



**GURU JAMBHESHWAR UNIVERSITY OF SCIENCE AND TECHNOLOGY,
HISAR**
(Established by State Legislature Act 17 of 1995)
'A+' Grade, NAAC Accredited State Govt. University

DD E/26/966
01/01/2026

Acad./AC-III/Fac.-8/2025/ 8588

Dated: 31/12/25

To

The Controller of Examinations,
GJUST, Hisar.

Sub: Approval of the scheme of examinations and syllabi of Integrated Teacher Education Programme (ITEP) B.A. B.Ed. - 4th semester and Integrated Teacher Education Programme (ITEP) B.Sc. B.Ed. - 4th semester w.e.f. academic session 2025-26 (batch 2024) onwards being run in University Teaching Department.

Sir,

I am directed to inform you that the Vice-Chancellor, on the recommendations of Dean, Faculty of Education on 12.12.2025, is pleased to approve the scheme of examinations and syllabi of Integrated Teacher Education Programme (ITEP) B.A. B.Ed. - 4th semester and Integrated Teacher Education Programme (ITEP) B.Sc. B.Ed. - 4th semester w.e.f. academic session 2025-26 (batch 2024) onwards being run in University Teaching Department under Section 11(5) of the University Act, 1995 in anticipation of approval of the Academic Council.

A copy of the scheme of examinations and syllabi of above said programme(s) is enclosed herewith.

You are therefore, requested to take further necessary action accordingly.

Yours faithfully

DA: As above


Assistant Registrar (Academic)
for Dean Academic Affairs

Endst. No. Acad./AC-III/Fac.- 8/2025/ 8589 - 92

Dated: 31/12/25

A copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Education, GJUST, Hisar.
2.  Chairperson, Department of Education, GJUST, Hisar. She is requested to arrange to upload the scheme of examinations and syllabi of Integrated Teacher Education Programme (ITEP) B.A. B.Ed. - 4th semester and Integrated Teacher Education Programme (ITEP) B.Sc. B.Ed. - 4th semester w.e.f. academic session 2025-26 (batch 2024) onwards being run in University Teaching Department on the website of the University on the priority basis.
3. OSD to Vice-Chancellor (for kind information of the Vice-Chancellor), GJUST, Hisar.
4. P.A. to Registrar (for kind information of the Registrar), GJUST, Hisar.


Assistant Registrar (Academic)

**GURU JAMBHESHWAR UNIVERSITY
OF
SCIENCE & TECHNOLOGY, HISAR,
HARYANA**

Department of Education

**Curricular Structure of Integrated
Teacher Education Programme
(ITEP)**

B.A B.Ed.

Semester -4

Session. 2025 - 2026

(Batch: 2024 onwards)

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Scheme of Examination for Integrated Teacher Education Programme
Name of the Programme: B.A. B.Ed.
According to NCTE and National Education Policy-2020

Second Year

SEMESTER-4							
Type of Course	Subject	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	External Marks	Internal Marks
Core Course	Foundation of Education	24FOE0401T	Philosophical & Sociological Perspectives of Education -I	4	4	70	30
DSC Choose Any one	Economics	24ECO0401T	Mathematics of Equilibrium Analysis	4	4	70	30
		24ECO0402T	Econometrics -I	4	4	70	30
		24ECO0403T{ii}	Development Economics	4	4	70	30
	Geography	25GEO0401T	Ecosystem and Environment	3	3	50	20
		25GEO0401P	Ecosystem and Environment Lab	1	2	20	10
		25GEO0402T	Introduction to Social Geography	3	3	50	20
		25GEO0402P	Introduction to Social Geography Lab	1	2	20	10
		25GEO0403T	Population Geography	4	4	70	30
	English	24ENG0401T	Indian Writing in English	4	4	70	30
		24ENG0402T	Postcolonial Literature	4	4	70	30
		24ENG0403T	Literature and Society	4	4	70	30
	Psychology	24PSY0401T	Cognitive Psychology	4	4	70	30
		24PSY0402T	Basics of Research and Statistics	4	4	70	30
		24PSY0403T	Life Span Development	3	3	50	20
		24PSY0404P	Psychological Lab-1	1	2	20	10
	Political Science	24POL0401T	Indian Political System	4	4	70	30
		24POL0402T	Comparative Political Analysis	4	4	70	30
		24POL0403T	Western Political Thinkers	4	4	70	30
	Hindi	24HIN0401T	हिंदी आलोचना का इतिहास	4	4	70	30
		24HIN0402T	हिंदी आलोचना और प्रमुख विचारक	4	4	70	30
		24HIN0403T	हिंदी का मार्गिक साहित्य परंपरा	4	4	70	30
	History	24HIS0401T	History of India (1858-1964)	4	4	70	30
		24HIS0402T	Social Formations and Cultural Patterns of the Ancient World	4	4	70	30
		24HIS0403T	Social Formations and Cultural Patterns of the Medieval World	4	4	70	30
Minor course (Any one)	English	24MIC0441T	Introduction to prose and Basic composition	4	4	70	30
	Psychology	24MIC0442T	Cognitive Psychology	4	4	70	30
	Economics	24MIC0443T	Indian Economy	4	4	70	30
	Geography	24MIC0444T	Geography of India	4	4	70	30
Core Course Choose any one	Pedagogy Course	24CCP0401T	Pedagogy of Social Science -I (Economics, Geography, History, Psychology, Political Science)	4	4	70	30
		24CCP0402T	Pedagogy of Hindi-I	4	4	70	30
		24CCP0403T	Pedagogy of English-I	4	4	70	30
				24			

**** Note: In 4TH semester, students will continue with the same minor subjects they opted for in 2nd semester.**

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FOUNDATION OF EDUCATION

COURSE CODE: 24FOE0401T

Philosophical & Sociological Perspectives of Education -I

Maximum Marks: 100

Time of exam: 3 hours

Internal Assessment: 30

Credits: 4

External Assessment: 70

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: By the end of this course, learners will be able to:

- Develop a deep philosophical understanding of education.
- Apply philosophical and ethical insights to educational practice.
- Analyze the relevance of ancient and modern educational ideas in contemporary educational contexts.
- Promote value-based, learner-centered, and reflective educational practices.

Unit-I

Education and Philosophy: Conceptual clarity, nature and relationships, Aims of studying philosophical perspective of education. Branches of Philosophy and their educational implications

Unit-II

Philosophical Schools and Education: Conceptual Clarity of the following schools of thoughts with their implications for educational practices:

- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- Western: Idealism, Naturalism, Pragmatism, Progressivism.

Unit-III

Educational Thinkers: Aims, process and educational institutions developed on thoughts of following thinkers and practitioners: Western: J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey

Unit-IV

Value Education: Conceptual Clarity, Significance and Types of Values, Indian Traditional Values. Guru-Shishya-Parampara and Educational Values. Convocation message in Taittiriya Upanishad, Values enshrined in Indian Constitution, NEP, 2020 and Values with special reference to 21st Century.

Suggested Readings

- Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press
- Brubacher, J.S. (1962). Eclectic Philosophy of Education. Prentice Hall, New Jersey: Engelwood Cliffs.

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- Brubacher, J. S. (1962). Modern Philosophies of Education. New York: McGraw Hill Book Company Inc.
- Dhavan, M. L (2005). Philosophy of Education. Delhi: Isha Books.
- Kilpatrick, W.H. Source Book in the Philosophy of Education. New York: McMillan and Company.
- Kneller, G.F. (1963). Foundations of Education. London and New York: John Wiley and Sons, Inc.
- Pandey, R.S. (1997). East West Thoughts on Education. Allahabad: Horizon Publishers.
- Park, J. (1961). The Philosophy of Education. New York: Macmillan Company.
- Phenix, P.H. (1960). Philosophy of Education. New York: Holt, Rinehart and Winst
- Sharma, A.P. (1997). An Approach to Philosophy of Education. Delhi: Indian Publications.
- Sodhi, T.S. & Suri, A. (2003). Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications.

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DISCIPLINE SPECIFIC COURSES

Mathematics of Equilibrium Analysis

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24ECO0401T

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Total Credits: 4

Time Allowed: 3 Hours

Unit-I

Solution of simultaneous equations using both the inverse of matrix and Cramer's rule, solution of a homogeneous and nonhomogeneous system of equations; signs of quadratic forms with and without constraints, positive definite, negative definite, positive semi-definite, negative semi-definite. Applications in economics: markov chains, IS-LM model, Leontief input-output model and economic meaning of the Hawkins-Simon Condition.

Unit-II

Use of derivatives: comparative static analysis (Market model, National income model). Comparative statics of general function model: Simultaneous-equation approach and difference equations, use of total derivatives. Limitation of comparative statics.

Unit-III

Optimization problem: Extreme values (Maximum and Minimum, Taylor Expansion and Relative extremum) Economic Applications: Problem of a multiproduct firm, price discrimination, Input decisions of a firm. Finding the stationary value: Lagrange- multiplier. Quasiconcavity and quasiconvexity (Geometric and algebraic definition). Duality and the Envelope theorem.

Unit-IV

Dynamic Analysis: Use of integration to the relationship between marginal and total functions, Interpretation of consumer and producer surplus. Investment and capital formation, present value of cash flow. Domar and Solow growth model framework. Samuelson Multiplier-Acceleration framework and solution.

Suggested Readings

1. Knut Sydsaeter and Peter J. Hammond (Latest Edition), Mathematics for Economic Analysis. Pearson Educational Asia: Delhi (reprint of 1st 1995 edition).
2. Alpha C. Chiang (Latest Edition), Fundamental Methods of Mathematical Economics. McGraw Hill (3rd edition).
3. Hadley, G. (Latest Edition), Linear Algebra. Addison-Wesley.
4. Taro Yamane (Latest Edition or Last Edition), Mathematics for Economists An Elementary Survey. Prentice-Hall of India Pvt. Limited, New Delhi.

Note: The course contents of the courses having 04 credits will be distributed among 4 units and maximum marks will be assigned 100 (70 external; 30 internal). The maximum time duration for attempting the paper will be 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 02 marks each. In addition to that eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No. 1. All questions shall carry equal marks.

*Chaperson
Department of Economics
G.J.U.S&T, Hisar*

Econometrics-I**DSC-A8****24ECO0402T****Maximum Marks: 100****Internal Assessment: 30****External Assessment: 70****(Total Credits: 4****Time Allowed: 3 Hours****Unit-I**

Introduction to Econometrics: Nature and Scope of Econometrics, Aims and methodology of econometrics – historical origin of the term regression and its modern interpretation – stochastic vs deterministic relationship – regression vs causation – regression vs correlation – terminology and notation – the nature and sources of data for econometric analysis.

Unit-II

Simple linear regression model: Two variable case Ordinary least squares estimation of a linear model; properties of estimators; goodness of fit; testing of hypotheses, scaling and units of measurement; confidence intervals; the Gauss-Markov theorem; forecasting and prediction.

Unit-III

Multiple linear regression model: Extension of the single explanatory variable case to a multivariate setting; introducing non-linearities through functions of explanatory variables. Multiple Regression Analysis: The problem of estimation – notation and assumptions – meaning of partial regression coefficients, the multiple coefficients of determination – R^2 , adjusted R^2 , interpretation of multiple regression equations.

Unit-IV

Violations of classical assumptions: Consequences, detection and remedies; Multicollinearity; heteroscedasticity; serial correlation, Specification Analysis via Omission of a relevant variable; inclusion of irrelevant variable; specification tests.

Suggested Readings

1. Dougherty, C. (2011). *Introduction to econometrics*, 4th ed. Oxford University Press.
2. Gujarati, D. (2014). *Econometrics by example*, 2nd ed. Palgrave Macmillan.
3. Gujarati, D., Porter, D. (2010). *Essentials of econometrics*, 4th ed. McGraw- Hill.
4. Kmenta, J. (2008). *Elements of econometrics*. Khosla Publishing House.
5. Maddala, G., Lahiri, K. (2009). *Introduction to econometrics*, 4th ed. Wiley.
6. Wooldridge, J. (2014). *Introduction to econometrics: A modern approach*, 5th ed.

Note: The course contents of the courses having 04 credits will be distributed among 4 units and maximum marks will be assigned 100 (70 external: 30 internal). The maximum time duration for attempting the paper will be 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 02 marks each. In addition to that eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No. 1. All questions shall carry equal marks.


 Chairperson
 Department of Economic
 G.J.U.S&T, Hisar

Development Economics

DSC-A9

24ECO0403T (ii)

Maximum Marks: 100
Internal Assessment: 30
External Assessment: 70

Total Credits: 4
Time Allowed: 3 Hours

Unit 1

Economic Development: Meaning and measurement, Features of underdeveloped economies, developing economies, determinants of economic development, Economic and noneconomic factors of development, Obstacles in growth and development, Arguments on Growth Vs Development, Sen's View, Role of state in economic development, Indicators of Development.

Unit 2

Social and Institutional Aspects of Development: Absolute and Relative, causes of poverty, trends in poverty, economic inequality, Kuznet inverted 'U' curve, Population problem and growth pattern - Theory of demographic transition; demographic dividend.

Unit 3

Development Strategies: Vicious circle of poverty; Theory of balanced and unbalanced growth; Rodan's big push; critical minimum effort thesis; import substitution and export promotion; investment allocation criteria, choice of technique.

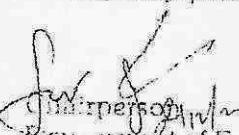
Unit 4

Indian Development Experience: Growth and development experience of India since independence, Human development and quality of life, The population and economic development, occupational distribution of labour force; Poverty and Income distribution in India, Problems of unemployment and Rising prices.

Suggested Readings

1. Ghatak, S. "An Introduction to Development Economics", Allen and Unwin, London.
2. Debraj Ray. "Development Economics", Oxford University Press.
3. Meier, G.M. "Leading Issues in Economic Development". Oxford University Press, New Delhi,
4. Thirlwall, A.P. "Growth and Development", Macmillan, London.
5. Todaro, M.P. "Economic Development in the Third World", Oxford University, London.

Note: The course contents of the courses having 04 credits will be distributed among 4 units and maximum marks will be assigned 100 (70 external: 30 internal). The maximum time duration for attempting the paper will be 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 02 marks each. In addition to that eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No. 1. All questions shall carry equal marks.


 Dr. J. N. Singh
 Department of Economics
 G.J.U.S&T, Hisar

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Geography
Ecosystem and Environment (Semester-IV)
Discipline Specific Course (DSC)

Course code: 25GEO0401T

45 Hrs (3 Hrs /week)

Credits: 3

Time: 2.5 Hrs

Marks for External: 50

Marks for Internal Exam: 20

Total Marks: 70

Note: The examiner is requested to set nine questions in all, selecting two questions from each unit and one compulsory question (Question No.1 based on entire syllabus will consist of five short answer type questions each of two marks). The candidate is required to attempt five questions in all selecting one from each unit and the compulsory Question No.1. All questions carry equal marks.

Objective: The basic objectives of the course are to apprise the students about our environment, to understand its interrelationship with man and his linkages with other organisms, which vary in different biomes. Also to sensitize the students with the Environmental problems and degradations.

UNIT-I

1. Geography and ecosystem: Fundamental concepts.
2. Concept of ecosystem: bases, types, components and function of ecosystem.

UNIT-II

3. Ecological regions of India.
4. Man-environment relationship: Ecological imbalance with reference to soils, forests and energy resources.

UNIT-III

5. Environmental issues: climate change, ozone depletion, global warming and global cooling
6. Concept of air, water, and noise pollution: level of problem, causes and measurement tools.
7. International efforts for environment management and conservation: The Stockholm Conference, the Earth Summit, Kyoto Protocol, Paris declaration and after. Solar Alliance and India's efforts.

UNIT- IV

8. Environment Governance: environment policies and environmental legislation in India: prevention & protection Act of wild life, water, air, forest, environment protection and National Environment Tribunal Act.
9. Environmental management- concept, methods and approaches. Management of soil, forest and mineral resources; Disaster Management; Conservation of natural resources; Emerging environmental problems and issues in India, Environmental policies, programmes, awareness and movements in India

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Geography
Ecosystem and Environment Lab (Semester-IV)
Discipline Specific Course (DSC)

Course Code: 25GEO0401P
30 Hrs (2 Hrs/week)
Credit: 1
Time: 3 Hours

Marks for External: 20
Marks for Internal: 10
Total Marks: 30

Note: - There will be three questions in all and candidate has to attempt two exercises.

Distribution of marks for evaluation:

External Marks evaluation:

*(Exercise = 10
File record = 5
Viva-Voce = 5
marks)
Total -20*

Practical Record: A project file on the below mentioned themes:

1. Analysis of Aquatic life in local aquatic ecosystems i.e. Ponds or Lakes in the village/settlement

(Students need to prepare a one- or two-page report on the species of plants and animals found in aquatic ecosystem, causes of ecosystem degradation and sustainable strategies based on observation, secondary data if any, and discussions with locals/authorities)

2. Identification of sacred grooves in local area/settlement and their significance in local Ecosystem

Students are supposed to visit the village and identify the sacred grooves including the names of trees, number of trees and the significance of these sacred grooves in the local ecosystem.

3. Analysis of diseases of Rabi crops in Haryana and mitigation strategies.

Students are supposed to understand the diseases of Rabi crops. They will include some images of the crops infested with the diseases along with the pesticides used to mitigate the diseases.

4. Analysis of diseases of kharif crops grown in Haryana and mitigation strategies.

Students are supposed to understand the diseases of Rabi crops. They will include some images of the crops infested with the diseases along with the pesticides used to mitigate the diseases.

5. Assessment of fauna in the wildlife sanctuaries of Haryana.

Students are supposed to examine the number of different species of wild animals in the wildlife sanctuaries of Haryana along with the major challenges faced by them. This can be based on secondary data.

6. Understanding the medical waste disposal of PHC/CHC of Local area.

Students are supposed to visit the local hospital of the village/Settlement and to prepare a report on the medical waste disposal of same.

7. Analysis of Solid waste disposal of the local area/village/ settlement.

Students are supposed to examine the waste disposal of the local area/settlement and prepare a 2-3-page report on how waste is disposed in the settlement.

8. Analysis of expected outcome PM Solar Rooftop Yojna by Central Government.

Students are advised to learn about the above-mentioned scheme and its future outcomes.

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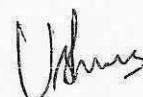
Suggested Readings:

1. Agarwal, A. and Sen, S. The Citizens Fifth Report. Centre for Science and Environment New Delhi 1999.
2. Bertalanffy, L. General Systems Theory, George Bragiller, New York, 1958.
3. Bodkin, E. Environmental Studies, Charles E. Merril Pub Co., Columbus, Ohio, 1982.
4. Chandna, R.C.: Environmental Awareness, Kalyani Publishers, New Delhi, 1998.
5. Chorley, R.J., Geomorphology and General Systems Theory, U.S.G.S. Professional Paper, 500B, 1962.
6. Eyre, S.R. and Jones, G.R.J. Geography as Human Ecology, Edward Arnold, London, 1966.
7. Kormondy, E.J. Concepts of Ecology, Prentice Hall, 1989.
8. Mishra, S.P. and Pandey, S.N. (2016) Essential Environmental studies, Ane publications New Delhi.
9. Nobel and Wright: Environmental Science, Prentice Hall, New York 1996.
10. Odum, E.P. Fundamentals of Ecology, W.B. Saunders, Philadelphia, 1971.

Course outcomes:

At the end of the course, the students would be able to:

CO 1: Familiarization with the concept and elements of ecosystem.
CO 2: Enrichment of knowledge about the characteristics of different biomes.
CO 3: Awareness about the inter-linkages between human artifacts and natural environment
CO 4: Acquaintance about world environmental problems and policy framework



Geography

Introduction to Social Geography (Semester-IV)

Discipline Specific Course (DSC)

Course Code: 25GEO0402T

45 Hrs. (3 Hrs./week)

Credits: 3

Time: 2.5 Hours

Marks for External: 50

Marks for Internal: 20

Total Marks: 70

Note: The examiner is requested to set nine questions in all; selecting two questions from each unit and one compulsory question (Question No.1 based on entire syllabus will consist of five short answer type questions each of two marks). The candidate is required to attempt five questions in all selecting one from each unit and the compulsory Question No.1. All questions carry equal marks.

Objective: Social Geography is an important aspect to understand the development of society and different social groups.

Unit - I

1. Social Geography: Nature, meaning and Development of Social Geography.
2. Philosophical bases of Social Geography: Positivism, Humanism and Feminism.

Unit - II

3. Concept of Social differentiation.
4. Socio cultural regions of India; Linguistic Elements in India.

Unit - III

5. Social Well-being: Concepts of social well-being.
6. Human Development Index. Human Development in India.

Unit - IV

7. Gender Issues of social Well Being: Female Literacy, family Planning,
8. Women Health, Women Empowerment. Women Employment.

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Geography

Introduction to Social Geography Lab (Semester-IV)

Discipline Specific Course (DSC)

Course Code: 25GEO0402P

30 Hrs (2 Hrs/week)

Credit: 1

Time: 3 Hours

Marks for External: 20

Marks for Internal: 10

Total Marks: 30

Note: - There will be three questions in all and candidate has to attempt two exercises.

Distribution of marks for evaluation:

External Marks evaluation:

(Exercise = 10

File record = 5

Viva-Voce = 5

marks)

Total -20

Practical Record: A project file of at least 8 exercises on the below mentioned themes:

1. Computation of HDI and state wise Human Development in India. (2 exercise)
2. Computation of Gender Development Index and state wise gender development in India (1 exercise).
3. Representation of performance of SDG India Index. (1 Exercise)
4. Concentration of S.C. population: Location Quotient. (1 exercises).
5. State wise multidimensional poverty in India. (1 Exercise)
6. Graphical representation of income inequality: Lorenzcurve (2 Exercises).

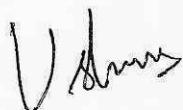


Recommended Books/e-resources/LMS:

1. Ahmad, A. (1993) Social Structure and Regional Development, Rawat Publications, Jaipur
2. Ahmad, A. (1999) Social Geography, Rawat Publications, Jaipur
3. Ahmad, A. (2012) Social Geography of India, Concept Publishing Company, New Delhi
4. Knox, P. L. (1975) Social Wellbeing- A Spatial Perspective, Oxford University Press, London
5. Pain, R., Barke, M., Fuller, D., Gough, J., MacFarlane, R. and Mowl, G. (2001) Introducing Social Geographies, Arnold and Oxford University Press, New York
6. Panelli, R. (2004) Social Geographies: From Difference to Action, Sage Publications, London
7. Sopher, D. (1980) An Exploration of India: Geographical Perspectives on Society and Culture, Cornell Press, New York
8. Smith, D.M. (1977) Human Geography: A Welfare Approach, Arnold Heinemann.
9. Smith, D.M. (1973) the Geography of Social Well-being in the United States. McGraw Hill, New York.

Course Outcomes:

CO 1: Acquaint with social structure in spatial context.
CO 2: Gain knowledge about ethnic and social groups in India.
CO 3: Understand the social structure and religious diversity of India.
CO 4: be well versed with concept of well-being and its indicators

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17

Geography
Population Geography (Semester-IV)
Discipline Specific Course (DSC)

Course code: 25GEO0403T

60 Hrs (4Hrs /week)

Credits: 4

Time: 3 Hrs

Marks for External: 70

Marks for Internal Exam: 30

Total Marks: 100

Note: The examiner is requested to set nine questions in all, selecting two questions from each unit and one compulsory question (Question No.1 based on entire syllabus will consist of seven short answer type questions each of two marks). The candidate is required to attempt five questions in all selecting one from each unit and the compulsory Question No.1. All questions carry equal marks.

Objective: This course introduces the spatial distribution of population with causative factors. It also deals with various theories and concepts related with population. Study of population is an essential component in planning of various human related issues.

UNIT-I

1. Population Geography: Definition, nature and scope.
2. Sources of data with special reference to India.
3. Problems of reliability and comparability of demographic data.

UNIT-II

4. Population Distribution and Growth: Factors affecting population distribution; Population growth -trends and determinants; spatial dimension of population growth in India;
5. Theories of population growth - Malthus and Sadler, Views of Karl Marx.
6. Optimum population theory, demographic transition model.

UNIT-III

7. Migration: Streams; determinants with special reference to India; theories of migration; patterns of migration in India.
8. Population policies of India.
9. Trends and Patterns of world migration.

UNIT-IV

10. Components of population change: trends and patterns in fertility and mortality levels; Theories of fertility;
11. Major health programs and policies in India.
12. Population problems and environmental implications.

Suggested Readings:

1. Bhende, A. A. and Kanitkar, T. (2011): Principles of Population Studies, Himalaya Publishing House, Mumbai.
2. Cassen, Robert & Bates, Lisa M. (1994): Population Policy: A New Consensus Overseas Development Council, Washington, D.C.
3. Chandna, R. C. (2016): Population Geography: Concepts, Determinants and



Patterns, Kalyani Publishers, New Delhi.

- 4. Demko, G. J. and others (Eds.) (1971): Population Geography, Reader, McGraw- Hill Books Co., New York
- 5. Graff, M., and Bremner, J. (2014): A Practical Guide to Population and Development, Washington DC: Population Reference Bureau.
- 6. Hassan, I. (2020) Population Geography: A Systematic Exposition, Routledge, London.
- 7. May, J.F. (2012) World population policies: their origin, evolution, and impact, Washington DC: Springer.
- 8. Mahajan, N(2014) Population Geography, R.K. publishers, Delhi.
- 9. Murray C. J. L., J. A. Salomon, C. D. Mathers and A. D. Lopez (2007), Summary Measures of Population Health: Concepts, Ethics, Measurement and Applications. WHO, Geneva.
- 10. Newbold, K Bruce (2016) Population geography: Tools and Issues.
- 11. Qazi, S.A (2010). Population Geography, APH publishers.

Course outcomes:

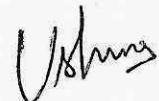
At the end of the course, the students would be able to:

CO 1: Knowledge about population data base, methodological issues and mapping.

CO 2: Familiarization with the dynamics of population and demographic dividends.

CO 3: Enrichment of knowledge about population theories and models.

CO 4: Awareness about population policies of different countries and relation between population and environment.

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COURSE CODE: 24ENG0401T

Indian Writing in English

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner outcomes: By the end of this course, students will be able to:

- Develop critical reading and analytical skills to examine key themes in Indian Writing in English.
- Gain an understanding of the socio-cultural context in which these works were written.
- Analyse themes of identity, nationalism, feminism, and modernism in poetry.
- Understand the exploration of self-awareness and societal critique in Ezekiel, Das, and Ramanujan.
- Explore post-colonial identity, caste, and social hierarchies in R.K. Narayan, Vikram Seth and Arundhati Roy's novels.
- Identify themes of social injustice, relationships, and human nature in Mulk Raj Anand and Ruskin Bond's works.
- Understand themes of globalization, migration, and cultural identity in Salman Rushdie and Amitav Ghosh.

Unit I

Indian Poetry in English: Key Poets and Works:

- Nissim Ezekiel: "Enterprise", "Night of the Scorpion".
- Kamala Das: "My Grandmother's House", "An Introduction".
- A.K. Ramanujan: "Small Scale Reflections on a Great House".

Themes: Identity, nationalism, feminism, and modernism in poetry.

Unit 2

The Indian Novel in English: Key Writers and Works:

- Vikram Seth: *The Golden Gate*.
- R.K. Narayan: *The Guide*.
- Arundhati Roy: *The God of Small Things*.

Themes: Post-colonial identity, caste, and social hierarchies.

Unit 3

The Indian Short Story in English: Key Writers and Works:

- Mulk Raj Anand: "The Lost Child".
- Ruskin Bond: "The Night Train at Deoli".

Themes: Social injustice, relationships, and human nature.

Unit 4

Contemporary Indian Writing in English: Key Writers and Works:

- Salman Rushdie: *Midnight's Children*.
- Amitav Ghosh: *The Glass Palace*

Themes: Globalization, migration, and cultural identity.

Suggested Readings:

- Anand, Mulk Raj. *Coolie*. Orient Longman, 2005.
- Aziz, K. K. *A History of Indian Writing in English*. Orient BlackSwan, 2000.
- Bond, Ruskin. *The Night Train at Deoli: And Other Stories*. Penguin India, 1996.
- Das, Kamala. *The Sun Within: Selected Poems*. Sterling Publishers, 2001.
- Ezekiel, Nissim. *The Poetry of Nissim Ezekiel*. Oxford University Press, 1992.
- Ghosh, Amitav. *Sea of Poppies*. Penguin Books, 2008.
- Naik, M. K. *Indian English Literature: 1980–2000: A Critical Survey*. Pencraft International, 2004.
- ---. *The Indian Novel in English: A Critical Analysis*. Macmillan India, 1982.
- Narayan, R. K. *Malgudi Days*. Indian Thought Publications, 1993.
- Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. Oxford University Press, 1995.
- Roy, Arundhati. *The God of Small Things*. IndiaInk, 1997.
- Rushdie, Salman. *The Moor's Last Sigh*. Jonathan Cape, 1995.
- Seth, Vikram. *The Golden Gate*. Faber and Faber, 1986.
- Sharma, K. K. *The Indian Short Story: A Study*. Atlantic Publishers & Distributors, 2007.

COURSE CODE: 24ENG0402T

Postcolonial Literature

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner outcome: By the end of this course, students will be able to:

- Understand core postcolonial themes like identity, race, and resistance.
- Analyze literary works through postcolonial theories.
- Appreciate diverse regional perspectives in postcolonial literature.

Unit I

Introduction to Postcolonial Literature & Theory: Key Concepts: Colonialism, Imperialism, Decolonization, Hybridity, Subalternity, Nationalism.

Theorists: Edward Said, Gayatri Spivak, Homi K. Bhabha, Frantz Fanon.

Key Texts: *Orientalism* by Edward Said

Can the Subaltern Speak? by Gayatri Spivak

The Wretched of the Earth by Frantz Fanon

Unit II

South Asian Postcolonial Literature: Key Writers and Works:

- *Untouchable* by Mulk Raj Anand
- *The Guide* by R.K. Narayan
- *The God of Small Things* by Arundhati Roy

Themes: Identity, caste, social hierarchies, postcolonial identity in India

Unit III

African Postcolonial Literature: Key Writers and Works:

- *Things Fall Apart* by Chinua Achebe
- *Petals of Blood* by Ngũgĩ wa Thiong'o
- *A Dance of the Forests* by Wole Soyinka

Themes: Colonialism's impact on African identity, race, and cultural renewal

Unit IV

Caribbean and Diaspora Postcolonial Literature: Key Writers and Works:

- *Wide Sargasso Sea* by Jean Rhys
- *Midnight's Children* by Salman Rushdie
- *The Glass Palace* by Amitav Ghosh

Themes: Identity, migration, hybridity, postcolonial memory in Caribbean and diaspora contexts.

Suggested Readings:

- Achebe, Chinua. *Things Fall Apart*. Heinemann, 1958.
- Aidoo, Ama Ata. *Our Sister Killjoy*. Longman, 1977.
- Anand, Mulk Raj. *Untouchable*. Oxford University Press, 1990.
- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. 2nd ed., Routledge, 2002.
- Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- Dangarembga, Tsitsi. *Nervous Conditions*. The Women's Press, 1988.
- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox, Grove Press, 2004. Originally published 1961.
- Ghosh, Amitav. *The Glass Palace*. HarperCollins, 2000.
- Glissant, Édouard. *Poetics of Relation*. Translated by Betsy Wing, University of Michigan Press, 1997. Originally published 1990.
- Narayan, R. K. *The Guide*. Viking Press, 1958.
- Ngũgĩ wa Thiong'o. *Petals of Blood*. Heinemann, 1977.
- Rhys, Jean. *Wide Sargasso Sea*. André Deutsch, 1966.
- Roy, Arundhati. *The God of Small Things*. HarperCollins, 1997.
- Rushdie, Salman. *Midnight's Children*. Penguin Books, 1981.
- Said, Edward W. *Orientalism*. Pantheon Books, 1978.
- Seth, Vikram. *The Golden Gate*. Harcourt Brace Jovanovich, 1986.
- Soyinka, Wole. *A Dance of the Forests*. Oxford University Press, 1960.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *The Postcolonial Studies Reader*, edited by Rosalind C. Morris and Ping R. Meihui, Routledge, 1988, pp. 24–28.
- Walcott, Derek. *Omeros*. Faber & Faber, 1990.

COURSE CODE: 24ENG0403T

Literature and Society

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner outcome: By the end of this course, students will be able to:

- Identify key social issues such as class, gender, race, and politics in literature.
- Understand how literature reflects and critiques society and historical contexts.
- Analyze characters, themes, and settings to explore deeper social meanings.
- Recognize the role of economic, political, and cultural factors in shaping literary works.
- Develop awareness of diverse voices and identities represented in literature.
- Interpret literary texts through multiple perspectives including feminist, political, and cultural lenses.
- Appreciate the power of language in expressing social concerns and inspiring change.
- Communicate insights effectively through discussion and writing.

Unit I

Literature and Social Inequality: **Text:** *The Great Gatsby* by F. Scott Fitzgerald

Themes:

- The American Dream and class disparity
- Wealth, privilege, and moral decay
- Social stratification in 1920s America

Unit II

Gender and Identity in Literature: **Text:** *A Room of One's Own* by Virginia Woolf

Themes:

- Women and fiction
- Gender roles and literary history
- Economic independence and creative freedom

Unit III

Literature and Political Contexts: **Text:** *The Crucible* by Arthur Miller

Themes:

- McCarthyism and the Red Scare
- Mass hysteria and justice
- The individual vs. the state

Unit IV

Literature and Cultural Perspectives: **Texts:** Selected poems by Langston Hughes

- "I, Too"

- “The Weary Blues”
- “Harlem”
- “Mother to Son”
- “The Negro Speaks of Rivers”

Themes:

- African American identity and resilience
- Racial injustice and cultural pride
- The Harlem Renaissance and its legacy

Suggested Readings:

- Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Anchor Books, 2014.
- Angelou, Maya. *The Complete Collected Poems of Maya Angelou*. Random House, 1994.
- Beauvoir, Simone de. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2011. (Selected chapters originally published 1949)
- Brooks, Gwendolyn. *Selected Poems*. Harper Perennial, 2006.
- Camus, Albert. *Resistance, Rebellion, and Death*. Translated by Justin O'Brien, Vintage International, 1995. (Selected essays originally published 1961)
- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.
- Du Bois, W. E. B. *The Souls of Black Folk*. Dover Publications, 1994.
- Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. Metropolitan Books, 2001.
- Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 2004.
- Giddens, Anthony. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge University Press, 1971.
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Edited by Elaine Hedges, Feminist Press, 1973.
- Hughes, Langston. *The Collected Poems of Langston Hughes*. Edited by Arnold Rampersad and David Roessel, Vintage Classics, 1995.
- Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Perennial Modern Classics, 2006.
- Kafka, Franz. *The Trial*. Translated by Breon Mitchell, Schocken Books, 1998.
- McKay, Claude. *Selected Poems*. Dover Publications, 1999.

- Miller, Arthur. *The Crucible*. Penguin Classics, 2003.
- ---. *Death of a Salesman*. Penguin Classics, 1998.
- Orwell, George. *1984*. Harvill Secker, 2003.
- Plath, Sylvia. *The Collected Poems*. Edited by Ted Hughes, Harper Perennial, 2008.
- Steinbeck, John. *Of Mice and Men*. Penguin Books, 1993.
- Wharton, Edith. *The House of Mirth*. Penguin Classics, 1993.
- Woolf, Virginia. *A Room of One's Own*. Annotated ed., Mariner Books, 2005.

Applied Psychology
Cognitive Psychology (Semester IV)
Discipline Specific Course (DSC)

Course Code: 24PSY0401T

Marks: 100

Internal: 30

External: 70

Credits: 04

Time of Exam: 03 Hrs.

Note: The maximum time duration for attempting the paper will be of 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

Course Learning Outcomes:

- Understanding the foundational concepts and approaches in cognitive psychology.
- Analysing key cognitive processes like attention, perception, and memory.
- Evaluating theories and models related to problem-solving and decision-making.
- Exploring the cognitive aspects of language and development.

Unit-I

Introduction to Cognitive Psychology

Current status & scope

Historical background and origins

Approaches to cognitive psychology: Information processing, connectionist models, ecological approaches

Unit-II

Attention and Perception

Nature of attention: Types and models

Selective attention, divided attention, and sustained attention

Perceptual processes: Bottom-up and top-down processing

Theories and models of perception

Unit - III

Memory

Types of memory: Sensory, short-term, long-term

Models of memory: multi-store model, Working memory model

Processes of memory: Encoding, storage, retrieval

Factors affecting memory: Forgetting and memory distortions

Unit- IV

Higher Cognitive Processes

Problem-solving: Types and strategies

Decision-making: Models and heuristics

Language: Structure and functions, theories of language development

References:

- Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th Ed.). Cengage Learning.
- Sternberg, R. J. (2016). *Cognitive Psychology* (7th Ed.). Cengage Learning.
- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive Psychology: A Student's Handbook* (7th Ed.). Psychology Press.
- Matlin, M. W. (2013). *Cognition* (8th Ed.). Wiley.
- King, D. B., Viney, W. & Woody, W. D. (2008). *A History of Psychology: Ideas and Context* (4th Ed.). London, UK: Pearson Education.
- Anderson, J. R. (2015). *Cognitive Psychology and Its Implications* (8th Ed.). Worth Publishers.
- Kellogg, R. T. (2011). *Fundamentals of Cognitive Psychology* (2nd Ed.). Sage Publications.

Applied Psychology
Basics of Research and Statistics (Semester IV)
Discipline Specific Course (DSC)

Course Code: 24PSY0402T	Marks: 100
Credits: 04	Internal: 30
Time of Exam: 03 Hrs	External: 70

Note: The maximum time duration for attempting the paper will be of 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

Course Learning Outcomes:

- Understanding of fundamentals of research and statistics in psychology.
- Understanding of applications of research and statistics in psychological studies.

Unit-I

Research nature, purpose, principal and applications.

Types of research and steps of research process.

Research problem, sources of research problem and steps in the formulation of a research problem.

Unit-II

Variable nature and types.

Hypothesis nature characteristics and types of hypotheses.

Unit – III

Meaning and nature of statistics.

Types and applications of statistics.

Measures of central tendency: Mean, Median and Mode.

Unit- IV

NPC: characteristics and applications.

Measures of variability: Rang, Quartile deviation, Average deviation and Standard deviation.

References:

- Singh A.K. (2006). *Tests, Measurement and Research Methods in Behavioural Sciences* (5th Ed.). Bharati Bhavan.
- Garrett H.E. (2005). *Statistics in psychology and education*. Raragon international publisher.
- Anastasi, A., & Urbina, S (1997). *Psychological Testing*. (7th edition) upper saddle River (NJ): Prentice Hall.
- Mangal S.K. (2002). *Statistics in psychology and education*. Prentice Hall india learning private Limited: 2nd edition.
- Aron A., Coups E.J., Aron E.N. (2020). *Statistics for psychology*. (6th edition) Pearson education.

Applied Psychology
Life Span Development (Semester IV)
Discipline Specific Course (DSC)

Course Code: 24PSY0403T

Credits: 04

Time of Exam: 03 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The maximum time duration for attempting the paper will be of 3 hours. The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

Course Learning Outcomes:

- Understand the concept and process of development throughout the life span
- To impart understanding and to comprehend the continuity and change from conception to death and the interaction of biological, psychological and social aspects of development
- Identify key developmental milestones and stages

Unit-I

Life Span perspective: Characteristics, Nature of Development, Methods to study life span development

Prenatal development: stages, factors affecting and hazards,

Neonate: Characteristics, adjustment and hazards

Unit – II

Childhood: Sensory, Perceptual and Motor development

Adolescence: Physical and Psychological development, Cognitive Development: Piaget and Vygotsky; Socio-emotional

Development: Kohlberg's Approach to moral Development

Factors affecting Development during childhood and adolescence, Issues and Challenges

Unit -III

Adulthood: Factors affecting Development; Physical, Psychological, Socio-emotional Development, Issues and Challenges

Unit-IV

Late Adulthood: Factors affecting Development; Physical, Psychological, Socio-emotional Development, Issues and Challenges-Aging, Death and dying, Grief

References:

- Berk, L. (2010). *Child development*. Prentice Hall of India.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of Development: The Psychology of Childhood*. Psychology Press.
- Feldman, R.S. & Babu, N. (2011). *Discovering the Lifespan*. Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human Development* (9th Ed.). McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13th Ed.). McGraw Hill

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Applied Psychology
Psychology Lab (Semester IV)
Discipline Specific Course (DSC)

Course Code: 24PSY0404P

Marks: 100

Internal: 30

External: 70

Credits: 04

Time of Exam: 03 Hrs.

Note: Fifteen experiments/tests are to be conducted. The students will be required to perform two experiment/test in the examination, which would be assigned on the lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teacher at the time of practical examination.

Course Learning Outcomes:

- Enable students to apply the psychometric tools in different settings

List of Practical

- Motivation
- NEO-FFI
- MBTI
- Mental Health
- LTM
- Concept Formation
- Retroactive and Proactive Inhibition
- Parenting Styles
- Family Environment
- Adjustment
- DST
- Seguin form Board Test
- Parent child relationship
- Children Thematic Apperception Test
- Computation Of Measures of Central Tendency By SPSS
- Computation Of Correlation By SPSS

COURSE CODE: 24POL0401T

INDIAN POLITICAL SYSTEM

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Analyse the structure, ideologies, and electoral performance of national and regional political parties in India.
- Understand the role of the Election Commission, determinants of voting behavior, and assess electoral reforms in India.
- Evaluate the influence of caste, religion, and regionalism on Indian political dynamics and emerging political trends.
- Examine the principles of Indian foreign policy, the relevance of non-alignment, and the impact of globalization on Indian politics.

Unit 1

Political Parties in India: Nature of Party System in India: A Critical Evaluation, National Political Parties and Regional Political Parties (SAD, and DMK,): Their Organisation, Ideologies and Electoral Performance.

Unit 2

Electoral System and Voting Behaviour: The Election Commission: Powers, functions, and Electoral Reforms. Determinants of Voting Behaviour.

Unit 3

Social Factors in Indian Politics: Caste, Religion, Language Regionalism and Gender.

Unit 4

Indian Foreign Policy and Globalization: Basic principles and determinants of Indian Foreign Policy. Policy of non-alignment and its relevance in contemporary world. Impact of Globalization on Indian Politics

Suggested Readings:

- **Basu, D. D.** (2019). *Introduction to the Constitution of India*. LexisNexis.
- **Singh Rajbir.** (2022), Bhartiya Rajniti, Asian Press, Kolkata.
- **Singh Rajbir.** (2021), Bhartiya Sanvidhan, Asian Press, Kolkata.

- **Chandra, B.** (2000). *India's Struggle for Independence*. Penguin Books.
- **Jaffrelot, C.** (2003). *India's Political Parties*. Oxford University Press.
- **Kohli, A.** (1990). *Democracy and Discontent: India's Growing Crisis of Governability*. Cambridge University Press.
- **Kumar, R.** (2008). *Indian Elections and Electoral Reforms*. National Book Trust.
- **Rajagopalan, R.** (2008). *Electoral Politics in India*. Sage Publications.
- **Chhibber, P., & Verma, R.** (2018). *The Indian Voter: Exploring the Long-term Change in Indian Elections*. Oxford University Press.
- **Chandhoke, N.** (2006). *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*. Cambridge University Press.
- **Galanter, M.** (1984). *Caste and the State: From the Colonial to the Contemporary*. Indian Journal of Political Science.
- **Deshpande, S.** (2006). *The Dynamics of Caste and Religion in Indian Politics*. Sage Publications.
- **Chatterjee, P.** (2004). *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Columbia University Press.
- **Jaffrelot, C.** (2017). *The Hindu Nationalist Movement in India*. Columbia University Press.
- **Kapoor, S.** (2010). *Indian Foreign Policy: The Politics of Post-Independence Diplomacy*. Macmillan.
- **Pant, H. V.** (2012). *Indian Foreign Policy: An Overview*. Routledge.
- **Bajpai, K.** (2012). *India's Foreign Policy: The Limits of Power*. Oxford University Press.
- **Raghavan, S.** (2010). *The India-Pakistan War of 1965: A Strategic and Operational Analysis*. Routledge.

COURSE CODE: 24POL0402T

Comparative Political Analysis

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Understand comparative methods to the study of political processes and institutions.
- Analyse different political systems and regime types.
- Evaluate various electoral systems and party systems.
- Comprehend the evolution and debates surrounding the nation-state

Unit I

Approaches to Comparative Politics: Traditional Institutional Approach, Political Systems Approach, Political Culture Approach, New Institutionalism

Unit II

Electoral Systems: Definition and Procedures, Types of Electoral Systems: First-Past-the-Post (FPTP). Proportional Representation (PR), Mixed Systems

Unit III

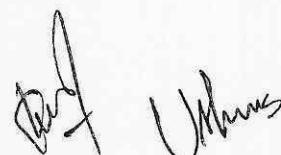
Party Systems: Historical Contexts of the Emergence of Party Systems, Types of Parties and Party Systems, Nation-State: Concept and Historical Evolution in Western Europe and Postcolonial Contexts, Debates on 'Nation' and 'State'

Unit IV

Democratization: Processes of Democratization in Postcolonial, Post-authoritarian, and Post-communist Countries, **Federalism:** Historical Context, Federation and Confederation, Debates Around Territorial Division of Power

Suggested Readings:

- Almond, G. A., Powell, G. B., Strom, K., & Dalton, R. J. (2000). *Comparative politics today: A world view* (6th ed.). Longman.
- Heywood, A. (2002). *Politics*. Palgrave.
- Boix, C., & Stokes, S. (Eds.). (2007). *The Oxford handbook of comparative politics*. Oxford University Press.
- Newton, K., & Van Deth, J. W. (2010). *Foundations of comparative politics: Democracies of the modern world*. Cambridge University Press.
- O'Connor, W. (1994). A nation is a nation, is a state, is an ethnic group, is a... In J. Hutchinson & A. Smith (Eds.), *Nationalism* (pp. 69-79). Oxford University Press.
- Lijphart, A. (1999). *Patterns of democracy: Government forms and performance in thirty-six countries*. Yale University Press.

 Dr. Umar

- Budge, I., & Laver, M. (1992). *Party policy and government coalitions*. Harper Collins.
- Tilly, C. (2007). *Democracy*. Cambridge University Press.
- Cox, G. W. (1997). *Making votes count: Strategic coordination in the world's electoral systems*. Cambridge University Press.
- Rosenau, J. N. (1997). *Along the domestic-foreign frontier: Exploring governance in a turbulent world*. Cambridge University Press.

COURSE CODE: 24POL0403T

Western Political Thinkers

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Understand the key ideas of major Western political thinkers.
- Explain major political concepts like justice, liberty, state, sovereignty, and social contract.
- Compare different political theories and their historical contexts.
- Analyze the relevance of classical political thought in modern times.
- Critically reflect on the influence of Western thinkers on democratic and constitutional systems.

Unit I

Plato and Aristotle: Plato: Theory of Justice, Ideal State, Education, Aristotle: Theory of State, Classification of Governments, Citizenship, Theory of Revolution

Unit II

Machiavelli and Hobbes: Machiavelli: Statecraft, Power Politics, Separation of Ethics and Politics, Hobbes: Social Contract, Human Nature, Sovereignty

Unit III

Locke and Rousseau: Locke: Natural Rights, Consent, Limited Government, Property, Rousseau: General Will, Social Contract, Concept of Liberty

Unit IV

J.S. Mill and Hegel: J.S. Mill: Liberty, Representative Government, Utilitarianism, Hegel: Dialectics, Civil Society, State as Ethical Idea

Suggested Readings:

1. Ebenstein, William – *Great Political Thinkers*
2. Mukherjee & Ramaswamy – *A History of Political Thought*
3. Sabine, George – *A History of Political Theory*
4. Nelson, Brian – *Western Political Thought*
5. C.L. Wayper – *Political Thought*

COURSE CODE: 24HIN0401T

हिंदी आलोचना का इतिहास

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

नोट: परीक्षक को कुल नौ प्रश्न सेट करने होंगे। पहला प्रश्न अनिवार्य होगा, जिसमें पूरे पाठ्यक्रम से सात छोटे प्रश्न होंगे। इसके अलावा आठ और प्रश्न सेट किए जाएंगे, प्रत्येक यूनिट से दो प्रश्न। छात्रों को कुल पाँच प्रश्नों का उत्तर देना होगा, जिसमें अनिवार्य प्रश्न नं. 1 के अतिरिक्त प्रत्येक यूनिट से एक प्रश्न का चयन करना होगा। सभी प्रश्नों में समान अंक होंगे।

शिक्षार्थी परिणाम (Learner Outcomes):

- साहित्यिक आलोचना की प्रक्रिया और प्रकारों को स्पष्ट रूप से समझना।
- आलोचना के महत्व और उद्देश्य का विश्लेषण करने में सक्षम होना।
- प्रमुख हिंदी आलोचकों के योगदान को समझना और उनके विचारों की समीक्षा करना।
- आलोचनात्मक दृष्टिकोण विकसित करना और साहित्य के मूल्यांकन में दक्षता प्राप्त करना।
- समकालीन आलोचना प्रवृत्तियों और उनके सामाजिक-सांस्कृतिक संदर्भ का विश्लेषण करने में सक्षम होना।

Unit 1

आलोचना की परिभाषा, साहित्य के मूल्यांकन व विश्लेषण की प्रक्रिया, गुण-दोष की पहचान, साहित्यिक सौदर्य का विश्लेषण, आलोचना की आवश्यकता और महत्व: गुणवत्ता परीक्षण, पाठक-रचनाकार संवाद, सामाजिक-सांस्कृतिक संदर्भ स्पष्ट करना। आलोचना और समीक्षा में अंतर: आलोचना: गहन, वैज्ञानिक, स्थायी, समीक्षा: तात्कालिक, संक्षिप्त, प्रकाशकीय, आलोचना के उद्देश्य, साहित्य का वस्तुनिष्ठ मूल्यांकन, सौदर्य और अनुभूति का विस्तार, सामाजिक प्रभाव का विश्लेषण।

Unit II

आलोचना के प्रमुख तत्व: दृष्टिकोण (दार्शनिक, सामाजिक, मनोवैज्ञानिक), विषय-वस्तु (शिल्प, भाषा, विषय), सौदर्य-बोध (रस, कल्पना, अनुभूति), सृजन-पाठक संवाद। हिंदी आलोचना का आरंभ और विकास: संस्कृत काव्यशास्त्र से प्रेरणा, आधुनिक हिंदी आलोचना की यात्रा।

Unit III

आदिकाल से आधुनिक काल तक आलोचना प्रवृत्तियाँ, आदिकाल: धार्मिक, भक्ति आधारित, रीतिकाल: अलंकार व सौदर्य पर बल, आधुनिक काल: समाज व राष्ट्र चेतना।

Unit IV

भारतेंदु युग, द्विवेदी युग, छायावाद युग की आलोचना: नवजागरण, नैतिकता, व्यक्तिवाद। प्रगतिवादी, प्रयोगवादी, नई कविता की आलोचना: वर्ग-संघर्ष, प्रयोग, आधुनिकता। समकालीन आलोचना की प्रवृत्तियाँ: उत्तर-आधुनिकता, स्त्रीवाद, दलित विमर्श, बहुसांस्कृतिक संदर्भ।

SUGGESTED READINGS (सुझावित पठन सामग्री)

- रामचंद्र शुक्लः हिंदी साहित्य का इतिहास, निबंधावली
- नामवर सिंहः कहना न होगा, दूसरी परंपरा की खोज
- रामविलास शर्मा: भारतीय साहित्य की भूमिका, भाषा और समाज
- नागेंद्रः साहित्य चिंतन, हिंदी साहित्य का इतिहास
- हजारी प्रसाद द्विवेदीः कबीर, नाथ संप्रदाय
- अन्यः आधुनिक हिंदी आलोचना (समूह लेखन), आधुनिक साहित्य विमर्श

COURSE CODE: 24HIN0402T

हिंदी आलोचना और प्रमुख विचारक

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

नोट: परीक्षक को कुल नौ प्रश्न सेट करने होंगे। पहला प्रश्न अनिवार्य होगा, जिसमें पूरे पाठ्यक्रम से सात छोटे प्रश्न होंगे। इसके अलावा आठ और प्रश्न सेट किए जाएंगे, प्रत्येक यूनिट से दो प्रश्न। छात्रों को कुल पाँच प्रश्नों का उत्तर देना होगा, जिसमें अनिवार्य प्रश्न नं. 1 के अतिरिक्त प्रत्येक यूनिट से एक प्रश्न का चयन करना होगा। सभी प्रश्नों में समान अंक होंगे।

शिक्षार्थी परिणाम (Learner Outcomes):

- प्रमुख आलोचना प्रवृत्तियों को समझ सकेंगे भावात्मक, वस्तुनिष्ठ, सामाजिक, मनोवैज्ञानिक, मार्क्सवादी, उत्तर-संरचनावादी आलोचना की विशेषताएँ बता सकेंगे।
- रामचंद्र शुक्ल, हजारी प्रसाद द्विवेदी, नामवर सिंह, रामविलास शर्मा और डॉ. नागेंद्र जैसे आलोचकों के विचारों का सार बता सकेंगे आलोचनात्मक दृष्टिकोण विकसित कर सकेंगे।
- साहित्यिक रचनाओं (कविता, कहानी, उपन्यास, नाटक) का विश्लेषण और मूल्यांकन करना सीख सकेंगे।
- साहित्य का मूल्यांकन करने के लिए उचित मापदंड और पद्धतियों का प्रयोग कर सकेंगे।
- उत्तर-संरचनावाद, उत्तर-आधुनिकता जैसे समकालीन आलोचनात्मक दृष्टिकोण की आधारभूत समझ विकसित करेंगे।
- साहित्यिक रचनाओं में सामाजिक संदर्भ और प्रासंगिकता की पहचान कर सकेंगे।

Unit 1

प्रमुख आलोचकीय प्रवृत्तियाँ: भावात्मक आलोचना – अनुभूति आधारित विश्लेषण, वस्तुनिष्ठ आलोचना – तथ्य व संरचना आधारित, सामाजिक आलोचना – सामाजिक संदर्भ में साहित्य का अध्ययन, मनोवैज्ञानिक आलोचना – मानस, अवचेतन, चरित्र, मार्क्सवादी आलोचना – वर्ग दृष्टि, शोषण, क्रांति, उत्तर-संरचनावादी / उत्तर-आधुनिक आलोचना – बहुसांस्कृतिक, पाठक-केंद्रित

Unit 2

प्रमुख आलोचक और उनके विचार: रामचंद्र शुक्ल → वैज्ञानिक, ऐतिहासिक आलोचना → साहित्य का सामाजिक संदर्भ हजारी प्रसाद द्विवेदी → लोक चेतना, सांस्कृतिक दृष्टि नामवर सिंह → वस्तुनिष्ठता, दूसरी परंपरा, पाठक विमर्श रामविलास शर्मा → मार्क्सवादी दृष्टिकोण, सामाजिक-सांस्कृतिक आलोचना डॉ. नागेंद्र → सौदर्यवादी, अनुभूति-प्रधान आलोचना

Unit 3

साहित्यिक मूल्यांकन की पद्धतियाँ: साहित्यिक मूल्यांकन का अर्थ, साहित्य के मूल्यांकन के लिए भाषा, शैली, भाव-संवेदना, कथानक-संरचना और सामाजिक संदर्भ, माध्यम के अनुसार मूल्यांकन: कविता: छंद, अलंकार, रस, लय, कल्पना, प्रतीक। कहानी / उपन्यास: कथानक, पात्र-चित्रण, संवाद, वातावरण, संदेश। नाटक: संवाद, मंचन की संभावनाएँ, दृश्य, घटनाओं का क्रम। निबंध / आलोचना: विचारों की गहराई, तर्क की शक्ति, शैली की प्रभावशीलता।

Unit 4

समकालीन आलोचना और नई प्रवृत्तियाँ: स्त्रीवादी आलोचना → महिलाओं के वृष्टिकोण से साहित्य। दलित आलोचना → दलितों के संघर्ष और आवाज़ को महत्व। पर्यावरणीय (eco-critical) आलोचना → प्रकृति और पर्यावरण से जुड़ा साहित्य। वैश्वीकरण, डिजिटल युग में साहित्य → नए मीडिया, सोशल मीडिया का प्रभाव।

SUGGESTED READINGS (सुझावित पठन सामग्री)

- रामचंद्र शुक्ल: हिंदी साहित्य का इतिहास, निर्बंधावली
- नामवर सिंह: कहना न होगा, दूसरी परंपरा की खोज
- रामविलास शर्मा: भारतीय साहित्य की भूमिका, भाषा और समाज
- नागेंद्र: साहित्य चिंतन, हिंदी साहित्य का इतिहास
- हजारी प्रसाद द्विवेदी: कबीर, नाथ संप्रदाय
- अन्य: आधुनिक हिंदी आलोचना (समूह लेखन), आधुनिक साहित्य विमर्श

COURSE CODE: 24HIN0403T

हिंदी का मौखिक साहित्य परंपरा

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

नोट: परीक्षक को कुल नौ प्रश्न सेट करने होंगे। पहला प्रश्न अनिवार्य होगा, जिसमें पूरे पाठ्यक्रम से सात छोटे प्रश्न होंगे। इसके अलावा आठ और प्रश्न सेट किए जाएंगे, प्रत्येक यूनिट से दो प्रश्न। छात्रों को कुल पाँच प्रश्नों का उत्तर देना होगा, जिसमें अनिवार्य प्रश्न नं. 1 के अतिरिक्त प्रत्येक यूनिट से एक प्रश्न का चयन करना होगा। सभी प्रश्नों में समान अंक होंगे।

शिक्षार्थी परिणाम : पाठ्यक्रम के अंत में विद्यार्थी:

- मौखिक साहित्य की मूल अवधारणा और विशेषताएँ समझ सकेंगे।
- लोककथाओं और लोकनाट्य के प्रकारों को पहचान सकेंगे।
- लोकगीतों और भक्ति परंपरा के महत्व को बता सकेंगे।
- कहावतों, पहेलियों और चुटकुलों में छिपे ज्ञान को समझ सकेंगे।
- मौखिक परंपरा की सांस्कृतिक भूमिका को जान सकेंगे।
- मौखिक साहित्य के संरक्षण की आवश्यकता को समझ सकेंगे।

इकाई I

मौखिक साहित्य की अवधारणा और महत्व: मौखिक साहित्य की परिभाषा, प्रकृति और विशेषताएँ, मौखिक बनाम लिखित साहित्य, मौखिक साहित्य की सामाजिक उपयोगिता और ऐतिहासिक संदर्भ, मौखिक परंपरा और स्मृति पर आधारित ज्ञान प्रणाली

इकाई II

लोककथाएँ और लोकनाट्य परंपरा: लोककथाओं के प्रकार: वीरगाथाएँ, पशु कथाएँ, नैतिक एवं धार्मिक कथाएँ, लोकनाट्य: रामलीला, रासलीला, नौटंकी, स्वांग, भवाई आदि, लोककथाओं और नाट्य परंपराओं का सांस्कृतिक और सामाजिक संदर्भ, मौखिक परंपरा में नारी और दलित स्वर

इकाई III

लोकगीत, भजन और कीर्तन परंपरा: विभिन्न प्रकार के लोकगीत: ऋतु, विवाह, पर्व, कृषिक, शोक गीत आदि, भक्ति आंदोलन और मौखिक परंपरा: कबीर, मीरा, रैदास, कीर्तन, भजन और कथा गायन की परंपरा, लोक संगीत की मौखिक परंपरा और वाचन शैली

इकाई IV

कहावतें, मुहावरे, पहेलियाँ और चुटकुले: मौखिक साहित्य में लोकबुद्धि और व्यावहारिक ज्ञान, कहावतों और मुहावरों की सांस्कृतिक भूमिका, पहेलियाँ: ज्ञान, हास्य और मानसिक विकास, हास्य और व्यंग्य का मौखिक स्वरूप – चुटकुले, किस्से, मजेदार घटनाएँ

सुझावित अध्ययन सामग्री (Suggested Readings):

1. हज़ारी प्रसाद द्विवेदी – लोकसाहित्य की भूमिका
2. डॉ. नामवर सिंह – लोक और शास्त्र
3. डॉ. रमेश गौड़ – भारतीय लोककथाएँ
4. किशोरीलाल वाजपेयी – लोकसाहित्य का सौदर्यशास्त्र

COURSE CODE: 24HIS0401T

History of India (1858–1964)

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Understand the major political, economic, and social developments from 1858 to 1964.
- Analyze the growth of nationalism and India's freedom struggle.
- Assess the challenges faced by independent India in the early decades.
- Explain the contributions of key leaders in shaping modern India.

Unit I

India under British Crown (1858–1919): Queen's Proclamation of 1858 and administrative reorganization, Socio-religious reform movements: Arya Samaj, Aligarh Movement, Brahmo Samaj, Economic impact of British rule: Land revenue systems, deindustrialization, drain of wealth, Growth of nationalism and formation of Indian National Congress, Partition of Bengal (1905), Swadeshi Movement, Rise of Extremists, Morley-Minto Reforms (1909)

Unit II

Struggle for Independence (1919–1947): Montagu-Chelmsford Reforms and Jallianwala Bagh massacre, Non-Cooperation Movement (1920–22) and Simon Commission, Civil Disobedience Movement and Round Table Conferences, Government of India Act, 1935, Quit India Movement and INA, Role of Subhas Chandra Bose, Gandhi, Nehru, Sardar Patel, Cabinet Mission Plan, Mountbatten Plan, Partition, and Independence

Unit III

Making of Modern India (1947–1950): Challenges of Partition and Refugee Crisis, Integration of Princely States, Framing of the Indian Constitution, Role of the Constituent Assembly, Adoption of the Constitution (1950)

Unit IV

India after Independence (1950–1964), Nehruvian vision: Planning, economy, and foreign policy, First General Elections (1952) and Congress dominance, Linguistic reorganization of states (1956), India-China War (1962), Social reforms and nation-building efforts, Death of Nehru (1964) and legacy

Suggested Readings:

- Bipan Chandra – *India's Struggle for Independence*
- Bipan Chandra – *India Since Independence*

- Sekhar Bandyopadhyay – *From Plassey to Partition and After*
- R.C. Majumdar – *Freedom Struggle*
- A.R. Desai – *Social Background of Indian Nationalism*

COURSE CODE: 24HIS0402T

Social Formations and Cultural Patterns of the Ancient World

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Understand the evolution of human societies from the Stone Age to early civilizations.
- Describe the main features of ancient urban cultures like Mesopotamia, Egypt, and the Indus Valley.
- Explain the structure and functioning of slave societies in ancient Greece and Rome.
- Analyse the causes of decline in classical civilizations and the emergence of feudal societies.
- Identify key cultural, religious, and economic developments in early world history.

Unit I

Evolution of Human Society and Prehistoric Cultures: Understanding prehistory: Paleolithic, Mesolithic, Neolithic cultures, Social organization and subsistence strategies, Domestication of plants and animals, Development of agriculture and settled life, Origin of language and art

Unit II

Bronze Age Civilizations: Features of urban societies, Egyptian civilization: Society, polity, and religious beliefs, Mesopotamian civilization: Economy, writing system, law codes, Indus Valley civilization: Town planning, trade, and social structure, Decline and legacy of Bronze Age societies

Unit III

Slave Societies and Classical Antiquity: Definition and features of slave societies, Greek civilization: Democracy, culture, and philosophy, Roman civilization: Republic to Empire, slavery, and law, Economy, social classes, and gender roles in classical societies, Cultural achievements and intellectual traditions

Unit IV

Crises, Transition, and the Post-Classical World: Crisis and decline of the Roman Empire, Transition to feudalism in Europe, Nomadic groups and invasions: Huns, Arabs, and Germanic tribes, Cultural syncretism and spread of major religions (Christianity, Islam, Buddhism), Emergence of early medieval societies

Suggested Readings:

- V. Gordon Childe – *Man Makes Himself*
- Perry Anderson – *Passages from Antiquity to Feudalism*

- Georges Duby – *The Early Growth of the European Economy*
- G. Clark – *World Prehistory: In New Perspective*
- M. I. Finley – *The Ancient Economy*
- B. Fagan – *People of the Earth: An Introduction to World Prehistory*

COURSE CODE: 24HIS0403T

Social Formations and Cultural Patterns of the Medieval World

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After completing this course, the students will be able to:

- Understand the changes in society after the fall of the Roman Empire.
- Explain the features of feudalism and life in medieval Europe.
- Describe the rise of Islam and its cultural and scientific contributions.
- Identify key social and cultural patterns in China, Japan, and India during the medieval period.
- Analyse how trade, religion, and empires shaped medieval societies.

Unit I

Early Medieval Europe: Fall of the Roman Empire, Rise of feudalism, Role of the Church and monasteries, Life of peasants and nobles

Unit II

Economy and Society: Agriculture and manorial system, Towns, trade, and guilds, Social classes in medieval Europe, Women's role in society

Unit III

Islamic World: Rise and spread of Islam, Culture and learning under the Abbasids, Trade and urban life, Islamic contributions to science, art, and philosophy

Unit IV

Medieval Asia: Chinese society under the Tang and Song dynasties, Japanese feudalism: Samurai and shogunate, Mongol Empire and its impact, Bhakti and Sufi movements in India, Trade routes like the Silk Road

Suggested Readings

- Satish Chandra – *Medieval India* (Part I and II)
- Romila Thapar – *Early India: From the Origins to AD 1300*
- Burjor Avari – *India: The Ancient Past*
- Irfan Habib – *The Agrarian System of Mughal India*
- Harbans Mukhia – *The Mughals of India*
- B.N. Puri & M.N. Das – *A History of Indian Civilization*

- Richard M. Eaton – *The Rise of Islam and the Bengal Frontier*
- Perry Anderson – *Passages from Antiquity to Feudalism*
- Marc Bloch – *Feudal Society*
- Ira Lapidus – *A History of Islamic Societies*
- Burton Stein – *A History of India*
- Jacques Gernet – *A History of Chinese Civilization*
- Patricia Ebrey – *The Cambridge Illustrated History of China*

English

Course Title: Introduction to Prose and Basic Composition (Semester II)

Course Type: Minor Course

Course Code: 24MIC0441T

Credits: 4

60 Hrs. (4 hrs./week)

Exam Time: 3 Hrs.

External Marks: 70

Total Marks: 100

Internal Marks: 30

Note:

The examiner will set 5 questions in all.

Q.1 will be compulsory, consisting of seven short questions of 2 marks each, covering the entire syllabus.

Q.2 will have two parts of 7 marks each, based on Unit I.

Q2(a) will be an internal choice question on explanation with reference to the context.

Q2(b) will consist of three questions (word limit 70–80) and the students will have to attempt any two.

Q.3 will consist of three essay-type questions of 7 marks each based on Unit II, and students will have to attempt any two.

Q.4 will have two parts of 7 marks each based on Unit III. Each part will have an internal choice.

Q.5 will have two parts based on the corresponding two parts of Unit IV.

In part one, i.e., 5(a), there will be 9 items of one mark each, and the students will be required to attempt any seven.

In part two, i.e., 5(b), there will be four literary terms, and the students will have to attempt any two of 3.5 marks each.

Course Objectives:

To make students understand and appreciate various forms of prose.

To help the students learn and use various topics of composition.

To enable them to comprehend and appreciate various literary terms.

Unit—I

Francis Bacon: "Of Studies"

Charles Lamb: "Dream Children: A Reverie"

Nirad C. Chaudhuri: "Public Transport in London and Delhi"

Unit—II

Joseph Addison: "Female Orators"

R. K. Narayan: "My Educational Outlook"

A. P. J. Abdul Kalam: "Great Books Born out of Great Minds"

Unit—III

Letter Writing (Formal and Informal Letters)

E-mail Writing, Resume Writing

Developing a story based on specific prompt or idea

Unit—IV

Grammar: Non-Finite verbs and Clauses

Literary Terms:

Analogy, Allusion, Ambiguity, Caricature, Conflict, Dramatic Irony,

Foreshadowing, Motif, Paradox, Point of View

Suggested Books:

Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms, 12th ed., Cengage Learning.

Wolfreys, Julian, edited. The English Literature Companion, Palgrave Macmillan, 2011.

Wren, P.C., and H. Martin. High School English Grammar and Composition. S. Chand & Co. Ltd., 2019.

Geography
Geography of India
Minor-core (MIC)

Course Code: 24MIC0444T	60 Hrs. (4 Hrs./week)
Credits: 4	Time: 3 Hrs.
Marks for External: 70	
Marks for Internal Exam: 30	Total Marks: 100

Note:

The examiner is requested to set nine questions in all; selecting two questions from each unit and one compulsory question. Question No. 1, based on the entire syllabus, will consist of seven short answer type questions (each of two marks). The candidate is required to attempt five questions in all, selecting one from each unit and the compulsory Question No. 1.

All questions carry equal marks.

Objective:

To describe various geographical aspects of land, people and economy of the Indian subcontinent.

UNIT-I

Physical divisions and drainage system.

Climate, soils and natural vegetation.

UNIT-II

Agricultural crops: major crops and cropping pattern, Green Revolution and its impacts.

Development of irrigation sources—canals and tube wells.

UNIT-III

Population: distribution, density and growth.

Population composition: sex ratio, rural and urban, literacy, work force, language and religion.

UNIT-IV

Resources: Production and distribution of iron ore, coal, petroleum, hydro power, solar and thermal power.

Industries: iron and steel, sugar and cotton textile; transport and communication.

Suggested Readings:

Dubey, R.N., 1974: Economic Geography of India, Kitab Mahal, Allahabad

Hussain Majid (2015): Geography of India, McGraw Hill Education

Joshi, H. L., 1990: Industrial Geography of India, Rawat Publications, Jaipur

Nag, P. and Sengupta, S., 1992: Geography of India, Concept Publications Co., New Delhi

Singh, R. L. (1971): India: A Regional Geography, N.G.S.I., Varanasi

Sharma, T. C. and Coutinho, O., 1988: Economic and Commercial Geography of India, Vikas Publishing House Pvt. Ltd., New Delhi

Singh, S. and Saroha, J. (2019): Geography of India, McGraw Hill Education

Course Outcomes:

CO 1: Provides understanding about the physical structure of India.

CO 2: Enrichment of understanding about spatial organization of agriculture and irrigation systems.

CO 3: Acquaintance with geographical distribution and production of major resources.

CO 4: Enhancement of knowledge about spatial distribution of industries and international trade of India.

Uthwes

STAGE SPECIFIC CONTENT COM PEDAGOGY

COURSE CODE: 24CCP0401T

Pedagogy of Social Science-1

(Economics, Geography, History, Psychology, Political Science)

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner outcomes: By the end of the course, student-teachers will be able to:

- Understand the nature, scope, and importance of teaching Social Science
- Explain the aims and objectives of teaching various Social Science disciplines
- Analyze and apply major teaching methods and strategies in Social Science
- Develop unit plans and lesson plans based on Social Science content
- Integrate values, citizenship, and national goals through Social Science teaching
- Use instructional materials, media, and ICT tools effectively in the classroom

Unit 1

Nature, Scope, and Aims of Social Science: Meaning, nature, and importance of Social Science, Difference between Social Studies and Social Science, Place of Social Science in the school curriculum. Interdisciplinary approach in Social Science teaching

General aims of teaching Social Science, Specific objectives for Economics, Geography, History, Psychology, Political Science (secondary level), Writing instructional objectives using Bloom's Taxonomy, Value inculcation (democratic, secular, national integration) through Social Science

Unit 2

Content Analysis and Instructional Planning: Criteria for content selection and relevance to learners. Instructional planning: preparing unit plans and lesson plans

Preparing and using teaching aids: maps, charts, models, digital tools. Designing engaging learning activities: projects, field visits, debates, role play

Unit 3

Teaching-Learning Strategies and Methods: Lecture-cum-discussion, storytelling, questioning technique. Source method, project method, inductive-deductive method, Heuristic and problem-solving approaches. Case study method

Use of co-curricular activities: quizzes, exhibitions, social campaigns, mock parliaments, economic surveys

Unit 4

Resources, Media, and ICT Integration: Effective use of textbooks, reference books, newspapers, magazines, Role of maps, globes, timelines, historical sites, community resources, **Integration of ICT:** PowerPoints, simulations, videos, virtual tours, Exploring online resources: OERs, e-content, interactive maps, learning apps

Practicum / Field Work

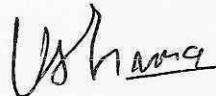
- Prepare and present lesson plans on selected Social Science topics



- Develop a portfolio of teaching aids (charts, flashcards, ICT tools)
- Organize a classroom event (mock parliament, economic survey, historical exhibition)
- Conduct field visits (museum, historical) and submit a reflective report.

Suggested Readings

- **NCERT (2005).** *National Curriculum Framework 2005*. NCERT, New Delhi.
- **NCERT (2006).** *Position Paper on Teaching of Social Science*. NCERT, New Delhi.
- **Aggarwal, J.C. (2004).** *Teaching of Social Studies: A Practical Approach*. Vikas Publishing, New Delhi.
- **Bining, A.C. & Bining, D.H. (1952).** *Teaching the Social Studies in Secondary Schools*. McGraw Hill, New York.
- **Dash, B.N. (2006).** *Content-cum-Method of Teaching Social Science*. Kalyani Publishers, Ludhiana.
- **Kochhar, S.K. (1998).** *Teaching of Social Studies*. Sterling Publishers, New Delhi.
- **Mehlinger, H.D. (Ed.) (1981).** *UNESCO Handbook for the Teaching of Social Studies*. UNESCO, Paris.
- **Pathak, R.P. (2013).** *Teaching of Social Studies*. Pearson Education, New Delhi.
- **NCERT Textbooks** for Economics, Geography, History, Political Science, Psychology (Classes VI–XII).
- **Selwyn, N. (2011).** *Education and Technology: Key Issues and Debates*. Continuum International, London



COURSE CODE:24CCP0402T

हिंदी भाषा शिक्षण – I

Maximum Marks: 100

Internal Assessment: 30

External Assessment: 70

Time of exam: 3 hours

Credits: 4

4 hours/week

नोट: परीक्षक को कुल नौ प्रश्न सेट करने होंगे। पहला प्रश्न अनिवार्य होगा, जिसमें पूरे पाठ्यक्रम से सात छोटे प्रश्न होंगे। इसके अलावा आठ और प्रश्न सेट किए जाएंगे, प्रत्येक यूनिट से दो प्रश्न। छात्रों को कुल पाँच प्रश्नों का उत्तर देना होगा, जिसमें अनिवार्य प्रश्न नं. 1 के अतिरिक्त प्रत्येक यूनिट से एक प्रश्न का चयन करना होगा। सभी प्रश्नों में समान अंक होंगे।

शिक्षार्थी परिणाम (Learner Outcomes):

- भाषा के प्रकार और हिंदी के महत्व को समझ सकेंगे।
- हिंदी भाषा के इतिहास और विकास को पहचान सकेंगे।
- हिंदी भाषा के शिक्षण उद्देश्य को स्पष्ट कर सकेंगे।
- भाषा शिक्षण के सिद्धांतों (सुनना, बोलना, पढ़ना, लिखना) को समझ सकेंगे।
- विभिन्न शिक्षण विधियों (व्याकरण-अनुवाद, प्रत्यक्ष, संप्रेषणात्मक) का चयन और उपयोग कर सकेंगे। ICT का प्रभावी उपयोग कर सकेंगे।
- श्रवण, बोलने, पढ़ने और लिखने के कौशलों का अभ्यास और शिक्षण कर सकेंगे।
- त्रुटि सुधार और सुधारात्मक गतिविधियाँ लागू कर सकेंगे।
- सहायक शिक्षण सामग्री (चित्र, चार्ट, ICT) का चयन और उपयोग कर सकेंगे।
- प्रभावी पाठ योजना तैयार कर सकेंगे।

Unit 1

- हिंदी भाषा का स्वरूप, महत्व और उद्देश्य: भाषा: अर्थ, परिभाषा, प्रकार (मातृभाषा, द्वितीय भाषा, संपर्क भाषा, राष्ट्रभाषा, राजभाषा), हिंदी भाषा का उद्भव और विकास, भारतीय समाज और संस्कृति में हिंदी का महत्व
- हिंदी भाषा शिक्षण के उद्देश्य: सामान्य, विशेष, तात्कालिक राष्ट्रीय शिक्षा नीति 2020 और हिंदी भाषा शिक्षण

Unit 2

- हिंदी भाषा शिक्षण के सिद्धांत और विधियाँ: हिंदी भाषा शिक्षण के सिद्धांत (सुनना, बोलना, पढ़ना, लिखना पर आधारित) प्रमुख शिक्षण विधियाँ: व्याकरण-अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषिक विधि, संप्रेषणात्मक विधि, पाठ्यपुस्तक विधि, कहानी विधि, परियोजना विधि
- आधुनिक तकनीक आधारित शिक्षण (ऑडियो-विजुअल, डिजिटल टूल्स, ICT)

Unit 3

- हिंदी भाषा की चार प्रमुख कौशलों का शिक्षण: श्रवण कौशल (Listening Skill), भाषण कौशल (Speaking Skill), पठन कौशल (Reading Skill), लेखन कौशल (Writing Skill)
- प्रत्येक कौशल के लिए उपयुक्त शिक्षण विधियाँ और गतिविधियाँ
- त्रुटि सुधार (Error Correction) और अभिव्यक्ति सुधार

Unit 4

- शिक्षण सामग्री, मूल्यांकन और पाठ योजना: हिंदी भाषा शिक्षण के लिए पाठ्यपुस्तक का महत्व

Wkms

- सहायक सामग्री (वित्र, चार्ट, प्लैशकार्ड, पोस्टर, ऑडियो-विजुअल)
- सचना एवं संचार प्रौद्योगिकी (ICT) और डिजिटल संसाधनों का प्रयोग
- हिंदी भाषा की पाठ योजना बनाना: सुनना, बोलना, पढ़ना, लिखना कौशलों पर आधारित
- कक्षा शिक्षण अभ्यास: सूक्ष्म शिक्षण, अनुकरणीय शिक्षण (Simulated teaching)

संदर्भ सामग्री

- हिंदी भाषा शिक्षण – डॉ. रामचंद्र वर्मा
- हिंदी भाषा शिक्षण की विधियाँ – डॉ. सुरेश कुमार
- भाषा विज्ञान और हिंदी भाषा – डॉ. हरदेव बाहरी
- NCF 2005, NEP 2020 (हिंदी शिक्षण संदर्भ में)
- Language Teaching Methods – Diane Larsen-Freeman
- NCF 2005, NEP 2020 (हिंदी भाषा शिक्षण के संदर्भ में)

Ushma

COURSE CODE:24CCP0403T
PEDAGOGY OF ENGLISH-I

Maximum Marks: 100
Internal Assessment: 30
External Assessment: 70

Time of exam: 3 hours
Credits: 4
4 hours/week

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus. In addition to that eight more questions will be set. Two questions from each unit. The students will be required to attempt five questions in all selecting one question from each unit in addition to compulsory question No 1. All questions shall carry equal marks.

Learner Outcomes: After the completion of the course, students will be able :

- To analyse the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition
- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

Unit I

English as a subject in the present context: Importance of English in a multilingual society, Role of English as an international Language, Factors affecting Language Learning Physiological, Psychological and Social

Unit II

Developing Language Skills: Listening and Speaking, Features of Connected Speech: Stress, Rhythm and Intonation.

Unit III

Reading: Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading, Teaching Prose and Teaching poetry.

Unit IV

Teaching of Vocabulary: Expansion of Vocabulary, Selection and Gradation of Vocabulary.

SESSIONAL WORK: Prepare a chart of phonetic symbols along with examples.

Suggested Readings:

- Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, 1981.
- Bhandari, C.S. and others. *Teaching of English: A Handbook for Teachers*. Orient Longmans, 1966.
- Bhatia, K.K. *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, 2006.
- Bindra, R. *Teaching of English*. Radha Krishan Ananad and Co, 2005.
- Bright, J.A. and Mc Gregor, G.P. *Teaching English as a Second Language*. Longmans, 1981.
- B.J. *Systems and Structures of English*. Oxford University Press, 1972.

- Doff, A. *Teach English: A Training Course for Teachers*. The British Council and Cambridge University Press, 1998.
- French, F.G. *Teaching English as an International Language*. OUP, 1963.
- Gokak, V.K. *English In India, Its Present and Future*. Asia Publishing House, 1963.
- Hornby, A.S. *The Teaching of Structural Words and Sentence Patterns*. OUP, 1962.
- Kohli, A.L. *Techniques of Teaching English*. Dhanpat Rai and Company, 1999.
- Lamba, D. *Techniques of Teaching English*. 21st Century Publication, 2007.
- Manzel, E.W. *Suggestions for the Teaching of Reading in India*. OUP, 1994.
- Palmer, H.E. *Grammar of Spoken English*. Heffer, 1980.
- Ryburn, W.M. *Teaching of English in India*. OUP, 1963.
- Thompson, M.S. and Wyat, H. G. *Teaching of English in India*. OUP, 1995.
- Tickoo, M.L. *Teaching and Learning English*. Orient Longman, 2005.
- Wright, T. *Roles of Teachers and Learners*. Oxford University Press, 1988.