



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

Regulations Governing the Course

1.0 Programme and Duration:

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

Equivalence: The course contents related to English Literature/Language Studies/Social Science/History, Political Science, Economics, Geography in B.A.Ed. course are equivalent to that of respective subjects offered in B.A. course of University of Mysore.

The course contents related to education components in B.A.Ed. are equivalent to B.Ed. course of University of Mysore. The degree B.A.Ed. is equivalent to B.A. and B.Ed. degrees of the University of Mysore.

Students who pass this course are considered eligible to pursue Masters Degree in the respective subjects in the Departments of the University of Mysore.

2.0 Eligibility for admission to B.A.Ed.:

- 2.1 Candidates seeking admission to the B.A.Ed. course should have passed CBSE Senior Secondary examination/ Pre-University examination of Karnataka or an equivalent examination of Kerala, Andhra Pradesh, Tamil Nadu, Pondicherry or the UT of Lakshadweep with 45% marks in the aggregate. Relaxation up to 5% of marks shall be given to the SC/ST candidates.
- 2.2 Candidates should have passed the qualifying examination with the following combinations of subjects – English, Regional Language and any two of the following subjects: History, Geography, Economics, Political Science and Sociology.
- 2.3 Admission shall be regulated through selection on the basis of marks in the qualifying examination or performance in a specially designed selection test or both as per the admission policies of NCERT from time to time. The selection test shall consist of Multiple Choice Questions with equal weightage to the three content areas of the combination of subjects at CBSE/PUC/+2 level.

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

- 2.4. Institutions other than RIE, Mysore offering the course follow admission rules of undergraduate courses of the University of Mysore.

3.0 Scheme of Instruction:

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

Courses of Study are organized into three categories:

- a) Hard Core
- b) Soft Core
- c) Electives

3.1 Hard Core

Comprises of courses that are mandatory for all students:

- a) Regional Language: Any one of the following languages – Kannada/ Hindi / Tamil / Telugu / Malayalam.
- b) English
- c) Environmental Studies, Information and Communication Technology in Education (ICT), Indian Constitution and Human Rights, Holistic Education/ Theatre, Arts and Heritage Crafts Tradition.

3.2 Soft Core

Seven courses in education, 2 courses one in Pedagogy of English Language and another in Pedagogy of Social Science.

Following two streams are offered:

- a) English Literature, Language Studies, Social Science
- b) English Literature, Social Science, History/ Geography / Economics / Political Science.

The programme also includes a comprehensive school attachment programme; the internship in teaching.

3.3 Electives- Comprises of one education course(Guidance and Counselling/Inclusive Education)

4.0 Attendance:

Every student has to attend a minimum of 75% of the classes conducted in each course. If a candidate has failed to put in a minimum of 75% attendance in a course, she/he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. She/He has to attend the classes of that course in the subsequent years whenever it is offered after registering for the same course.

5.0 Medium of Instruction:

The medium of instruction and examination shall be English.

6.0 Course Structure of B.A.Ed. RIE Scheme

Course Structure of B.A.Ed RIE Scheme
Table.1
PANORAMA OF THE COURSES OF EIGHT-SEMESTERS

Sl. No.		I L+T+P	II L+T+P	III L+T+P	IV L+T+P	V L+T+P	VI L+T+P	VII L+T+P	VIII L+T+P	Tot.Credis L+T/P	Tot.Con Hrs
	Hard course										
1	English	2+1+0	2+1+0	2+1+0	2+1+0	-	-	-	-	8+4+0=12	16
2	Regional Language	2+1+0	2+1+0	2+1+0	2+1+0	-	-	-	-	8+4+0=12	16
3	Holistic Education	0+1+0	-	-	-	-	-	-	-	0+1+0=1	02
4	Environmental Education	-	0+1+0	-	-	-	-	-	-	0+1+0=1	02
5	Theatre, Arts and Heritage Craft Tradition.	-	0+1+0	-	-	-	-	-	-	0+1+0=1	02
6	Information and Communication Technology (ICT) in Education			0+1+0	-	-	-	0+1+0	-	0+2+0=2	04
7	Indian Constitution and Human Rights	-	-	-	-	-	-	-	0+1+0	0+1+0=1	02
	Soft Core :										
8	English Literature	2+1+0	2+2+0	2+2+0	2+2+0	2+2+0	2+2+0	2+1+0	2+2+0	16+14+0=30	44
9	Social Science	2+1+0	2+2+0	2+2+0	2+2+0	2+2+0	2+2+0	2+1+0	2+2+0	16+14+0=30	44
10	Lang.st/History/Pol.Science/ Economics Geography	2+1+0 2+0+1	2+2+0 2+1+1	2+2+0 2+1+1	2+2+0 2+1+1	2+2+0 2+1+1	2+2+0 2+1+1	2+1+0 2+0+1	2+2+0 2+1+1	16+14+0=30 16+6+8=30	44
11	Pedagogy of English Language Teaching	-	-	-	-	2+2+0	2+2+0	-	-	4+4+0=8	12
12	Pedagogy of Social Sciences	-	-	-	-	2+2+0	2+2+0	-	-	4+4+0=8	12
13	Internship Methodology I	-	-	-	-	-	-	0+4+0	-	0+4+0=4	08
14	Internship Methodology II	-	-	-	-	-	-	0+4+0	-	0+4+0=4	08
15	Understanding Education and its perspectives	-	1+1+0	-	-	-	-	-	-	1+1+0=2	03
16	Psychology of Learner and Learning	-	-	2+1+0	-	-	-	-	-	2+1+0=3	04
17	Assessment of Learning	-	-	-	1+1+0	-	-	-	-	1+1+0=2	03
18	Teaching Approaches & Strategies	-	-	-	-	2+1+0	-	-	-	2+1+0=3	04
19	Secondary Education in India: Status, Challenges and Strategies	-	-	-	-	-	-	-	2+1+0	2+1+0=3	04
	ELECTIVE										
20	Guidance & Counseling/Inclusive Education /Curriculum and School	-	-	-	-	-	-	-	2+1+0	2+1+0=3	04
	Total Credits	16	22	22	20	23	20	18	19	160	238
	Total Contact Hrs.	22	33	32	29	34	30	30	28		238

* one practical includes two hours of teaching

7.0 Change of Stream:

Once chosen, change of stream is not permissible under any circumstances during that or subsequent semesters.

8.0 Scheme of Examination:

8.1 There shall be a University Examination at the end of each semester.

8.2 Detailed Scheme of Examination along with course titles and break up of marks course- wise is as given below:

**B.A.Ed. CBCS Scheme
SCHEME OF EXAMINATION**

Table 2

Sem	Course Code	Subject	Sessional C1= 25 C2 =25 Total=50	Terminal C3=50	Total
I	I # E.1	English	50	50	100
	I # RL.1.1	Reg.Lang.-Hindi	50	50	100
	I # RL.2.1	Reg.Lang.-Kannada	50	50	
	I # RL.3.1	Reg.Lang.-Malayalam	50	50	
	I # RL.4.1	Reg.Lang.-Tamil	50	50	
	I # RL.5.1	Reg.Lang.-Telugu	50	50	
	I # HPE.1	Holistic Education	50	50	100
	I # LT.1	English Literature: Introduction to Literature	50	50	100
	I # LS.1	Language Studies: Introduction to Linguistics	50	50	100
	I # SS.1	Social Sciences: Introduction to History and Sociology	50	50	100
	I # H.1	History: History of India upto 1206 AD	50	50	100
	I # G.1	Geography Theory: Physical Geography (I) Elements of Geomorphology Geography Practicals	50	50 50	100*
	I # Eco.1	Economics: Micro Economics	50	50	100
	I # Pol.1	Political Science: Political Theory	50	50	100
		Total			600
ELS/ESG					
II	II # E.2	English	50	50	100
	II #RL.1.2	Reg.Lang.-Hindi	50	50	100
	II #RL.2.2	Reg.Lang.-Kannada	50	50	
	II #RL.3.2	Reg.Lang.-Malayalam	50	50	
	II #RL.4.2	Reg.Lang.-Tamil	50	50	
	II #RL.5.2	Reg.Lang.-Telugu	50	50	
	II # EE.1	Environmental Studies	50	50	100
	II # TAHCT.2	Theatre, Arts and Heritage, Craft Tradition	50	50	100
	II # Edu.1	Understanding Education and its Perspectives	50	50	100
	II # LT.2	English Literature: Renaissance and the Metaphysical School	50	50	100
	II # LS.2	Language Studies: History and Structure of English Language	50	50	100
	II # SS.2	Social Sciences: History and Sociology	50	50	100
	II # H.2	History: History of India from 1206 AD to 1761 AD	50	50	100
	II # G.2	Geography Theory: Physical Geography – II (Climatology)	50	50	100*
		Geography Practicals		50	

	II # Eco.2	Economics: Indian Economy	50	50	100
	II # Pol.2	Political Science: Indian Government and Politics	50	50	100
	Total ELS/ESG				800
III	III # E.3	English	50	50	100
	III #RL.1.3	Reg.Lang.-Hindi	50	50	100
	III #RL.2.3	Reg.Lang.-Kannada	50	50	
	III #RL.3.3	Reg.Lang.-Malayalam	50	50	
	III #RL.4.3	Reg.Lang.-Tamil	50	50	
	III #RL.5.3	Reg.Lang.-Telugu	50	50	
	III # ICT.1	Information and Communication Technology in Education- I	50	50	100
	III # Edu.2	Psychology of Learner and Learning	50	50	100
	III # LT.3	English Literature: Restoration, Romanticism and the Victorian Period	50	50	100
	III # LS.3	Language Studies: Applied Linguistics	50	50	100
	III # SS.3	Social Sciences: Introduction to History and Economics	50	50	100
	III # H.3	History: History of India 1757-1857 AD	50	50	100
	III # G.3	Geography Theory: Physical Geography III (Oceanography) Geography Practicals	50	50	100*
				50	
	III # Eco.3	Economics: Macro Economics	50	50	100
	III # Pol.3	Political Science: Comparative Government and Politics	50	50	100
	Total ELS/ESG				700
IV	IV # E.4	English	50	50	100
	IV # RL.1.4	Reg.Lang.-Hindi	50	50	100
	IV # RL.2.4	Reg.Lang.-Kannada	50	50	
	IV # RL.3.4	Reg.Lang.-Malayalam	50	50	
	IV # RL.4.4	Reg.Lang.-Tamil	50	50	
	IV # RL.5.4	Reg.Lang.-Telugu	50	50	
	IV# Edn.3	Assessment of Learning	50	50	100
	IV # LT.4	English Literature: Twentieth Century British Literature	50	50	100
	IV # LS.4	Language Studies: Media and Communication Studies	50	50	100
	IV # SS.4	Social Sciences: History and Economics	50	50	100
	IV # H.4	History: Indian National Movement (1857-1947 AD)	50	50	100
	IV # G.4	Geography Theory: Human Geography Geography Practicals	50	50	100*
				50	
	IV # Eco.4	Economics: Money, Banking and Public Finance	50	50	100
	IV # Pol.4	Political Science: International Relations	50	50	100
	Total ELS/ESG				600
V	V # Edu.4	Teaching approaches and Strategies	50	50	100
	V # ELT.1	Pedagogy of English Language : English Language Teaching	50	50	100
	V # POSS.1	Pedagogy of Social Sciences	50	50	100
	V# LT.5	English Literature: Indian Writing in English	50	50	100
	V # LS.5	Language Studies: Comparative Literature and Translation Studies	50	50	100

	V # SS.5	Social Sciences: Geography and Political Science	50	50	100
	V # H.5	History: History, Culture, State and Society of South India (1200-1800 AD)	50	50	100
	V # G.5	Geography Theory: Geography of India	50	50	100*
		Geography Practicals		50	
	V # Eco.5	Economics: Economic Development and Environment	50	50	100
	V # Pol.5	Political Science: Public Administration	50	50	100
		Total ELS/ESG			600
VI	VI # ELT.2	Pedagogy of English Language : English Language Teaching	50	50	100
	VI # POSS.2	Pedagogy of Social Science	50	50	100
	VI # LT.6	English Literature: Literary Criticism	50	50	100
	VI # LS.6	Language Studies: Comparative Indian Literature	50	50	100
	VI # SS.6	Social Sciences: Geography and Political Science	50	50	100
	VI # H.6	History: India and the Contemporary World (1950-2000 AD)	50	50	100
	VI # G.6	Geography Theory: World Regional Geography	50	50	100*
		Geography Practicals		50	
	VI # Eco.6	Economics: International Economics	50	50	100
	VI # Pol.6	Political Science: Indian Political Thought	50	50	100
		Total ELS/ESG			600
VII	VII # ICT.2	ICT in Education	50	50	100
	VII # LT.7	English Literature: Literature and Gender	50	50	100
	VII # LS.7	Language Studies: Translation Studies	50	50	100
	VII # SS.7	Social Sciences: Geography and Political Science	50	50	100
	VII # H.7	History: Modern Western Civilization (1789-1945 AD)	50	50	100
	VII # G.7	Geography Theory: Environmental Geography	50	50	100*
		Geography Practicals		50	
	VII # Eco.7	Economics: Quantitative Techniques	50	50	100
	VII # Pol.7	Political Science: International Politics	50	50	100
	VII # IP.1	Internship Programme	--	--	300
		Total ELS/ESG			700
VIII	VIII # IC.1	Indian Constitution and Human Rights	50	50	100
	VIII # Edu.5	Secondary Edn: Status, Issues and concerns	50	50	100
	VIII# Edu.6 (Elective)	Inclusive Edn./Guidance & Counseling/ Curriculum & School	50	50	100
	VIII # LT.8	English Literature: Post Colonial Fiction / Popular Literature / American Literature (Elective papers)	50	50	100
	VIII # LS.8	Language Studies: Critical Theory	50	50	100

	VIII # SS.8	Social Sciences: Geography and Political Science	50	50	100
	VIII # H.8	History: Colonialism and Nationalism in Asia (1800-1950 AD)	50	50	100
	VIII # G.8	Geography Theory: Applied Geography Geography Practicals	50	50 50	100*
	VIII # Eco.8	Economics: History of Economic Thought	50	50	100
	VIII # Pol.8	Political Science: European Political Thought	50	50	100
	Total ELS/ESG				600
	Grand Total				5200

* The formula applied is $\frac{(L \times X) + (P \times Y)}{L + P}$

Where X is the marks scored by the candidates out of 50 in C₃ in theory examinations and Y is the marks scored by the candidates in C₃ in Practical examinations.

8.3 *Duration of semester end examination for all theory courses will be of 2 hours duration and for practical examination, it is of 3 hours duration.*

Each theory paper comprises of FIVE questions of 10 marks each with internal choices covering the entire syllabus.

9.0 **Question paper setting, valuation etc.,**

9.1 **Question paper setting for C₃**

There shall be a separate Board of Examiners for each subject for preparing, scrutinizing and approving the question papers and scheme of valuation for the use at the next examination/s. The question papers shall be drawn from the question bank, through a computer.

9.2 **Coding of Answer Scripts:**

Before valuation, the answer scripts shall be coded using false numbers. For each paper code separate false number shall be given.

9.3 **Valuation and Classification of Successful Candidates**

All papers will be valued by an internal examiner and there will be single valuation.

The performance of a student in a course will be assessed for a maximum of 100 marks as explained below:

A semester is divided into three discrete components namely C₁, C₂ and C₃. The evaluation of the first component C₁ will be done during the first half of the semester while the first 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 8th week of the semester. The evaluation of the second component C₂ will be done during the second half of the semester while the next 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 16th week of the semester.

Between the 18th and 20th week of the semester, the semester end examination will be conducted by the University and this forms the third component of evaluation C_3 with weightage of 50%.

If a candidate has not scored 30% in C_1 and C_2 put together, he/she will not be allowed to appear for C_3 .

It should be noted that evaluated papers/assignments of C_1 and C_2 of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.

For the courses that has both Theory and Practical components, then as part of C_3 , both theory and practical examinations shall be conducted for 50 marks each.

The final marks of a course M of C_3 will be computed as per the following table :

	<i>Distribution</i>	<i>Formula</i>
1.	$L : T : P$	$M = ((L+T)*X + (P*Y)) / (L+T+P)$
2.	$L : T : P = 0$	$M = X$
3.	$L : T = 0 : P$	$M = (L*X + P*Y) / (L+P)$
4.	$L = 0 : T : P$	$M = Y$
5.	$L : T = 0 : P = 0$	$M = X$
6.	$L = 0 : T = 0 : P$	$M = Y$
7.	$L = 0 : T : P = 0$	$M = Z$

where

X is the marks scored out of 50 in C_3 in Theory

Y is the marks scored out of 50 in C_3 in Practical

Z is the marks scored out of 50 in C_3 in Tutorial

The total marks in a course is $P = C_1 + C_2 + M$ (after rounding to nearest integer. The grade (G) and grade point (G.P) will be calculated as follows where V is the credit value of the course.

P	G	$GP = V \times G$
90 – 100	10	$V \times 10$
80 – 89	9	$V \times 9$
70 – 79	8	$V \times 8$
60 – 69	7	$V \times 7$
50 – 59	6	$V \times 6$
40 – 49	5	$V \times 5$
30 – 39	4	$V \times 4$
0 -29	0	$V \times 0$

If a candidate scores in $C_1 + C_2 \geq 30\%$,

$M \geq 30\%$

and $G \geq 5$ in a course, then he is considered to be successful in that course.

After successful completion of the required number of credits, then the overall cumulative grade point average (CGPA) of a candidate is calculated using the formula $CGPA = \Sigma GP / \text{Total number of credits}$ and the class is declared as follows :

CGPA	FGP	
	Numerical Index	Qualitative Index
$4 \leq CGPA < 5$	5	Second Class
$5 \leq CGPA < 6$	6	
$6 \leq CGPA < 7$	7	First Class
$7 \leq CGPA < 8$	8	
$8 \leq CGPA < 9$	9	Distinction
$9 \leq CGPA \leq 10$	10	

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

However, if $C_1 + C_2 \geq 30$, $M \geq 30$ and with grade $G = 4$, then a candidate has three options namely conditional success or make up of a course or dropping a course.

Conditional Success: A candidate is said to be successful conditionally in a course if his score in $C_1 + C_2 \geq 30\%$, $M \geq 30\%$ and grade $G = 4$. But this benefit will be available upto a maximum of 4 credits per year i.e. 16 credits for the entire programme of B.A.Ed. of 4 years.

Make Up of a Course: Under the following circumstances, a candidate can have option to choose MAKE-UP OPTION for C_3 :

1. scores $\geq 30\%$ in $C_1 + C_2$ and $M < 30\%$
2. scores $\geq 30\%$ in $C_1 + C_2$; $M \geq 30\%$ but with grade $G = 4$

The candidate has to exercise this option within 10 days from the date of notification of results. Once he has chosen the option he has to write the examination which will be conducted within 25 days from the date of notification of results. And there can be two or more examinations on the same day and they may be held on Saturdays and Sundays also.

If the candidate is unsuccessful in the second attempt other than make up, then he is deemed to have withdrawn / dropped the course.

Dropping a paper

Under the following circumstances a candidate is said to have DROPPED a course, If the candidate :

1. fails to put in 75% attendance in the course,
2. decides to discontinue/ withdraw to study the course,
3. scores less than 30% in $C_1 + C_2$ together,
4. scores in
 - i) $C_1 + C_2$ is $\geq 30\%$ and $M < 30\%$ or

- ii) $C_1 + C_2$ is $\geq 30\%$, $M \geq 30\%$ and Grade $G = 4$ and exercises option to drop the paper within 10 days from the date of notification of final results,
5. is unsuccessful in the MAKE-UP examination and also in one more appearance in the subsequent semester.

A candidate who has dropped a paper has to re-register for the course when the course is offered again by the Department or Section.

- 9.4 *Each student can go with a normal pace of 20 credits per semester. However he/she has provision to go with a slow pace of 12 credits per semester and an accelerated pace of 26 credits per semester. In any case it should not exceed 26 credits including reregistered courses.*
- 9.5 *The tuition fee and the examination fee of a semester will be in accordance with the number of credits registered by each student in that semester.*
- 9.6 *The student may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a semester blank to the institution.*

10.0 Provision for Appeal

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

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

1. Three senior faculty members (other than those concerned with the evaluation of the paper concerned) drawn from the Department/ discipline and /or from the sister departments/ sister disciplines.
2. Three senior faculty members/subject experts drawn from outside the University Department.
3. The Registrar (Evaluation) ex-officio Chairman/Convenor.
4. The Dean of the respective faculty.
5. Additional faculty member (in case not covered by 1,2,3,4,6 and 7).
6. Additional faculty member from a minority community (in case not covered by 1,2,3,4,5 and 7) and
7. The Chairman, BoS, Chairman, DoS and Chairman, BoE.

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

11.0 Marks Cards:

- 11.1 The marks card shall be laminated after affixing the hologram only when a candidate passes (at the time of passing) all papers of a particular semester.

12.0 Barring of Simultaneous Study

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

13.0 Miscellaneous:

- 13.1 These revised regulations will apply to the candidates admitted for the academic year 2011-12 and onwards for the courses mentioned in Regulation No.1.0 above.
- 13.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.
- 13.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

I SEMESTER

I#E.1 ENGLISH

Credits : 3 (2L+1T)
Contact Hrs per week: 4
Exam Duration : 2 hrs

Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives :

Students develop proficiency in English which equips them to:

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

Transaction Mode:

Lecture –cum-discussion, using language in context, interactive session, materials to be chosen from newspapers, magazines and journals. Use of dictionaries and encyclopaedia, library work.

COURSE CONTENT :

Unit I : Descriptive Grammar

1. Tenses :

- a) Simple Present : Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.
- b) Simple past : Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous

Unit II : Skills in Communication

1. Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.
2. Debating on an issue – agreeing / disagreeing.

Unit III : Study and Reference Skills

Note making; Note- taking; Summary writing.

Unit IV : Literature – Prose & Skills of Communication

Extract from Abdul Kalam's *Wings of Fire*; Somerset Maugham – *The Ant and the Grasshopper*

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

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

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

REGIONAL LANGUAGES

I # RL.1.1 HINDI

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I : Descriptive Grammar

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

Reference: Hindi Vyakaran by N Nagappa.

Unit II: Functional Language

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

Reference: Effective Group Discussion – Theory and Practice by Gloria J.Galanes, McGraw Hill Company (Publishers).

Unit III: Modern Poetry:

- i) Kavya Kusumaakar - First eight Poets (Modern)
Prasaranga, University of Mysore, Mysore

Unit IV : Prose : Collection of Short Stories:

Katha Kousthubh (Ed). Dr Tippeswamy

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

I # RL.2.1 KANNADA

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

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

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

Reference: Kannada Kaipidi, Prasanga Publication, University of Mysore.

Unit II : Functional Language

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

b) **Conversation** : Definition – styles of conversation – formats of conversation – telephonic conversation, etc. – Exercises

Reference: Effective Group Discussion – Theory and Practice by Gloria J. Galanes, McGraw Hill Company (Publishers).

Unit III: Modern Poetry

- i) Kalki – Kuvempu
- ii) Sabhyata Devate – Kuvempu
- iii) Thungabhadre – K S Narasimhaswamy
- iv) Kaniveya muduka – Pu Thi Na
- v) Nanna avathara – M Gopalakrishna Adiga
- vi) Hakki Haruthide Nodidra... –DA. RA. Bendre

Selected from Aunika Kannada Kavya Part I, University of Mysore.

Unit IV: Prose : Collection of short stories

Collection of Short Stories

- i) Mochi – Bhartee priya
- ii) Kallina Kolalu – Chaturanga
- iii) Radheya Kshame – Ananda
- iv) Cappaligalu – Sara Abubakkar

Selected from Sanna Kathegalu, Mysore University, Mysore

Suggested Activities :

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

Continuous Assessment:

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

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

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

Total =50

I # RL.3.1 MALAYALAM

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Unit I : Descriptive Grammar - Sandhi

Ref : Kerala Panineeyam By A R Rajaraja Varma, NBS, Kottayam

Unit II: Functional Language

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

1. Conversation - Definition – styles of conversation – formats of conversation – telephonic conversation, etc. – Exercises

Reference: Effective Group Discussion – Theory and Practice by Gloria J.Galanes, McGraw Hill Company (Publishers).

Unit III: Modern Poetry

Lessons from “ Kavya Mala, University of Kerala publications,Kerala

1. Mazhuvinte Katha
2. Sabhalamee yaatra
3. Shanta
4. Kochiyile Vrikshangal
5. Bharatheeyam

Unit IV: Literature

Collection of Short Stories:

From Katha malika, University of Kerala publications

1. Kadal theerathu
2. Shavadaham
3. Ammayum makanum
4. Perumazhayude pittennu
5. Chaya

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

I # RL.4.1 TAMIL

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

Course content :**Unit I: Descriptive grammar – Sandhi**

Ref: Tamil Ningalum Thavarillamal Ezuthalam- Dr. Porko

Unit II: Functional Language

Group Discussion: Introduction-Definition-Characteristics-types of discussions-round table-symposium-panel-lecture forum etc.-relevance of group Discussions – Exercises

Conversation: Definition-styles of conversation-formats of conversation-telephonic conversation, etc-Exercises

Reference: Effective Group Discussion – Theory and Practice
Gloria J. Galanes, McGraw Hill Company (Publishers).

Unit III: Poetry: Modern Poetry

Ikkalak Kavithaikal

Kannan En Sevegan

Thiru Arutpa

An Anthology of Tamil Poetry

(For First Year Degree Classes)

University of Mysore, Mysore.

Unit IV: Prose: Collection of Short Stories

Naatru – (Collection of Short Stories)

Vaanathi Pathippagam, 13 Deenadayalu Street

T. Nagar, Chennai 600 017

Suggested Activities :

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

Continuous Assessment:

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

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

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

Total =50

I # RL.5.1 TELUGU

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

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

Transaction mode :

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

Course content :

Unit I : Descriptive Grammar—Sandhi

Ref : Balavyakaranam of Paravastu Chinnaya suri and “ Telugu vyakarana chandrika “ by P V K Prasada rao, Sri Mahalakshmee book enterprises, Museum road, Governor pet, Vijayawada)

Unit II: Functional Language

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

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

Reference: Effective Group Discussion – Theory and Practice by Gloria J.Galanes, McGraw Hill Company (Publishers).

Unit III: Modern Poetry

Lessons from “Telugu Sahitya Sravanthi “, Published by Prasaranga, University of Mysore, Mysore

1 .*Madhava varma*

2. *Desha charitralu*

Unit IV: Literature

Literature:

Collection of Short Stories:

From **Tilak kathalu :**

By Devarakonda Balagangadhara Tilak

(Published by : Vishalandhra Publications, Abids, Hyderabad.)

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

I # HE.1 HOLISTIC EDUCATION

Credits : 1(0L + 1T)

Contact hrs per week: 2

C₁ + C₂ : 50

C₃ :50

Objectives:

- The course is designed to help the student teachers to-
 - understand the modern concept of physical education, its aims, objectives and educational dimensions
 - understand the importance of fitness and the components of physical fitness and training methods of developing physical fitness
 - develop interest in participating in games and athletics and improve competencies to perform skills and play different games for using their leisure time in a productive manner
 - acquire knowledge to conduct intramural competitions, annual sports and recreational activities in schools.
 - understand the meaning of health, dimension of health and factors that promote and affect health
 - understand the concept of health education and implement school health programmes
 - understand the meaning of yoga, its importance in maintaining good physical , mental and emotional health.

Transaction mode:

Lecture cum demonstration and discussion, group practice , group work, performance, simulated teaching, school visits.

COURSE CONTENT:**UNIT I: Health & Physical Education**

- (a) Meaning and definition of health- Dimensions of health- physical, mental, social and emotional and their inter relatedness

- (b) Factors that promote and affect health- Biological, environmental and socio-cultural
- (c) Concept of Health Education- School Health Programmes- Promoting Health Instruction, Healthful School Living and Health Services Programmes.
- (d) Modern concept of Physical education,- Definition, Aims, Objectives and Educational Dimensions of Physical Education- develop and appreciate the values of physical education programme and develop leadership qualities and all-round personality
- (e) Physical Fitness- Components of Physical Fitness, Training methods for developing Physical fitness.
- (f) Physical education programme at high schools- selection of activities in games and athletics based on physiological, psychological and sociological characteristics of students
- (g) Basics in Yoga- Meaning, importance , different stages of yoga, principles of yoga- do's and don'ts during practice of yogic exercises, yogasanas and pranayamas and its effect on different systems of the body and benefits of meditation to reduce stress.

UNIT II: Practicals In Health And Physical Education and Yoga

- (a) Practice of Skills and rules of different games- Basketball, Football, Volleyball, Handball, Kho-Kho, Shuttle Badminton, Cricket, Table Tennis, Throwball, Tennis Koit-(Any two activities)
- (b) Practice of Skills and rules of different Athletic Track and Field Events- Sprints and middle distance runs: 100 mtrs, 200 Mtrs. 400 Mtrs, 800 mtrs and 1500 mtrs.
Field Events: Shotput, Discus throw, Broad jump and High jump (Any one event from track events and one from Field Events)
- (c) Marking of playfields/ track . Organising Intramural competitions, Officiating matches, Drawing fixtures for different type of tournaments, and maintaining of records
- (d) Health Appraisal of School Students
- (e) Practice of Yogic Exercises and Yogasanas- Mudras, Suryanamasakara and a minimum of 25 simple asanas
- (f) Practice of Pranayama- and techniques of doing Meditation and Relaxation.
- (g) Simulated teaching of Yogasanas

Suggested Activities:

- (a) Preparation of Health Appraisal Report of School students)
- (b) Learning to teach any five yogasanas
- (c) Officiating Games and Athletic events during practice of games and intramural competitions
- (d) Performing the skills taught in different games
- (e) Organisation of competitions at class level and participating in Trekking to learn organizing skills and leadership qualities.

Continuous Assessment:	Total:	<u>50marks</u>
(a) Performance in Skill Test- in one game and one Athletic event		20 marks
(b) Performing five yogasanas and Simulated teaching of one yogasana		10 marks
(c) One written test		10 marks
(d) One Assignment		10 marks

References:

1. B.K S Iyengar (1976) Light on Yoga, New York, Schocken Books.
2. B.D.Bhatt and S.R.Sharma (1993) Teaching of Physical and Health Education, Delhi, Kanishka Publishing House.
3. V.Krishnamerthy and N Parameshwara Ram (1992) Educational Dimensions of Physical Education, New Delhi, Sterling Publishers Pvt. Ltd.
4. Edward F. Voltmer and Arthur A.Esslinger (1964) The Organisation and Administration of Physical Education, Bombay, The Times of India Press.
5. Byrd W.B. (1981) Healtyh, Philadelphia, Saunders Co.
6. Bucher Charles, Foundation of Physical Education, St.Louis, The C.V.Mosby and Co., Ltd.
7. Uni Kishan Lal (1997) Preksha Dhyana Yogic Kriyayen, Ladnun, Tulsio Adhyatma Nigam.
8. Seetharam A.R. (1996) Yoga for Healthy Living. Mysore , Paramahansa Yogashram.
9. Muni Mahendra Kumar (1994) Preksha Meditation, Ladnun, Jain Vishva Bharathi.
10. U.K.Singh, A K Nayakn (2005) Health Education, New Delhi, Commonwealth Publishers.
11. V.K.Rao, (2003) Physical Education, New Delhi, A,P H Publishing Corporation.
12. B.N.Dash(2003) Health and Physical Education, New Delhi, Neelkamal Publication Pvt. Ltd.
13. N.Govindarajulu (2005) Management of Physical Education and Sports Programme. New Delhi Friends Publications.
14. Williams J.F. and Brownell C L: The Administration of Health Education and Physical Education , Philadelphia, W.B.Saunders Company.
15. Knapp and Leonard, (1968) Teaching Physical Education in Secondary Schools, New York, McGraw Hill Series.

I # LT.1 ENGLISH LITERATURE

INTRODUCTION TO LITERATURE

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives:

- To make the student teachers become aware of the ways of reading literature and literary forms through a selection of texts.
- To introduce student teachers to different types of poetry like ballad, ode, sonnet, pastoral elegy and lyric. It will also provide them an insight into styles, techniques and philosophy of poets such major poets such as S.T.Coleridge, Shakespeare, W.H.Auden and Toru Dutt.
- To provide student teachers an understanding of varieties of theatre as well to offer an awareness of the subtleties and nuances of theatre as a medium of artistic expression.
- To offer the student teachers a comprehensive understanding of forms of prose writing such as theological, reflective and reflective.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I: What is literature?

Oral and written; what is literary? Non literary?; The concept of the 'Genre'; Ideology and Literature; The ways of reading literature

Unit II : Poetry

To introduce students to the Language of poetry, diction, imagery, symbols, metre, rhythm, figures of speech, appreciation of poetry.

To introduce students to various kinds of poetry through illustrative examples.

Unit III : Drama

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

Jean Anonilh - Antigone

Unit IV : Fiction & Prose

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

Psychological Novels, Regional, Realist, Stream of Consciousness, Gothic, Romance.

J.D.Salinger - Catcher in the Rye

E M Forster – What I believe?

Nissim Ezekiel – Naipaul's India and Mine

Continuous Assessment:

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

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

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

Total =50

Suggested Reading :

Samuel Taylor Coleridge : Rime of the Ancient Mariner

W.H.Auden : In Memory of W.B.Yeats

George Orwell : Shooting An Elephant.

Aristotle	:	Poetics
Kalidasa	:	Abhijnana Shakuntala, Tr.Chandra Rajan in Kalida. The Loom of Time.
Bharata	:	Natyashastra, Tr.Manmohan Ghosh, Ch.6 'Sentiments' 2 nd edition (Calcutta Granthalaya, 1967) Vol.1, pp 100-18.
B Prasad	:	Introduction to English Literature
M H Abrams	:	Glossary of Literary Terms
Martin Gray	:	Dictionary of Literary Terms
Lawrence Durrell	:	Key to Modern Poetry
G S Fraser	:	Introduction to Modern Literature
Cleanth Brooks & Warren	:	Understanding Poetry
		Understanding Drama
		Understanding Fiction

I # LS.1 LANGUAGE STUDIES

INTRODUCTION TO LINGUISTICS

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂:50

C₃ :50

Objectives:

- To enable the student teachers understand the way in which language functions as a system.

- To enable them to understand the way in which speech sounds are produced
- To enable them understand how speech sounds function in a language
- To enable them to have an in-depth understanding of grammatical and semantic aspects of language.
- To familiarize student teachers understand relationship between language and other disciplines.

Transaction Mode:

Lectures, discussion-oriented and problem solving activities will be used. The role of interaction will be central. Students and teachers will analyze together chunks of language, talk about what they notice and try to form views. Discourse awareness activities will be brought to the fore e.g. activities, which focus on particular discourse patterns in the language under examination. Learners through observation are expected to comprehend and formulate the rules governing linguistic phenomenon and draw conclusions about the features of the language analyzed. Necessary scaffolding will be provided to the students to guide them through the learning process. The phonetic course will have practicals which will include articulation and transcription of the sounds of English. In phonology and morphology, students will be asked to solve problems.

COURSE CONTENT :

Unit I : Language, Linguistics and History of English Language

Language : Its definition, properties and functions; Origin of language; a brief introduction to the major language families of the world; Linguistics : Definition – levels of linguistic analysis; branches of Linguistics.

Unit II : History of English Language

The position of English in Germanic family, landmarks in the history of English, (old English, Middle English, Modern English), the English vocabulary. The influence of Latin, Greek, French and other languages and current trends.

Unit III : Phonetics & Phonology

Speech : Its definition, articulatory phonetics : physiology of speech, air stream mechanisms, phonation, articulation, description and classification of vowels, cardinal vowels; articulation, description and classification of consonants. Transcription – phonetic and phonemic.

Functional aspects of speech sounds, concepts of phoneme, allophone, minimal pair, distribution, etc.

Unit IV : Morphology

Definition of morphology; concepts of morpheme, allomorph, free and bound morpheme, etc. Types of affixes, inflection and derivation.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Abercrombie, D (1967) Elements of General Phonetics, Edinburgh University Press
 2. Bansal, R.K. (1971) An Outline of General Phonetics Bombay: Oxford University Press
 3. Collins, B.S and Mees, J.M. (2008) Practical Phonetics and Phonology- A Resource Book for Students, Routledge.
 4. Crystal, David (2003) A Dictionary of Linguistics and Phonetics, Oxford:Blackwell Publishing.
 5. Jones, Daniel (2003), English Pronouncing Dictionary, Cambridge: Cambridge University Press.
 6. Falk, Julia.S.(1973), linguistics and Language- A Survey of Concepts and Implications. New York: John Wiley and Sons.
 7. Parker, F and Riley, K (1994), Linguistics for New Linguistics. Boston: Allyn and Bacon
 8. Rao, Bhaskara.P.(1972), Practical Phonetics. Poona ASL, University of Poona.
 9. Small, Larry H(2004), Fundamentals of Phonetics: A Practical Guide for Students, Boston: Allyn and Bacon.
 10. Yale, George (2006) The Study of Language, Cambridge: Cambridge University Press.
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I # SS.1 SOCIAL SCIENCES INTRODUCTION TO HISTORY AND SOCIOLOGY

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂:50

C₃ :50

Objectives:

On completion of the paper the students will:

- Analyse the meaning, definitions of history and historiography
- Appraise social revolutions in the world
- Infer the basic principles and concepts in Sociology.
- Gains an understanding of Social institutions, methods, techniques and participatory research in Sociology.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

History:

Unit I: Historiography

Meaning of History and Historiography- Historical Facts – problems of historical evidence-critical approaches to sources-narrative and arguments in history-perspective and the use of categories-distinction between perspectives and bias - Causation and Generalizations in History – Sources and criticism – Historical Approaches: Positivist Approach –Historical materialism –The Annals School.

Unit II: Scientific and Social Revolutions

Scientific revolutions – Copernical revolution, Bacon methodological revolution – Newton's laws of nature – Industrial Revolution - the factory system replaces the guild system of production – Changes in the means and relations of production–Case Study: French Revolution.

Sociology:

Unit III: Sociology and Society

Importance of Study of Sociology - definitions, nature and scope, – history, sociology and social sciences, the need for the sociological understanding of individual actions and institutional functions- emergence of society - Basic Concepts : Society – individual – community – institution – association –social processes- co operation, competition, conflict, accommodation and assimilation- social groups – culture – social stratification – social control – socialization – values and norms.

Unit IV: Social Institutions

Political and Economic Institutions – Family, kinship – Religion–Education-producing sociological knowledge- research as practice, doing participatory research: Observation – Survey – Interview – Questionnaire –fieldwork techniques.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

History :

1. Arthur Marwick, *Nature of History*, London, rpt. 1990.
2. Barnes, H.E., *History of Historical Writing*, New York, 1963.
3. Perry Anderson, *In the Tracks of Historical Materialism*, London, 1983.
4. Momigliano, A., *Essays in Ancient and Modern Historiography*, Oxford, 1977.
5. Peter Burke(Ed). *New Perspectives on Historical Writing*, Polity Press, London, 1991.
6. Palmer, R.R., *A History of Modern World*, Macmillan, London, 1976.
7. .Huberman, L., *Man's Worldly Goods*, Peoples Publishing House, Delhi.
8. Hobsbawm, E.J., *Industry and Empire*, Penguin Publishers, Sphere Books Ltd., 1989.
9. Hobsbawm, E.J., *Age of Extremes*, Viking Publishers, Indian Edn. Rupa Co.
10. Rodney Hilton (Ed). *The Transition from Feudalism to Capitalism*, London, 1982.
11. Maurice Dobb, *Studies in the Development of Capitalism*, Rutledge and Kegan Paul, 1972.

12. Harry Magdoff, *Imperialism*, Routledge and Kegan Paul, London.
13. Wallerstein, I., *Historical Capitalism*, Verso, London, 1984.
14. Andre Gunther Frank, *Latin America and Under-development*, Monthly Review Press, 1969.
15. Andre Gunther Frank, *Latin America: Underdevelopment or Revolution*, New York, 1978.

Sociology

1. Ogburn, W.F. and Nimkoff, 1958: *A Handbook of Sociology*, Boston: Houghton Mifflin Company.
2. Inkles, Alex, 1987: *What is Sociology? An Introduction to Discipline and Profession*, New Delhi: Prentice Hall of India.
3. Horton, B., and Hunt, L. 1984. *Sociology*. Tokyo: McGraw Hill Book.
4. Cuber, F. John 1955, *Sociology: A Synopsis of Principles*, New York: Appleton Century Crafts, INC.
5. Shephard, John, M. 1980. *Sociology*, Minnesota: West Publishing Company.
6. Johnson, Harry M. 1995 *Sociology: A Systematic Introduction*, New Delhi: Allied Publishers.
7. Shankar Rao C N, 1997: *Sociology*, New Delhi: S. Chand and Company.
8. Bierstedt, Robert, 1971. *Social Order*, Bombay: Tata McGraw Hill.
9. Bottousore, Tom, B. 1975: *Sociology: A Guide to Problems and literature*, London: The MacMillan Press Ltd.
10. Davis, Kingsley, 1960: *Human Society*, New Delhi, Macmillan.
11. Jayaram, N, 1987, *Introductory Sociology*, New Delhi, Macmillan India Ltd.
12. Maciver and Page, 1959. *Society: An Introductory Analysis*, London: Macmillan.
13. Mills C. Wright, 1970. *Sociological Imagination*: Harmondsworth: Penguin.
14. Schaefer, Richard, T and Robert P Lamm, 1999. *Sociology*, New Delhi : Tata McGraw Hill.
15. Beteille, A. and Madan, T N 1975. *Encounter and Experience: Personal Accounts of Fieldwork*, New Delhi: Vikas Publishing House.
16. Bose, Pradip Kumar, 1995. *Research Methodology*, New Delhi: ICSSR.
17. Goode and Hatt, 1952. *Methods in Social Research*, London: McGraw Hill.
18. Wilkinson and Bhadarkar, 1977 *Methodology and Techniques of Social Research*. Mumbai : Himalayan Publishing House.
19. Kothari, CR., 1989 *Research Methodology: Methods and Techniques*. Bangalore, Wiley Eastern.

I # H.1 HISTORY
HISTORY OF INDIA UPTO 1206 A.D.

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives:

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

- The importance of literary, archaeological sources for the understanding of the Harappan and Aryan civilizations
- The rise of new religions, such as Jainism, Buddhism and its contribution to Indian civilization.
- The development of Mauryan Empire as a welfare state and Ashoka's contribution to Dharma.
- The cultural contributions of Gupta and the Rajput rulers in the field of Literature, Science, Art and Architecture for Indian Society.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

COURSE CONTENT:

Unit I: Survey of Sources and Geographical Features

Literary and Archaeological Sources – Geographical features – Indus Valley Civilization – Cities of Harappan civilization: Harappa, Mohenjodaro, Lothal and Chanhudaro - The political, economic and religious life of the Indus people – The Aryans – origin – The Rig Vedic and Later Vedic Period – political – economic – socio – religious life of the Aryans.

Unit II : Sixth Century B.C. and the Rise of New Religions

The Sixth Century BC in Indian History – Causes for the rise of new Religions – Jainism – Life and Teachings of Mahaveera – Buddhism – Life and Teachings of Buddha - their contributions.

Unit III : The Mauryan Empire

The Mauryas – Chandragupta Maurya, Asoka – Kalinga War – Welfare State – Asoka's Dharma – Factors for the disintegration- The Indo – Greeks – Menander – The Kushans – Kanishka – Conquests – Patronage to Buddhism – Gandhara Art.

Unit IV : Guptas and Rajputs Rulers and their contributions

(a) The Guptas – Samudragupta – Chandragupta Vikramaditya – The Gupta's Contributions in the field of Literature, Science, Art and Architecture – The Revival of Hinduism – the Hun Invasion – The Vardhanas – Harshavardhana – Career and Achievements.

(b) The Rajputs - Pratiharas – Chauhans – Paramaras – the Society – The Chandela
Art and Architecture – Khajuraho and Konark Temples.

Maps for Study:

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

Places of Historical Importance :

- i) Harappa
- ii) Mohenjodaro
- iii) Lothal
- iv) Kalibhangan
- v) Chanhudaro
- vi) Lumbini
- vii) Gaya
- viii) Nalanda
- ix) Pataliputra
- x) Saranath
- xi) Maski
- xii) Jatingarameshvara
- xiii) Purushapura
- xiv) Ujjain
- xv) Thaneshvar
- xvi) Konark
- xvii) Khajuraho
- xviii) Ajmer
- xix) Taxila
- xx) Kanuj

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Allchin, BR., **Birth of Indian Civilization**, Penguin Books Ltd., 1995.
2. Romila Thapar (Ed), **Recent perspectives of Indian History**, Oxford Uni Press, Delhi, 1998.
3. Romila, Thapar, **from lineage to state**, OUP, Delhi, 2000.
4. Romila, Thapar, **Asoka and the Decline of the Manuryas**, OUP, Delhi, 1999.
5. Romila, Thapar, **A History of India –I**, Penguin Books.
6. Kosambi, DD., **The culture and civilization of Ancient India–An historical outline**, Vikas Pub.New Delhi, 1997.
7. Basham, AL., **The Wonder that was India (Vol-I)**, Rupa & Co., New Delhi, 1995.
8. Basham AL.,(Ed), **A Cultural History of India**, OUP, Delhi,1998.
9. Jha, DN., **Ancient India-An Introductory Outline**, People's Publishing House, New Delhi.
10. Sharma, RS., **Indian Feudalism**, Mac Millan Pub. Madras, 1998.
11. Sharma, RS., **Material Culture and Social formation in Ancient India**, Mac Millan Pub., Madras,1995.
12. Sharma, RS., **Aspects of Political Ideas and Institutions in Ancient India**, Motilal Banarsidas Pub.Pvt.Ltd., Delhi,1999.
13. Luniya, BN., **Evolution of Indian Culture**, Lakshmi, Narian Agarwal, Agra, 1977.
14. Devahuti D., **Harsha – A Political Study**, OUP, Delhi, 1998.
15. Majumdar R.C., **Ancient India**, Motilal Banarsidas Pub., Delhi,1982.
16. Himanshu P.Roy, **The Winds of Change (Buddhism and the maritime links of early south Asia)**, OUP, Delhi, 1998.
17. Jha D.N., **Revenue System in Post-Maurya and Gupta Times**, Punthi Pustak, Calcutta, 1967
18. Jain V K., **Trade and Traders in Western India (1000-1300A.D.)** Munshiram Pub.Delhi, 1990
19. S.Bhattacharya & Thapar R., (Ed), **Situating Indian History**, OUP, New Delhi, 1986
20. N.N.Bhattacharya, (Ed), **Development of Hindu Polity and Political Theory**, Munshiram Manohaslal, New Delhi.

21. Altekar A.S., **State and Government in Ancient India** (third edition), Motilal Banarsidas, Delhi.1972.
22. Asopa J.N, (Ed), **Feudalism in North India** (700-1200 A.D.) University of Rajasthan, Jaipur.
23. Vijaya Kumar, **Urbanisation in Ancient India**, Thakur Abhinava Pub. New Delhi, 1981.
24. Nandi, RN., **Social Roots of Religion in Ancient India**, K P Bagchi & Co., Calcutta, 1986.
25. Harle J.C., **Art and Architectre of Indian Sub-Continent**, Penguin Books Ltd., England, 1986.
26. Prakash Kejariwali, **The Asiatic Society of Bengal and the Discovery of India's Past 1784 -1938**) OUP, New Delhi, 1988.
27. Santhosh Kumar Das, **The Economic History of Ancient India**, Vohra Pub. & Distributors, Allahabad, 1985.
28. Sarkar, DC., **Studies in the Society and Administration of Ancient and Medieval India.**
29. Sharma, RS., **Social Change in Early Medieval India (500-1200A.D.)**, Motilal Banarsidas, Delhi, 1969.
30. Sircar, DC., (Ed), **Land System and Feudalism in Ancient India** Calcutta University, 1966.
31. Rajayyah, K., **Historical Method.**
32. Sheik Ali, B., **History – its theory and Method** (1995).
33. Yadava, B.N.S., **Society and Culture in Northern India during the Eleventh & Twelfth Centuries.**
34. Irfan Habib, **People's Histroy of India, The Indus Valley Civilization**, Tulika, 2005,
35. Irfan Habib and Vijayakumar Thakur, **People's Histroy of India**, Vedic Aryans, Tulika 2005.

I # G.1 GEOGRAPHY THEORY

PHYSICAL GEOGRAPHY-I (Elements of Geomorphology)

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objective:

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

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I :The Nature of Geography

The Nature, Scope and Content of geography, Branches of Geography and Geography other disciplines. Nature and Scope of Physical Geography.

Unit II: The Earth

Origin of Earth: Big Bang Hypothesis, Geological Time Scale, Earth's Interior, Isostasy, Rocks: Origin, composition and types of Rocks.

Unit III: Earth Movements

Wegner's Theory of Continental Drift, Plate Tectonics, Earth movements: orogenic and eperogenic., Earthquakes and Volcanoes.

Unit IV :Geomorphic Process

Geomorphic agents and processes: Erosion, Transportation and Deposition; Mass Wasting; Evolution of landscape; Concept of cycle of erosion, Interruptions of Cycle of Erosion. Fluvial, Arid, Glacial, and Karst topography.

References:

1. Dikshit R.D.: The Arts, Science of Geography Integrated Readings Prentice Hall of India, New Delhi, 1994.
2. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co., New York, 1967.
3. Hartshorne, Richard: Perspective on the Nature of Geography, Rand McNally and Co., Chicago, 1959.
4. Harvey, David: Explanation in Geography, Edward-Arnold, London, 1972.
5. Holt-Jensen, A.: Geography: Its History and Concepts, Longmans, 1980.
6. Dayal, P; A Text book of Geomorphology. Shukla Book depot, Patna, 1996.
7. Dury, G.H. : The Face of the Earth, Penguins, 1980.
8. Ernst, W.G.: Earth systems - Process and Issues. Cambridge University Press, 2000.
9. Kale V. and Gupta, A: Element of Geomorphology, Oxford University Press, Calcutta, 2001. Curriculum Development Committee in Geography 40
10. Monkhouse, F.J.: Principles of Physical Geography. Hodder and Stoughton, London. 1960
11. Pitty. A.: Introduction to Geomorphology, Methuen, London, 1974.
12. Singh, S. : Geomorphology, Prayag Pustakalaya, Allahabad, 1998.
13. Small, R.J. : The Study of Landforms, Mc.Graw Hill, New York, 1985.
14. Sparks, B.W. : Geomorphology, Longmans, London, 1960.
15. Steers, J.A.: The Unstable Earth. Some recent views in geography, Kalyani Publishers, New Delhi, 1964
16. Strahler, A.N. and Strahler, A.H. : Modern Physical Geography; John Wiley & Sons, Revised edition 1992.
17. Summerfield, M.A.: Global Geomorphology, Longman, 1991

18. Thornbury, W.D.: Principles of Geomorphology, Wiley Eastern, 1969.
19. Wooldridge, S.W. and Morgan, R.S. : The Physical Basis of Geography - An Outline of Geomorphology, Longman Green & Co., London, 1959.
20. Wooldridge, S.W: The Geographer as Scientist. Thomas Nelson and Sons Ltd., London, 1956.

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Maps

- 1 Meaning and classification of Maps** – Atlas, Wall Maps, Topographical, Cadastral Maps, Physical and Cultural maps.
2. Scales: Meaning, significance, types, statement – RF, conversion of scales, Graphical Scale – Linear and Diagonal Scales with illustrations.
- 3. Enlargement and reduction of maps**, square and triangular methods.
4. **Latitudes and longitudes**: International dateline. Computation of local, standard and Greenwich Time.

References:

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

Semester I
1# E.1 Micro Economics

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives:

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

1. The nature and scope of economics and functions of an economic system.
2. The principles and theorization of factor pricing, product pricing and financial aspects of microeconomics.
3. Market Structure and Factor Pricing and Market Forms
4. Different concepts of Financial Micro Economics.

COURSE CONTENT:

Unit I : Introduction

Nature and Scope of Economics-Need for the study of economics, Methodology in Economic Problems – Role of Assumptions – Demand and Supply – Functions of an Economic System- Decision making and role of Price Mechanism-Consumer Behavior; Utility – Cardinal and Ordinal Approaches- Indifference Curves- Consumer's Equilibrium – Applications of Indifference Curve Technique – Elasticity of Demand – Price, Income and Cross Elasticities – Consumer's Surplus.

Unit II: Theory of Production and Costs

Production Decisions – Production Function- Isoquants – Factor Substitution – Law of Variable Proportion – Returns to Scale – Economics of Scale – Different Concepts of Cost and their interrelationship – Equilibrium of the Firm – Expansion of Path – Empirical Evidence on Costs Behaviour.

Unit III: Market Structure, Factor Pricing and Market Forms:

Perfect and imperfect competition – Monopoly: Measure of monopoly power- Monopolistic Competition – Duopoly- Market Structure- Efficiency and Regulation.

Factor Pricing: Theories of Wage Determination Wages – Wages and Collective Bargaining – Wage Differentials – Rent: Scarcity Rent- Differential Rent, Quasi Rent – Interest – Determinants of Interest – Profits; Innovation, risk and Uncertainty Theories.

Unit IV: Financial Micro Economics:

Lending – Borrowing Equilibrium – Saving and Investment Equilibrium – Investment Decisions: Determinants and Criteria – Applications of Financial Microeconomics.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Bach, G.L.(1977) *Economics*, Prentice hall of India, New Delhi.
2. Gaud, J.P. and Edward P.L. (1966), *Microeconomic Theory*, Richard. Irwin, Homewood.
3. Henderson J., and R.E.Quandt (1980), *Microeconomic Theory : A Mathematical Approach*, McGraw Hill, New Delhi.
4. Health field and Wibe (1987), *An Introduction to cost and production Functions*, Macmillan, London
5. Koutsoyiannis,A (1990) *Modern Microeconomics*, Macmillan
6. Lipsey, R.G. and k.A. Crystal (1999), *Principles of Economics* (9th Edition), Oxford University press, Oxford.
7. Mansfield, E. (1997), *Microeconomics* (9th Edition), W.W.norton and Company, New York.
8. Ray N.C.(1975) *An Introduction to Microeconomics*, Macmillan Company of India Ltd., Delhi
9. Ryan W.J.L. (1962) *Price Theory*, Macmillan and CO. Limited, London
10. Samuelson, P.A. and W.D. Nordhaus (1998) *Economics*, Tata McGraw Hill, New Delhi
11. Stonier, A.W. and D.G.hague (1972), *A Text book of Economic Theory*, ELBS & Longman Group, London.
12. Varian, H.R. (2000) *Intermediate Microeconomics: A Modern Approach* (5th Edition) , East West Press, New Delhi.

I # Pol.1 POLITICAL SCIENCE**POLITICAL THEORY**

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives:

The Course is designed to help the student teachers to understand:

- concepts, ideas and political theories.
- evolution and use of the concepts, ideas and theories with reference to individual thinkers.
- different ideological standpoints with regard to various concepts and theories
- continuing relevance of these concepts.

- how an idea and theory gains prominence in contemporary political theory.
- Pluralism, theories of law, liberalism, socialism and trends in democratic theory.
- Elements of State, theories of origin of state and nature of State.
- Meaning, definitions, kinds and theories of sovereignty.
- Nature, kinds and different views of equality.
- Evolution, scope and significance of welfare state and sarvadaya.

Transaction Mode :

Through lectures, Panel discussions, Group discussions, interactive sessions, and use of audio-video materials.

COURSE CONTENT:

Unit I : Nature and Scope of Political Theory

Nature, meaning and Significance of Political Theory, developing trends, Pluralism, Theories of Law, 20th Century trends in Liberalism, Socialism, Trends in Democratic Theory, Power and Authority.

Unit II: State and Sovereignty

State : Definition, elements of the State, theories of Origin of State, functions of the State, nature of State - Concept of Sovereignty, definitions of sovereignty, characteristics of sovereignty, development of sovereignty, kinds of sovereignty, theories of sovereignty, Citizenship, Rights and Liberty

Unit III: Equality

Equality, development of the concept, nature of equality, kinds of equality, different views of equality. Recent theories of equality and justice, Concept , Rawl's theory of justice, theory of Social Change and Democracy.

Unit IV: Welfare State and Administration

Development of Welfare State, social justice, evolution and scope of Welfare State, role of Government and non-government organization, Gandhi and Sarvodaya, theories of Social Change

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Barker, E., *Principles of Social and Political Theory*, Oxford University Press, Calcutta, 1976.
2. Barry, N.P., *Introduction to Modern Political Theory*, Macmillan, London, 1995.
3. Benhabib, S., and Cornell, D., *Feminism as Critique*, Polity Press, Cambridge, 1987.

II SEMESTER

II#E.2 ENGLISH

Credits : 3 (2L+1T)
Contact Hrs per week: 4
Exam Duration : 2 hrs

Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives :

Students develop proficiency in English which equips them to:

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

Transaction Mode :

Interactive sessions with group dynamics, peer assessment, self-valuation, participatory learning.

COURSE CONTENT :

Unit I : Descriptive Grammar

Function of Auxiliaries; Modals; Question form

Unit II : Development of Language Competence

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

Unit III : Writing for Functional Purposes

Letter-writing (Professional / Personal)

Unit IV : Literature – Short Poems

1. Walter de la Marc – The Listeners
2. Tennyson – Charge of the Light Brigade
3. Robert Frost – Stopping by Woods.
4. Nissim Ezekiel – Poet, Lover, Bird-watcher.

Suggested Activities:

- Students write letters to the editor of a newspaper about their opinion with respect to an issue which is currently being debated.
- Groups collect folklore, tales and legends of their region/ language. They relate them in class focusing on fluency, logical arrangement of information and the use of body language in story telling.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Chan. et al. (1997) *Professional Writing Skills*, San Anselma, CA
2. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
3. Block, C.C.(1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.

REGIONAL LANGUAGES

II # RL.1.2 HINDI

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

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

Samasa and Alankara (Yamak, Shlesh, Upama, Rupak, Apahnuti, Utpreksha, Drishtanta, Virodhabasa, Arthantharanyas, Ananvaya)

Reference Book : a) Hindi Vyakaran—N.Nagappa, b) Kavya ke Vibhinna Ang -- Dr. Krishna Narayan Prasad Magadh

Unit II: Functional Language:

News reporting: Characteristics-Definition-language of news reporting-model of news report-patterns-role of media in news reporting-exercises.

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

References: a) Fundamentals of Journalism, Report Writing and Editing by R.Thomas Berner, Marquette Books LLC, Washington.
b) The Perfect Interview by Max Eggert, Random House, UK.

Unit III : Medieval Poetry

Text- **Pracheen evam madhyakaleen Hindi Kavya**

Prof Poornachand Tandan (Ed.) Published by Rajpal and sons, Kashmiri gate, Delhi 110006

Following poets' work will be taught : **Tulasidas and Surdas** (one poem of each poet)

Unit IV : Collection of Essays:

Shresht Nibandh- Dr. Aalok Gupta (Ed.) published by Shiksha Bharathi, Madarasa Road, Kashmiri Gate, Delhi –06

Prescribed essays:

- a) Sahitya ki mahatta
- b) Pahla safed bal
- c) Gehun banam gulab
- d) Devdary
- e) Sahitya aur Jeevan

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

II # RL.2.2 KANNADA

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

COURSE CONTENT :**Unit I : Descriptive Grammar****Samasa and Alankara**

Reference: Kannada Kaipidi, Prasaraanga Publication, University of Mysore

Unit II : Functional Language

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

References: a) Fundamentals of Journalism, Report Writing and Editing by R.Thomas Berner, Marquette Books LLC, Washington.

b) The Perfect Interview by Max Eggert, Random House, UK.

Unit III: Medieval Poetry

- i) Enna Devange Jagavella Henu Noda - Akkamahadevi
- ii) Thanna Bhaktana Belavigea Madidanu – Kumaravyasa.
- iii) Parahimseyam Madi Manavam Baldapane - Laksheesha
(**Kaavya Sanchaya – 3- Mysore University, Mysore**).

Unit IV : Collection of Essays

- i) Chatavannu kurithu – B G L Swamy
 - ii) Manushya – G R Lakshmana Rao
 - iii) Manasu – M Shivaram
 - iv) Janapada Geethe – C P K
- (Selected from Gadya Vihara Part III) Mysore University, Mysore

Suggested Activities

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

Continuous Assessment:

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

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

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

Total =50

II # RL.2.3 MALAYALAM

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Unit I. Descriptive Grammar

Samasa and Alamkara

(Ref : Bhashaa bhushanam and Kerala Paanineeyam , NBS , Kottayam)

Unit II : Functional Language

1. News reporting- Characteristics – definition – language of news reporting – model of news report – patterns – role of media in news reporting – exercises
2. Interview- Characteristics – definitions – preparation for interview – various types of interviews (business – employment – literary etc) – exercises.

References: a) Fundamentals of Journalism, Report Writing and Editing by R.Thomas Berner, Marquette Books LLC, Washington.
b) The Perfect Interview by Max Eggert, Random House, UK.

Unit III: Poetry - Medieval

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

Unit IV: Collection of Essays

Lessons from “ Bharatha Paryatanam By Kutti Krishna Maraar, Published by Maraar Sahitya Prakasha , Kozhikode

1. Yudhathinte parinaamam
2. Amba
3. Karnante arangettram
4. Markandeyante chiri

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

II# RL.4.2 TAMIL

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I: Aspects of Style

Styles of writing

Idioms, Phrases and Proverbs

Reference: Tamil Nigalum Thavarillamal Ezhuthalam, Dr. Porka

Unit II: Functional Language:

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

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

References:

- i) Fundamentals of journalism, Report Writing and editing by
R. Thomas Berner, Marquette Books LLC, Washington.
- ii) The perfect Interview by Max Eggert, Random House, UK.

Unit III: Medieval Poetry

Periya Puranam Selection of poems

Naladiyar – Selection of poems

An Anthology of tamil Poetry

For First Degree Classes

University of Mysore, Mysore

Unit IV:Collection of Essays

Ariviyal Tamilzhakkam- S.V. Shanmugham

New Century Book House (P) Ltd,

41 – B SIDCO Industrial Estate

Chennai 600 017.

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

II# RL.5.2 TELUGU

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I: Descriptive Grammar

Samasa and Alamkara

(Ref : Balavyakaranam by Paravastu chinnaya suri and “Telugu vyakarana chandrika” by P V K Prasada rao, Sri Mahakakshmee book enterprises, Museum road, governor pet, Vijayawada

Unit II : Functional Language

News reporting- Characteristics – definition – language of news reporting – model of news report – patterns – role of media in news reporting – exercises.

2..Interview-Characteristics – definitions – preparation for interview – various types of interviews (business – employment – literary etc) – exercises.

References: a) Fundamentals of Journalism, Report Writing and Editing by R.Thomas Berner, Marquette Books LLC, Washington.

b) The Perfect Interview by Max Eggert, Random House, UK.

Unit III: Poetry - Medieval

Lessons from “Telugu Patagalu“ Published by Prasaranga,
University of Mysore, Mysore

Pravaruni Katha by Allasani Peddana

Vyasa nishkasanamu by Srinatha

Unit IV: Collection of Essays

Lessons from “Telugu Sahitya Sravanthi “, Published by Prasaraanga,
University of Mysore, Mysore
Andhrula Sanghikaacharalu
Tirupati Venkata kavula Avadhana vidya

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

II # EE.1 ENVIRONMENTAL STUDIES

Credits : 1(0L + 1T)

Contact hrs per week: 2

C₁ + C₂ : 50

C₃ : 50

Objectives:

- To develop understanding of environmental problems, issues and concerns.
- To appreciate the need for protection and conservation of living and non-living environmental resources and sustainable development.
- To understand the harmful effects of environmental pollution and preventive measures.
- To understand the impact of population growth on environment and Human Health.
- To understand the governmental and non-governmental initiatives to protect and conserve the environment.
- To develop rational thinking abilities for participatory environmental management.

Unit I : Environment : Natural Resources, Biodiversity and their Conservation

- a. Multidisciplinary Nature of Environment: Studies, concept, Scope and Importance.

- b. Natural Resources - renewable and non-renewable (Forest, water, mineral, food, energy and land resources); Associated problems and strategies for Conservation and Sustainable Development.
- c. Ecosystem – concept, components, energy flow, types of ecosystem
- d. Biodiversity – Genetic, species and ecosystem diversity; status of Biodiversity – global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India; In-situ and ex-situ conservation of Biodiversity.
- e. Disaster Management; Floods, earthquakes, cyclone and landslides.

Unit II : Environmental Concerns and Legislative Measures

- a. From unsustainable to sustainable development, urban problems related to energy, water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.
- b. Environmental ethics : Issues and possible solutions,
- c. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust; Wasteland reclamation. Consumerism and waste products.
- d. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health
- e. Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.
- f. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness).

Suggested Activities

- a. Visit to document environmental assets - river / forest / grassland/ hill/national parks.
- b. Visit to a local polluted site : Urban / Rural / Industrial / Agricultural
- c. Study of common plants, insects, birds
- d. Study of simple ecosystems – pond, river, hill slopes, etc.
- e. Project on environmental pollution in the nearby sites
- f. Preparation of exhibits on environmental themes and organize an exhibition
- g. Conduct a survey of environmental problems of the community

Continuous Assessment (C₁+C₂):

Assessment will be based on tutorials (seminar, projects etc.) tests and assignments

1. Test	20
2. project/field study	10
3. Exhibits/exhibition	10
4. Survey	10
Total	50

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3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
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5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
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11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
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14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
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18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

II # TAHCT.1 THEATRE, ART AND HERITAGE CRAFT TRADITIONS

Credits : 1(0L + 1T)

C₁ + C₂ : 50

Contact hrs per week: 2

C₃ : 50

Course Objectives:

The students teachers will be able perform the following through the course:

- Develop an awareness of various art forms and their cultural bases
- Develop aesthetic sensibilities with regard to stage craft puppetry, characterization and mask making and a sense of their applicability in creating learning situations contextually in schools.
- Develop skill in use of various art tools and instruments
- Discover their own preferences through exposures to a variety of materials and various means of art communication (verbal and non-verbal)
- Express their own imagination, originality and style of presentation through performance or preparation of various art activities
- Appreciate the cultural diversity reflected in various heritage crafts and folk art forms
- Participate in the different art and theatre activities organized
- Understand and execute the different strategies to teach theatre and other art forms to school learners
- Develop the skills of organizing cultural and Art activities in schools.
- Use this skills of verbal and non-verbal communication in learning contexts

Transaction Mode:

Lecture cum discussion, Group practice, Group Work, performance.

COURSE CONTENT:

Unit: I: Concept of theatre: Eastern and Western, Natyashasthra, Doctrine of Rasa, Tragedy, Catharsis, Folk and Classical art forms

Unit :II Forms of Theatre: Drama, Stage Plays. Skits, Mime, Street Plays
Introduction to the History of Word Art, Magical Art, Amusement Art.

Suggested Activities:

- a. Expression, Body Language, Modulation and Creativity
- b. Act for any situation
- c. Preparation of script
- d. Organization of Competitions at class level and exhibition in the Institute

Continuous Assessment: (C₁+C₂)

(a) Performance in skill test	20 Marks
(b) Preparation of a Play	10 Marks
(c) Oral Test	10 Marks
(d) Project Work	10 Marks
Total	50 Marks

II# EDU.1 UNDERSTANDING EDUCATION AND ITS PERSPECTIVES**Credits : 2 (1L + 1T)****Contact hrs per week: 3****Exam Duration : 2 hrs****Marks: 100****C₁ + C₂ : 50****C₃ : 50****Objectives:**

This course is designed to help student teachers to

- Gain an understanding of the concept, meaning, aims and functions of education
- Reflect upon the educational thoughts of Indian and Western thinkers and explore their implications for school practices
- Critically examine the issues and concerns of education in the socio-economic contexts of India

Transaction Mode:

Lecture cum discussion, group presentation, symposium and readings on educational thinkers.

COURSE CONTENT:**Unit I : Basic Concepts of Education**

Concept, meaning, aims and functions of education; Education and its related concepts – Training, Instruction and Teaching; Education as a discipline and its interdisciplinary nature; Education as value development;

Unit II : Educational Thoughts and Practices

Relevance of educational thoughts of Indian and Western Educationists to the present education system.

- a) Indian: Gandhiji, Rabindranath Tagore, Aurobindo, Jiddu Krishnamurthy
- b) Western: Plato, Rousseau, John Dewey, Montessori and Paulo Freire

Unit III : Education and Socio-Cultural Context

Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education; Emerging trends in societies and their repercussions on education: Globalization and internationalization of education

Unit IV: Issues and Concerns in Education

Equalization of education opportunities; Constitutional problems for ensuring and equality Nature and forms of inequality including dominant and minor groups, gender in equalities in schools; public – private; Rural urban – tribal; Democracy, Secularism, National and Emotional Integration; Inclusive Education

Suggested Activities:

- Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion)
- Reading on education in Ancient India – Vedic, Buddhism and Jainism

Continuous Assessment (C₁+C₂)	Marks
Three Sessional activities	30
Two Tests	20
Total	50

References:

1. Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.
2. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.
4. Krishnamurthi J Education and the Significance of life, KFI Publications.
5. R.S. Peters: Concept of Education.
6. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
7. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
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II # LT.2 ENGLISH LITERATURE

RENAISSANCE AND THE METAPHYSICAL SCHOOL

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives :

- To introduce student teachers to the Renaissance thought, the major writers who shaped the Renaissance ideology and their influence on the times that followed
- To introduce student teachers to the concept of Humanism, the way the poets, dramatists and novelists of this period shaped their concept of Humanism.
- To introduce student teachers to the cardinal tenets, perceptions and the intense intellectual demands of Metaphysical school.
- To help student teachers to familiarize themselves with the rigid canons of Puritanism.
- To provide student teachers an insight into major dramatists, themes and techniques of the Renaissance theatre such as Shakespeare, Christopher Marlowe and Ben Jonson. To make them understand the dominant theatrical forms of the Renaissance period such as Tragedies, Comedies and Comedy of Humour.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

DRAMA :

Unit I : Drama

Shakespeare : Macbeth

Unit II : Drama

Christopher Marlowe : Dr Faustus

Unit III : Prose

Francis Bacon : An Extract from *Novum organum*

Unit IV : Poetry

Spenser : "Prothalamion"

John Donne : "The Sun Rising", "Death, Be not Proud".

Andrew Marvell : "To His Coy Mistress", "The Definition of Love"

Continuous Assessment:

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

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

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

Total =50

Suggested Reading:

- Machiavelli* - *The Prince*
Cervantes - *Don Quixote*
Shakespeare - *The Tempest*
Webster - *The Duchess of Malfi*
Sir Thomas Moore - *Utopia*
Ben Jonson - *Everyman In His Humour*
John Milton - *Lycidas*.
Dr. Johnson : *Preface to Shakespeare*,
Allardyce Nicoll : *History of British Drama*
Bacon : *Novum Organum*
Bradley, A.C. : (1968). "Macbeth", *Shakespeare: Macbeth, A Casebook*. Ed. John
Alain. London: Macmillan, pp.116-130
Michael Mangan : (1989) *Christopher Marlowe- Doctor Faustus- Penguin Critical
Studies*.
Kirsch, Arthur : (1990) *The Passions of Shakespeare's Tragic Heroes*. Charlotte
Ville: UP of Virginia.
Alaston, Robert.N. : (1987) *Ben Jonson's Parodic Strategies: Literary Imperialism in the
Comedies*, Cambridge, Mass: Harvard University Press.
Nagarajan, MS : *Literary Theory and Criticism*
Nagarajan, MS : *Shakespeare*.
-

II # LS.2 LANGUAGE STUDIES

HISTORY AND STRUCTURE OF ENGLISH LANGUAGE

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ :50

Objectives:

- To make student teachers become aware of the origin and development of English from Old English as a preliminary step to understanding the structure of English.
- To make student teachers become aware of the various aspects of English phonology to enable them to discriminate sounds and to articulate them in isolation and in connected speech as accurately as possible.
- To make student teachers aware of English morphology and the processes of word formation and to enable them to enrich their vocabulary.

- To make student teachers aware of various types of grammars and grammatical theories to apply them appropriately, as required.
- To enable student teachers understand the complex system of meaning as well as different aspects of meaning.

Transaction Mode:

Lectures, discussion-oriented and problem solving activities will be used. The role of interaction will be central. Students and teachers will analyze together chunks of language, talk about what they notice and try to form views. Discourse awareness activities will be brought to the fore e.g. activities which focus on particular discourse patterns in the language under examination. Learners through observation are expected to comprehend and formulate the rules governing linguistic phenomenon and draw conclusions about the features of the language analyzed. Necessary scaffolding will be provided to the students to guide them through the learning process. The phonetic course will have practicals which will include articulation and transcription of the sounds of English. In phonology and morphology, students will be asked to solve problems.

COURSE CONTENT :

Unit I : Phonology : The study of sound patterns of English

Phoneme theory – principles of phonemic analysis; Distinctive feature theory – classification of English consonants and vowels according to distinctive features, phonotactic patterns of English, common phonological processes like assimilation, dissimilation, metathesis, etc. Prosodic features of English like stress, accent, intonation, etc.

Unit II : Morphology

The study of morphological structure of English

Inflectional and derivational morphology; Principles of morphemic analysis; word formation processes; types of words, content and function words; grammatical categories.

Unit III : Syntax : The study of sentence structure

Need for grammar, goals of grammar, types of grammar – traditional / prescriptive grammar, descriptive grammar such as IC analysis, phrase structure grammar, explanatory / transformational generative grammar. Communicative grammar.

Unit IV : Semantics and Pragmatics

Definition of Semantics : Lexical semantics, sentential semantics, sense relationships, different types of meaning, prosodic meaning, grammatical meaning, Concepts of synonymy, antonymy, hyponymy, polysemy, homonymy, etc. denotative and connotative meaning. Sentential meaning, context and meaning. pragmatic meaning, social meaning, affective meaning, thematic meaning, presupposition and entailment, Concepts of semantic fields, mental lexicon, componential analysis / lexical feature analysis. Lexical and structural ambiguity. Definition of pragmatics : role of

situational context, implicature, maxims of conversation; Speech acts – locutionary and illocutionary.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Akamajian,A, Demers, RA, Farmer, AK and Harnish, RH (2001), An Introduction to Language and Communication, Cambridge: Mass:MIT Press.
2. Atkinson, Kilby, and Roca (1982), Foundations of General Linguistics. London: George Allen and Unwin.
3. Carr, Philip (1999) English Phonetics and Phonology- An Introduction, Blawell Publishing
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5. Falk, Julia S (1973) Linguistics and Language- A Survey of basic Concepts and Implications: New York: John Wiley and Sons.
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8. Giegerich, Heinz J (1992), English Phonology- An Introduction Cambridge university Press.
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10. Katambay.F (1933) Morphology.
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13. Roach, Peter (2000), English Phonetics and Phonology, A Practical Course. Cambridge. Cambridge University Press.
14. Wood.F.T.(1941)An Outline History of the English Language- Chapter.1
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16. Yadugiri, MA (2007) Making Sense of English- A Textbook of Sounds, Words and Grammar- New Delhi: Viva Books Pvt Ltd.

SOCIAL SCIENCES II SEMESTER

II # SS.2 History and Sociology

Credits: 4 (2L+2T)
Contact Hrs per week: 6
Exam Duration : 2 hrs

Max. Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives

On completion of the paper the students will:

- Analyse Historiographical considerations of Ancient India
- Evaluate the structure and composition of the state under the Sultans of Delhi, the Mughals, the Vijayanagara rulers and the Wodeyars.
- Examines the perspectives of Indian Society.
- Formulates Social Inequality and exclusion in India.

Transaction Mode

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

History

Unit I: Historiographical Considerations

(a) Features of colonial writings on Political History of Pre-modern India: Oriental Despotism - Asiatic Society – Nationalist and–Marxist Approaches.

(b) Ancient Indian Political Structures: Political Organization of the Harappan Society – Political Institutions in the Rig Veda –Political Structure of the Mahajanapadas – Emergence of Monarchy in the Gangetic North India – The Political Structure of the Nanda Monarchy – The Mauryan State – Asoka and the state in Arthashastra - The Early Medieval Political Structure: The Gupta Political system – The Post-Gupta State and system of Administration

Unit II: State Under the Sultans, Mughals and the Vijayanagar rulers

(a) State Under the Sultans

The structure and Composition of State under the Sultans of Delhi: Institutions and practices of administration – the influence of Religion, Trade and Urban centers.

(b) State and societies in Southern India: Pallava, Pandya, Chera, Chola and Chalukya States –The segmentary state model: its structures and limitations: The Feudal Model – The Debates on feudalism – The Influence of the Temple on the structure of the State - The Rajput State-Art and Architecture in the North and the South C.8th –16th centuries.

(c) State under the Mughals, Vijayanagar rulers and the Wodeyars

The Mughal State - Institutions and organizations – bureaucracy and the nobles – The influence of Race, Religion, Trade and Agriculture on the State -The Vijayanagar State- the structure, Composition, Institutions and Organizations of the Vijayanagar State – The influence of Agriculture and Foreign Trade-the Wodeyars.

Sociology

Unit III: Evolution of Indian Society

Indian social institutions: family- Types of family – Structure and Function of Joint Family – Changing Trends in Indian Family – Kinship Terms and usages – Rules to Residence – Descent and inheritance-Marriage among different religious groups-changes in marriage and factors responsible for this change- Marriage among Hindus, Muslims, Christians and Tribal communities – religion, Caste System – features of caste system – Caste as an ideology – Caste and social Mobility – Changing trends of Caste system; Demographic structure – Unity and Diversity –rural and urban India – features of rural and urban societies- changing face of rural and urban India- mutual dependence of rural and urban regions- Tradition – continuity and change and Modernity –Modernization of Indian society- beginnings, phases, patterns, impact of modernization on Indian society, coexistence and conflict- Westernization – Sanskritization and Secularization.

Unit IV: Social Inequality and Exclusion

Concepts of social inequality and exclusion-meaning – forms and extent- social justice- concept and practice- the constitution of India and its commitment to social justice- positive discrimination- the principle and practice of reservations- Scheduled Castes, Other Backward Classes, Scheduled Tribes and their marginalisation, Problems of Communalism, Regionalism, Casteism, Gender and Inequality, Social Justice and Human Rights; Rural and Urban Society in India: Indian villages and Settlement patterns – Tradition and change in Rural India – Dominant Castes – Jajmani system - Trends and levels of urbanization in India – Urban Planning and Slums; Social Change and the Economy: Land Reforms – The Green Revolution and Agrarian Society - From planned Industrialization to Liberalization and Globalization; Sociological implications of Movements : Reform Movements during Freedom Struggle – Dalit movements – Backward Class movement – Women’s movement – Environmental movements and Tribal Revolts.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:**History**

1. Shereen, Ratnagar, **Enquiries into the Political Organisation of Harappan Society**, Ravish Publishers, Pune, 1991.
2. Kumkum, Roy, **Emergence of Monarchy in North India**, Oxford University Press, New Delhi, 1995.
3. Romila, Thapar, **Asoka and the Decline of the Mauryas**, Oxford University Press.
4. R.S.Sharma, **The State and Varna Formation in the Mid-Ganga Plains**, Manohar Publications, New Delhi, 1996.
5. R.S.Sharma, **Aspects of Political Ideas and Institutions in Ancient India**, Mac Millan, New Delhi, rpt. 1990.
6. Burton, Stein, **Peasant State and Society in Medieval South India**, Oxford University Press, New Delhi.
7. Kesavan, Veluthat, **Political structure in Early Medieval South India**, Orient Longmann, New Delhi.
8. N.Narasimha, **State and Society in South India**, Oxford University Press, New Delhi.
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10. John F.Richards, **Mughal Empire**, Oxford University Press, New Delhi.
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Sociology

1. Dube, S.C., 1990, **Society in India**, New Delhi : National Book Trust.
2. Dube, S.C., 1995, **The Indian Village**, London, Routledge.
3. P. N., Prabhu, **Hindu Social Organisation**, Bombay : Popular Book Depot, 1954.
4. Bose, Ashish (2001), **Population of India, 2001 Census Results and Methodology**, B.R. Publishing Corporation, Delhi.
5. Gupta, Digankar, (2000), **Interrogating Caste**, Penguin Books, New Delhi.
6. Sharma, K.L. Ed. (1999) **Social Inequality in India: Profiles of Caste, Class and Social Mobility**, 2nd Edition, Rawat Publications, Jaipur.
7. Sharma, Ursula, (1999), **Caste**, Open University Press, Buckingham and Philadelphia.
8. Beteille, Andre, (1991), "The Reproduction of inequality : Occupation, Caste and Family in Contributions to Indian Sociology", Vol.25, No.1, pp.3-28, **Antinomies in Society**.

9. **Karve, Irawati, (1961), Hindu Society:An Interpretation, Poona : Deccan College.**
10. **N. K., Bose, (1967), Culture and Society in India, Mumbai, Asia Publishing House.**
11. **D'Souza P R (Ed) 2000, Contemporary India – Transitions – New Delhi, Sage.**
12. **Dhanagare, D N 1993. Themes and Perspectives in Indian Sociology, Jaipur, Rawat.**
13. **Singer, Milton and Bernard Cohn. Eds. 1968. Structure and Change in Indian Society, Chicago :Aldine Publishing Company.**
14. **Singh, K.S 1992, The People of India : An Introduction : Seagull books, kolkata.**
15. **Singh,Y., (1986) Indian Sociology, Social Conditioning and Emerging Concerns, Delhi ; Vistaar.**
16. **Singh,Y.,(1973), Modernization of Indian Tradition, Delhi : Thomson Press**
17. **Shah,A. M., (1998), The Family in India : Critical Essays, New Delhi : Orient Longman.**
18. **Sreenivas, M.N., (1994), The Dominant caste and Other Essays, Oxford University Press, New Delhi.**
19. **Sreenivas, M.N.(1975), Social Change in Modern India, Mumbai : Allied Publishers.**
20. **Sreenivas, M.N., (ed). 1996, Caste : Its Modern Avatar, Viking Penguin, Delhi.**
21. **Sreenivas, M.N.,1980, India:Social Structure: Hindustan Publishing Corporation, Delhi.**
22. **Sreenivas, M.N., (1976), The Remembered Village, Delhi : Oxford University Press.**
23. **Dumont, Louis, 1981, Homo Hierarchies:The caste system and its implications, 2nd Edn. University of Chicago Press, Chicago.**
24. **Ghurye, G.S. 1969, Caste and Race in India, 5th Edn, Popular Prakashan, Mumbai.**
25. **Uberoi, Patricia, Ed 1994, Family, Kinship and Marriage in India, OUP, Delhi.**
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27. **Mandle Baum, David, Society in India.**
28. **Ahuja Ram, 1993. Indian Social System, Jaipur : Rawat Publications.**
29. **Desai, A R 1984. Rural Sociology in India, Bombay: Popular Prakashan.**
30. **Singh, Katur, 1988. Rural Development, New Delhi : Sage Publications.**
31. **Bharadwaj, R K 1974, Urban Development in India, National Publishing House.**
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33. **Dev Arjun, 2007, Human Rights Education in India, Academic Excellence, New Delhi.**
34. **Chandra, Bipan, 1984, Communalism in Modern India, New Delhi : Vikas.**
35. **Rao, M.S.A.1979, Social Movements in India, New Delhi : Manohar.**

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II SEMESTER HISTORY

II # H.2 History of India from 1206 A.D. to 1761 A.D.

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃: 50

Objectives:

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

- The foundations of the Delhi Sultanate, the the Mughal Emperors and their contributions to Indian society in Medieval India
- The nature of the Mughal State and its Economy,
- The advent and the contributions of Maratha rulers.
- The rise of monotheistic religion, religious reformers, Sufi saints in Medieval India and their contributions.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I : Medieval India: the Delhi Sultanate

Literary Sources – Foundation of Delhi Sultanate - Qutb-ud-din Aibak – Iltumish – Razia Sultana – Ghiasuddin Balban – The Khilji’s – Alauddin Khilji – The Tughlaqs – Mohammed bin Tughlaq and their theories of Kingship

Unit II: Mughal Empire and the Marathas

Advent of Babar and the foundation of the Mughal Empire – Shershah Sur – Career and achievements – Akbar – Conquests – Administration – Religious Policy – Aurangazeb – Religious Policy – Deccan Policy- Shivaji, Career Conquests – Administration, the Peshwas – Balaji Vishvanath – Baja Rao I, Balaji Baji Rao - The Third battle of Panipat.

Unit III: Society and Economy under the Mughals

The Mughal Society and Economy – Mughal contribution to art and Architecture.

Unit IV : New Religions and Social Reformers of Medieval India

Rise of Monotheistic religions in India – Kabir – Nanak – Sufism – Sheik Nizamuddin Auliya – Sheik Moinuddin Chisti- The saints of Maharashtra – Namdev, Eknath, Tukaram.

Maps for Study:

- i) The Khilji Empire under Alauddin Khilji.
- ii) The Tughlaq Empire under Mohammed bin Tughlaq
- iii) Mughal Empire under Akbar
- iv) Maratha Empire at its Zenith.

Places of Historical Importance:

- 1. Delhi
- 2. Agra
- 3. Fathepur Sikri
- 4. Panipat
- 5. Sassaram
- 6. Allahabad
- 7. Daulatabad
- 8. Warangal
- 9. Lahore
- 10. Ajmer
- 11. Dwarasamudra
- 12. Poona
- 13. Raigad
- 14. Peshawar
- 15. Amritsar
- 16. Surat
- 17. Amarkot
- 18. Srinagar
- 19. Chittoor

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Irfan Habib, (Ed), **Medieval India – 1 (1200-1750)**, Oxford Uni.Press, 1997.
2. Chaudhary, **Socio-Economic History of Mughal India**, Discovery Pub.house, Delhi, 1987.
3. Satish Chandra, **Medieval India from Sultanate to Mughals**, Har Anand Pub.Vt.ltd., Delhi,1998.
4. Satish Chandra, **Historiography, Religion, State in Medieval India**, Har Anand Pub.Pvt. Ltd., Delhi, 1997.
5. Streuchand Douglas, **The Formation of Mughal Empire**, OUP, 1999.
6. Harmann Kulke, **The State in India (1000-1700AD)**, OUP, 1997
7. Satish K Bajaj, **Recent Trends in Historiography**, Anmol Pvt. Ltd., New Delhi, 1999.
8. Irfan Habib, (Ed), **Akbar and His India**, OUP, New Delhi, 1998.
9. Irfan Habib, (Ed), **The Agrarian System of Mughal India (1556-1707 AD)**, OUP, 1999.
10. Mujaffar Alam and Sanjay Subramanyam, **The Mughal State (1526-1750)** OUP, 1998.
11. Irfan Habib, **Agrarian System of Mughal India (1556-1707)**, OUP, Delhi, 1999.
12. John F.Richards, **The New Cambridge History of India – The Mughal Empire**, Cambridge Uni. Press, New Delhi, 1997.
13. .Majumdar, R.C Roy Chaudhuri, Datta, **Advanced History of India** Mac Millan India Ltd., Delhi 2000.
14. Mehta J.L. **Advanced Study in the History of Medieval India** (3 vols.)
15. S.A.A.Rizwi, **The Wonder that was India Vol-II** Rupe & Co., New Delhi, 1995.
16. Mohammed Habib, **A Comprehensive History of India**, vol-I, Delhi Sultanate (1206-1526) Peoples Pub. House, New Delhi.
17. Moreland W.H. **Agrarian System of Moslem India**, Orient Books, New Delhi.
18. Moreland W.H, **From Akbar to Aurangzeb**.
19. Qureshi, I H. **Administration of Mughal India**, Janaki Prakasana, Patna.
20. Tarachand, **Influences of Islam on Indian Culture**, The Indian Press, Pvt Ltd., Allahabad.
21. Tapan Roychaudhuri, Irfan Habib, **The Cambridge Economic History of India, II Vols**, Oriental Longman in Association with Cambridge Uni.Press.
22. Satish K Bajaj, **Recent Trends in Historiography**, Anmol Pvt. New Delhi, 1999.
23. B.Sheik Ali, **History – Its Theory and Method**, Mac Millan India Ltd., Delhi,1995.
24. Irfan Habib, **An Atlas of the Mughal Empire**, OUP, 1986.

II # G.2 GEOGRAPHY THEORY

PHYSICAL GEOGRAPHY - II (Climatology)

Credits : 4 (2L + 2T)

Contact hrs per week: 6

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENTS:

Unit I : Climatology

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

Unit II : Atmospheric Temperature , Pressure and Winds

Insolation, Vertical and Horizontal distribution of temperature , Seasonal distribution of temperature, Global Energy Budget. Atmospheric Pressure and Winds: Vertical and Horizontal distribution of Pressure belts, Winds: Planetary, Periodic and Local Winds.

Unit III : Atmospheric Moisture:

Humidity, Evaporation and Condensation, Precipitation and its types, World patterns of Rainfall, Regional and Seasonal distribution of rainfall . Air Masses and fronts Origin, classification and properties. Atmospheric disturbances Tropical and Temperate Cyclones, Thunderstorms and Tornadoes.

Unit IV: Climatic classification

Basis of climatic classification and types. Koppen's classification and types.

References:

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

GEOGRAPHY PRACTICALS**Exam Duration : 2 hrs****C₃ : 50****COURSE CONTENT:****Representing Relief Features**

1. Methods of Representing relief features.
Hachure, Bench Mark, Form lines, Spot height, Trigonometrical Stations and Contour.
2. Drawing of contour diagrams to represent the following features.
Slopes – Uniform, Undulating, Concave and Convex, Conical hill, Plateau, Ridges, Mountain pass, Spur, Escarpment, V shaped valley, Rapids and Water fall, Island and U shaped valley and Hanging Valley.
3. Meteorological instruments: Thermometers (°C and °F), Maximum and Minimum, Wet and dry bulb Thermometer, Barometer – Mercury Barometer, Aneroid Barometer, Wind vane, Anemometer, Rain gauge – dial type.

References:

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

- 8 Robinson, H. Elements of Cartography, John Wiley, London, 1963.
- 9 Singh, R.L., Elements of Practical Geography, Kalyani Publishers, New Delhi, 1979.

II # Eco . 2 SEMESTER II INDIAN ECONOMY

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teacher to understand various aspects relating to India Economy.

- The Course introduces the economic scenario prior to British period and traces the impact of British rule on Indian Economy.
- The Course explains about the planning Process, the economic crisis which lead to the introduction of Economic Reforms and the impact of economic reforms on different sectors.
- At the end of the course the student teachers will have a clear understanding about the status of Indian economy on the eve of Independence and the journey through which the planning process, need for economic reforms, the impact of the reforms on different sectors, the role of the state and the process of privatization.

Transaction Mode:

The course can be taught through class room lectures. Latest data can be accessed through Internet and students can be encouraged to prepare assignments focusing on different sectors. Indian economic scenario can be compared with world economic scenario by accessing data sets published by international agencies like UNDP, World Bank, IMF etc.

COURSE CONTENT:

Unit I : Indian Economy on the Eve of Independence

Indian economy is the Pre-British period – land system– Exploitations under British rule- Structures and organization of Villages – Industries and handicrafts – economic causations of British rule – Famines – Poverty. Structures of the Indian Economy and Planning - Demographic features – Occupational distribution – Population policy – Natural resources – National Income –Trends – Environmental degradation – Infrastructures development – Planning exercises in India – National Planning Committee – The Planning – Review of Progress under successive plans – XI Plan Objectives.

Unit II : Economic Reforms

Pre-Reform economic crisis – Rational for economic reforms – components of economic reforms – Liberalisation – Privatization and Globalization – Impact of economic reforms on Indian Economy-Structural changes in the economy-relevance of planning under economic reforms – International Trade-Trends and direction FDI – Trends in FDI.

Unit III : Social Sector and Human Development in India

Status of education-Health and Housing in India – Progress in health and education-Rural-urban disparities- A Trends in Human Development- National Human Development Reports – Inter-State disparities-Policies and Programmes.

Unit IV – Industrial and Agriculture Sectors in India

Nature and Importance of Industry – Role of Public sector – the Process of Privatization-Industrial policy –Trends in agricultural production-Green Revolutions –Agriculture under WTO-Changes in Cropping Pattern-Commercialization – Agricultural Policy

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Dutta Rudra and Sundaram KPM (2006) Indian Economy, S.Chand and Company LTD, New Delhi.
2. Agarwal AN (2006), Indian Economy, Problems of Development and Planning, Viswa Prakash, New Delhi.
3. Mishra SK. And Puri VK (2006) Indian Economy, DTS Development Experience, Himalaya Publishing House, New Delhi.
4. Datt R and K.P.M. Sundharam (2001), *Indian Economy*, S Chand & Company Ltd., New Delhi
5. Dhingra, I.C. (2001) *The Indian Economy: Environment and Policy*, Sultan Chand & Sons, New Delhi.
6. Dutt, R.C. (1950) *The Economic History of India under Early British Rule*, Low Price Publications, Delhi.
7. Kumar D (Ed) (1982) *The Cambridge Economic History of India*, Volume II 1757 – 1970, Orient Longman Ltd., Hyderabad.
8. Misra, S.K. and V.k.Puri (2001) *Indian Economy- Its Development Experience*, Himilaya Publishing House, Mumbai
9. Gadgil D.R. (1971) *The industrial Evolution in India in Recent Times*, 1860 – 1939, Oxford University press, Bombay

10. Government of India, *Economic Survey (Annual)*, Economic Division, Ministry of finance, New Delhi.
11. Naoroji.D. (1962) *Poverty and Un-British Rule in India*, Low price publications Delhi.
12. Planning Commission (1999) *Ninth Five-Year Plan*, Government of India, New Delhi.
13. Singh V.B. (Ed) (1965) *Economic History of India 1857-1956*, Allied Publishers Private Limited, Bombay
14. Ahluwalia, I.J. and M.D. (Eds.) (1999) *India's Economic Reforms and Development (Essays in honour of Manmohan Singh)*, oxford University Press, New Delhi
15. Jalan.B.(1992) *The Indian Economy : Problems and Prospects*, Viking, new Delhi
16. Jalan.B.(1996) *India's Economic Policy – Preparing for the Twenty- first Century*, Viking New Delhi
17. Parikh, K.S. (1999) *India Development Report 1999-2000* Oxford University Press, New Delhi
18. Datt.R.(Ed) (2001) *Second Generation Economic Reforms in India*, Deep & Deep Publications, New Delhi.

POLITICAL SCIENCE

II # Pol.2 INDIAN GOVERNMENT AND POLITICS

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand the:

- political processes and actual functioning of political system in India.
- political structure both Constitutional and Administrative.
- social stratification of castes, Jatis, language, religion, ethnic and ethnic disparities.
- assess its impact on political processes.
- Indian political processes, its relative success, failures with other developing countries particularly the South Asian region.
- efforts made by the Constituent Assembly in making of Indian Constitution.
- social revolution of Indian Constitution with reference to Fundamental Rights and Directive Principles.
- strength of Indian democracy and the unity of the States.
- powers and functions of judiciary in India.
- roles and functions of the Election Commission in India.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT:**Unit I: The Making of India's Constitution**

Framing of Indian Constitution, Constituent Assembly, Indian Constitution and its sources, Basic Features of India's Constitution, Philosophy of the Constitution, Territory of the Union, Citizenship, Rights and privileges of the citizens, Preamble of the Constitution, Integration.

Unit II: Spirit of the Indian Constitution

Nature, classification and survey of Fundamental Rights, Fundamental Rights and Duties; goals, classification and principles of Directive Principles of State Policy.

Unit III: The Union, State Governments and Judiciary**Union Government:**

The President, Prime Minister, Council of Ministers, Parliament, Lok Sabha, Rajya Sabha and Comptroller and Auditor-General.

State Government:

The Governor, Chief Minister, Council of Ministers, Centre-State Relations, Legislative Assembly.

Judiciary:

Indian Judiciary and the Constitutional Process, Supreme Court, High Courts, Tribunals, its powers and functions. Constitutional Amendments and emergency provisions.

Unit IV: The Election Commission

Political Parties: Characteristics of Indian Party System, National and Regional Political Parties, Elections in India, its organized method and periodical popular expressions, Electoral Reforms, Major issues in Indian Politics; Caste, Religion, Languages, Region.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Alyar, S.P., and U.Mehta (eds.), *Essays on Indian Federalism*, Bombay, Allied Publishers, Bombay,1965.

2. Austin, G., *The Indian Constitution : Corner Stone of a Nation*, Oxford, Oxford University Press, 2000.
3. Austin, G., *Working a Democratic Constitution : The Indian Experience*, Delhi, Oxford University Press, 2000.
4. Basu, D.D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
5. Baxi, U., *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
6. Baxi, U., and B.Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage 1994.
7. Battleheim, C. *Independent India*, London, MacGibbon, 1968.
8. Bhambhri, C.P., *The Indian State : fifty years*, New Delhi, Shipra, 1997.
9. Bose, S., and A.Jalal, *Modern South Asia : History, Culture, Political Economy*, London, Routledge, 1997.
10. Brass, P., *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
11. Brass, P., *Caste, Faction and Party in Indian Politics*, Vols.2, Delhi, Chanakya Publications, 1984-1985.
12. Brass, P., *Ethnic Groups and the State*, London, Croom Helm, 1995.
13. Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974.
14. Brown, J., *Modern India : The Origins of an Asian Democracy*, Delhi, Oxford University Press, 1985.
15. Chadda, M., *Ethnicity, Security and Separatism in India*, Delhi, Oxford University Press, 1997.
16. Chanda, A., *Federalism in India : A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
17. Chanda, A., and R.Saxena (eds.) *Idologies and Institutions in Indian Politics*, New Delhi, Deep and Deep, 1998.
18. Srinivas, M.N., *Caste in Modern India and Other Essays*, Bombay, Asia Publishing House, 1962.
19. Srinivas, M.N., *Social Change in Modern India*, Bombay, Allied Publishers, 1966.
20. Srinivas, M.N., *The Cohersive Role of Sanskritization and other Essays*, Delhi, Oxford University Press, 1989.
21. Tapan, B., *Khaki Shorts and Saffron Flags : A Critique of the Hindu Right*, Columbia, Columbia University Press, 1993.
22. Thakur, R., *The Government & Politics of India*, London, Macmillan, 1995.
23. S.P.Verma and C.P.Bhambri (eds.), *Elections and Political Consciousness in India*, Meerut, Meenakshi Prakashan, 1967.
24. Weiner, M., *Party Politics in India*, Princeton NJ, Princeton University Press, 1957.

III SEMESTER

III. Semester E.3 ENGLISH

Credits : 3 (2L+1T)

Contact Hrs per week: 4

Exam Duration : 2 hrs

Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

Students develop proficiency in English which equips them to:

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

Transaction Mode:

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

COURSE CONTENT :

Unit I : Language Work

Clauses : Noun Clause; Reported Speech and Change of Voice.

Unit II : Comprehension Skills

Extracts from literary, scientific and educational journals.

Unit III : Advanced Writing Skills

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

Unit IV : Literature

Brave New World : Aldous Huxley

Suggested Activities:

1. Students read sample advertisements from magazines. Discuss in groups and then prepare their own advertisement.
2. Students discuss and prepare interview schedules. Mock interviews are conducted.
3. Editing literary pieces in groups and then re-editing what has been edited by other groups after discussion

Continuous Assessment (C₁+C₂)

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

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

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

Total =50

Suggested Readings:

1. Calkins, L (1994). *The Arts of Teaching Writing*. Heinemann
2. Chan. et al. (1997) *Professional Writing Skills*, San Anselma, CA
3. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
4. Block, C.C.(1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
5. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.

REGIONAL LANGUAGES

III # RL.1.3 HINDI

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂: 50
C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT:

Unit I : Functional Language:

- a) Letter Drafting-Types of letters-E mails-language of letters-letters of famous people-exercises.
- b) Essay writing- Characteristics –Definition-Format-format of essay-types of essays (literary, scientific etc)-models, exercises

Reference: A Handbook of Writing Activities, Prasara, University of Bangalore.

Unit II: Translation from English to Hindi

References : Anuvad Vignana-Bholanath Tiwari

- a) About Translation by Peter Newmark, MultiLingual Motters, Clavedon, UK.
- b) Aspect of Translation by K V V L Narasimha Rao, CIIL, Mysore

Unit III: Medieval Literature :

Text- **Pracheen evam madhyakaleen Hindi Kavya**

Prof Poornachand Tandan (Ed.) Published by Rajpal and sons, Kashmiri gate, Delhi 110006. Following poets' work have been prescribed for study **Bihari and Ghananand** (One poem of each poet)

Unit IV: Novel

Subhah, Dopahar, Sham by Kamaleshwar, Published by Rajpal and sons, Kashmiri gate, Delhi

Suggested Activities:

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

Continuous Assessment (C₁+C₂)

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

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

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

Total =50

III # RL.2.3 KANNADA

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

COURSE CONTENT :

Unit I : Functional Language :

a) Letter drafting

Characteristics – types of letters – Emails - language of letters – letters of famous people – exercises.

b) Essay writing – Characteristics – Definition – format of essay – types of essays (literary, scientific etc) – models, exercises

Reference: A Handbook of Writing Activities, Prasaranga, University of Bangalore.

Unit II : Translation from English to Regional Language.

Reference: a) About Translation by Peter Newmark, MultiLingual Motters, Clavedon, UK. b) Aspect of Translation by K V V L Narasimha Rao, CIIL, Mysore.c0 Bhashanthara kale by Dr.Pradhana gurudatt, B M Sri Memorial foundations , 54, 3rd cross, gavipuram extention , Bangalore

Unit III : Medieval and Folk Literature

- i) Halatorege Bellada kesaru - Basavanna
 - ii) Chintayemuppu santhoshave javvana – Rathnakaravarne
 - iii) Adava nama jola Ulidava Nama hadu – Folk
- (Selections from Kavya Sanchaya Part III), Mysore University, Mysore

Unit IV : Novel

Bettada Jeeva - Shivarama Karantha

Suggested Activities :

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

Continuous Assessment:

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

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

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

Total =50

III # RL.3.3 MALAYALAM

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Unit I: Functional Language

1. Letter drafting- Characteristics – types of letters – language of letters – letters of famous people – exercises
2. Essay writing- Characteristics – Definition – format of essay – types of essays (literary, scientific etc) – models, exercises

Reference: A Handbook of Writing Activities, Prasara, University of Bangalore.

Unit II: Translation (English to Malayalam)

(Ref: Tharjama-Siddhanthavum Prayogavum Malayathil , Current Books, Trichur.)

Unit III: Poetry and Folk literature

Text : 1. Sishyanum makanum By Vallathol narayana menon, NBS , Kottayam

Text 2: Othenanum ponniam pada nilatha angavum, Shantha Book stall, Kodungalloor

Unit IV: Novel

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

Suggested Activities

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

Continuous Assessment:

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

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

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

Total =50

III# RL.4.3 TAMIL

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂: 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I: Functional Language:

Letter Drafting – Types of letters- Emails -language of letters- letters of famous people-exercises

Essay Writing- Characteristics –Definition-Format- format of essay-types of essays (literary, scientific etc)-models, exercises

Reference: A Handbook of Writing Activities, Prasaranga, University of Bangalore.

Unit II :Translation from English to Tamil:

References: Mozhi Peyarppiyal

Siva Shanmugam, Annam Publications, Siva Gangai (T.N)

About Translation by Peter Newmark, Multilanguage Motters, Clavedon, UK.

B) Aspect of translation by K V V L Narasimha Rao, CIIL, Mysore

Unit III : Medieval Literature

Thirukkural ii) Silappathikaram

An Anthology of Tamil Poetry
(for Second Year Degree Classes)

University of Mysore, Mysore.

Unit IV :Novel

Onpadhu Rypaai Nottu

Ekkattut Thangal, Chennai 600 017

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

III# RL.5.3 TELUGU

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I: Functional Language

Letter drafting- Characteristics – types of letters – language of letters – letters of famous people – exercises

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

Reference: A Handbook of Writing Activities, Prasaranga, University of Bangalore.

Unit II: Translation (English to Telugu)

(Ref: Anuvada samsyalu by Rachamalla Ramachandra reddy
Published by: Vishalandhra Publications, Abids, Hyderabad.)

Unit III: Poetry and Folk literature

Lessons from “Telugu Sahitya Sravanthi “, Published by Prasaranga,
University of Mysore,
Mysore

Vamana charitra

Subhadra parinayamu

Folk songs from Triveni and “Rayala seema Ragaalu “ (Published by Telugu Academy, Himayath Nagar, Hyderabad.)

Unit IV: Novel

ASAMARTHUNI JEEVA YATRA

By Tripuraneni Gopichand (Avaliable at : Visalandhra Book House, Abids, Hyderabad)

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

III # ICT.1 - Information and Communication Technology in Education- I

Credits : 1(0L + 1T)

Contact hrs per week: 2

Marks : 100

C₁ + C₂: 50

C₃ : 50

Objectives

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

1. Explain ICT and its application in Education
2. Identify and demonstrate an understanding of the main components of the computer hardware in use
3. Differentiate various operating system and explain main functions of the system software environment
4. Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
5. Use internet technologies efficiently to access remote information, communicate and collaborate with others
6. Understand the social, economic, security and ethical issues associated with the use of ICT
7. Plan, develop, and evaluate multimedia based learning content
8. Develop learning objects using open source authoring software

Course Content**Unit I: Basics in ICT and Computer Applications**

- Information and Communication Technology: Meaning, nature and advantages
- Emergence of new information technology- convergence of computing and telecommunications

- Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis
- Operating system-meaning and types, types of computers,
- Computer Network-LAN, WAN. Internet - concept and architecture ; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit II: Basic Computer Software Applications

- Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)
- Open source software: concept, philosophy, types, and advantages. Open source educational software
- Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories
- Introduction to MS Office and Open Office
- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications
- Utility tools: pdf creator, file archiving, file converter, antivirus
- Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education
- E-content: design, development, standards, learning objects and reusability, and authoring tools

Sessional Work

1. Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
2. Practice in installing various system and application software
3. Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
4. Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
5. Social bookmarking of internet resources using any social bookmarking tools (diigo,delicious,stumbleupon)
6. Comparative study of ICT syllabus of school education and teacher education of various organizations
7. Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at <http://www.teem.org.uk/>
8. Developing a multimedia e-content for a topic using eXe Learning

Suggested Reading

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
3. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
4. Evant, M: The International Encyclopedia of Educational Technology.
5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
7. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
8. James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
9. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
10. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
11. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
12. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
13. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
14. Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi

Web Resources

Microsoft Office Online, Word 2003 Tutorials at
<http://office.microsoft.com/en-us/training/CR061958171033.aspx>

Microsoft Office Online, Excel 2003 Tutorials at
<http://office.microsoft.com/en-us/training/CR061831141033.aspx>

Microsoft Office Online, PowerPoint 2003 Tutorials at
<http://office.microsoft.com/en-us/training/CR061832731033.aspx>

III # Edu.2 PSYCHOLOGY OF LEARNER & LEARNING

Credits: 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration: 2 hrs

Total: 100

C₁ + C₂: 50

C₃ : 50

Objectives:

The course is designed to help student teachers to

- Understand nature of learner as a developing individual
- Be able to assess the individual differences among learners by employing testing and non-testing methods.
- Understand and nurture the development of a learner as a member of classroom group.
- Understand and appreciate different perspectives of learning – Behavioral, Social, Cognitive and Humanistic.
- Know various types and strategies of learning
- Understand different conditions for learning and acquire the skills to facilitate them.
- Understand the approaches and strategies for managing learning

Transaction Mode:

Lecture cum Discussion; Seminar/ Panel discussion; Observation of actual situations/ simulating situations); Conducting case studies.

A combination of the above approaches may be adopted depending upon the appropriateness and feasibility.

COURSE CONTENT:

Unit I: Nature of the Learner

- Concept of growth, development-principles, characteristics of the child & adolescent, maturation and learning;
- Factors contributing to development such as heredity, nutrition, child-rearing practices, siblings and peers; concept of normal development, variations in development
- Classroom as a miniature society: understanding the group dynamics in a classroom: sociometry as a technique for understanding inter-personal relationships in a classroom
- Leadership, conforming behavior, and social adjustment in classroom: concept and ways of developing them

Unit II: Individual differences & Assessment of Differences between Learners

- Differences between individual learners: learning styles, multiple intelligence, self-concept, self esteem, attitude, aptitude, skills and competencies, interest, values, study habits, locus of control and personality

- Understanding learners with a difference: gifted, creative and talented learners, slow learners and dyslexic learners, socially disadvantaged learners, at risk and traumatized learners
- Methods of assessing individual differences: tests for measuring intelligence, aptitude and personality,
- observation schedules, rating scales ,self-reports

Unit III: Learning: Its Nature, Types and Strategies

- Concept & Nature of Learning, Concept learning, skill learning, verbal learning, social learning, principle learning, problem solving
- Basic Assumptions and analysis of the relevance of Learning Theories – Behavioral, Social, Cognitive & Humanistic learning theories;
- Learning as a process of construction of knowledge - Constructivist Approach to learning
- Relationship of learning with school performance and ability of the learner

Unit IV: Factors affecting Learning & Management of Learning

- Concept of Motivation; types, techniques of enhancing motivation,
- Health, sleep, difficulty of task, content and study habits as factors Influencing learning
- Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning; Strategies for transfer of learning
- Forgetting classroom learning – meaning and its causes; strategies for Improving retention of learning
- Meaning of learning to learn skills; Ways of developing self study

Sessional Work:

Each work/activity should carry equal weightage of marks.

- Observe some of the variations in development among a group of students And prepare a report with emphasis on educational implications (individual activity).
- Development of a profile of students of a class by using appropriate Assessment procedures (Individual activity).
- Identify differences in socio-emotional characteristics among a group of students by using rating scales &inventories available in the psychology laboratory of the Institute & prepare a report by using scoring.
- Visit some special schools meant for children with disabilities and prepare a report about the approaches followed in meeting their special needs (report may be prepared by a small group of students)
- Analyze the type of strategies adopted by a classroom teacher in organizing learning
- Identify students who have motivation problem and analyse the causes and prepare a report (small group activity).

- Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)
1. Kenneth T. Henson, 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.
 2. Patricia Murphy (Ed.), 1999, Learners, Learning & Assessment, Paul Chapman Publishing Ltd.
 3. Dennis Coon, Essentials of Psychology, 9th Ed. 2003, Wadsworth/Thomson Learning.
 4. Howard S. Friedman & Miram W. Schustack, 2004, Personality, Classic Theories &
 5. Modern Research, Second Ed. Reason Education & Pvt. Ltd.

III # LT.3 ENGLISH LITERATURE

RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

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

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT:**Unit I : Poetry**

- | | | | |
|----|--------------------|---|--|
| 1. | Alexander Pope | : | Argus |
| 2. | William Blake | : | The Tiger or Lamb, The Chimney Sweeper (from songs of Innocence) |
| 3. | William Wordsworth | : | Tintern Abbey, The World is too much with us
A slumber Did my Spirit seal |
| 4. | S T Coleridge | : | Kubla Khan |
| 5. | P B Shelley | : | Ode to the West Wind |
| 6. | Keats | : | Ode on a Grecian Urn, Ode to a Nightingale |
| 7. | Tennyson | : | Ulysses |
| 8. | Robert Browning | : | My Last Duchess |

Unit II : Fiction

Thomas Hardy : The Mayor of Casterbridge

Unit III : Fiction

Jane Austen : Emma

Unit IV : Prose

Addison – Sir Roger at Church

Continuous Assessment (C₁+C₂)

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

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

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

Total =50

Suggested Reading:

1. Dryden - Absalom & Achitophel
2. Johnson - Life of Milton
3. Dickens - Great Expectations
4. Coleridge - Rime of the Ancient Mariner
5. Charles Lamb - A Dissertation upon a Roast Pig.
6. Cambridge Companion to British Romanticism
7. Pelican Guide to English Literature – Dickens to Hardy to Lyrical Ballads
8. Norton's Anthology, Volume.2 1-7, 139
9. Mathew Arnold - Culture and Anarchy
10. Dickens - Novel ' Changing Face of City'
11. Meenakshi Mukerjee - Jane Austen
12. William Congrev - Excerpts from London Gazette
13. Brown, John Russel, and Harris, Bernard(ed.)- Restoration Theatre (London, 1965)
14. Richetti, John, The Cambridge Companion to Eighteenth Century Novel (Cambridge, 1996)
15. Addison and Steele - Spectators Papers
16. Cambridge Companion to English Poetry- Donne to Marvel
17. Restoration Theatre - ed. Brown, John Russel
18. Background Prose Reading - papers 6,7 & 8: Worldview, an Imprint of Book Land Publishing co.

III # LS.3 LANGUAGE STUDIES

APPLIED LINGUISTICS

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂: 50

C₃ : 50

Objectives :

- To enable student teachers to understand language variation.
- To enable student teachers to understand the process of first language acquisition..
- To enable student teachers to understand the process of second language learning.
- To enable student teachers to learn how to apply knowledge of linguistics in various fields especially language teaching.

Transaction Mode:

Lectures, discussion-oriented and problem solving activities will be used. The role of interaction will be central. Students and teachers will analyze together chunks of

language, talk about what they notice and try to form views. Discourse awareness activities will be brought to the fore e.g. activities, which focus on particular discourse patterns in the language under examination. Learners through observation are expected to comprehend and formulate the rules governing linguistic phenomenon and draw conclusions about the features of the language analyzed. Necessary scaffolding will be provided to the students to guide them through the learning process.

COURSE CONTENT:

Unit I: Applied Linguistics

Application of linguistic theories, methods and findings in the areas of first language teaching, foreign language, learning and teaching, translation, lexicography.

Unit II : Language Variation

Concepts of social variation of language : idiolects, dialects, regional and social dialect, standard and non-standard dialect, diglossia, pidgin and Creole, registers, formal and informal style, language and gender.

Unit III : Discourse

Cohesion in discourse; the factors that contribute to cohesion like topic introduction, turn taking, presupposition, topic maintenance, conversational repairs, discourse markers, deixis – spatial, personal and temporal, anaphora, intersentence connectivity.

Unit IV: Issues in Second Language Learning

Linguistic, psychological and social factors in second language learning. Instrumental and integrative motivation, critical period hypothesis, influence of L₁ on L₂. Concepts of interlanguage, language transfer and over generalization.

Continuous Assessment (C₁+C₂)

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

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

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

Total =50

Suggested Readings:

1. Agnihotri, R.K. and Khanna., AL(1994) Seond Language Acquisition: Aspects of English in India, New Delhi: Saga Publications.
2. Corder, Pit(1973) An Introduction to Applied Linguistics, Baltimore: Penguin Education.

3. Fromkin, V, Roadman, R and Hyams N (2007) An Introduction to Language, Boston: Thomson Wadson.
4. Hudson, RA (1980) Sociolinguistics, Cambridge: Cambridge University Press.
5. Lado, Robert(1961) Linguistics Across Cultures, Ann Arbor, The University of Michigan Press.
6. Mackey, W.F.(1965) Language Teaching Analysis. London: Longman, Green& Co. Ltdd
7. Mukalel, J.C.(2003) Psychology of Language Learning New Delhi: Discovery Publishing House.
8. Prabhu, NS (1987) Second Language Pedagogy. Oxford, Oxford University Press.
9. Trask, RL (2004), Second Language Pedagogy, Oxford, Oxford University Press

III # SS.3 SOCIAL SCIENCES

III # SS.3 Introduction to History and Economics

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of the paper the students will:

- Identify Historical considerations of Socio – Economic formations in Pre-Modern India and assess the Ancient Societies and its economics.
- Understand the socio-economic formations of the Medieval Indian Society.
- Describe the various aspects of micro and macro economics.
- Develops concept maps for gross domestic product, gross national product and net national product.

Transaction Mode

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

History

UnitI: Historiographical Considerations

(a) Features of Colonial writings of India's socio-economic history – Orientalism and the concept of Asiatic Society – Nationalist approaches – Materialist Marxist Approach.

(b) Ancient Societies and Economies

Origins, development of Harappan Civilization – Archaeology of the Harappan sites – Features of Harappan Urbanism– Characterization of the Harappan writing – Harappan society-Agricultural technologies and urban centers in the Harappan Civilization: Social differentiation in Harappan Civilisation, Harappan Contacts with distant lands-The end of Harappan Civilisation- The Post-Harappan socio-economic scenario – The Rig Vedic society and Economy – The Later Vedic society and Economy – Transition from the Varna system to the Jati System – Sudras, Dasas and Bhrtakas – The Socio-economic Formations of the ages of the Nandas. An Early Empire-The Mauryan Empire, questions of centralization and decentralization in the Mauryan Empire: Mauryan Administration (The Mauryan Empire is to be treated as a case study) –Chiefs and kings of South: rural societies of North and South, land grants and the new rural elites: towns and trade-The Early Medieval Societies - Gupta Society – Late Gupta Society – Gupta and Post-Gupta socio-economic system – Features of Indian Feudalism.

Unit II: The Medieval Socio-Economic Formation

Agrarian system under the Sultanate – Political structure – Social structure and Institutions – Hereditary Jagir -The Iqta system – Agrarian system under the Mughals – Mansabdari System - Socio-economic Formations in the age of the Vijayanagar Rulers - The Tenurial Relations and the nature of dues – The Nayankara System – Socio-economic structure and institutions – the nature of the Jagir system.

Economics

Unit III: Aspects of Micro Economic

What is Economics about? Definition of Economics – unlimited wants – scarce resources – the problem of economizing – production possibility curve – opportunity cost – meaning of micro economics - Basic Elements of Demand and Supply - The demand schedule – demand curve – determinants of market demand – shift in demand – price elasticity of demand - Demand and consumer behavior: Choice and utility theory – marginal utility and the law of diminishing marginal utility – cardinal and ordinal utility - Supply schedule – supply curve – forces determining supply- shift in supply – price elasticity of supply – equilibrium of supply and demand - Analysis of Costs : Fixed and variable cost – marginal cost- average cost – production and costs - Price and output determination under different market situations : Pure competition, monopoly and monopolistic competition.

Unit IV: Aspects of Macro Economics

Concept of Macro Economics - Measuring Economic Activity: Gross domestic product – circular flow of income and measurement of GDP- flow of product approach – cost approach – Real vs. Nominal GDP – Gross National Product and Net National Product – GDP and Welfare - Consumption and investment: The consumption function- the saving function – the marginal propensity to consume – National consumption behavior – determinants of investment: revenue, costs and expectations - Money: The evolution of money – functions of money – demand for

money – transaction demand and asset demand – narrow and broad money – M_1 , M_2 , M_3 and M_4 - Balance of payments : Balance of trade and balance of payments – Balance of payments accounting – Foreign exchange – relative advantages and disadvantages of fixed and flexible exchange rates – managed floating.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

History

1. Shereen Ratnagar, **Encounters : The Westerly Trade of Harappan Civilisation**, OUP, New Delhi, 1985.
2. Kumkum Roy, **Emergence of Monarchy in North India**, Oxford University Press, New Delhi, 1995.
3. Romila Thapar, **Asoka and the Decline of the Mauryas**, Oxford University Press.
4. Romia Thaper, **From Lineage to State**, Oxford University Press, 1984.
5. Kosambi, D.D., **An Introduction to the Study of Indian History** (Bombay, 1956).
6. Sharma, R S., **Material Culture and Social Formations in Ancient India**, Mac Millan, New Delhi, 1983.
7. Sharma, RS., **The State and Varna Formation in the Mid-Ganga Plains**, Manohar Publications, New Delhi, 1996.
8. Lallanji Gopal, **Economic Life of Northern India**, A.D.700- 120, Delhi. 1965.
9. Irfan Habib, **Agrarian system of Mughal India** (Oxford University Press, New Delhi).
10. Moreland, W., **Agrarian System of Moslem India** (D K Publishers, Delhi).
11. Tapan Raychaudhari and Irfan Habib (Eds.) **The Cambridge Economic History of India, Volume I** (Orient Longman and Cambridge University Press).
12. Shireen Moosvi, **The Mughal Economy** (Oxford University Press).
13. .Richards, J.F., **The Mughal Empire : 1 –5** (The New Cambridge History of India, Cambridge University press).
14. Burton Stein, **Vijayanagara 1-2** (The New Cambridge History of India).

Economics

1. Samuelson and Nordhans, **Economics**.
2. McConnel and Gupta, **Economics**
3. D S Watson, **Price Theory and Its uses**.

4. Stonser and Hague, *A Textbook of Economics*
5. Lipsey, *Price Theory*.

HISTORY III SEMESTER

III # H.3 History of India 1757 – 1857 A.D.

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂: 50

C₃ : 50

Objectives:

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

- The contributions and impact of the Nationalist Writers,
- The nature and characteristic features of 18th Century India,
- The expansion of the British Empire in India
- The structure of the colonial government, economic policies and its impact, administrative Changes, Social Reforms and civil rebellions in British India.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

COURSE CONTENT:

Unit I: Indian Historical Writings (Nationalist writers)

Nationalist school of thought – Dadabhai Naoroji – RC Dutt – Modern Writers: Tarachand – R.C. Majumdar.

Unit II: 18th Century India

Decline of the Mughal Empire – India in the 18th Century - Advent of British and the French - Carnatic Wars.

Unit III : Expansion of British Power in India

Expansion of British Power in India – Subjugation of the Bengal – Plassey and Buxar – Anglo – Maratha Wars – Ranjit Singh – Anglo Sikh Wars.

Unit IV: Structure of Government, Administrative and Social Reforms in Colonial India

Structure of the Government – the Regulating Act of 1773 – Pitt's India Act of 1784 – Economic Policies – Land Revenue Policy – The Zamindari – Ryotwari and

Mahalwari System –Development of Means of Transport and communication, Introduction of Railways, Post and Telegraph-Print technology-Drain of Wealth.

Utilitarian and Orientalist influence on administrators: Administrative and Social Policy – Administrative Reforms of Cornwallis – the creation of the Civil Service Examinations – rule of law and the development of a new judicial system- Army – Reforms of William Bentinck – Introduction of English Education-role of Macaulay- Social Reforms – Rajaram Mohan Roy and the abolition of Sati, Iswarchandra Vidya Sagar- The Rebellion of 1857 –its causes, nature, results and social composition.

Maps for Study:

- i) Three Presidencies of British Empire
- ii) Sikh State under Ranjit Singh
- iii) British Empire in 1857.

Places of Historical Importance :

- i) Plassey
- ii) Buxar
- iii) Mysore
- iv) Srirangapatna
- v) Bessein
- vi) Salsette
- vii) Masulipatnam
- viii) Trichonopoly
- ix) Hyderabad
- x) Vellore
- xi) Mangalore
- xii) Madras
- xiii) Calcutta
- xiv) Bombay
- xv) Hugli
- xvi) Ludhiana
- xvii) Barrakpore
- xviii) Jhansi
- xix) Gwalior
- xx) Nagpur

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Arthur, D.Innes, **History of British in India**, New Delhi, 1998.
2. Ranjit, Guha, **Elementary Aspects of Peasant Insurgency in Colonial India**, OUP, New Delhi, 1999.
3. Percival, Spear, **Oxford History of Modern India (1740-1975)**, New Delhi.
4. Bipan, Chandra, **Essays on Colonialism**, Oriental Longman, Hyderabad, 1999.
5. Bipan Chandra, **Nationalism and Colonialism in India**, Oriental Longman, Hyderabad, 1979.
6. Grover, B.L., **A New Look at the Modern Indian History**, New Delhi, 2000.
7. Bipan, Chandra, **The Rise and Growth of Economic Nationalism in India**, Peoples Publishing House, New Delhi.
8. Ramachandran, C., **East India Company and South Indian Economy**, New Era Pub., Madras, 1981.
9. Woolacott J.E., **British Rule in India**, Anmol Publishers, Delhi, 1986.
10. John Malcolm, **Political History of British India**, Discovery Publishing House, Delhi, 1986.
11. Shafaat Ahmed Khan, **Sources For the History of British Rule in India**, Pankaj Publishers, Delhi, 1986.
12. Tapan Roy Choudhuri, Irfan Habib, Dharma Kumar (Ed), **The Cambridge Economic History of India, Vol.II (1757-1970)**, Orient Longman in Association with Cambridge Uni. Press, 1984.
13. Banarajee, T.S., **Indian Historical Research Since Independence**, Naya Prakashana, Calcutta, 1987.
14. Gopal, S., **British Policy in India (1858- 1905)**, Oriental Congman, London, 1984.
15. Roychaudhari S.C, **Social, Cultural and Economic History of India**, Sarjeet Publishers, Delhi, 1984.
16. Daniel Thorner, **Shaping of Modern India**, Allied Publishers Private Ltd., New Delhi, 1980.
17. Kenneth W Jones, **Socio-Religious Reforms Movements in British India**, Cambridge University Press.
18. Frykenberg, R. E., (Ed), **Land Control and social Structure in Indian History**, The University of Wisconsin Press, London, 1969.
19. Dharma Kumar, **Land and Caste in South India**, Cambridge University Press, 1965.
20. Majumdar R.C., (Ed), **British Paramountacy and Indian Renaissance**, Bhartiya Vidyabhavan, Bombay, 1969.
21. Roy,M. K , **Princely States and Paramount Power (1858- 1876)**, New Delhi.
22. Srinivas, M. N., **Social Change in Modern India**.
23. Yogendra, Singh, **Modernisation and Tradition**.
24. Satish K Bajaj, **Recent Trends in Historiography**, Anmol Pvt., New Delhi, 1999.
25. Ranjit Guha, **Subaltern Studies (10 volumes)**, OUP, New Delhi-2000-2005.

26. Michael H. Fisher, **Indirect Rule in India – Resident and the Residency System, 1764 – 1857**, OUP., New Delhi, 1991.
27. Burton, Stein, (Ed), **The Making of Agrarian Policy in British India, 1770 – 1900**, OUP., New Delhi, 1992.
28. Gordon, Johnson, (Gen. Editor), **India, Science and Technology and Medicine in Colonial India**, Cambridge University Press, 1998.

III # G.3 GEOGRAPHY

PHYSICAL GEOGRAPHY- III (OCEANOGRAPHY)

Credits : 4 (2L + 2T)

Contact hrs per week: 6

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENTS:

Unit I : Oceanography

Nature and Scope of Oceanography. Distribution of Land and Water on Earth Surface. Ocean exploration, Modern Oceanography

Unit II : Physiography of the Ocean floor

Bathymetric Provinces ,Continental shelf, Continental Slope, Abyssal Plain, Mid-oceanic and Oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

Unit III : The Properties of Ocean water

The Salinity of Seawater, Factors that regulate the Salinity of Seawater, Temperature Distribution in Oceans

Unit IV : Circulation of Oceanic Waters

Waves, Tides and Currents; Currents of the Atlantic, Pacific and Indian oceans. Marine deposits and Coral reefs Coastal environment. Oceans as Storehouse of resources for the future.

References:

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

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Map Projections

1. **Map Projections:** Definition, Classification and Importance
2. **Conical Projections:** Simple Conical Projection, Conical Projection with two Standard parallels, Bonne's Projection, Polyconic Projection
3. **Cylindrical Projections** Graphical construction, Properties of Simple cylindrical, Cylindrical equal area, Mercator's Projection.
4. **Zenithal Projections** Polar Zenithal Gnomonic Projection, Polar Zenithal Stereographic Projection and Polar Zenithal Orthographic Projection

References :

1. Singh, R.L., Elements of Practical Geography, Kalyani Publishers, New Delhi, 1979.
2. Gopal Singh, Map work and Practical Geography, III Ed., Vikas Publishing House, New Delhi.
3. Gupta, K K and Tyagi V C, Working with Maps, Survey of India, Department of Science and Technology, Government of India, Dehra Dun 1992.
4. John and Keats, Cartographic Design and Production, II Edition, 1989, John Wiley, New York.
5. Mishra R P, Fundamentals of Cartography, 1969, Prasara, University of Mysore, Mysore.

6. Monkhouse F.J. and Wilkinson, H.r., Maps and Diagrams, Mathuen and Co. Ltd., London, 1952.
7. Phyllis Dink, Map work X (Ed) Atma Ram and Sons, Delhi, 1967.
8. Robinson, H. Elements of Cartography, John Wiley, London, 1963.
9. D R Khullar, Essentials of practical geography, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2003.

SEMESTER III MACRO ECONOMICS

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is structured to help and equip the student teachers to understand:

- the significance of aggregative analysis in understanding and directing the working of the macro economy.
- the concepts and operationalisation of the concepts in developing macro analytical framework.
- the theoretical models that explain the behavior and determination of equilibrium output, employment and income.

Transaction Mode:

The course has to be taught through class room teaching. Students can be encouraged to gather information on the nature and composition of different economies and their performance. They can also be motivated to take up a few aspects for activity Eg; Measures to control inflation, stimulating consumption on a sustainable basis and so on.

Unit I : Introduction

Nature and scope of Macroeconomics – Indicators of Macroeconomic Activity – Functional Relationships – Aggregate Demand and Aggregate Supply – Central Themes of Macroeconomics. National Income Accounting - Concepts and Measurement of National Income – National Income Identities with Government and International Trade – Environmental Concerns in National Income Accounting – Green Accounting.

Unit II : Classical & Kenesian Theories of Employment

Assumptions of the classical theory – statement of the theory – Implications and Critical evaluation – Kenesian Theory of Employment – Principle of Effective Demand – Underemployment Equilibrium – Consumption Function – Investment Function – Decentralization of Equilibrium Income – Implications and Relevance of Keynes Theory.

Unit III : Fluctuations in Macroeconomic Activity

Business Cycles: Nature and Causes – Unemployment and Inflation – Policies to Central Cyclical unemployment – Measures to control Inflation – Policies for Economic Stabilization.

Unit IV : Post Keynesian Developments

Monetarism – Supply side Economics – New Classical Macroeconomics – Open Economy Model : Approaches, Features and Relevance.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Ackley G. (1976) *Macroeconomics: Theory and policy*, Macmillan Publishing Company, New York.
2. Day, A.C.L. (1960) *Outline of Monetary Economics*, Oxford University Press, Oxford
3. Gupta, S.B. (1994), *Monetary Economics*, S. Chand and Co., Delhi
4. Heijdra, B.J. and F.V. Pleoeg (2001), *Foundations of modern Macroeconomics*, Oxford University Press, Oxford.
5. Lewis. M.K. and P.D. Mizan (2000), *Monetary Economics*, Oxford University Press, New Delhi.
6. Shapiro, E (1996) *Macroeconomics Analysis*, Galgotia publications New Delhi.
7. Dillard, D. (1960). *The Economics of John Maynard Keynes*, Crossby Lockwood and Sons, London.
8. Hanson, A.H. (1953) *A Guide to Keynes*. McGraw Hill, New York
9. Higgins, B. (1963) *Economics Development: Principles, problems and Policies*, Central Book Depot, Alahbad.
10. Keynes, J.m. (1936) *The General Theory of Employment, Interest and Money* Macmillan, London.
11. Kindleberger, C.P. (1958) *Economic Development*, McGraw –Hill Book Company New York.
12. Lucas, R. (1981) *Studies in Business Cycle Theory*, MIT press, Cambridge, Massachusetts.
13. Mier, G.M. and R.E. Baldwin (1957) *Economic Development: Theory history and Policy*, Wiley & Sons Inc., New York
14. Powlson, J.P.C. (1960), *National Income and Flow of Funds Analysis*, McGraw Hill, New York.

III # Pol.3 POLITICAL SCIENCE

Comparative Government and Politics

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand :

- major constitutions of the World by adopting a comparative approach.
- constitutional and legal provisions, ideological basis and institutional arrangement.
- historical backgrounds of constitutions and their evolution.
- differences and similarities between the various constitutional arrangements.
- political institutions in light of the political process and the dynamics of actual politics and policy making.
- Constituent structures, political Institutions and cultures.
- scope, meaning, approaches and significance of Constitutions and Constitutionalism.
- political party system and political socialization in India.
- social movements and local self Government in India.
- problems of SCs and STs, minorities and Constitutional safeguards regarding these groups.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT:

Unit I: Historical Background of Comparative Governments and Politics

Historical Legacy and Political Traditions, Constitutional structures; Executive, Legislature and Judiciary, Issues in comparative government and politics, Political Culture, Institutions and Change - Comparative Politics - Scope, Meaning, significance, Approaches to the study of comparative politics, Constitutions and Constitutionalism with reference to Government and Politics of UK, USA, Russia, China, Switzerland and France.

Unit II: Political culture and political socialization in India

Political Parties and Party systems in India, Constitution, Constitutionalism, Constitutional Government – Meaning, Nature and Classification of Constitutional Amendments.

Unit III: Political Dynamics

Parties, Interest and Pressure groups, their role in social movements, State and Local Self Governments in India.

Unit IV: Safeguards in Indian Constitution:

Women, Children, Scheduled Castes and Scheduled Tribes, Minorities and Constitutional Safeguards.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Almond, G., *et.al.*, *Comparative Politics Today; A World View*, 7th edn., New York, London, Harper/Collins, 2000.
2. Bagehot, W., *The English Constitution*, London, Fontana, 1963.
3. Beer, S., *Britain Against itself*, London Faber and Faber, 1982.
4. Birch, A.H., *British System of Government*, 4th edn., London, George Allen and Unwin, 1980.
5. Blondel, J., *An Introduction to Comparative Government*, London, Weidenfeld and Nicolson, 1969.
6. Blondel, J., *Comparative Legislatures*, Englewood Cliffs NJ, Prentice Hall, 1973.
7. Bryce, J., *Modern Democracies* Vol.2, New York, Macmillan, 1921.
8. Derbyshire, I., *Politics in China*, London, Chambers, 1991.
9. Dicey, A., *Introduction to the Study of the law of the Constitution*, 10th edn., London, Macmillan, 1959.

IV SEMESTER

IV#E.4 ENGLISH

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives :

Students develop proficiency in English which equips them to:

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

Transaction Mode :

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

COURSE CONTENT :

Unit I : Creative Skills in Writing

1. Writing dialogues
2. Writing poems
3. Writing essays

Unit II : Basic Phonetics (Tutorials)

Articulatory, Acoustics, Stress, Intonation

(For B.Sc.Ed/M.Sc.Ed)

Review of Books : Fiction, non-fiction, films

(for B A Ed course)

Unit III : Literature – Drama

Ibsen – A Doll's House

Unit IV : Literature – Drama

Girish Karnad – Naga Mandala

Suggested Activities:

Students read sample advertisements from magazines. Discuss in groups and then prepare their own advertisement.

Students discuss and prepare interview schedules. Mock interviews are conducted. Editing literary pieces in groups and then re-editing what has been edited by other groups after discussion

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

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

REGIONAL LANGUAGES**IV # RL.1.4 HINDI**

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT:**Unit I : Functional Language:**

Precis Writing: Characteristics-definition-steps to précis writing-models-exercises

Book Reviewing-characteristics-definition-format-models-exercises

Reference: A Handbook of Writing Activities, Prasara, University of Bangalore.

Unit II: Technical Writing

Definition-characteristics-format-models-Language used in the writing-Terminology-Process of writing-planning of document- Styles of writing-Techniques of writing-exercises

Reference: (a) Technical Writing by Richard W.Smith, Barnes and Noble Inc., New York, (b) Technical Report Writing Today –Daniel G.Riordan, 19-A, Ansari Road, New Delhi 110 002.

Unit III:Ancient Poetry:

Text- **Pracheen evam madhyakaleen Hindi Kavya**

Prof Poornachand Tandan (Ed.) Published by Rajpal and sons, Kashmiri gate,Delhi 110006.

Following poets' work have been prescribed for study **Kabir and Vidyapathi.**

Unit IV: Drama

Malava Kumar Bhoj by Dr.Ramkumar Varma, Published by Rajpal and sons, Kashmiri gate, Delhi -06

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

IV # RL.2.4 KANNADA

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

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

COURSE CONTENT :

Unit I : Functional Language

- a) **Book Review** : Characteristics – definition – format – models – exercises.
- b) **Precis-writing**: Characteristics – definitions – steps to précis writing – models – exercises.

Reference: A Handbook of Writing Activities, Prasaraṅga,
University of Bangalore.

Unit II : Technical Writing

Definition – characteristics – format – models – Language used in the writing – Terminology – Process of writing – Planning of document – Styles of writing – Techniques of writing – exercises.

Reference: (a) Technical Writing by Richard W.Smith, Barnes and Noble Inc., New York, (b) Technical Report Writing Today –Danel G.Riordan, 19-A, Ansari Road, New Delhi 110 002.

Unit III : Ancient Poetry

1. Melpu balpanaligum- Pampa
 2. Paligum paapakamanjadavar egeyyar- Nagachandra
 3. Abhimanam adane Bilvidividivem- Ranna
- (Kaavya Sanchaya-3 –Mysore University, Mysore)

Unit IV : Drama

Gokula Nirgamana – Pu. Thi Na

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

IV # RL.3.4 MALAYALAM

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂: 50

C₃ : 50

Unit I: Functional Language

1.Book Review- Characteristics – definition – format – models – exercises.

2. Precis-writing: Characteristics – definitions – steps to précis writing – models – exercises.

Unit II: Technical Writing

Definition-characteristics-format-models-Language used in the writing-Terminology-Process of writing planning of document-Styles of writing-Technologies of writing-exercises.

Unit III: Ancient Poetry

Text : Karna Parvam (Krishna Darshanam) By Ezhuthachan, NBS , Kottayam

Unit IV: Drama

SAKETHAM by C. N. Sreekantan Nair, Current Books , Trichur

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

IV# RL.4.4 TAMIL

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT:

Unit I: Functional Language:

Precise Writing: Characteristics-definition-steps to précis writing – models-exercise

Book Reviewing: characteristics-definition-format-models-exercises

Reference: A Handbook of writing Activities, Prasaraanga,
University of Bangalore.

Unit II :Technical Writing

Definition-characteristics-format-models-Language used in the writing-Terminology-Process of writing-planning of document-Styles of writing-Technologies of writing-exercises.

Reference Book: a) **Language in Science** M S Thirumalai

Geetha Book House, Mysore

b) **Technical Report Writing Today** – Daniel G.Riordan, 19-A,
Ansari Road, New delhi 110 002.

Unit III:Ancient Poetry:

Nedunal Vaadai 2) Kalithogai

An Anthology of Tamil Poetry

(for Second Year Degree Classes)

University of Mysore, Mysore.

Unit IV : Drama

Tanneer tanneer-komal Swaminathan,

Vaanathi Pathippagan, 13, Deenadayalu Street.
T. Nagar, Chennai 600 017

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

IV# RL.5.4 TELUGU

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

Transaction mode :

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

COURSE CONTENT :

Unit I: Functional Language

1.Book Review- Characteristics – definition – format – models – exercises.

2. Precis-writing: Characteristics – definitions – steps to précis writing – models – exercises.

Reference: A Handbook of Writing Activities, Prasara, University of Bangalore.

Unit II: Technical Writing

Definition-characteristics-format-models-Language used in the writing-Terminology-
Process of writing-planning of document-Styles of writing-Technologies of writing-
exercises.

(Ref: Science Vyasalu by Kodavati ganti kutumba rao, Published by Vishalandhra
Publications, Abids, Hyderabad)

Unit III: Ancient Poetry

Lessons from “Telugu Sahitya Sravanthi “ , Published by Prasara,
University of Mysore, Mysore
Damayanthee swayamvaram
Padmavyuha bhedanam

Unit IV: Drama

Kanyashulkam By Gurazada Apparao (Available at Vishalandhra Publications,
Abids, Hyderabad)

Suggested Activities:

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

Continuous Assessment:

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

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

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

Total =50

IV SEMESTER

IV # Edu.3 ASSESSMENT OF LEARNING

Credits : 2 (1L + 1T)
Contact hrs per week: 3
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

This course is designed to help student teachers to

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner's competence and performance
- Acquire skill of constructing an achievement test
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

COURSE CONTENT:

Unit I : Introduction to Assessment & Evaluation

- (a) Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- (b) Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- (c) Forms of assessment : -
 - (i) (Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced based on purpose)
 - (ii) (Teacher made; Standardized based on nature & scope)
 - (iii) (Oral, written, performance based on mode of response)
 - (iv) (Internal, External, self, peer, & teacher based on context)
 - (v) Based on nature of information gathered (Quantitative, Qualitative)
- (d) Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- (e) Authentic assessment; school based assessment

Unit II: Assessment of Learning

- (a) Concept of Cognitive, Affective, Psychomotor domain of learning
- (b) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- (c) Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- (d) Construction of achievement tests- steps, procedure and uses
- (e) Construction of diagnostic test – Steps, uses & limitation

Unit III: Assessment for Learning

- (a) Need for CCE its importance and problems faced by teachers
- (b) Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- (c) Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- (d) Quality assurance in tools – Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.
- (e) Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV: Construction Interpretation and Reporting of student's performance

- (a) Interpreting student's performance
 - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - (ii) Graphical representation (Histogram, Frequency Curves)
 - (iii) NPC – percentile.
- (b) Grading – Meaning, types, and its uses
- (c) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- (d) Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Suggested Activities to be carried out in Tutorial Sessions

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers(teacher made)

Continuous Assessment (C1+C2)

One of the Sessional work (1 – 4) & their Presentation	20
Unit – 1 & 2 – Test	10
Sessional Work (4 -5) any one of them & their Presentation	10
Unit – 3 & 4 – Test	10
Total	50

References:

1. Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA
2. Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Regional Institute of Education (NCERT), Mysore
3. Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Regional Institute of Education (NCERT), Mysore
4. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
5. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading – Writing Classroom. Norwood, MA: Christopher-Gordon Publishers
6. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: the Achievement Cycle. Larchmont, NY: Eye no Education
7. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
8. Likert, R. (1932). A technique for the Measurement of Attitudes. Archives Psychology, 40.
9. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8th ed.): Chapter 10: Describing Educational Data.
10. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.
11. Payne, D. A (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
12. Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
13. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.
14. T.V.Somashekar (2006) Educational Psychology & Evaluation, Bangalore, Nirmala Prakashana.

IV # LT.4 ENGLISH LITERATURE

TWENTIETH CENTURY BRITISH LITERATURE

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂:50

C₃ : 50

Objectives :

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

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Poetry

1. W.B.Yeats : Sailing to Byzantium
2. T S Eliot : The Love Song of J.Alfred Prufrock
3. W H Auden : The Unknown Citizen

Unit II : Poetry

1. Philip Larkin : Church Going, "Next, Please".
2. Seamus Heaney: Digging, The Tollund Man

Unit III : Drama

1. Samuel Beckett : Waiting for Godot

Unit IV : Fiction

1. Virginia Woolf : Mrs Dalloway

Continuous Assessment:

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

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

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

Total =50

Suggested Reading :

1. Dorris Lessing : The Grass is Singing
2. John Fowles : The French Lieutenant's Woman
3. James Joyce : The Portrait of an Artist as a Young Man.
4. E M Forster : A Passage to India
5. Joseph Conrad : Heart of Darkness
6. T.S.Eliot : Murder in the Cathedral
7. Tom Stoppard : Travesties
8. Raymond Williams : Forms in Culture, Introduction to the English Novel from Dickens to Lawrence (London: Hogarth, 1984)
9. John Lucas : Modern English Poetry from Hardy to Hughes
10. Pilling, John (ed.), The Cambridge Companion to Samuel Becket (Cambridge, 1994)
11. Kenner, Hugh, A Reader's Guide to Samuel Beckett (London, 1996)
12. Smith, C. Grover, T.S.Eliot's Poetry and Plays (London, 1974)
13. Kenner, Hugh, The Invisible Poet: T.S.Eliot (London, 1974)
14. Boly, John R., Reading Auden: The Return of Caliban (London, 1991)
15. Hecht, Anthony, The Hidden Law: The Poetry of W.H.Auden (London, 1993)
16. Armstrong, Tim, Modernism, Technology and the Body: A Cultural history (Cambridge, 1998)
17. E.M.Forster: A Life: The Growth of the Novelist 1879-1914 (London, 1977)
18. Das, G.K., and Beer, John (eds), E.M.Forster: A Human Exploration (London, 1979)
19. Batchelor, John, The Life of Joseph Conrad: A Critical Biography (Oxford, 1994)
20. Guerard, Albert, Conrad the Novelist (Cambridge, Mass., 1958)
21. Nicoll, Allardyce, English Drama 1900-1930: The Beginnings of the Modern Period (Cambridge, 1973).
22. McLaurin, A., Virginia Woolf: The Echoes Enslaved (London, 1973).
23. Bowlby, Rachel, Virginia Woolf: Feminist Destinations, 2nd edn. (London, 1997)
24. Pilling, John (ed.), The Cambridge Companion to Samuel Beckett (Cambridge, 1994)
25. Curtis, Tony (ed.), The Art of Seamus Heaney (Bridgend, 1982)
26. Morrison, Blake, Seamus Heaney (London, 1982)

IV # LS.4 LANGUAGE STUDIES

MEDIA AND COMMUNICATION STUDIES

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives:

1. Student teachers develop the applied language skills.
 2. Student teachers become aware of the discourse of reporting through exposure to local news (DD news/ NDTV) and gradually expose them to foreign news (BBC/ CNN).
 3. Read reports on contemporary news, editorial columns, journals, etc. (both print and online).
 4. Collect local news through interviews, observation and document them.
 5. Attempt journalistic writing and broadcasting.
 6. Use graphics, pie-charts, bar-charts in Power Point presentations; to enhance their spoken skills language labs could be used.
 7. Review documentary films and feature films.
 8. Attempt script writing and feature writing for radio, TV and films.
 9. Understand the potential of media as authentic language input.
 10. Understand the potential of Computer Assisted Language Learning (CALL), Internet, Web-content and Web-editing.
- (UGC Document: p.25)

Transaction Mode:

Lectures, discussion-oriented and problem solving activities will be used. The role of interaction will be central. Students and teachers will analyze together chunks of language, talk about what they notice and try to form views. Discourse awareness activities will be brought to the fore, e.g. activities which focus on particular discourse patterns in language under examination. Learners through observation are expected to comprehend and formulate the rules governing linguistic phenomenon and draw conclusions about the features of the language analyzed.

Necessary scaffolding will be provided to the students to guide them through the learning process.

COURSE CONTENT :

Unit I : Journalistic Report Writing and Broadcasting

Exposure to authentic materials (Radio / TV news); newspaper reports from various sources; projects (Role play and Simulation of Interviews leading on to projects, where students go through real life experiences); report writing; radio / songs as tools of non-formal education.

Unit II : Films

Exposure to Documentary Films and reviewing them (both in L1 and L2).;exposure to Feature Films and reviewing them (both in L1 and L2); script writing and feature-writing; script writing for Films and Television.

Unit III : Internet and Computer Assisted Language Learning (CALL)

Exposure to the Internet and its resources; preparation for writing for the Internet; computer Assisted Language Learning

Unit IV : Implication for the Classroom

Media Studies; Communication Studies; role of media in communication process, teaching as interpersonal communication, factors affecting communication;

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Barnard, M 1996 *Fashion as Communication*, London : Routledge.
2. Cuban, L. 2001. *Oversold and Underused* : Computers in the Classroom. Cambridge Harvard University Press.
3. Fang, Z. 1996. *A review of Research on Teacher Beliefs and Practices*, Educational Research, 38(1), pp.47-65.
4. Fox, J.A. and T.Levin, 1993. *How to work with Media*. London : Sage.
5. Gupta, N. 1988. *Switching Channels*, New Delhi, OUP.
6. Heinich, R, Molinda, M., Russell, J.D. *Instructional Media* (Fourth Edition), New York : MacMillan.
7. Price, S. 1998. *Media Studies*. London : Longman.
8. Schrum, L. 1999. *Technology and Professional Development of Teachers'* Educational Technology Research and Development, 47(4), pp.83-90.
9. Stevenson, N. 1978. *Understanding Media*, London : Sage.

IV # SS.4 SOCIAL SCIENCES

IV # SS.4 History and Economics

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of the paper the students will:

- Gains an understanding of the Colonial perceptions of History, the nature of colonial state and examines colonial economy and socio-economic reforms in India.
- Develops an understanding of the process of the National Movement in India.
- Determine the issues and reforms in economic development
- Develops the process of economic development.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

History

Unit I: a) Historiography

(a) The English East India Company - Traders to conquerors – Modes of conquest – The nature of the colonial state – The company and the crown –Revenue settlements – Princes and the Paramountcy -The colonial perceptions of history – and the People of the colony- Colonial Writings: Vincent Smith, JS Mill, census reports – ethnography – the gazetteers, administrative manuals and maps.

(b) Colonialism, nationalism and Neo-colonialism- Colonialism, how did it began?- overlapping stages of colonialism- the rise of national liberation movements; Two case studies (a) The Chinese Revolution (b) Decolonization in Asia and Africa- the cold war.

(c) The revenue settlements- Princes and the Paramountacy- The Colonial Economy and Socio-economic Reforms: The commercial, industrial and financial capitalism at work - The Impact on the village and cities in India-Judicial reforms- Rule of law- Missionary Activities – The English Education –the Printing Press and the Newspaper- Creation of the ‘Middle Class’ - Social Reforms and Social Change- A few case studies; Brahmasamaj, Satya Sodhak Samaj –Theosophical Society, Arya

Samaj, Ramakrishna Mission, Joti Baphule, Ramakrishna Paramahansa – Rise of Nationalism.

Unit II: National Movement

Revolt of 1857 – Early Nationalists – Movement of the Moderates – Rise of Extremism – The Gandhian Era-The National struggle - The Left and other Movements - Revolutionary Nationalists – Workers and Peasants – Radical Forces – Tribals, Dalits and Women Movements.

Economics

Unit III: Issues in Economic Development

The concept of economic development - Growth and development – structural transformation of the economy – growth with social justice – human development perspective – environmental sustainable development - Issues in human development - Role of education – role of health – other indicators of human development – Human Development Index – Gender related Development Index – Gender Empowerment Measure – India's position with regard to human development - Development and Poverty - Concept of poverty line – extent of poverty – causes for poverty – poverty alleviation programmes and their impact - Agricultural development and food security - Trends in agricultural production – importance of food security – food self-sufficiency and food security – accelerating agricultural development – issues connected with public distribution system - Development Planning - Market vs. planning – Objectives of planning – types of planning – a brief review of five year plans – eleventh five-year plan and objectives and targets.

Unit IV: Aspects of Economic Reforms

Industrial policy and liberalization - Features of New Industrial Policy – move towards liberalization – redefining the relative roles of public sector and private sector – minimizing controls and regulations: industrial licensing policy -Privatization - Concept of privatization – transfer of ownership, transfer of management, control and operational changes – justification for privatization entry of private sector in banking, insurance and infrastructure – a review of disinvestment policy - Financial Sector Reforms -Role of commercial banking – Banking sector Reforms with reference to the two reports of Narasimham Committee – Micro Credit – Mutual Funds – Stock Market and SEBI – Insurance Reforms - Globalization and Its impact - Trade liberalization – role of WTO in trade liberalization – liberalization in foreign investment – liberalization of trade in services – impact of globalization on India – meeting the challenges of globalization.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

History:

1. Thompson and Garratt, *Rise and Fulfillment of British Rule in India*, (Central book Depot, Allahabad, 1969).
2. Gopal., S., *British Policy in India (1858-1905)*, (Orient Longman, 1975).
3. Bipan, Chandra, *The Rise and Growth of Economic Nationalism in India*, (People's Publishing House, New Delhi, Reprint 1982).
4. Bipan Chandra et.al., *Struggle for India's Independence*, New Delhi, 1989.
5. Sumit Sarkar, *Modern India : 1885- 1947*, New Delhi, 1984.
6. George D. Bearce, *British Attitude Towards India (1784 – 1858)*, (Oxford, 1961).
7. Thomas R. Metcalf, *Ideologies of the Raj*, Cambridge University Press, 1995.
8. Peter Robb, *The Concept of Race in South Asia*, (Oxford University Press).
9. Kate Teltscher, *India Inscribed: European and British Writings on India (1600-1800)*, Oxford India, 1997.
10. Radhika Singha, *A Despotism of Law, Crime and Justice in Early Colonial India*, Oxford India, 2000.
11. Bayly, C A ., *Rulers Townsmen and Bazaars*, Oxford India, Reprint 1998.
12. Ranajit Guha, *A Rule of Property for Bengal*, Orient Longman, 1982.
13. Majumdar, R C., *British Paramountcy and the Indian Renaissance, Part I and II* (Bharatiya Vidya Bhavan).
14. Majumdar, R C., *Struggle For Freedom*, Bharatiya Vidya Bhavan.
15. B R Tamlinson, *The Economy of Modern India*, Cambridge University Press.

Economics

1. Ruddar Datt and Sundharam, *Indian Economy*, Oxford University Press, 1984.
2. Agarwal and Rundan Lal, *Economic Planning*, OUP, 1984.
3. UNDP, *Human Development Report (Annual Publications)*, OUP Publishers.
4. Government of India, *Economic Survey (Annual Publication)*, OUP Publishers.

HISTORY IV SEMESTER

IV # H.4 INDIAN NATIONAL MOVEMENT (1857 – 1947 A.D)

Credits: 4 (2L+2T)
Contact Hrs per week: 6
Exam Duration : 2 hrs

Max. Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

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

- The nature and character of the historical writings of Modern India,
- The rise and growth of national consciousness among the Indians during the freedom struggle,
- The contributions of the freedom fighters and the events that took place from 1885 to 1945.
- The nature, characteristic features and the techniques used by the freedom fighters to achieve freedom and stages of development of the epic struggle, the achievement of freedom, origin and growth of Communalism and Partition of the country.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I : Historiography of Modern India

Nationalist, Marxist Feminist, Dalit, Subalternist and Post-subalternist approaches- Historical Writings: Sumit Sarkar –Ranjit Guha.

Unit II: Rise of Nationalism in Modern India – 1885-1905

Factors responsible for the growth of Nationalism –Drain of Wealth-Socio-Religious Reform Movements and its background –era of moderates- modern political associations- the establishment of Indian National Congress: Moderates and Radicals: Reforms, Revival, and Nationalists.

Unit III: Indian National Movement: 1905-1920

The formation of Muslim League-Curzon and the Partition Of Bengal-The Swadeshi Movement in Bengal-growth of Extreme Nationalism–Revolutionary violence-constructive and selfhelp programmes: boycott and mass movements-Extremists and their Techniques – Militant Nationalism – Bhagat Singh and Chandrashekar Azad-the Home rule League.

Unit IV : Gandhi and the Indian National Movement – 1920-1947

National Movement during the World Wars –Lucknow Session of Congress- League Pact – Home Rule Movement – Rowlatt Satyagraha and Jallian Wala Bagh tragedy – Non-Co-operation Movement – Civil Disobedience Movement – Simon Commission – Round Table Conferences- National Movement after 1935 – Indian National Army – Growth of Communalism –Hindu Mahasabha- League and two nation theory – partition and Independence.

Maps for Study:

- i) Centres of Early Revolts
- ii) Administrative Divisions of British India
- iii) Congress Sessions 1885 – 1947
- iv) Results of Elections to Provincial Assemblies – 1937.

Places of Historical Importance:

- 1. Lahore
- 2. Amritsar
- 3. Meerut
- 4. Delhi
- 5. Lucknow
- 6. Ahmedabad
- 7. Allahabad
- 8. Bankipore
- 9. Tripuri
- 10. Gaya
- 11. Haripur
- 12. Nagpur
- 13. Faizpur
- 14. Surat
- 15. Poona
- 16. Amraoti
- 17. Belgaum
- 18. Cocanada
- 19. Madras
- 20. Gauhati

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Desai, A. R., **Social Background of Indian Nationalism**, Popular Prakasan, Bombay, 1998.
2. Percival, Spear, **Oxford History of Modern India (1740 – 1975)**.
3. Bipan, Chandra, **Nationalism and Colonialism in India**, Orient Longman, Hyderabad, 1999.
4. Peter, Hechs, **Nationalism, Terrorism and Communalism (Essays in Modern Indian History)**, Oxford University Press, Delhi, 1998.
5. Gynendra, Pandey, **Construction of Communalism in Colonial North India**, Oxford University Press, New Delhi, 1999.
6. Sumit, Sarkar, **Writing Social History**, Oxford University Press, New Delhi, 1999.
7. Sumit Sarkar, **Modern India (1885 – 1947)**, MacMillan India, Madras, 1986.
8. Hassan, Imam, **Indian National Movement**, Anmol Publishers Private Limited, New Delhi.
9. Bipan Chandra, Mridula Mukharjee, **India's Struggle for Independence**, Penguin Books, New Delhi, 2000.
10. Grover, B.L., and S., Grover, **A New Look at On Modern Indian History**, S Chand & Co., New Delhi, 2000.
11. Bipan, Chandra, **The Rise and Growth of Economic Nationalism in India**, Peoples Publishing House, New Delhi.
12. Subodh, Kumar, Mukhyopadya, **Evolution of Historiography in Modern India (1900 – 1960)**, K P Bagchi and Co., New Delhi, 1982.
13. Sen, Sunil, Kumar, **An Economic History of Modern India (1848 – 1939)**, Progressive Publishers, Calcutta, 1982.
14. Desai A. R., (Ed.), **Peasant Struggles in India**, Oxford University Press, Delhi.
15. Sen, S.P.(Ed), **Historical writings on Nationalist Movement in India**, Institute of Historical Studies, Calcutta, 1977.
16. Sen, S.P.,(Ed), **Western Colonial Policy, Vol. II, & I** Institute of Historical Study, Calcutta.
17. Sen, S.P., (Ed), **Historians and Historiography in Modern India**, Institute of Historical Studies, Calcutta, 1973.
18. Banarjee, T.S., **Indian Historical Research Since Independence**, Nayaprakashana, Calcutta, 1987.
19. Gopal, S., **British Policy in India (1858- 1905)**, Orient Longman, London, 1984.
20. Roychaudhuri, S.C., **Social, Cultural and Economic History of India**, Surjeet Publishers, Delhi, 1984.
21. Daniel, Thorner, **Shaping of Modern India**, Allied Publishers Pvt. Ltd., New Delhi.
22. Majumdar, R.C., (Ed), **Struggle For Freedom**, Bharatiya Vidya Bhavan, Bombay.
23. Anil, Seal, **The Emergence of Indian Nationalism**, Cambridge, 1968.
24. Srinivas, M. N., **Social Change in Modern India**.
25. Yogendra, Singh, **Modernisation and Tradition**.

26. Dharmakumar and Tapan, Roy, Chaudary, (Ed), **The Cambridge Economic History of India, Vol.2**, Hyderabad, 1982.
27. Bipan, Chandra, **Nationalism and Communalism in Modern India**, New Delhi, 1979.
28. Misra, **The Unification and Division of India**, Oxford University Press, New Delhi.
29. Gyan, Prakash, **The World of the Rural Labour in Colonial India**, Oxford University Press, New Delhi, 1992.
30. Ranjit, Guha (Ed.), **Subaltern Studies (10 Vols) Writings on South Asian History and Society**, Oxford University Press, (1986 –1990s).

IV # G.4 GEOGRAPHY

HUMAN GEOGRAPHY

Credits : 4 (2L + 2T)

Contact hrs per week: 6

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The objectives of this course are to acquaint the students with the nature of man-environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living; to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I : Human geography

Nature and scope of Human geography. Branches of Human Geography. Concepts of Man-Environment relationship - Determinism, Possibilism and Probabilism .

Unit II: Human Race

Spatial distribution, Physical and Social profile of racial groups, Tribal groups and Religious groups in the World and in India; early economic activities of Mankind: hunting, fishing, and shifting cultivation.

Unit III : Distribution of population

World distribution pattern of Population, Physical, Economic and Social factors influencing spatial distribution, Causes and Consequences. Demographic transition . Migration, internal and international.

Unit IV : Human Settlements

Origin and growth of Primitive Settlements , Diffusion of Settlements, Site, situation and Locational Characteristics, Patterns and Hierarchy Rural and Urban settlements , Central Place Theory.

References:

1. Bergman, Edward E: Human Geography; Culture, Connections and Landscape, Prentice-Hall, New Jersey.1995.
2. Carr, M.: Patterns, Process and change in Human Geography. MacMillan Education, London, 1987.
3. Fellman, J.L.: Human Geography—Landscapes of Human Activities. Brown and Benchmark Pub., U.S.A., 1997.
4. DeBlij H.J.: Human Geography, Culture, Society and Space John Wiley, New York,1996.
5. Johnston, R.J. (editor): Dictionary of Human Geography Blackwell, Oxford, 1994:
6. Mc Bride, P.J.: Human Geography Systems, Patterns and Change, Nelson, U.K. and Canada, 1996.
7. Michael, Can: New Patterns: Process and Change in Human Geography Nelson,1997
8. Rubenstein, J.H. and Bacon R.S.: The Cultural Landscape — an Introduction to Human geography. Prentice Hall, India, New Delhi,1990.
9. Singh, K.N. :People of India, An introduction Seagull Books, 1992
10. Spate O.H.K. and Learmonth A.T.A. : India and Pakistan Methuen, London.1968.
11. Singh R Y :Geography of Settlements, Rawat Publications , Jaipur -4

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Cartograms

1. **Cartograms** – Significance and types
2. **Line graphs** – Polygraph, Climograph, Hythergraph, Ergograph.
3. **Bar graphs** – Multiple bar graphs and compound bar graphs.

4. Thematic mapping – Isopleth, Chloropleth.

Evaluation:

Continuous assessment (C1+ C2)

Periodic evaluation of Practical skills 10 Marks

Records 10

Terminal (C3) 30

Total 50

References:

1. Gopal Singh, Map Work and Practical Geography, III Edition, Vikas Publishing House, New Delhi.
2. Mishra R, P., Fundamentals of Cartography, 1969, Prasaranga.
3. Monkhouse F.J. and Wilkinson H.R., Maps and Diagrams, Mathuen and Co. Ltd., London, 1952.
4. Robinson, H., Elements of Cartography, John Wiley, London, 1963.

IV SEMESTER

IV # Eco.4 ECONOMICS

MONEY, BANKING AND PUBLIC FINANCE

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

After studying this course the student teachers would be able to understand;

- The role of money and monetary transactions; theoretical exposition of the demand for and supply of money.
- The functions and working of commercial banks, the Central Banks and the role of monetary policy as an instrument of stabilization.
- The role of Government in the economy and the Principles of taxation, expenditure, budget preparation as an instrument of fiscal policy.

Transaction Mode:

The course has to be taught through class room teaching and lectures. Students can be encouraged to gather information on the recent changes in monetary policy, taxes,

expenditure policy, public borrowing etc. As an activity they can be asked to study and analyze the recent budget.

Unit I : Basic Concepts and Value of Money:

Money – Meaning, functions and kinds of money – Role of money in economic development – Metallic and paper money – Systems of note issue – the payments mechanism – supply of money and its Determinism – supply of money and its determinants; Keynesian and Post-Keynesian approaches – Money and inflation instruments of control.

Unit II : Commercial and Central Banking

Evolution of Commercial Banks in India - Functions of Commercial Banks in India – The process of credit Creation – Liabilities and assets of banks; An Evolution – Recent Reforms in banking sector in India. Central Banking - Role of the Central bank – Functions of the Central Bank – Methods of Credit Control; Quantitative and selective Methods – Role and Functions of the Reserve Bank of India Monetary – Credit Policy of the Reserve Bank of India.

Unit III : Public Finance

Meaning and Scope of Public Finance – Rationale – Market Failure and Role of Government – Public expenditure; Causes and effects – Trends in Public Expenditure – Growth of Public Expenditure in India – Taxation: Meaning and significance – Classification of taxes Division of Tax burden – Impact and incidence of taxes – effects of Taxation – Taxable capacity – Benefits and Ability to Pay- Approaches – Characteristics of a good tax system – Major trends in tax revenue of the central and state governments in India.

Unit IV : Public Debt and Financial Administration

Sources of Public borrowing – Effects of Public Debt – Methods of Debt Redemption – Growth of Indian Public Debt – Budget – Kinds of Budget- Economic and Functional Classification of the budget – Preparation and Passing of budget in India.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Ackley, G. (1978) *Macroeconomics: Theory and Policy*, Macmillan Publishing Company, New York.
2. Bhargava, R.N (1971) *The Theory and Working of Union Finance in India*, Chaitanya Publishing House, Allahabad.
3. Gupta, S B (1994), *Monetary Economics*, S Chand and Company, New Delhi.
4. Houghton, E W (Ed) (1988), *Public Finance*, Penguin, Baltimore.

5. Jha, R. (1998) *Modern Public Economics*, Routledge, London.
6. Mithani, D M (1981), *Macroeconomic Analysis and Policy*, Oxford and IBH, New Delhi.
7. Mithani, D M (1998), *Modern Public Finance*, Himalaya Publishing House,
8. Mumbai.
9. Musgrave, R.A. and P B Musgrave (1976), *Public Finance in Theory and*
10. *Practice*, McGraw Hill, Kogakusha, Tokyo.
11. Shapiro, E (1996), *Macroeconomic Analysis*, Galgotia Publications,
12. New Delhi.
13. Day, A C L (1960), *Outline of Monetary Economics*, Oxford University Press, Oxford.
14. De Kock, M H (1960), *Central Banking*, Staples Press, London.
15. Due, J F (1963), *Government Finance*, Irwin, Homewood.
16. Government of India, *Economic Survey (Annual)*, New Delhi.
17. Halm, G N (1955), *Monetary theory*, Asia Publishing House, New Delhi.
18. Harris, C L (1961), *Money and Banking*, Allyn and Bacon, London.
19. Herber, BP (1976), *Modern Public Finance*, Richard D. Irwin, Homewood.
20. Laliwala, J I (1984), *The theory of Inflation*, Vani Educational Book, New Delhi.
21. Misha, S S (1981), *Money, Inflation and Economic Growth*, Oxford and IBHPublishing Company, New Delhi.
22. Musgrave, R A (1959), *The Theory of Public finance*, McGraw Hill, Kogakusha, Tokyo.
23. Reserve Bank of India (1983), *The Reserve Bank of India : Functions and Working*, Bombay.
24. Reserve Bank of India Report on Trend and Progress of Banking in India, (various years), Mumbai.
25. Reserve Bank of India, *Report on Currency and Finance (Annual)* Mumbai.
26. Sayers, R S (1978), *Modern Banking* (7th Edition), Oxford University Press, Delhi.

IV # Pol.4 POLITICAL SCIENCE

INTERNATIONAL RELATIONS

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand:

- concepts and dimensions of international relations
- different theories, major debates and theoretical paradigms.

- dominant theories of power, the question of equity and justice, balance of power and the present situation of the unipolar world.
- various aspects of conflict and conflict resolution, the post Second World War phase Cold War, Détente and Deterrence.
- The need, importance of peace, diplomacy, disarmament, human rights and the United Nations Organisations.
- International relations as an academic discipline.
- Importance of National, non-national actors, multinational, regional, economic and political organizations.
- Meaning, nature and chief elements of power limitations of national power.
- The importance of League of Nations, United Nations, disarmament and Peace Process since 1940.
- Peace treaty and the efforts towards disarmament since 1960.

Transaction Mode :

Through lectures, Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT:

Unit I: International Relations

Growth and development of International Relations as an academic discipline, approaches to the study of International Relations, Science vs. Tradition controversy, realist and idealistic approaches, Systems Theory, Game Theory, Bargaining Theory, Communication and Decision Making Process, Nature of International Relations.

Unit II: Actors of International Relations

National Actors, non-national actors, multi-nationals, regional, economic and political organizations, State and Other Players.

Unit III: Power and its functions

Elements of Power, Definition and Elements, Struggle for Power: Meaning, nature and limitations of national power and Balance of power.

Unit IV: Peace, Security and Disarmament

Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and Prudential aspects of Diplomacy, Role of league of Nations, UN, Peace process since 1940 - Specific Issues: Environmentalism, Globalization and Human Rights, efforts towards Disarmament since 1960 and Peace Treaties.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Axelrod, R., *The Evolution of Co-operation*, New York, Basic Books, 1984.
2. Baldwin, D.A. (ed.), *Neo-realism and Neo-liberalism*, New York, Columbia University Press, 1993.
3. Baldwin, D.A (ed.), *Paradoxes of Power*, New York, Basil Blackwell, 1989.

V SEMESTER

V # Edu.4 TEACHING APPROACHES AND STRATEGIES

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂: 50
C₃ : 50

Objectives:

On completion of the course, the student teacher will be able to:

- Demonstrate his/her understanding of the role of a teacher in different phases of teaching.
- Identify various kinds of subject matter content in a textbook.
- Write instructional objectives for teaching of a topic.
- Demonstrate his/her understanding of different skills and their role in effective teaching.
- Use instructional skills effectively.
- Organise learning with active participation of learners – individually and in groups.

Transaction Mode

Lecture cum discussion, demonstration through audio video mode, panel presentation, team teaching, individual and group practice of skills.

COURSE CONTENT:

Unit I: Understanding Teacher and Teaching

Teaching as a planned activity – elements of planning.

Assumptions underlying teaching and their influence on the planning for teaching.

Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment.

Assumptions underlying effectiveness in teaching – Behaviouristic, Humanistic and Constructivist perspectives.

An analysis of teacher functions, skills and competencies in the three phases : Pre-active phase – visualizing, decision-making on outcomes, preparing and organization; interactive phase – facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes
Characteristics associated with effective teachers.

Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult' and 'student teacher' and their influence on 'becoming a teacher'.

Teacher's professional identity – what does it entail?

Unit II: Planning for Teaching

An analysis of teacher's roles and functions in the pre-active phase – visualizing, decision-making on outcomes, preparing and organisation.

Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/ strategies.

Decision-making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks – instructional time as a variable in learning.

Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided.

Preparing for instruction: Identifying and selecting available learning resources or developing required learning resource.

Preparation of a Plan: Unit Plan and Lesson Plan.

Unit III: Skills and Strategies of Teaching

An analysis of teacher's roles and functions in the interactive phase – facilitating and managing learning.

Introducing a lesson – need and various possibilities.

Motivating the learners and sustaining their attention – importance of stimulus variation and reinforcement as skills.

Questioning, Illustration and explanation as teacher competencies influencing student-learning in the classroom;

Strategy of Teaching – a) Expository Strategy as approach to teaching for understanding: Presentation – discussion – demonstration, the Advance Organiser Model; b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge : Concept attainment / Concept formation, Inductive thinking, Problem based learning/ Project Based Learning.

Unit IV: Approaches to Organizing Learning

Approaches to Individualised Instruction: Computer Managed Instruction, Programmed Instruction and Learning Activity Packages, Approaches to Small Group and Whole group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

Suggested Activities:

- Comparative study of syllabi of various subjects to identify content categories.
- Writing instructional objectives of a lesson under domains and levels.
- Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.
- Design learning episodes / activities and organize them in the classroom.

Continuous Assessment:

	Marks
Tests :	20
Panel Presentation :	10
Designing Learning episode/activity :	10
Planning & Organisation of learning :	10
Total :	50

References:

1. Austin, F M (1961) *Art of Questioning in the Classroom*, University of London Press Ltd., London.
2. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, *Educational Resercher*, 18(1), 32-42.
3. Davis, Irork (1971), *The Management of earning*, McGraw Hill, London.
4. C. Fosnot (Ed.) (1996) *Constructivism: Theory, Perspectives and Practice*, (pp.8-33), New York : Teachers College Press.
5. L.Steffe and J. Gale (Eds.) (1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.
6. B.Wilson, (1996) *Constructivist Learning Environments*, New Jersey : Educational Technology Publications.
7. Resnick, L. and Collins, A. (1996). Cognition and Learning. In T.Plomp and D.Ely, (Ed.) *The International Encyclopaedia of Educational Technology*, 2nd Ed. Oxford : Pergamon Press.
8. Vygotsky, L. (1978). *Mind in Society : The Development of Higher Psychological Processes*, MA : Harvard University Press.
9. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). *Negotiating the curriculum : Educating for the 21st century*, London : The Falmer Press.
10. Dewey, J. (1916). *Democracy and Education*. New York : The MacMillan Company.
11. Kelly, G.A. (1991). *The psychology of personal constructs Volume one – A Theory of Personality*, London : Routledge.
12. Langer, J. and Applebee, A.N. (1987). *How writing shapes thinking : A Study of Teaching and Learning*, National Council of Teachers of English.
13. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: *Language Arts*, 61 (6), 600-606.
14. J. Mezirow and Associates (1990), *Fostering critical reflectin in adulthood: A guide to transformative and emancipatory learning*: San Francisco: Jossey – Bass Publishers.
15. Smith, K. (1993). Becoming the “guide” on the side : *Educational Leadership*, 51(2), 35-37.
16. Darling – Hammond, Linda, et. Al. *Excellence in Teacher Education : Helping Teachers Develop Learner – Centered School*. Washington, D.C. National Education Association School Restructuring Series, 1992.
17. Savery, J. and Duffy, Thomas M. (1995). Problem based learning : An instructional model and its constructivist framework. *Educational Technology*, 35, 31-38.

18. Fosnot, Catherine Twoomey, Constructivism : Theory, Perspective and Practice. New York : Teachers College Press, 1989.
19. Vygotsky, L.S. Thought and Language, Cambridge, MA : MIT Press, 1962.

Resource Websites:

- <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>.
- www.ipn.uni-kiel.de/projekte/esera/book/b001-cha.pdf
- <http://www.ericdigests.org/1999-3/theory.htm>
- <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk36.htm>
- <http://saskschoolboards.ca/research/instruction/97-07.htm>
- http://www.ed.psu.edu/CI/Journals/1998AETS/t1_7_freeman.rtf
- http://en.wikipedia.org/wiki/Constructivist_teaching_methods
- <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3const.htm>
- <http://vathena.arc.nasa.gov/project/teacher/construc.html>
- <http://www.grout.demon.co.uk/Barbara/chreods.htm>
- <http://vathena.arc.nasa.gov/project/document/teacher.html>
- http://www.disciplineassociates.com/ClassroomDiscipline_101.aspx
- <http://online.sfsu.edu/~foreman/itec800/finalprojects/eitankaplan/pages/classroom.htm>

V # ELT.1 PEDAGOGY OF ENGLISH LANGUAGE

V # ELT.1 ENGLISH LANGUAGE TEACHING

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives : Student teachers

- understand the concepts, principles and practices of first and second language acquisition.
- identify and reflect on factors which shape language planning and policy.
- analyse how current critical debates into language acquisition may inform different approaches to learning English.
- learn about and use multimedia and communications technology in language learning.
- review and adapt their own practice in the light of data of their own and others' experience and from specific theories of language and language learning.

Transaction Mode :

Through lectures, interactive sessions, use of audio, video and online modes, field practices and activities.

COURSE CONTENT :

Unit I : Language Learning: Principles, Practices & Pedagogical Approaches

Theories of language learning and acquisition in adults and young learners including inter-language and language errors; factors accounting for individual learner's needs and styles.

Historical and critical overview of ELT methodologies to include the grammar-translation method, the structural – situational approach, the audio-lingual method, bilingual approach, natural or communicative approach, shift in emphasis to literacy and content area instruction.

Unit II : Learning Resources, Language Planning and Policy

- a) Historical, critical, ecological perspectives; global language and multilingualism.
- b) Minority languages, heritage languages, national languages and classroom practices; issues related to revival, maintenance, spread, shift of these languages; language revitalization and social change; bilingualism and multilingualism : code mixing and code switching – its place in the English Language classrooms.

Unit III : Literacy Development : The Whole Language Approach

- a) Whole language vs Phonics – based methods of teaching reading and writing; holism and behaviourism; Noam Chomsky and Ken Goodman; literacy application of Goodman's theory; use of embedded phonics method; whole-part-whole approach.
- b) Language as a system, integration of language skills and sub-skills; creation of a print rich environment; encouragement of extensive reading; errors – their role in language development.

Unit IV : Use of Multi Media and Communications Technology

- a) Use of audio-visual, multimedia and the effective utilization of language laboratory.
- b) Use of Computer Assisted Language Learning (CALL).
- c) Use of CD-ROM, DVD Technology, web-based CALL.
- d) Whole class teaching with interactive whiteboards; use of blogs, wikis, podcasts and other social networking.

Suggested Activities:

- Students observe teachers in first language/ home language classrooms and in the English language classrooms. They reflect on teaching practices and inadequacies, focusing on students' proficiency in the languages.
- Identify minority languages within their State. Study plans and policies being implemented for their preservation and development.
- Assess and critique CD-ROMs which support language learning.

Continuous Assessment:

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

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

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

Total =50

References :

1. Eckman, F. et al. Eds.(1995). *Second language acquisition theory and pedagogy*. Lawrence Erlbaum.
2. Ellis, R.(1997). *SLA Research and language teaching*. OUP
3. Larsen-Freeman, D. and Long, M.H.(1991). *An Introduction to Second Language Acquisition Research*. Longman.
4. Skehan, P.(1998), *A Cognitive Approach to Language Learning*. Cambridge CUP.
5. Norton, B. & Toohey, K.(2004). *Critical Pedagogies and Language Learning*. Cambridge University Press.
6. Wright, S.(2004). *Language Policy and Language Planning : From Nationalism to Globalisation* : Palgrave Macmillan.
7. Mohr, C. et al.(1991). *Books that Heal. The Whole Language Approach*. Libraries Unlimited, Inc.

8. Robbins, L.A & Kenny, H.A.(1991). *Phonics in Action*. Portage & Main Press.
9. Donaldson, R.P & Haggstrom, M.A.(2006). *Changing Language Education Through Call*. Routledge.

V# POSS.1 Pedagogy of Social Sciences

Credits: 4 (2L+2T)
Contact Hrs per week: 6
Exam Duration : 2 hrs

Max. Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

On completion of the course, the student teacher will be able to

- gain an understanding of the nature and scope of Social Sciences.
- trace the changing trends in learning of Social Sciences.
- develop an understanding of different approaches to teaching Social Sciences.
- develop concept maps representing units, themes and inter relatedness among concepts.
- examine the different ways in which learning situations can be created to learn concepts in Social Sciences.
- examine different pedagogical issues in learning Social Sciences.

Transaction Mode:

Lectures, organizing inquiry activities/open ended activities for learning Social Sciences. Group work and discussion, use of ICT related to Social Sciences at the secondary level.

Course Content:

Unit I : Nature and Scope of Social Sciences

Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, gender concerns addressed in Social Sciences. Analysis of social political realities. Scope of Social Sciences.

Unit II : Emphasis in Learning Social Sciences

Objectives of learning Social Sciences. Integration of different elements of Social Sciences, Relating content to child's everyday life, learner as a constructor of knowledge. Understanding of social and economic challenges facing the nation.

Unit III : Approaches to teaching/learning Social Sciences

Approaches to teaching/learning: project method, field trip, role play, dramatization, problem solving, exploratory, concept mapping, self learning strategies, map based learning, multi media, interactive learning, interdisciplinary approach - features, writing exemplar material, role of the teacher, merits and demerits.

Unit IV : Pedagogical Issues in Teaching Social Sciences

Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Suggested Activities:

- Analysis of any one textbook of Social Sciences in terms of gender concerns addressed there in.
- Selecting any one theme and identifying integration of elements of Social Sciences.
- Writing exemplar materials on different approaches to teaching Social Sciences.
- Interacting with the school teachers to understand about pedagogical issues.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Position Paper by National Focus Group on Teaching of Social Sciences
3. Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
5. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
6. National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
7. Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
8. Delors, J., (1996) Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
9. Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
10. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd., 1966
11. Banks, James, A., (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts
12. Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
13. James, Hemming (1953), The Teaching of Social Studies in Secondary Schools,
14. Longman Green and Company, London
15. UNESCO, New Source Book for Teaching of Geography, UNESCO 2005.
16. NCERT textbooks in Social Sciences.

V # LT.5 ENGLISH LITERATURE

INDIAN WRITING IN ENGLISH

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

- To facilitate the exposure of the student teachers to the Indian reality and ethos.
- To introduce student teachers to major poets of the Indian Writings in English, their perceptive influence as well as their position in relation to world poetry.
- To help the student teachers a proper assessment of the significance and relevance of the Indian theatre in English, their ideology and impact as a form of literary expression.
- To offer student teachers a perspective into the evolution of the Indian fiction in English, its salient claims to have established an identity of its own apart from world scenario.
- To enlighten student teachers of the Indian prose writing in English as a powerful evocative medium for heterogeneity of themes from art and aesthetics to economics and politics.
- It will offer the student teachers to expand their awareness of Indian writings in English staking its rightful claim to have an intrinsic identity apart from literatures written elsewhere in the globe in the English language.
- It seeks to identify the distinctive Indian idiom in Indian Writings in English.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Poetry

Nissim Ezekiel : Enterprise, Goodbye to Miss.Pushpa T.S.

Kamala Das : An Introduction, The Looking Glass

Jayanta Mahapatra : A Rain of Rites, On the Bank of Ganges

A K Ramanujan : Small Scale Reflections, Ahilya

Unit II : Drama

Mahesh Dattani : Tara

Bharathi Sarabhai : The Well of the People

Unit III : Fiction**R K Narayanan : Swami and Friends (Tutorials)**

Amitav Ghosh : The Shadow Lines

Unit IV : Prose**(20 Hrs)**

Arundathi Roy : One Essay

Amartya Sen : One Essay (The Argumentative Indian)

Continuous Assessment:**Assessment will be based on tutorials (seminars, projects etc) tests & assignments.****C1-10 (test) +15 (seminars, projects, assignments etc) =25****C2-10 (test) +15 (seminars, projects, assignments etc) =25****Total =50****Suggested Reading:**

1. C.D.Narasimhaia – Swan and the Eagle,OUP, New Delhi, 1982
2. Shashi Deshpande - A Matter of Time, Penguin India, New Delhi, 1986
3. Amartya Sen - The Argumentative Indian. Ch.1, Orient Longman, New Delhi, 2009
4. Mulk Raj Anand – Coolie, Macmillan, Madras, 1985
5. G.V.Desani - All about H.Hatter, Orient Longman, New Delhi, 1981
6. Rohinton Mistry - Such a Long Journey, Penguin India, New Delhi, 1986
7. Geeta Hariharan - Ladies Coupe, Roli Books, New Delhi, 2006
8. C.K.Janu - Mother Forest, D.C.Books, Kottayam, 2009
9. Bama - Karuko, India Ink, New Delhi, 2001
10. Lakshman Gackwad - Uchalya, OUP, New Delhi, 2001
11. Siddhin Gayya -Aorukeri, Macmillan, Madras, 1985
12. Meenakshi Mukherjee - Twice Born Fiction, Penguin India, New Delhi, 2005
13. M.K.Naik - Indian Writing in English, Orient Longman, New Delhi, 1981
14. Aurobindo - Future Poetry, Sri Aurobindo Ashram, Pondichery, 1965
15. Hiriyanra - Art Experience, Orient Paperbacks, 2002.
- 16.Shashi Deshpande - A Matter of Time
- 17.Mulk Raj Anand – Coolie
18. G.V.Desani - All about H.Hatter.
19. Rohinton Mistry - Such a Long Journey.
20. Toru Dutt : Lotus
21. Mahesh Dattani : Tara
22. Shashi Tharoor : The Great Indian Novel

V # LS.5 LANGUAGE STUDIES

COMPARATIVE LITERATURE AND TRANSLATION STUDIES

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

- To help student teachers exposure to national and world literature so as to develop literary and critical awareness.
- To make the student teachers enlightened of the unifying as well as differentiating ways of the human thought process across geographical, sociological and linguistic boundaries.
- To help student teachers of the multitudinous ways of expression which bear imprints of the socio-historical factors that act as the formative principles in the creation of literary masterpieces.
- To provide student teachers insights into techniques and methods employed in comparative study of literatures.
- To make student teachers aware of the vastness and profundity of cross cultural, linguistic and sociological factors acting as the formative influences on literatures in different languages.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Comparative Literature – (i) Nature and Scope, (ii) Relevance of Comparative Literature in the Indian multilingual context. Brief reference to Indian Writings in English. Schools of Comparative Literature – with special reference to Indian Literature, Indian Writings in English .

Unit II : The Concept of Regional Literature, National Literature, World Literature and General Literature – Their relation with comparative literature

Unit III : Methodology of Comparative Literature – (i) Influence, (ii) Thematology.

Unit IV: Romanticism in Modern Indian Languages : Special reference to the following authors.

Tamil : Bharathi and Shelley

Kannada : Kuvempu and Wordsworth

Telugu : Devalapally Krishna Shastiri and Shelley

Malayalam : Nalapattu Narayana Menon and Tennyson

Hindi : Nirala and Wordsworth

The students of Kannada, Tamil, Telugu, Malayalam and Hindi are expected to opt for the authors in their respective languages.

Continuous Assessment :

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

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

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

Total =50

Suggested Readings:

1. S S Pranver : *Comparative Literary Studies : An Introduction* – London, Duckworth, 1973.
 2. Amiya Dev : *The Idea of Comparative Literature in India*, Jadharpur University, Calcutta.
 3. H M Nayaka & B R Gopal : *South Indian Studies*, Geetha Book House, Mysore.
 4. Nagendra (ed) : *Comparative Literature*, Delhi University.
 5. Alphonso Karkala : *Comparative Indian Literature*, Culcutta University, Culcutta, 1982.
 6. Newton P. Stallknecht and Horst Frenz : Ed. *Comparative Literature : Method and Perspective* : Revised Edition Carbondale Southern, Illinois, WP 1971.
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V # SS.5 SOCIAL SCIENCES

GEOGRAPHY AND POLITICAL SCIENCE

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of the paper the students will:

- explore the position of earth in the Solar system,
- realize the importance of various domains of the earth.
- be introduced to map work.
- understand the issues, concepts and theories in political science.
- Reflect on the ideologies in political science.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials .

COURSE CONTENT:

Geography:

Unit I: Earth and the Solar System

Earth in the Solar System - Rotation, Revolution and their effects - Some basic concepts- latitudes, longitudes, time, International Date-Line - Structure of the Earth, major rock type, earthquakes and volcanoes, tsunamis, plate tectonics.

Unit II: Lithosphere

Lithosphere- Work of rivers. Glaciers, wind, Ground water - atmosphere- layers, composition, elements: temperature, pressure, winds precipitation-rainfall

Hydrosphere- Oceans, structure of the ocean floor, composition - temperature, salinity tides and Ocean currents - Ocean as a resource.

Political Science:

Unit III: Meaning, Nature and Growth of Political Science:

Meaning, Nature, Growth, Liberal and Marxist Views of Politics, Significance of Study of Political Science and History, Political Science and Law, Political Science and Philosophy - Behaviouralism and Post-Behaviouralism - Issues in Political Science: Political Development, Political Modernization, Political Culture - Theory: Dependency and World System Theory; Theory of Multiculturalism.

Unit IV: Concepts and Ideology

Concept of State: Nature, Perspective, Functions, Liberal and Marxian Theory of the State - Concept of Nation and Nationalism: Perspectives and definitions - Concept of Sovereignty: Kinds of Sovereignty, Austinian Theory - Concept of Revolution: Aristotelian Concept of Revolution and Marxian Concept of Revolution - Concept of Justice: Rawlsian Theory of Justice - Concept of Rights, Liberty and Equality: Natural rights and Political Rights, Positive Liberty and Negative Liberty, Theory of Social Equality - Ideology : Marxism (Marxian Concept of Change, Lenin' Concept of Revolution), Socialism (Theory of Democratic Socialism), Liberalism and Gandhism (Gandhism and Hind Swaraj).

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

Geography : Physical Environment

1. Strahler A.N (1968) **Modern Physical Geography**, John Wiley & sons, New York.
2. Singh Savindra (2005) '**Physical Geography** Prayag Pustak Bhavan, Allahabad.
3. Critchfield (1998) "**Climatology**" Prentice Hall, New York.
4. Vital & Sharma: **Oceanography for Geographers**.
5. DAS, P K., **Indian Monsoon**, NBT
6. Menon, **Our weather**, NBT
7. P., Dayal, **Physical Geography**
8. Monkhouse, **Physical Geography**
9. Monkhouse, **Maps & Diagrams**
10. R. L., Singh, **Practical Geography**
11. D.S., Lal, **Climatology**
12. Burrow, **Introduction to G I S**
13. Kaur Dhian, **The Earth**, Kalyani Publishers, New Delhi
14. Bhutani Smita, **The Climate**, Kalyani Publishers, New Delhi

Political Science

1. M. K., Gandhi, **Hind Swaraj**
2. Johan, Rawls, **A theory of Justice**
3. J. C., Johari, **Principles of Modern Political Science**.
4. Peter, B., Haris, **Foundations of Political Science**
5. S. P., Verma, **Modern Political Theory**
6. Kolokowiski, **Main Currents of Marxism**

HISTORY V SEMESTER

V # H.5 HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 – 1800 A.D.)

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

- The role of literary and epigraphical sources for the understanding of South India,
- The significant contributions of the Satavahanas, Rashtrakutas and Vijayanagara rulers and the administrative reforms in South India,
- The nature of society, state and economy during Medieval period in South India,
- The nature of economy, administration and modernization of Karnataka.
- The socio-cultural, religious and administrative reforms in South India,
- The freedom movement and the backward class movements in Karnataka.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

COURSE CONTENT:

Unit I: Political History of South India

a) Sources – Literary and Epigraphical – Historical Writings on Modern Karnataka – James Manor – Hetne – B.L. Rice -Hayavadana Rao – R.R.Diwakar – P.B.Desai.

b) Satavahanas – Gautamiputra Satakarni – Cultural Contributions – Chalukyas of Badami – Pulakesin II -Cultural Contributions – Pallavas of Kanchi – Mahendravarman – I – Narasimhavarman – I – Cultural Contributions.

Unit II: Rashtrakutas and Vijayanagar Empire

a) The Rashtrakutas of Manyakheta – Govinda III – Amoghavarsha Nripatunga – the Chalukyas of Kalyani – Vikramaditya – III – Someshvara III.

b) Vijayanagar Empire – Sangama Dynasty – Devaraya II – Tuluva Dynasty – Krishnadevaraya – Aravidu dynasty – Ramaraya – Bahamani Kingdom – Mohammad Gawan – Adilshahis of Bijapur – Cultural Contributions.

c) The Subsidiary Treaty – Dewan Poornaiah – Administration – 1831 Nagar Revolt.

Unit III: Society, State and Economy of Medieval South India

(a) The Hoysalas of Dwarasamudra – Vishnuvardhana – Ballala – II – Administration – Art and Architecture – The Cholas of Tanjore – Rajaraja I – Rajendra I – Administration – Art and Architecture-

(b) South Indian Society under Vijayanagar – Dasas – Purandarasa – Kanakadasa – Vyasaraya – Sufism – Khwaja Bande Nawaz – Bababudan Saheb of Chikmagalur-

(c) Imposition of direct Colonial Rule on Mysore – Mark Cubbon and Bowring.

Unit IV: Society and Economy in South India

I. (a) South Indian Society and Economy – Caste System – Guild System – Devadaya – Brahmadeya.

(b) The Wodeyars – Chikkadevaraja Wodeyar – Career and Achievements – the Nayakas of Ikkeri – Shivappanayaka – the Chitradurga Chieftons – Madakarinayaka – V-Hyder Ali – Tippu Sultan – Anglo – Mysore Wars-Modernisation in Karnataka – Rangacharlu and K Sheshadri Iyer – Sir M Vishveshwariah – Mirza Ismail.

II. Religious and Cultural Developments in Modern South India

- a) Religious Developments in South India – Shankaracharya – Ramanujacharya – Madhvacharya – Basaveshvara – Socio-religious reforms.
- b) Cultural developments in South India – Vijayanagar Temples and Monuments – Contributions to Culture – Administration.
- c) The Freedom struggle in Karnataka – Mysore Chalo Movement – Unification of Karnataka – Backward Class Movement.

Maps for Study :

- i) Extent of Vijayanagar Empire under Krishnadevaraya
- ii) Bahamani Kingdm under Gawan
- iii) Chikkadevaraja Wodeyar's Kingdom
- iv) Tippu's Kingdom in 1799.
- v) The Rendition of Mysore – 1881.
- vi) Location of Industries in the period of Vishweshwaraiah.
- vii) Location of Industries in the period of Mirza Ismail.
- viii) Mysore State in 1956.

Places of Historical Importance:

1. Talikot
2. Penugonda
3. Gulbarga
4. Boodikote
5. Bidar
6. Yalanduru
7. Devarayanadurga
8. Raichur
9. Bijapur
10. Ikkeri
11. Bababudangiri
12. Ahmadnagar
13. Bangalore
14. Mysore
15. Krishnaraja Sagar
16. Bangalore
17. Mandya
18. Nanjangud
19. Kalale
20. Belgaum
21. Shimoga
22. Chamarajanagar
23. Udupi
24. Kolar
25. Shivapura
26. Srirangapatna
27. Belagola
28. Madras
29. Dharwad
30. Hubli
31. Yelandur
32. Mangalore
33. Ankola

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Burton, Stein, **Peasant State and Society in Medieval South India**, OUP, New Delhi, 1999.
2. A R Kulkarni, **Medieval Deccan History**, Popular Publishing House, Bombay, 1996.

3. Hiroshi Fukazawa, **The Medieval Deccan**, OUP, Delhi, 1998.
4. Karashima, Noboru, **Historical Development in South Indian Society**, Tokyo Uni. Press, 1969.
5. Nilakanta Shastry, K.A., **A History of South India**, OUP, Madras.
6. Heras, **South India Under Vijayanagar Empire (2 vols)**.
7. Sewel Robert, **A Forgotten Empire**, Asian Educational Services, New Delhi.
8. Dipak Ranjan Das, **Economic History of the Deccan**, New Delhi, 1967.
9. Rajayyan K, **History in Theory and Method**, Raj Publications, Madurai.
10. Burton, Stein, **The New Cambridge History of India**, Vijayanagar, OUP, New Delhi.
11. Rajashekhara, S, **Karnataka Architecture**, Sujatha Publishers, 1985.
12. Basavaraja, K.R., **Administration Under the Chalukyas of Kalyana**, New Era Publishers, Madras.
13. Mahalingam, T. V., **South Indian Polity**.
14. Salatore, B.A., **Socio-Political Life in Vijayanagara Empire (2 Vols)**.
15. Sherwani, H. K., and Joshi P. M., **History of Medieval Deccan**.
16. T Rayachandhari and Irfan Habib, **The Cambridge Economic History of India, Vol.1**.
17. Banerjee, T .S., **Indian Historical Research since Independence**, Calcutta, 1987.
18. Satish, K., Bajaj, **Recent Trends in Historiography**, Anmol Private, New Delhi, 1999.
19. Hiroshi, Fukazawa, **The Medieval Deccan (pleasant, social system and state 16th to 18th century)**, Oxford University Press, New Delhi, 1991.
20. Noboru, Karashima, **Towards A New Formation South Indian society under Vijayanagara Rule**, Oxford University Press, New Delhi, 1992.
21. Gordon, Johnson, (Gen. Ed), **Architecture and Art of Southern India**, Cambridge University Press, 1998.
22. David, Ludden, **Peasant History in South India**, Oxford University Press, Delhi, 1989.
23. Saki, **Making History (2 Vols) (Karnataka People and their Past)**, Vimukhti Prakashana, Shimoga, 1998.
24. Appadorai, A., **Economic Condition in Southern India, 1000 – 1500 A D (2 Vols)**, Madras University of Madras, 1936.

V # G.5 GEOGRAPHY
GEOGRAPHY OF INDIA

Credits : 4 (2L + 2T)
Contact hrs per week: 6
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

The course is aimed at presenting a comprehensive, integrated and empirically based profile of India. Besides, the objective is to highlight the linkages of systematic geography of India with the regional personality of the country. The course is designed so as to present the role of the geographical positioning of India in moulding its geopolitical personality and its inter-relations with other countries.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENTS:

Unit I : Physical India

Locational Characteristics, Land of diversities and Unity. Physiographical Divisions
Drainage Systems .

Unit II : Climate

Factors affecting the Climate Latitude, Relief and Winds .The mechanism of Monsoon, Regional and Seasonal Variation in Temperature and Rainfall. Climatic regions of India. Droughts and Floods in India.

Unit III: Natural Resources

Types of Soils Erosion and Conservation of Soils, Natural Vegetation Classification distribution and Mineral's resources: Distribution, Reserves and Production of Iron ore, Manganese ,Bauxite, Mica, Gold and Silver.

Unit IV : Population and Economy

Growth of Population and Spatial distribution of Population , Urbanization. Changing nature of Indian economy. Green Revolution. Indian agriculture and major crops Rice, Wheat, Cotton, Sugarcane and Tea. Agricultural regions., Major Industries and Industrial regions of India

References:

1. Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi.1992.

2. Economic and Commercial Geography of India . T.C Sharma . O Coutinho
Vikas Publishing House Pvt Ltd New Delhi-14.
3. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.
4. Govt. of India: National Atlas of India, NATMO Publication, Calcutta..
5. Govt. of India: The Gazetteer of India. Vol I & III Publication Division, New Delhi, 1965.
6. Learmonth, A.T.A. et.al(ed.) : Man and Land of South Asia Concept, New Delhi.
7. Mitra, A.: Levels of Regional Development India Census of India, Vol I, Part I-A(i) and (ii) New Delhi, 1967.
8. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
9. Singh, R.L.(ed.): India: A Regional Geography. National Geographical Society. India, Varanasi, 1971.
10. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
11. Valdiya, K.S.: Dynamic Himalaya, University Press, Hyderabad, 1998.
12. Wadia, D.N.: Geology of India, McMillan & Co., London, 1967.

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

Interpretation of Indian Topographical Maps

COURSE CONTENTS:

1. Importance of Topographical maps: **Types of topographical maps based on scale.**
2. Conventional Signs and Symbols: **Representing Physical and Cultural features.**
3. Interpretation of Toposheets: **Marginal information of toposheets, Relief, Drainage ,Vegetation, Settlements, Transportation and Communication**

References :

1. M Salar Masood, Map Projections.
2. Ranganath and Mallappa, Map Projections (Kannada Version), Chethana Book House, 1986.
3. Raisz E, General Cartography, 1948, Tata McGraw Hill, New York.
4. Singh, R.L., Elements of Practical Geography, Kalyanj Publishers, New Delhi, 1979.

V#Eco.5 ECONOMICS
ECONOMIC DEVELOPMENT AND ENVIRONMENT

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to learn about the

- Concepts of economic development and recent contributions to measuring economic development.
- Various theories of economic growth and development.
- Trade-off between environment and development and policies to reduce environment pollution. At the end of the course the student teacher will have an understanding about development, environment and the relationship between these two. Based on this knowledge, the student teacher would explain the theory of economic development and environment and its applications to Indian economy.

Transactions Mode:

Class room lectures-Additional information about the world scenario with reference to human development and environmental designation can be explained with the help of ET technology and other resources.

COURSE CONTENT:

Unit I : Economic Growth and Economic Development

The Difference between economic growth and economic development – The reference of economic development – Measuring economic development – Sen's contributions – Characteristics of Low Developed Countries – The relations between environment and development – Sustainable Development – Environmental Kuznet's Curve – Poverty and Environment.

Unit II: Theories of Economic Growth and Development

Classical growth models – Contributions of Adam Smith – David Ricardo- Karl Marx – Joseph Schumpeter – Neo-Classical Growth models – Solo and Meade – Harrod – Domar – Growth model and its relevance to LDC – Partial Theories of Economic growth-Lew's labour surplus model –Rosentain Rodan's Big- Push Theory-Balanced and Unbalanced growth strategies –Dualism in LDC's Critical Minimum effort Thesis-Mahalanobis Model.

Unit III : Factors in Economic Development

Labour : Population growth and economic development-the optimum theory of population –The theory of demographic transitions –Employment policy- Capital; Role of Capital – Development of Capital formation – Capital output ration –

incremental capital output ratio – Technical Progress: Technology and development – Capital and labour saving technologies – Appropriate technology- Human Resource Development – Human Capital formation – Manpower Planning.

Unit IV : Components of Economic Development

Role of Agriculture sector – Supply responsiveness of agriculture – Agriculture – agricultural price policy – Industry and economic development –the infant industry argument –Relative importance of industry and agriculture –Export promotions VS Import Substitutions –Infrastructure and Economic Development – Contributions of international trade – Trade VS Aid –Trade Liberalisation – Investment Criteria and allocation of resources – State VS Market – Changing role of state under liberalization –FDC. Environment and Development - Contribution of National Resources to Economic development – Environment as public good – Market failure in valuation of environmental goods – Incorporating Natural resources in the system of National Accounting – Green GDP – Population and Environment – Types of Pollution – Air – Water – Land degradation – Methods of Pollution control -0market based instruments – Property rights – Role of Technology – Management of Sustainable Development.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Adelman, I. (1961) *Theories of Economic Growth and Development*, Stanford University Press, Stanford.
2. Behrman, S and T N Srinivasan (1995), *Handbook of Development Economics*, Vol.1 to 3, Elsevier, Amsterdam.
3. Ghatak, S (1986), *An Introduction to Development Economics*, Allen and Unwin, London.
4. Hayami, Y (1997), *Development Economics*, Oxford University Press, New York.
5. Higgins, B (1959), *Economic Development*, Norton, New York.
6. Kindleberger, C P (1977), *Economic Development*, 3E, McGraw Hill, New York.
7. Meier, G M (1995), *Leading Issues in Economic Development*, 6e, Oxford University Press, New Delhi.
8. Myint, Hla (1965), *The Economics of Underdeveloped Countries*, Preager, New York.
9. Myint, Hla, (1971), *Economic Theory and Underdeveloped countries*, Oxford University Press, New York.

10. Thirlwal, A P (1999), (6th Edition), *Growth and Development*, Macmillan, London.
11. Arestis, P (Ed) (1993) *Employment, Economic growth and the Tyranny of the Market*, Edward Elgar, Aldershot.
12. Bhagwati, J and P Desai (1970), *India: Planning for Industrialization*, Oxford University Press, London.
13. Boserup, E (1991), *Population and Technological Change: A Study of Long Term Change*, Chicago University Press, Chicago.
14. Brahmananda, P R and C N Vakil (1956), *Planning for an Expanding Economy*, Vora and Co., Bombay.
15. Chakravarti, S. (1982), *Alternative Approaches to the Theory of Economic Growth*, Oxford University Press, Delhi.
16. Chakravarty, S (1987), *Development Planning: The Indian Experience*, Clarendon Press, Oxford.
17. Chenery, H B et al. (Eds.) (1974). *Redistribution with Growth*, Oxford University Press, New York.
18. Dasgupta, P., A K Sen and S Marglin (1972), *Guidelines for Project Evaluation*, UNIDO, Vienna.
19. Ehrlich, P., A. Ehrlich and J. Holden (1997), *Economics, Population, Resources, Environment*, W H Freeman, San Francisco.
20. Government of India (2000), *India 2000*, Ministry of Information and Broadcasting, New Delhi.
21. Hemple, Lamont C (1998), *Environmental Economics: The Global Challenge*, First East West Press, Edinburgh.
22. Hirsch, A.O. (1958), *The Strategy of Economic Development*, Yale University Press, New Haven.
23. Kahkonen, S. and M. Olson (2000), *A New Institutional Approach to Economic Development*, Vistaar.
24. Kuik, O. J et. Al. (Eds) (1997) *Environment Policy, Pollution Control in the South and North: A Comprehensive Assessment of Approach in India and Netherlands, Indo-Dutch Studies on Development Alternatives*, Sage Publications, and New Delhi.
25. Little, I M D (1982), *Economic Development: Theory and International Relations*, Basic Books, New York.
26. Lopez, R E (1997), *Where Development can go or cannot go? The Role of Poverty – Environmental Linkages*, Annual World Bank Conference on Development Economics, World Bank, Washington, D C.
27. Maler, K G (1997), *Environment, Poverty in Economic Growth*, Annual World Bank Conference on Development Economics, World Bank, Washington D C.
28. Mehrotra, S and J Richard (1998), *Development with a Human Face*, Oxford University Press, New Delhi.
29. Mishan E J (1975), *Cost-Benefit Analysis*, (2nd Edition), Allen and Unwin, London.
30. Sen, A K (Ed.) (1990), *Growth Economics*, Penguin, Harmondsworth.
31. Therberge, J D (Ed) (1968), *Economics of Trade and Development*, John Wiley, New York.

32. Thirwal, A P (1974), *Inflation, Savings and Growth in Developing Economies*, Macmillan, London.
33. Todaro, M P (1971), *Development Planning: Models and methods*, Oxford University Press, Oxford.
34. Michael P. Todaro and Stephen C. Smith, *Economic Development* , 8th Edition, 2003, Pearson Education Asia, New Delhi.
35. Ramprasad Sengupta (2001), *Ecology and Economics : An Approach to Sustainable Development*, Oxford University Press, New Delhi.

V # Pol.5 POLITICAL SCIENCE

PUBLIC ADMINISTRATION

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand:

- meaning, nature and scope of public administration.
- the dichotomy between administration and politics.
- methods and approaches of public administration.
- role of bureaucracy and public administration in the age of globalisation.
- Legislative, judicial and administrative control over public administration.
- the essence of Public Administration.
- public, personnel administration.
- recent developments, emergence of New Public Administration and democratic legitimacy.
- importance of legislative and judicial control over administration.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT:

Unit I: Public Administration, Principles Techniques and approaches:

Meaning, Nature and Scope of Public Administration, Evaluation of Public administration as a discipline, Importance of Public Administration - Methods and Approaches of Public Administration, Administrative Behaviour, Leadership, Decision Making, Communication, Accountability and control.

Unit II: Development Administration

New Public Administration, Politics and Administration, Dicotomy.

Unit III: Bureaucracy and Civil Service in India

Meaning, types, merits, Marx, Weber and their theories of Bureaucracy, basic characteristics, criticism of Bureaucracy and Public Administration in the age of Globalisation and liberalization, Financial administration – Meaning, preparation and the characteristics of budget.

Unit IV: Control over Public Administration in India

Legislative control, limitations of legislative control, executive control, over Administration, Judicial control, scope of judicial intervention, extraordinary remedies, suits against government and public officials and administration.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Appleby, P.H., *Policy and Administration*, Alabama University of Alabama Press, 1957.
2. Avasthi, A., and S R Maheshwari, *Public Administration*, Agra, Lakshmi Narain Aggarwal, 1996.
3. Basu, D.D., *Administrative Law*, New Delhi, Prentice Hall, 1986.
4. Bhambri, C.P., *Administration in a Changing Society : Bureaucracy and Politics in India*, Delhi, Vikas, 1991.
5. Bhambri, C.P., *Restructuring Public Administration : Essays in Rehabilitation*, New Delhi, Jawahar, 1999.
6. Dimock, M.E., and G O Dimock, *Public Administration*, Oxford, IBH Publishing Co., 1975.
7. Dimock, M.E., and G O Dimock, *Administrative Vitality : The Conflict with Bureaucracy*, New York, Harper, 1959.
8. Gladden, E.N., *The Essentials of Public Administration*, London, Staples Press, 1958.
9. Gaus, J.M., *A Theory of Organization in Public Administration*, Chicago, University of Chicago Press, 1936.
10. La Palombara, J., (ed.), *Bureaucracy and Political Development*, Princeton NJ, Princeton University Press, 1967.
11. Maheshwari, S.R., *Administrative Theories*, New Delhi, Allied, 1994.
12. Nigam, S.R., *Principles of Public Administration*, Allahabad Kitab Mahal, 1980.

13. Nigro, F.A., and L S Nigro, *Modern Public Administration*, New York, Harper and Brothers, 1956.
14. Waldo, D., (ed), *Ideas and issues in Public Administration*, New York, Mc Graw Hill, 1953.
- 15.** White, N.D., *Introduction to the study of Public Administration*, New York, MacMillan, 1955.

VI SEMESTER

VI # ELT.2 PEDAGOGY OF ENGLISH LANGUAGE

VI # ELT.2 ENGLISH LANGUAGE TEACHING

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives : Student teachers

- a) demonstrate a critically reflective attitude to professional practice and develop personal theories of practice linked to theoretical research.
- b) critically understand new procedures and approaches with respect to their suitability for their current working context.
- c) formulate their own criteria and judgements for effective teaching,
- d) design learning experience in order to develop language processing and learning competence, language awareness, language production and communicative competence among learners,
- e) understand the fundamental concepts, principles and practices of language testing
- f) plan and construct language tests to assess language skills and content area.

Transaction Mode :

Through lectures, interactive sessions, use of audio, video and online modes, field practices and practicum.

Course Content :

Unit I : Curriculum, Syllabus, Approaches to Language Learning and Design of Learning Episodes

Approaches to learning and teaching, their impact on curriculum and syllabus; materials and the design of learning experiences.

Formulation of objectives, choosing appropriate materials and methods; anticipating challenges; employing appropriate staging procedures and timings; appropriate techniques for class organization and facilitation, rationalization of decision making through reflective practices.

Unit II : Resources and the Classroom Environment

Range of classroom roles for teacher and learners, approaches to task design, planning for learner autonomy. Evaluating materials : Textbooks and texts : use of multiple textbooks/texts; the relationship between resource, learning and teaching.

Unit III : Pedagogical Tools for Language Learning

- a) Concept based instruction : Concept mapping and mind mapping techniques; concept map as a tool for learning new vocabulary, comprehending texts, synthesizing and organizing new information in meaningful ways that personalize language and content learning; concept mapping narratives; using concept mapping for grammar lessons.
- b) Using literature to discuss peace-making skills, peer mediation skills, conflict resolution skills.
- c) Serving the needs of diverse learners by identifying demands in the language course students are not meeting, developing teaching strategies and making adaptations, implementing, evaluating and adjusting the adaptation, fading the adaptation when possible.

Unit IV : Assessment and Evaluation

- a) Performance assessment and Portfolios; integrating assessment with instruction; assessment of learning processes and higher order skills; Collaborative, i.e., both performance and portfolio approach to assessment.
- b) Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.
- c) Use of rich questions, comment-only marking, sharing criteria with learners and student peer and self-assessment.

Suggested Activities:

- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.
- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
- Students prepare learning designs to develop grade level language proficiency using multiple texts/ genres, presentation, peer review, adaptation and changes based on peer/ group suggestions.
- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

Continuous Assessment:

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

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

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

Total =50

References:

1. Richards, J.C.(2001). *Curriculum Development in Language Teaching*.
2. Cambridge University Press.
3. Williams, M. & Burden, R.L. (1997). *Psychology for Language Teachers : A Social Constructivist Approach*. Cambridge University Press.
4. Tucker, P.D. et al.(2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. Eye on Education, Inc.
5. Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

Pedagogy of Social Sciences

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On Completion of this course, the student teacher will be able to

- plan lessons based on different approaches to facilitate learning of Social Sciences.
- realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- develop learning materials on selected units to facilitate learning in Social Sciences.
- identify themes in Social Sciences in which community can be used as a learning resource.
- use Social Science Laboratory to facilitate learning of Social Science.

- reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.
- understand different ways of assessing learner performance and providing additional support to the learners

Transaction Mode:

Lectures, group work on pedagogic analysis of content and planning lessons, discussion, visit to schools, field trips and social science tours.

Course Content:

Unit I : Pedagogic planning in Social Sciences

A. Lesson planning

Writing teaching points, formulating objectives, selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations.

B. Teacher as a facilitator

Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learners inquiry abilities.

Unit II : Learning Resources and Preparation of Materials

Preparation of contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. ICT in learning Social Sciences – Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.

Unit III : Assessment of Learning in Social Sciences

Construction of objective based test items, evaluating and recording procedures to assess student performance; group assessment, peer assessment; use of rubrics and portfolio in assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.

Unit IV : Curriculum Reforms and Professional Development of Social Science Teachers

- (a) Social Science curriculum – features, issues and concerns in Social Sciences Curriculum as addressed in NCF 2005, need for periodical reforms of curriculum.

- (b) Professional development of Social Sciences Teacher – concept of professional development, need for updating content and pedagogical competencies, ways of professional development – participation in seminars, conferences, on line sharing, distance learning, member of professional organizations, writing reflective journal.

Suggested Activities:

- Planning of Lessons on the Social Sciences units/themes of class VIII, IX and X
- Writing Reflective Journals based on teaching experiences – simulated
- Preparation of learning aids
- Analysis of Social Science Textbooks/Curriculum.
- Project work using ICT on any Social Science lesson
- Construction of Test items – objective based

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. National Curriculum Frame Work 2005, NCERT, New Delhi
2. Position Paper by National Focus Group on Teaching of Social Sciences
3. Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
5. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
6. National Curriculum for Elementary And Secondary Education, A Frame Work, 1988, NCERT, New Delhi
7. Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry Of Human Resource Development, Government of India.

8. Delors, J., (1996) Learning the Treasure within, Report of International Commission of Education for 21st Century – UNESCO
9. Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools McGraw, Hill Book Company, Inc., New York 1952.
10. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd., 1966
11. Banks, James, A., (1977) Teaching Strategies for the Social Studies : Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts
12. Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
13. James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green & Company, London
14. UNESCO, New Source Book Teaching of Geography, UNESCO 2005.
15. Kumar, Krishna (2005) Second Edn, Political Agenda of Education : A Study of Colonialist Nationalist Ideas, Sage, New Delhi
16. NCERT (1971), Report of the Committee on Examinations, CAGE, Ministry of Education on Social Welfare, India, New Delhi.
17. NCERT textbooks in Social Science.

VI # LT.6 ENGLISH LITERATURE

LITERARY CRITICISM

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objective :

- To familiarize student teachers with the various stages in the evolution of literary criticism
- To lead the student teachers through the streams of thought, various levels and criteria for judging the literary merit and genius across the vast spectrum of centuries.
- To enlighten the student teachers with a composite picture of the major and the most influential schools of literary criticism spread over from Classical oeuvre to neo-classicism, Romantic criticism, Victorian Criticism and New Criticism

- To provide the student teachers a comprehensive understanding of the ravishing influence of the some of the major schools of contemporary criticism such as structuralism, Post- structuralism and deconstruction.
- To enable the student teachers with definitive and authentic criteria of judgment and perceptions to explicate, elucidate and interpret literary texts.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I :Classical and Neo-Classical Criticism

Aristotle : Poetics
Johnson : Preface to Shakespeare

Unit II: Romantic Criticism

Wordsworth : Preface to Lyrical Ballads

Unit III : Victorian Criticism

Mathew Arnold : “The function of Criticism at Present Time”, “The Study of Poetry”.

Unit IV : New Criticism

T S Eliot : “Tradition and Individual Talent”,
I A Richards : “Two uses of Language”

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Hans Bertens : Literary Theory – The Basics, Routledge, London,2001
2. David Lodge : Modern Criticism and Theory, Faber and Faber, London, 1985
3. S Ramaswami and V S Sethuraman - The English Critical Tradition, Macmillan.
4. T S Dorsch – Classical Literary Criticism, Penguin Books. 2002
5. Winsatt and Brooks – Literary Criticism – A Short History (Vol.I, II, III and IV).
6. Chris Barker – Cultural Studies, Faber Books, London, 2002

7. Wimsatt and Brooks - "Myth and Archetype" from Literary Criticism, A Short History, Chapter 31.
 8. Literary Criticism - Terry Eagleton, Delhi Doaba House, 2000
 9. Peter Barry - Beginning Theory, South Michigan University, 1985
 10. Wimsatt and Brooks - Myth and Archetype, Macmillan, London, 1971
 11. 'Neem' - Wings of poesy. Penguin Classics, London, 1981
 12. Gramsci, Antonio - The Prison Notebook ('The Formation of the Intellectuals' and Hegemony and separation of Powers'), University of Illinois, 1985
 13. Lukas, John (1978). A Challenge to Orthodoxy. Faber Books (London), 1981
 14. Althusser - 'Ideology and Ideological State Apparatus', Progressive Publishers, Southwark, 2001
 15. Lyotard, Jean Francois- ' Answering the Question: What is Postmodernism?', Penn State University, 1982.
 16. Lucas, Gregory - 'Critical Realism and Socialist Realism', Stanford University, 2001
 17. Brecht, Bertolt - ' A short Organum to the Theatre' (Brecht on Epic Theatre), Michigan University, 2001
 18. Raymond Williams - 'Marxism and Literature', Penguin, London, 2001
 19. Jacques Derrida - ' Structure, Sign and Play in the Discourse of the Human Sciences', Faber and Faber, London, 2001
 20. Michael Foucault - 'Truth and Power', Routeledge, London, 1995.
 21. Longinus : On the sublime
 22. Dryden : An essay of Dramatic Poesy
 23. S T Coleridge : Biographia Literaria, Chapters VII, XIII, XV.
 24. T.S.Eliot : "Hamlet and His problems".
 25. Wimsatt and Brooks : "Myth and Archetype" from Literary Criticism, A Short History, Chapter 31.
 26. Cleanth Brooks : 'Irony as a Principle of Structure'.
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VI # LS.6 LANGUAGE STUDIES

COMPARATIVE INDIAN LITERATURE

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂:50

C₃ : 50

Objectives :

- To help student teachers' exposure to national and world literature and develop literary and critical awareness.
- To provide student teachers a comprehensive picture of the classical literature of India in comparison with classical literature in world languages,
- To offer student teachers perspectives and insights into novel as a literary expression in different Indian languages and its relative position to the literatures elsewhere.
- To make student teachers aware of the major contemporary movements in Indian literature in English.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT

Unit I : Ancient Literary Forms and Movements (Selective) : a) Ancient Period : Epic/ heroic poetry, b) Medieval : Devotional song and Bhakti Literature.

Unit II : Modern Literary Forms and Movements : Novel and Drama : Progressive Movement and Dalit Movement.

Units III& IV. Texts Novel :

Kannada : Chomana Dudi (Shivaram Karanth) and Untouchable (Mulk Raj Anand)

Tamil : One Novel each of Jayakandhan and D H Lawrence.

Telugu : Rajashekhara Charitra (Kandukuri Veeresalingam), Vicar of Wakefield (Oliver Gold Smith).

Malayalam: Chemmeen (Shivashankara Pillai), Old Man and the Sea (Hemingway)

Hindi : Maila Aanchal (Renu), Tess (Thomas Hardy).

Continuous Assessment:

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

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

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

Total =50

References:

1. Nagendra (ed), Indian Literature, Motilal Benarsidas, New Delhi, 1975
 2. V K Gokak (Ed), Literature in Modern Indian Languages, OUP, New Delhi, 2001
 3. V K Gokak, The Concept of Indian Literature, Macmillan, Madras, 1974
 4. K R Srinivasa Iyengar, Indian Literature since Independence, Orient Longman, New Delhi, 1976
 5. Alphonso Karkala, Comparative Literature, India Ink, New Delhi, 1978
 6. K M George, Comparative Indian Literature : (Sahitya Academy Publ), 1998.
-

VI # SS.6 SOCIAL SCIENCES**GEOGRAPHY AND POLITICAL SCIENCE**

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of the paper the students will:

- Realize the importance of human resources
- Understand the nature of economic activities and their role in economic development.
- Represent data diagrammatically.
- Interpret maps and diagrams.
- Employ Diagrammatic and Statistical Techniques in Economics explores
- population resources, cultural and technological resources
- Determine varieties of Democracy
- Assess the working of democracy and its mechanism

Transaction Mode

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Geography:

Unit I: Human Environment & Resources

Population as a resource, factors affecting distribution and density, age and sex composition, literacy, rural and urban population - Resource – definition, type; renewable and non-renewable, land, water, forest and energy types - Cultural and technological resources.

Unit II: Economic Geography

Economic Activities- primary activities; agriculture-intensive, extensive and mixed-plantation and horticulture. Mining- opencast, underground types, major mineral mining-iron ore, bauxite, coal, petroleum, forestry-forestry in tropical and temperate softwood forests, fishing -marine and inland fishing types .manufacturing industries in world.

Political Science:

Unit III: Types of Democracy

Classical, Neo-Classical, Liberal, Post-liberal, Marxian Theories of Democracy Evolution and the Changing nature of Democracy in 20th Century.

Unit IV: Working and Mechanism of Democracy

Institutions and Working of Democracy: Role of political institutions – legislature, executive and judiciary - Franchise and Representation: Voting Rights, Electoral system and electoral behavior - Political Parties and Democracy: Role of National and Regional Political Parties - Civil Society and Democracy: Role of Civil society in expanding democratic spaces -problem of inclusiveness and social categories Challenges: Challenges of State building, challenges of nation - building, - Conflict Resolution : Methods of Consensus and Method of Debate - Working of Democracy in Western and Non-Western World : US, South Africa, India and Pakistan

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

Geography:

1. Zelinsky, Wilber (1966) ‘A Prologue to Population Geography – Prentice Hall N J
2. Chandna R C (1992) ‘A Population Geography ‘Kalyani Publishers- New Delhi-02

3. Ackerman Edward (1970) '**Population, Natural Resources & Technology in Population Geography. A Reader**' ed & G J Demkoetial, McGraw Hills Book Co. New York
4. De Bhiji H (1977) '**Human Geography**' John Wiley & Sons, London
5. Alexander J W (1968) '**Economic Geography**' Prentice Hall, New York
6. Guha J C & Chattoraj (2001) '**A New Approach to Economic Geography**', world press Calcutta.
7. Hussain Mazid (2002) '**Human Geography 'Concept**', New Delhi
8. Goh Chenz Leonz '**Human and Economic Geography**
9. David smill '**Geography a welfare Agfomoace**
10. Kingley Davis '**Population of India**
11. Peter Haggett '**Geography a Global Synthesis**
12. '**Geography a Modern Synthesis**

Political Science

1. G Sartori, '**Democratic Theory**
2. Henry B Mayo, '**An Introduction to Democratic Theory**
3. Ian Shapiro and Casino Hacker Candom, Ed. '**Democratic Values.**
4. Peter R Haris, '**Foundations of Political Theory.**

HISTORY VI SEMESTER

VI # H.6 INDIA AND THE CONTEMPORARY WORLD 1950 – 2000 A.D.

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

- The origin and development of Indian Republic,
- The problems of free and Independent India,
- The formation of power blocks and the impact of the Cold War,
- Modern developments in Asia and the rise of nationalist struggle against apartheid in Africa and Latin America.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

COURSE CONTENT:**Unit I: Rise and Growth of Indian Republic**

Rise of Indian Republic-effects of Partition-integration of Goa and Pondicherry to Indian Union - the five-year plans with special reference to the growth of Agriculture and Industries.

Unit II : India after Independence

Reorganisation of Linguistic States –Political parties- Regionalism and communalism in Modern India-Major crisis-Panjab, Kashmir, Assam, Indian Foreign Policy- India and the Super Powers-India and her neighbours.

Unit III: Coldwar and Power Blocks

The Coldwar and the Power Blocks – Stages of Coldwar – the Bandung conference and Non-alignment Movement-The Arab Israeli Wars.

Unit IV: Developments in Modern Asia, Nationalism in South Asia and Latin America

(a) Industrial development of Japan and its impact on Asia and the World -the emergence of Vietnam- - ASEAN and India.

(b) Nationalism in Africa and Latin America – Struggle Against Apartheid – Rise of new states in Central Africa – Nelson Mandela and the Republic of South Africa – Fidel Castro and Cuba.

Maps for study :

1. Political Maps of undivided British India.
2. Europe between 1950 – 1995.
3. West Asia showing areas of rivalry and conflict along with the extent of Israel in 1948, 1967 and 1973.
4. Africa – rise of new States in North Africa and Central Africa – South Africa.
5. East Asia showing China, Japan, Korea, Taiwan.
6. South East Asia – Malaysia, Indonesia and Vietnam.

Places of Historical Importance:

1. Goa
2. Pondicherry
3. Hyderabad
4. Punjab
5. Kashmir
6. Assam
7. China
8. Germany

9. Berlin
10. Cuba
11. Malaysia
12. Indonesia
13. Vietnam
14. South Africa
15. Libia
16. Argentina
17. Brazil
18. Peru

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Sughata, Bose, Ayesha Jalal, **Modern South Asia** (History, culture and Political Economy), Oxford University Press, Delhi, 1999.
2. Baily, C.A., **Origins of Nationality in South Asia**, Oxford, Delhi, 1998.
3. Peter Heehs, **Nationalism, Terrorism and Communalism**, Oxford University Press, Delhi, 1998.
4. Sharma R.R. (Ed),: **The USSR in Transition : Issues and Themes** – Atlantic Publication and Distribution, New Delhi, 1995.
5. David Taylor and Malcoim (Ed), **Political Identity in South Asia**, Centre of South Asian Studies, London, 1978.
6. Govind Kelkar, **China after Mao**, Usha Publishers, New Delhi.
7. Hall, D.G.E., **History of South-East Asia**, MacMillan Education Limited, Hampshire, 1995.
8. Arjun Dev, **Contemporary World**, NCERT, New Delhi.
9. Norman Lowe, **Mastering Modern World History**.
10. Brunn, Geoffrey, **The World in the Twentieth Century**, New York.
11. Burns, E M., **Ideas of Conflicts – A Survey of Contemporary Political Thought**.
12. Shapire JS, **The World in Crisis**.
13. Whitehead, AN, **Science and the Modern World**.
14. Urmila Phadnis, **Towards Integration of Indian States**, New Delhi, 1988.
15. Peter Heehs, **Modern India and the World**, Oxford University Press, New Delhi, 1991.
16. John Edwin Fogg, **Latin America**, MacMillan Co., London, 1969.
17. Pannikar, K.M. **Revolution in Africa**, Asia Publishing House, 1961.

VI # G.6 GEOGRAPHY

WORLD REGIONAL GEOGRAPHY

Credits : 4 (2L + 2T)

Contact hrs per week: 6

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The objectives of this course are to give an overview of the land, people and economy of the different countries of the world, so that the students are aware of their neighbours as well as other countries located in distant realms. In this process, the students would be abreast of the diverse geographical processes, in the ambits of which economic development of various countries of the world have evolved.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I : Asia

Asia in the context of the world. Terrain pattern, Drainage, Climate, Natural Vegetation, Soils, Spatial distribution of Population and Economic base of the continent in general.

Unit II : Europe

Europe. Physical, Major Mineral Resources, Industrial Regions of Europe , Major Agricultural Crops and Demographic characteristics of the Continent of Europe. Mediterranean Realm.

Unit III : North and South America

North & South. Physical, Major Mineral Resources, Industrial Regions of North and South America , Major Agricultural Crops and Demographic characteristics

Unit IV : Australia and Newzland

Australia & New Zealand Physical, Major Mineral Resources, Industrial Regions of Australia, Major Agricultural Crops and Demographic characteristics

References:

1. Cole, J.: A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J.P. : Latin America - Economic and Social Geography, Butterworth USA, 1975.
3. DeBlij, H.J. : Geography: Regions and Concepts, John Wiley, New York, 1994.

4. Dickenson, J.P. et al.: The Geography of the Third World. Routledge, London, 1996.
5. Gourou, P.: The Tropical World, Longman, London, 1980.
6. Jackson, R.H. and Hudman, L.E.: World Regional Geography: Issues for Today. John Wiley, New York, 1991.
7. Kolb, A.: East Asia - Geography of a Cultural Region. Mathuen, London, 1977.
8. Minshull, G.N. : Western Europe, Hoddard & Stoughton, New York, 1984.
9. Patterson, J.H.: Geography of Canada and the United States. Oxford University Press 1985.
10. Songquiao, Z.: Geography of China. John Wiley, New York, 1994.
11. Ward, P.W. and Miller, A.: World Regional Geography: A Question of Place. John Wiley, New York, 1989.

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Interpretation of IMD Weather maps

1.IMD Weather Maps: Signs and Symbols

2.Iertpretation : IMD Weather Maps (One map each season)

References:

1. M Salar Masood, Map Projections
2. Ranganath and Mallappa, Map Projections (Kannada Version), Chethana Book House, 1986.
3. Raisz E, General Cartography, 1948, Tata Mc Graw Hill, New York.
4. Singh R. L., Elements of Practical Geography, Kalyani Publishers, New Delhi, 1979.

VI # Eco.6 ECONOMICS

INTERNATIONAL ECONOMICS

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives

After studying this course the student teachers will be able to understand

- The importance of international trade and the basis for trade.
- The gains from international trade and the determinates of the gains from trade; implications of protectionist measures like tariffs and quota.
- the recent changes in India's foreign trade, policy initiatives and the role of WTO.

Transaction Mode :

The course has to be taught through class room teaching. However, students can also be motivated to gather additional information relating to the WTO, its Clauses, impact on Indian economy, trading partners of India etc.

Unit I : Trade Theories

Importance of International Economics – Distinction between inter-regional and International trade – trade and economic development – basis of trade ; Absolute Advantage, Comparative Advantage and opportunity cost – Heckscher p Oflin Theory of Trade; Features, assumptions and limitation. Foreign Trade in India - Recent changes in the Composition and direction of Foreign trade – Causes and effects of deficit in balance of Payments – Measures adopted to correct the deficit since 1991 – trade Reforms: Features and Orientation – Export Formation: Policy Initiatives – WTO and India.

Unit II : Gains from Trade

Gains from trade – Measurement and distribution- Concepts of terms of Trade and their Importance – Doctrine of Reciprocal demand; Impoortance and Limitations.

Unit III : Trade Restrictions

Case for Protection – Tariffs and Quotas – Importance and effects: Effects of Tariff in a Partial Equilibrium Situation – Concept of Optimum Tariff – Effective Rate of Protection.

Unit IV : Balance of Payments

Concept – Causes – Different types of Deficits – Methods of Adjustment – Automatic mechanism and policy options- Exchange control.

Continuous Assessment :

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

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

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

Total =50

Suggested Readings:

1. Kenan, P B. (1994), *The International Economy*, Cambridge University Press, London
2. Kindlberger, C.P. (1973), *International Economics*, R D Irwin, Homewood.
3. Krugman, P R. and M. Obstfeld (1994), *International Economics: Theory and Policy*, Glenview, Foresman.
4. Salvatore, D L. (1997), *International Economics*, Prentice-Hall, Upper Saddle River, N.J
5. Soderstrom, B O (1991), *International Economics*, Macmillan Press Ltd, London
6. Aggarwal, M R. (1979), *Regional Economic Cooperation in South Asia*, S Chand and Co., New Delhi
7. Bhagwati, J. (Ed.) (1981), *International Trade, Selected Readings*, Cambridge University Press, Mass.
8. Crockett, A. (1982), *International Money; Issue and analysis*, ELBS and nelson, London.
9. Greenaway, D. (1983), *International Trade Policy*, Macmillan Publishers Ltd., London.
10. Heller, H.R. (1968), *International Monetary Economics*, Prentice Hall, India
11. Joshi. V. and I.M.D Little (1998), *India's Economics Reforms, 1991-2001*, Oxford university Press, Delhi.
12. Nayyar, D. (1976), *India's Exports and Export Policies in the 1960s*, Cambridge University press, Cambridge.
13. Panchamukhi, V.R. (1978), *Trade Policies of India: A Quantitative analysis*, Concept Publishing Company, New Delhi.
14. Patel, S.J (1995), *Indian Economy Towards the 21st Century*, university Press Ltd., India.
15. Singh, M. (1964), *Indian Export Trends and the Prospectus for Self-sustained Growth*, Oxford University Press, oxford.

VI # Pol.6 POLITICAL SCIENCE

INDIAN POLITICAL THOUGHT

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand:

- Concepts, sources, bases of ancient political thought.
- Contributions of Kautilya, Dayanand Saraswathi and Swami Vivekananda for the development of political thought.
- Contributions of Tilak, Gokhale and Aurobindo for the political thought in Modern India.
- The political thought of Mahatma Gandhi and M N Roy in Indian Freedom Movement.
- Political thought of B R Ambedkar, Ram Manohar Lohiya and Jayaprakash Narayan.
- concepts, ideas and theories that developed on political thought in India.
- main sources of the political tradition in ancient India and its development in modern times.
- thinkers from ancient to modern times, their seminal contribution to the evolution of political theory in India.
- Political thinkers and their contribution and relevance in contemporary times.
- the distinctive contribution of Indian thinkers to political theory.
- Indian political thought vis-à-vis other traditions.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT :

Unit I : Political Thought and its Development

Kingship, executive and central assembly, Republics – Meaning, nature, organization, working, disappearance, theory of State relations, Mandala – Sadguna doctrine, Kautilya and his contributions to ancient Indian political thought, Dayanand Saraswathi and Swami Vivekananda.

Unit II : Political Thought in India

Sources of ancient Indian Political thought, Bases of Political thought in Ancient India – Dharma, Varna and Ashrama Dharma, Trivarga (Dharma), Artha and Kama - Political Thought in Modern India: Moderates and Extremes, Dadabai Naoraji, G K Gokhale, Bal Gangadhar Tilak, Lajpat Rai, socialist political thought.

Unit III : Political thought in the Indian Freedom Movement

Renaissance and Nationalism in India, Rajaram Mohan Roy, Mahatma Gandhi and M N Roy.

Unit IV : Political Thought of Indian leaders

B R Ambedkar, R N Lohia, Acharya Narendra Deva and J P Narayan.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Altekar, A. S., State and Government in Ancient India, Delhi, Motilal Banarsidass, 1966.
2. Appadorai, A., Documents on Political thought in Modern India, 2 vols, Bombay Oxford University Press, 1970.
3. Bandhopadhyaya, J., Social and Political Thought of Gandhi, Bombay, Allied, 1969.
4. Jain, R.B., Contemporary Issues in Indian Administration, New Delhi, Vishal, 1976.
5. Nigro, F.A., and G.L.Nigro, Modern Public Administration, New York, Harper Row, 1980.
6. Perry, J., Handbook of Public Administration, San Francisco, Jossey-Bass, 1989.
7. Rabin, et.al., J., (eds.), handbook of Public Administration, New York, Marcel Dekker, 1989.
8. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
9. Stewart, C., and D Dunkerly (eds.), Critical Issues in Organizations, London, Routledge and Kegan paul, 1977.
10. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
11. Verma, S.P., and S.N.Swaroop, Personnel Administration, EROPA, 1993.
12. Wilson, J.Q., Bureaucracy: What Government Does and Why they Do It ?, New York, Basic Books, 1989.

VII SEMESTER

VII # ICT.2 Information and Communication Technology in Education- II

Credits : 1(0L + 0T + 1P)
Contact hrs per week: 2

Marks : 100
C₁ + C₂: 50
C₃ : 50

Objectives: On completion of the course the students will be able to:

1. Explain the different approaches of ICT integration in education
2. Plan and use various ICTs for project based/problem based, constructivist learning environment
3. Appreciate the scope of ICT for improving the personal productivity and professional competencies
4. Illustrate the use of ICT in direct teaching and multiple intelligences
5. Demonstrate the use of web conferencing/teleconferencing tools and technologies
6. Develop the e-portfolio and assessment e-rubrics for integration in to the subject
7. Use learner management system for e-learning
8. Develop skills in using various web 2.0 and e-learning tools
9. Appreciate the use ICT in improving educational administartion

Unit I: ICT Integration in Teaching Learning Process

- Approaches to integrating ICT in teaching and learning
- E-learning: concept, types, characteristics, advantages and limitations. E-learning technologies, Learning and Learning Management Systems (LMS)
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum
- ICI integrated Unit plan – Web 2.0 for creating constructivist learning environment
- Project/problem based learning (PBL): role of ICT, developing technology integrated PBL unit
- Webquest and virtual field trips: concept, process, and use in the classroom
- Multiple intelligences in classroom: ICT tools and applications

Unit II: ICT for assessment, management and professional development

- Electronic assessment portfolio – concept, types, tools and e-portfolio rubrics
- Educational technology standards – UNESCO,ISTE and AECT
- ICT for educational administration
- Assistive technology for special needs and inclusion: tools and process
- ICT for personal and professional development: tools and opportunities
- Electronic teaching portfolio- concept, types, tools, portfolio as a reflective tool for teacher

- Teleconferencing, EDUSAT: the Indian experiment, web conferencing- tools and techniques
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing

Sessional Work

1. Develop a webquest on any selected topic
2. Identify a virtual field trip in your area of specialization and organize a virtual filed trip
3. Field visit to the edusat center and take part in teleconferencing
4. Organize web conferencing using Skype
5. Taking part in an ICT integrated online project based or problem based learning activity
6. Visit to local ICT laboratories of educational institutions
7. Review of ICT labs (plans and equipments/resources) in school from internet
8. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
9. Developing wikieducator article on assistive technology
10. Developing an electronic assessment portfolio
11. Developing an electronic teaching portfolio
12. A critical study of some e-learning courses and enrolling and completing some free e-learning courses
13. Creating account in wikispace/wikipedia/mediawiki and adding/editing content
14. Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
15. Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
16. Downloading, installing and using free and open source antivirus(clamwin) programme

Suggested Reading

1. Barton,R.(2004).Teaching Secondary Science with ICT. McGraw Hill International
2. Cabmbridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment.John Wiley and Sons
3. Costantino,P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professional teaching portfolio: a guide for success. Pearson
4. Foster,B.R., Walker,M.L., Song,K.H.(2006)A beginning teaching portfolio handbook:documenting and reflecting on your professional growth and abilities.Prentice Hall
5. Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford
6. Montgomery, K., Wiley, D.A.(2004).Creating E-portfolio using powerpoint- A Guide for Educators. Sage:New Delhi

7. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
8. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
9. Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
10. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html

Websites

- Association for Educational Communications and Technology (AECT) at <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA) at <http://www.becta.org.uk/>
- The International Society for Technology in Education (ISTE) at <http://www.iste.org/>
- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&utf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc

VII # LT.7 ENGLISH LITERATURE

LITERATURE AND GENDER

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives:

1. This paper proposes to familiarize student teachers with a critical perspective into the role and status of the woman in a society, which is predominantly patriarchal in nature.
2. It attempts to deconstruct the myth of the male hegemonic histories and civilizations through feminist literary readings.

3. To help student teachers understand the cardinal tenets of Feminism and its influence on literature.
4. To offer student teachers a deeper understanding of the way myths have been reinterpreted to suit the feminist ideal in modern literature.
5. To provide the student teachers some of the most notable writings from the vociferous figures of the Feminist writing.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Critical Theory

Elaine Showalter : Towards a Feminist Poetics

Unit II : Re-visioning the Canon- I

Suniti Namjoshi : Feminist Fables (Stories 1 to 10).

Unit III

Re-visioning the Canon – II

C N Srikanthan Nair : Kanchana Sita (In Retelling Ramayana OUP)

Unit IV : Women Writing and Gynocriticism

Virginia Woolf : Professions for Women

Alice Walker : In search of Our Mothers' Gardens

Jean Rhys : Wild Sargossa Lea

Continuous Assessment:

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

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

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

Total =50

Suggested Reading:

1. Annette Kolodny – Dancing through the Mine Field – Some observations on Theory, Practice and Politics of Feminist Literary Criticism, Penguin, London, 2002
2. Kamala Bhasin and Sayed Khan Nikhat, Feminism in South Asia, Kali for Woman, 1985.
3. Only the Soul knows how to Sing, Poems by Kamala Das, Current Books, Kottayam, 1994.

4. Women Writing in India from 600 B.C. to the Present, Ed. Susie Tharu and K.Lalitha (2 Vols.) OUP, New Delhi, 2001
5. Elaine Showalten – Introduction A Literature of their Own: British Women Novelists from Bronte to Lessing pp 1-36., Faber Books, London, 1988
6. Juliet Mitchell - ‘Feminity, Narrative and psychoanalysis in Modern Criticism and Theory: A Reader pp 426-30, Michigan University, 2001
7. Michele Barrett - ‘ The Cultural Production of Gender’, Penn State University, 1999
8. Meenakshi Mukherjee - ‘ When the Gonds Get Together’ (This Sex Which is not one’) pp.107-110, Kali For Women, New Delhi, 2001.
9. Rassundari Debi - Excerpts from Amar Jiban ‘Susi Tharu.K.Lalita Eds. Women’s Writing pp.191-207, Pen Books, London, 2001
10. Florence Nightingale - Cassandra, Penguin, London, 2002
11. Harriet Jacob - Incidents in the Life of a Slave Girl, South Illinois university, 2001.
12. Nambita Sen Dev : Chandrabhati Ramyare Sityana, Penn State University, 2001
13. Simon De Beovre: Second Sex (Introduction), Macmilan, London, 1970
14. Cora Caplan: ‘Woman and Language, Feminist Linguistic’ A Reader Ed. Deborat, Michigan University, 1988
15. Juliet Mitchell : Feminity, Cameron, 2001
16. Michele Barrett : The Cultural Production of Gender, Columbia University Press, 2002
17. Adrienne Rich : Transcendental Studies
18. Bama : Sangati

VII # LS.7 LANGUAGE STUDIES

TRANSLATION STUDIES

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

- To develop an awareness in the student teachers of translation as a phenomenon.
- Understand the importance of translation in a multilingual country like India.
- Understand simple terms concepts of translation.
- Learn the art of translation in the present day world.

COURSE CONTENT:

Unit I : Translation : Concept, aim and scope; Relevance of translation in the present Multilingual context.

Unit II : Source Text and Target Text and Concept of Equivalence.

Unit III : Types of Translation : I) Faithful Translation, ii) Free translation, iii) Adaptation, iv) Transcreation

Unit IV : Translation Practice : Plain Narrative Passage or Informative Passage

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Theodore Savory, The Art of Translation, Michigan University, 2001
2. Nida E.A. and Taber C.R, Theory and Practice of Translation , Cambridge, 2001
3. Susan Bassnett, Translation Studies , South Illinois University, 1999
4. H Lakshmi, Problems of Translation, Orient Longman, New Delhi, 2002
5. KVVL Narasimha Rao, Aspects of Translation , Roli Books, New Delhi, 2001
6. R Balakrishna and Sharanya, Directions in Translation, OPU, New Delhi, 2005

VII # SS.7 SOCIAL SCIENCES

GEOGRAPHY AND POLITICAL SCIENCE

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives:

On completion of the paper the students will:

- realize the physical personality of Geography of India
- integrate economic activities of India such as Agriculture, Mining, Transport and Communication
- understand population distribution, Age, Sex-Ratio and Literacy of Population

- Assess the working of Indian Democracy and its bases
- View Indian Democracy and its working with Legislature, Executive, Judiciary and Political Parties

Transaction Mode

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

Geography:

Unit I: Physical India

Physiographic divisions: Himalayas, Indogangetic Plains, Plateau of Peninsular India, coastal plains and Islands. Climate: Monsoons, South West and North East monsoons. Natural Vegetation: forests and wild life, Soil types, Major rivers of India.

Unit II: Agriculture and Population of India

a) Agriculture – major cereals (Rice & Wheat); Plantation crops (tea, coffee), Mining of iron ore, bauxite, copper, coal, petroleum and natural gas-Industries-iron and steel, cotton textile, major Industrial Regions of India-Transport and Communication – Road and Rail.

b) Population: Factors affecting distribution and density of population, Distribution, growth and trends of population, density and migration-Age and sex-ratio and literacy of population, Rural and urban population, population policy.

Political Science:

Unit III:

Bases of Indian Democracy

Democracy in History, Issues of Democracy in nationalist struggle, Philosophical Foundation, Ideological bases, Indian Constitution and Democratic set up.

Unit IV:

Indian Democracy at work

Legislature: Parliament: Features, Working procedure of Indian Parliament, Powers and functions-Executive - Prime Minister and President, Cabinet-Powers and functions-Judiciary - Supreme Court: Structure, nature, powers and functions, judicial review, and public interest litigations-Political Parties -National and Regional Parties - INC, BJP, CPI, CPM, Akali Dal, TDP, DMK and AIADMK - Interest Groups and Pressure Groups: AITUC, CITU, Indian Chamber of Commerce-Civil Society Groups - Narmada Bachao Andolan, People's Union for Civil Liberties - Arena of Conflict and Contestations: Centre State Relations – Sarkaria Commission Report.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

Geography

1. Singh Jagadish (1994), '**India: A Comprehensive Systematic Geography**', Gyanodaya Prakashan, Gorakhpur-India.
2. Dubey & Negi , (2001) '**Economic Geography of India**. Book dept. Allahabad
3. Singh R Y (2003), '**Geography of Settlements**, Rawat Publishers, New Delhi
4. Deshpande C D (1992), '**India - A Regional Interpretation**, ICSSR, New Delhi
5. Ranjit Tirtha and Gopalakrishnan, '**Regional Geography of India**.'
6. R L Singh A Singh, '**Settlement Geography of India**
7. R L Singh, '**Regional Geography**
8. H K Spate, '**India Pakistan and Sri Lanka**.'
9. Chandra R.C., '**Population Geography**, Kalyani Publishers, New Delhi.

Political Science

1. G Austin, '**Working of Democratic Constitution**
2. M Y Pyle, '**Constitutional Government**
3. J C Johari, '**Indian Government and Politics**
4. Zoya Hasn, '**Politics and State in India**
5. D D Basu, '**Indian Constitution**.'

VII SEMESTER

HISTORY

VII # H.7 MODERN WESTERN CIVILIZATION 1789 – 1945 A.D.

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives:

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

- The nature, scope and course of the French Revolution,
- The developments in Europe since 1850,
- Nationalism and Socialism in 19th Century Europe: the unification of Italy, Germany and the role of Bismarck
- The causes and effects of the World Wars, the Russian revolution and the role and functions of its United Nations organization.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I: French Revolution

The French Revolution- causes –course- Philosophers of the French Revolution –the National Assembly – the Reign of Terror – Jacobins – Girondists – The results of the French Revolution-Sovergnity of the man-rise of Napoleon Bonaparte – Military Achievements – Reforms.

Unit II : Europe during 1830 – 1850

Congress of Vienna – Metternich -the progress of Marxism in Europe – Karl Marx.

Unit III : Unification of Italy

Unification of Italy – Germany – German Empire after 1871 – Bismark's Domestic and Foreign Policy.

Unit IV : The World during 1900-1945

The First World War – Causes and Results – the Russian Revolution of 1917 – Causes and Results – League of Nations- Rise of Dictatorship - Facism and Nazism - Second World War - Causes and Results and the UNO.

Maps for Study :

- i) Napoleonic Empire
- ii) Vienna territorial redistribution in 1815
- iii) The Kingdom of Italy in 1870
- iv) The German Empire in 1871

Places of Historical Importance :

- i) Paris
- ii) Vienna
- iii) Frankfurt
- iv) Moscow
- v) Leningrad
- vi) The Hague
- vii) Constantinople
- viii) London
- ix) Berlin
- x) Waterloo
- xi) Rome
- xii) Geneva
- xiii) Amsterdam
- xiv) Crimea
- xv) Madrid
- xvi) Bonn
- xvii) Trafalgar
- xviii) Ajaccio
- xix) Genoa
- xx) Versailles

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Edward Macnall Burns, **Western Civilization, History and Culture**, W.W.Norton and Company Inc. New York, 1963.
2. Norman Davies, **Europe – A History**, Oxford University Press, New York, 1996.
3. Ketelbey, C.D.M., **A Short History of Modern Times 1789**: OUP, 2000.
4. Gokhale, B.K, **Modern Europe 1848 to 1960**, Himalayan Publishing House, Bombay, 1987.

5. Swain, James, Edgar, **History of World Civilisation**, Eurasia, Pvt.Ltd., Delhi, 1986.
6. Marriott J.A.R., **A History of Europe 1815 to 1939**, Surjeeth Publications, Delhi, 1986.
7. H.A.L. Fisher, **A History of Europe (2 volumes)**, Surjeeth Publications, Delhi.
8. Langsam, Voltaire and Mitcheel, **The world since 1918**, Surjeeth Publications, Delhi.
9. H.E.Barnes, **Intellectual History of Europe (3 volumes)**.
10. Charles Hazen, **History of Modern Europe**.
11. Christopher Hill, **Reformation to Industrial Revolution**.
12. Wallbank and Taylor, **Civilisation of past and present (vol.3)**.
13. David Thomson, **Europe Since Napoleon**.
14. C.D.Hazan, **Europe since 1815**.
15. Lipson, **Master Modern World History Europe in the 19th & 20th Century**.
16. A.J.P., Taylor, **The Struggle for Mastery in Europe 1848-1918**. OUP, New Delhi, 1954.

VII # G.7 GEOGRAPHY

ENVIRONMENTAL GEOGRAPHY

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

The objective of this paper is to provide an overview of environment. The course aims to provide an understanding of the existing reality environmental problems and depletion.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENTS:

Unit I :Environmental Geography

Definitions, Nature and Scope of Environmental Geography, Components of Environment biotic (forests, wild-life, live-stock, fisheries, agricultural crops) and abiotic (land, water, mineral).

Unit II : Ecosystem

Structure ,Function and Energy Flow in the Ecosystem Ecological Pyramid. Ecological niche, food chain and Web. Major Ecosystem in the World : Forest , Grassland and Desert.

Unit III : Biodiversity

Types and Importance of Biodiversity. Biodiversity at the Local , Regional and Global Level .Causes and Threats to the Biodiversity

Unit IV : Environmental Pollution and Hazards

Pollution : Air, Water, Soil , Noise . Greenhouse effect. Ozone layer depletion Hazards: Landslides Earthquakes and Tsunami . Floods and Drought. Cyclones. Classification of Environment: Natural and Human. Man-environment interrelations with respect to population size types of economy, and technology; exploitation of natural resources and environmental hazards.

References:

1. Agarwal, A. et.al : The Citizen's Fifth Report. Centre for Science & Environment, New Delhi, 1999.
2. Singh Savindara ; Environmental Geography , Prayag Pustak Bhavan Allahabad
3. Allen, J.L. ; Student Atlas of Environmental issues, Dushkin Pub., 1997.
4. Brown, L.R. : In the Human Interest, East-West Press, New Delhi, 1976.
5. Smith R.L : Man and His Environment
6. Cutter, L., Renwick, H. L.: Exploitation, Conservation and Preservation: A Geographic Perspective and Natural Resources Use, Rowman and Allanheld, Totowa, N.J., 1985.
7. Global Environment Outlook. Earthscan., London, 2000.
8. Hagget, Peter: Geography - A Modern Synthesis, Harper & Row Publishers, New York, 1975.
9. Asthana D K and Asthana Meera : Environmetal Problems and Solutions , S Chand and Co Ltd
- 10 Subbarao S human Ecology : Issues and Challenges. Rajat Publications New Delhi
11. Reid, D : Sustainable Development, Earthscan Pub., London, 1995.
12. Sharma, H.S.: Ravine Erosion in India, Concept New Delhi,1980
- 13 Purohit S S Sharma and Agarwal A.K : Text book of Environmental Sciences .
14. Simmons, I.G.: The Ecology of Natural Resources Edward Arnold, London, 1974.
15. UNESCO : Use and Conservation of the Biosphere, Paris, 1970

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Application of Statistical methods in Geography

- 1. Methods of data collection:** Primary and secondary sources,
- 2. Sampling :** Frequency Table and Curve, Frequency Polygon , Histogram and Ogive.
- 3. Measures of Central Tendency:** Arithmetic Mean, Mean, Mode Measures of Dispersion Mean, Quartile and Standard deviations, Coefficient Variations

References :

1. Singh, R.L., Elements of Practical Geography, Kalyani Publishers, New Delhi, 1979.
2. Gopal Singh, Map Work and Practical Geography, III Edition, Vikas Publishing House, New Delhi.
3. Mishra R, P., Fundamentals of Cartography, 1969, Prasara, University of Press, Mysore.
4. Zamir Alvi, Statistical Geography, Methods and Applications, Rawat Publications, Jaipur, 1995.

VII # Eco.7 ECONOMICS

VII # ECO- Quantitative Techniques

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

The Course is designed to enable the student teacher understand;

- the quantitative techniques which are used in explaining economic variables
- Generic quantitative techniques, which can be applied to different situations.
- General mathematical concepts like functions, equations, differentiation of the function, slope of the straight line, Statistical tools as measures of central tendency, Time Series analysis, and measures of Correlation and regression analysis.

- This helps the student teacher to analyze the quantitative techniques through available data.

Transaction Mode:

The Course is taught through class room lecture. The student can be encouraged to apply these techniques to the existing data in order to understand the methods and interpret the results so that the applicability of these methods is well appreciated.

Unit I : Basic Concepts

Variables, sets, Equations, Identities, system of equations – Types of equations – Linear and non-linear – application of equations – slope of the line – Theoretical distribution – Binomial Distribution and Normal, Their Properties and Uses. Calculus, Matrix and Determinants - Differentiation of a function, Maxima and Minima, Elasticity, Equilibrium of a firm and consumer, Inter relationship among total, marginal and average cost and revenue, constrained optimization Problem, Integration of a function, consumer's surplus – Various types of matrices, determinants, increase of a matrix, Cramer's rule, input – output analysis, concept of linear programming – Graphic Method.

Unit II : Introduction to Statistics

Basic concepts, Population, Sample, parameter, Frequency Distribution, Normal Distribution, Cumulative Frequency, Sampling techniques, Methods of Sampling, Techniques of Data collection, Sampling VS Population, Primary and secondary data.

Unit III : Central Tendency, Dispersion, Correlation and Regression.

Measures of Central Tendency, Mean, Median and Mode, Geometric and Harmonic Mean, Measures of Dispersion, Range, Mean Deviation, Quartile deviation, Skewness, and Kurtosis, correlation; Sample, correlation Coefficient, Karl Pearson Rank Correlation – Partial and Multiple Correlation analysis _ Regression Analysis- Estimation of Regression line – Least Squares- Method – Interpretation of regression coefficients.

Unit IV : Time Series and Index Numbers.

Time series Analysis,. Concepts and Components, Secular Trend, Periodic Movements, Cyclical Movements, Irregular Variations, Index Numbers, Meaning and use of Index Numbers, Methods of Calculating Index Numbers – Laspeyres's Method – Fischer Method, Problems in the Construction and limitations of Index Numbers – Different Price Index Numbers, Tests for Ideal Index Number.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Veerachamy. R (2005) Quantitative Methods for Economists, New Age International Publishers, New Delhi.
2. Krishnaswamy O.R., (2002) Research Methodology in Social Science, Himalayan Publishing House, Bombay.
3. Bose D.C. (2003), An Introduction to Mathematical Economics, Himalayan Publishing House, Mumbai.
4. Allen, R .G .D. (1974), *Mathematical Analysis for Economists*, Macmillan press, London.
5. Black,J. and J F Bradley (1973), *Essential Mathematic s for Economists*, John Wiley and Sons.
6. Chiang, A.C. (1986). *Fundamental Methods of Mathematical Economics* (3rd Edition), McGraw Hill, New Delhi
7. Croxton, F.E., D.J. Cowden and S Klein (1973), *Applied General Statistics*, Prentice Hall, New Delhi.
8. Gupta, S .C. and V K Kapoor (1993), *Fundamentals of Applied Statistics*. S.Chand and Sons, New Delhi
9. Specigal, M R. (1992), *Theory and Problems of Statistics*, McGraw Hill Book, London.

VII # Pol.7 POLITICAL SCIENCE

INTERNATIONAL POLITICS

Credits 3 (2L+1T)

Contact Hours per week: 4

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand:

- Origin, nature and importance of International politics.
- Nature, elements and limitations of national power.
- Conflict, co-operation, collective security and co-operative security.
- Nature, types and functions of diplomacy.
- Methods of preventing wars in the nuclear age.
- the concepts, different theories and dimensions of international politics, major debates and differences within the different theoretical paradigms.
- dominant theories of power, question of equity and justice, different aspects of balance of power, the present situation of a unipolar world.
- various aspects of conflict and conflict resolution, collective security, the post Second World War phase, the Cold War and Détente and Deterrence.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and use of audio-video materials.

COURSE CONTENT:**Unit I: Theory of International Relations**

Nature and Importance, origin and growth of International Politics, The Concept and Dimensions of International Politics; The Theories of International Politics, Approaches to the Study of International Politics, Idealistic and Realistic Theories, New Approaches for International Politics.

Unit II: National Power and Justice

Nature, elements and limitations of national power, power and ideology in International politics and Balance of Power and Balance of terror.

Unit III: Foreign Policy - Conflict and Cooperation

Foreign Policy, its instruments, national interest and foreign policy, domestic policy, Collective Security and Cooperative Security - Diplomacy, Deterrence and Détente: Nature, types and functions of Diplomacy, alliances - nature, types and utility of alliances in war and peace, economic instruments, foreign aid, economic and military aid, propaganda and subversion, techniques of propaganda, international Dependence and Inter-dependence.

Unit IV: War, Arms Race and Disarmament

War as an instrument of foreign policy, cause and effects of war, methods of preventing wars, war in nuclear age, cold war, origins, nature and its role, Detente : Origins, nature and its consequences, Disarmament – importance, proposals and problems, International Regimes and World Order.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Axelrod, R., *The Evolution of Co-operation*, New York, Basic Books, 1984.
2. Baldwin, D.A., (ed.), *Neo-realism and Neo-realism*, New York, Columbia University Press, 1993.
3. Baldwin, D.A., (ed.), *Paradoxes of Power*, New York, Basil Blackwell, 1989.
4. Bennett, J.C., (ed.), *Nuclear Weapons and the Conflict of Conscience*, New York, Charles Scribner's Sons, 1962.

5. Brennan, D.G., (ed.), *Arms Control, Disarmament and National Security*, New York, George Braziller, 1961.
6. Brown, C., *International Relations Theory*, London, harvester Wheatsheaf.
7. De Bueno, M., and D.Laiman, *War and Reason : Domestic and International Imperatives*, New Haven Ct, Yale University Press, 1992.
8. Bull, H., *The Control of the Arms Race*, New York, Praeger, 1961.
9. Bull, H., *The anarchical Society : A Study of Order in World Politics*, London, Macmillan, 1977.
10. Vasquez, J.A., *The Power of Power Politics*, London, Frances Pinter, 1983.
11. Vasquez, J.A., *The War Puzzle*, Cambridge, Cambridge University Press, 1993.
12. Verma, S.P., *International System and the Third World*, New Delhi, Vikas, 1988.
13. Waltz, K.N., *Theory of International Politics*, Reading Massachusetts, Addison-Wesley, 1979.
14. Waltz, K.N., *The Emerging Structure of International Politics*, *International Security*, 18, 1993, pp.44-79.
15. Wolfers, A., *Discord and Collaboration*, Baltimore, Johns Hopkins University Press, 1962.

VII # IP.1 INTERNSHIP PROGRAMME
METHODOLOGY 1

Credits: 4 (0L+ 0T+4P)

Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

To provide on the job/field experience to the students to develop competencies and skills required for effective classroom teaching; class management; evaluation of student learning; organization of cocurricular activities; working with the community; to enable students to develop proper professional attitudes, values and interests; to establish a closer professional link between RIE Mysore and schools in the region.

COURSE CONTENT:

The course is organized into activities distribution over three phases.

Phase 1 : Pre-internship

Phase 2 : Internship

Phase 3 : Post-Internship and Critical Reflection of Internship Experience

VII # IP.1 INTERNSHIP PROGRAMME
METHODOLOGY 2

Credits: 4 (0L+ 0T+4P)

Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

To provide on the job/field experience to the students to develop competencies and skills required for effective classroom teaching; class management; evaluation of student learning; organization of cocurricular activities; working with the community; to enable students to develop proper professional attitudes, values and interests; to establish a closer professional link between RIE Mysore and schools in the region.

COURSE CONTENT:

The course is organized into activities distribution over three phases.

Phase 1 : Pre-internship

Phase 2 : Internship

Phase 3 : Post-Internship and Critical Reflection of Internship Experience

VIII SEMESTER

VIII # IC.1 INDIAN CONSTITUTION AND HUMAN RIGHTS

Credits: 1 (1T)

Contact Hrs per week: 2

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of this course, the student teacher will be able to

- know the importance, preamble and salient features of Indian Constitution
- appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy.
- develop an understanding of the strength of the Union Government.
- understand the functioning of the State Government for the unity and the strength of the Democracy.
- know the importance of local self Government and Panchayati Raj Institutions in India.
- know the meaning, significance, the growing advocacy of Human Rights.

Transaction Mode:

Through Lectures, Group discussions, Interactive sessions, field activities and use of Education Technology.

COURSE CONTENT:

Unit I: Meaning and Importance of the Constitution

(a) Preamble, Salient features, Constituent Assembly and the Spirit of the Indian Constitution.

(b) Fundamental Rights, Duties and Directive Principles

Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.

(c) Union, State and Local Self Governments

Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

Unit II: Human Rights

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organisations.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. M.V.Pylee, **Indian Constitution**, OUP, New Delhi
2. Granville Austin, **Indian Constitution**, OUP, New Delhi
3. Rajani Kotari, **Politics in India**, OUP, New Delhi
4. Johari, J C, **Indian Government and Politics**.
5. S R Maheswari, **Local Governments in India (Latest Edition)**
6. R K Arora and Rajani Goyal, **Indian Public Administration 1995**.
7. C P Bhambri, **Introduction to Indian Constitution**.
8. Subash C Kashyap, **The Working of Indian Constitution**, NBT, New Delhi
9. Subash C Kashyap, **Our Parliament**, NBT, New Delhi
10. Granville Austin, **Functioning of the Indian Constitution**, NBT, New Delhi.
11. Bipan Chandra, **India after Independence**. Roopa, New Delhi 2000.
12. Arjun Dev, **Source Book on Human Rights**, NCERT, New Delhi.
13. **Human Rights in India : Theory and Practice**, National Book Trust, 2001.

VIII # EDU.5 SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS

Credits : 3 (2L + 1T)

Contact hrs per week: 4

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

This course is designed to help student-teachers to

- understand the concept, objectives and nature of secondary education.
- examine the status of development of secondary education in India.
- understand the interventions required to solve the problems and issues in imparting quality education in secondary schools.
- develop the ability to identify the problems and issues of secondary school teachers.

Transaction Mode:

Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work.

COURSE CONTENT:

Unit I: Concept, Nature and Purpose of Secondary Education

Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages. Problems of teacher training, Role of NCTE and Curriculum Reforms; Alternative schooling; Continuing Education Centers and problems of Out of School Children.

Unit II : Status of Secondary Education

Present situation of secondary education in the country. Universalisation of secondary education – access, enrolment, retention and learning achievement of students, Structure and systems of schools, Concept of RMSA; Examination Reforms, administration and financing of secondary education.

Unit III : Quality Education at Secondary Level

Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic), problems and challenges to quality improvement, through setting standards of performance and monitoring, Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.

Unit IV: Secondary School Teacher

Issues related to professionalism – code of professional ethics for Teachers; changed role of the teacher in the new millennium – learning facilitator and diagnostician, Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role over load, role stress and strain, accountability of teachers. Role of teacher organizations and unions in the development and improvement of quality education at the secondary school level.

Suggested Activities :

- Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.
- Preparing a report on the existing status of the teachers, method of recruitment and salary structure.
- Visits to different types of secondary schools and preparation of school profiles.
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Visit to alternative education centers at secondary level and preparation of a report.
- Survey of educational needs of disadvantaged/disabled.

Continuous Assessment :

	Marks
Test	: 20
Seminar	: 15
Sessional Work	: 15
Total	: 50

References:

1. Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
3. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
4. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
5. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
7. NCERT (1997) Code of Professional Ethics for Teachers.
8. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and in-service programme, New Delhi.
9. NCTE (1998) Policy Perspectives in Teacher Education, New Delhi Peters, R.S. (1971) Ethics and Education, George Allen Unwin Ltd. London.
10. Singh, R.P. (Ed) Teacher Training in India-Looking Ahead Federation of Management & Educational Institutions, New Delhi.

**VIII # Edu.6(a) : INCLUSIVE EDUCATION
(Optional)**

Credits : 3 (2L + 1T)**Contact hrs per week: 4****Exam Duration : 2 hrs****Marks: 100****C₁ + C₂ : 50****C₃ : 50****Objectives**

After going through this course the student teacher would be able to

- understand the meaning, scope and importance of inclusive education
- identify the children with diverse needs in the classroom
- manage students in inclusive classsroom by adapting appropriate strategies
- relate the use adaptation in assessment and evaluation strategies to ensure uniformity of the outcomes

COURSE CONTENT:

Unit I : Introduction to Inclusive Education

- Concept meaning scope and challenges of inclusive education
- Distinction between special education, integrated education and inclusive education and their merits and demerits
- Creating inclusive environment – physical, social and emotional (barrier free environment)
- Facts and myths of inclusive education with particular reference to Indian context
- Factors influencing inclusive education

Unit II: Nature and needs of Students with Diverse Needs (SWDN)

- Definition, types and classification of SWDN (HI, VI, MR, OH, CP, neuromuscular disorders, LD, special health problems, gifted, creative, SC, ST, girl students, rural students, students from linguistic minority, street children migrant workers children and orphans)
- Characteristics and educational needs of SWDN based on research evidence
- Supportive resources and services for children with SWDN in inclusive education

Unit III: Educational Strategies and Management

- Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level
- Educational measures for effective implementation of inclusive education.

Unit IV: Assessment and Evaluation of SWDN

- Teachers' role in implementing reforms in assessment and evaluation in inclusive education
- Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs
- Importance of continuous and comprehensive evaluation
- Programme of procedures used for Placement, grading, promotion, certification to bring uniformity in assessment
- Role of parents, head masters and teachers in ensuring equal educational opportunities for these students

Suggested Activities :

Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education

Tutorial – visit to special schools for observing the behaviours of students with VI, HI, MR, LH.

Tutorial – Visit to AIISH to observe how to deal with assesment and for the students with diverse needs

Tutorial – Discussion of the reports of the visits to schools / AIISH

Tutorial – Lesson planning for inclusive classroom in their respective areas

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**VIII# Edu.6(b) GUIDANCE AND COUNSELLING IN SCHOOLS
(Optional)**

Credits : 3 (2L + 1T)
Contact hrs per week: 4
Exam Duration : 2 hrs

Marks: 100
C₁ + C₂ : 50
C₃ : 50

Objectives

On completing the course student teachers would be able to:

- Aware about various problems faced by the students in schools;
- Recognize the need for guidance and counseling in schools;
- Familiarize with various guidance services in school;
- Develop resources for guidance activities in schools;
- Plan a minimum guidance programme for a school.
- Develop understanding about the role of school in guidance.

Course Content:

Unit I: Self-Understanding of the Learner

- Helping learners to understand self: ones own self, strengths and weaknesses, self-esteem, self concept, self-confidence;
- Role of Guidance and Counselling: concept, need for guidance, guidance services, nature, scope and different approaches to guidance and counselling.

Unit II: Needs and Problems of Learners in Schools

- Academic: difficulties in learning, attention, underachievement, stress, indiscipline, drop-outs, school violence
- Socio-personal: behavioral, psychological, attitudinal problems,
- Vocational: career planning, career development and career information
- Differently abled, disadvantaged, creative and talented group of students

Unit III: Developing Resources in Schools for Guidance

- Human resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker;
- Physical and Material resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- School community linkages, role of PTAs, guidance committee, referral agencies.

Unit IV: Minimum Guidance Programme for the School

- Group Guidance activities: orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions
- Counselling: Individual and group counselling
- Testing Programmes: Mental ability, interest, attitude and aptitude
- Development and maintenance of cumulative records

Suggested Activities :

- Study the problems of school children and probable guidance interventions.
- Identify and prepare a list of problem of students in school that can be addressed through a teacher counsellor.
- Plan a minimum guidance programme for a school at the secondary stage.
- Identification of probable cases from school students for providing counseling services and prepares a report.
- Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages.
- Prepare a directory of emerging career options for the youth in India.
- Review any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest.
- Plan and conduct a class talk and a career talk for secondary school students on identified themes.
- List out the nature of job of a school counselor in terms of their major and minor duties and other responsibilities.
- Prepare a status paper on the guidance services in Indian Schools.
- Make a directory of the Courses offered by the Institutions engaged in preparing school counsellors in India.

Continuous Assessment :

Two Tests/Assignments	:	20 marks
Seminar Presentation	:	15 Marks
Preparation of Materials	:	15Marks

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VIII # Edu.6(c) CURRICULUM AND SCHOOL (Optional)

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

Contact hrs per week: 4

Exam Duration: 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

This course is designed to facilitate student teachers to

- Understand the meaning of curriculum and its associated concepts
- Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books
- Identify various learning sites and resources operating as curriculum supports in the system
- Analyze the multiple roles of schools in implementation of curriculum
- Discuss the roles and responsibilities of curriculum stakeholders
- Reflect upon the role of teachers in operationalising the curriculum
- Analyze the elements, organization, scope, various perspectives, needs, priorities, curriculum concerns, changes in the pedagogical approaches, sequence, evaluation schemes and other reforms in the documents of National curriculum frame works
- Explore the school facilities , infrastructure and resources as curricular supports.
- Analyze the curricular materials with reference to NCF's recommendations and insights into school pedagogy
- Develop an image of oneself as a curriculum informant, designer, agent, and evaluator

COURSE CONTENT:

Unit I: Concept and determinants of curriculum

- Meaning of Curriculum: curriculum as course content; program of studies; plan for action; planned learned experiences; The dynamics of hidden curriculum and its effects ; Core curriculum as an integrated dimension to knowledge fields and national priorities; Spiral curriculum (revisiting the concepts organized in the spiral form)
- Determinants of school curriculum : Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects ; Socio –cultural, economic, and political determinants; Multiculturalism, multilingual aspects, and societal aspirations; technological determinants
- Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities:
- Trends in the curriculum of school education at national and state levels (with reference to National curriculum frameworks); National curricular frameworks Difference between curriculum framework, curriculum and syllabus

Unit II: Curriculum implementation in schools

- Planning and converting curriculum into syllabus and learning activities
- Role of teacher in operationalising curriculum (Concept mapping, Long-range planning, daily lesson planning, creating learning situations, selecting learning experiences, choice of resources, planning assessments.
- Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as ‘on learning’ and ICT, interactive videos, other technological resources.
- Community as a learning site in curriculum engagement
- Planning and use of curricular materials – teachers hand book, source book, work book, manuals, and other learning materials
- Role of National, Regional and State bodies in empowering the teachers in implementing curriculum

Unit III : School as a system for curriculum implementation

- Concept of a school; its components; school climate, impact of different school climates. inter institutional differences
- Organization-concept, structure, components. School as an organization-mission, vision and core values. Factors influencing school environment.
- School plant,Physical and academic infrastructural facilities: Classrooms, Laboratories, Library, Auditorium, Sport fields,. Cricket pitch and ground, tennis court, basket ball, Foot ball and Hockey grounds, Science Park, School garden and school museum and also Drinking water facility, sanitation and cleanliness in school campus.
- Human resources : competent teachers; resource from community; Community mobilization for various resources for better functioning of school and for curriculum implementation

- School as a site for conducive learning, for the overall physical, social and mental development of pupils' personality –one of the curricular goals

Unit IV: Role of school in curriculum implementation

- Planning: Types of planning-short term, annual plan; Strategic planning and goal setting; Institutional planning.
Organization of curricular activities
 - i. Curricular-activities: Management of classroom teaching -learning activities, Managing Examination and Evaluation in school; Reducing stress and strain of students facing public examinations and enhancing their chances for better schooling; Classroom management for different types of instructional strategies; Group dynamics and its implications, Instruction in a diverse classroom
 - ii. co-curricular activities: organizing various cultural and club activities and competitions, school-level, inter-school-level, district and National level
- Planning various types of school schedules to implement the curriculum. General schedule, Alternate schedule and Innovative schedules developed by teacher and also by students; Principles involved in development of school time-schedule.
- Importance of Teacher-pupil ratio in curriculum implementation
- Monitoring and evaluation of teaching and learning, Role of supervision in improving instructional quality; feedback mechanisms for revising the curriculum-syllabus and textbooks based on the curricular practices in schools

Transactional modalities

Short lectures wherever required; engagement in curricular problems and issues followed by group work and discussions; assignments, and seminars ; Selection of readings of important curriculum articles, curriculum documents and review papers on curriculum documents which are research based followed by presentations; use of Power Points; video clippings; and films made by NCERT on NCF-2005. Use of exemplary materials such as text books, teachers handbook, source books for analysis and discussions; Documents of National Curriculum Frameworks from 1988 to the present ; Focus Group Reports related to NCF-2005; “ Learning without Burden” by Yashpal ; and organizing for school visits.

Sessional activities

- Group work to analyze the curricular concepts
- school visits to study the factors required for implementing the curriculum in schools and write reflective experiences
- Review of national curriculum frame works on school education and write a report for presentation and discussion...
- Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point presentations and report submission.
- Interviews with class room practitioners and students who are the stakeholders to know their perceptions about the curriculum and the text books in use.

- Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them

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2. Bhagley Classroom Management, McMillan Co., New York.
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22. T K D Nair (2004). School planning and management : A democratic approach, Delhi : Shipra.
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VIII # LT.8 ENGLISH LITERATURE

POST-COLONIAL FICTION (Elective Paper)

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

- The course aims at familiarizing the student teachers with issues and problems that are largely aftermath of Colonialism, Imperialism and de-colonization.
- It offers to help the student teachers develop their own insights into the difficult and complex times that followed the rise of colonialism and its inevitable disintegration and dissolution.
- It will help the student teachers to peruse the deeper aspersions which colonialism cast on its subject people.
- To help student teachers develop a comprehensive understanding of the major groups of the post-Colonial fiction such as Australian Fiction, Canadian Fiction, African Fiction and West Indies Fiction.
- It further proposes to impart the student teachers with a compendious understating of the key concepts of the Post-colonial theory.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT:

Unit I : Introduction to Post-Colonial theory, Key concepts in Post-colonial theory.

Colonial subject
Acculturation
Hybridity
Centre – margin
Literary tradition
Resistance
Subversion
Writing back
Mimicry
Nation – Narration
Identity crisis
Subaltern
English – language use
Orient- Occident
Hegemony

Unit II : Australian Fiction

Patrick White Voss

Unit III: Canadian Fiction

Margaret Atwood The Handmaid's Tale

Unit IV: African Fiction

Chinua Achebe The Anthills of Savanna

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

- | | | |
|-----|-----------------|--|
| 1. | Amos Tutuola | The Palm Wine Drunkard, Penguin, London, 1991 |
| 2. | Helen Tiffin | The Post Colonial Reader, Routledge, London, 2004 |
| 3. | Ngugi Wathiongo | Decolonizing the Mind, Routledge, London, 1998 |
| 4. | Tim Wood | Post Colonialism, Methuen Books, London, 1999. |
| 5. | Leela Gandhi | Introduction to Post-Colonial Theory, University of South Illinois, 2002 |
| 6. | Franz Fanon | The Wretched of the Earth, Penguin, London, 2002 |
| 7. | Chinua Achebe | The Morning at Creation Day, Penguin, London, 1998 |
| 8. | Namvar Singh | Decolonizing the Indian Mind, Roli Books, New Delhi, 1996 |
| 9. | Ajaz Ahmed | Nation and Narration, Roli Books, 2000 |
| 10. | Homi Bhabha | Notion and Narration, Macmillan, Madras, 1978 |

11. Edward Said 'Orientalism', Penguin, London, 1998
12. Gami Viswanathan 'The Beginnings of English Literary Study in British India', Orient Longman, New Delhi, 1996
13. Aijaz Ahmad 'Indian Literature' Notes towards the definition of a category, Penguin, New Delhi, 2001.

VIII # LT.8 ENGLISH LITERATURE

POPULAR LITERATURE (Elective Paper)

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

- It will help the student teacher to make original readings into popular literature
- To encourage the student teachers examine the socio-cultural, psychological and aesthetical motifs that acts as the formative forces behind popular literature.
- It will encourage the student teachers to make a comprehensive study and analysis of the factors that go into creation of a successful popular literature in stark contrast with the structures, themes and ethos of the timeless classic masterpieces.
-
- To help the student teachers with a realistic perception of the various paths along which popular literature has have branched out like detective fiction, science fiction, children's fiction and humorous writings.
- To help the student teachers to analyze the common strands and denominators running through these different expressions that populate the popular literature.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Introduction to Popular Literature

Simon During : The Cultural Studies Reader.

Unit II : Detective Fiction

Arthur Conan Doyle : The Hound of Baskerville

Unit III : Science Fiction

Joanna Russ : The Female Man

Unit IV : Humour

P.G.Wodehouse : Full Moon

Continuous Assessment:

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

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

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

Total =50

Suggested Reading :

1. Bram Stoker : Dracula, Penguin classics, London, 1962.
2. Mary Higgins Clarke : Still Watch, Methuen Books, London, 1987
3. Leslie Fielder : What was Literature?, Routedledge, London, 2004
4. Comic Strips, Cartoons, etc. : (Transaction mode)
5. Visual Presentation : (Transaction mode)
6. Animations : (Transaction mode)
7. Christopher Pawlin : Popular Fiction, Ideology and Utopia, Macmillan, 1982
8. Darko Suvin : On Teaching Science Fiction Critically.
9. Feling Hughes : Children's Literature: Theory and Practice (1977) pp.542-62, Cambridge, 2001,
10. Umberto Eco : Narrative Structure in Flemming' in The Study of Popular Culture: A Source Book ed. Bob Ashley (London: Pinter 1989 pp.124-34)
11. Christopher Pawling : Popular Fiction: Ideology and Utopia? 'Popular Fiction and Social Change' ed. Christopher Pawling , London, Macmillan, 1984.
12. Science Fiction : Darko Suvin, 'On Teaching Science Fiction Critically' pp.86-96, London, Macmillan.
13. J K Rowling : Harry Potter (Book I)

VIII # LT.8 ENGLISH LITERARY TEXT

AMERICAN LITERATURE (Elective Paper)

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives :

- To offer the student teachers perspectives into separate identity and individualizing themes that establish the intrinsic character of the American lives and their myriad reflections in literature.
- To help the student teachers to make an in-depth study of the factors that contributes to make the American English and American literature an entirely different experience in stark contrast to its more aristocratic counterparts of British Literature and King's English.
- To offer insights for the student teachers about the sociological and historical factors of the American reality that inspires its literature.
- To facilitate the student teachers understand the different contours of the American theatre.
- To help student teachers derive an insight into early Afro-American writing.

Transaction Mode:

A response-based approach to literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion of texts.

COURSE CONTENT :

Unit I : Poetry

Robert Frost : Mending Wall

Walt Whitman : When Lilacs Last in the Dooryard Bloomed, A Noiseless Patient Spider.

Emily Dickinson : I heard a fly buzz when I died, Because I could not stop for Death

Sylvia Plath : Mirror, Tulips.

Unit II: Fiction

Ernest Hemingway : The Old man and the Sea

Tony Morrison : The Bluest Eyes

Unit III: Prose

Emerson : The American Scholar, Self Reliance

Unit IV : Drama

1. Arthur Miller : Death of a Salesman

Continuous Assessment:

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

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

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

Total =50

Suggested Reading:

- | | |
|-------------|--|
| Storve | - Uncle Tom's Cabin, Penguin Classics, New York, 1965 |
| M Twain | - Huckleberry Finn, Penguin Classics, New York, 1969 |
| Henry James | - The Bostonians, Penguin Classics, New York, 1976 |
| Salinger | - Catcher in the Rye, Routeledge, New Hampshire , 1980 |
| Albee | - The Zoo Story, South Illinois University, 2003 |

Dubois : Afro-American Slave Narratives, OUP, 2001

American Drama : Oxford Companion Series, 2002

American Poetry. : Oxford Companion Series, 2002

VIII # LS.8 LANGUAGE STUDIES

CRITICAL THEORY

Credits 4 (2L+2T)

Contact Hours per week: 6

Exam duration : 2 Hrs

Max. Marks: 100

C₁ + C₂ :50

C₃ : 50

Objectives :

- To provide the student teachers an introduction to major concepts in contemporary critical theory in terms of its relationship with linguistics and literary criticism.
- To enable students to apply critical concepts and categories to the process of understanding literature.
- To help student teachers develop insights into the nature of the narrative.
- To offer student teachers cognizance of the cardinal concepts of criticism as developed by Bakhtin

Transaction Mode:

Lectures, discussion-oriented and problem solving activities will be used. The role of interaction will be central. Students and teachers will analyze together chunks of language, talk about what they notice and try to form views. Discourse awareness

activities will be brought to the fore, e.g. activities which focus on particular discourse patterns in language under examination. Learners through observation are expected to comprehend and formulate the rules governing linguistic phenomenon and draw conclusions about the features of the language analyzed.

Necessary scaffolding will be provided to the students to guide them through the learning process. The phonetics course will have practicals which will include articulation and transcription of the sounds of English. In phonology and morphology students will be asked to solve problems.

COURSE CONTENT :

Unit I : The nature of the sign, the signifier and the signified as in Saussure's course in General Linguistics.

Unit II : The concept of foregrounding with reference to Mukravsky.

Unit III : Concepts of dialogia, heteroglossia, polyphony with reference to Bakhtin.

Unit IV : The nature of the narrative with reference to Scholes and Kellog.

Sessional Assessment:

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

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

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

Total =50

Suggested Readings:

1. Macey, D. (2000). *The Penguin Dictionary of Critical Theory*, Penguin Publications
2. Payne, M. (1996). *A Dictionary of Cultural and Critical Theory*, Blackwell Publishers.
3. Tyson, L. (2006). *Critical Theory Today*, 2nd ed. Routledge
4. Kompridis, N. (2006). *Critique and Disclosure: A Critical Theory between Past and Future*. MIT Press, Bradford Books.
5. Kyung- Mankin (2005), *Discourse on Liberation: An Anatomy of Critical Theory*. Paradigm Publishers, Great Barrington Books

VIII # SS.8 SOCIAL SCIENCES

GEOGRAPHY AND POLITICAL SCIENCE

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

On completion of the paper the students will:

- Explores Regional Geography of Asia and North America its Physiography, Resources, Industrial Regions.
- highlight the extent, Physiography, Climate and Natural vegetation of North America.
- Understand the importance of world organizations and associations.
- Gains an understanding of the issues in Indian Democracy.
- Examines the issues of Development representation and protecting vulnerable groups.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices and activities and use of audio video materials.

Unit I: Geography of Asia

Asia-extent, physiography, climate, natural drainage, natural vegetation and soil, major crops-rice, wheat, cotton, sugarcane, tea and rubber - Mineral resources of west and central Asia, Industrial regions of East Asia Population and major urban centers, transport and communication network, Regional Geography of China and Japan.

Unit II: Geography of North America

North America-extent, physiography, Climate, natural vegetation and soil; major Crops-wheat, maize, temperate millets, cotton and sugarcane - Mineral Sources - iron ore, coal, petroleum and natural gas and uranium; Industrial regions of North America Population and major urban centers Transport and Communication - Trans American and Canadian Railways, Waterways and Ports-Silicon Valley

Political Science:

Unit III: Issues of common concern

Caste and Communal Politics: Role of Caste in Indian Politics, Caste and Democratic Institutions, Caste Conflict and Identity Politics, Communal Politics in India, Communalism after 1990s, Reasons for Communalism, Communalism as an Ideology, Communalism and Secularism Debate - Regionalism and Secessionism : Reasons for the growth of regionalism, Demand for separate States, Autonomy Movements in Jammu and Kashmir, North East - Identity Politics: Women, Dalits,

Backward Classes, Farmers and Minorities - Tribal and Ethnic Conflict : Bodo Movement, Jharkhand Movement and Ethnic conflict in North East .

Unit IV: Issues of Development Representation & Protecting Vulnerable groups

Issues of Regional Development: Distribution of Resources, Backward areas and development, uneven development and its fall out - Issues of Decentralization and Panchayati Raj: 73rd and 74th amendment, Its features, history of decentralization, effect of 73rd amendment on women, dalits and tribals - Issues of Affirmative action and inclusive politics: History of Reservation in India prior to independence, Reservation after Independence, Mandal Commission and its effect, Post-Mandal Debate - Issues of Representation and Election : Women Representation, Representation of Minorities, Frequent Elections and its effects, Role of caste, and communities in elections - Issues of Protecting Vulnerable Groups : Minorities, Dalits and Women – SC/ST Act, Minorities Commission, National Human Rights Commission, Women’s Commission - Measures to Strengthen Indian Democracy : Expanding Democratic spaces.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

Geography

1. **Regional Geography of Asia and North America**
2. Beaumont P et.d (1988), 'Middle East A Geographical Study' John Wiley & Sons, New York
3. Chapman G P & K M Baker (1992), 'The Changing Geography of Asia' Routledge, New York
4. Cressy G B (1963), **Asia's Land and People**. McGraw-Hill, New York
5. De Buji H J (1995), 'Earth: An Introduction to its Physical & Human Geography: John Wiley & Sons, New York
6. Gastil R D (1975), **Cultural Regions of USA**, University of Washington Seattle
7. Macnight T L (1997), **Regional Geography of USA & Canada**, Prentice Hall, New York
8. **World Book Encyclopedia**, Yearbook W.B E 1994
9. Hussain Mazid (2004), **World Regional Geography**, Concept New Delhi
10. Triikka, Bali and Shekhon; **Regional Geography of the World**.

II. Political Science

1. Bipan Chandra, **Ideology and Politics in India**, OUP, New Delhi, 1995
2. Tom Brass, **Farmer's Movement in India**, Viva Books, New Delhi, 2000
3. Sudhir Kakkar, **Colour of Violence**, Manohar Books, New Delhi, 1983
4. Francine Frankal and M S A Rao, **Dominance and State Power in Modern India**, Orient Longman, New Delhi, 2000
5. T N Madan, **Sociology of Religion**, New Delhi, 2000
6. Atul Kohli, **Democracy and Discontent**, Sipra Books, New Delhi, 1999
7. Subrata Mitra and V B Singh, **Democracy and Social Change in India**, New Delhi, 1995
8. Ghan Sham Shah, **Social Movements in India**, New Delhi, 2000

HISTORY VIII SEMESTER

VIII # H.8 Colonialism and Nationalism in Asia (1800 – 1950 A.D.)

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

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

- The developments that took place in modern Asia since 1800,
- Causes for the development of Modern Japan and Japan during the two

- World Wars
- The Impact of Japanese Wars,
- The Nature of colonialism and Nationalism in South East Asia.
- The developments in Europe since 1900,
- The nature of Colonialism and the rise of Arab Nationalism in Asia.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT :

Unit I: China since 1800

China – The Opium Wars – Taiping Revolt – The Boxer Rebellion – Revolution of 1911 Dr.Sun Yatsen – Chiangkai Sheik – The Kumintang Party – Mao-tse Tung and The Communists.

Unit II : Rise of Modern Japan

Rise of Modern Japan – The Meiji Restoration – Anglo – Japanese Alliance – Russo-Japanese War – Japan between the two World Wars – American Occupation of Japan.

Unit III : Colonialism and Nationalism in South East Asia

Colonialism and Nationalism in South East Asia – The Struggle against the Dutch Colonial Rule in Indonesia – Dr Sukarno – French Colonial Rule in Indo- China – Hochi – Minh.

Unit IV : Colonialism in Arab World

Western colonial interests in Arabia – the rise of Arab Nationalism – Balfour Declaration, the creation of Israel.

Maps for Study:

- i) Peoples Republic of China
- ii) Japan in 1942.
- iii) Turkey under Mustafa Kemal Pasha Attaturk
- iv) Creation of Israel

Places of Historical Importance:

- i) Peking
- ii) Shanghai
- iii) Tokyo
- iv) Constantinapole
- v) Tel Aviv
- vi) Port Arthur
- vii) Damas Cus

- viii) Nanking
- ix) Mukden
- x) Hiroshima
- xi) Saigon
- xii) Ankara
- xiii) Mosul
- xiv) Seoul
- xv) Canton
- xvi) Macao
- xvii) Nagasaki
- xviii) Tehran
- xix) Jerusalem
- xx) Madina.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Immanuel C.Y. Hsu : **The Rise of Modern China**, Oxford, New York, 1995.
2. John F. Cady: **South East Asia – Its Historical Development**, Tata McGraw Hill, New Delhi, 1982.
3. W.David M.D., **Rise and Growth of Modern China**, Himalayan Publishing., Bombay, 1987.
4. Shaik Ali, B., **A Short History of Modern Asia (1900-1960)**, Chandra Mouli Prakasan, 1987.
5. Hall, D.G.E. **History of Southeast Asia**.
6. Roy, S.L.**History of Far-East and South East Asia (2 Volumes)**
7. Panikar, K.M **Asia and Western Dominance**.
8. George Lenczowski, **Middle East in the World Affairs**
9. Vinacke, H.M **A History of the Far East in Modern Times**
10. Luke, **Modern Turkey**.
11. Edward Said, **The Growth of Palestine**.
12. Edward Said, **Orientalism**.
13. Youseef, M.C **Islamic Fundamentalism**.
14. Joel Car Michael, **The Shaping of the Arabs**
15. Karan Armstrong, **A History of Jerusalem**.
16. William Yale, **The Near East**.

VIII # G.8 GEOGRAPHY

APPLIED GEOGRAPHY

Credits : 4 (2L + 2T)

Contact hrs per week: 6

Exam Duration : 2 hrs

Marks: 100

C₁ + C₂ : 50

C₃ : 50

Objectives:

To understand the prevalent issues in environment, society and economy and to provide a geographical interpretation with special reference to India.

Transaction Mode:

Through lectures, panel discussions, group discussions, interactive sessions, field practices, activities and use of audio video materials.

COURSE CONTENT:

Unit I : Applied Geography

Meaning of Applied Geography Nature, Scope and Significance of Applied Geography

Unit II : Physical Environment.

Issues related to variations in physical environment. : Environmental pollution – Air water and noise causes, Global warming green house effects, ozone layer depletion and acid rain. Causes, effects and measures of floods, droughts earthquakes, tsunami and landslides with reference of India.

Unit III : Human Resources

Issues related to human resources; quality vs numbers; social and demographic issues: diversity and disparity; carrying capacity of the earth; human resource use and manpower planning.

Unit IV : Economic Activities

Issues related to economy; spatial organization of economic activities :Modern agriculture and associated problem., Industrialization and associated problem
Spatial inequalities: Causes and consequences Sustainable development with on man environment relationship.

References:

1. Dohrs, F.E. and Sommers, L.W.(eds.) :Introduction to Geography, Thomas Y. Crowell Co., New York,1967.
2. Hartshorne Richard: Perspective on the Nature of Geography Rand McNally & Co., Chicago, 1959
3. Harvey, David : Explanation in Geography, Edward-Arnold, London,1972.

4. Holt-Jensen, A : Geography: Its History and Concepts, Longmans,1980.
Curriculum Development Committee in Geography 57
5. Husain, Majid : Evolution of Geographical Thought, Rawat Publications, Jaipur,1984.
6. James, P.E : All possible Worlds: A History of Geographical Ideas, Sachin Publication, Jaipur, 1980(Indian reprint).
7. Johnston, R.J. and Claval, P. (eds.): Geography Since the Second World War, Croom Helm, London/Bernes and Noble, Totowa, N.J., 1984.
8. Jones, P.A. : Fieldwork in Geography, Longmans.
9. Lownsburg, J.F. and Aldrich, F.T. : Introduction to Gographical Methods and Techniques, Charles Marrill, Columbus, 1979.
10. Minshull, R.: The Changing Nature of Geography, Hutchinson University Library, London, 1970.
11. Wooldridge, S.W. : The Geographer As a Scientist, Thomas Nelson and Sons Ltd., London,1956.
12. Misra, V.C., Ayyar, N.P.et.al.(editors): Essay in Applied Geography University Printing Press, Saugar,1976.

GEOGRAPHY PRACTICALS

Exam Duration : 2 hrs

C₃ : 50

COURSE CONTENT:

Elements of Surveying and GIS

- 1.**GIS:** Meaning and Components of GIS, Spatial data entities – Point, line polygon, sources of spatial data. Census – Topological maps, Aerial photographs, Satellite images.
- 2.**Spatial data structure and management :** Vector data structure, Raster data structure, Creating database.
3. **Digitization:** Arcview, ArcGIS, MapInfo Softwares for Creating Maps through Digitization, Creating attribute databases, Layers – Creating thematic maps.

References:

1. Burrough P A, Principles of GIS, OUP, 1998.
2. Maguire D J., Computer in Geography, Longman, London, 1989.
3. Star J.C. and J.E., Geographic Information Systems, An Introduction.

VIII # Eco.8 ECONOMICS

HISTORY OF ECONOMIC THOUGHT

Credits: 4 (2L+2T)
Contact Hrs per week: 6
Exam Duration : 2 hrs

Max. Marks : 100
C₁ + C₂ : 50
C₃ : 50

Objectives:

The course is designed to help the student teachers to understand

1. economic thoughts of Plato and Aristotle.
2. economic thoughts of Adam Smith and division of Labour.
3. economic methods, ideas and consumer surplus.
4. Keynesian ideas and fiscal policy.
5. Economic ideas of Kautilya, Naroji, Ranade and R C Dutt and Gandhiji.

Transaction Mode:

Through lectures, panel discussions, group discussions, field visits and use of audio-video materials

Unit I: Early Period

Economic thought of Plato and Aristotle – Doctrines of just cost and just price-Mercantilism; main characteristics; Physiocracy: natural order, primacy of agriculture, Tableau Economique, taxation, Turgot- Economic ideas of Petty, Locke and Hume.

Unit II : Classical Period

Adam Smith-division of labour, theory of value, capital accumulation, distribution, views on trade, economic progress; David Ricardo-value, theory of rent, distribution, ideas on economic development and international trade; Thomas R Malthus- theory of population - Karl Marx- dynamics of social change, theory of value, surplus value, profit and crisis of capitalism; Economic ideas of J B Say, J S Mill; Historiaccal School- Nassan William Senior and Frediric List.

Unit III : Marginalist School and Keynesian Ideology

The precursors of marginalism- Cournot, Thunen, Gossen- The marginalist revolution, Jevons, Walras and Menger- Bohm-Crick, Wicksell and Fisher; the Bowerek rate of interest-Wicksteed and Weiser; Distribution-Marshall as a great synthesizer; role of time in price determination, economic methods, ideas on consumer's surplus, elasticities, prime and supplementary costs, representative firm, external and internal economies, quassi-rent, organization as a factor of production, nature of profits; Pigou; Welfare economics; Schumpeter; role of entrepreneur and innovations - Keynesian Ideas - The aggregate economy, Liquidity Preference Theory and Liquidity trap, marginal Efficiency of Capital and Marginal Efficiency of investment, wage rigidities, underemployment, equilibrium, role of fiscal policy;

deficit spending and public works, multiplier principle, cyclical behavior of the economy, uncertainty and role of expectations, impetus to economic modeling

Unit IV : Indian Economic Thought

Early Economic ideas; Kautilya, Valluvar: Modern economic ideas; Naoroji, Ranade, R.C Dutt and M N Roy; Economic ideas of Gandhiji, Swadeshi, place of machine and labour, cottage industries, trusteeship; early approaches to planning (the national planning committee); Gadgil - Co-operation as a way of life and strategy of development; J.K. Mehta: Amartya Sen's Contributions.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Blackhouse.R. (1985), *A History of Modern Economic Analysis*, Basil Blackwell, Oxford.
2. Ganguli, B N. (1977), *Indian Economic Thought: A 19th Century Perspective*, Tata McGraw Hill, new Delhi
3. Gide,C. and G Rist (1956), *A history of Economic Doctrines*, (2nd Edition), George harrop & Co., London.
4. Grey,A, and A.E Thomson (1980), *The Development of Economic Doctrine*, (2nd Edition), Longman Group, London.
5. Kautily(1992), *The Arthashastra*, Edited, Rearranged, Translated and introduced by L N Ragaranjan, Penguin Books, New Delhi.
6. Roll, E. (1973), *A History of Economic Thought*, Faber, London.
7. Schumpeter, J A, (1954), *History of economic Analysis*, Oxford University Press, New York.
8. Seshadri, G B. (1997), *Economic doctrines*, B.R. Publishing Corporation, Delhi.
9. Blaug, M (1997), *Economic Theory in Retrospect: A history of economic thought from Adam Smith to J. M Keynes*, (5th Edition), Cambridge university Press, Cambridge.
10. Dasgupta, A K. (1985), *Epochs of Economic Theory*, Oxford University Press, New Delhi.
11. Gandhi, M K. (1947), *(India of My Dreams*, Navajivan publishing House, Ahmedabad.
12. Koot, G.M. (1988), *English Historical Economics: 1850-1926*, Cambridge University Press, Cambridge
13. Rao, M N. (1964),*Memories*, Allied Publishing House, Bombay.
14. Schumpeter, J A. (1951), *Ten Great Economists*, Oxford University Press, Newyork.

15. Shionya.Y, (1997), *Schumpeter and the idea of Social Science*, Cambridge University Press, Cambridge
16. Bhatia H.L. (1980) History of economic Thought, Vikas Publishing House Pvt Ltd. Ghaziabad, U.P
17. Srivastava S.K. (1999) History of Economic Thought, S. Chand and Company LTD. New Delhi.

VIII # Pol.8 POLITICAL SCIENCE

EUROPEAN POLITICAL THOUGHT

Credits: 4 (2L+2T)

Contact Hrs per week: 6

Exam Duration : 2 hrs

Max. Marks : 100

C₁ + C₂: 50

C₃ : 50

Objectives:

The Course is designed to help the student teachers to understand:

- Contributions of Plato and Aristotle for the political thought in Ancient and Medieval Period.
- Contributions of Machiavelli and Hobbs for the political thought and their political realism.
- Contributions of Locke and Rousseau for political thought and their philosophy.
- Contributions of Edmund Bruke, Jermy Bentham, their utilitarian and liberal thought.
- Contributions of Hegal, J.S.Mill, T.H.Green and Marx for Socialist Political Theory.
- political events, problems and prescribed solutions.
- the historical and philosophical perspectives of political thought.
- the limitations of the classical tradition, its neglect of women's concerns.
- the legacy of the Western thinkers.

Transaction Mode :

Through lectures , Panel discussions, Group discussions, interactive sessions and activities and use of audio-video materials.

COURSE CONTENT:

Unit I : Ancient and Medieval Political Thought

Plato – his contributions to Greek political thought, theory of Idealism; Aristotle – his contributions to Greek political thought, Theory of Realism – Church vs. State.

Unit II :Modern Political Thought

Machiavelli – his contributions to political thought and his political realism; Hobbes – his contributions to social contract theory.

Unit III : Social Contractualists

Locke – his contributions to Social Contract Theory, Rousseau and his philosophy - Utilitarian Thought: Edmond Bruke – His Utilitarian thought, Jermy Bentham – His Utilitarian and Legal thought.

Unit IV : Idealist, Socialists and Libertarians

Hegel - origin and development of Idealist Philosophy, J S Mill and T H Green – their liberal views, Karl Marx and Lenin – their socialist and political thought.

Continuous Assessment:

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

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

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

Total =50

Suggested Readings:

1. Allen., J.W., *A History of Political thought in the Sixteenth Century*, London, Methuen, 1967.
2. Ashcraft, A., *Revolutionary Politics and Lke's Two Treatises of Government*, London, Alen and Unwin, 1986.
3. Ashcraft, A., *Locke's Two Treatises of Government*, London, Unwin and Hyman, 1987.
4. Avineri, A., *The Social and Political Thought of K.Marx*, New Dehi, S.Chand and Co., 1979.
5. Barker, E., *The Political thought of Plato and Aristotle*, New York, Dover publications 1959.
6. Barker, E., *Greek Political Theory, Plato and his Predecessors*, New Delhi, B.I Publications 1964.
1. Barker, E., *The Politics of Aristotle, translated with introduction, notes and appendix*, Oxford, Oxford University Press, 1995.
2. R.N.Berlin, *The history of political Thought; A short Introduction*, London, Dent, 1977.
3. Beril, I., *The Hedgehog and the Fox*, London, Weidengeld and Nicholson 1953
4. Beril, I., *Karl Marx: His life and Environment*, Oxford, Oxford university Press, 1963.
5. Bluhmn, W.H., *Theories of political System: Classics of political Thought and modern Political Analysis*, Englewood Cliffs NJ, Prentice Hall, 1965
6. Bowle, J., *Western political thought: A Historical Introduction from the origins to Rousseau*, London, Jonathan Cape, 1947
7. Bowle, J., *Politics and opinion in the Nineteenth Century: A historical introduction*, London, Jonathan Cape 1954.
8. Bowle, J., *Thoughts on Machiavellian*, Chicago, University of Chicago Press, 1958.

9. Bowle, J., *Studies in Platonic Political philosophy*, Chicago, Chicago University Press 1964.
10. Talmon, J.L., *The Origins of Totalitarian Democracy and Political Messianism: The Romantic Phase*, London, Secker and Warburg, 1960.
11. Thorson, T.L., *Plato: Totalitarian or Democrat*, Englewood Cliffs NJ, Prentice Hall, 1963,
12. Tully, J., *A discourse on Property; John Locke and his Adversaries*, Cambridge, Cambridge University Press, 1980.
13. Vaughan, C.E., *Studies in the History of Political Philosophy before and after Rousseau*, Manchester U.K. University of Manchester Press, 1925.
14. Warrender, A., *The Political Philosophy of Hobbes: His theory of obligation*, Oxford, The Clarendon Press 1957.
15. Warburton, N., J.Pike and D. Matravers, *Reading Political Philosophy: Machiavelli to Mill*, London, Routledge in association with Open University 2000.
16. Wolin, S., *Politics and Vision: Continuity and Innovation in Western Political Thought*, Boston, Little Brown, 1960.
