रीय काव्य

- जयशंकर प्रसाद : प्रयाण गीत (हिमाद्रि तुंग श्रृंग), अरुण यह मधुमय देश हमारा

- सूर्यकांत त्रिपाठी 'निराला' : भारती वंदना (भारति जय विजय करे), जागो फिर एक बार

- माखनलाल चतुर्वेदी : पुष्प की अभिलाषा, जवानी

- सुभद्रा कुमारी चौहान : वीरों का कैसा हो बसंत, झाँसी की रानी

इकाई – 5 छायावादोत्तर राष्ट्रीय काव्य

- बालकृष्ण शर्मा 'नवीन' : कवि कुछ ऐसी तान सुनाओ, कोटि-कोटि कंठों से निकली आज यही स्वर धारा है

- रामधारी सिंह दिनकर : शहीद स्तवन (कलम आज उनकी जय बोल), हिमालय

- श्यामलाल गुप्त 'पार्षद' : झण्डा गीत (विजयी विश्व तिरंगा प्यारा)

इकाई – 6 समकालीन राष्ट्रीय काव्य

- श्यामनारायण पाण्डेय : चेतक की वीरता, राणा प्रताप की तलवार

- सोहनलाल द्विवेदी : मातृभूमि, तुम्हें नमन (चल पड़े जिधर दो डग मग मैं)

संदर्भ ग्रंथ :–

1- वीर काव्य, उदयनारायण तिवारी, भारती भण्डार, प्रयागराज।

2- चंद्रबरदायी, पृथ्वीराज रासो, मोहनलाल विष्णुलाल पांड्या और श्यामसुंदर दास, नागरी प्रचारिणी सभा, वाराणसी।

3- आल्हखण्ड, ई–पुस्तकालय डॉट कॉम।

4- गुरु गोविंद सिंह और उनका काव्य, डॉ0 महीप सिंह, नेशनल पब्लिशिंग हाउस, नई दिल्ली।

5- भूषण, राजकमल बोरा, साहित्य अकादमी, नई दिल्ली।

6- भारतेंदु ग्रंथावली, ब्रजरत्न दास, वाराणसी।

7- महाकवि हरिऔध, गिरिजादत्त शुक्ल 'गिरीश', अरुणोदय पब्लिशिंग हाउस।

8- मैथिलीशरण गुप्त, ग्रंथावली, डॉ0 कृष्णदत्त पालीवाल, वाणी प्रकाशन।

9- जयशंकर प्रसाद, नंददुलारे वाजपेयी, लीडर प्रेस, इलाहाबाद।

10- kavitakosh.org

11- epastkalay.com

12- ndl.iitkgp.ac.in

13- hindigeetmala.net

Major English
History of Language Literature Part II or

Credit-6

Core Subject-1 (CS-1)–Discipline Specific Elective   Credit: 06

(Any one of the following.)

This course offers a choice to the students among (a) **History of English Literature Part-II,** (a) **Literary Movements Part-II** and (a) **Twentieth Century American Poetry & Drama.** It introduces students with specific terms used in literature in order to have a clear understanding of different literary texts. In addition to this, movements flourished in different time period in literary oeuvre are also dealt with to bring comprehensive study of works of literature. Literary movements establish a firm grip on social, political, geographical and historical aspects of the region from where the moments emerged.

DSE- 2A) History of English Literature –Part II

Unit I: The Victorian Age 1832-1901

Unit II: The Edwardian Period 1901-1914

Unit III: The Georgian Period 1910-1936

Unit IV: The Modern Period Early 20th Century 1914- 1945

Unit V: The Post Modern Period Mid-Twentieth Century 1945-

Suggested Reading:

1. Carter, Ronald, and John McRae. *The Routledge History of Literature in English.* 3rd ed., Routledge, 2021.

2. Daiches, David. *A Critical History of English Literature - Volume I and II (Combo Pack).* Supernova Publishers, 2022.

3. Evans, Benjamin Ifor. *Short History of English Literature.* 4th ed., Penguin Uk, 1999.

4. Faulkner, Peter. *Modernism (Routledge Revivals).* 1st ed., Routledge, 2014.

5. Loewenstein, David, and Janel Mueller. *The Cambridge History of Early Modern English Literature (The New Cambridge History of English Literature).* 1st ed., Cambridge University Press, 2006.

6. Stonyk, Margaret, and Norman Jeffares. *Nineteenth-Century English Literature (The History of Literature).* 1983rd ed., Palgrave, 1983.

Literary Moments Part II or

Credit-6

<div align="center">OR</div>

DSE-2B) Literary Movements II:

Unit I: Pre-Raphaelite Movement

Unit II: Realism and Naturalism

Unit III: Modernism & Postmodernism

Unit IV: Structuralism

Unit V: Poststructuralism

Suggested Reading:

1. Belsey, Catherine. *Poststructuralism: A Very Short Introduction (Very Short Introductions)*. 2nd ed., Oxford University Press, 2022.

2. Butler, C. (2003). *Postmodernism: A Very Short Introduction* (1st ed.). Oxford University Press.

3. Craig, W. L., & Moreland, J. P. (2014). *Naturalism (Routledge Studies in Twentieth-Century Philosophy)* (1st ed.). Routledge.

4. Culler, Jonathan. *Structuralism (Critical Concepts in Literary and Cultural Studies)*. 1st ed., Routledge, 2006.

5. Faulkner, Peter. *Modernism (Routledge Revivals)*. 1st ed., Routledge, 2014.

6. McHale, Brian. *The Cambridge Introduction to Postmodernism*. Cambridge University Press, 2015.

7. Mukherjee, Meenakshi: *Realism and Reality*. New Delhi: OUP, 1999.

8. Yildirim, Kemal. *The Theory of Structuralism and Post-Structuralism: Post-Structuralism and Structuralism*. Lambert Academic Publishing, 2020.

Twentieth Century American Poetry & Drama

Credit-6

OR

DSE-2C) Twentieth Century American Poetry & Drama:

Unit I:	Main Trends in Twentieth Century American Poetry
Unit II:	Robert Frost: "Mending Wall"
	Wallace Stevens: "The Idea of Order at Key West"
	E.E. Cumming: "Next to of course God"
Unit III:	Ezra Pound: "The River-Merchant's wife: A Letter"
	Carl Sandburg: "Chicago"
	Sylvia Plath: "Lady Lazarus"
Unit IV:	Main Trends in Twentieth Century American Drama
Unit V:	Arthur Miller: *Death of a Salesman*

Suggested Reading:

1. Bogan, Louise. *Achievement in American Poetry*. H. Regnery Co., 1962.

2. Bradbury, Malcolm, and Howard Temperley. *Introduction to American Studies.* Subsequent, Addison-Wesley Longman Ltd, 1989.

3. Buell, Lawrence. The American Transcendentalists: Essential Writings. New York: Modern Library, 2006.

4. Giles, Paul. *American World Literature: An Introduction*. 1st ed., Wiley-Blackwell, 2019.

5. Hoffman, Daniel. *Harvard Guide to Contemporary American Writing*. Harvard University Press, 2014.

6. Krasner, David. *A Companion to Twentieth-Century American Drama*. 1st ed., Wiley-Blackwell, 2007.

7. Lawrence, D. *Studies in Classic American Literature (Classic, 20th-Century, Penguin).* Reissue, Penguin Classics, 1990.

8. Perkins, George, and Barbara Perkins. *The American Tradition in Literature, 12th Edition*. 12th ed., McGraw Hill, 2008.

Major Sanskrit

काव्यदर्शन एवं व्याकरण अथवा संस्कृत पत्रकारिता

Credit-6

षष्ठ सेमेस्टर

काव्य, दर्शन एवं व्याकरण (Elective 06 Credit)

(क) काव्य : कादम्बरी, शुकनाशोपदेश

(ख) श्रीमद्भगवद्गीता : द्वितीय अध्याय

(ग) तर्कसंग्रह

(घ) शब्दरूप एवं धातुरूप (लेखनमात्र)

    (i) शब्दरूप—राम, हरि, पितृ, लता, नदी, वधू, वारि, गुरु, फल, आत्मन्, सर्व, इदम्, भवत्, अस्मद्, युष्मद् ।

    (ii) धातुरूप—पठ्, कृ, हन्, भू, गम्,
    (लट्, लोट्, लिङ्, लृट्, लङ्लकार)

पाठ्य पुस्तकें एवं सन्दर्भग्रन्थ:—

1. बाणभट्ट, कादम्बरी—शुकनासोपदेश, व्याख्याकार प्रहलाद कुमार दिल्ली, मेहरचन्द लक्ष्मण दास 1974

2. कादम्बरी, चन्द्रकला संस्कृत हिन्दी व्याख्या सहित

3. कादम्बरी : शुकनासोपदेश,सान्वय संस्कृत—हिन्दी व्याख्या समालोचनात्मक भूमिका सहित व्याख्याकार झा—बन्धु

4. श्रीमद्भगवद्गीता, द्वितीय अध्याय, सम्पादक डॉ0 कर्ण सिंह, साहित्य भण्डार, मेरठ

5. तर्कसंग्रह, हिन्दी टीका सहित दयानन्द भार्गव

6. तर्कसंग्रह, दीपिका हिन्दी टीका सहित

7. भगवद्गीता, तात्पर्य चन्द्रिका टीका रामानुजभाष्य सहित

8. संस्कृतरचनानुवादप्रभा, डॉ0 श्रीनिवास शास्त्री

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संस्कृत पत्रकारिता (Elective 06 Credit)

इकाई 01

- संस्कृत पत्रकारिता का उद्भव और विकास ।

इकाई 02

- सम्पादक और सम्पादन के सिद्धांत ।
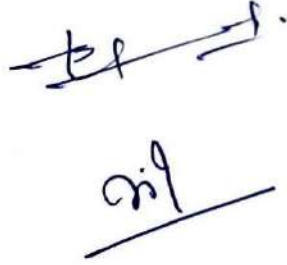
इकाई 03

- आधुनिक संस्कृत पत्रकारिता : समस्या और समाधान ।

इकाई 04

- आकाशवाणी और दूरदर्शन में संस्कृत समाचार, संस्कृत वार्ता, संस्कृत और सोशल मीडिया ।

पाठ्य पुस्तकें एवं सन्दर्भ ग्रन्थ -:

1. पत्रकारितायाः परिचयः इतिहासश्च, मुक्तस्वाध्यायपीठम्, राष्ट्रियसंस्कृतसंस्थानम्, नवदेहली ।
2. संस्कृतपत्रकारितायाः स्वरूपं महत्वं च, मुक्तस्वाध्यायपीठम्, राष्ट्रियसंस्कृतसंस्थानम्, नवदेहली ।
3. संस्कृतपत्रकारिता, अर्जुन तिवारी, राम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी ।

RM-602: Academic Writing

Credits: 2

RM-602.1 Course Description:

This course is designed to introduce undergraduate students to the conventions of academic writing. It focuses on developing critical thinking, coherence, clarity, and proper documentation techniques. Through structured writing tasks and guided practice, students will learn to write essays, summaries, reports, and research-based papers appropriate for academic settings.

RM-602.2 Course Outcomes:

By the end of the course, student teachers will be able to:

1. understand and apply the conventions of academic writing.
2. construct coherent, cohesive, and grammatically accurate texts.
3. develop thesis statements and support them with evidence.
4. paraphrase, summarize, and integrate sources ethically.
5. write academic essays, reports, and research papers using appropriate referencing styles.
6. edit and revise writing for clarity, style, and accuracy.

UNIT I
Introduction to Academic Writing

- Features of academic writing
- Writing Process: Prewriting, Drafting, Revising and Paragraph Structure,
- Integrating Sources: Summarizing and Paraphrasing,
- Citation and referencing practice

UNIT II
Expository and Argumentative Writing

- Essay Structure: Introduction, Body, Conclusion
- Essay format and components, Writing Descriptive and Narrative Essays,
- Writing Expository and Argumentative Essays
- Avoiding Plagiarism: Ethical Writing Practices

UNIT III
Introduction to Research Writing

- Drafting and Revising a Research Paper, Academic Vocabulary and Formal Tone
- Writing Reports and Case Studies
- In-text Citations and References (APA/MLA, etc.)
- Final Presentation of Research Findings

Teaching Methods:

Lectures and discussions, Writing workshops, Peer review and group feedback and Use of digital tools (e.g., Grammarly, Turnitin, citation generators)

Recommended Readings:

- Bailey, S. (2018). *Academic Writing: A Handbook for International Students*. Routledge.
- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students*. University of Michigan Press.
- Graff, G., & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing*. Norton.
- OWL Purdue Online Writing Lab – https://owl.purdue.edu