

University of Mumbai



AAMS_UGS /ICC/2023-24/52

CIRCULAR:-

Sub :- B.A. B.Ed. four years integrated course.

Ref :- RB / MU-2023 / CR-490 / Edn-3 / 950, dated 12th July, 2023.

All the Principals of the Affiliated Colleges, the Head of the University Department and Directors of the recognized Institutions in Faculty of Interdisciplinary are hereby informed that the recommendations made by the **Board of Studies in Education** at its online meeting held on **1st August, 2022** vide item No. **5** and subsequently passed by the Board of Deans at its meeting held on **8th December, 2022** vide item No. **8.1 (N)** have been accepted by the Academic Council at its meeting held on **6th April, 2023**, vide item No. **8.1 (N)** and subsequently approved by the Management Council at its meeting held on **27th April, 2023** vide item No. **11** and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance **6867 & 6868** Regulations **9687 to 9690** and the syllabus of **B.A. B.Ed four years integrated course (Sem I to VIII) (CBCS)** has been introduced and the same have been brought into force with effect from the academic year **2023-24**, accordingly. (The said circular is available on the University's website www.mu.ac.in).

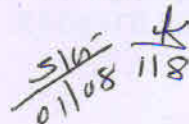
MUMBAI - 400 032
01st August, 2023


(Prof. Sunil Bhurud)
I/c. REGISTRAR

A.C/8.1 (N)/06/04/2023.
M.C/11/27/04/2023.

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, Board of Studies in Education,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Co-ordinator, MKCL.


01/08 118

Copy for information and necessary action :-

1. The Deputy Registrar, College Affiliations & Development Department (CAD),
2. College Teachers Approval Unit (CTA),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA)
5. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
6. The Deputy Registrar, Executive Authorities Section (EA)
He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
7. The Deputy Registrar, PRO, Fort, (Publication Section),
8. The Deputy Registrar, Special Cell,
9. The Deputy Registrar, Fort Administration Department (FAD) Record Section,
10. The Deputy Registrar, Vidyanagari Administration Department (VAD),

Copy for information :-

1. The Director, Dept. of Information and Communication Technology (DICT), Vidyanagari,
He is requested to upload the Circular University Website
2. The Director of Department of Student Development (DSD),
3. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,
4. All Deputy Registrar, Examination House,
5. The Deputy Registrars, Finance & Accounts Section,
6. The Assistant Registrar, Administrative sub-Campus Thane,
7. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
8. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,
9. P.A to Hon'ble Vice-Chancellor,
10. P.A to Pro-Vice-Chancellor,
11. P.A to Registrar,
12. P.A to All Deans of all Faculties,
13. P.A to Finance & Account Officers, (F & A.O),
14. P.A to Director, Board of Examinations and Evaluation,
15. P.A to Director, Innovation, Incubation and Linkages,
16. P.A to Director, Department of Lifelong Learning and Extension (DLLE),
17. The Receptionist,
18. The Telephone Operator,

Copy with compliments for information to :-

19. The Secretary, MUASA
20. The Secretary, BUCTU.

University of Mumbai



Syllabus for
B.A.B.Ed. four years integrated course
Semester – (I to VIII)
(Choice Based Credit System)

(Introduced from the academic year 2023-24)

University of Mumbai



<u>O: 6867</u> Title of Course	B.A.B.Ed. four years integrated course
<u>O:6868</u> Eligibility	Passed Standard XII – Arts faculty
<u>R: 9687</u> Duration of Course	04 years Integrated Teacher Education Programme
<u>R:9688</u> Intake Capacity	50
<u>R: 9689</u> Scheme of Examination	60:40
<u>R: 9690</u> Standards of Passing	College Assessment+ University Assessment
No. of years/Semesters:	Sem – I to VIII
Level:	P.G. / U.G./ Diploma / Certificate
Pattern:	Yearly / Semester
Status:	New / Revised
To be implemented from Academic Year :	From the Academic Year 2023-24

Signature:

Chairman of Board of Studies

Signature:

Faculty of Dean

Chairperson:

Dr. Sunita Magre
Professor & Head, Department of Education
Board of Studies in Education

Convenor:

Dr. Frances Vaidya
Member, Board of Studies in Education
Associate Professor, Gandhi Shikshan Bhavan's
Smt. Surajba College of Education

CORE COMMITTEE MEMBERS:

Dr. Mrs. Masarrat Saheb Ali, Principal Govt. of Maharashtra's Secondary Training College, Mumbai

Dr. Ratani Thakur, Principal, Oriental College of Education, Sanpada

Dr. Judy Grace Andrews, Associate Professor, Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Juhu

Dr. Andrea Coutinho, Sophia College, Bhulabhai Desai Road, Opp. Breach Candy Hospital, Mumbai Maharashtra 400026

Dr. Seema Kamble, Principal, Shri Bapusaheb D.D Vispute College of Education, Sector 15, New Panvel East, Navi Mumbai-410206

Dr. Ankush Audhakar, Principal, Sindhudurg Education Soc. Tondavali, Maharashtra 416601

Dr. Swati Dhoke , Assistant Professor, Seva Sadan's College of Education, Ulhasnagar-3

Dr. Ketki Satpute, Assistant Professor, Sree Narayana Guru College of Education, Mumbai

Dr. Malavika Ahlawat, Assistant Professor, Pal Rajendra Bed College, Kandivali East, Mumbai 400101

Smt. Kalpana Chavhan, Assistant Professor, St. Xavier's Institute of Education

Dr. Mary Varghese, Assistant Professor, Seva Sadan's College of Education, Ulhasnagar-3

Dr. Rajashree Milind Joshi, Assistant Professor, Seva Sadan's College of Education, Ulhasnagar-3

Overall Credit and Marks Details (B.A B.Ed.)

Semester	Credits	Marks	B .A	B.Ed.
I	45	750	500	250
II	45	750	500	250
III	45	750	400	350
IV	45	750	400	350
V	45	750	300	450
VI	45	750	400	350
VII	45	750	200	550
VIII	45	750	300	450
Total	360	6000	3000	3000

SUBJECT COMBINATIONS		
PART I		
COMPULSORY LANGUAGE Hindi/Marathi/Urdu/Gujarati		
FOUNDATION COURSE (COMPULSORY)		
ENGLISH (COMMUNICATION SKILLS) COMPULSORY		
PART II		
PERSPECTIVES IN EDUCATION		
General Education	Educational Foundations	Educational Studies
Indian Constitution/Human Rights/Library Resources	Knowledge and Curriculum	Learning and Teaching
Gandhism / Mass Communication/Investment Analysis	Indian Society and Education	Educational Management
Women Studies	Childhood and Growing Up	Assessment for Learning
	Gender Studies	ICT for Teaching and Learning
		Action Research
PART III		
CURRICULUM AND PEDAGOGICAL STUDIES		
PART III: CORE BA: ANCILLARY MAJOR English/Hindi/Marathi/Urdu/Gujarati/German		
PART III: CORE BA: SCHOOL SUBJECTS (History/Geography/Economics, Mathematics and Statistics)		
PART III CORE BA: JUNIOR COLLEGE SUBJECTS (Psychology/Sociology/Philosophy/Political Science)		

PART IV
LANGUAGE AND COMMUNICATION AND DEVELOPMENT OF SELF
Drama and Arts
Reading and Reflecting on Texts
Social Sensitive Awareness Program
PART V
ABILITY COURSE
Health and Yoga Education
Understanding the Self
ICT Skills
PART VI
PRACTICUM AND SCHOOL INTERNSHIP
Internship (20 weeks Practice teaching- 4 weeks in third year and 16 weeks in fourth year). Minimum of 25% of all lessons taught by students for each pedagogic area should be observed
Community Work

SEMESTER I B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART I BA	Compulsory Language: Hindi/Marathi/Urdu/Gujarati	6	40	60	100
BA	Foundation Course	3	10	40	50
BA	English (Communication Skills)	3	10	40	50
PART II B.Ed.	Perspectives in Education B.Ed. Course 1 Childhood and Growing Up	6	40	60	100
B.Ed.	Perspectives in Education B.Ed. Course 1 Creating an Inclusive Society	6	40	60	100
PART III BA	Curriculum and Pedagogical Studies Core: B.A (Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
BA	Core: B.A (School Subjects) History/ Geography/Economics / Mathematics and Statistics	6	40	60	100
BA	Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/ Political Science.	6	40	60	100
PART V B.Ed.	Ability Course B.Ed. Course 1 Health and Yoga	3	50	---	50
	Total	45			750

SEMESTER II B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART I BA	Compulsory Language: Hindi/Marathi/Urdu/ Gujarati	6	40	60	100
BA	Foundation Course	3	10	40	50
BA	English (Communication Skills)	3	10	40	50
PART II B.Ed.	Perspectives in Education – Educational Studies B.Ed. Course IV Learning and Teaching	6	40	60	100
B.Ed.	Perspectives in Education – Educational Foundation B.Ed. Course IV Knowledge and Curriculum	6	40	60	100
PART III BA	Curriculum and Pedagogical Studies Core: B.A (Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
BA	Core: B.A (School Subjects) History/Geography/Economics / Mathematics and Statistics	6	40	60	100
BA	Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/ Political Science.	6	40	60	100
PART V B.Ed.	Ability Course B.Ed. Course VI Critical Understanding of ICT	3	50	---	50
	Total	45			750

SEMESTER III B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART I BA	Compulsory Language: Hindi/ Marathi/ Urdu/Gujarati	6	40	60	100
PART II B.Ed.	Perspectives in Education – Educational Studies Assessment for Learning	6	40	60	100
PART III B. A	Curriculum & Pedagogical Studies Core: B. A (Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
B. A	Core: B.A (School Subjects) History/Geography/Economics/ Mathematics and Statistics	6	40	60	100
B. A	Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/ Political Science	6	40	60	100
PART III B.Ed.	Curriculum & Pedagogical Studies -I Pedagogy of the School Subject- English/Hindi/Marathi/ Urdu/ Gujarati	6	40	60	100
B.Ed.	Curriculum & Pedagogical Studies-I Pedagogy of the School Subject History/ Geography/Economics/ Mathematics and Statistics	6	40	60	100
PART IV B.Ed.	Language n Communication and Development of Self Drama and Art in Education	3	50	---	50
	Total	45			750

SEMESTER IV BA B.Ed

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART I B. A	Compulsory Language: Hindi/ Marathi/Urdu/Gujarati	6	40	60	100
PART II B.Ed.	Perspectives in Education – Contemporary India and Education	6	40	60	100
PART III B. A	Curriculum & Pedagogical Studies Core: B.A(Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
B. A	Core: B.A (School Subjects) History / Geography/Economics/Mathematics and Statistics	6	40	60	100
B. A	Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/Political Science	6	40	60	100
PART III B.Ed.	Curriculum & Pedagogical Studies-II Pedagogy of the School Subject- English/Hindi/ Marathi/ Urdu/ Gujarati	6	40	60	100
B.Ed.	Curriculum & Pedagogical Studies-II Pedagogy of the School Subject- History/ Geog./Political Science/ Economics/ Maths	6	40	60	100
PART V B.Ed.	Ability Course- B.Ed. Course IV Reading and Reflecting of Text	3	50	---	50
	Total	45			750

SEMESTER V BA B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART II B.Ed.	Perspectives in Education – Educational Studies Educational Management	6	40	60	100
PART II BA	Perspective in Education- General Education Gandhism/ Mass Communication/ Investment Analysis	6	40	60	100
PART III BA	Curriculum & Pedagogical Studies Core: B. A (Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
BA	Core: B.A (School Subjects) History/ Geography/Economics/Mathematics and Statistics	6	40	60	100
BA	Core: B.A (Junior College Subjects) Psychology/Sociology/ Philosophy /Political Science	6	40	60	100
PART V B.Ed.	Ability Course- Understanding the Self	3	50		50
PART VI B.Ed.	Engagement with the field/ Practicum School Internship – Lesson Plan Coaching/ Orientation and Demonstration class (4 weeks- 5 days per week)	12	200	--	200
	Total	45			750

Active involvement in the college level preparation:

Bridge lesson (Pedagogy 1 or 2) and skills of teaching (any four) 5X10=50/

School Internship: Practice Teaching – General Lesson 5 X10 =50 (3 Pedagogy 1 +2 Pedagogy2) /

Report of Shadowing -30 (6 Lessons observation X 5 Marks = 30)/ / Report of Peer Observation Lesson -4x5= 20/Reflective Journal of major activities (College level preparation / General lessons, Peer Observation and Shadowing) – 4 reports x 5 marks= 20/

Organize an Activity in school- 1x 30= 30

SEMESTER VI B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART II B. A	Perspective in Education- General Education Indian Constitution/Human Rights/ Library Resources	6	40	60	100
PART III B.A	Curriculum & Pedagogical Studies Core: B.A(Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
B.A	Core: B.A (School Subjects) History/ Geography/Economics/Mathematics and Statistics	6	40	60	100
B.A	Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/Political Science	6	40	60	100
PART III B.Ed.	Curriculum & Pedagogical Studies – III English/Hindi/ Marathi/Urdu/ Gujarati Pedagogy of School subject	6	40	60	100
B.Ed	Curriculum & Pedagogical Studies –III History/ Geog / Political Science/Economics/Mathematics and Statistics	6	40	60	100
PART VI B.Ed.	Engagement with Field/ Practicum B.Ed Course XX School Internship(3 Weeks -5 days / Week) + 1-week community Internship Lesson Plan Coaching / Orientation	9	150	--	150
		45			750

School Internship: Peer Lesson (Pedagogy 1 or 2) – 1X10 = 10 /Theme based Lesson (Pedagogy 1 or 2) -2 x15 =30/ Experiential Lesson strategies (Pedagogy 1 or 2) - 1 X 20 = 20 / Observe School activity (any two) -2x10= 20 / Reflective Journal of major internship activities (Peer lesson, Theme based lesson, Experiential lesson strategies and Observation of school activities) – 4 reports X 5 marks= 20 marks / Report of Community Service – 50 Marks

SEMESTER VII B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART II B.Ed.	Perspectives in Education –General Education Peace Education	6	40	60	100
B.Ed.	Perspectives in Education Language across Curriculum	6	40	60	100
PART III B.A	Curriculum and Pedagogical Studies Core: B.A (Ancillary Major) English/Hindi/ Marathi/Urdu/ Gujarati/German	6	40	60	100
B.A	Core: B.A (School Subjects) History/Geography/Economics OR Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/Political Science	6	40	60	100
PART VI B.Ed.	Engagement with the Field/Practicum - B.Ed. Course XXIII School Internship (8 weeks – 5 days/ Week) Internship Lesson Plan Coaching / Orientation Action Research Guidance	18			300
B.Ed.	Engagement with the Field/Practicum – B.Ed. Course XXIV Participation and organizing in co- curricular activities and report (1)	3			50
	Total	45			750

School Internship : General Lesson (Pedagogy 1: 5 lessons , Pedagogy 2: 5 lessons) -
 10 x10 =100 / Peer Lesson – 2X 10 = 20 / Theme based Lesson -2 x15 =30 /
 Experiential Lesson strategies – 1 x20 = 20 / Administration of Unit test and Analysis
 of result - 80 / Organize an Activity in school- 1x 20= 20/ Reflective Journal of major
 internship activities (General Lesson, Peer lesson, Theme based lesson, Experiential
 learning strategies, Administration of unit test, Organize school activity) -6 reports x
 5 = 30

SEMESTER VIII B.A B.Ed.

Title of the Course	Name of the Course	Credits	CA	UA	Total
PART II B.Ed.	Perspectives in Education Gender School and Society	6	40	60	100
B.Ed.	Perspectives in Education – Action Research	6	40	60	100
B.Ed.	Perspectives in Education – Guidance and Counselling/ Educational Management	6	40	60	100
B.Ed.	Engagement with the Field/Practicum - School Internship (3Weeks) + Learning resources based on Pedagogy	6	100	--	100
B.Ed.	Engagement with the Field/Practicum – Action Research Project	3	50		50
B.Ed.	Engagement with the Field/Practicum – Educational Field trip report OR Development of Learning Resources on Health Education / Environmental Education material and publish (24hours self-learning program)	3	50		50
B.Ed	Ability Course - Cyber Law	3	50		50
PART III B.A	Core course: B.A (Ancillary Major) English/Hindi/ Marathi/Urdu/Gujarati/German	6	40	60	100
B.A	Core: B.A (School Subjects) History/ Geography/Economics/ Mathematics and Statistics OR Core: B.A (Junior College Subjects) Psychology/Sociology/Philosophy/ Political Science	6	40	60	100
	Total	45			750

School Internship: General Lesson – 2 X 10 = 20 (P1-1 + P2 -1)/ Peer Teaching -1 X10= 10 / Experiential Lesson- 1 x 20= 20/ Developing Learning resource- 35 / Reflective Journal of major internship activities - (General lesson, Peer teaching, Developing learning resources) 3 Reports x 5 = 15

SEMESTER I

SEMESTER I
PART 1
CORE COURSE: HINDI (COMPULSORY LANGUAGE)
COURSE NAME: हिन्दी भाषा

Total Credits: 6

Total Marks: 100

अध्ययन उद्देश्य:

1. भाषा सृजन के विविध पहलुओं को समझना।
2. छात्यों की भाषाई कौशल का विकास करना।
3. हिन्दी भाषा समृद्धि के लिए गद्य, पद्य, व्याकरण एवं रचना की जानकारी देना।
4. छात्यों को काव्य के स्वरूप का ज्ञान प्रदान करना।
5. छात्यों को व्यवहारक व्याकरण का सामान्य पररचय देना पत्र लेखन और ईमेल लेखन का प्रारूप समझाना।
6. आधुनिक काल के लेखक व कवियों के साहित्यिक आन्दोलन को समझना।

अध्ययन निष्पत्ति : इस इकाई के अध्ययन के पश्चात छात्र योग्य होंगे,

1. प्रेमचंद जयशंकर प्रसाद, जयनारायण कौरी कहाँ नियोजित करेंगे अतः तगत मौलिक तत्त्वों पर, भाषा शैली पर विचार करने में।
2. कविता यों दुरु को विश्लेषण करने में।
मौलिक मौलिक।
निहित सौद
3. विभिन्न अलों को पहचान कर उसको वीक्षण करने में।
4. काव्यांशों की व्याख्या तथा सराहना करेंगे।
5. कविताओं को भावोपाय तथा पाठ को गद्यों में शीघ्र को भाव स्पष्ट कर सकेंगे।

6. सोंपो, सवोनाम, विवोशोषण वो विवोयोको अथ सण करनो मोंो।
7. पत् लेखन का एारूप वो ईमेल लेखन के नियमों को जान लेंगे।
8. विविध विवधाओं दोंोरा विविध सामोाजिक जीवोन कोी समस्याओं वो सामोाजिक जीवोन कोी यथाथता को समझने में।

9. हिंदी भाषा में सृजनात्मक, रचनात्मक कौशल में।

**मॉड्यूल I: हिन्दी कहँाँनियँा - प्रँिमचद, जयशकर परसाद, जँ
नँँँँर; िहँाँी कँिहँाँँाएमँँहिलँी शरण गँँप्त,
िनरालँँा, जयशकर परसाद; हिन्दी व्पँँाकरण** (2 credits)

घटक 1: ह॒न्दि॑ क॒हँँँनि॒यँँँ

- | | | |
|------------------|-----------------|---------------------------|
| a) प्रेमचंद | ईदगाह | (मानसरोवर- भाग 1) |
| b) जयशंकर प्रसाद | पुरस्कार | (‘छाया’ कहानी संग्रह) |
| c) जनेन्द्र | अपना अपना भाग्य | (‘बोतातायन’ कहानी संग्रह) |

घटक 2: िहाँदॉी कऱिहाँतॉाए

- a) मथिलीशरण गुप्त सखी, वोह मुझसे कह कर जाते (‘यशोधरा’ खण्ड-काव्य)
 b) निराला वोह तोड़ती पथर (‘राग-विराग’ काव्यसंग्रह)
 c) जयशंकर प्रसाद ओतीती विभावोरती, जाग री (‘लहर काव्य’ संग्रह)

घटक 3: िहाँदॉी वयॉाकरण

- a) संज्ञा एवं उसके भेदों का सामान्य पररचय
b) सर्वनाम एवं ओं भेदों को सामान्य पररचय
c) पत लेखन

मॉड्यूल ॥: िहॉदॉी कहॉॉंनियॉॉा-अब्बॉय, यशपॉाल,
भीष्मसाहॉनॉी; िहॉदॉी कहॉतॉाए - कॉै
दॉारनाहॉअहॉॉाल, रामधारी िसहॉॉदिनकर,
नागाजॉॉन कॉी कहॉतॉा; िहॉदॉी व्यॉाकरण
(2 credits)

घटक 4: िहाँदों
ी
कहाँँा
िनियाँा

- | | | |
|----------------|-----------------|----------------------|
| a) अक्षयेय | रोज या गैंग्रीन | (विपथगा' संग्रह) |
| b) यशपाल | कररा का व्रत | (इंटरनेट पर गद्यकोष) |
| c) भीष्म साहनी | चीफ की दावोत | (इंटरनेट पर गद्यकोष) |

घटक 5: िहॉद
ॉी
कहिॉत
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- | | | |
|------------------------|--|---------------------------------------|
| a) केदारनाथ अग्रवाल | संती बहा कविता | (इंटरनेट पर कविताकोश) |
| b) रामधारी सिंह दिनकर | समर शेष ह | (‘परशुराम की प्रतीक्षा’ काव्य संग्रह) |
| c) नागोजाजन कोठी कविता | तोदल कोठी वरितो देखा हवे/ हत दिनो के तोद | (प्रतिनिधि कविताएं -संग्रह) |

घटक 6: विहोदोी वषोाकरण

- a) विशे षण वषं उसके भेद
- b) विया की पहचान
- c) ई-मेल लेखन

मो ड्याल III : अतगुत मालोोाकन (INTERNAL ASSESSMENT) (2 credits)

वोम संख्या	वि वोर ण	अंक
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१	कोषाय/दत्त कोषाय सेमीमैस्टर कोषाय प्रवोक्त मॉड्यूल सेमी (२x१०)	२०
२	सेमीस्टर में एक नियत कालीन कक्षा परीक्षा	१५

3	सेमिस्टर में विषय संबंधी एक निबंध	०५
	कुल योग	४०

हृद काय: Tasks/Assignments (Any Two)

1. किसी एक कहानी का नाट्य रूपान्तरण कीजिए।
2. कहानी का ग्राफिक अंकन कीजिए।
3. किसी कवि या लेखक पर प्रकल्प तयार कीजिए।
4. कौंसे दो औपचारिक पत्र, कौंसे दो अनौपचारिक पत्र और कौंसे दो ईमेल लेखन में वार्तालापिक भाषा का उपयोग करते हुए नमूना तयार कीजिए।
5. किसी एक उपन्यास का सारांश तथा उसकी समीक्षा कीजिए।

संदर्भ साहित्यग्रंथ (References):-

1. प्रेमचंद की कहानी- ईदगाह
http://premchand.kahaani.org/2006/03/blog-post_114186257841658058.html
2. जयशंकर प्रसाद की कहानी- पुरस्कार www.hindisamay.com पर उपलब्ध
<https://www.hindisamay.com/content/>
3. जनेंद्र की कहानी- अपना अपना भाग्य का लिंक <https://abhivyakti.life/2020/12/13>
4. मथिलीशरण गुप्त की कविता- सखी, ब्रह्म मुझसे कह कर जाते
<http://kavitakosh.org/kk>
5. निराला की कविता- ब्रह्म तोड़ती पत्थर
6. जयशंकर प्रसाद की कविता- लोती विभावरी, जागरी
7. अज्ञेय की कहानी- रोज या गैंग्स् <https://www.hindisamay.com/content/934/20>
8. यशपाल की कहानी- कररा का व्रत <https://www.hindisamay.com/content/250/1>
9. भीष्म साहनी की कहानी- चीफ की दावोत <https://www.hindisamay.com/content/275/1>
10. केदारनाथ अवग्राल की कविता- संती वहा
11. रामधारी सिंह दिनकर की कविता- समर शेष ह
12. नागोजन कौरी कविता- कोदल को वरितो दे खे ह
13. कृष्णा सोती की कहानी- सिक्का दल गया
<https://www.hindisamay.com/content/171/1>
14. मन्न भंडारी की कहानी- अकेली <https://www.femina.in/hindi/sahitya/kahani/akeli-by-mannu->

15. मॊट्टदोडु लोा गग कोी कहानोी-हरोी ि ोंदोी
<https://poshampa.org/hari-bindi/>

16. कै दारनाथ िसंह की कविता-पानी में िरे लोग
17. धिमल की कविता की कविता- मोचीराम
18. मंगलेश ड राल की कविता- िपता की तस्वीर
<http://www.hindisamay.com/content/8047/1>
19. राग िराग संग्रह, लोकभारती प्रकाशन, इलाहा ोद।
20. मान सरोवर भाग एक राजकमल प्रकाशन, िदल्ली।
21. िहोंदोरी रूप रचना भाग एक दोो॥ स आचार्य जयनर
तिवोवोोेदोोी लोोकभारती प्रकाशन, इलोाहा
ोद
22. प्रतिनिधि कविताएँ यशपाल राजकमल
23. परशुराम की प्रतीक्षा काव्य संग्रह लोकभारती प्रकाशन, इलाहा ोद
24. प्रतिनिधि कविताओं नागोजन, राजकमल प्रकाशन, िदल्ली

क) आवठणी स्वरूप ललित गद्य - स्वरूप , काही प्रसिद्ध / गाजलेली उदाहरणे

घटक ३: ललित गद्य: पस्तक पररचय

अ) अपवेवोर्ताई - पोट्ट. ल. दोरे शपोर्ताओंडोरे
१) एकच मुलगी - अरुणशेवोते

क) कौायरत- अिनल वअचट

4. आपलयोा पाच वोग िमतोर्/मवेितोर्णीची मोुलोखत
वोोेऊन सामोान्यपणोे लोेखन करताना
होणोायोा चोुकोा सोाोेगवेन अशा चुका होऊ नयेत
म्हणन उपाय साचा.
5. पंचवीस अनेक शब्ोाोे साठी एक शब् वो पंचवीस समानाथी शब् यांचा
िमळ न शब्कोश तयार करा.

संदर्भग्रहो

१. मराठी रंगभमी , मराठी नाटक वोटना आणि परं परा (डा अ. ना. भालेरावो
स्मृतिग्रंथ) संपादक के.काळे ,वोोा.

ल. कौटिल्य लक्षणोदी, वी. आ. रा. विल्वो, मो. म साहित्यो सोंवो
मो. 71

२. साहित्य अध्यापन आणि प्रकार संपा. श्री. पु. भागत, पौष्पुलर आणि मौज प्रकाशन, मु. १९८७

३. मराठी रंगभमी : शतक पहिले १९८८, वि. भा. देशपांडे

४. मला दिसलेली नाटके , धो., वि. देशपांडे

५. साहित्यो -समो. (वि. वी. आ. शिरसाडकर गो. रैर गो. थ) सोंपादित -
सावोजनिक वी. वी. आ. चनालय, नो. आ. सिक
१९७६

६. भारतीय प्रयोगकलांचा परचय वो इतिहास-नाट्य , राजीवो नाईक परविण भोळे
, लोवकाडमय गृह ,

मुं ई, २०१०

७. मराठी नाट्यकोश , वि. भा. देशपांडे (संपादन) १९८९

SEMESTER I
PART 1
CORE COURSE: URDU (COMPULSORY LANGUAGE)
COURSE NAME: BASICS OF URDU LANGUAGE

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To comprehend the language skills associated with prose of Asaleeb e Adab “Dastan aur Mazmoon” and “Novel aur Khaka”.
2. To comprehend the language skills associated with prose of Asaleeb e Adab “Inshaieya aur Afsana”.
3. To analyse the poetry of Asaleeb e Adab (Urdu Ghazal).
4. To acquire listening skills associated with poetry of Asaleeb e Adab (Urdu Nazm).
5. To appreciate the poetry of Asaleeb e Adab (Urdu Rubai).

Learning Outcomes: By the end of the course, the student will be able to:

1. Describe the elements of Asaleeb e Adab associated with Prose (Dastan aur Mazmoon).
2. Write an essay of Asaleeb e Adab associated with Prose (Novel aur khaka).
3. Identify the literary works of Adab (Inshaieya aur Afsana).
4. Recite the poetry of Asaleeb e Adab associated with Poetry –Urdu Ghazal.
5. Orally explain the poetry of Asaleeb e Adab (Urdu Nazm and Urdu Rubai).

MODULE I: URDU PROSE (2 Credits)

Unit 1: Asaleeb e Nasr (Dastan aur Mazmoon)

- a) Dastan aur Mazmoon ka ijmaali taaruf
- b) Ek Khudaparast Shahezadi by Meer Amman Dahelvi
- c) Ekhlaque by Sir Sayyed Ahmad Khan

Unit 2: Asaleeb e Nasr (Novel aur Khaaka)

- a) Novel aur Khaake ka Ijmaali ta aruf
- b) Nusuh ki Beemari by deptyNazeer Ahmad

- c) Naam Dev Maali by Maulvi Abdul Haque

Unit 3: Inshaieya aur Afsana

- a) Inshaieye aur Afsane ka Ijmaali ta aruf
b) Election by Rasheed Ahmad Siddiquie
c) Do farlang Lambi Sadak by Krishn Chandra

MODULE II: ASALEEB E NAZM

(2 Credits)

Unit 4: Urdu Ghazal

- a) Ghazal ka Ijmaali Ta arruf
b) Meer Taqi Meer, Mirza Rafi Sauda, Khwaja Meer Dard ki Ghazlen
c) Mirza Ghalib, Daagh Dahelvi, Shaad Azeemabadi ki Ghazlen

Unit 5: Urdu Nazm

- a) Urdu Nazm ka Ijmaali Ta arruf
b) Muflisi (Nazeer Akbarabadi), Nishat e Ummid (Altaf Hussain Haali), Nasihat e Ekhlague (Akbar Allahabadi)
c) Krishn Chandra Gokhle (Brij Narayan Chakbast), Kohistan e Dakanki Auraten (Josh Malihabadi)

Unit 6: Rubai

- a) Rubai ka Ijmali Ta arruf
b) Amjad Hydrabadi
c) Yaas Yagana Changezi

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

Students will write an essay and recite poetry of:

1. Meer AmanDehlvikihayatauradabikhidmaatkaajaayezalijiye
2. Sir Sayyed Ahmad Khan kaurdunasrkeFarogh me hissakyahai ?
3. Nazeer Ahmad ki Novel Nigarikajayezalijiye
4. Krish Chandra kiafsanaNigari par tafseeliizharkhayalki jiye.
5. Urdu Nazmke Aaghaz O Irteqakajayezalijiye
6. Amjad Hydrabadikirubaigoi par izhar e Khayalkijiye.

References:

1. Irfan e Adab by Kitabdaar

2. Meer amandahelvi :hayat o taalifat by Dr.Nafees Jahan Begum
3. Sir sayyed Ahmad khan by Maulvi Abdul haq
4. Nazeer Ahmad by NoorulhasanNaqwi
5. Krishn Chandra by BaigEhsas
6. Qadeem Urdu Nazm by Fahemeeda Begum

SEMESTER 1
PART I
CORE COURSE: GUJARATI (COMPULSORY LANGUAGE)
COURSE NAME: BASICS OF GUJARATI LANGUAGE

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the basics of Gujarati language for literature writing
2. To comprehend the contextual Gujarati grammar embedded in the text under study.
3. To analyse sentence formation in Gujarati grammar embedded in the text under study.
4. To evaluate the contextual Gujarati grammar embedded in the text under study.
5. To evaluate the unique features of Gujarati grammar concepts used in poetry and prose

Learning Outcomes: By the end of the course, students will be able to:

1. Explain the basic elements of Gujarati literature
2. Apply the rules and generalizations related to Grammar concepts in written and oral form
3. Critically analyse the essential elements of different forms of Gujarati Literature
4. Identify the unique features of grammar concepts used in poetry and prose
5. Differentiate between the grammar concepts used in poetry and prose

MODULE I: GUJARATI LANGUAGE AND REVIEW OF SELECTED POETRIES

(2 Credits)

Unit 1: Gujarati Language and Script

- a) Script: Meaning, Characteristics
- b) Source and evolution of Gujarati language
- c) Types of Gujarati language: Boli bhasha, Manya bhasha

Unit 2: Gujarati Grammar

- a) Concept of grammar, rules of grammar
- b) Grammar of letters and words: Jodakshar, dhvani
- c) Proverbs (Rudhiprayog) and phrases

Unit 3: Chuteli Kavita (Sundaram) Editor: Chandrakant Sheth, Adarsh Prakashan Ahmedabad)

- a) Author's introduction, style of composing poetries (Specific language, imaginative angle)
- b) Studying the following poetries in the context of: Summary, comprehension of poet's perspective, justification of the title. Topics-3,4,5,9,11,15,18,26,28,30,31,56
- c) Contextual grammar: Similar sounding words, similar pronounced (Sarkha uchharvala)

shabdo) words at the end of two or more lines of the stanza, comparative words,

MODULE II: GUJARATI GRAMMAR AND SELECTED GUJARATI SHORT STORIES
(2 Credits)

Unit 4: Sentences and types

- a) Vidhan vakya, Prashna vakya, udgarvakya, vidhi vakya and nishedh vakya
- b) Sadi rachana, prerak rachana
- c) Kartari, karmani, bhava rachana

Unit 5: Visheshano na visheshano and Vakya sanyojan

- a) Anuvidhey and Vidhey visheshano and tena prakaro
- b) Roop pramane visheshan: Vilkar, avikari
- c) Vakya sanyojan: Sadi vakya rachana and sanyukt vakyarachana

Unit 6: Gujarati Varta Shrushti, Author: Babu Davalpura Utpal Patel

- a) Critical review of the following short stories in terms of Gujarati language and grammar (given in the Units 1 and 2: 1 to 8, 10, 11)
- b) Identifying the sentence structure as given in the Unit 4
- c) Identifying vakya sanyojan and adjectives types.

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Select any Garaba song, Gujarati film bhakti song (any one each) and compare the language used and grammar as given in the units 2 and 3 and make a comparative chart with your reflection on it.
2. Analyse the stories given in Vaarta shrushti (as given in unit 6 but any 3 other than mention). Identify similarities that were analysed during the course study and reflect on the style of writing in the context of Sudha Murty's Gujarati translated short story book 'Wise and Otherwise') first two stories. Make a presentation in the classroom
3. Select any popular poetry and the story (0en each) and based on the contextual grammar learnt in this semester, identify the unique features of the grammar concepts used for these two forms. Make a chart and display it in the Language room.
4. Write examples (4 in Grammar of Unit 4,5 and c of unit 6. Display a chart in the language room.
5. Select any one paragraph in the Prose topic of your subject. Use different forms of sentences

and rewrite the paragraph without changing its meaning and Present in the class.

References:

1. https://en.wikipedia.org/wiki/Chandrakant_Sheth
2. https://www.booksvilla.co.in/index.php?route=product/product&product_id=336
3. <https://docs.google.com/document/d/1Csm5oYzScC7Bi2JdUcKOvhBy59e3qiAj/edit#heading=h.jpz8675e6jp6>
4. <https://www.teachinkishan.com/gujarati-vyakaran-materials/>
5. <https://timesofindia.indiatimes.com/india/jain-writers-pioneers-of-gujarati-writing/articleshow/5302519.cms> (Module 2)
6. https://en.wikipedia.org/wiki/J._V._S._Taylor
- 7.

SEMESTER I
PART I COMPULSORY SUBJECT
CORE COURSE: ENGLISH COMMUNICATION SKILLS
COURSE NAME: ENGLISH COMMUNICATION SKILLS-1

Total Credits: 03

Total Marks : 50

Learning Objectives:

1. To develop a strong foundation in communicating their thoughts and ideas coherently.
2. To develop a strong foundation in the functional aspects of language.
3. To develop a good command over the English language through their exposure to a variety of exercises.
4. To articulate with an evolved vocabulary in the professional space.
5. To orient the learners towards the functional aspects of language.
6. To strengthen the students' command over the English language through a variety of exercises

Learning Outcomes: By the end of the course, the student will be able to:

1. Articulate and communicate their thoughts and ideas coherently and persuasively.
2. Interpret accurately information that is communicated to them through various media.
3. Speak the English language through their exposure to a variety of exercises.
4. Use correct grammar and syntax in writing essays, letters and presentations.
5. Describe the various Barriers to Communication.

MODULE 1: BASIC LANGUAGE SKILLS (1 Credit)

Unit 1: Parts of Speech

- a) Articles, Nouns, Verbs
- b) Adjectives, Pronouns, Adverbs
- c) Clauses and Phrases

Unit 2: Essentials of English Grammar 1

- a) Interjections, prepositions, conjunctions
- b) Transformation of Sentences (Simple, Compound, Complex)
- c) Tenses, Subject-Verb agreement

MODULE II: ASPECTS OF COMMUNICATION - I (1 Credit)

Unit 3: Reading and Writing Skills

- a) Expository, Persuasive & Analytical, Reflective/Descriptive
- b) Reading with fluency and speed, Skimming and scanning
- c) Comprehension and Precis writing

Unit 4: Effective Communication

- a) The process of Communication
- b) Essentials of Effective Communication
- c) Barriers to Communication

MODULE III: INTERNAL ASSESSMENT (1 Credit)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (1x5)	05
2	One Essay held in the given semester	05
	Total	10

Task/Assignment (Any One)

1. Comprehension of an unseen literary passage.
2. Comprehension of an unseen non-literary passage
3. Oral activity on the Essay
4. PPT on Log-book making
5. Group activity on vocabulary building

References:

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
3. Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.
4. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.
5. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: Prentice Hall, 2010.
6. Brown, Michele & Gyles Brandreth. How to Interview and be Interviewed. London: Sheldon Press, 1994.
7. Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York, 1977.
8. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.
9. Kumar Sanjay & Pushp Lata. Communication Skills: A Workbook. Oxford Univ. Press, 2018.
10. Pandit, Usha. Writing with Ease. Mindsprings Publishing, 2010.

SEMESTER I
PART I COMPULSORY SUBJECT
CORE COURSE: FOUNDATION COURSE
COURSE NAME: FOUNDATION COURSE - I

Total Credits: 03

Total Marks: 50

Learning Objectives:

1. To familiarise students with the diversity of Indian society
2. To understand the New Economic Policy and its impact on Indian economy
3. To comprehend the fundamental rights-and-duties and the directive principles of state policy, in the Indian Constitution.
4. To analyse the issues related to Human Rights of weaker sections with various Redressal Mechanisms,
5. To create an awareness about the Rights of Vulnerable Groups.

Learning Outcomes: By the end of the course, the student will be able to:

1. Write an overview of Indian society and its diversity and aspects of disparity and awareness contemporary issues of the society.
2. Describe various sectors of the Indian Economy
3. Explain the impact of liberalization, privatization and globalization, on society
4. Explain issues related to Human Rights of weaker sections with various Redressal Mechanisms.
5. Present a PPT on the Rights of the Vulnerable Groups.

MODULE 1: DIVERSITY & DISPARITY (1 Credit)

Unit 1: Indian Society: Diversity & Social Disparity

- a) India, a land of Diversity: Principle of Unity in Diversity
- b) Diversity in Religion, Caste, Race; communalism, casteism and racism
- c) Diversity in language, region, culture: linguism and regionalism

Unit 2: Indian Society & Economic Disparity: The New Economic Policy

- a) Overview of liberalization, privatization and globalization
- b) Impact on agriculture, industry and services
- c) Issues and challenges: widening economic disparity

MODULE II: THE RIGHTS DISCOURSE (1 Credit)

Unit 3: Rights of the Vulnerable Groups (Violations & Redressal)

- a) Scheduled Castes & Scheduled Tribes- Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms.
- b) Women & children: Constitutional and Legal Rights, Redressal Mechanisms: NCW, Domestic Violence, Sexual Harassment of Women at Work Place,
- c) People with Disabilities, Minorities, and the Elderly Population Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms.

Unit 4: Rights of Consumers

- a) Rights of Consumers: Consumer Protection Act, 2016.
- b) Right to Information: importance of the Right to Information Act, 2005.
- c) Public Interest Litigation: the concept , features and significance

MODULE III: INTERNAL ASSESSMENT (1 Credit)

Sr.No	Particular	Marks
1	Task/Assignment/Activity for each module held in the semester (1x5)	05
2	One Essay held in the given semester	05
	Total	10

Task/Assignment (Any One)

1. Write an essay on:
 - a. Vidarbha statehood demand in Maharashtra
 - b. Anti-Hindi protests in Tamil Nadu
 - c. The 'black lives matter' movement
2. Individual/Group presentations on:
 - a. Impact of liberalisation, privatisation and globalisation on employment and labour
 - b. Impact of globalisation on culture and lifestyle
 - c. Globalisation and agrarian crisis
3. Group discussion on
 - a. Tackling Sexual Harassment in the Work place: Legal Provisions
 - b. Problems of the Elderly.
 - c. Realities of the Rights of the Disabled.
4. Compile a list of references on:
 - a. Child labour.
 - b. Disaster Management : Case Studies
 - c. Communal disharmony: the Godhra incident.
5. Case Studies on:
 - a. Consumer Rights
 - b. Public Interest Litigation: Importance of PIL and PIL Activism
 - c. Citizens' Charters: Relevance & Success stories.

References:

1. Ahuja Ram (2014), Social Problems in India, Jaipur: Rawat Publication.
2. Bajpai, Rochana, "Multiculturalism in India: An exception", Institute on Culture, Religion and World Affair, (Boston University), available at, <https://www.bu.edu/cura/files/2015/06/bajpai>
3. Baruah, Aparijita. Preamble of the Constitution of India: An Insight and Comparison with Other

- Constitutions. New Delhi: Deep & Deep. 2007. ISBN 81-7629-996-0.
4. Bhattacharyya, Harihar. Federalism and Regionalism in India: Institutional Strategies and Political Accommodation of Identities. Working paper No. 27, South Asia Institute, Dept. of Political Science. University of Heidelberg, Heidelberg. 2005.
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SEMESTER I
PART III : CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ENGLISH (ANCILLARY MAJOR)
COURSE NAME: INTRODUCTION TO ENGLISH LITERATURE

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding of the history of English language and literature
2. To comprehend the representative works of important ages of English literature
3. To critically analyse the important aspects and elements of major literary genres.
4. To compare the French, Latin and Scandinavian influences on the history of English Language
5. To appreciate the important elements of the major literary genres like poetry, drama and novel

Learning Outcomes: By the end of the course, the student will be able to:

1. Describe the chronological development of the history of English literature
2. Write a general overview of the central works of a specific age of English literature
3. Recognise the important elements of the major literary genres like poetry, drama and the novel
4. Orally demonstration the Literary Genres of Poetry, Drama, Novel and Short Story
5. Critically analyse French, Latin and Scandinavian influences on the history of English.

MODULE I: INTRODUCTION TO ENGLISH LITERATURE; LITERARY HISTORY
(2 credits)

Unit 1: History of English Literature I

- a) Literature of the Anglo-Saxon Period
- b) Medieval Literature
- c) Elizabethan Literature

Unit 2: History of English Literature II

- a) Restoration Literature
- b) Neo-Classical Literature
- c) Romantic Literature

Unit 3: History of English Literature III

- a) Victorian Literature
- b) Modern Literature
- c) Postmodern Literature

MODULE II: INTRODUCTION TO ENGLISH LANGUAGE AND CONCEPTS (2 credits)

Unit 4: History of English Language

- a) The French Influence
- b) The Latin Influence
- c) The Scandinavian Influence

Unit 5: Literary Genres

- a) Poetry – Epic, Ballad, Sonnet, Ode, Lyric
- b) The Novel and Short Story - The definition and history of the two genres
- c) Drama – Tragedy, Comedy, Satyr

Unit 6: Drama Related Literary Terms

- a) Elements of a Play- Stage, Act, Scene, Dialogue, Aside, Soliloquy
- b) Aristotle- plot, character, thought, diction, spectacle, song, three unities (time, place, action)
- c) Hamartia, Hubris and Catharsis

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Comprehension on the Literature of the Anglo Saxon Period, Medieval Elizabethan Literature
2. Oral activity on Poetry, Drama, Novel and Short Story
3. PPT on Restoration, Neo-Classical and Romantic Literature
4. Group activity on Victorian Literature, Modern and Postmodern Literature
5. Maintain a log-book of readings on the History of English Language

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४) विद्यार्थी विभिन्न विभिन्न कथाओं के त्वर विधाओं में को रूपांतर विधान को भी समझेंगे।

माँ डायल १: विहोदो की कहानी
का विहोकास एह रचनाएं

(2)

शरीर (क) घटक १: हिन्दी कहानी को विहो विभाग

अ) प्रेम में पड़े कहानी

) प्रेमचंद युगीन कहानी

क) प्रेमचंदोत्तर एवं नई कहानी (अन्य कहानी आंदोलन साठोत्तरी का कहानी सचेतन कहानी)

घटक २: हिन्दी कहानी: प्रेमचंद, धर्महोत्री भारत की एह रंगांगी राह

अ) शतरंज के खिलाड़ी- प्रेमचंद : मानसरोवर भाग-3

) गोलकोंगी- धमवीर भारती: ओं द

गली की आखिरी मकान सो गृहगदल-

रोओं गोय रावोवो: प्रतिनिधि क) कहािनयां,

घटक 3: हिन्दी कहानी: कमलेश्वर, निमल हॉमोएहॉ स्वयं
एक शाश

अ) दिल्ली में एक मौत- कमलेश्वर: हिन्दी समय पर उपलब्ध

) लों दन की एक रात- निमल

वोमो: हिंदी समय पर

उपलब्ध क) अकाल

मोवो- स्वयं

एक शाश:

प्रतिनिधि दस कहािनयोओं

मॉ डायल ॥: कहॉंतर गद्य (२ शॉयॉक)

घटक ४: कहॉंतर गद्य : निबंध, व्यंग्य एहॉयॉहॉहॉहॉत

अ) गोहो

रामवो

समय पर उपलब्ध

नाम गोलो (नि ओं ध)-

ो निपोरों: हिंदी

) मातादीन चांद पर (व्यंग्य)- हररशंकर परसाई क)

जमनोती की यातो

(यातोवोतो-)

विष्णु प्रभाक

घटक ५: कहॉंतर गद्य : रस ताँज, एकाँकी और आत्महॉहॉ

अ) दिोपत नाच (रसपोताज)- फणीश्वर नाथ रेणु

) रीढ़ की हड्डी (एकाँकी) -जगदीश चंद्र माथुर क)

मोेर

जीवोन

(आत्मवो-)

प्रोेमचंद: गद्य सों चयन,

घटक ६: कहॉंतर गद्य : संस्मरण, रॉे खॉाँचि एहॉफ

अ) मोहन राकेश (संस्मरण) - कमलेश्वर

) वीसीसो (रॉे खाँचितो) - महोदो वीवीवोमो

क) ोः ई वऱस कोऱ पतऱ (पतऱ सऱऱहवऱ) - फणऱशर नऱथ रऱऱे णऱऱु ; फणऱशर नऱथ रऱऱे णऱऱु (पीडीएफ)

मऱँ डऱँल III : अतगऱँत मऱँल ऱँँऱँकन (INTERNAL ASSESSMENT): (२ शऱँऱँऱँक)

वऱम संखऱ	वऱ वऱर ण	अंक
1	कोऱय/पऱकल सऱँ मऱँस्तर कोऱ पऱ वऱऱऱे क मऱँडऱ यऱल सऱँ (2x10)	20
2	सऱँस्तर मऱँ एक िनयत कऱलीन कऱषऱ पऱरीषऱ	15
3	सऱँस्तर मऱँ वऱषय सं ऱँँ धी एक िन ऱँँ ध	5

कुल योग	40
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कार्य / साध्याय (कौणतैहौीदौ नकल्प) Tasks/Assignments
(Any Two):

1. शतरंज के िखलाड़ी कहानी की समीक्षा कीजिए।

2. कमलेश्वर की कहानी िदल्ली में एक मौत की समीक्षा की िजए।
3. 'अकोाल मोहवोहो' कहानी की को पातो इमोी कोा चरत एवोो पररिथितयोोो कोा विवोोे चन की िजए।
4. एकांकी 'रीढ़ की हड्डी' में व्यंग्य की पहचान की िजए।
5. महोादोे वोी वोमोा को रोे खोािचत् 'वोीसा' मोोो वोीसोा को चरत कोा वोणन कोी िजए।
6. संस्मरण और रेखािचत् की तुलना की िजए।
7. आत्मवोोहो और पतोे साहिबो कोी तोलना कोी िजए।

सदभूँ ग्रहों सँची :

1. रामचोें, शो कुल, िहोेंदोी साहिबो कोा इतिहोास, चोौदवहोाोें सोें स्करण, नागरीप्रवोाररणी सभा, कोाशी।
2. डॉ. नगेद, िहंदी साहिब का इतिहास, मयर पेपर ओक्स, नई िदल्ली।
3. डोॉ. वजियोेद, िहोेंदोी साहिबो कोा इतिहोास, साहिबो अकोादोे मी, िदल्ली।
4. डोॉ. रामकोहो मार वोमोा, िहोेंदोी साहिबो कोा आलोोचनोासक इतिहोास, रामनारायण लोाल ओे नीमाधवो एकोाशन, इलाहा ओाद।
5. डोॉ. राम स्वरूप चतोहोवोोेदोी, िहोेंदोी साहिबो वो सोें वोोेदन कोा विवोास, लोोकभारती एकोाशन, इलोाहा ओाद।
6. योगेद्र प्रताप िसंह, िहंदी साहिब का इतिहास और उसकी समस्याएं , वोोोणी प्रकाशन, नई िदल्ली।
7. इंद्रनाथ मदान, आधुिनकता और िहंदी उपन्यास, राजकमल प्रकाशन, नई िदल्ली।
8. कु छ कहािनयां कु छ विचार, विश्वनाथ प्रसाद ित्पाठी, राजकमल, प्रकाशन, नई िदल्ली।
9. रामदरश िमश, िहंदी कहानी: अंतरंग पहचान, नेशनल पािििशंग हाउस, नई िदल्ली।
10. गोपाल राय, िहंदी कहानी का इतिहास भाग 1 और 2, राजकमल प्रकाशन, िदल्ली।
11. प्रितिनिध कहािनयां, रांगेय रावोवो, राजकमल प्रकाशन, िदल्ली।
12. गोहलकोी नूनोो-धमवोोीर भारतोी: ओंदगलोी कोा आखिरी मकोान सोें ग्रह, भारतीय ानपीठ, िदल्ली।
13. गदल- रांगेय रावोवो: प्रितिनिध कहािनयां, रांगेय रावोवो, राजकमल प्रकाशन, िदल्ली।

14. प्रितिनधि दस कहानियां, हिन्दी अध्ययन मंडल, मुंबई
15. मातादीन चांद पर (व्यंग्य)- हररशंकर परसाई <https://poshampa.org/>
16. विष्णु प्रभाकर: गद्य संचयन, सं. आलोक गुप्त, वीवीपी प्रकाशन, दिल्ली
17. हिन्दी साहित्य का इतिहास, संपादक: डॉ. नगेन्द्र, मयूर कृष्ण, दरयागंज, नई दिल्ली
18. फणीश्वर नाथ रेणु की रपोतोज, रेणु चिवोको शन अथवा समय की शिलो पर, राजकमल प्रकाशन
19. जगदीश चन्द्र माथोर: आठ एकांकों की, वीवीपी प्रकाशन, दिल्ली

20. प्रेमचंद: गद्य संचयन, संपादक: आलोक गुप्त, प्रकाशक बोनी प्रकाशन, दिल्ली
21. मेरा हमदम मेरा दोस्त, संपादक: कमलेश्वर, नेशनल पब्लिशिंग हाउस, दिल्ली

SEMESTER I

PART III : CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: MARATHI (ANCILLARY MAJOR) (हॉलकल्पक मराठीसाठी)

COURSE NAME: मराठी साहित्य प्रकाराचा अभ्यास

शरॉयॉा

क: ०६ एक ण

गण: ३०

अध्ययन उद्देशे:

- १) विविध साहित्यकृत्यांचे ओळख विद्यार्थ्यांना करणे
- २) साहित्यकृत्यांचे आवेष्टित निमोण करणे
- ३) व्यावहारिक मराठीचा परचय करून देणे
- ४) स्थळा परीक्षा, व्यवसायाभिमुख क्षमता नवोणे

अध्ययन निष्पत्ती: होला अभ्यासासवोम पवेण कोले
लयावोर विद्यार्थी:

- १) मराठी नाटकाची परंपरा सांगतो.
- २) नाटककृत्यां सवो वोटकोांची माहिती सोाों गतो.
- ३) नाटककृत्यां प्रयोगकृत्यां वीवेिश्ट्यांची माहिती सोाों गतो.
- ४) नाटकाचे स्वरूप स्पष्ट करतो.

मॉड्यूल I: मराठी साहित्य प्रकाराचा अभ्यास

(२ शरॉयॉाक) घटक १: मराठी साहित्य प्रकार - नाटक

- अ) नाटक या साहित्यकृत्याचा सवेवोोाों तिक अभ्यास
- ब) नाटककृत्यांची रचना
- क) नाटकाची परंपरा

घटक २: नाटक – िहॉिहॉध णकॉार – ओळख

- अ) नाट्यछ्टा - स्वरूप संकल्पना – थोडक्यात पररचय
- क) नभोनाट्य - स्वरूप संकल्पना – थोडक्यात पररचय
- ग) लोलाट्य - स्वरूप संकल्पना – थोडक्यात पररचय

घटक ३: नाटक – रचनात िहॉिहॉध णकॉार

- अ) नाटक – सविधानक, पात रचना, कालावोकाश, इ. चा विचार

- ग) नाट्य संहिता वो प्रयोग - साम्य - भेद
क) नाटकातील कालावकाश, भाषाशली इ. चे विशेष

मॉडेल II - नायकलंकांतरीचा अभ्यास (२ शरीयांक)

**घटक ४: नाटक - हॉक्क्यू मि. ग्लॉड - लेखक - अनिल बहॉले
नाटकांचे स्वरूप हिशॉष**

- अ) या नाटकाचे कथानक वो नाट्य सत्
ग) नाटकातील संवोोद, भाषा
क) नाटकातील पातर् चरण वो वोोतावरण

**घटक ५: नाटक - चॉरचौघॉरी - लेखक - प्रशॉत दळहॉरी नाटकांचे
स्वरूप हिशॉष**

- अ) या नाटकाचे कथानक वो नाट्य सत्
ग) या नाटकातील
संवोोद,
भाषाक) पातर् चरण
वो
वोोतावरण

घटक ६: नायक तीचा आस्वाद - हिचर

- अ) नाट्यवोोु तीचा आस्वाद आणि प्रोेक
ग) नाटक आणि
समाज क) नाट्य
परीक्षण

**मॉडेल III - अतगुंत मॉल्मॉपन (INTERNAL ASSESSMENT) (२
शरीयांक)**

अ. वो	स्व रू प	गुण
१	क्लेमॉडयल मधन किकमान दोवर प्रकल्पलेखन २x१०	२०
२	अोंतगतचाचणोरी परीक्षा	१५
३	स्वाध्याय/ नि ओंध	०५
	एकण गुण	४०

खालीलपकी कणत्याहॉरीद नकती पण करा. Tasks/Assignments (Any two)

- १) नाट्य प्रोे परोेची माहितरी ललहा.
- २) वोररील नाट्य प्रयोग पाहन वोोवोर
तोु मचोे मत ललहा.
- ३) तुमच्या वआडीच्या नाटकाचे परीक्षण ललहा.

४) अभ्यासाला ने मलेल्या नाटकातील काही नाट्य वरेश सादर करा.

५) मराठीतील काही नाट्यकारांच्या लेखन शैलीची चर्चा करा. त्यांच्या नाटकांची नावे लिहा.

६) तुम्हाला परचित असलेल्या नाटकाचा नाव सांगून त्या नाटकातील नाट्यकारांच्या नावांची यादी करा.

संदर्भ ग्रंथः

१) मराठी रंगभूमी, मराठी नाटक चोटना आणि परंपरा (डा. अ. ना. भालेरावो स्मृतिग्रंथ) संपादक के.काळे, वों.ा.

ल. को. लक्षणोी, वों.ा. रा. वळोे, मो. म साहिबो सोंवो मो. 71

- २) साहित्य अध्यापन आणि प्रकार संपा. श्री.पु. भागवत, पौष्पलर आणि मौज प्रकाशन, मु. १९८७
- ३) मराठी रंगभूमी : शतक पहिले १९८८, वि.भा. देशपांडे
- ४) मला दिसलेली नाटके , धो., वि. देशपांडे
- ५) साहित्य - समीक्षा (वि.वो.ा. शिरगाडकर गो.ौरर ग्रंथ)
संपादित - सावोजनिक वी.ा.चनालय
, नो.सि १९७६
- ६) भारतीय ष्योगकलांचा परचय वो इतिहास-नाट्य, राजीवो नाईक
परविण भोळे , लोवकाडमय गृह, मुं ई, २०१०
- ७) मराठी नाट्यकोश , वि.भा. देशपांडे (संपादन) १९८९

SEMESTER I

PART III CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: GUJARATI (ANCILLARY MAJOR)

COURSE NAME: PRE- & MEDIEVAL PERIOD LITERATURE AND FOLK LITERATURE

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To understand the literature created in the pre and during Medieval period
2. To identify the types of literature written by contemporary authors and poets.
3. To analyse the trend and styles of literature during the medieval period.
4. To comprehend Gujarati folk literature

Learning Outcomes: At the end of the course, the student will be able to:

1. Describe the types of literature written by contemporary authors and poets
2. Compare and contrast different types of folk literature
3. Discuss the trend and styles of literature during the medieval period.
4. Explain the literature created in pre and during Medieval period

MODULE I: GUJARATI LITERATURE: PRE- AND MEDIEVAL PERIOD (2 Credits)

Unit 1: Literary culture of Gujarat

- a) Development of Gujarati script
- b) Comparative review of Rajasthani Literature and that of Saurashtra
- c) Cultural heritage of Gujarat

Unit 2: Contemporary Prose Literature: (features, significance and focus during early and the Medieval period)

- a) Natak, Navalkatha
- b) Tunki vaarta: Short stories
- c) Diaries, Letters and travelogues

Unit 3: Contemporary Poetic Literature: features, significance and focus)

- a) Raas and Phagu kaavya: Historical journey From Jain Monks till medieval period
- b) Bhakti kavya: Pre and post Narasinha Mehta era in Gujarati literature.
- c) Prabhandh: Narrative kaavya: Work of Jain monks and non-Jain poets in the early period.

MODULE II: GUJARATI FOLK LITERATURE (2 Credits)

Unit 4: Concept of Folk literature (Lok sahitya):

- a) Meaning, Nature and characteristics,
- b) Gujarati Folk literature and reflection of contemporary society and the characters

- c) Gujarati Style of language and central themes

Unit 5: Traditions in folk literature

- a) Oral Tradition: folk tales, myths and songs: different varieties
b) Folk and performing arts: Material culture of artists and staging
c) Comparison of Gujarati folk literature in different parts of India.

Unit 6: Popular folk literature and its critical review

- a) Folk tales: 'Folk tales of Gujarat' by R.M. Bhatt
b) Folk songs: Any one from Garba, Dandia Raas, Tippani and akhyan
c) Folk performing drama: Any one Bhavai depicting social issues

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Critically compare and analyse the trends of Gujarati literature prevalent in the medieval and modern era. Write your reflective report.
2. Research on the female composers in the medieval and modern era and make a multimedia presentation on their contribution to Gujarati Literature.
3. Arrange for an exhibition of Gujarati books depicting different types of literature.
4. Critically review Narsimha Mehta and Mirabal's Bhakti literature and find out its relevance in the modern era. Make a presentation using any multimedia.
5. Critically review and identify the features of Phagu and Prabandh literature. Write a reflective report on it in the context of theme, characters and style of these types of compositions.
6. Review any documentary or film or performances based on Gujarati folk literature. Identify the unique features and write a reflective report.

References:

1. Gujarati Sahityano itihash granth- Khand 1
2. Gujarati sahitya-Madhyakal: Anantra Rawal
3. Madhyakalin Gujarati sahityano itihash: Dr. Behcharbhai Patel
4. Kavi Premanandkrut Abhimanyu Akhyan by, Dr. Hashy Yagnik, Parshwa Publication
5. Mirabai: Niranjana Bhagat
6. Mira na Pado: Bhupendra Trivedi
7. Narsimha Mehtani Kavya krutyo by SHivlal Jesalpura

8. Narsimha Mehta- Ek Adhyayan by Ke.Ka. SHastri
9. Yagnik, Hasu, Loksahitya Vimarsh, Gandhinagar, Gujarat Sahitya Akademi, 2001.

Online Reference Links (Retrieved on 20-21 March 2020)

1. Unit 1: [https://en.wikipedia.org/wiki/Rasa_\(literary_form\)](https://en.wikipedia.org/wiki/Rasa_(literary_form))
<https://en.wikipedia.org/wiki/Akhyana>
2. Unit 2: <https://en.wikipedia.org/wiki/Akhyana>
Mukherjee, Sujit (1999). *A Dictionary of Indian Literature: Beginnings-1850*. Orient Blackswan. ISBN 8125014535
https://en.wikipedia.org/wiki/Gujarati_literature
3. Unit 4: <https://www.britannica.com/art/folk-literature/Characteristics-of-folk-literature>
4. Unit 5: https://www.ugc.ac.in/pdfnews/2254402_B.A.-with-Gujarati.pdf
5. Unit 6: <https://ingujarat.in/culture/bhavai-folk-drama/>
https://www.indianetzone.com/49/nationalist_writers_modern_gujarati_literature.htm
https://en.wikipedia.org/wiki/Gujarati_literature
https://www.kidsgen.com/stories/folk_tales/the_robbers.htm

SEMESTER I
PART III
CORE COURSE: URDU (ANCILLARY MAJOR)
COURSE NAME: URDU POETRY 1914 ONWARDS

Total Credits: 6

Total Marks: 100

Learning Objectives:

Learning Outcomes: At the end of the course, the student will be able to:

1. To acquaint the students with the Art, qualities and types of Nazm Nigari.
2. To develop a critical understanding of Urdu Nazm aur Nazm Nigari.
3. To appreciate the characteristics, critical analysis of the poems (Nazm) of Allama Iqbal.
4. To understand the Art of Nazm Nigari with reference to Allama Iqbal ki muntakhabnazmein.
5. To appreciate the characteristics, critical analysis of the poems (Nazm) of Akhtar Sheerani.
6. To understand the Art of Nazm Nigari with reference to Akhtar Sheerani (muntakhabnazmein)

Learning Outcomes: At the end of the course, the student will be able to:

1. Describe the students with the Art, qualities and types of Nazm Nigari.
2. Explain the forms of Urdu Nazm aur Nazm Nigari.
3. Discuss and appreciate the characteristics, critical analysis of poems (Nazm) of Allama Iqbal.
4. Analyse the Art of Nazm Nigari with reference to Allama Iqbal ki muntakhabnazmein.
5. Explain the characteristics, critical analysis of the poems (Nazm) of Akhtar Sheerani.
6. Analyse the Art of Nazm Nigari with reference to Akhtar Sheerani (muntakhabnazmein)

MODULE I: URDU POETRY AND TWO POETS (2 Credits)

Unit 1: Art of Nazm Nigaari

- a) Nazm- Urdu shayari ki ek maqbool Sinf
- b) Nazm ki maani-o- mafhoom, nazm ki khususiyat,
- c) Nazm ki haiyatein/ nazm ki iqsam

Unit 2: A Critical study Of Urdu Nazm aur Nazm Nigari

- a) Urdu me nazmnigari-aaghaaz-o-irtequa
- b) Azadi se pehle Urdu nazm aur ahem nazm Niagaron ka mukhtasar taaruf
- c) Taraqqipasand urdu nazm aur ahem nazmnigaar

Unit 3: Allama Iqbal

- a) Allama Iqbal: Life Sketch
- b) Allama Iqbal ki nazm nigaari ki khususiyaat

- c) Allama Iqbal ki nazmon ka tanquidi tajziya

Module II: AllamaIqbal (2 Credits)

Unit 4: AllamaIqbal ki muntakhab nazmein

- AllamaIqbal: usloob-e- shayari
- Himala, haqiqat-e-husn, chand, sair-e-falak, chand aur taare, dua, naya shiwala, tarana-e-mili (selected 8 poetries)
- Art of nazmnigaari

Unit 5: Akhtar Sheerani

- Akhtar Sheeranikehalat-e-zindagi
- Akhtar Sheerani ki nazmnigaari ki khususiyat
- Akhtar Sheerani ki nazmon ka tanquidi- jayeza

Unit 6: Akhtar Sheerani(muntakhab nazmein)

- Akhtar sheerani ka usloob-e-shairi
- Ae des se aane wale bata, Ae ishq kahin le chal, Barkha rut, Ek arzoo, Sarzameen-e-ishq, duniya ki baharein, nazr-e-watan, fareb-e-hasti (selected 8 poetries)
- Art of nazm-nigaari

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

- Urdu Nazm ki khususiyat bayan kijiye
- Nazm Nigari ke fun ka tafseelijayezalijiye
- Taraqqi pasand Urdu Nazmgo shoarakefun ka tanqidijayezapeshkijiye
- Allama Iqbal ki shairikeusloob par sair e hasilbaheskijiye
- Akhtar Sheerani ki nazm Nigari ka naqedanajayezalijiye

References:

- Urdu Nazm ki daryaft by Hamidi Kashmiri
- Jadeed Urdu shairi by Abdul Qadir Sarwari
- Nayinazm ka safar by Khalirurrehman Azmi
- Iqbal tanqid (naqadeenkehawale se) by Dr. Aziz Ahmad
- Iqbal ki fikrimiras by Saleem Akhtar
- Kulliyat e Akhtar Sheerani by Akhtar Sheerani

SEMESTER I
PART III
CORE COURSE: GERMAN (ANCILLARY MAJOR)
COURSE NAME: GERMAN LANGUAGE 2 (A2)

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To comprehend language structures at the intermediate level and respond to daily life situations.
2. To comprehend language skills of reading and listening to German (CEFR Level A2.1).
3. To comprehend reading language skills of understanding German (CEFR Level A2.1).
4. To understand skills of speaking German (CEFR Level A2.1).
5. To develop language skills of writing German (CEFR Level A2.1).

Learning Outcomes: At the end of the course, the student will be able to:

1. Know to read German (CEFR Level A2.1).
2. Make use of basic language structures of German.
3. frame simple sentences pertaining to concrete necessities.

Note: Basic language proficiency of A1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) A1 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university OR Standard 11 and 12 with German OR any other qualification equivalent to A1.

MODULE 1: BASIC LANGUAGE SKILLS

(2 Credits)

Unit 1: Rund ums Essen

a) Sprachhandlungen: Informationen zu Personen verstehen | über Essen sprechen | sich und andere vorstellen | eine Bildgeschichte verstehen und wiedergeben | etwas begründen | über Gefühle sprechen | Vermutungen äußern | Fragen zu einem Text beantworten | ein Restaurant vorstellen | Wörter mit allen Sinnen lernen

b) Wortschatz: Küche und Kochen | Essgewohnheiten | Gefühlsverben

Aussprache: ch wie in ich oder ch wie in acht

Landeskunde: Dunkelrestaurants in D-A-CH Der Film Was gibt es heute? | Ich habe schon so Hunger!

c) Grammatik; Possessivartikel im Dativ: meinem Freund | doch (nach Ja-/Nein- Fragen) | Reflexive Verben: sich freuen | Nebensatz mit weil

Unit 2: Nach der Schulzeit

a) Sprachhandlungen: Berichte aus der Schulzeit verstehen | über die Schulzeit sprechen und Kommentare schreiben | beschreiben, wo etwas ist | über Gewohnheiten sprechen | Stadt-Tipps verstehen und geben | Informationen über ein Schulsystem verstehen | über Schultypen sprechen

b) Wortschatz: Tätigkeiten und Erfahrungen in der Schulzeit | Fächer | Schultypen

Aussprache: sp und st Landeskunde: Tipps für den Start in Graz | Schultypen in Deutschland (Thüringen) Der Film Die Schulzeit | Neu in München

c) Grammatik: Modalverben im Präteritum | Positionsverben | Wechselprepositionen mit Dativ und Akkusativ

Unit 3: Medien im Alltag

a) Sprachhandlungen: über Vor- und Nachteile sprechen | Vergleiche formulieren | die eigene Meinung sagen | über Vorlieben sprechen | über Filme sprechen | Kommentare zu einem Film verstehen | einen Kommentar schreiben

b) Wortschatz: Medien | Aktivitäten mit Medien | Film

Aussprache: b oder w

Landeskunde: Kino! Kino! – Der Film „Almanya“ Der Film Alte und neue Medien | Bitte lächeln!

c) Grammatik: Komparativ | Vergleichssätze mit als, wie | Nebensatz mit dass | Superlativ

MODULE II:

(2 Credits)

Unit 4 - Große und kleine Gefühle

a) Sprachhandlungen: sich bedanken und Glückwünsche aussprechen | über Gefühle sprechen | Informationen über Festivals verstehen und darüber sprechen | über eine Stadt schreiben | Freude/Bedauern ausdrücken | über ein Lied sprechen | Blogbeiträge verstehen und schreiben | Überschriften finden

b) Wortschatz: Feste und Ereignisse | Einladungs- und Dankeskarten | Gefühle

Aussprache: Emotionales Sprechen

Landeskunde: Norddeutsche Feste | „Ende Anfang“ – ein Lied von einer deutschen Band Der Film Post für mich? | Überraschung | Ein Wochenende in Kiel

c) Grammatik: Nebensatz mit wenn | Adjektive nach dem bestimmten Artikel

Unit 5: Was machen Sie beruflich?

a) Sprachhandlungen: ein Gespräch am Fahrkartenschalter führen | über Freizeitangebote sprechen | Texten Informationen entnehmen | Personen vorstellen | Berufswünsche äußern | einen Traumberuf vorstellen | ein Telefongespräch vorbereiten | telefonieren | einen Text zum Thema Arbeitswelt verstehen

b) Wortschatz: Berufe | Arbeitsmittel und Tätigkeiten | Bahnreisen | Arbeitswelt Aussprache: m oder n Landeskunde: Am Fahrkartenschalter der Bahn | Arbeitswelt von morgen Der Film Ich brauche schnell ein Ticket. | Beas Traumjob

c) Grammatik: Adjektive nach dem unbestimmten Artikel | Präpositionen: ohne + Akkusativ, mit + Dativ | das Verb werden

Unit 6: Ganz schön mobil

a) Sprachhandlungen Informationen erfragen | Unsicherheit ausdrücken | eine Wegbeschreibung verstehen und geben | einen Zeitungsartikel verstehen | die eigene Meinung sagen | über den Weg zur Arbeit sprechen | eine Statistik beschreiben | Informationen über eine Reise verstehen | über Reisen sprechen

b) Wortschatz: öffentlicher Verkehr | rund ums Autofahren | Weg zur Arbeit Aussprache: Schwierige Wörter Landeskunde: Der Weg zur Arbeit in D-A-CH | Mit dem Fahrrad auf Reisen Der Film Zu spät! | Der Weg ist ganz einfach ...

c) Grammatik: Nebensatz: indirekte Fragesätze | lokale Präpositionen an ... vorbei, durch, ...

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Listening Comprehension of content in the syllabus
2. Maintain a personal vocabulary list from German prose and poetry
3. Written Assignments
4. Oral Demonstration of poetry
5. Maintain a German Language Log-Book

References:

1. Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. (Kapitel 1-6) München / Delhi: Klett Langenscheidt / Goyal Saab 2015
2. Aufderstraße, Hartmut, u.a. : Lagune 2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2014.
3. Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
4. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013
5. Any other textbook for A2.1 / A2 level proficiency (corresponding to the topics in the syllabus) may be used as a reference book.
6. Websites: <https://einstufungstests.klett-sprachen.de/eks/uebungen-netzwerk-a2/>

SEMESTER I
PART III CORE B.A SCHOOL SUBJECTS
CORE COURSE: HISTORY
COURSE NAME: HISTORY OF MODERN INDIA (1757 -1947)

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To understand the establishment of British colonial rule
2. To examine the rise and development of political nationalism.
3. To examine the rise and development of economic nationalism.
4. To acquaint the students with the mass movements in the Indian Freedom struggle
5. To develop an understanding of Gandhian movements

Learning Outcomes: At the end of the course, the student will be able to:

1. Explain the impact of colonial rule and the development of resistance against it.
2. Discuss how forces of nationalism developed led to the creation of an independent India.
3. Describe the events leading to the Partition of India and its impact.
4. Discuss the trends in Indian nationalism
5. Explain the Gandhian movements

MODULE 1: BRITISH COLONIAL RULE

(2 Credits)

Unit 1: Beginning of Colonial era

- a) Establishment of British rule
- b) Challenges to British rule
- c) British Reforms and Administration upto 1857

Unit 2: Socio-Religious Reform Movements

- a) Revivalist movements
- b) Reformist movements
- c) Impact of reform movements

Unit 3: Growth of Political Awakening

- a) Revolt of 1857 - Causes, Nature and consequences
- b) Growth of Political Associations
- c) Foundation of Indian National Congress

MODULE II: INDIAN NATIONALISM

(2 Credits)

Unit 4: Trends in Indian Nationalism

- a) Moderates
- b) Extremists
- c) Revolutionary nationalism

Unit 5: Gandhian Movements

- a) Non-Cooperation movement
- b) Civil Disobedience movement
- c) Quit India movement

Unit 6: Towards Freedom

- a) Constitutional developments (1909-1945)
- b) Towards Indian Independence
- c) Partition of India

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Submit an assignment on the nature of the Revolt of 1857.
2. Prepare a presentation on Leaders of the Civil Disobedience Movement
3. Draw a flow chart showing activities of the Congress from 1920 – 1947
4. PPT Presentation of the Gandhian movement
5. Written Assignment on the trends in Indian Nationalism

References:

1. Bandyopadhyay Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Longman, New Delhi, 2004.
2. Banerjee - Dube, Ishita, A History of Modern India, Cambridge University Press, 2015.
3. Brown Judith, Modern India: The Origins of an Asian Democracy, OUP, 1994.
4. Chakravarti Aroop, The History of India (1857 – 2000), Pearson, New Delhi, 2012.
5. Chandra Bipin and Others, India since Independence, Penguin Books India, Paperback, 2017.
6. Grover B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
7. Guha Ramchandra, Makers of Modern India, Penguin UK, 2010.
8. Guha Ramchandra, India After Gandhi, Harper Collins, 2007.
9. Nanda B.R., Essays in Modern Indian History, O.U.P., Mumbai.
10. Nanda B.R., Making of a Nation: India's Road to Independence, Delhi, 1998.

11. Pannikar K.N. (ed). National and Left Movement in India, Vikas Publishing House Pvt. Ltd., New Delhi, 1980.
12. Thompson Edward & Garratt G.T., History of British Rule in India, Vol. II, Atlantic Publishers and Distributors, Delhi, 1999.

Resources in Marathi:

13. Acharya Dhananjay, Aadhunik Bharatacha Itihas, Shri SainathPrakashan, Nagpur, 2006.
14. Bhole Bhaskar L. Bharatache Swatrantrya –Pannas Varshancha Magova, Sanket Publication, Aurangabad,1998.
15. Chandra Bipan and Others, Swatantryottar Bharat, K’Sagar Publication, Pune, Reprint 2017.
16. Chandra Bipan and Others, Grover B. L., Belhekar N. K., Adhunik BhartiyaItihas :Ek Navin Mulayankan, 3rd Edition, S.Chand Publishing, 2003.
17. Guha Ramchandra, Gandhi Nantarcha Bharat, Majestic Publishing House, 2015.
18. Sarkar Sumit, Aadhunik Bharat, Rajkamal Prakashan Pvt Ltd, 2009.

SEMESTER I
PART III-CORE B.A SCHOOL SUBJECTS
CORE COURSE: GEOGRAPHY
COURSE NAME: INTRODUCTION TO HUMAN GEOGRAPHY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop a basic understanding about concepts associated with subject of Human Geography.
2. To understand Man Environment Relation.
3. To understand Population and its related concepts.
4. To understand Settlement and concepts associated with it.
5. To understand the Migration and concepts related to it.
6. To understand the Refugee Crisis and concepts associated with it.

Learning Outcomes: At the end of the course, the student will be able to:

1. State the man-environment relations and its related concepts.
2. Summarize concepts in settlement, mitigation and associated concepts.
3. Describe Refugee Crisis and its concepts.
4. Correlate Migration to the Refugee Crisis
5. Explain population and its related concepts.

MODULE 1: HUMAN GEOGRAPHY

(2 Credits)

Unit 1: Human Geography: An Introduction

- a) Human Geography - Meaning, Definition, Nature, Scope
- b) Branches of Human Geography
- c) Different Approaches of Human Geography

Unit 2: Man Environment Relation

- a) Determinism its viewpoints and its Philosophical varieties
- b) Possibilism as Human Environment Interaction and views of Major Thinkers of Geographical Possibilism.
- c) Probabilism, support and criticism of Probabilism.

Unit 3: Population

- a) Trends and Patterns of World Population change, Demographic Transition Model
- b) Population Density, its distribution and its growth
- c) Concept and Problems of Under-population, over-population and optimum population

MODULE 2: SETTLEMENT MIGRATION AND REFUGEE CRISIS (2 Credits)

Unit 4: Settlement

- a) Concept of Urban and Rural Settlements
- b) Types and Pattern of settlement, Site and Situation
- c) Functional classification of urban settlement

Unit 5: Migration

- a) Concept and Types of Migration
- b) Causes of migration – pull and push; Consequences/effects of migration, Patterns and processes of migration
- c) Emerging trends of migrations or Issues of legal and illegal international Migration

Unit 6: Refugee Crisis

- a) Meaning and Definition, Causes of Refugee Crisis
- b) Exploitation of displaced people, Political Responses
- c) Migratory Routes and Methods of Fleeing, Role of International Rescue Committee.

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Map - Definition, Components, Type and Importance
2. Map scale - Definition, Verbal Scale and Graphical Scale
3. Construction of Choropleth Maps, Isopleth, Dot and Flow Maps
4. Construction of Population Pyramid
5. Calculate the Population Density of the following states Bihar, Maharashtra, Arunachal Pradesh and Kerala.

References:

1. Johnson R. J. & Others (1983) : The Dictionary of Human Geography, Blackwell England
2. Singh, L. R. (2009): “Fundamentals of Human Geography”, Sharda Pustak Bhavan, Allahabad
3. Hussain, M. (2011) “Human Geography”, Rawat Publications, Jaipur Dixit, R. D. (1997): “Geographical Thought: A Contextual History of Ideas”, PHI Learning Private Limited, Delhi
4. Singh, R. Y. (2002): “Geography of Settlements”, Rawat Publications, Jaipur
5. Siddhartha, K. and Mukherjee, S. (2016): “Cities, Urbanization and Urban Systems”, Kitab Mahal, Delhi
6. Chandna, R. C. (2016): “Geography of Population: Concepts, Determinants and Patterns”,

- Kalyani Publishers, Ludhiana Bhende, A. and Kanitkar, T. (2015): “Principles of Population Studies”, Himalaya Publishing House, Mumbai
7. Koser, K. (2007): “International Migration: A Very Short Introduction”, Oxford Univ Press, UK
 8. Castles, S., Haas, H., and Miller, M. (2013): “The Age of Migration: International Movements in the Modern World”, Guilford Pr.
 9. Leong, G. C. and Morgan, G. C. (1982): “Human and Economic Geography”, Oxford University Press, Delhi
 10. Knowles, R. and Warding, J. (2012): “Economic and Social Geography”, Rupa and CO, Kolkatta
 - Waugh, D. (2009): “The New Wider World”, Oxford University World, Oxford
 11. Mahmood, A. (2008): Statistical Methods in Geographical Studies”, Rajesh Publications, Delhi
 12. Singh, L. R. (2009): “Fundamentals of Practical Geography”, Sharda Pustak Bhavna, Allahabad
 13. Mishra, R. P. and Ramesh, A. (2002): “Fundamentals of Cartography”, Concept Publishing Company, New Delhi

SEMESTER I
PART III -CORE B.A SCHOOL SUBJECT
CORE COURSE: ECONOMICS
COURSE NAME: MICROECONOMICS – I

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of economics.
2. To help the students to prepare for teaching economics.
3. To impart knowledge of microeconomics.
4. To clarify concepts of utility.
5. To understand and interpret charts, graphs and figures.

Learning Outcomes: At the end of the course, the student will be able to:

1. Use microeconomic analysis as a way of understanding the world.
2. Analyse important concepts in consumer choice theory, the theory of production and costs, and the impact of market structure on market equilibrium.
3. Use economic tools that support their understanding of economics.
4. Apply theories discussed in class to real-life situations.
5. Interpret charts, graphs and figures; based on demand and supply

MODULE 1: INTRODUCTION TO MICROECONOMICS (2 Credits)

Unit 1: Microeconomics concepts

- a) Microeconomics- Meaning, Scope, Importance, Limitations
- b) Positive and Normative Economics
- c) Concepts of Equation, Functions, Graphs, Diagrams, Line, Slope, and Intercept

Unit 2: Ten Principles of Economics

- a) How People Make Decisions (4 principles)
- b) How People Interact (3 principles)
- c) How The Economy as a Whole Works (3 principles)

Unit 3: Cardinal and Ordinal Analysis

- a) Cardinal Utility Analysis, Diminishing Marginal Utility, Equimarginal Utility
- b) Ordinal Utility Analysis: Indifference Curve Analysis: Indifference Curves, Construction Properties, Budget Line – Construction – Slope - Shifts, Consumer's Equilibrium,
- c) Changes in Consumer Equilibrium: Price Effect- Income Effect- Substitution Effect with Diagrams, Derive the Demand Curve using the PCC

MODULE 1I: DEMAND, SUPPLY AND ELASTICITY (2 Credits)**Unit 4: Demand**

- a) Concept of Demand, Determinants of Demand, Demand Function
- b) Law of Demand and Exceptions, Individual and Market Demand
- c) Elasticity of Demand: Price, Income, Cross, Promotional Degrees: Measurement Methods

Unit 5: Supply

- a) Concept of Supply, Determinants of Supply, Supply Function
- b) Law of Supply - Individual and Market Supply
- c) Elasticity of Supply Concept -Degrees -Measurement

Unit 6: Market Equilibrium - Concept and Diagrams

- a) Diagrams to Analyse Changes in Equilibrium due to Change in Demand
- b) Diagrams to Analyse Changes in Equilibrium due to Change in Supply
- c) Diagrams To Analyse Changes in Equilibrium due to Change in Demand and Supply

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Written Assignment on Law of Demand and Exceptions, Individual and Market Demand
2. PPT Presentations on Law of Supply - Individual and Market Supply
3. A Seminar on the Elasticity of Supply Concept -Degrees -Measurement
4. Draw diagrams to analyse Changes in Equilibrium due to Change in Demand
5. Draw diagrams of changes in Equilibrium due to Change in Demand and Supply

References:

1. Ahuja. H. L. (2019): Advanced Economic Theory -Microeconomic Analysis, (LPSPE), 21st Edition. S. Chand Publishing.
2. Mankiw, N. G. (2015): Principles of Microeconomics, 7th Ed. Cengage Learning India Ltd.
3. Koutsouyiannis, A. (1979) Modern Microeconomics, 2nd edition. Macmillan.
4. Samuelson, P. A. and Nordhaus, W. D. (2019): Economics, 20th edition (Indian Adaptation-S. Chaudhuri and A. Sen). McGraw Hill Education.
5. Frank, R. H. and Bernanke, B. (2007): Principles of Economics, 3rd Ed., McGraw Hill Education
6. Lipsey, R. and Chrystal, A (2015): Economics, 13th Edition. Oxford University Press, India.

SEMESTER I
PART III- CORE B.A SCHOOL SUBJECT
CORE COURSE: MATHEMATICS AND STATISTICS
COURSE NAME: BASIC CONCEPTS OF NUMBER SYSTEMS

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the Basic Properties of Numbers
2. To appreciate the usefulness of Real Numbers and their properties
3. To develop numerical skills in Set Theory and Operations on Sets
4. To create an awareness of Equivalence Relations
5. To develop numerical skills in Congruence Relations on $\mathbb{Z}$

Learning Outcomes: At the end of the course, the student will be able to:

1. Explain the Basic properties of Numbers.
2. Analyse the properties of Real Numbers.
3. Differentiates between the Intervals and neighbourhoods;
4. Examine the accuracy of the given solution to the problems based on the Number System.
5. Reflect on the utility of the learned concepts.

MODULE I: NUMBER SYSTEMS

(2 Credits)

Unit 1: Basic Properties of Numbers

- a) $\mathbb{N}$, $\mathbb{Z}$, $\mathbb{Q}$, $\mathbb{Q}^c$, $\mathbb{R}$; BODMAS;
- b) Indices, Square and square-roots, Cube and cube-roots,
- c) Variation, Ratio and Proportions.

Unit 2: Real Numbers and their properties

- a) Properties under addition, multiplication and order, Absolute value of a real number and the properties.
- b) Intervals and neighbourhoods; Archimedean Principle, Hausdorff principle.
- c) Bounded set, supremum and infimum of a set. Denseness of rational numbers.

Unit 3: Practicals

- a) Properties of the number systems; BODMAS related applications
- b) Finding the squares, square-roots, cube and cube-roots -applications.
- c) Applications of variations, ratio and proportions
- d) Properties of $\mathbb{R}$ under addition, multiplication and order; absolute value of real numbers.
- e) Intervals, neighbourhoods, Archimedean and Hausdorff principles
- f) To find if a set is bounded, find the supremum and infimum of sets.

MODULE II: SETS AND RELATIONS

(2 Credits)

Unit 4: Set Theory and Operations on Sets

- Definition and types of sets; Operation on sets with properties-union, intersection, difference, symmetric difference, complement;
- Subsets and Supersets, Product of sets, Venn Diagram.
- Definition of binary operators, properties and applications.

Unit 5: Equivalence Relations and Congruence Relations on $\mathbb{Z}$

- Definition of relations, types of relations, equivalence relations, partitions, equivalence classes; results on equivalence relations;
- Definition of congruence relation; congruence relation is an equivalence relation; properties of congruence relation;
- Residue classes and $\mathbb{Z}_n$; properties on $\mathbb{Z}_n$ under addition & multiplication mod n ; Euler phi function.

Unit 6: Practicals

- Sets and operations
- Venn diagrams
- Binary operators
- Equivalence relations
- Congruence relations
- $\mathbb{Z}_n$; Euler phi function

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No.	Particular component	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

- Written Assignment on Operation on sets with properties-union, intersection, difference, symmetric difference, complement
- PPT Presentations on binary operators, properties and applications
- A Seminar on Residue classes and $\mathbb{Z}_n$; properties on $\mathbb{Z}_n$ under addition & multiplication mod n ; Euler phi function.
- Draw diagrams to analyse Subsets and Powersets, Product of sets, Venn Diagram.
- Draw diagrams of sets with properties-union, intersection, difference, symmetric difference, complement;

References:

- Discrete Mathematics, Norman L. Biggs, Revised Edition, Clarendon Press, Oxford 1989.
- Elementary Number Theory : David Burton ; Tata McGraw Hill (Walter Rudin Series), Indian Edition.
- Introduction to Math Olympiad Problems. Michael A. Radin. Chapman and Hall. 2021

4. Introduction to the theory of numbers, I. Niven and S. Zuckerman, Third Edition, Wiley Eastern, New Delhi, 1972.
5. Lecture Notes On Mathematical Olympiad Courses: For Junior Section (In 2 Volumes) The Mathematical Olympiad Series. Jiagu Xu. World Scientific, 2009
6. Master Maths: Solving Word Problems. Brita Immergut. Cengage Learning PTR. 2009
7. Methods And Techniques For Proving Inequalities: In Mathematical Olympiad And Competitions, Volume 11 of Mathematical Olympiad Series. Yong Su, & Bin Xiong. World Scientific Publishing Company, 2015.
8. Problem solving Strategies. Arthur Engel. Springer. 1991
9. The History of Counting. Denise Schmandt-Besserat. HarperCollins 1999
10. The mathematics that Every Secondary School Teacher Needs to Know. Alan Sultan & Alice F. Artzt. Routledge. 2011.

SEMESTER I
PART III- CORE: B.A (JUNIOR COLLEGE SUBJECTS)
CORE COURSE: PSYCHOLOGY
COURSE NAME: BASICS OF PSYCHOLOGY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the nature, scope and relevance of Psychology
2. To develop an understanding of the methods of Psychology.
3. To develop an understanding of the physiological basis of behaviour
4. To develop an understanding of assessment methods used in Psychology.
5. To develop an understanding of the structure of the brain

Learning Outcomes: At the end of the course, the student will be able to:

1. Describe the nature, scope and relevance of Psychology
2. Explain the methods of Psychology.
3. Critically analyse the physiological basis of behaviour
4. Compare the peripheral nervous system with the central nervous system
5. Explain the structure of the brain

MODULE 1: UNDERSTANDING PSYCHOLOGY (2 Credits)

Unit 1: Basic concepts of Psychology

- a) Meaning, scope and branches of psychology
- b) Schools of Psychology: Structuralism and Functionalism, Gestalt, Behaviourism,
- c) Schools of Psychology: Psychoanalysis, Humanistic & Cognitive

Unit 2: Methods of Psychology

- a) Observation (Meaning, Types, Merits and Demerits)
- b) Case Study, Experimental Method (Meaning, Types, Merits and Demerits)
- c) Survey method, Longitudinal method (Meaning, Types, Merits and Demerits)

Unit 3: Assessment methods

- a) Psychometric Tests (IQ, Personality, EQ)
- b) Career Guidance
- c) Inventory, Projective techniques

MODULE II: PHYSIOLOGICAL BASIS OF BEHAVIOUR (2 Credits)

Unit 4: The Nervous System

- a) Structure, Function and Types of Neurons
- b) Neurotransmitters (Types and functions)
- c) The Nervous system: Peripheral and Central

Unit 5: The Structure of the Brain

- a) The Central Nervous System: Structure of the brain; brain stem
- b) The structure of the cortex
- c) The association areas of the cortex (Broca's area and Wernicke's area)

Unit 6: The Peripheral Nervous System

- a) The Peripheral Nervous System: Structure and extent
- b) The Somatic Nervous System and the Autonomic Nervous System.
- c) Structure and Behavioural Functions of the HindBrain, MidBrain and ForeBrain

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

- 1. Group discussion -Suggested Topics- Psychometric Tests (IQ, Personality, EQ)
- 2. PowerPoint presentation on Merits and Demerits of: Case Study, Experimental Method, Survey method, Longitudinal method.
- 4. Written Assignment on the Central Nervous System: Structure of the brain
- 5. A Seminar on the Somatic Nervous System and the Autonomic Nervous System.
- 6. Draw diagrams of the Nervous system: Peripheral and Central

References:

- 1. Feldman, R.S. (2019). Understanding Psychology. 14th Edition
- 2. Jain, S. (2014). Introduction to Psychology. Kalyani Publishers.
- 3. Encyclopedia of human intelligence. (2 vol.). (1994). New York: Macmillan.
- 4. Encyclopedia of learning and memory. (1992). New York: Macmillan.
- 5. Encyclopedia of psychology. (4 vol.). (1994). 2nd ed. New York: Wiley.
- 6. Principles of Neuropsychology, Second Edition Eric A. Zillmer, Mary V. Spiers, William C. Culbertson, (2008). Thomson Higher Education, CA: USA.

SEMESTER I
PART III- CORE: B.A (JUNIOR COLLEGE SUBJECTS)
CORE COURSE: SOCIOLOGY
COURSE NAME: BASICS OF SOCIOLOGY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To introduce the nature, scope and significance of sociology and approaches in sociology.
2. To familiarize students to Sociological theories and Perspectives
3. To introduce students to the methods of Sociology
4. To develop an understanding of the relationship between Sociology and other social sciences
5. To develop an understanding of sociological approaches

Learning Outcomes: At the end of the course, the student will be able to:

1. Analyse the nature and scope of sociology as social science.
2. Examine the Relationship between Sociology and other social sciences
3. Differentiate between sociology and common sense
4. Explain the functions of sociological theories
5. Demonstrate knowledge through debates and discussion with application of Sociological Perspective and Sociological approaches.
6. Explore different career options in Sociology and choose appropriate career

MODULE 1: SOCIOLOGY: NATURE AND SCOPE

(2 Credits)

Unit 1: Definition, Scope and Uses of Sociology

- a) Definition & Meaning of Sociology
- b) Significance of Sociology: Uses of sociology
- c) Careers in Sociology

Unit 2: The Sociological Perspective

- a) Sociology and Common Sense
- b) The Sociological Perspective: Seeing a General in Particular, Seeing Strange in the Familiar
- c) C. Wright Mills: The Sociological Imagination

Unit 3: Relationship between Sociology and other social sciences

- a) Sociology and History
- b) Sociology and Economics
- c) Sociology and Psychology

MODULE 1I: SOCIOLOGICAL PERSPECTIVES**(2 Credits)****Unit 4: Introduction to Sociological Theory**

- a) What is Sociological Theory?
- b) Types of Sociological Theory- Micro Theories vs Macro Theories
- c) Functions of Sociological Theories

Unit 5: Sociological Approaches

- a) The Structural Functional Approach
- b) The Social- Conflict Approach
- c) The Symbolic Interaction Approach

Unit 6: Introduction to Methods in Sociology

- a) The Scientific Approach
- b) Basic Principles- Variables, Correlation, Validity, Reliability
- c) Emerging Methods in Sociology- Visual Sociology

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. PPT Individual presentations on the relationship of Sociology with different social sciences.
2. Group discussion on the difference between Common Sense Knowledge and Sociological Knowledge with the help of Sociological Perspectives.
3. PPT Individual presentation on the Sociological Perspective helps to understand society?
4. Maintain a logbook on the Sociological Approach.
5. Group presentations on Sociological Theories

References:

1. Abraham, F. 2006. Contemporary Sociology: An Introduction to Concepts and Theories
2. Dasgupta and Saha (2012) An introduction to Sociology, Pearson.
3. Giddens, Anthony (2017) Sociology (8th Ed.), Atlantic Publishers.(Chapters: 1,5,14,16,21)
4. Haralambos M and Heald (2009) Sociology Themes, Perspectives. Delhi Oxford Univ Press
5. John J.Macionis, Sociology 16th Ed. (2018), Pearson (Chapter 1)
6. Julia Jary and David Jary (2005) Dictionary of Sociology ,Collins
7. Macionis, John (2005) Sociology (10th Ed.) Prentice Hall
8. Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press

9. Schaefer Richard Sociology A Brief Introduction (2006) 6th Ed. Tata McGraw Hill, Delhi
10. Shankar Rao, Sociology: Principles of Sociology (2019), S.Chand Pub.(Chapter 1)
11. Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press

SEMESTER I
PART III-- CORE: B.A (JUNIOR COLLEGE SUBJECTS)
CORE COURSE: PHILOSOPHY
COURSE NAME: BASICS OF PHILOSOPHY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the basic concepts and the beginnings of Philosophy
2. To develop an understanding of the concept, major classifications and traditions in Philosophy.
3. To develop an understanding of the beginnings of Indian Philosophy, with reference to Vedic and Upanishadic Cosmologies
4. To develop an understanding of the methods of philosophizing and primary issues, concerns, and debates within philosophy.
5. To develop an understanding of the features and classifications of Western Philosophy
6. To develop an understanding of the various Philosophical Methods

Learning Outcomes: At the end of the course, the student will be able to:

1. Identify the main fields of philosophy.
2. Critically analyse the Indian and Western ways of thinking.
3. Explain the context from which a particular philosophical viewpoint arose.
4. Evaluate the implications of philosophical positions in daily life.
5. Explain Vedic Cosmology and Upanishadic Cosmology

MODULE 1: Philosophy: Basic concepts; its beginnings (2 Credits)

Unit 1: Nature, Scope and Significance of Philosophy

- a) What is philosophy? Nature & Scope of Philosophy
- b) Basic overview of the major areas of philosophy
- c) Value of Philosophy- Russell

Unit 2: Beginnings of Philosophy in India: Vedic & Upanishadic Cosmologies

- a) Beginnings of Indian Philosophy: From Vedas to Upanishads (Samhita, Brahmana, Aranyaka & Upanishads)
- b) Vedic Cosmology: Rta and Rna in the moral & cosmic order; cosmology in Purusha

sukta (Rig Veda, book 10, hymn 90) and Naasadiya sukta(Rig Veda, book 10, hymn 129).
 c) Upanishadic Cosmology (Brahman, Cosmic Egg & Cosmogenesis as sacrifice)
 Śvetāśvatara Upanishad (1. 1), Brihadaranyaka Upanishad, 1.2.1-7) Kāṭha Upanishad 3. 10-13, and 6. 7-8; Chāndogya Upanishad 6.4

Unit 3: Greek Beginnings of Philosophy: Pre-Socratic Natural Philosophy and Cosmologies

- a) Beginnings of Philosophy among the Greeks: from myths to Philosophy
- b) Pre-Socratic Cosmology: Natural Philosophy- Thales of Miletus
- c) Pre-Socratic Cosmology: Natural Philosophy- Anaximander & Anaximenes

MODULE 1I: APPROACHES IN INDIAN & WESTERN PHILOSOPHY (2 Credits)

Unit 4: Indian Philosophy: Features & classifications

- a) Features of Indian Philosophy
- b) Classifications of Indian Philosophy (Orthodox & Heterodox)
- c) Classifications of Indian Philosophy (Analytic & Synthetic)

Unit 5: Western Philosophy: Features & classifications

- a) Features of Western Philosophy
- b) Introduction to schools of Western Philosophy (Idealism of the Platonic tradition & Realism of Aristotelian tradition)
- c) Introduction to schools of Western Philosophy (Rationalism & Empiricism)

Unit 6: Philosophical Methods

- a) Method of Philosophy: The Vedic/Upanishadic Method (Neti...Neti..) (way of negation) (Brihadaranyaka Upanishad 2.3.6)
- b) Method of Philosophy: The Socratic Method (Elenchus)
- c) Inductive (empiricist method) & Deductive (Aristotelian) Methods (Russell, Problems of Philosophy, chs. 6 & 7), Inducto-deductive (integrated reasoning) (*Nyaya*) (Chandhradhar Sharma, A critical survey of Indian philosophy ch.12)

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No.	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

1. Critically evaluate Russell's arguments in support of the value of philosophy.
2. Written Assignments on comparing Vedic cosmology with the modern scientific view on origin and evolution of the universe.

3. Using steps of Socratic method develop an argumentation on any issue of your choice
4. PowerPoint presentations on Philosophical Methods
5. Written Assignments on features and classifications of Indian Philosophy
6. Written Assignments on features and classifications of Western Philosophy

References:

1. Bishop, Donald (ed.) Indian Thought: An Introduction (New Delhi: Wiley Eastern
2. Chandradhar Sharma. A critical survey of Indian philosophy. Motilal Banarsidass Publ, 2000. Ch. 12- integrated reasoning (induction-deduction method)
3. Dutta and Chatterjee, Introduction to Indian Philosophy. Calcutta: Motilal , 1961
4. G S Kirk and J E Raven, The Presocratic Philosophers, chapter 1 (Myth and philosophy)
5. H. Hiriyanna, Essentials of Indian Philosophy. Delhi: Motilal
6. James Warren, Presocratics, chapter 2 (Natural philosophers) chapter 5 and 6 (Heraclites and Parmenides)
7. Karsten Friis Johansen, A History of Ancient Philosophy: From the Beginnings to Augustine, pp. 11-19 (Myth and philosophy); pp. 21-29 (Natural philosophers)
8. Paul Deussen, Sixty Upanishads of the Veda, Volume 1, Motilal Banarsidass, Delhi, 1975)
9. Radhakrishnan, Indian Philosophy (Vol. I and II). Delhi Oxford. 1999
10. Raju, P. T. The Philosophical Traditions of India. Pittsburgh: Univ. of Pittsburgh Press, 1972.
11. Roy W. Perrett, Introduction to Indian Philosophy, Cambridge University, 2016, chapter 6.
12. Russell Bertrand. The Problems of Philosophy. 1914. Chs. VI, VII; <https://archive.org/details/in.ernet.dli.2015.202549/page/n11/mode/2up>
13. T C Roy, A Companion Guide to Western Philosophy: From the Greeks to the Scholastics, Anushka Publications, Mumbai, 2019.
14. T.C. Roy, A Companion Guide to Indian Philosophy, R.K Publications, Mumbai, 2018.
15. T.M.P. Mahadevan, Invitation to Indian Philosophy. Madras: Arnold Heinmann, 1974.

Websites:

16. <https://web.ics.purdue.edu/~drkelly/RussellValuePhilosophy1912.pdf>
17. <https://oll.libertyfund.org/page/upanishads-and-philosophy>
18. http://www.hindupedia.com/en/Overview_of_Cosmology_in_the_Scriptures#Upanishadic_Cosmology

SEMESTER I
PART III- - CORE: B.A (JUNIOR COLLEGE SUBJECTS)
CORE COURSE: POLITICAL SCIENCE
COURSE NAME: INTRODUCTION TO POLITICAL SCIENCE

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the approaches and scope of Political Science as a discipline.
2. To develop an understanding of the relationship between Political Science and other Social Sciences
3. To develop an understanding of the basic concepts of equality, liberty, and justice
4. To develop an understanding of the main pillars of select mainstream political ideologies
5. To critically analyse and to form an opinion on key issues.

Learning Outcomes: At the end of the course, the student will be able to:

1. Explain the relationship between Political Science and other Social Sciences
2. Identify the scope and various approaches to Political Science.
3. Critically analyse the ideas of political theorists on ideals that constitute the basis of a political society.
4. Describe the basics of important political ideologies.
5. Write an essay with clarity on contemporary developments
6. Write an essay on the Ideologies of Liberalism, Socialism and Communism

MODULE I - BASICS OF POLITICAL SCIENCE

(2 Credits)

Unit 1: Introduction

- (a) Meaning and definition of Political Science
- (b) Scope of Political Science
- (c) Nature - Is it science or art?

Unit 2: Relationship between Political Science and other Social Sciences

- (a) Sociology & Psychology
- (b) Economics & Philosophy
- (c) History & Geography

Unit 3: Growth & Relevance of Political Science

- (a) Evolution of Political Science as a discipline
- (b) Approaches to the study of Political Science
- (c) Relevance of the study of Political Science

MODULE II - INTRODUCTION TO POLITICAL IDEOLOGIES (2 Credits)

Unit 4: Concepts - Meaning, Definition & Types

- (a) Equality
- (b) Liberty
- (c) Justice

Unit 5: Concepts - Meaning, Definition, Types, Inter Linkages

- (a) Power
- (b) Authority
- (c) Legitimacy

Unit 6: Ideologies - Basic Principles & Critical Evaluation

- (a) Liberalism
- (b) Socialism
- (c) Communism

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any two)

- 1) Maintain a political diary during the semester (collect articles and news items on course contents and write your detailed comments).
- 2) Case study on Ideology of Democratic Republic of Korea, Disintegration of USSR, Myanmar Military regime, Thailand Monarchy, Hong Kong Democratic movement
- 3) Group discussion on Liberty and State authority, free speech, data privacy law.
- 4) Street Play on the course content
- 5) Poster Making on the course content
- 6) Perform poetry and songs on the meaning and significance of famous political poetry

and songs (themes of liberty, equality, justice) identify the songs & poems and write a synopsis

- 7) PowerPoint presentation on Socio-Politically Relevant Issues
- 8) On the themes of liberty, equality, justice identify songs & poems and write a synopsis

References:

1. Asirvatham, E. (1971), Political Theory, Lucknow, Upper India Publishing House
2. Barker, E. (1956), Principles of Social & Political Theory, Oxford, London.
3. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A.(eds) Political Theory: An Introduction, New Delhi: Pearson Longman
4. Gokhale, B.K. (1994), Political Science (Theory and Government Machinery), Mumbai: Himalaya Publishing House
5. Mukherjee, S. & Ramaswamy, S. (2015), A History of Political thought: Plato to Marx, Delhi: PHI Learning Pvt. Ltd.
6. Ramaswamy, S. (2003), Political Theory – Ideas and Concepts, 2nd ed., New Delhi: PHI Learning Pvt. Ltd.
7. Rathore L.S. & Haqqi S.A.H. (2002), Political Theory & Organisation, Lucknow: Eastern Book Company.
8. Sabine, G. H. (1973), A History of Political Theory. New Delhi: Oxford and IBH Publishing
9. Heywood, A. (2004). *Political theory: An introduction*. New York: Palgrave Macmillan.
10. Heywood, A. (1992). Political Ideologies: An Introduction, 6th ed., London: Palgrave MacMillan

SEMESTER I
PART IV
CORE COURSE: HEALTH AND YOGA
COURSE NAME: HEALTH AND YOGA - 1

Total Credits: 3

Total Marks: 50

Learning Objectives:

1. To develop an understanding of the basic concepts of Health Education and yoga
2. To develop an understanding of the health and hygiene and the role of *yogabhyas* in achieving it.
3. To develop an understanding of the holistic practices in health and fitness making them aware of conditions and causes of ill health, diseases and principles of soundness in health.
4. To elucidate the role of teacher educators in promoting physical education and yoga among school children
5. To develop an understanding of various methods used for teaching *yogabhyas* to students with special needs.

Learning Outcomes: At the end of the course, the student will be able to:

1. Understand the concept and significance of health, health education, and Yoga for health.
2. Reflect upon the principles and requirements of health and the importance of pursuing them in daily life.
3. Demonstrate basic skills associated with yoga activities including strength and flexibility.
4. Students will practice Hatha Yoga focusing on yoga for strength, flexibility, and relaxation and engage in practicing techniques for increasing concentration and decreasing anxiety which eventually will lead to stronger academic performance.
5. Explain various methods used for teaching *yogabhyas* to students with special needs.

MODULE 1: UNDERSTANDING HEALTH AND HYGIENE (1 Credit)

Unit 1: Foundations in Health and Hygiene

- (a) Concept, Aims and Objectives of health education
- (b) Factors influencing health
- (c) Human Anatomy- Cell, Tissues, Systems, Senses

Unit 2: Diseases and First Aid

- (a) Potential causes of ill health Reproductive and sexual health, Hygiene; Harmful effects of self-medication and patient's rights.
- (b) Diseases (Communicable and non-communicable): RTI, STI, HIV AIDS, Pandemics and significance of hygiene
- (c) First Aid: Meaning and scope; Qualities and duties of a First Aider

MODULE II: YOGA AS THERAPY

(1 Credit)

Unit 3: Yoga as therapy and its place in Pedagogy

- a) Introduction to Patanjali's Yogasutra; Meaning and significance of yoga; yoga for integrated personality
- b) Ashtanga Yoga; Four Pillars of Yoga (the four principles of healthy living) (aahar, vihar, aachar, vichar)
- c) Yoga for Mental health and Stress Management: (Stress – definition, causes, symptoms; yogabhyas for stress related disorders – Anxiety, Depression and suicidal tendencies)

Unit 4: Role of Yogabhyas and its significance in Pedagogy

- (a) Role of yogabhyas in prevention of common diseases: Suryanamaskar, Vrukshasana, Nadishodhan, Bhramri, Yoganidra- their health benefits
- b) Need of yogabhyas for school children & Methods to teach yogabhyas
- c) Health education and yoga for children with special needs

MODULE III: INTERNAL ASSESSMENT

(1 Credit)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	20
3	One Essay held in the given semester	10
	Total	50

Tasks/Assignments (Any two)

1. Write an essay on the meaning and concept of health education.
2. List down factors influencing health and find out measures to safeguard good health.
3. Write an essay on the importance of yoga for school children.
4. Take a student with special needs, give her/him yoga training and find out the effect of daily yoga practice on them and prepare a report on it.
5. Make a field Visit to 2 Yogabhyas Kendras and write a report on it.
6. Prepare a project on the advantages of yoga for women.
7. Write an essay elucidating the concept of swatcchata and discuss the application of it in reproductive and sexual health,
8. Elucidate the concept of swachhata and discuss the application of it in hygienic practices

in the scenario of epidemics.

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Life Society

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24. Swamy Satyananda Saraswathi : Asana, Pranayama, Mudra, Bandha (India : Yoga Publications Trust, Munger, Bihar)
25. Swami Sivandana Practice of Yoga (The Divine Life Society, Shivananda Nagar, U.P., India)
26. B.K.S. Iyengar : Light on the Yoga Sutras of Patanjali (Harper Collins, Publ India Ltd., Delhi)
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SEMESTER II

SEMESTER II
PART I
CORE COURSE: HINDI (COMPULSORY LANGUAGE)
COURSE NAME: हिन्दी भाषा

Total Credits:06

Total Marks:100

अध्ययन उद्देश्य:

- 1) छात्रों को कविताएं और कहानियों के स्वरूप का ज्ञान प्रदान करना।
- 2) छात्रों की भाषाई कौशल का विकास करना।
- 3) लेखकों और कवियों के शैलियों के प्रकार की जानकारी देना।
- 4) य तत्त्वों को ओष्ठ और रसास्वादन कोषों कराना।
तमक सौंद
- 5) पाठ को कविताओं की व्योख्या और समीक्षा को पत्रोति समझाना।
- 6) संवाद लेखन, मुहावरों और उनका प्रयोग कराना और लिंग वचन कालेक
- 7) नियमों को समझना।
- 8) अशुद्ध व दोषों को यों को शोधुवोोीकरण को कारण वोह
निराकरण को तरीकों को जानकारी देना।

अध्ययन निष्पत्ति:

- 1) इस इकाई के अध्ययन के पश्चात छात्र योग्य होंगे।
- 2) कहानियों, कविता को अं गत्मौलिक तत्त्वों पर, भाषा शक्ति, पर वचनार करों गं
- 3) विवरणात्मक, व्याख्यात्मक, विचारात्मक, मल्यांकन परत शली से पररचित होंगे।
- 4) कविता य ि ओंदो को विश्लेषण करों
मों गों।
निहित सौंद
- 5) काव्यांशों की व्याख्या तथा सराहना करेंगे।

- 6) कवित्ताओं को भावोोथ तथा पाठ कोे गद्योोशोोो को भावो सृज कर सकोोो गे ।
- 7) संबोोोद लेखन, मुहावोरे और उनका प्रयोग कर सकेे गे।
- 8) अशोुवो वोोोक् योोो को शोुिवोकरण कर सकोोो गे।
- 9) कठोर पररिथितयोोो कोामािमिक चितोण,
 सोंवोोेदनापणे चितोण,
 व्यक्तीोादित वो उपयोगितोोोदी
 तो को वोणन, मनोदशो को
 चितोण, पीढोी सोंवोष को जीवोोंत चितोण
 कर सकेे गे।

मॉड्यूल I: हिन्दी कहॉँँँनियॉँँ -- कृष्णॉँँ स
बतॉँँी मन्ना भंडारी, माँदूँलॉँँ गगँ; िहॉँँदॉँँी
कहिँतॉँँँएकॉँँे दॉँँारनाहॉँँ िसहॉँँ धॉँँिमल,
मंगलॉँँे श डबराल; हिन्दी व्पॉँँाकरण (2

Credits)

घटक 1: हिन्दी कहॉँँँनियॉँँ

- कृष्णा सोती िसक्का दल गया (इंटरनेट पर गद्यकोश)
- मन्ना भंडारी अके ली (मन्ना भंडारी श्रेष्ठ कहॉँँँनियॉँँ)
- मोदूँदोँलूँला गगहरोी ि ओँंदोी (हरोी ि
ओँंदोी सोँँँएह)

घटक 2: िहॉँँदॉँँी कहिँतॉँँँए

- के दारनाथ िसंह पानी में विर लोग (प्रतिनिधि
कविताएं ')
- धो िमल की कविता मोचीराम ('सोँँसद तक)
सोँँे सडोक'
- मंगलेश ड राल िपता की ('हम जो देखते हैं')
तस्वीर

घटक 3: व्याकरण /रचनात्मक लेखन

- संवादाद लेखन
- मुहावरे और उनका प्रयोग
- अशोवो वोोक् योोोँँ कोा शोुिवीकरण

मॉड्यूल II : िहॉँँदॉँँी कहॉँँँनियॉँँ-

ओमप्रकाश हॉँँँलमॉँँीक, अमरकाँँत, उषा
िप्रसहॉँँँ; िहॉँँदॉँँी कहिँतॉँँँए- राजॉँँे श ज
शॉँँी, अरूँण कमल, कूँ हॉँँर नारायण; िहॉँँदॉँँी
व्पॉँँाकरण

(2 Credits)

घटक 4: िहॉदॉी कहॉॉानियॉॉा

- a) ओमएकश वॉोोाल्मीिक छतरी
- b) अमरकांत दोपहर का भोजन
- c) उषा िप्रयंवोदा वॉोोापसी

घटक 5: िहॉदॉी कहॉॉाए

- a) राजेश जोशी च्चे काम पर जा रहे हैं

- b) अरुण कमल अपनी के वोल धार (इसी नाम के संग्रह से)
- c) कुं वोर नारायण अ की अगर लौटा तो (प्रतिनिधि कविताएं)

घटक 6 : व्याकरण

- विलंग
- वोचन
- काल

मॉड्यूल III : अतर्गत मॉड्यूलों का क्रम

(2 Credits)

वोम संख्या	विवरण	अंक
1	कोश/दत्त कोश से मॉड्यूल 2*10	20
2	सेमेस्टर में एक नियत कालीन कक्षा परीक्षा	15
3	सेमेस्टर में विषय संबंधी एक निबंध	5
कुल योग		40

हृद काय

- 1) एक कक्षा में डिक्टेशन देकर अशुद्धि के कारण और उसके उपाय लिखीए।
- 2) शालक को शिक्षा को अधिकार और कोविड 19 में शिक्षक की अध्यापन परस्थिति पर समाचारपत्र में।
- 3) अपने विचार समाचार पत्र में प्रस्तुत कीजिए।
- 4) 14 एक शालक को विरोधमन्त्रियों को उपाय करके एक सोशलिस्टिक कोश/दत्त कोश से मॉड्यूल 2*10
- 5) किसी एक उपन्यास का सारांश तथा उसकी समीक्षा कीजिए।

संदर्भ साहित्य ग्रंथ:-

- कृष्णा सोती की कहानी- सिकका दल गया
- <https://www.hindisamay.com/content/171/1>
- मन्न भंडारी की कहानी- अकेली
- <https://www.femina.in/hindi/sahitya/kahani/akeli-by-mannu-bhandari-4779->

1.html

- मॊट्टदोडु लोा गग कोी कहानोी- हरॊी ि ोंदोी
- <https://poshampa.org/hari-bindi/>

- के दारनाथ िसंह की कवित्ा- पानी में वरिे लोग

- धवेलमल कोी कवित्ता कोी कविता- मोचीराम
- मंगलेश ड राल की कवित्ता- पिता की तस्वीर
- <http://www.hindisamay.com/content/8047/1>
- अमरकांत की कहानी- दोपहर का भोजन
- <https://www.hindisamay.com/kahani/dopahar-ka-bhojan.htm>
- उषा पिप्रयंवोदा की कहानीवापसी
- <https://bharatdarshan.co.nz/lit-collection/literature/345/vapsi-story-usha-priyamvada.html>
- राजेश जोशी की कविता- च्चे काम पर जा रहे हैं
- <http://kavitakosh.org/kk>
- संसद से सड़क तक राजकमल प्रकाशन िदल्ली
- हम जो देखते हैं राधाकृ षणन् प्रकाशन, िदल्ली
- 10 ण्ठितिनिध कहांनियॉँ- मन् भण्डारी, िकता बोर ण्ठितिनिध, िदल्ली
- ण्ठितिनिध कविताएँ, के दारनाथ िसंह, राजकमल ण्ठितिनिध, िदल्ली
- हम जो देखते हैं, राधाकृ षणन् प्रकाशन, िदल्ली
- ण्ठितिनिध कविताएं राजकमल प्रकाशन, िदल्ली
- कुं बोर नारायण की कवित्ता- अ की अगर लौटा तो
- ण्ठितिनिध कविताएँ, कुं बोर नारायण राजकमल ण्ठितिनिध, िदल्ली
- हिोंदोी रू रचना भाग एक दोो । स
आचार्य जयन्र ितोवोोेदोी लोोकभारती
ण्ठितिनिध, इलाहा ण्ठितिनिध।

SEMESTER II
PART I: MARATHI COMPULSORY LANGUAGE
COURSE NAME: हका सॉाहित्यॉाचा अभ्यास हॉ
व्याहॉहॉॉाररक मराठी

शरॉैयॉाक: ०६

एक ण गण: १००

अध्ययन उद्देशे:

- 1) दनंदिन जीवोनात उपयुक्त लेखन कौशल्ये विकसित करणे.
- 2) व्यावहारिक भाषेची ओळख देणे.
- 3) कथा या साविह प्रकारांचा पररचय देणे.

अध्ययन निष्पहॉाती:

होा अभ्यासम पवेण कोे ल्योावोर विद्यार्थी

- 1) दनंदिन जीवोनात मराठी लेखन कौशल्याचे उपयोजन करतो.
- 2) व्यावहारिक मराठी भाषेचा कोोापर करतो.
- 3) कथा या साविह प्रकाराचे स्वरूप वो संकल्पना स्पष्ट करतो.

मॉड्यॉल I : मरॉाठी सांहॉल

एकॉारॉाची ओळख (२ शरॉैयॉाक) घटक १ :

कहॉा: स्वरूप हॉ संकल्पना

अ) कथा: साविहाचोा

सवेवोोोाोंतिक विचोार

ब) कथा साविहाची परं परा

क) कथा साविहाचे प्रकार – थोडक्यात पररचय

घटक २ : कहॉासॉांहॉत्य: िहॉिहॉध एकॉार

अ) स्त्रीोोादोी कथा- स्वरूप, लोेखन

वोवेिशद्योंे, कोाही एसिध्द /

गोाजलोेलोी उदोाहरणोे ब) विनोदी कथा

- स्वरूप, लेखन शली, काही प्रसध्द / गाजलेली उदाहरणेक) विज्ञान
कथा - स्वरूप , काही प्रसध्द /
गाजलेली उदाहरणे

घटक ३ : िहिनडक कहॉॉासिहॉॉाचा अभ्यॉास: पॉस्तक पररचय

अ) आत- मोिनकोा गजोेदगडकर

ब) माझ्या ोपाची पेण्ड - द. मा. िमरासदार

क) ोोोामनाचे चौथे पाऊल- सु ोोध जावोडेकर

मॉ ड्यॉल II- षॉॉाहॉहॉॉारक मराठॉी

भॉाषा लॉेखनाची ओळख (२ शॉैयॉाक) घटक

४ : अज लेखन

अ) अज लोेखनाचोेे स्वरूप

ब) अज लोेखनाचोेे एकोार -(कोायोालयीन,

मागणोी, नोकराी साठोी अज) क) अज लोेखन

सरावो

घटक ५ : िनबंध लॉेखन

अ) िन ोंध लेखन कौशल्याची ओळख

ब) िन ोंधोाचोेे एकोार (वोणनोात्मक,

वोवेचोारक, आत्मवोोोतपर) क) िन ोंध

लेखन- उपयोजन

घटक ६ : हॉहॉ/ बॉातमॉी लॉेखन

अ) ोातमोी लोेखन करताना लॉात ठोेे

वोोोावोोयाच्योा गोोष्टोी. ब)

वोोोा वोाोातमोी

योाोचोेे एकोार.

क) ोातमी लेखन सरावो.

मॉ ड्यॉल III : अन्तरॉत माँलयमॉापन (२ शॉैयॉाक)

क्रम सख्या	िहॉहॉरण	अंक
1	व्पेक मोड्यवलर आधाररत िकमान दोन स्वाध्याय 2*10	20
2	अोंतगत चाचणोी परीक्षा	15

3	नि ोंध	5
कु ल योग		40

कॉरॉ/सॉाधाय (कॉ णतॉेिॉी दॉ न)

1. मराठी कथा साहित्याची परंपरा सांगून एका लेखकाचा सर्वास्तर परचय लिहा.

2. तुम्ही वीचलेल्या एका स्त्रीवीर्यादी कथेच्या लेखन शलीचा पररचय देऊन स्त्रीवीर्यादी कथा साविहाची वीवेिशद्यूी लिहं.
3. तुम्हो पररसरातील तुम्होी पाहिली लोका एका वीटनीची वीवी लीखन करा.
4. वीवेचीररक नि ओंध लीखन करताना कवीवणी गीष्टी लीत घ्यूील? आपली नि ओंध वीवीचनीय वीवीी यासाठी नि ओंध लेखकाने कोणत्या गीष्टीचा वीचार करावीी ते लिहं.
5. अज लीखनीच्या वीवीवीध एकोरची दोन दोन उदीहरणी सोकिलत करा वो वीवीच्या मदतीनी अजलेखनाचे स्वरूप स्पष्ट करा.

सदभू ग्रहः

- १) कथा : संकल्पना आण समीक्षा - सुधा जोशी
- २) मराठी कथामल्य आण हास - जी. के. ऐनापुरे
- ३) मराठीतील कथनरूपे - वीसंत आ वीजी डहाके
- ४) स्त्रियांचे कथालेखन वनी दृष्टी, वनी शली - डॉ. मंगला वीरखेडे
- ५) मराठी कथा वीसावीी शतक - संपा. के. ज. पुरीहित
- ६) वीवीररक मराठीी अध्यापनाच्याी दिशी (संपा.) डॉ. वीसंत शीकडी, ऋतवे एकोशन, अहमदनगर.

SEMESTER II
PART I: URDU (COMPULSORY LANGUAGE)
COURSE NAME: URDU NASR O NASAR (FEW FORMS)

Total Credits:06

Total Marks:100

Learning Objectives:

- 1) To develop a critical understanding of Urdu Nasr keAsaleeb e Adab associated with - Inshaiya ,Afsanaaur SafarNaama.
- 2) To develop comprehension of Urdu Nasr keAsaleeb e Adab associated with -Tanz o Mizah,khaaka, Drama.
- 3) To develop a critical appreciation of Urdu Nasr keAsaleeb e Adab associated with Urdu Ghazal.
- 4) To develop skills for the comparison between TarraqiPasandaur JadeedNazmen.
- 5) To develop an appreciation about the Art of Rubai and the contribution of poets towards RubaiNigari.
- 6) To apply the knowledge boutRubai (Matn) with reference to Texts.

Learning Outcomes:

By the end of the course, Student will be able to:

- 1) Explain Urdu Nasr keAsaleeb e Adab associated with - Inshaiya ,Afsanaaur SafarNaama.
- 2) Elucidate Urdu Nasr ke Asaleeb e Adab associated with -Tanz o Mizah,khaaka, Drama.
- 3) Describe and appreciates Urdu Nasr keAsaleeb e Adab associated with Urdu Ghazal.
- 4) Compare Tarraqi Pasand aur Jadeed Nazmen.
- 5) Analyse the Art of Rubai and the contribution of poets towards RubaiNigari.
- 6) Illustrate and interprets the knowledge boutRubai (Matn) with reference to Texts.

MODULE I: URDU NASR (2 Credits)

Unit 1: Urdu Nasr keAsaaleeb (Inshaiya ,Afsana, SafarNaama)

- a) Gulshan e Ummid Ki Bahar by Mohammad Hussain Azad
- b) Kaarman by Quratulain Hyder
- c) Ye London hai by Sayyed Ehtesham Hussain

Unit 2: Urdu Nasr KeAsaaleeb(Tanz o Mizah,khaaka, Drama)

- a) Natak by Mushtaque Ahmad Yusufi
- b) PuraAdmiAdhuraKhaaka by Yusuf Nazim
- c) ManzilHaiKahan Teri by Noorulain Ali

Unit 3: Urdu Ghazal

- a) Hasrat Mohani, Jigar Muradabadiki Ghazlen
- b) Firaque Gorakhpuri, Majrooh Sultanpuri Ki Ghazlen
- c) Nasir Kazmi, Moin Ahsan Jazbiki Ghazlen

MODULE II: INEKHAB-E-AFSANA (2 Credits)**Unit 4:TarraqiPasandaaurJadeedNazmen**

- a) Kutte (Faiz Ahmad Faiz) Haveli (MakhdoomMohiuddin)
- b) Umre Gurezan Ke Naam (Akhtarullman), Mere Ehd Ke Haseenon (Saahir Ludhiyanvi)
- c) Ajanta(Sikandar Ali Wajd), Zindagi se Darte Ho (Noon Meem Rashid)

Unit 5: RubaiNigari

- a) Rubaika Ta aruf
- b) Jagat MohanLalRawankiRubai
- c) MirzaDabeerkiRubai-goi

Unit 6 : Rubai (Matn)

- a) Nesab main shamilRubaikemauzuaatka ta aruf
- b) Jagat Mohan Lal Rawanki Rubai (Matn)
- c) Mirza Dabeerki Rubai (Matn)

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test given in the given semester	15
3	One essay test held in the given semester	05
	Total	40

Tasks/Assignments (Any Two)

- 1) Quratul Ain Hyder ki hayat par raushnidaaliye.
- 2) Faiz Ahmad Faiz ki nazmnigari ka Jaayeza lijiye
- 3) Firaque Gorkhpuri ki nazmnigari ka jaayeza lijiye.
- 4) Hasrat Mohani ki hayataurilmi khidmaat ka jaayeza lijiye.
- 5) Mirza Dabeer ki Rubaigoi ka jaayeza lijiye.
- 6) Akhtar ullman ki Nazmnigari ka jaayeza lijiye,

References :

- Irfan e Adab by Kitabdaar
- Mohammad Hussain Azad by Sahil Ahmad
- Quratul ain hyderkeNovelonmeintaarikhiShaur by Khursheed Ahmad
- Deewan e HasratMohani by HasratMohani
- FiraqGorakhpuri by Sayyedajafer
- Naqsh e Faryadi by Faiz Ahmad Faiz

SEMESTER II
PART I
CORE COURSE: GUJARATI (COMPULSORY LANGUAGE)
COURSE NAME: FAMOUS GUJARATI WRITERS AND
COMPOSERS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To become familiar with the famous work of famous Gujarati composers and writers in ancient and medieval time
2. To be able to make comparative analysis of the styles and trends of Gujarati text developed in different periods of time

Learning Outcomes:

By the end of the course, Students will be able to:

1. Compare and contrast the styles of Gujarati poets and authors
2. Critically explain the process of literature writing.
3. Appreciate the creative literary work of the Gujarati Poets and Authors.

MODULE I : GUJARATI TEXT BEFORE AND DURING NARSIMHA MEHTA
(2 Credits)

Unit 1: Gujarati Literature and development

- a) Bharateshwar bahubali rasa
- b) Jain saint Hemchandracharya's Gurjara Apabhhransha
- c) Narratives about thirthankars written by Jain monks

Unit 2: Devotional Poetries in Gujarati (salient features)

- a) Narsinha and Devotional songs
- b) Meerabai and krishna Bhakti compositions
- c) Akhyan Parampara and Bhalan

Unit 3: Contribution of writers in famous Gujarati text(Review)

- a) Narsimha Mehta's 'Sudama Charit'
- b) Premanand Bhatt's 'Kuwarbai nu Mameru'
- c) Nilratna Desai's '100 Zen Kathao'

MODULE II: MODERN TIME GUJARATI WRITERS AND THEIR CREATIONS (2 Credits)

Unit 4: Development of Gujarati literature in modern era

- a) The trend of Gujarati write-ups from middle to recent time
- b) Mahatma Gandhi and his autobiography (A review of his style of writing autobiography as compared to the autobiographies written by other Gujarati authors.
- c) Contribution of Gujarati Sahitya parishad to promote Gujarati literary work independent of the influence of other languages like sanskrit.

Unit 5: Critical review of the style and forms of poetry in modern era

- a) Narmada Shakar's 'Narmakosa' A dictionary on poetics
- b) Nanalal and his work on Apadya Gadya (Rythmic Prose) with reference to an epic, 'Kurukshetra'
- c) Kavi Kant's Purvalap a landmark in Gujarati poems

Unit 6: Styles and identifying the trend in the forms of prose writing

- a) Dalpatram's 'Venacharitra'
- b) Dhansukhlal Mehta's 'Asadharan anubhavo ane biji vato'
- c) Dhumketu's 'Ratno Dholi'

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments: (Any Two)

- 1) Make a chart of the trend in Gujarati poetry writing from Narsmh Mehta till the modern era. Present in the class in the form of Seminar paper reading
- 2) Take up a case study of any Gujarati author of your choice and collect information about his/her style of writing and using vocabulary and significant grammar concepts frequently used and write a reflective report with your justification for your appreciation for his/her style.
- 3) Collect information about the contribution of any 5 authors/ composers to the current status of Gujarati literature. Prepare a scrapbook.

- 4) Prepare a script of any short story from the book Ratno Dholi written by Dhumketu keeping in mind the unique features of the author's writing style and his points of view in the story and narrate it in the class with proper expressions and voice intonation.
- 5) Critically review any one famous Jain tirthankara's narrative and reflect upon the unique features and share in the class.

References:

- <https://www.hindu-blog.com/2021/05/bhalan-gujarati-devotional-poet-15th-century-sri-rama-poems.html>
- https://www.amazon.in/Books-Premanand-Bhatt/s?rh=n%3A976389031%2Cp_27%3APremanand+Bhatt
- <https://www.journalijar.com/article/7935/an-overview-of-the-major-trends-of-contemporary-gujarati-literature/>
- <https://omnilogos.com/twentieth-century-gujarati-literature/>
- <https://www.culturopedia.com/gujarati-literature/>
- <https://www.britannica.com/art/Gujarati-literature>
- <https://www.wikiwand.com/en/Purvalap>

SEMESTER II
PART – I
FOUNDATION COURSE COMPULSORY

Total Credits: 03

Total Marks: 50

Learning Objectives:

- 1) To initiate students into discussions on stress and conflict and equip them with the techniques to deal with it.
- 2) To make learners appreciate the importance of science and technology so as to develop in them the scientific temper.
- 3) To acquaint students with the principles and values in ethics and familiarise them with certain perspectives in academic, professional and environmental ethics.

Learning Outcomes:

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

- 1) Better understand the causes behind stress and conflict and develop skills and techniques to deal with them.
- 2) Have awareness of the conflict scenario around and a few useful techniques to deal with them.
- 3) Dispel existing superstitious belief systems and acquire scientific attitudes.
- 4) Nourish in them value-based principles underpinning behavior and develop proper ethical attitudes that form character.

MODULE I: UNDERSTANDING STRESS & CONFLICTS (1 Credit)

Unit 1: Stress & Stress Management

- a) Meaning and types of stress
- b) Causes of stress
- c) Stress Management

Unit 2: Conflicts & Resolution of Conflicts

- a) Types of Conflict
- b) Causes of conflict
- c) Conflict Resolution

Unit 3: Science, Technology & Scientific Temper

- a) Nature, Characteristics, & Method of Science & the concept of scientific temper
- b) Science and its Interface with Religion, Myths, Blind Beliefs, and Prejudices.
- c) Science & Technology: Laser Technology Biotechnology: Satellite and Information technology; Issues of Control, Access and Misuse of Technology

MODULE II: ETHICS IN ACTION AND ENVIRONMENTAL CONCERNS

(1 Credit)

Unit 4: Ethical Perspectives & their Application in Academics and Profession

- a) What is ethics? Important Perspectives in Ethics
- b) Ethical practices in Research & academic writing
- c) Professional Ethics with special reference to Truthfulness and Non Violence

Unit 5: Perspectives toward Environment

- a) Anthropocentrism & Issues to Environment
- b) Land Ethics and Biocentrism
- c) Deep Ecology & Ecofeminism

Unit 6: Principles of Environmentalism

- a) Environmental Principles: the equity and Human rights principles
- b) Environmental Principles: participatory and Sustainability principles
- c) Environmental laws

MODULE III: INTERNAL ASSESSMENT (1 Credit)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester	05
2	One Essay held in the given semester	5
Total		10

Task/Assignments (Any One with presentation & viva)

- 1) Managing Stress and Conflict
- 2) Professional Ethics
- 3) Social Network sites and its impact on youth.
- 4) Carbon footprints.
- 5) Laser Technology: Major Recent Developmnts.

References:

- Alexis G. Burgess and John P. Burgess. Truth (1st ed.). Princeton University Press.2011. ISBN 978-0691144016.
- Amartya Sen. The Idea of Justice. Cambridge. Belknap Press of Harvard University Press. ISBN 0-674-06047-4. 2011.
- Brian Barry, Theories of Justice. University of California Press, Berkeley. 1989
- Chattopadhyay Sujitkumar. Gender Socialisation and the Making of Gender in the Indian Context. Sage Publications. 2018

- David Schmidtz, *Elements of Justice*. Columbia University Press. New York. 2006. Delhi: S Chand
- Deshta Sunil (2014), *Fundamental Duties of Citizens*, Regal Publications.
- Michael P. Lynch, "The Values of Truth and the Truth of Values". In *Epistemic Value*. Millar, Pritchard (ed.) Oxford: OUP.
- Pattanaik Bikram K (2006), *Social and Human Well Being Selected Perspectives*; Ambala: The Associated Press.
- Ron Panzer. *Man in the World: Part Four of Ten Truthfulness (Part of the Ethics of Life Series)* April 17, 2013. Access: http://www.lifeissues.net/writers/pan/pan_61manintheworld-4.html
- Seglin, Jeffrey L. *The Simple Art of Business Etiquette: How to Rise to the Top by Playing Nice*. Kindle Edition. 2015.
- Suresh Jayshree, Raghavan, B.S (2003), *Human Values and Professional Ethics*. New
- Tim Hicks. *Embodied Conflict: The Neural Basis of Conflict and Communication*. Routledge. 2018.
- Warshaw, LJ . *Stress, anxiety and depression in the workplace: report of the New York Business Group on Health/Gallup Survey*. New York: The New York Business Group on Health, 1989.
- Yee, June Ying. "Racism, Types of". In Shaefer, Richard T. *Encyclopaedia of Race, Ethnicity, and Society*. SAGE. pp. 1118–19. Volume 2008. ISBN 978-1-41-2926942.
- Yinger, J. (1985). *Ethnicity*. *Annual Review of Sociology*, 11, 151-180.

Websites:

<https://www.cep.unt.edu/enethics.html>

<https://www.sciencedirect.com/>

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781444367072>

SEMESTER II
PART I
ENGLISH (COMMUNICATION SKILLS) COMPULSORY

Total Credits: 03

Total Marks : 50

Learning Objectives:

- 1) To familiarize the students with basic and advanced grammatical concepts.
- 2) To enable the students to identify and use literary devices
- 3) To empower the students to adopt strategies for effective reading and writing skills.
- 4) To emphasize the essential aspects of effective written communication necessary
- 5) for professional success.
- 6) To enable the students to accurately read and interpret data communicated through diverse media.

Learning Outcomes:

By the end of the course, Students will be able to:

1. Demonstrate ability to identify common errors in spoken and written English and rectify them.
2. Identify and define 'poetic devices' that create rhythm, enhance meaning and intensify mood.
3. Comprehend the material and be able to identify distinctive features of language.
4. Develop and expand writing skills through controlled and guided activities with special reference to Letter writing.
5. Demonstrate ability to read and interpret data communicated through diverse media.

MODULE I: SKILLS FOR VOCABULARY BUILDING (1Credit)

Unit 1: Grammar

- a) Antonyms, Synonyms, Suffixes and Prefixes, Homophones, homonyms
- b) Collocation
- c) Changing the Class of Words

Unit 2: Poetic Language

- a) Figures of Speech and Rhetoric
- b) Language Style (rhythm, word length, number of lines, images, tone of the speaker)
- c) Denotation, Connotation

MODULE II: ASPECTS OF COMMUNICATION II(1Credit)

Unit 3: Reading Skills: Advanced Comprehension (unseen passage)

The following skills to be acquired:

- a) Isolating fact from opinion

- b) Understanding concepts and arguments
- c) Identifying distinctive features of language

(Passage should be 250-350 words of Level I. The passage may be taken from literary/non-literary texts)

Unit 4: Forms of Correspondence& Interpretation of Technical Data

- a) Formal Letters (Letter of Complaint,Letter to Editor,Request for Permission)
- b) Reading and interpreting the following: Pie charts and Tables, Line graphs, bar graphs and charts
- c) Maps and analysing weather reports

MODULE III: INTERNAL ASSESSMENT (1 Credit)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester	05
2	One Essay held in the given semester	5
Total		10

Task/ Assignment(Any one)

- 1) Choose 2 poems and annalyse Figures of Speech and Rhetoric
- 2) Make a report of weather analysis of Maharashtra
- 3) Choose 5 Pie-diagrams of population in India / world and presnt the interpretation
- 4) Write any two formal letter on recent issues
- 5) Listen to a TV show and analyse the fact from opinion

References:

- Homophones and Homographs: An American Dictionary, 4th Ed.. (2014). United States: McFarland, Incorporated, Publishers.
- Rao, P., Wren, P. C., Martin, H. (1976). High School English Grammar & Composition. India: S. Chand & Company.
- Rozakis, L. E. (2011). Vocabulary For Dummies. Germany: Wiley.
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- Crystal, D., Erazmus, E. T., Crystal, H. P. o. L. D. (1997). English as a global language. United Kingdom: Cambridge University Press.
- Harvey, S., Goudvis, A. (2007). Strategies That Work. United States: Stenhouse Publishers.
- Engelhardt, D. (2013). Practice Makes Perfect Intermediate ESL Reading and Comprehension (EBOOK). United States: McGraw-Hill Education.
- A Handbook for Letter Writing. (2018). United Kingdom: Arihant Publications India limited.

- Monkhouse, F. J., Wilkinson, H. R. (1963). Maps and Diagrams: Their Compilation and Construction. United Kingdom: Methuen.
- Irizarry, R. A. (2019). Introduction to Data Science: Data Analysis and Prediction Algorithms with R. United States: CRC Press.

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ENGLISH (ANCILLARY MAJOR)

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To introduce students to texts of each period of English literature.
2. To enable students to understand the features of each period wrt representative text.
3. To expose students to various texts.

Learning Outcomes:

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

1. Understand the ages of English literature.
2. Identify the traits of writers based on the age.
3. Compares the social relevance of the texts.

MODULE I : LITERARY REPRESENTATIVES (2 Credits)

Unit 1: Selected Reading 1

- a) ‘Beowulf’ in Literary History: Joseph Harris (JSTOR)
- b) Chaucer: Prologue to the Canterbury Tales
- c) Shakespeare’s Sonnets (116 & 127)

Unit 2: Selected Reading 2

- a) Sir Roger at Home and Sir Roger in Church
- b) Rape of the Lock: an overview (JSTOR)
- c) Byron and Keats (She walks in Beauty / Ode on a Grecian Urn)

Unit 3: Selected Reading 3

- a) Tennyson & Browning (Ulysses / The Last Ride together)
- b) W.H. Auden (Musee de Beaux Arts)
- c) Short Story – The Garden Party (Katherine Mansfield)

MODULE II: UNDERSTANDING POETIC DEVICES (2Credits)

Unit 1: Rhetoric & Prosody

- a) Simile, Metaphor, Hyperbole
- b) Metonymy, Synecdoche, Personification

- c) Alliteration, Onomatopoeia, Paradox, Irony

Unit 2: Practical Criticism

- a) Meter, Rhyme
b) Poetry Analysis
c) Prose Analysis

Unit 3: Fiction Related Literary Terms

- a) Science Fiction
b) Crime Thrillers
c) Chick-lit and Campus fiction

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
	Total	40

Tasks/Assignments (Any Two)

1. Do a book review on The Canterbury Tales
2. Write an essay on Roger in about 1500 words
3. Write a Critical Appreciation on any two of Tennyson Poem
4. Analyze any 3 poems with respect to Simile, Metaphor, Hyperbole, Metonymy, Synecdoche, Personification, Alliteration, Onomatopoeia, Paradox and Irony
5. Make a video on imaginary crime thriller (Duration : 300 seconds)

References:

- Wright, David. *The Canterbury Tales*, Oxford World Classics, 1998.
- Ann Thompson, David Scott Kastan, H. R. Woudhuysen, Katherine Duncan-Jones, Richard Proudfoot. *Shakespeare's Sonnets (Revised)*. Bloomsbury Academic, 2010.
- Wordsworth, Jonathan. *The Penguin Book Of Romantic Poetry*. Penguin Books, 2001.
- Negri, Paul. *English Victorian Poetry*. Dover Publications, 1999.
- Sarkar and Bhattacharya. *A Handbook of Rhetoric and Prosody*. Orient Blackswan, 2018.
- Cuddon & Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin, 2014

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE HINDI (ANCILLARY)
COURSE NAME: आधुनिक हिन्दी गद्य (हिन्दी
उपन्यास एवं नाटक)

Total Credits: 06

Total Marks: 100

शैक्षणिक उद्देश्य:

1. छात्रों को प्रथम वर्ष में हिन्दी साहित्य के उपन्यास एवं नाटक की विधाओं की ओर आकर्षित करने के लिए प्रेरित करना।
2. छात्रों को साहित्यिक कृतियों की ओर परिचित कराने के लिए उपन्यास और नाटक की इतिहास से परिचित कराना।
3. चयनित उपन्यास 'निर्मल' और नाटक 'चोर' को छात्रों की ओर आकर्षित करने के लिए और नाटक 'चोर' को छात्रों की ओर आकर्षित करने के लिए और नाटक 'चोर' को छात्रों की ओर आकर्षित करने के लिए
4. दोनों के अन्तर्गत के विविध पात्रों, कथानक और यथायथ को छात्रों के लिए साक्षात्कार के रूप में प्रस्तुत करना।
5. छात्रों को नाटक के रूप-विधान से परिचित कराना।

अधिगम निष्पत्ति:

इस इकाई के अध्ययन के पश्चात् छात्र योग्य होंगे,

1. छात्रों को हिन्दी उपन्यास और नाटक की प्रमुख गद्य विधाओं के विकास से परिचित होंगे।
2. छात्रों को नाटक एवं उपन्यास की माध्यम से सामाजिक एवं मनोवैज्ञानिक यथायथ का अनुभव कर सकेंगे।

3. विद्यार्थी उपन्यास एवं नाटक की विशिष्ट संरचना और शिल्प से परिचित हो जाएंगे।

मॉड्यूल I : विहंगामी उपन्यास

(2 Credits)

घटक 1: विहंगामी उपन्यास का

विहंगम

- a) प्रेमचंद के प्रेमचंद पंचमय युग
- b) प्रेमचंद युग
- c) प्रेमचंदोत्तर युग

घटक 2 : विहंगामी उपन्यास 'निर्मल'

a) निम्नलोपा पाठ एवमेवं वीवीाचन- प्रेमिचमेद

- b) निमलो पाठ एवो वोचन- एमचोंद
- c) निमलो पाठ एवो वोचन- एमचोंद

घटक 3 : उपन्यास निमला : चरित्र, कहानिक एहो अन्य विचार बिंद

- a) निमलो उपन्यास समाधि
- b) निमलो को चरित्र कथानक
- c) निमलो को अन्य विचार विंदो

मॉड्यूल II: विहोदी नाटक

(2 Credits)

घटक 4: विहोदी नाटक का

विहोकास

- a) भारतेंदु युग एं प्रसाद
- b) उपोोंदनाथ अश्वक जगदीश चों मथोर इवोदि
- c) मोहन राके श और उनके ओद

घटक 5 : शंकर शेष का नायक कति घरौदो

- a) नोत्य पाठ भाग 1-सोंवोोदोोो को वोचन :वोरौदो, शंकर शेष ,
- b) नोत्य पाठ भाग 2- सोंवोोदोोो को वोचन :वोरौदो , शंकर शेष,
- c) नोत्य पाठ भाग 3- सोंवोोदोोो को वोचन :वोरौदो

घटक 6 : नाटक घरौदा : समीक्षा

- नाटक की अभिनेयता एवं चरित्र चित्रण
- नाटक की कथावस्तु देशकाल व तात्विक वार्तावली व विचार विमर्श
- नाट्य आधारित फिल्म वीडियो

मॉड्यूल III : अंतर्गत मॉड्यूलों का क्रम (2 Credits)

क्रम संख्या	विषय	अंक
1	कोयला/पत्थर से मिमीटर को प्रयोग के माध्यम से 2*10	20
2	सेमीटर में एक निश्चित कालीन कक्षा परीक्षा	15

3	सेमेस्टर में विषय संबंधी एक निबंध	5
कुल योग		40

हृद काय (क ई भी द)

1) हिन्दी को व्यक्तिवादो अथवा मनोवैज्ञानिक उपन्यासकारों (अज्ञेय,

जोनेटो, इलाच, जोशी) में से

किसी एक का जीवन परचय एवं कृतियों पर एक लेख

लिखें।

2) प्रेमचंद के प्रमुख उपन्यासों का परचय दीजिए।

3) 'नाटक को दो श-काल एवों

व वीतावोरण को चचा कोीजिए।

रोद 'नाटक और नाटक की तुलना कीजिए।

4)

व

रोद

5) प्रेमचंद को उपन्यास 'निमलो' को प्रमुख चरित्र निमलो पर एक पीपीटी तैयार कोीजिए।

सदभाव ग्रहों संचो:

- रामचंद्र शकुल, हिंदोदी साहित्य को इतिहास, चौदहों सोंकरण, नागरीप्रचारणीसभा, कोशी।
- डॉ. नगेंद्र, हिंदोदी साहित्य को इतिहास, मयवेर पोपर वेक्स, नई दिल्ली।
- डॉ. वज्रयेंद्र, हिंदोदी साहित्य को इतिहास, साहित्य अकादमी, दिल्ली।
- डॉ.रामकृष्ण मार वीमो, हिंदोदी साहित्य को आलोचनात्मक इतिहास, रामनारायण लाल ेनीमाधव प्रकाशन, इलाहाबाद।
- डॉ. राम स्वरूप चतुर्वेदी, हिंदोदी साहित्य वो सोंवोदना को विकास, लोकभारती प्रकाशन, इलाहाबाद।

- योगेन्द्र प्रताप सिंह, हिन्दी साहित्य का इतिहास और उसकी समस्याएं ,
वोवोणी प्रकाशन, नई दिल्ली।
- इन्द्रनाथ मदनान, आधुनिकता और हिन्दोदी उपन्यास,
राजकमल प्रकाशन, नई दिल्ली।
- रामदरश मिश्र, हिन्दोदी उपन्यास एक अंत्योतयोा, राजकमल प्रकाशन, नई दिल्ली।
- रमेश राजहंस, नाट्य प्रस्तुति एक पररचय, राधाकृ ण प्रकाशन, नई दिल्ली।
- नोमिचोः, जेन, रोगदशन, रोाधोाकोट्ट ण एककाशन, नई दिल्ली।
- नोमिचद्र जन, तीसरा पाठ, राधाकृ ण प्रकाशन, नई दिल्ली।
- डॉ. दिनेश पाठक, भमंडलीकरण, भारतीय समाज और हिन्दी उपन्यास,
आर के पाकि के शन, मुं ई
- हिन्दी साहित्यो कोा इतिहास, सोंपादक : डॉ.
नगेोः, मयवेर
नई दिल्ली।
- सोंवोोादोोोः कोा वोोोाचन: वोोरौदोा,
शकरोः
दिलोली

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: MARATHI (ANCILLARY MAJOR)
COURSE NAME : साहित्य प्रकारांचा अभ्यास
: प्रहारास हाणान

Total Credits: 06

Total Marks: 100

अध्ययन उद्देश्ये:

1. विविध साहित्य प्रकारांचा ओळख विद्यार्थ्यांना करून देणे.
2. साहित्य प्रकारांचा वी वीवेिशद्वये समजावोवेन सोाोंगणे.
3. साहित्य प्रकारातील लेखानशलीचा पररचय करून देणे.
4. साहित्यकारांच्या साहित्यविषयक योगदानांची ओळख करून देणे.

अध्ययन निष्पहाराी:

होा अभ्यासम पेणे कोे ल्यावोर विद्यार्थी:

1. ललित गद्य या साहित्य प्रकारात स्पष्टीकरण करतो.
2. व्याख्यान साहित्याची लेखन वीवेिशद्वये सोाोंगतो.
3. स्वतः अशा प्रकारचे लेखन करावोयास विद्यार्थी वृत्त होतो.

मॉड्यूल I : साहित्य प्रकारांची ओळख -ललित गद्य

(२ शेर्राक) घटक १ : ललित गद्य - साहित्य प्रकार -

प्रहारास हाणान

अ) ललित गद्य या साहित्या प्रकाराची सर्वोोांतिक अभ्यास

ब) ललित गद्य - स्वरूप वी
वीवेिशद्वये क) ललित

गद्य - परंपरा आणि इतिहास

घटक २ : फ्रॉॉस हॉण्वॅन - एक साहित्य प्रकार

अ) फ्रास वीणन रचना वीवेिश

) मराठीतील फ्रास वीणनाची परंपरा

क) व्पास वोणन - लोेखनशवेलोी वशिोेष

घटक ३ : एहॉास हॉणन - रचना ता

अ) व्पास वोणन - स्व चा अविष्कार

) व्पास वोणनातील सामोाजिक,

सोाोस्कोटितकिक) व्पास

वोणन - लोेखन शवेलोी

मॉड्यल II - मराठीतील एहॉास हॉणनपर साहित्यकृतीचा अभ्यास (२ शॉेर्ाक)

घटक ४ : साताा समॉाापलिकडोे - (गगााधर गाडगीळ) याा एहॉासहॉणनाचोे िहॉाशोेष

अ) योा व्पावसणनाचोे रुप ओंध

) योा व्पावसणनातील थथलवोणन आणि व्यिक्त

चितोण क) योा व्पावसणनातील अनोुवभ कथन

घटक ५ : नमॉदोे हॉर हॉर- (लोेखक जगन्ाहॉ कूटोे) याा एहॉासहॉणनाचोे िहॉाशोेष

अ) योा व्पावसणनाचा रुप ओंध

) व्पावसणनातील थथलवोणन आणि

व्यिक्तचितोण क) व्पावसणनातील अनोुभवोकथन

घटक ६ : ह्पावसणन साहित्य : आस्वाद

अ) व्पास वोणन आणि

वोोाचक

) व्पास वोणनातील ादोे िशकता

क) व्पास वोणन आणि िनसग जािवण

मॉड्यल III : अन्तर्ात माल्यमॉापन (२ शॉेर्ाक)

क्रम संख ा	वहाँ हॉर ण	अंक
1	प्रत्येक मॉड्यलिर आधारत ककमान दोन स्वाध्याय 2*10	20

2	अंतरांतर चयनी परीक्षा	15
3	कनबंध	5
कुल योग		40

१) ललित गद्य साहित्याचे विविध प्रकार थोडक्यात लिहा.

२) मराठीतील व्पावसणन साविहाचोी पवेवो परों परोा सविस्रतर िलहा.

३) व्पावसणन साव्ह्ाचोे वशोे ष सोाोंगोा.

४) त्मही के लेल्या व्पासाचे अनुभव िलहा.

५) अभ्यासक्रमोा व्यितरक्त अशोा एखोद्दयोा परावसनन कलोाकोह्तीचीचोे विश्लोे षण करा.

- ललित गद्योचाचो तालिक स्फुरूप आणि लवोळुनि
ओंधोचा इतिहोस, आनोंद यादवो, मोहेहतो
एकओशन
- ललित गद्य तो मोळुक्त गद्य - व. शो. चोवोळुलो,
मवेजोे स्फुरक एकओशन
- व्पावसणन एक साविहप्रकार - डो.
 - वोसोंत सावोोंत -
 - मवेजोे स्फुरक एकओशन.
- व्पावसणन - डो. चोंदरकोोंत वोतक
- व्यावोहारक मराठी - ल. रा. नासिरा ओादकर, फडके प्रकाशन.
- मराठोी वोोङ्गमयकोेश खोंड - ४ (समोी सोंो) समन्वय -
- सोंपादक - वजियोा राजाध्या ,
महोाराा राज्यसाविहवो सोंस्कोट्ट
ती मंडळ.

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: URDU ANCILLARY
COURSE NAME: INTEKHAB-E-AFSANA

Total Credits:06

Total Marks:100

Learning Objectives:

1. To understand about the Art of Afsana nigari.
2. To understand the Origin and development of Urdu Afsana and progressive Short-story writers.
3. To appreciate the life sketch, style and characteristics of the writings of Munshi Premchand.& Rajendra Singh Bedikemuntakhabafsaane.
4. To develop a critical understanding regarding Premchand ke muntakhib Afsane & Rajendra Singh Bedikemuntakhabafsaane.
5. To analyse the writings of Rajendra SinghBedi& Premchand ke muntakhib Afsane

Learning Outcomes:

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

1. Explain the Art of Afsana nigari.
2. Describe the Origin and development of Urdu Afsana and progressive Short-story writers.
3. Discuss the life sketch, style and characteristics of the writings of Munshi Premchand.
4. Critically analyse Premchand ke muntakhab Afsane& Rajendra Singh Bedikemuntakhabafsaane
5. Evaluate the life sketch, style and characteristics of the writings of Rajendra Singh Bedi

MODULE-I: URDU AFSANE KA FUN (2 Credits)

Unit 1: UrduAfsanaNigari

- a) Afsana : meaning & definition
- b) Iqam
- c) Fanniajza

Unit 2 : UrduAfsana and progressive Short-story writers

- a) Urdu Afsana/ GradualDevelopment
- b) Premchand: Premchand and his era
- c) Premchand ke Afsane ki khususiyat

Unit 3 : Munshi Premchand

- a) Munshi Premchand: life
- b) Munshi Premchand: Art
- c) Premchandkeafsaanoki khususiya

MODULE II: LITERARY WORKS OF MUNISHI PREMCHAND & RAJENDRA SINGHBEDI (2CREDITS)

Unit 4 : Premchand ke muntakhib Afsane

- a) Premchand: usloob-e-bayaan
- b) Premchand(selected five short stories)
- c) A critical analysis of premchand's short stories

Unit 5: Rajendra singhbedi

- a) Rajendra SinghBedi: life
- b) Rajendra SinghBedi: Art
- c) Bedikeafsaanokikhususiyat

Unit 6: Rajendra singhbedike muntakhab afsaane

- a) Rajendra SinghBedikausloob-e- bayaan
- b) Five short stories of Rajendra SinghBedi
- c) A critical analysis of Bedi's short stories

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Task/Assignments (Any Two)

- 1) Urdu Afsane ke ahedbaahedirtequa ka jayeza lijiye
- 2) Munshi Premchand ke afsanon ka tanqiditajziya pesh kijiye
- 3) Rajendra Singh Bedi ki zindagi ke mukhtalif goshon par roushni daliye
- 4) Munshi Premchandkesawanehikawaifbayaankijiye
- 5) Rajendra Singh Bedikeusloob e bayan par sair e hasil tabsera kijiye

References:

- Dastan se afsanetak by waquar Azeem
- Urdu Afsane ki nayitakhliqifiza by Ram Lal
- JadeedAfsana aur us kemasael by WarisAlvi
- Fun e Afsana nigari by Waquar Azeem
- Taraqqipasand Urdu Afsana aur chand ahem Afsananigar by Dr.AslamJamshedpuri
- Urdu Afsanataraqqipasantahreek se qabl by professor SagheerAfrahim
- Urdu me taraqqipasandadabitanahreek byKhalirurrehman Azmi
- Naya Afsana by Waquar Azeem

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: GUJARATI (ANCILLARY)
COURSE NAME: MODERN ERA: GUJARATI LITERATURE
IN PANDIT ERA AND GANDHI ERA

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To critically understand the literature created in the Pandit era and Gandhi Era
2. To comprehend the types of literature written by contemporary authors and poets.
3. To analyse the trend and styles of literature during the medieval period.

Learning Outcomes:

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

1. Identify the types of literature written by contemporary authors and poets.
2. explain the unique features of the literature during the medieval period.
3. critically evaluate and draw inferences about the literature created during medieval period

MODULE I : CHARACTERISTICS AND FACTORS INFLUENCING GUJARATI LITERATURE IN THE PANDIT ERA. (2 Credits)

Unit 1. Reflection on the Literature during Pandit era

- a. Trends in the Gujarati literature emerging in the Pandit era
- b. collection of poetries of Kalapi: A critical review
- c. Prose literature ‘Bhadrambhadrā’ Short stories written by Ramanbhai Nilkantha reflection with reference to style, central ideas, and unique features.

Unit 2: Gujarati literature during the Gandhian era

- a. Factors that Gandhiji propagated influencing Gujarati literature
- b. Zaverchand Meghani’s folk literature and Gandhian philosophy
- c. A critical review of the Gandhian writers Indulal Yajnik, ‘Gandhijina Sahawasma’ (Part 1) and Essay writer Kaka Saheb Kalelkar’s ‘Jivavano Aanand’

Unit 3: Post Gandhi Era or Anu Gandhi Yug:

- a. Comparative analysis of the literature written between Gandhi Era and Anu Gandhi Era.
- b. Contemporary Creative writer Rajendra Shaha: Review of his three poetry collections in the context of the significant features of the literature written during the Anu Gandhi era.
- c. Critical evaluation of the book 'Baribahar' by Kavi Anmol in the context of the theme, contemporary conditions, and characters.

MODULE II: CRITICAL REVIEW OF THE GUJARATI NOVELS

Unit 4: Saraswat Chandra by Govardhan Ram Tripathi (Volume 1)

- a) Writers style of writing and analysis of theme with reference to the story.
- b) Significance and connections between the main and supporting characters with reference to the storyline.
- c) Reflection on contemporary society and value system.

Unit 5: Prithviwallabh by Kanhayalal Munshi

- a) Writers style of writing and analysis of theme with reference to the story.
- b) Significance and connections between the main and supporting characters with reference to the storyline.
- c) Reflection on contemporary society and value system.

Unit 6: Nanda Shankar Mehta's 'Karan Ghelo; Gujaratno chhello Rajput Raja'

- a) Writers style of writing and analysis of theme with reference to the story.
- b) Significance and connections between the main and supporting characters with reference to the storyline.
- c) Reflection on contemporary society and value system.

MODULE III : INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Any two of the following tasks:

1. Write a reflective report on the Umashankar Joshi's poetic collection book 'Nishit' composed in Post Gandhian era.
2. Prepare a scrap book comprising of...
 - a. the literary creation of Poets and authors during the Pandit era and
 - b. a graphic representation of the unique features during this time
3. Prepare a multimedia presentation on the work of any of the writer's styles of literature.
4. Critically review any two novels written by popular novelists (other than given in the syllabus) in the context of their style, choice of characters, and influence of any particular philosophy (of the given era) reflected in the storyline. Present the paper comparing the features.
5. Review the literature of your choice written during the Anu Gandhi Era and Identify the trends and styles of these literature

References:**Online links**

Unit 1

https://www.indianetzone.com/49/nationalist_writers_modern_gujarati_literature.htm

<https://www.matrubharti.com/book/11742/bhadram-bhadra-1> (PDF)

Unit 2

<https://www.nationalheraldindia.com/opinion/gandhi-in-gujarati-folklore>

https://en.wikipedia.org/wiki/Jhaverchand_Meghani

https://en.wikipedia.org/wiki/Indulal_Yagnik

Unit 3

<https://www.matrubharti.com/book/5974/bari-bahar> (PDF)

[https://en.wikipedia.org/wiki/Rajendra_Shah_\(author\)](https://en.wikipedia.org/wiki/Rajendra_Shah_(author))

Unit 4

[https://en.wikipedia.org/wiki/Saraswatichandra_\(novel\)](https://en.wikipedia.org/wiki/Saraswatichandra_(novel))

<https://www.marrugujarat.in/2018/07/saraswatichandra-part-1-to-4-by.html> (PDF)

Unit 5

<https://en.wikipedia.org/wiki/Prithvivallabh>

Unit 6 https://en.wikipedia.org/wiki/Karan_Ghelo

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: GERMAN(ANCILLARY)
COURSE NAME: GERMAN LANGUAGE 2 (A2)

Total Credits: 06

Total Marks: 100

Note: Basic language proficiency of A1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) A1 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university OR Standard 11 and 12 with German OR any other qualification equivalent to A1. Note: Basic language proficiency of A1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) A1 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university OR Standard 11 and 12 with German OR any other qualification equivalent to A1.

Learning Objectives:

1. To obtain knowledge of German (CEFR Level A2.2 or A2).
2. To make use of basic language structures of German.
3. To demonstrate a global and fine understanding of simple German texts.
4. Improve pronunciation and reading.

Learning Outcomes:

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

1. Recall and choose appropriate phrases to interact in different social contexts.
2. Apply language skills of reading, listening, understanding, speaking and writing (CEFR Level A2.2).

MODULE I: DAS LEBEN UND DAS LERNEN (2Credits)

Unit 1: Gelernt ist gelernt!

- a) **Sprachhandlungen** Lernprobleme verstehen und beschreiben | Ratschläge verstehen und geben | etwas begründen | Berichte über den Berufsalltag verstehen | über den Berufsalltag sprechen | eine Radioreportage verstehen | eine Mini-Präsentation verstehen und machen
- b) **Wortschatz** Lernen | Prüfung | Präsentation
Aussprache b, d und g am Wortende
Landeskunde Generationenprojekte in D-A-CH Der Film Ich muss auch üben! | Ausbildung und Praktikum
- c) **Grammatik** Sätze verbinden: denn, weil | Konjunktiv II: sollte (Ratschläge) |

Genitiv: Name + -s | temporale Präpositionen: bis, über + Akkusativ, ab + Dativ

Unit 2: Sportlich, sportlich!

- a) **Sprachhandlungen** Begeisterung, Hoffnung, Enttäuschung ausdrücken | Fan-Kommentare verstehen und schreiben | Folgen formulieren | Vorschläge machen und reagieren | sich verabreden | einen Bericht über einen Ausflug verstehen | schwierige Texte verstehen | eine Sehenswürdigkeit vorstellen
- b) **Wortschatz Sport** | Fans | Verabredungen
Aussprache Unterscheidung von r und l
Landeskunde Geocaching | Sehenswürdigkeiten in Luzern Der Film Echte Fans | Verrückt, oder?
- c) **Grammatik** Sätze verbinden: deshalb, trotzdem | Verben mit Dativ und Akkusativ

Unit 3: Zusammen leben

- a) **Sprachhandlungen** sich beschweren, sich entschuldigen, einlenken | um etwas bitten | Erfahrungsberichte verstehen | über Vergangenes berichten | über Haustiere sprechen | auf Informationen reagieren | eine Geschichte schreiben und korrigieren
- b) **Wortschatz** Wohnen | Konflikte im Haus | Umziehen | Tiere
Aussprache Satzakzent und Wortgruppenakzent
Landeskunde Haustiere in Deutschland Der Film „Suche Wohnung auf dem Land“ | Der neue Mitbewohner
- c) **Grammatik** Konjunktiv II: könnte (höfliche Bitten) | Nebensätze mit als und wenn

MODULE II: (FREI) ZEIT UND KLISCHEES

(2Credits)

Unit 4: Gute Unterhaltung!

- a) **Sprachhandlungen** über Musikstile sprechen | Konzertkarten kaufen | einen Musiker / eine Band vorstellen | Zeitungsmeldungen verstehen | genauere Informationen zu Personen geben | Informationen über Malerei verstehen | eine Bildbeschreibung verstehen | ein Bild beschreiben
- b) **Wortschatz** Musik | Bildbeschreibung
Aussprache Rückfragen
Landeskunde Deutsche Kultur-Rekord | Prominente | Malerei gestern und heute Der Film Hinter der Kulisse | Kamera läuft!
- c) **Grammatik** Interrogativartikel Was für ein(e) ...? | Pronomen man/jemand/niemand und alles/etwas/nichts | Relativsätze im Nominativ

Unit 5 : Wie die Zeit vergeht!

- a) **Sprachhandlungen** über Wünsche sprechen | Wünsche äußern | Ratschläge geben | ein Gespräch verstehen | gemeinsam etwas planen | andere etwas fragen | einen Text verstehen | Informationen austauschen | über Sprichwörter sprechen | eine Geschichte schreiben

b) **Wortschatz** Zeit

Aussprache Satzakzent: wichtige Informationen betonen

Landeskunde Sprichwörter Der Film Alles ist anders! | Endlich mehr Zeit!

c) **Grammatik** Konjunktiv II (Wünsche, Ratschläge) | Verben mit Präposition | W-Fragen mit Präposition: Auf wen? Worauf?

Unit 6 : Typisch, oder?

a) **Sprachhandlungen** Informationen über andere Kulturen verstehen | über Benehmen sprechen | Absichten ausdrücken | die passende Anrede verwenden | Tipps in einem Text verstehen | über Anredeformen sprechen | nähere Informationen geben | über Klischees sprechen | Klischees recherchieren und darüber schreiben

b) **Wortschatz** Feste | Klischees

Aussprache Aussage als Frage intonieren

Landeskunde Traditionen | Benehmen und Höflichkeit | Du oder Sie | Klischees Der Film Das ist doch kein Berliner! | Ein toller Film!

c) **Grammatik** Nebensätze mit damit und um ... zu | Relativsätze im Akkusativ

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

For Oral Examination:

1. Self-introduction
2. Reading a text out loud
3. Picture description
4. Dialog with partner
5. Discussion with partner

Text Books:

- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. (Kapitel 7-12) München / Delhi: Klett Langenscheidt / Goyal Saab 2015

Additional material may be compiled and used by the teacher.

Reference Books:

- Aufderstraße, Hartmut, u.a. : Lagune 2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2014.
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013
- Any other textbook for A2.1 / A2 level proficiency (corresponding to the topics in the syllabus) may be used as a reference book.

Web Links:

<https://einstufungstests.klett-sprachen.de/eks/uebungen-netzwerk-a2/>

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: HISTORY (SCHOOL SUBJECT)
COURSE NAME: HISTORY OF CONTEMPORARY INDIA
(1947 -2000)

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To comprehend the problems of India after independence and partition.
2. To understand the socio- economic developments of post-independent India.
3. To analyse the political trends of the period.
4. To comprehend the making of Indian Constitution
5. To critically analyse National Emergency by Indira Gandhi and the role of the J.P. Movement.

Learning Outcomes:

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

1. Examine the process of integration of Princely States in India and analyze the role of Sardar Patel in it and the Making of the Indian Constitution
2. Analyze the social and economic reforms of Pandit Jawaharlal Nehru and their impact on Indian Society and the Economy
3. Understand the rise of Lal Bahadur Shastri and Indira Gandhi and the reforms made by them
4. Analyse the imposition of the National Emergency by Indira Gandhi and the role of the J.P. Movement
5. Comprehend the achievements and failures of the Janata Government and analyze the return of the Congress to power
6. Discuss the Main trends in Contemporary India

MODULE I : POST-PARTITION AND POST-COLONIAL POLITICAL DEVELOPMENTS (2 Credits)

Unit 1: Nehru Era

- a) Post-Partition Problems
- b) Making of Indian Constitution
- c) Socio-Economic Reforms

Unit 2: Post Colonial Political Developments (1947-1964)

- a) Integration of Princely States
- a) Linguistic Reorganization of States
- b) Foreign Policy of Nehru

Unit 3: Political, Social and Economic Developments (1964 CE - 1971 CE)

- a) Lal Bahadur Shastri (1964-1966)
- b) Rise of Indira Gandhi
- c) Reforms of Indira Gandhi

MODULE II: CONTEMPORARY INDIA (2 Credits)

Unit 4: Emergency and Aftermath (1971 CE - 1984 CE)

- a) Emergency- Causes and Consequences
- b) Janata Government – Achievements and Failure
- c) Return of the Congress to Power

Unit 5 : Socio-Economic and Political Developments (1984 CE - 2000 CE)

- a) Rajiv Gandhi's Reforms
- b) Mandal Commission and Reservation Policy
- c) New Economic Reforms (1991)

Unit 6: Main trends in Contemporary India

- a) Insurgency Movements (Punjab, Nagaland and Assam)
- b) Empowerment of Women
- c) Science and Technology

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignments (Any Two)

- 1) Prepare a character sketch of Lal Bahadur Shastri
- 2) Make a presentation on NEP
- 3) Engage in Debate on Emergency in India
- 4) Group discussion on empowerment of women
- 5) Watch the documentary film on any Indian freedom fighter and write a report

References:

- Ananth, Krishna V., India Since Independence: Making Sense of Indian Politics, Pearson India, 2009
- Austin, Granville, The Indian Constitution: Cornerstone of a Nation, OUP, New Delhi, 1999
- Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, 2004.
- Brass, Paul, R. (ed.), The New Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.
- Chatterjee, Partha (ed.), State and Politics in India, Oxford University Press, New Delhi, 1997.
- Chandra, Bipan et al., India after Independence, Penguin India Ltd, Paperback, 2000.
- Chaurasia, Radhey Shyam, History of Modern India, 1707 A. D. to 2000 A. D., Atlantic Publisher & Distributors, 2002.
- Chima Jugdeep, The Sikh Separatist Insurgency in India: Political Leadership and Ethnonationalist Movements, Sage Publications Pvt. Ltd; New Delhi, 2008

- Das Kumar Samir, *Governing India's Northeast: Essays on Insurgency, Development and the Culture of Peace*, Springer publishers, New Delhi, 2013.
- Dreze, Jean and Sen Amartya, *India: Economic Development and Social Opportunity*, Clarendon, Oxford University Press, Oxford, 1998.
- Dutt, V.P, *India's Foreign Policy*, Vikas Publishing House, New Delhi, 1984.
- Gopal, Sarvepalli, *Jawaharlal Nehru-A Biography, Vol. 2 (1947-56)*, London and Delhi, 1979.
- Grover, B.L. & Grover S., *A New Look at Modern Indian History (1707 – present-day)*, S. Chand and Company, New Delhi, 2001.
- Guha, Ramchandra, *India after Gandhi: The History of the World's Largest Democracy*, Pan Macmillan India, 2017.
- Guha, Ramchandra, *Makers of Modern India*, Penguin Books, New Delhi, 2012
- Gupta, Sisir, K., *Kashmir: A Study in Indian Pakistan States*, London, 1967.
- Hasan, Zoya, Jha, S.N., Rasheeduddin Khan, (eds.), *The State, Political Processes and Identity*, New Delhi, 1989.
- Joshi Vijay, *New Economic Reforms*, Clarendon Press, Noida, 1996.
- Keer, Dhananjay, *Dr Babasaheb Ambedkar: Life and Mission*, Popular Prakashan, Bombay.
- Kumar Dharma (ed.), *The Cambridge Economic History of India, Vol. II, c. 1757-2003*, Orient Longman in association with Cambridge University Press, New Delhi, 2005.
- Kulke, Hermann and Rothermund, Dietmar, *A History of India*, Routledge, 3rd Edition, 1998.
- Majumdar, R.C., *Comprehensive History of India, Vol.3 (Part III)*, People's Publishing House.
- Nanda, S.P., *History of Modern India (1707 – Present Time)*, Dominant Pub, New Delhi 2012.
- Nanda B.R. *Making of a Nation: India's Road to Independence*, Delhi, 1998.
- Omvedt, Gail, 'Dalits and Democratic Revolution' - Dr Ambedkar & the Dalit Movement in Colonial India, Sage Publication, New Delhi, 1994
- Rothermund Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, New York, 1993
- Roy Tirthankar, *The Economic History of India, 1857–2010*, Oxford University Press, New Delhi, 2020.
- Sonal Ashish, *Terrorism and Insurgency in India: A Study of the Human Element*, Lancer Publishers, New Delhi, 2006

- Tripathi, Dwijendra, The Oxford History of Indian Business, Oxford University Press, New Delhi, 2004.
- Tyson, Geoffrey, Nehru: The years of Power, Victor Gollancz, London, 1966.
- **Additional References:**
- Basu, D. D., An Introduction to the Constitution of India, Lexix Nexis, 22nd Edition, 2015
- Brass, Paul, R. (ed.), The New Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.
- Chakrabarty, Bidyut & Pandey, Rajendra Kumar, Modern Indian Political Thought, Text and Context, Sage Publications, 2009.
- Chakravarti, Aroop, The History of India (1857 – 2000), Pearson, New Delhi, 2012.
- Chopra, P.N., Puri B.N, Das M.N, Pradhan A.C, A Comprehensive History of Modern India, Sterling Publishers 2003.
- Desai, A.R., Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1976.
- Majumdar, Raychauduri and Datta, An Advanced History of India, Modern India, Part III, Macmillan and Co. Ltd, London, 1963.
- Pylee M. R., Constitutional History of India, S. Chand & Co. Ltd, New Delhi, 2011
- Rammohan E., Counter Insurgencies in India: An Insider View, VIJ Books, New Delhi, 2011.

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: GEOGRAPHY (SCHOOL SUBJECT)

COURSE NAME: GEOGRAPHY OF ENVIRONMENT

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop a basic understanding about Fundamentals of Environmental Geography.
2. To comprehend the basics of Ecosystem and its structure.
3. To understand Biogeochemical cycles and concepts associated with it.
4. To learn about Contemporary Environmental Issues.
5. To develop awareness about Major Environmental Movements and Laws.
6. To appreciate Natural Resources and Biodiversity.

Learning outcome:

By the end of the course, students will be able to

1. Describe the basic concepts and the place of different disciplines in the school curriculum
2. Explain Geography as a subject and indicate the essentials of teaching Geography.
3. Discuss the approaches of curriculum construction.
4. Recall different types of teaching- learning resources, different methods and techniques of teaching Geography.
5. Describe essentials of a Geography teacher.
6. Identify current trends in the Geography subject

**MODULE I: FUNDAMENTALS OF ENVIRONMENTAL GEOGRAPHY,
ECOSYSTEM AND ENVIRONMENTAL ISSUES (2 Credits)**

Unit 1: FUNDAMENTALS OF ENVIRONMENTAL GEOGRAPHY

- a) Definition, Meaning of environment and Environmental Geography: Concepts and Contents
- b) Nature, scope and importance
- c) Man's interaction with Environment, Relationship of Environmental geography with other sciences

Unit 2 : ECOSYSTEM STRUCTURE AND FUNCTIONS

- a) Ecosystem - meaning and definition and its Structure
- b) Functions: Energy flow in ecosystem, food chains, food webs, food pyramid
- c) Classification of Ecosystem detail study of Desert, Rainforest and fresh water lake ecosystem

Unit 3: BIOGEOCHEMICAL CYCLES

- a) Hydrological
- b) Carbon
- c) Nitrogen Cycle

MODULE II : ENVIRONMENTAL ISSUES, MOVEMENTS AND LAWS, NATURAL RESOURCES AND BIODIVERSITY (2 Credits)**Unit 4: CONTEMPORARY ENVIRONMENTAL ISSUES**

- a) Pollution - Air and Water Pollution - causes, effects
- b) Land and Noise Pollution - causes, effects
- c) Major environmental issues - global warming, Ozone depletion and acid rain

Unit 5: MAJOR ENVIRONMENTAL MOVEMENTS AND LAWS

- a) Environmental movement
- b) Save Amazon forest or Green peace Movement, Chipko movement, Save Narmada
- c) Environmental Law and Theory (Property Rights, Citizen's Rights, Nature's Rights)

Unit 6: NATURAL RESOURCES AND BIODIVERSITY

- a) Natural resources - meaning, definitions and importance, Types of natural resources
- b) Causes of depletion and methods/measures of natural resources conservation
- c) Biodiversity in India and its conservation

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/ Assignments (Any two):

- 1) Map Filling - World
- 2) Interpretation or question answer on thematic maps drawn with techniques - Choropleth Maps, Isopleth,

- 3) Interpretation or question answer on thematic maps drawn with techniques - Dot Maps and Flow Maps
- 4) Explain any one Sustainable practice for Conservation of Natural Resources.
- 5) Prepare two environmental games for std 10

References:

- Asolekar S, Gopichandran R. 2005, 'Preventive Environmental Management –an Indian perspective', CEE, Ahmedabad, Foundation Books Pvt. Ltd, Daryaganj
- Chambers N., Simons C., Wackernagel M., 2006, 'Sharing Nature's Interest – Ecological footprints as an indicator of sustainability'.
- Cunningham W., Cunningham M., 2003, 'Principles of Environmental Science – Inquiry Applications', Tata McGraw Hill Publication Company Ltd, New Delhi.
- Doniwal H. K., 'Urban Geography', GNOSIS, Delhi, 2009.
- Dresner S., 2005, 'The principles of sustainability', Earth scan publication Ltd, London.
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SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ECONOMICS (SCHOOL SUBJECT)
COURSE NAME: MICROECONOMICS – II

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To understand the concepts of production, cost and revenue.
2. To understand breakeven analysis.
3. To understand characteristics of various market structures.
4. To understand how firms attain equilibrium.

Learning Outcomes:

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

1. construct isoquants and isocost lines.
2. understand the various laws of production.
3. differentiate between various concepts of cost.
4. analyse the relationship between various concepts of revenue.
5. compare equilibrium of firms in different market structures.

MODULE I : PRODUCTION, COST, REVENUE, BREAK EVEN
ANALYSIS (2 Credits)

Unit 1 : Production

- a) Production and Production Function – Isoquants Construction – Types - Properties
- b) Isocost Line – Construction - Producer's Equilibrium
- c) Law of Variable Proportions – Returns to Scale – Economies And Diseconomies

Unit 2 : Cost and Revenue

- a) Concepts Of Cost – Money, Real, Social, Private, Explicit, Implicit, Accounting, Economic, Opportunity, Fixed, Variable, Short Run, Long Run
- b) Relationship between TC, AC and MC – Short Run and Long Run - Calculation
- c) Relationship between TR, AR And MR under Perfect Competition and Imperfect Competition

Unit 3 : Monopolistic Competition and Oligopoly

- a) Features of Monopolistic Competition

- b) Monopolistic Competition: Equilibrium in the Short Run and Long Run
- c) Features Of Oligopoly

MODULE II: EQUILIBRIUM IN DIFFERENT MARKET STRUCTURE (2Credits)

Unit 4: Perfect Competition

- a) Characteristic Features
- b) Conditions for Equilibrium using TR-TC And MR-MC Curves
- c) Equilibrium in the Short Run and Long Run

Unit 5: Monopoly

- a) Characteristic Features, Sources of Monopoly Power
- b) Conditions for Equilibrium using TR-TC and MR-MC Curves
- c) Equilibrium in the Short Run and Long Run

Unit 6: Monopolistic Competition and Oligopoly

- a) Features of Monopolistic Competition
- b) Monopolistic Competition: Equilibrium in the Short Run and Long Run
- c) Features of Oligopoly

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/ Assignments (Any Two)

- 1) Concept map on Construct isoquants and isocost lines
- 2) Analyse the Oligopoly in Aluminium productions, mobile phones and News Media and prepare a booklet on the same
- 3) Analyse and write a report on Monopoly in different Hotel industry
- 4) PPT presentation on famine and economy in India 2022
- 5) Prepare two articles on equilibrium in different market structure

References:

- Ahuja. H. L. (2019): Advanced Economic Theory -Microeconomic Analysis, (LPSPE), 21st Edition. S. Chand Publishing.
- Mankiw, N. G. (2015): Principles of Microeconomics, 7th Edition. Cengage Learning India Pvt. Ltd.
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- Frank, R. H. and Bernanke, B. (2007): Principles of Economics, 3rd Edition, Mc Graw Hill Education.
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SEMESTER II
PART III-CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE : MATHEMATICS AND STATISTICS
COURSE NAME: BASIC CONCEPTS OF ALGEBRA

Total Credits: 06

Total Marks: 100 Marks

Learning Objective:

- 1) To develop an understanding of the basic concepts of Algebra.
- 2) To apply the understanding of the basic concepts of Algebra in a given new situation
- 3) To examine the solution for the problems on the basic concepts of Algebra.
- 4) To appreciate the utility of the basic concepts of Algebra.
- 5) To acquire the Graph drawing skill.

Learning Outcomes:

After completing the semester, the students will be able to:

1. Explain the basic concepts of Algebra.
2. Analyse the basic concepts of Algebra.
3. Examine the accuracy of the given solution to the problems based on the basic concepts of Algebra.
4. Determines interlink between the concepts of Algebra.
5. Reflect on the utility of the basic concepts of Algebra.
6. Draw the Graphs for the standard functions.

Module I: Functions and Limits

Unit 1 - Functions and Graphs –

- a) Definition of function, domain and range, properties of function – onto, one-to one, bijection, bounded function, odd and even functions, periodic functions.
- b) Inverse of a bijection, composite of two functions (when defined).

c) Graphs of standard function – identity function, constant function, linear function, absolute function, quadratic function, square and cube functions, step function, reciprocal ($1/x$), square root function, log and exponential function, $\sin x$ and $\cos x$.

Unit 2 – Limits and Continuity

A) Definition of a limit, left and right-hand limit

B) Results on limits; Sandwich theorem

C) Continuous and discontinuous functions, results on continuous functions; applications of continuous functions (Intermediate Value and Boundedness theorem)

Unit 3 – Practicals

i. Properties of functions

ii. Inverse of functions

iii. Graphs of standard functions and combination of functions

iv. Limits of a functions (Using definition)

v. Left- and right-hand limits

vi. Continuous functions

Module II: Integers

Unit 4 – Finite Induction and GCD

a) Statements of well-ordering property of non-negative integers, principle of finite induction (first and second) as a consequence of well-ordering property

b) Binomial theorem for non-negative exponents, pascal's triangle.

c) Divisibility in integers, division algorithm, greatest common divisor (g.c.d.) and least common multiple (l.c.m) of two integers, basic properties of gcd such as existence and uniqueness of g.c.d. of integers a and b , g.c.d can be expressed as $ma+nb$, m, n are integers. Euclidean algorithm, Primes, Euclid's lemma.

Unit 5 – Counting Principles

- a) Addition and multiplication principles, distributions of distinct and non-distinct objects,
- b) Multinomial coefficients, combinatorial interpretations, multinomial theorem (without proof), applications.
- c) Pigeonhole Principle (statement only) with applications

Unit 6 – Practicals

- i. Finite induction
- ii. Binomial theorem
- iii. Division algorithm and GCD
- iv. Addition and multiplication principles
- v. Multinomials
- vi. Pigeonhole principle

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Task/Assignments: (Any tw)

- (i) Assessment of Practical components will be based on Unit 3 of Module I and Unit 6 of Module II.
- (ii) Assessment of Practical component
 - 1. Journal
 - 2. Viva-voce
 - 3. Practical tes

References:

- 1) tCounting. Khee-meng Koh, & Eng Guan Tay. World Scientific, 2002
- 2. Discrete Mathematics, Norman L. Biggs, Revised Edition, Clarendon Press, Oxford 1989.

- 2) Elementary Number Theory : David Burton ; Tata McGraw Hill (Walter RudinSeries), Indian Edition.
- 3) Graph Theory. Volume 3 of Mathematical Olympiad series. Bin Xiong, Zhongyi Zheng. World Scientific, 2010
- 4) Introduction to the theory of numbers, I. Niven and S. Zuckerman, Third Edition, Wiley Eastern, New Delhi, 1972.
- 5) Master Maths: Solving Word Problems. Brita Immergut. Cengage Learning PTR. 2009
- 6) Problem solving Strategies. Arthur Engel. Springer. 1991
- 7) The mathematics that Every Secondary School Teacher Needs to Know. Alan Sultan & Alice F. Artzt. Routledge. 2011

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: PSYCHOLOGY (JUNIOR COLLEGE)
COURSE NAME: DEVELOPMENTAL PSYCHOLOGY

Total Credits: 06

Total Marks: 100

Learning Objectives:

- 1) To comprehend the basic concepts of Human Development processes
- 2) To grasp principles, perspectives and modern trends in Developmental psychology
- 3) To understand the factors influencing development
- 4) To develop awareness about the characteristics of different developmental stage
- 5) To understand the adolescence stage

Learning Outcomes:

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

- 1) Explains the process of human development
- 2) Grasp the principles of developmental psychology
- 3) Explains the modern trends of developmental psychology
- 4) Expounds the factors affecting development psychology
- 5) Differentiate the different stages of development

MODULE 1: BASICS OF DEVELOPMENT (2 Credits)

Unit 1: Understanding Human Development

- a) Life in formation - Fertilization, determination of sex, pre natal development and stages.
- b) Meaning, nature and principles of development
- c) Types of development and factors influencing development

Unit 2: Aspects of Development during Childhood

- a) Characteristics and needs of prenatal, Infancy and Toddlerhood stage
- b) Early childhood and childhood stage
- c) Role of Family and School in developmental process

Unit 3: Aspects of Development during Adolescence stage

- a) Characteristics and needs of Adolescence stage

- b) Challenges during Adolescence stage
- c) Role of Family and School in Adolescence developmental process

**MODULE II : APPROACHES IN STUDYING HUMAN DEVELOPMENT
(2 Credits)**

Unit 4: Aspects of Child development

- a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)
- b) Impact of different parenting styles on child development.
- c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

Unit 5: Issues and Implications of Child Development

- a) Changing family structure
- b) Attachment and bonding
- c) Experiences of childhood trauma

Unit 6 : Issues and Implications of Child Development

- a) Changing family structure
- b) Attachment and bonding
- c) Experiences of childhood trauma

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments (Any Two)

- 1) Seminar presentation related to any topic on Adolescent issues
- 2) Case study of a special child
- 3) Presentation of stages of development
- 4) Reflective journal on self
- 5) Seminar presentation on Learning disability

References:

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- Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.
- Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
- Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: SOCIOLOGY (JUNIOR COLLEGE)
BASIC CONCEPTS IN SOCIOLOGY

Total Credits: 06

Total Marks: 100

Learning Objectives:

- 1) To understand the basic concepts in sociology.
- 2) To familiarize students with the theoretical aspects of different concepts.
- 3) To develop relevance of these concepts in everyday life.

Learning Outcomes:

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

- 1) Explain the basic concepts in sociology.
- 2) Gain deeper and coherent understanding of sociological agencies and Institutions
- 3) Articulate an analytical viewpoint with the help of sociological concepts.
- 4) Critically review the sociological interactions in everyday life

MODULE I: FOUNDATIONS OF SOCIOLOGY – I (2 Credits)

Unit 1: Society & Groups

- a) What is Society? : Definition & Meaning, Types of Societies: Hunting & Food Gathering Societies, Modern Industrial and Post- Industrial Society
- b) Groups: Definition & Meaning, Primary Group & Secondary Groups: Meaning & Characteristics
- c) In- group, Out –group, & Reference groups.

Unit 2: Socialization

- a) Socialization: Definition & Meaning
- b) Agencies of Socialization: Family, School, Peer group and Mass-Media Gender Socialization, Political Socialization, Occupational/ Professional Socialization
- c) Resocialization

Unit 3: Culture

- a) Culture: Meaning, Definition and Components of culture
- b) Characteristics of Culture
Cultural Diversity, Cultural Universals, Ethnocentrism, Cultural Relativity,

- c) Sub Culture and Counter Culture

MODULE II: FOUNDATIONS OF SOCIOLOGY – II (2 Credits)

Unit 4: Social Institutions

- a) Marriage: Definition & Meaning
Patterns in marriage – Endogamy, Exogamy, Monogamy, Polygamy
Patterns of Descent: Patrilineal, Matrilineal, Bilateral
- b) Family: Definition & Meaning,
Functions of Family Variations in Family Structure: Traditional & Contemporary
- c) Religion: Definition & Meaning, Functions of religion
Types: Magic, Sect and Cult, Totemism, Naturism, Animism, Monotheism, Polytheism

Unit 5: Social Interaction in Everyday life

- a) Daily life encounter – Verbal and Non-Verbal Communication (Face, Body, Gestures)
- b) Interaction in cyberspace
- c) Advantages and disadvantages of virtual communication

Unit 6: Social Stratification

- a) Concept of Social Stratification
- b) Types of Social Stratification and Discrimination: Age, Caste, Class, Gender, Race, Religion and Differently Abled.
- c) Social Mobility: Definition , Types of Social Mobility - Vertical, Horizontal, Intergenerational, Intra Generational

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Write an essay on varieties of World Religions.
- 2) ‘Are we prisoners of Culture’? – Critically analyse.
- 3) Evaluate the advantages and disadvantages of virtual interactions

- 4) Group presentation on 'Interaction in cyberspace'
- 5) A video on different cultural practices of India

References:

- C N Shankar Rao, Sociology: Principles of Sociology (2019), S.Chand Pub.(Chapter 2,3,6,8,17,27)
- John J.Macionis, Sociology 16th Edition (2018) , Pearson. (Chapters:4,5,6,8,10,13,14,15,18,19, &23)
- Dasgupta and Saha (2012) An introduction to Sociology, Pearson
- Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers (Chapter: 5,14,16,21)
- Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press
- Julia Jary and David Jary (2005) Dictionary of Sociology Collins
- Macionis, John (2005) Sociology (10th edition) Prentice Hall
- Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press
- Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi
- Schaeffer and Lamm (1998) Sociology (6th edition) McGraw Hill
- Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press .(Chapter : 3,4,6,8,)

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: PHILOSOPHY (JUNIOR COLLEGE)
SOCIO-POLITICAL PHILOSOPHY

Total Credits: 06

Total Marks: 100

Learning Objectives:

- 1) To understand the nature of Social and Political Philosophies as a branches of Philosophy.
- 2) To become aware of the scope and relevance of Social Philosophy.
- 3) To acquaint with major themes and debates in Socio-political philosophy regarding social stratifications, diversities and liberty, equality and justice.

Learning Outcomes:

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

- 1) Explain the basic notions in Socio-political philosophy.
- 2) Concept mapping of various types of diversity.
- 3) Appraise values of liberty, equality and justice from different theoretical perspectives.

MODULE I - SOCIAL PHILOSOPHY (2 Credits)

Unit 1: Nature, Scope of Social Philosophy and Perspectives on Marriage, family and Gender

- a) Nature & Scope of Social Philosophy
- b) Perspectives on Family & Marriage, Contemporary trends in Family and Marriage – Single Parent families, Live – in relationships, Gay marriages
- c) Feminist Perspective on gender as a construct, Claims of Masculinity

Unit 2 Exploitation: Class and race

- a) Hegel's notion of Recognition: significance of the Master-Slave dialectic.
- b) Frantz Fanon's postcolonial critique of racism: inadequacy of Hegelian master-slave dialectic; Fanon's Justification of anti-colonial violence.
- c) Karl Marx: Historical Materialism account of history;
- d) Marx's analysis of capitalism and exploitation.

Unit 3 : Response to Diversity (Engagement & Tolerance)

- a) Liberalism and multiculturalism: the problem stated. Will Kymlicka: culture and freedom; Brian Barry's egalitarian critique of multiculturalism.
- b) An analysis of the concept of toleration in liberalism; John Locke's justification of religious toleration; toleration as 'recognition'
- c) Philosophy of War: Militarism-realism, just war and pacifism

MODULE II : POLITICAL PHILOSOPHY (2 Credits)

Unit 4: Nature, Scope and Major Concepts of Political Philosophy

- a) Nature & Scope of Political Philosophy
- b) State & Nationalism
- c) Liberalism, Conservatism and Socialism

Unit 5 Liberty and Domination

- a) Two Concepts of Liberty; dangers of positive liberty. Negative Liberty (Isaiah Berlin)
- b) Freedom from non-interference - the Harm Principle. Positive Liberty (J. S. Mill)
- c) The notion of General Will. Third concept of freedom - the republican view: freedom from Domination. (J.J. Rousseau)

Unit 6: Equality & Justice

- a) Formal equality and its limitations. Liberal versus Socialist conception of equality - equality of opportunity or equality of outcome? Equality of resources: Ronald Dworkin.
- b) Distributive justice: John Rawls: justice as fairness; Robert Nozick: entitlement theory of justice– self-ownership argument;
- c) Critical assessment of Rawls' and Nozick's view

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Case Study (Any Two)

- 1) Should same-sex marriages be tolerated?
- 2) The case of Islamic Veil in public schools in France.
- 3) Nationalism and the state intervention on individual freedom

- 4) Make 2 concept maps on diversity
- 5) Collect from news papers any two political issues and do review with regard to justice.

References:

- Arun P. Mukherjee. "B.R. Ambedkar, John Dewey, and the Meaning of Democracy". *New Literary History* (2009) 40 (2): 345-370
- B.R. Ambedkar. "Annihilation of Caste" in Dr. Babasaheb Ambedkar: Writings and
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- Barrie Thorne. "Feminist Rethinking of the Family: An Overview" *Rethinking the Family: Some Feminist Questions* ed. Barrie Thorne and Marilyn Yalom Longman: New York and London, 1982
- Bhiku Parekh. "Equality of Difference" in Colin Farrelly (ed) *Contemporary Political*
- Bird, Colin. *An Introduction to Political Philosophy* (Cambridge University Press, 2006)
- Brian Barry "The Muddles of Multiculturalism" *New Left Review* 8, March-April 2001
- Charles Taylor "The Politics of Recognition" in Colin Farrelly (ed) *Contemporary*
- David Miller ed. *The Liberty Reader* Routledge 2006 : Readings from the above text as follows: (a)Two Concepts of Liberty by Isaiah Berlin (b) Negative and Positive Freedom by Gerald C. MacCallum, Jr. (c)The Republican Ideal of Freedom by Philip Pettit (d)A Third Concept of Liberty by Quentin Skinner
- Deborah Satz "Feminist Perspectives on Reproduction and the Family" *Stanford Encyclopedia of Philosophy* 2013 (on line <https://plato.stanford.edu/entries/feminismfamily/>)
- Edward Said. *Orientalism* (New York: Pantheon, 1978)
- Franz Fanon "The Fact of Blackness" *Black Skin White Masks*-Grove Press 1967
- Heywood, Andrew. *Political Theory: An Introduction* (Palgrave Macmillan, 2012/13)
- Jack Sawyer "On Male Liberation" in *Feminism and Masculinities* ed. Peter Murphy OUP, Oxford 2004
- John Rawls *A Theory of Justice*, Cambridge, MA Harvard University Press, 1971(chapter 1 and chapter 2)
- Julian Lamont "Distributive Justice" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 1993/2013
- Knowles, Dudley. *Political Philosophy* (London: Routledge, 2001)
- Mark Lebar "Justice as Virtue" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 2002/2016
- Michael Dummett *Immigration and Refugees* Routledge London and New York, 2001, (chapters 1-5)
- Plato, *Republic* New Haven: Yale University Press, 2006 (Book 1)
- *Political Theory: A Reader*. Sage Publishers, 2004
- Raymond Plant. *Modern Political Thought*. Wiley Blackwell. 1991

- Robert Goodman, Philip Pettit and Thomas Pogge. *A Companion to Contemporary Political Philosophy* Blackwell: 2007 (2 volumes)
- Robert Nozick. *Anarchy, State and Utopia*, New York: Basic Books, 1974 (chapter 7)
- Ronald Dworkin “What is Equality? Part 1: Equality of Welfare” *Philosophy & Public Affairs*, 10 (3) (Summer, 1981), pp. 185-246
- Ronald Dworkin “What is Equality? Part 2: Equality of Resources” *Philosophy & Public Affairs*, Vol. 10, No. 4 (Autumn, 1981), pp. 283-345
- Simone de Beauvoir. “Introduction” *The Second Sex* (a new translation by Constance Borde and Sheila Malovany-Chevallier) Vintage: London, 2009
- *Speeches*, Vol. 1. Bombay: Education Department, Government of Maharashtra, 1979, pp. 25-96. (also available online)
- Stanford Encyclopedia of Philosophy (on line source) reading on multiculturalism
- Stephan Goosepath “Equality” in *Stanford Encyclopedia of Philosophy*; <https://plato.stanford.edu/entries/equality/> 2007
- Valerian Rodrigues. “Ambedkar on Preferential Treatment” *Seminar* (2005), 549, pp 55–61

Websites:

- Karl Marx and Friedrich Engels *A Manifesto of the Communist Party*, 1848
<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>
- Martin Luther King. “Letter from Birmingham Jail”
https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf 1963

SEMESTER II
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: POLITICAL SCIENCE (JUNIOR COLLEGE)
COURSE NAME: POLITICAL SCIENCE-WORKING OF
THE GOVERNMENT OF INDIA

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. Understand the working of the three organs of the government at the union level.
2. Analyse the distinctive features of India's federalism
3. Comprehend the organisation of local self-government in India under the 73rd and 74th Constitutional Amendment and emerging issues thereafter.
4. Familiarise with the working aspects of public administration in India and acquaint with select landmark public policy.

Learning Outcomes:

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

1. Identify their composition and distinctive functions of the three organs of the government at the union level.
2. Compare and contrast the unitary and federal features of the Indian constitution and related issues.
3. Evaluate the effectiveness of the local self-governance model in India.
4. Demonstrate an understanding of key concepts of the administrative machinery in India.

MODULE I: STRUCTURE & FUNCTIONS (2 Credits)

Unit 1 : Organs of government (Union)

- a) Legislature - Bicameral, Elections, Legislative procedure, Parliamentary Committees
- b) Executive- Nominal and Real, Office of the Vice President.
- c) Judiciary - Appointment of Supreme Court Judges, Powers and functions

Unit 2 : Federalism

- a) Quasi federal features of the Constitution of India

- b) Asymmetric Federalism in India - issues
- c) Cooperative federalism - the way forward

Unit 3 : Local Self-Government

- a) 73rd and 74th Constitutional Amendment
- b) Three tiers, elections, reservations (social exclusion and the challenges faced by women)
- c) People's participation - Gram Sabha

MODULE II : ADMINISTRATIVE MACHINERY (2 Credits)

Unit 4: Introduction to Public Administration

- a) Public Administration - meaning, definition, changing scope
- b) New Public Management & Public Choice Approach
- c) Decentralisation, Accountability & Good Governance.

Unit 5: Concepts in Public Administration

- a) Bureaucracy - meaning, features, Views of Max Weber
- b) Civil Services in India - origin, features, types, recruitment, lateral entry
- c) Tools of administration - E -Governance, Public Private Partnership (PPP) model, Self Help Groups (SHGs) as Vehicles of Implementation

Unit 6: Landmark Public Policies - origin, provisions, features, significance

- a) Mid-day Meals Scheme
- b) Sarva Shiksha Abhiyan
- c) Janani Suraksha Yojana

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments (Any Two)

- Evaluate the various E -governance portals of GOI or GOMH and write a long Essay on Digital India Mission (CoWin app, Aaple sarkar, etc.)
- Conduct a Survey on Public awareness with regards to important schemes like

Sarva Shiksha Abhiyan, RTI, Mahila Gram Sabha, Working of Panchayats

3. Street play on course content
4. Poster Making on the course content
5. Debate on Maharashtra's OBC reservation in Local self-governments and Judicial intervention, Competitive and Cooperative Federalism in India, Role of Speakers and Governors.

References:

- M.P. Sharma, and others (2014) Public Administration in Theory and Practice, Kitab Mahal Publishers, Delhi
- Rathod, P.B. (2004), Contemporary Public Administration, A.B.D. Publishers
- Almond G. A. and Verba S., 1963, The Civic Culture, New Jersey, Princeton University Press.
- Ball Alan R., 1971, Modern Politics and Government, London, Macmillan.
- Venkatesan V., 2002, Institutionalizing Panchayati Raj in India, New Delhi, Institute of Social Science.
- Bhagwan Vishnu and Bhushan Vidya, 2007, Public Administration, New Delhi, S Chand
- Avasthi Amreshwar and Maheshwari Shriram, 1982, Public Administration, Agra, Lakshmi Narayan Aggrawal and Company Ltd.
- M Laxmikanth, 2012, Public Administration, New Delhi, McGraw Hill.
- S. R. Maheshwari, 1994, Administrative Theories, New Delhi, Allied.
- Kothari, Rajni. 2000. Politics in India. Hyderabad: Orient BlackSwan.

SEMESTER III

Semester III
PART I

CORE COURSE: HINDI (COMPULSORY LANGUAGE)

COURSE NAME: HINDI

Total Credits:06

Total Marks :100

अध्ययन उद्देश्य:

1. जीवित की समस्याओं को यथार्थतादी और मनोविज्ञानिक कवचरण से परकचत कराना
2. एकताओं की को चरक कवचरण, कथानक और उसको में विविताारिण और घटनाओं को अनोबोंध को कनमोण से परकचत कराना।
3. छात्रों की भाषाई कौशल का किकास करना।
4. कहंदी एकांकी, कहंदी स्त्री और जल के स्वरूप को समझाना।
5. लेखको और ककियों के शकलयों के प्रकार की जानकारी देना।
6. कोाव्योात्मक सौदय तत्त्वों कोा बोोध और रसास्वादन कराना।
7. पाठ किकिताओं की व्याख्या और समीक्षा की पिकत समझाना।
8. छात्रों को व्यिहारक व्याकरण का सामान्य परचय देना

अध्ययन वनषपहव:

- इस इकाई को अध्ययन को पाठ छात्र योग्य होोरों में,
1. कहाकनयो, ककिता को अंतरों तमौकलक तत्त्वों पर, भाषा शली, पर किवोर करनो में
 2. किरिणात्मक, व्योाख्यात्मक, किवोारामक, मेलोोाओं कन परत शवेलोी से परकचत होोरों में।
 3. ककिता मों कनकहत सौदय बदों कोा किश्लोे षण करनो में
 4. काव्यांशों की व्याख्या तथा सराहना करें रों।
 5. ककिताओं कोा भावोाथ तथा पाठ को रोदोोाओं शोोों कोा भावि सृण कर सकों में रों
 6. समश्रोक्त कभलाथक शब्द, किलोम शब्द, पयोायिाची शब्द, प्रत्यय - उपसर - को कनयमों कोा पालन योोय करे रों
 7. रोजल कोो एकाओं की को रू प मों पररितन

करने में मोह में

8. रोज़ोतीत को को कब में ध मोह में पररितन करने में मोह में ।

9. किकभन शली तत् मोह में का उपयोर् करके लेख कलखने में

मॉ ड्यूल I: विद्वी एकॉाकॉी- उपॉरनाथ अश्व, रामकॉ
मॉार हॉमॉा, सहॉॉर दर्ॉाल सक्ॉे नॉा; विद्वी
स्ॉीत- वनरालॉा, स्ॉ पॉालवसि नॉे पॉालॉी, स्ॉ
पॉालदॉास नीरज; विद्वी व्यॉाकरण (2 Credits)

घटक 1 : विन्दी एकाकी

- a) उपोयोः दूनाथ अश्वक जोकोः
- b) रामकोः मारिमोः रोः शमोः टोः ई (‘पोः च एकोः कोः नाटक’ कोः सोः ग्रह सोः)
- c) सिंहर दयाल सक्सेना कहसाब-ककताब (‘हिलात’ संग्रह से)

घटक 2: स्त्रीत एहो गजल

- a) कनराला सखख, सिसंत आया (स्त्रीत) (रार् किरार्)
- b) स्त्रीपोल कसंह नेपाली तुम जला कर कदए मुंह छु पाते रहे (स्त्रीत) (इंटरनेट पर ककितकोश)
- c) स्त्रीपोलदास नीरज कजतना कम सामान रहे स्त्री (स्त्रीत) (इंटरनेट पर ककितकोश)

घटक 3: व्याकरण

- a) समश्रोः कत कभूथक शब्द
- b) किलोम शब्द
- c) पयोःायिची शब्द

**मॉ ड्याल II: एकांकी - भूहोनोरसाद, सर्वो
होमो; विदो गजल- दौष्यत कौ मार; विन्दी
व्याकरण (2 Credits)**

घटक 4: एकांकी

- a) भूनिनोर प्रसाद स्त्रीाइक (‘आठ एकोः कोः’ : दोः िोः
राज अोः कोः र)
- b) सोः रोः िमोः हरोः घास पर घोः टोः भर (‘आठ एकोः कोः’ : दोः िोः
राज अोः कोः र)
- c) दोनों एकांकियों की तुलना

घटक 5: विदो गजल

- a) दुष्यंत कुमार 1 हो ई ह पीर (‘साए में धप’)
- b) दुष्यंत कुमार 2 कहाँ तो तय था (‘साए में धप’)
- c) दोनों जलों के कबंब एिं रूपक

घटक 6: व्याकरण

- a) प्रत्यय - सामान्य पररचय
- b) उपसरोः - सामान्य पररचय
- c) अपकठत - द्रोः श

मॉड्यूल III : अंतराष्ट्र मालायांकन (2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

दहाँ कौँरौः

1. राम कोठु मार िमोा कोी रौे शमोी टाई पर कषिय कश्िलौे षण कोीकजए।
- 2.. अभ्यास क्म कोे अन्तरौेत आए रौे जलकोारोोोों कोी रौे जलोोोों कोा सोंग्रह कोीकजयोे।
3. धनी योजना, शब्द योजना, िाक्य योजना के आधार पर एक लेख कलखखए।
4. दुष्यंत कु मार की ककसी एक जल को एकांकी के रूप में कलखखए।
5. फो ज़ अहमद फो ज़ कोी कलखी हुई” हम दोे खोिोेरौे “इस उदो नज़ो्म (रौेोीत) पर नबोंध कलखखए।

सदभः

- उपोिोेंदनथ अश्क कोा एकोाोेंकोी- जोकोें
- रामकोठु मार िमोा कोा एकोाोेंकोी- रौे शमोी टोाई (पोीडोीएफ पोठुस्तक)
- रौोपाल कसंह नेपाली का रौीत- तुम जला कर कदए मुंह छुपाते रहे
- रौोपालदास नीरज का रौीत- कजतना कम सामान रहेरौोा
- जोक, नीलाभ प्रकाशन, इलाहाबाद
- आठ एकोाोेंकोी : दोे िोिोें, राज अोेंकोठु र िाणी प्रकौाशन, नई दल्ली
- ‘हिलात’ संग्रह िाणी प्रकाशन, नई कदल्ली
- रार् किरार् संग्रह, लोकभारती प्रकाशन, इलाहाबाद
- कहोेंदोी रूप रचना भार् एक एिोें दोो । स आचाय जयोिोें, क्िोिोी लोकभारती प्रकौाशन,
- रार् किरार् संग्रह, लोकभारती प्रकाशन, इलाहाबाद

- कहोंदोी रूप रचना भार् एक दोो । स आचाय जयनदर क्तिोेदोी लोकभोारतोी फ्कोाशन, इलाहोाबाद
- साए में धप , राधा कृ ण प्रकाशन, नई कदल्ली
- <http://meenaldhawan.blogspot.com/2014/11/jonk-leech-by-upendra-nath-ashk-in-hindi.html>
- <http://db.44books.com/2019/05->
- <http://kavitakosh.org/kk>

Semester III

PART I

CORE COURSE: MARATHI (COMPULSORY LANGUAGE)

**COURSE NAME: मराठीची सावित्यप्रकार हॉ
व्याहारीकरक लेखन**

Total Credits:06

Total Marks :100

अध्ययन उद्देश्ये:

- १) दनंकदन जीनितात उपयुक्त भाषककौशलो किककसत करणे.
- २) व्याहारीकरक लेखन प्रकारांची ओळख देणे.
- ३) ककितता या साकहय प्रकाराचा पररचय देणे.

अध्यर्ण वनष्पहॉती:

होता अभ्यासक्रम पवेण कोले लोोोारि कदिोोथी

- १) दनंकदन जीनितात श्रिणि ि िाचन या कौशल्लोाचे उपयोजन करतो.
- २) मराठी भाषेत व्याहारीकरक लेखन करतो.
- ३) ककितता या साकहय प्रकाराची स्वरूप ि संकल्पना स्पष्ट करतो.

मॉड्यूल १: सावित्यप्रकाराची ओळख : कवहॉता (2 Credits)

घटक १ : कवहॉता : स्वरूप हॉ

संकल्पना अ) ककितता : साकहयाचा

सिंकतक कचिरब) ककितो

सलकहत्यप्रकृतीरची परीं परल

क) ककृतील सलकहत्यलचे प्रकार -भलरुीत ि भलरुीकलतत तलतल फरक

घटक २ : वहॉवहॉध कॉाव्यक्कॉारॉाचा अभ्यॉास

अ) सामाकजक ककित्ता - स्वरूप,

लेखन िकश्टये ब) प्रेम ककित्ता -

स्वरूप, लेखनशली

क) कनसरोक् ककित्ता - स्िरूप, लोे खनशेलोी

घटक ३ : कवहॉतॉासििॉाचा अभ्यॉास: पॉस्तक पररचर

अ) कसझर कर म्हणतेय माती - कल्पना दुधाळब)

नंतर आलेले लोक -अरुण काळे .

क) भोईशास्त्र - ऐष्योा पोाटोेर कर

मॉड्यॉल २ : व्यॉाहॉिॉारक मराठॉी - भॉाषा लोे खनॉाची ओळख (2 Credits)

घटक ४ : जाविरात लेखन

अ) जाकहरात लेखनाचे स्वरूप

ब) जाकहरातीचे किकिध प्रकार क)

जाकहरात लेखन उपयोजन

घटक ५ : भावषक कौशल्ये हवकास

अ) भाकषक कौशल्योाों चा पररचय

ब) भाकषक कौशल्योाों चे

प्रकार- िाचन ि लेखनक)

भाकषक

कौशल्योाोंत

अोंतभत घटक

घटक ६ : हॉहॉॉात लोे खन

अ) िोतृोोतं
लोेखन करतोाना लात ठोे

िाियायोा रोोोोी

ब) िोतृोोतं लेखनाचे

स्वरूप क) िोतृोोतं

लेखनाचे प्रकार

मॉ ड्यूल III: अतरॉत मलयमॉापन (2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

स्वाध्याय / कृती (कण्ठ्याणि दन)

१. तीन भाषिकांय ि तीन भाषिककृति संकलित करा ि त्याच्या मदतीने भाषिकांय ि भाषिककृति यातील फरक स्पष्ट करा.

२. पाच कनसरोक् कृति संकलीत करा यातील तोकूमहोलाला आडिलेली कृति कोणती होते सोपोरवेन त्यातील सौंदर्य स्पष्ट करा. .

३. तोकूम्यो महोळाला झालेल्या एका काव्यक्रमाचे िवृत्तींत लेखन, िवृत्तींत लेखनाच्या पायां ि स्वरूप यां मोदोोसह लहो.

४. िाचन या भाषक कौशल्लाचे घटक कोणते? तुम्ही आयोजक केलेल्या िाचन स्पष्ट तुम्हीकोणकोणते घटक लक्षात घ्याल?

५. तुम्ही िापरत असलेल्या तीन िस्तुंसाठी जाकरात लेखन कं रा ि ती जाकरात आपलोासमवेहात सदर करा ि त्यातून कमळालेली अनोुभि स शब्दात कलहा.

संदर्भग्रंथ:

- कोकु लकाणी िा.ल. मराठी कृति- जोकु नी आकण नळी, पोप्युलर प्रकाशन आकण मौज प्रकाशन रोकुह, मुंबई, १९८७.
- भाषित श्री.पु. ि इतर (संपा.); साकहल अध्यापन आकण प्रकार- पोप्युलर प्रकाशन रोकुह,

मुंबई.

- पाटणकर, िसोंत ककितो सों कल्पना, कनकमती आकण समोी, मराठीी किभोारो, मोठोोंबई कदिोपोीठ ि अनुभि प्रकाशन, मुंबई, १९९५.
- पाटणकर, िसंत शोध ककितेचा, मौज प्रकाशन र्ो ह मुंबई २०११.
- शेकडे, सुभाष, व्यािहारक मराठी

SEMESTER III
PART I
CORE COURSE: GUJARATI (COMPULSORY LANGUAGE)
COURSE NAME: INTRODUCTION OF GUJARATI TEXT AND
CONTEXTUAL GRAMMAR

Learning Objectives:

1. To develop understanding of the literature writing in the poetic form
2. To critically analyse the contextual grammar embedded in the poetries under study.
3. To differentiate and identify the unique features of grammar concepts used in different types of folk text written in Gujarati

Learning Outcomes:

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

1. Compare and contrast the literary work of the poetic work created in the past and the present era
2. Differentiate between the contextual grammar and other approaches of grammar teaching
3. Critically analyse folk literature of different forms

MODULE I: GUJARATI DANCES AND DEVOTIONAL SONGS: UNIQUE FEATURES
(2 Credits)

Unit1: Garaba: characteristics and rachana

- a) Meaning and udgam of Garabai, instruments used in garba songs
- b) Famous Garbi composers and their styles (any 5)
- c) Types of Garba: Garbi and Raas: comparative analysis

Unit 2: Tribal Dances of Gujarat :(Origin, song forms and themes, significant feature and instruments used)

- a) Hudo dance
- b) Dandia Dance
- c) Rathva Dance:

Unit 3: Gujarati Bhajan and devotional songs (Poet's style, theme, message, values, relevance in present time.)

- a) Narsimh Mehtani Uttam Padavali by Mansukhlal Savalia
- b) Subhashit Saurabh by Kulinchandra Yagnik
- c) Sorathi Santvanii by Zaverchandra Meghani

MODULE II : FOLK TALES FROM GUJARAT AND OUTSIDE REGIONS (2 Credits)

Unit 4: Concept of folk tales

- a) Meaning, characteristics and types of folk tales
- b) Origin of Gujarati folk tales and its utility value in present day context.
- c) Variety of Gujarati folk tales (with reference to place, occasion, nature)

Unit 5: Indian Folk tales (features, comparison with Gujarati folk tales in terms myths, reality, Local culture, and moral of the story)

- a) Eastern Indian folk tales : (Bawan Ganga and other stories in English)
- b) South Indian folktales: Tenaliram na Adbhut kissao translated by Darshali
- c) North Indian folktales: Chacha Chaudhari ane Swachha Bharat

Unit 6: Short folk stories from Abroad translated into Gujarati (Grammar concepts as studied in the first year, proverbs, moral values, (First 4 chapters each)

- a) ‘Esop ni pachas niti kathao’ by Pratibha Shah :
- b) ‘Galivarni Ajab Safar’ translated by Yashvant Mehta
- c) Thanmbolina in Gujarati

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two)

1. Watch the you tube videos of the tribal dances mentioned and compare these dances with similar dances of other tribes from other regions of India or abroad. write a reflective report considering the salient features.

2. View the Gujarati translated children comic book on Chandamama. Identify different types of text, vocabulary and unique grammar concepts used in these text and write an essay on it
3. Select any short story book written in Gujarati and prepare a script of a short play based on the storyline and present in the class
4. Prepare a scrapbook on the traditional folk test in Gujarati with pictures and display in the Gujarati language room.
5. Critically evaluate Folk literature (any three forms) and identify the unique features of folk literature in Gujarati.

References:

- <https://gujarat.pscnotes.com/gujrat-history/folk-dances-of-gujarat/>
- <https://www.gujaratibooks.com/Isap-Ni-50-Niti-Kathao-Gujarati-book.html>
- https://www.youtube.com/watch?v=pYB6H_YqA2Y
- <https://www.gujaratibooks.com/Narsinh-Mahetani-Uttam-Padavali-Gujarati-book.html>
- <https://www.gujaratibooks.com/subhashit-saurabh.html>
- <https://www.gujaratibooks.com/sorathi-santvani.html>
- <https://study.com/academy/lesson/folk-tales-definition-characteristics-types-examples.html> Translated by Paran
- <https://www.augusthouse.com/why-are-folktales-important>
- <https://www.booksandyou.in/product/folk-tales-of-east-india-bawan-ganga-and-other-stories>
- <https://www.gujaratibooks.com/Tenaliram-Na-Adbhut-Kissao-Gujarati-book.html#description>
- <https://www.amazon.com/Chacha-Chaudhary-Swachh-Bharat-Gujarati/dp/9385856995>
- <https://www.gujaratibooks.com/gujarati-navlika/>
- <https://www.gujaratibooks.com/gulivarni-ajab-safar.html>
- <https://www.youtube.com/watch?v=D44zVCnTiIM>
- <https://www.youtube.com/channel/UCzGc6gWiy3vxGH9JNfkfbQ>

Semester III
PART I
CORE COURSE: URDU (COMPULSORY LANGUAGE)
COURSE NAME: URDU GRAMMAR

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To understand and apply fundamental components of Grammar in the learning of Urdu language.
2. To understand and apply the knowledge of different types of Ism in Urdu Language.
3. To acquaint the students with application of Lawazim e Ism.
4. To understand the importance and application of Sifat aur us ki Qismein.
5. To understand the importance and application of Zameer aur us ki Qismein.
6. To understand the importance and application of Fel aur us ki Qismein.

Learning Outcomes:

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

1. Describe the fundamental components of Grammar in the learning of Urdu language.
2. Discuss and apply the knowledge of different types of Ism in Urdu Language.
3. Explain the application of Lawazim e Ism.
4. Highlight the importance and application of Sifat aur us ki Qismein.
5. Discuss the importance and application of Zameer aur us ki Qismein.
6. Discuss the importance and application of Fel aur us ki Qismein.

MODULE I: HIJJA, ERAB, HARUF E RABT, ISM AND SIFAT (2 Credits)

Unit 1: Hijja, Erab, Haruf e Rabt

- a) Hijja : Haruf e Tahajji, Haruf e Illat, Haruf e Sahih, Haruf e Shamsi O Qamri
- b) Erab (Harkat O Saknat) : Zabar, Zer, Pesh, Jazm, Tashdid, Tanween
- c) Haruf e Rabt: Harufe Rabt, Atf, Takhsees, Fijaiya

Unit 2: Ism

- a) Ism : Ism e Aam, Ism e Khaas
- b) Ism e Aam Ki Aqsam : Ism e Kaifiyat, Ism e Jama, Ism e Zarf, Ism e Aala
- c) Ism e Khaas Ki Aqsam : Khetab, Laqab, Urf, Takhallus, Kunniyat

Unit 3: Lawazim e Ism

- a) Jins : Jandaron ki Tazkeer, Bejaan Ki Tazkeer O Tanees
- b) Tadad : Wahid , Tasniya, Jama
- c) Ism ki Halatein : Faaeli, Mafuli, Nidai, Izafi, Zarfi, Tauri

MODULE II : SIFAT

(2 Credits)

Unit 4: Sifat Aur uski Qismein

- a) Sifat e Zaati, Sifat e Nisbati
- b) Sifat e Adadi
- c) Sifat e Miqdari

Unit 5: Zameer aur us ki Qismein

- a) Zameer e Shakhsi, Zameer e Mausula
- b) Zameer e Istefhamiya
- c) Zameer e Ishara

Unit 6: Fel aur us ki Qismein

- a) Fel ke Taur, Taur e Maruf, Taur e Majhool
- b) Fel ke Zamane : Maazi
- c) Haal, Mustaqbil

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two)

1. Urdu ke Haruf e Tahaji aur Urdu Erab ka jaiza lijiye
2. Ism ki Mukhtalif aqam par izhar e khayal kijiye
3. Sifat aur us ki aqam ka jaiza lijiye
4. Fel aur us ki aqam ka jaiza lijiye.
5. Zameer ki taarif bayan karte huye us ki qismon ka jaiza lijiye.

References :

- Qawaid e Urdu By Maulvi Abdul Haque
- Maulvi Abdul Haq ; Hayat aur Ilmi Khidmaat By Shahabuddin Saqib
- Ibtidai Urdu Qawaid by Sayyed Ali Hyder
- Urdu Qawaid By Shaukat Sabzwari

Semester III
Part III
ENGLISH (ANCILLARY MAJOR)
COURSE NAME: AMERICAN LITERATURE

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To familiarise learners with the important literary terms and movements in American Literature.
2. To introduce learners to the social, cultural, and literary milieu of America through the study of seminal literary texts of various genres.
3. To enable learners to understand how American historical, cultural and literary contexts have shaped American Literature.

LEARNING OUTCOMES:

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

1. Enhance their knowledge about the literary terms and movements important to the study of American Literature.
2. Develop an awareness of the social, cultural, and literary milieu of America.
3. Relate the historical, cultural and literary contexts to the study of the texts prescribed in the syllabus.

MODULE I: AMERICAN LITERATURE 1

(2 Credits)

Unit 1: Introduction to American Lit

- a) Romanticism, Realism, Naturalism in American Literature
- b) Modernism in American Literature
- c) African American Literature: the Harlem Renaissance, The Black Arts Movement, and Slave Narratives.

Unit 2: Poetry 1

- a) Emily Dickinson (I'm Nobody – Who Are You?/I Felt a Funeral in my Brain)
- b) Walt Whitman (O Me O Life/ I Sing the Body Electric)
- c) Ezra Pound (The Tree/A Pact/ L'Art, The Encounter)

Unit 3: Poetry 2

- a) Robert Frost (Mending Wall/Desert Places/ Christmas Trees)
- b) Adrienne Rich (Aunt Jennifer's Tigers, Diving into the Wreck)
- c) Sylvia Plath (Lady Lazarus, Daddy, Edge)

MODULE II: AMERICAN LITERATURE 2

(2 Credits)

Unit 4: Prose

- a) T.S. Eliot – Modern Education (Selected Essays)
- b) Ernest Hemingway (Hills like White Elephants)
- c) Kate Chopin (Desiree's Baby; Her Letters)

Unit 5: Plays

- a) American Drama (Tennessee Williams: the Theatricalising Self in Modern American Drama: 1945-2000 C.W.E.Bigsby 2004 JSTOR)
- b) The Glass Menagerie (Tennessee Williams) 2015
- c) The Glass Menagerie (Stage Production)

Unit 6: Novels

- a) The Greatness of “Gatsby” by Charles Thomas Samuels (JSTOR)
- b) The Great Gatsby (Novel)
- c) The Great Gatsby (Film Adaptation)

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Poster presentation (Individual/Group) on plays.
- 2) Group discussion on contribution of poetry in American literature
- 3) Review submission of Novel
- 4) Quiz on American literature
- 5) Creative writing on given subjects

References:

- Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
- Adamson, Lynda.G. Thematic Guide to the American Novel. Greenwood Press, 2002.
- Andreach, Robert J. Tragedy in the Contemporary American Theatre, UPA, 2014.
- Phelan, James. Reading the American Novel 1920-2010, John Wiley & Sons, Incorporated, 2013.
- Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
- Bassnett, Susan. Sylvia Plath: An Introduction to Poetry. Palgrave Macmillan, 2005.
- Beach, Christopher. The Cambridge Introduction to Twentieth -Century American Poetry. CUP, 2003.

- Bendixen, Alfred and James Nagel. (eds) *A Companion to the American Short Story*. Wiley-Blackwell, 2010.
- Berkovitch, Sacvan. *The Cambridge History of American Literature*. (relevant volumes). CUP.
- Beuka, Robert. *American Icon Fitzgerald's The Great Gatsby in Critical and Cultural Context*. Camden House, 2011.
- Bloom, Harold. *F. Scott Fitzgerald's The Great Gatsby*. Infobase Publishing, 2010.
- Lamb, Robert Paul. *Art Matters: Hemingway, Craft, and the Creation of the Modern Short Story*. Louisiana State University Press, 2010.
- Leiter, Sharon. *Critical Companion to Emily Dickinson: A Literary Reference to her Life and Work*. Facts on File, 2007.
- Mathews, John T. (ed). *A Companion to the Modern American Novel: 1900-1950*. Wiley-Blackwell, 2009.
- Martin, Wendy. *The Cambridge Introduction to Emily Dickinson*. CUP, 2007.
- Ostman, Heather and Kate O'Donoghue. (eds.) *Kate Chopin in Context: New Approaches*. Palgrave Macmillan, 2015.
- Tredell, Nicolas. *Fitzgerald's The Great Gatsby: A Reader's Guide*. Continuum International Publishing Group, 2007.

Semester III

Part III

COURSE NAME: हिंदी (ANCILLARY MAJOR)

COURSE NAME: मध्यकालीन एवम् आधुनिक काव्य

Total Credits: 06

Total Marks: 100 Marks

अधगम उद्देश्य:

- छात्रों को भक्तवोकाल में भक्तवो
एवं रीतवो काल (उत्तर मध्यकाल) को रीतवो
एवं रीतवो को अधिारणा को समझाना । 2. भाषाई
कौशल को का विकास करना।
- आदवोकालीन काव्य एवं भक्तवोकाल को
काव्य को परचय, इतिहास, विवेचनारक षोः ठभेम
एवं विशिषवोओं को का विमसवो करना।
- छात्रों में रचनात्मक विकास करना।
- छात्रों को भक्तवोकाल को तरण
वि सरण धारो को काव्योओं को
समझाना ।

अधगम नष्पहः: इस अध्ययन को पश्चात् छात्र योग्य होरं

- कोल अनसोार काव्योओं को विशिष
जानकारोी से अस्वो होरं
- व वोधो वोधो को का भोविथो सेपष्ट
करने में
- पेठो मध्यकोल (भक्तवोकाल) वोधो उत्तर
मध्यकोल (रीतवोकाल) को काव्य
वोधो अन्य प्रमुख विधु वोधो को
सेपष्ट करने में
- वोधोनों होी कोलो को प्रमुख
कवियोओं और उनकोी विशिषवोओं
वोधो रचनाओं कोी जानकारी प्रोवो करने में

5. भक् तवोकाल और रीतवोकालीन कवियों को रहन अध्ययन को पश्चात्ताव विचार विनियमों में।

6. पदवृत्त कवियों को रचवृत्त कवियों में विविध अलंकार, रस को विश्लेषण-विचार करने में।

मॉड्यूल I: मध्यकालीन काव्य -

(भक्त काल) (2 credits) घटक 1 : पूर्व मध्यकाल

(भक्त काल)

a). आदवोकालीन काठिोय कोा सामान्य पररचय - ढसदोध,
नाथ, जन, रासो काठिोय और अमीर खसरोो कोा पररचय

b) भक्तवो धोरो - ओी किति
 कोाल कोी सोंव
 तरणो
 एओं स

c) भक्तवो कोाल कोी सरण धोरो - कोण
 एओं रोाम कोाविये

घटक 2: भक्तहॉकाल - कबीर, सई सीदास का काव्य
 दांस और हॉल

a) कबीर को

वोओहो

े: गुरुदे

कौ अंग-

1. पीछोओं लागोा जाइ
 दोपक
 दोीया हाथवो

2. सतगुरु सोाचोा सवे
 रओा ललया
 ततसारा सोवोरण कोौ
 ओंग-

1. जजह घवह प्रीत -----उपज खयो बेकोावो॥

2. लवेहवो सको तोओ -----

यहो तन जोहो छेवह बबरह कौ
 अंग-

1. यहो तन जोालोौओं.....रोओंवो
 पठोओंउओं ॥

2. अंखड्या झोाईओं-----पोकोर पोकोर॥

b). सवेरवोोास को पवो: विरगोीत-सार,

1. ए अलल! कहा जोग.....जहर की बेली॥

2. ओओँ खखयाँ हरर- दरसन..... सररता हैँ सुखी॥

3. तनगोण कोौन दसोि कोो.....सबो
वोत नोासोी॥ c).

वोलसोीवोोास कोि पवो: ििनय

पवोकोा,

तोलसोीदोास गोीतोा॥ोिस

गोोरखपोर 1.दोीन कोो

दयोालो.....तोलसोीदोास

वोोेरोो ॥

2.त दयोालु दीन हो.....चरण सरन पाि॥

3. कहो वोन बसोवोजनवो तसरोनोयो॥

घटक 3: भक्तहॉकाल - मॉरीबाई, रॉमी और जायसॉी कॉा कॉावॉय

a) मीराबाई के वप:

1. बसोंं वोंों रे ननन-----भक्त िछल गोपाल॥
2. वोंों रे तोंो धरधर गोंोपाल-----तोंारो अब वोंोंोह॥
3. पग घोंोंुघरू बोंाोंंध वोंोीरोा-----कोी दोंासी रोंे ॥

b) रहोंीम कोे वोंोोहोंे:

1. एक साधे सब -----फल फल अघाय ॥
2. खर खन खांसी-----जानत सकल जहान
3. जोो रहीवो उत्तवो-----लपवोंे रहत भोंुजोंंग
4. बबगरी बात बनो.....वोंवोंे न वोंाखन होय॥
5. रहवोंन असोंुआ नन.....भोंेद कह दोंे ॥
6. रहवहन धागा प्रेवो.....गाँठ परर जाय॥

c).जायसी - वपमावि का नावमी

िरिह खण्ड

मॉ ड्यॉल ॥: रीनहॉकाल अथवा उहॉर मधॉयकाल

(2 credits) घटक 4: रीनहॉकाल : अवधॉारणा, काव

एवहॉॉ मवहॉयॉा

a) रीतवोकाल: नामकरण एिं रीतवो ऋोंथोंोंं कोी अधिोंारणा

b) रीतवोकाल कोा िभिोंाजन: रीतवोबदो्ध, रीतवोमतवो एिोंं रीतवोमसदो्ध क्ि

c) मख ििोृ त्योाोंं - शो्ोंरोंोार एिोंं आलोंंकोारकवोंोा, रोंाजो्योाशो्य एिोंं अनो्य बवे

घटक 5: रीनहॉकाल : पदमाकर, बबिारी और घनॉानन्द कॉा कावॉ्य

a). ोारपरक कोे पवो
 पदोर्मो एिोिं
 ाकर ऋवो
 कोे िणन
 शेोोिं

1. औरोे भोाोंतवो कोंजन मोोोिं रोेजेरवो
 भोौर भोीर।
2. योे ननोर्वोरोोाोंि वोोे आयोे इहोाों
 उवो आई सवोोा िह कोौनहवे ग्िोाल कोी।
3. घर नोा सहोावो नोा सहोावो बन बोादहर हवे

b). बबहारी को नीतवो, भक्तवो एवो शोरोरपरक वोोहो

1. वोो रोी भि-बाधोा.....हरत-दो त होोइ॥

2. कहत, नवोत, रोीझत.....नवेननो होीोो सब बोात॥

3. कागद पर लखत.....वोो रोे हय कोी बात॥

4. योा अनोरोगोी थका.....उज्जलो होइ॥

5. घरु घरु डोलत दीन.....वबौ लखाइ॥

6. वोोहन-वोेरतित सोयोावो.....प5. घरु घरु डोलत दोीन.....बवोो लखोाइ॥

6. वोोहन- वोेरतत

सोयोावो.....तबबबतो जग

हो

ोइ॥ c). घनानंवो: एेम एिं सौं यो के किति

1.अंवोर उवोोेरु - वोोाह ...नहोी कोी रहतन होे ।

2.अवोोो सनोेर कोो .. वोोेर ह छटोोोक नहोीोो सध

3.लोाजतन लपोेटोी चवोितन ...रिर मरर जोातन म)

घटक 6: रॉीनहॉकॉावॉय शॉहॉॉगॉार भॉाषॉा एवहॉॉ अलहॉॉकॉार वॉभव

a) रोीतवोमसदो्ध कोाविय मोोो शोो

रोीतवोबद
ो्ध
कोाविय
मोोो
शोोो

c) रोीतवोमतवो कोाविय मोोो शोोो

b)

ोार, अलंकार
योजना एिं
भाषा

ोार, अलंकार योजना एिं भाषा
ोार, अलंकार योजना एिं भाषा

मॉड्यूल : अहॉहॉगहॉ मलयॉाहॉॉकन (2 credits)

क्रम संख्या ा	विवरण	हअक
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1	कायब कलप सेमेसॉर्टर कॉि एत्यूॉिक मॉ ड्यूॉ सॉि 2*10	20
2	सेमेसॉर्टर में एक ननहय कालीन कक्षा परीक्षा	15

4. सोंवोभो पसोवोक: बतस,
 दहनवोोी सोादहत्य कोा इवतहोास,
 संपावोक : डोोँ. नरोोोोँ, मय
 वोररयार्ज, नई दवोलोली
5. बबहारी रत्नाकर, शोोी जनन्तोथ
 वोोास रत्नाकर
6. घनोानंवो - कित्त कोा कावोय भिभि, राम प्रकोाश
 वोोवो, ििनोोवो पसोवोक मोंदवोर,
 आर् रा
7. [https://epustakalay.com/book/38494-ghananand-aur-bodha-ke-kavya-](https://epustakalay.com/book/38494-ghananand-aur-bodha-ke-kavya-mein...)
 mein...
<https://www.hindikunj.com/2018/01/tulsidas-ke-pad.html>
8. <https://poemgyan.com/>वोलसोीवोोास-को-पवो-अथो-
 सदहवो..

9. स वोोास कोे पवो: विरगोीत-सार,
10. वरिगोीत-सार, सोंपोा आचोायोु रोावोचनोर्
शोुक्ल
11. वोलसोीवोोास कोे पवो: ििनय पवोकोा,
तोुलसोीदोास गोीतोाोेस गोोरखपोु

12. रह ोीव ो एंवोोालिली सपों
 ििदो्याितनास त्वोश्र एं
 गोोििदों रजनीश
13. कबीर ोथोालिली - समोप्पोावोक - मोावोोा
 सोावो रोप्पोेवो
14. कबीर , हज़ारीप्रसावो द्बििेवोोी
15. ििनिय पबत्रकोा - िियोरुोी हरर
16. स वोोास - ब्रजेश शमाोु
17. भक् तवो कोे वोोीन सोर्िर : मोीरा,सोर,कबीर -जॉन
 सोर्ोटन हौली, अनिोावो अशोोक कमोार
18. रहोीम कोे कािो्य मोेों परोाख्योान, डॉ. मोहमसन
 खोान
19. योे रहोीम वोर वोर कफरहोीों - डॉ.
 शोोीक ोोाों वो
 उपाध्याय

Semester: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: MARATHI (ANCILLARY MAJOR)

COURSE NAME: सावित्य प्रकाराचा अभ्यास : कादंबरी

Total Credits: 06

Total Marks: 100 Marks

अध्ययन उद्देश्ये :

- १) कविकवि साकहत्य प्रकाराचा पररचय कविकविताथ्ोाना करून देणे
- २) साकहत्य प्रकारांची रचना कविकवि समजाविन सांगणे
- ३) साकहत्य प्रकारातील कादंबरी या साकहत्य प्रकारातील घटकांचापररचय करून देणे.
- ४) कादंबरी साकहत्यकारांच्या साकहत्यकविषयक योदानांची ओळख करून देणे.

अध्ययन वनस्पृहणी:

होता अभ्यासक्रम पठेण कवि लोकोपकारि कविकविताथी

- १) कथन साकहत्यप्रकाराचे स्वरूप स्पष्ट करतो.
- २) कादंबरी साकहत्याची रचनाकविकवि आकण परंपरा सांगतो.
- ३) कादंबरी साकहत्याची व्याकमश्रता स्पष्ट करतो .

मॉड्यूल I: सावित्यप्रकाराचा अभ्यास – कादंबरी (2 Credits)

घटक १: कादंबरी – कथनात्मक सावित्य प्रकार

- अ) कथनात्मक साकहत्य प्रकाराचा
- संक्षिप्त अभ्यासब) कथनात्मक
- साकहत्याची रचना कविकवि

क) कथनात्मक साकहत्याची परंपरा

घटक २: कादंबरी - लेखन हॉलवश्यां

अ) कादं बरी साकहत्य प्रकाराचा सांस्कृतिक

अभ्यासब)) कादं बरी साकहत्य – रचना तंत्र

क) मराठी कादं बरी साकहत्य – परंपरा

घटक ३: कादंबरी व्होव्होथ प्रकार – ओळख

अ) ऐकतहाकसक कादं बरी

ब) ग्रामीण कादं बरी

क) महानरीय कादं बरी

मॉड्यूल II: कादंबरी- सावित्यकृतीचा अभ्यास (2 Credits)

घटक ४: कादंबरी - उद्योग – नदोखा खो

अ) या कादं बरीचा रुपबंध

ब) या कादं बरीचे आशय सत्र आकण व्यक्त

कचरणक) योका कोदादोळं बरीतील

सोथल कोल िणन

घटक ५: आनंद ओहोरी र्का कादंबरीचो स्वरूप व्होशोष

अ) आनंद ओरी कादं बरीचा रुपबंध

ब) आनंद ओरिरी कादं बरीचे आशय सत्र आकण व्यक्त

कचरणक) आनोळंद ओरिरी

कोदादोळं बरीतील सोथल कोल िणन

घटक ६ : कादंबरी सावित्य प्रकार

आवण होळाचक अ) कादं बरी साकहत्य प्रकार

आकण िाचकाचा एकतसाद ब) कादं बरी साकहत्य

प्रकार आकण किकश्ट्य किकारसरणीक) कादं
बरीतील किकिध जीनि जाकणिा

मॉड्यूल III : अंतरांतर मूल्यांकन (2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

कार्य / संध्याकार (कक्षांतर्गीय)

- १) कादंबरी साहित्याचे कित्ति प्रकार थोडक्यात कलहा.
- २) मराठीतील कादंबरी साहित्याची पद्धती परीपर्याय साकित्तर कलहा.
- ३) कादंबरी साहित्याचे ठळक तुमच्या शब्दात सांस्ा.
- ४) अभ्यासक्रमोव्यक्तस् अशाा दोोन कादंबरीकाराची माकहती कलहा.
- ५) कादंबरी साहित्याचे एमुख घटक कित्तिद करा.

सदभ ग्रथ :

- मराठीी कादंबरी ती ती आकण कित्तिास – प्र. िा बोापट, व्हीनस एकाशन197
- कादंबरीकित्तिी – हररशंद्र थोरात, पद्मंधा एकाशन, पुणे 2006
- कादंबरी – एक साकहल्य एकार हररशंद्र थोरात, शब्द एकाशन, मुंबई,2010
- मराठी कादंबरीचे पकहले शतक, कु सुमाित्तिी देशपांडे , मुंबई मराठीसाकहल्य संघ 1975
- मराठी कादंबरीचा इकतहास, चंद्रकांत बांकदित्तिाडेकर ,मेहता प्रकाशन,1989

- धोार आकण कोाठ, नरहर कोरु स्कों दकर, दोे
शमोख आकण कों पनोी ,1971

Semester: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: URDU (ANCILLARY MAJOR) COURSE NAME: URDU POETRY AND ITS FORMS

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding about History and art of Ghazal
2. To develop an understanding about the Fani Badayuni and Asghar Gond style of writing ghazals
3. To develop an understanding about History and art of Nazm
4. To develop an understanding about the Khalilur Rahman Azmi and Akhtarul Iman's style of writing nazm.

Learning Outcomes:

At the end of the course, student will be able to:

1. describes the History and art of Ghazal
2. describes the Fani Badayuni and Asghar Gondvi's style of writing ghazals
3. describes History and art of Nazm
4. describes the Khalilur Rahman Azmi and Akhtarul Iman's style of writing nazm

MODULE 1: URDU GHAZAL & TWO GHAZALGO POETS (2 Credits)

Unit 1 : Art of Ghazal

- a) Ghazal - Meaning & Fanni Khususiyat
- b) Urdu Ghazal – Umoomi Mauzu'at
- c) Urdu Ghazal – History

Unit 2 : Shaukat Ali Fani Badayuni

- a) Life
- b) Art of Ghazal Goi
- c) Ten Selected Ghazals

Unit 3 : Asghar Husain Gondvi

- a) Life
- b) Art of Ghazal Goi
- c) Ten Selected Ghazals

MODULE 2: URDU NAZM & TWO NAZMGO POETS (2 credits)

Unit 4 : Art of Nazm Nigari

- Nazm - Meaning & Fanni Khususiyat
- Urdu Nazm – Kinds and Different Forms
- Urdu Nazm – History and Gradual Development

Unit 5 : Khalilur Rehman Azmi

- Life
- Art of Nazm Goi
- Ten Selected Nazm

Unit 6: Akhtarul Iman

- Life
- Art of Nazm Goi
- Ten Selected Nazm

MODULE III : INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two)

- Urdu Ghazal ke fun par apne khayaalat likhiye.
- Urdu Ghazal ka ahed ba ahed irteqa
- Faani badayuni ki Shakhsiyat par Raushni daliye
- Faani badayuni ki ghazal goi ka jaayeza lijiye.
- Asghar Gondvi ki Shaksyat par apni malumaat qalam band kijiye.
- Asghar Gondvi ki Ghazal goi ka jaayeza lijiye.

References :

- Urdu Ghazal by Yusuf Hussain khan
- Ghazal ka Naya Alambi Nizam by Anees Ashfaq
- Faani Badayuni Hayat aur Khidmat by Mughni Tabassum
- Faani ki Shayari by Zaheer Ahmad Siddique
- Asghar Gondvi : Shakhsyat aur fun by Zubaida Khatoon

Semester: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: GUJARATI (ANCILLARY MAJOR)

COURSE NAME: UNCONVENTIONAL LITERATURE IN GUJARATI

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To understand the different forms of unconventional literature written in Gujarati.
2. To critically understand the variety of language styles used in the writing this literature
3. To develop the skills of effective communication for using such type of literary work.

Learning Outcomes:

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

1. Identify the features of unconventional Literature in Gujarati
2. Compare the difference in vocabulary used in unconventional literature
3. present the review of unconventional literature using the similar vocabulary

MODULE I: LITERATURE IN GUJARATI FOR FUNCTIONAL COMMUNICATION (2 Credits)

Unit 1: Critical understanding of the functional Gujarati Literature for Advertisements

- a) Elements of the communicative language of advertisements: Characteristics of the message, constructing an argument as to attract, Use of emotive language, Highlights.
- b) The socio-linguistic style used in the advertisement: Meaning and significance for the impactful message.
- c) The language is used for clarity of Graphical and other visual figures.

Unit 2: Critical understanding of film writing and reviews

- a) Scriptwriting for the movie from popular Gujarati literature (stories, Novels, Biographies, etc: Identifying from various such movie adaptations, the typical language, style, and other elements of converting literature to the movie script.
- b) Converting narratives conversations into the dialogue with emotive language

c) Scriptwriting from the documentaries: comparing with the films or similar movies, Essential elements

Unit 3: Scriptwriting for a play or Drama

a) identifying the elements of scriptwriting from popular Gujarati Plays

b) comparison between the script written for films and plays with reference to purpose, audience, nature, etc.

c) A critical review of the scripts of different types of performing art in Gujarati: One-act play, full drama, street plays, Bhavai

MODULE II: FICTIONS AND NONFICTION FORMS OF GUJARATI LITERATURE (2 Credits)

Unit 4 : Different types of reports

a) Research / Project reports Format, Process of Chapterization, the specific language used, Rules and protocols of writing report

b) Newspaper reports: Characteristics, criteria for unbiased report writing

c) Critical and reflective review writing of the film, and other forms of literature: in the context of the novel or similar literature. : Essential elements of writing the review like the theme of the literature, characters, situations, Author's perspective, message, and moral reflected. Negative and positive criticism from the lens of the reviewer.

Unit 5. Fictions (in the context of Historical journey in Gujarati language, characteristics, Language style significance, review of selected popular literature)

a) Meaning, characteristics and historical background of fictions in Gujarati

b) Historical and Social Fictions in Gujarati Literature: Novel, Poetic forms of literature

c) Science/horror fiction: Science-based writing in Gujarati, and unrealistic ghost stories are written in Gujarati

Unit 6: Non-fiction literature: (Historical journey in Gujarati language, characteristics, Language style significance, review of selected popular literature)

a) Autobiography

b) Biography: characteristics and style of writing

c) Political literature: Journals, magazines. Periodicals

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr. No	Assignment	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two):

1. Write a newspaper report on a review of the newly released Gujarati film keeping in mind the unbiased view that would be appreciated and trusted by the readers for deciding whether to watch it or not.
2. Make a presentation on the significant features of Gandhiji's Autobiography 'My experiments with truth' written in Gujarati with reference to language style, highlights of each chapter, values reflected, and also your justification for prescribing others to read it.
3. Carry out the following project:
 - Explore and make a list of popular Gujarati authors and composers who are known for writing fiction and non-fiction literature.
 - Write a comparative chart of their unique specialty and styles with common features all follow as an essential part of writing these two types of literature.
4. Make an online survey of the general interest of the Gujarati readers in Fiction and non-fiction literature with their justification and write a research report with reference to the analysis of the survey done in around 1000 words. Attach the survey templet with the report.
5. Review any fictional and non fictional literature in Gujarati and write a reflective report on it.

References:

- Ray, Madhu, Kalptaru, Ahmedabad, Vora Prakashan, 1987
- Munshi K.M. Patan-ni Prabhuta, Ahmedabad, Gurjar Prakashan, 2001
- Joshi, Umashankar, and others. Gujarati Sahitya-no itihās, (Vol.I) Ahmedabad, Gujarati Sahitya Parishad, 2001
- Dalal, Yasin, Akhbari lekhan, Rajkot, Pravin Prakashan, 1997
- https://www.ugc.ac.in/pdfnews/2254402_B.A.-with-Gujarati.pdf
- Refer to different Gujarati Newspaper, magazines, periodicals.

Semester III
Part III
CORE COURSE : GERMAN (ANCILLARY MAJOR)

COURSE NAME: GERMAN LANGUAGE 3

Total Credits: 06

Total Marks : 100

Note: Language proficiency of A2 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) A2 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university / any other qualification equivalent to A2.

Learning Objectives :

1. Apply language learning skills of reading, listening, understanding, speaking and writing skills at the intermediate level. (CEFR B1.1)
2. Analyze language structures at the intermediate level.
3. Practice of German language structures, their application in authentic situations.

Learning Outcomes:

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

1. Construct and answer more complex questions pertaining to areas of interest, feelings, desires or events from one's life and one's surroundings.
2. Respond to daily life situations in German.

MODULE I -	Reisen und Geschichten	(2 credits)
Unit 1 : Gute Reise!		

- a) Sprachhandlungen über Vorlieben und Abneigungen sprechen | ein Gespräch im Reisebüro verstehen und führen | Hotelbeschreibungen verstehen | Kommentare schreiben | eine Geschichte schreiben | Durchsagen verstehen | einen Blogeintrag verstehen
- b) Wortschatz
Urlaubsarten | Reiseangebote | Serviceangebote
Aussprache n – ng – nk
Landeskunde Alm-Blog: Arbeiten auf der Alm Der Film Verrückte Hotels
- c) Grammatik Infinitiv mit zu | Verblassen

Unit 2 : Alles neu!

- a) Sprachhandlungen über Kaufentscheidungen sprechen | Gründe und Gegenstände ausdrücken | etwas reklamieren | Informationen über neue Technik verstehen | einen Kommentar schreiben | Werbeanzeigen vergleichen | Meinungen zu Werbung äußern | über Werbung sprechen
- b) Wortschatz Technik und technische Geräte | Werbung

Aussprache Intonation: Freundlich oder unfreundlich?

Landeskunde Werbung in Deutschland Der Film Menschliche Netzwerke

c) Grammatik Nebensatz mit obwohl | Genitiv | Präpositionen: wegen, trotz

Unit 3: Wendepunkte

a) Sprachhandlungen Texte über Wendepunkte im Leben verstehen | über Vergangenes berichten | über Zitate sprechen | eine Radiosendung verstehen | eine E-Mail mit Tipps schreiben | Informationen über historische Ereignisse verstehen

b) Wortschatz Ereignisse im Leben | Glück | historische Ereignisse Aussprache ts und tst

Landeskunde Die Wende: Deutsche Wiedervereinigung Der Film Die Grenze ist offen

c) Grammatik Präteritum | temporale Präpositionen: vor, nach, während | Folgen ausdrücken: deshalb, darum, deswegen, so ... dass, sodas

MODULE II

GEGENWART UND ZUKUNFT

(2 Credits)

Unit 4: Arbeitswelt

a) Sprachhandlungen Gespräche bei der Arbeit führen | Irreales ausdrücken | sich entschuldigen | auf Entschuldigungen reagieren | Bewerbungstipps verstehen | über Bewerbungen sprechen | am Telefon nach Informationen fragen | Informationen geben | einen Text strukturieren | Tipps austauschen

b) Wortschatz Arbeit und Arbeitssuche | Stellenanzeigen | Bewerbung Aussprache Mehrere Konsonanten hintereinander Landeskunde Bewerbung und Vorstellungsgespräch in Deutschland Der Film Mannheimer Popakademie

c) Grammatik Konjunktiv II der Modalverben | irrealer Bedingungssätze mit Konjunktiv II | Pronominaladverbien: dafür, darauf, ... | Verben mit Präposition und Nebensatz

Unit 5: Umweltfreundlich?

a) Sprachhandlungen etwas vergleichen und begründen | über Umweltschutz diskutieren | einem längeren Text Informationen entnehmen | eine Geschichte schreiben | über das Wetter sprechen | einen Text verstehen und dazu einen Kommentar schreiben

b) Wortschatz Umwelt und Umweltschutz | Papier: Geschichte und Verwendung | Wetter Aussprache Sprechrhythmus in langen Sätzen Landeskunde Wetter in D-A-CH | Engagement für die Umwelt Der Film Einsatz in den Schweizer Bergen

c) Grammatik Nebensatz mit da | Komparativ und Superlativ vor Substantiven | n-Deklination | aus + Material

Unit 6: Blick nach vorn

a) Sprachhandlungen über Pläne und Vorsätze sprechen | genauere Angaben zu Personen machen | einen längeren Zeitungstext verstehen | über die eigene Stadt schreiben | ein Lied verstehen | über Lieder sprechen

b) Wortschatz Zukunftsprognose | Stadtplanung Aussprache ss oder ß Landeskunde Hamburg heute und 2030 | „Leb deine Träume“ – ein Lied der deutschen Band „Luxuslärm“ Der Film Retortenstadt vom Reißbrett: Hafencity Hamburg

- c) Grammatik Futur I | Relativsätze: Relativpronomen im Dativ und mit Präposition
Aussprache ss oder ß Landeskunde

MODULE III - INTERNAL ASSESSMENT

(2credit)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments (Any Two)

1. Listening Comprehension
(Best score of two tests)
2. Mini Project or Group Work
3. Test
(Best score of two tests)
4. Oral Examination
(One internal and one external examiner should be present.)
For Oral Examination:
 1. Reading a text out loud
 2. Picture description
 3. Debate

Text Books:

1. Dengler, Stefanie, u.a.: Netzwerk B1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. (Kapitel 1-6) München / Delhi: Klett Langenscheidt / Goyal Saab 2015
Additional material may be compiled and used by the teacher.

Reference Books:

- Aufderstraße, Hartmut, u.a. : Lagune 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2013
- Braun-Podeschwa, Julia, u.a. : Menschen B1. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2019
- Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit mit Zertifikatstraning. Berlin / New Delhi: Cornelsen / Goyal Saab 2017
- Any other textbook for B1.1 / B1 level proficiency (corresponding to the topics in the syllabus) may be used as a reference book.
- Websites:
- <https://einstufungstests.klett-sprachen.de/eks/uebungen-netzwerk-b1/>

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: HISTORY (SCHOOL SUBJECT)

COURSE NAME: HISTORY OF ANCIENT INDIA
(EARLY PERIOD TO 10th CENTURY A.D.)

Total Credits: 06

Total Marks: 10

Learning Objectives:

1. To introduce the Early period, protohistory, and important political and social events till 11th Century CE of India.
2. To give a brief idea about the different sources and the changing interpretations of ancient Indian history.
3. To understand the evolution of social and political institutions in the Vedic society

Learning Outcomes:

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

1. After completing this course students are expected to have a fair knowledge of the prehistory, protohistory and sources of Ancient Indian History.
2. Student will be able to Identify Approaches towards the sources and the study of ancient Indian history.
3. Student will be able to understand the evolution of social and political institutions in the Vedic society, Religious dissent and the rise of Jainism and Buddhism

MODULE I: PRE HISTORIC PERIOD (2 Credits)

Unit 1: First Urbanization- Indus Valley Civilization

- a) Discovery & Extent
- b) Socio-Economic, Political system & art and Architecture of Indus Valley Civilization
- c) The decline of the Indus Valley Civilization

Unit 2: Vedic Age

- a) Janapada
- b) Social and Economic Life
- c) Religion and Literature

Unit 3: Second Urbanization

- a) Administration of Mahajanapadas
- b) Jainism and Buddhism
- c) Persian and Greek Invasions

MODULE II: DYNASTIES OF THE DECCAN AND GREATER INDIA (2 Credits)

Unit 4:Mauryas and Shungas

- a) Chandragupta and Ashoka
- b) Mauryan Administration
- c) Shungas

Unit 5 : Post Mauryan Period

- a) Kushanas&Satvahanas
- b) Gupta Period
- c) Harshvardhan and Arab Invasion

Unit 6: Major Dynasties of the Deccan and Greater India

- a) Rashtrakutas and Chalukyas
- b) Chola and Pallavas
- c) Greater India

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments: (Any two)

1. Make a poster on different types of seals of Indus valley civilizations
2. Make a map of the extent of Ashokan edicts
3. Prepare a presentation on the Impact of Indian Culture in South East India.
4. Group discussion on Gupta period
5. Compare the Socio-Economic, Political system of people during Indus Valley Civilization with today's scenarios.

References:

- Alavi Seema (ed.), The 18th Century in India, OUP, New Delhi, 2002.
- Basham A. L. (ed.), Cultural History of India, OUP, New Delhi, 1975.
- Basham A. L., Wonder That Was India, Rupa, Mumbai, 1971.
- Jha D. N., History of Ancient India, Manohar, New Delhi, 1998.
- Kulke Hermann (ed.), State in India : 1000 to 1700 A. D., OUP, Delhi, 1995.
- Marshall P. F., 18th Century in India : Revolution or Evolution, New Delhi, 2003.
- Rizvi S.A.A., The Wonder That Was India Vol.II, Foundation Books, New Delhi 1993.
- Sastri K. A. Nilkantha, The Cholas, University of Madras, 2002.

- Sharma R. S., Light on Early Indian Society and Economy, Manaktalas, Mumbai, 1966.
- Thapar Romila, History and Beyond, OUP, New Delhi, 2000.

Books in Marathi & Hindi:

- Agarwal O.P. -Essentials of Conservation & Museology (Marathi Tr.)
- Dhawalikar M. K., PrachinBharatiyaNanakashastra, Continental Prakashan, Pune, 2007.
- Dhawalikar M.K., Kone Eke Kali Sindhu Samskriti, RajahamsaPrakashan, Pune. 2008
- Deo S. B., Puratattvavidya (Marathi), Continental Prakashan, Pune, Reprint 2007.
- Jha Amiteshvar, BharatiyaSikke, IIRNS, Anjaneri, 2004.
- Oza G. H., PrachinBharatiyaLipimala (Marathi Tr.), Sahitya Academy, Delhi, 1977.
- Prabhune P., MaharashtraatilChalanachaItihas, Diamond Publications, Pune 2007.
- Sankalia H. D., PuratattvaParichay (Marathi), Deccan College, Pune.
- Vajpeyi K. D., AitihāsikBharatiyaAbhilekha, Publication Scheme, jaipur, 1992

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: GEOGRAPHY (SCHOOL SUBJECT)

COURSE NAME: GEOGRAPHY OF INDIA and GEOGRAPHY OF MAHARASHTRA

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop an overall understanding about the geography of India.
2. To develop an overall understanding about the geography of Maharashtra.
3. To understand the distribution of physiographic divisions, rivers and climate in India and in Maharashtra.
4. To study and understand the distribution of forests, soils, minerals and energy resources and the problems and methods of soil and forest conservation in India and in Maharashtra.
5. To study and understand the features and problems associated with agriculture, industry, transport and communication sector in India and in Maharashtra.

Learning Outcomes:

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

1. Explain Geography of India and Maharashtra.
2. Summarize distribution of physiographic divisions, rivers and climate in India and in Maharashtra.
3. Describe distribution of forests, soils, minerals and energy resources and the problems and methods of soil and forest conservation in India and in Maharashtra.
4. Report problems associated with agriculture, industry, and transport and communication sector in India and in Maharashtra.

MODULE I: GEOGRAPHY OF INDIA

(2 Credits)

Unit 1: Physiographic divisions of India, rivers and climate of India.

- a) Location and extent-Physiographic divisions of India (Mountain ranges, Plateaus, Plains, Coastal Plains and Islands)
- b) Drainage system in India – distribution of major Himalayan rivers – distribution of major peninsular rivers – distribution of major lakes in India.
- c) Climate of India – features of various seasons.

Unit 2: Forest, Soil, Minerals and energy resources in India.

- a) Distribution of forests- problems associated with degradation of forests – conservation of forests in India.
- b) Distribution of soils- problems associated with degradation of soils – conservation of soils in India.
- c) Distribution of minerals and energy resources.

Unit 3: Agriculture, Industry, Transport and Communication sector in India.

- Distribution of various agricultural activities in India and problems associated with Indian agriculture.
- Distribution of major industrial activities in India and problems associated with development of industries.
- Distribution of transport and communication facilities and associated problems.

MODULE II: GEOGRAPHY OF MAHARASHTRA**(2 Credits)****Unit 4: Physiographic divisions of Maharashtra, rivers and climate of Maharashtra.**

- Location and extent-Physiographic divisions of Maharashtra (Mountains, Plateau, Plains)
- Drainage system in Maharashtra – distribution of rivers – distribution of lakes.
- Climate of Maharashtra – features of various seasons.

Unit 5: Forest, Soil, Minerals and energy resources in Maharashtra.

- Distribution of forests- problems associated with degradation of forests – conservation of forests in Maharashtra.
- Distribution of soils- problems associated with degradation of soils – conservation of soils in Maharashtra.
- Distribution of minerals and energy resources.

Unit 6: Agriculture, Industry, Transport and Communication sector in Maharashtra.

- Distribution of various agricultural activities in Maharashtra and problems associated with agriculture in Maharashtra.
- Distribution of major industrial activities in Maharashtra and problems associated with development of industries.
- Distribution of transport and communication facilities and associated problems.

MODULE III- INTERNAL ASSESSMENT**(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments (Any Two)

- Name and locate important geographical features discussed in the syllabus on an outline map of India.
- Name and locate important geographical features discussed in the syllabus on an outline map of Maharashtra.
- Study thematic maps that use dot method, choropleth, isopleth or proportionate circles technique and answer the questions based on the map.

4. Interpret a thematic map based on dot method, choropleth, isopleth or proportionate circles technique.
5. Write a report on problems associated with agriculture, industry, and transport and communication sector in India and in Maharashtra.

References:

- Sharma, T.C.: (2013) Economic Geography of India, Rawat Publications.
- Hussein Majid: (2017) Geography of India, Mcgraw Hill.
- Oxford Student Atlas for India(2017), Oxford University Press
- Economic Geography – Johns
- Environmental Geography – Savindra Singh

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: ECONOMICS (SCHOOL SUBJECT)

COURSE NAME: MACROECONOMICS – I

COURSE CREDITS: 6 CREDITS

TOTAL MARKS: 100 MARKS

Learning Objectives:

1. To introduce students to the historical background of the emergence of macroeconomics.
2. To familiarise students with various concepts of national income.
3. To familiarise students with Keynesian macroeconomic theoretical framework of consumption and investment functions.
4. To introduce students to the role of money in an economy.
5. To introduce students to the conceptual and theoretical frameworks of inflation, and related concepts.
6. To help the students to prepare for teaching macroeconomics.

Learning Outcomes:

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

1. Use macroeconomic analysis as a way of understanding the world.
2. Familiarize with the basics of Keynesian macroeconomics.
3. Explain policy making and its pitfalls.

MODULE I: INTRODUCTION TO CLASSICAL AND KEYNESIAN MACROECONOMICS

(2 Credits)

Unit 1: Introduction and National Income

- a) Macroeconomics - Meaning, Scope, Importance, Limitations
- b) Meaning and Concepts of National Income - GDP, GNP, NNP, PCI, Personal Income, Disposable Income
- c) Methods of National Income Measurement - Difficulties in the Measurement of National Income - Circular Flows of National Income (2-3-4 Sector Models)

Unit 2: Theory of Employment and Output

- a) Classical Theory of Employment, Say's Law of Market.
- b) Keynes' Criticism of Classical Theory
- c) Keynesian Theory of Employment – Aggregate Demand, Aggregate Supply and Employment Determination (Effective Demand)

Unit 3: Consumption and Investment

- a) Consumption Function – Meaning, Various Concepts - APC, MPC, Psychological Law of Consumption, Factors influencing Consumption Function
- b) Saving - APS, MPS - Investment – Meaning, Types, Marginal Efficiency of Capital

- c) Concept of Multiplier – Assumptions – Working –Diagram – Leakages.

MODULE II - MONEY, INFLATION AND MACROECONOMIC POLICY (2 Credits)

Unit 4: Money

- a) Money – Meaning and Functions
- b) Value of Money – Meaning, Quantity Theory of Money, Cash Balance Approach
- c) Supply of Money – Various Measures of Money Supply published by RBI

Unit 5: Inflation

- a) Inflation – Meaning, Types, Causes – Demand Pull and Cost Push Inflation, Concept of Deflation
- b) Effects of Inflation - Measures to Control Inflation
- c) Philips Curve (Short Run, Long Run) – Concept of Stagflation

Unit 6: Macroeconomic Policy

- a) Objectives of Macroeconomic Policies
- b) Monetary Policy - Meaning, Instruments, Advantages and Limitations
- c) Fiscal Policy - Meaning, Instruments, Advantages and Limitations

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
Total		40

Tasks/Assignments (Any Two)

1. Using a numerical example calculate APC, MPC, APS, MPS.
2. Analysis of trends in per capita income
3. Recent trends in inflation
4. Essay on changes in monetary policy
5. Essay on changes in fiscal policy

References:

- Ahuja, H.L. (2019): Macroeconomics – Theory and Policy (LPSPE), 20th Edition. S. Chand Publishing.
- Dwivedi, D. N. (2018): Macroeconomics: Theory and Policy, 5th Edition Mc Graw Hill Education.

- Jhingan, M. L. (2019): Macro Economic Theory, 13th Edition, Vrinda Publications Private Limited.
- Mankiw, N. G. (2015): Principles of Macroeconomics, 7th Edition, Cengage Learning India.
- Dornbusch, R., Fischer, S. and Startz, R. (2018): Macroeconomics, 12th Edition, Mc Graw Hill Education.
- Samuelson, P. A., Nordhaus, W. D. and Chaudhuri, S. (2021): Macroeconomics, 20th Edition, Mc Graw Hill Education.

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE :MATHEMATICS AND STATISTICS(SCHOOL SUBJECT)

COURSE NAME: DERIVATIVES

Total Credits: 6

Total Marks: 100

LEARNING OBJECTIVES:

1. To understand the basic principles, methodologies, and a thorough knowledge of the vast power of mathematical ideas and tools, as well as how to utilize them through modeling, solving, and interpreting.
2. To Reflect the subject's breadth and generate mathematical tools for further research in different domains of science and technology.
3. To Enhance students' holistic education and provide them with the computational mathematical ability, problem-solving skills, creative talent, and communication power required for teaching.
4. To Encourage students to acquire a positive attitude toward mathematics as a fascinating and worthwhile subject of study.

Learning Outcomes:

After completing the semester, the students will be able to:

1. Apply the knowledge of the learnt topic in a given situation.
2. Analyse mathematical pattern involved in the topic.
3. Analyse the interconnection between the topics.
4. Examine accuracy of the given solution of the problems based on the topic.
5. Reflect on the utility of the learnt concept.

MODULE I: DIFFERENTIATION

(2 Credits)

Unit 1: Basic concepts of differentiation

- a) Definition of differentiation at a point of an open interval, examples of differentiable and non-differentiable functions, differentiable functions are continuous but not conversely
- b) Algebra of differentiable functions. Chain rule, Derivative of inverse functions, Implicit differentiation,
- c) Partial derivatives.

Unit 2: Higher order derivatives

- a) Definition of higher order derivatives, nth derivative of x^m , $(ax+b)^m$, $(ax+b)^{-1}$, $\log(ax+b)$, $\exp(ax+b)$ $\sin(ax+b)$, $\cos(ax+b)$, $e^{ax}\sin(bx+c)$ $e^{ax}\cos(bx+c)$
- b) Leibnitz rule for higher order derivatives, applications.
- c) Differential equations – definition, types of d.e, linear first order d.e, homogeneous d.e, forming a d.e. from a general solution, solving d.e variable separation method.

Unit 3: Practicals:

- a) Derivatives (using the definitions involved)
- b) Different methods of finding derivatives.
- c) Partial derivatives.

- d) Higher order derivatives
- e) Leibnitz rule – applications
- f) Different equations.

MODULE II: APPLICATIONS OF DERIVATIVES

(2 Credits)

Unit 4: Maxima – minima and curvature

- a) Definition of local maximum and local minimum, necessary condition, stationary points, second derivative test, Monotone increasing and decreasing function, examples
- b) Graphing of functions using first and second derivatives
- c) Concave functions, points of inflexion.

Unit 5: Mean Value Theorems

- a) Rolle's theorem and its applications
- b) Lagrange's and Cauchy's mean value theorems, applications and examples.
- c) Taylor's theorem, Maclaurin's series, Taylor's polynomials of functions.

Unit 6: Practicals:

- a) Maxima -minima problems
- b) Drawing graphs of functions using derivatives.
- c) Concavity of functions
- d) Rolle's functions
- e) Lagrange's mean value theorem.
- f) Taylor's Mean Value theorem and Maclaurin's series

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Internal Assessment (20 marks):

Assessment of Practical components will be based on Unit 3 and Unit 6.

1. The Practical Journal (05 marks)
2. Individual Viva-voce (05 marks)
3. A Practical Test (10 marks)

References:

- A Course in Calculus and Analysis by Sudhir Ghorpade and Balmohan Limaye, Springer 2006.
- Calculus and its Applications, Marvin L. Bittinger, David J. Ellenbogen and Scott A. Sargent, Addison Wesley, tenth edition.
- Calculus of a single variable Ron Larson , Bruce Edwards, 10th edition.
- Differential Calculus, Shantinayakan, 10th Edition, S. Chand and Co.

- Elementary Analysis, The Theory of Calculus, Kenneth A. Ross, Springer Publication, 2nd edn.
- Introduction to Real Analysis by Robert G. Bartle and Donald R. Sherbert, 4th Edn, John Wiley and Sons.
- Master Maths: Solving Word Problems. Brita Immergut. Cengage Learning PTR. 2009
- Principles of Mathematical Analysis, W. Rudin, Third Edition, McGraw Hill, 1976
- Smarter Integral Calculus for JEE Main, Advanced, KVPY & Olympiads. Gajendra Kumar. Disha Publication; First edition. 2020
- The mathematics that Every Secondary School Teacher Needs to Know. Alan Sultan & Alice F. Artzt. Routledge. 2011

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: PSYCHOLOGY(Jr. College Subject) COURSE NAME: EDUCATIONAL PSYCHOLOGY

Total Credits: 6
Total Marks: 100

Learning Objectives:

1. To develop an understanding of the nature, scope and relevance of educational psychology
2. To develop an understanding of the concept, nature, characteristics, process of learning factors affecting Learning.
3. To develop an understanding of the processes of Learning through various theoretical perspectives
4. To develop an understanding of the cognitive processes of learning

Learning Outcomes:

By the end of the course, student will be able to:

1. Understand the basic concepts of Educational Psychology
2. Realize the scope of Educational Psychology
3. Summarize the implications of Heredity& Environment
4. Assess the relevance of Educational Psychology
5. Comprehend the various Mental processes
6. Apply the implications of Theories of Multiple and Emotional Intelligence

MODULE I: UNDERSTANDING BASIS OF EDUCATIONAL PSYCHOLOGY (2 Credits)

Unit 1: Educational Psychology

- a) Meaning of Educational Psychology
- b) Nature of Educational Psychology
- c) Scope of Educational Psychology

Unit 2: Relevance of Educational Psychology

- a) Relevance of educational psychology to teachers,
- b) Relevance of Educational Psychology to Learners,
- c) Relevance of Educational Psychology to teaching-learning

Unit 3: Individual Differences & Learning Styles

- a) Meaning and Types of Individual Differences
- b) Heredity and Environment
- c) Learning Styles

MODULE II- UNDERTANDING MENTAL PROCESSES (2 Credits)

Unit 4: Thinking and Types of Thinking

- a) Concept of Thinking

- b) Types - divergent, convergent, critical, reflective, lateral. Problem solving.
- c) Meta-cognition: Meaning, Components & Strategies

Unit 5: Intelligence

- a) Intelligence – Concept
- b) Gardner's Theory of Multiple Intelligence
- c) Implications of Gardner's Theory of Multiple Intelligence

Unit 6: Emotions and Emotional Development

- a) Emotions (Concept, importance and types)
- b) Emotional development,
- c) Concept of Emotional Intelligence & educational implications

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignment (Any Two)

1. Administer Learning Style Inventory by Kolb on Self and identify the dominant Learning Style.
2. Administer Emotional Intelligence Test and identify your EQ.
3. Administer Multiple Intelligence Test by Gardner and identify your dominant Intelligence
4. Administer Thinking Style Inventory to identify your thinking style
5. Administer Metacognitive Awareness Inventory to understand the Metacognitive strategies that you adopt
6. Conduct an Interview of two school teachers and identify how the knowledge of Educational Psychology has helped them to deal with students in their classroom

References:

- Atkinson & Hilgard's Introduction to Psychology. Wadsworth Publishing Company
- Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour (11th edition). Delhi (India): Thomson Wadsworth
- Woolfolk, A. & Vij, S. (2017). Educational Psychology. Pearson

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE : SOCIOLOGY(Jr. College Subject)

COURSE NAME: INDIAN SOCIETY: CONCEPTS, STRUCTURE AND PROCESSES

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To introduce students to the structure and dynamics of the Indian Society
2. To familiarize students with the concepts of social change and social movement
3. To understand the changing realities of the Indian society

Learning Outcomes: By the end of the course students will be able to:

1. Explain the tribal, urban and rural structure of the Indian society
2. Examine the concepts of social movements and social change
3. Analyse the process of social change in India
4. Examine the resistance movements in contemporary India.

MODULE I: Structure of Indian Society(2Credits)

Unit1 : Tribal Society

- (a) Definition and Geographical Distribution of Tribes
- (b) Characteristics of Tribal Society
- (c) Issues of Tribal Integration and autonomy

Unit2: Rural- Agrarian Society

- (a) Nature, scope, significance, relevance of rural society
- (b) Village studies
- (c) Agricultural Labour- Issues and Problems

Unit 3: Urban society

- (a) Characteristics of Urban society
- (b) Recent trends of Urbanization in India
- (c) The challenge of slums

MODULEII: Social Change and Social Movements in India (2Credits)

Unit4: Concepts of Social Change and Social Movements

- (a) Meaning/ Characteristics of Social Change
- (b) Meaning/ Characteristics of Social Movement
- (c) Types of Social Change/Social Movement

Unit5: Social Change in India

- (a) Sanskritisation
- (b) Modernisation
- (c) Secularisation

Unit 6: Resistance Movements

- (a) Tribal movement
- (b) Farmers' Movement
- (c) Dalit Movement

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/ Assignment: (Any two)

1. Power Point Presentation **on any Social Change in India**
2. Field Visit to any tribal area and note down the social conditions, challenges and new trends
3. Report on Urban society- challenges of urban and recent trends
4. Critical analyse a movie based on tribals and write a review
5. Organise any one activity on tribal art form

References:

- Ahuja, Ram. (1999): Society in India, Rawat Pub.
- BOSE, ASHISH [2002] - India's Urbanization 1901-2001 - New Delhi: TATA Mc GRAW HILL
- Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers
- Gupta, Dipankar. (2011): How rural is rural India – RNFE, Oxford Handbook of Agriculture.
- Jodhka, S. (2002): Nation and Village, Economic & Political Weekly, August 10.
- Patel, Sujata & Das Kushal [2006], Urban Studies New Delhi: Oxford University Press.
- Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE :PHILOSOPHY(Jr. College Subject)

COURSE NAME: INDIAN METAPHYSICS

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To familiarize with the basic concepts in Indian metaphysics
2. To analyze the ontological theories in Indian philosophy.
3. To study Indian perspectives on self, causality and reality.
4. To evaluate critically the debates between major systems over the core concerns in metaphysics.

Learning Outcomes:

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

1. Realize how Indian metaphysics has its own basis and uniqueness.
2. Acquaint with Development of metaphysical perspectives in Indian systems of thought.
3. Grasp some of the pertinent issues regarding self, causality and reality.

MODULE I - Perspectives on Self & Causality

(2 Credits)

Unit 1: Perspectives on Self in Upanishads & Advaita

- a) Upanishadic perspective on self: Katha Upanishad: Self-Knowledge
- b) Taittiriya Upanishad's Pancakosha theory of human existence.
- c) Advaita view of self: the three planes of existence (sattatraya) and four levels consciousness.

Unit 2: Buddhist & the Jaina views on self

- a) Nairatmyavada (the No-soul theory) in Buddhism
- b) The Pancaskandha theory (theory of 5 conglomerates) in Buddhism
- c) Jain Classification of Reality: their view on plurality of jivas.

Unit 3: Theories of Causation

- a) Satkaryavada & Asatkaryavada.
- b) Advaita theory of Vivartavada
- c) Buddhist theory of Pratityasamutpada.

MODULE II - Perspectives on Reality

(2 Credits)

Unit 4: Dualist Perspectives on Reality

- a) Samkhya Dualism
- b) Vaisheshika Pluralism.
- c) Madhva's dualism: the theory of Pancabheda (fivefold differences)

Unit 5: Vedantic Non-Dualist Perspectives on Reality

- a) Sankara's Mayavada and his non-dualist view on the relation between Atman, Brahman and the world.
- b) Ramanuja's critique of Sankara's Mayavada
- c) Ramanuja's theory of qualified non-dualism and his exposition of the relation between Atman, Brahman and the world.

Unit 6: Carvaka Monistic Materialism, Buddhist Kshanikavad & Jain Pluralist Relativism

- a) Carvaka Materialism
- b) Buddhist theory of Kshanikavad (theory of momentariness)
- c) Jaina theory of Anekantavad (Doctrine of many-sidedness)

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignment (Any Two)

1. Assignment on Carvaka view on reality.
2. Open book assignment on Dualist Perspectives on Reality
3. Power Point Presentation on Vedantic Non-Dualist Perspectives on Reality
4. Critical review the Buddhist & the Jaina views on self
5. Seminar Presentation views of Self in Upanishads & Advaita

References:

- Chattopadhyay D.P., Lokayata: A Study in Ancient Indian Materialism (People's Publishing House; Third edition (2006)
- Dalvi (Editors) (2004). The Essential Vedānta: A New Source Book of Advaita Vedānta. Bloomington, Indiana.
- Deutsch Eliot, Advaita Vedanta: A Philosophical Reconstruction, East- West Center Press, Honolulu, New York, 1968. Chapters 1,3 & 4.
- Gethin, Rupert .The Foundations of Buddhism(Oxford University Press, 1998.
- Gokhale, Pradeep Lokayata/Carvaka OUP, New Delhi, 2015
- Joerg Tuske, ed., Indian Epistemology and Metaphysics, Bloomsbury Academic, Bloomsbury, Oxford, 2017, Part 4.
- Joerg Tuske, ed., Indian Epistemology and Metaphysics, Bloomsbury Academic, Bloomsbury, Oxford, 2017, Part 2.
- John M. Koller, Oriental Philosophies, Macmillan, 1969, chapter 12.

- Maharaj K. Raina, The Levels of Human Consciousness and Creative Functioning: Insights from the Theory of Pancha Kosha (Five Sheaths Of Consciousness), Woodland, <http://www.indigenousspsych.org/Resources/Journal%20of%20TPPsy.pdf>
- Max Muller, Katha Upanishad, in The Upanishads - Part II, Dover Publications, 1962.
- Nagin shah. Jaina philosophy and religion, Motilal Banarsidass, (2001)
- PurushottamaBillimoria, ed., History of Indian Philosophy, Routledge, New York, 2018, chapter 1
- Raju, P. T. The Philosophical Traditions of India. Pittsburgh: University of Pittsburgh Press, 1972.
- Roy W. Perret, Indian Philosophy A Collection of Readings, Routledge, New York, 2001
- Roy W. Perrett, Introduction to Indian Philosophy, Cambridge University, 2016, chapter 6.
- Shah Nathubhai. Jainism: The World of Conquerors (Delhi: Motilal Banarasidas Publishers, 1999)
- SS Sastri, trans., Kathopanishad, in The Katha and Prasna Upanishads with Sri Shankara's Commentary, Harvard College Archives.
- Stephen J. Laumakis, An Introduction to Buddhist Philosophy, Cambridge University, 2008, chapter 7.
- T.C. Roy, A Companion Guide to Indian Philosophy, R.K Publications, Mumbai, 2018.

SEMESTER: III

Part III: Curriculum and Pedagogical Studies

CORE COURSE: POLITICAL SCIENCE (Jr. College Subject) COURSE NAME: POLITICAL THOUGHT: WESTERN AND INDIAN

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. Acquaint the students with the contemporary political thought.
2. Internalize an appreciation for classic texts in political thought.
3. Develop an understanding of different Western and Indian thinkers
4. Appreciate the writings of pioneer thinkers of western and Indian political thought through a comparative perspective.

Learning Outcomes:

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

1. A rich understanding of the depth and range of discussions in political thought.
2. Apply the knowledge gained from readings of classics in understanding contemporary political discourses.
3. Compassionate approach while dealing with diverse social groups of learners.
4. Analyse and evaluate various socio- political themes that shape our present political environment.

MODULE I - Western Political Thinkers(2 Credits)

UNIT 1 – Ancient, Medieval & Modern

- a) Aristotle – Classification of governments & Idea of Justice
- b) Niccolo Machiavelli – Statecraft
- c) J.S. Mill – On Liberty

UNIT 2 - Political Economic Thought

- a) St. Simon - Utopian Socialists
- b) Adam Smith - Classical Liberalism
- c) Karl Marx - Communism

UNIT 3 NEW TRENDS IN CONTEMPORARY POLITICAL THOUGHT

- a) Simone de Beauvoir - Feminism
- b) William Kymlicka - Multiculturalism
- c) Michael Sandel - Meritocracy

MODULE II - Indian Political Thinkers(2 Credits)

UNIT 4 - Ancient & Modern

- a) Kautilya – Basics of Arthashastra
- b) Bal Gangadhar Tilak - Swaraj & Swadeshi

- c) M. N. Roy - Communism & Humanism

UNIT 5- Spiritual Nationalism

- a) Bankim Chandra Chatterjee
- b) Swami Vivekananda
- c) Sri Aurobindo Ghosh

UNIT 6- Modern Indian Thinkers

- a) Dr. B.R. Ambedkar - Social Justice
- b) Jawaharlal Nehru - Modern India
- c) Ram Manohar Lohia - Socialism

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignment (Any Two)

1. Group discussion - multiculturalism, Nationalism, Patriotism, Meritocracy & Reservation,
2. Make a plan for making an inclusive campus
3. Film review on the course content
4. Street play on the course content
5. Identify and write about the aspects of Political Philosophies put into actual practice from course content
6. Poster Making on the course content
7. Book Reviews on course content
8. Survey in campus on awareness/ knowledge about thinkers and their thought
9. Collage on a theme related to course content
10. Activities- suggested topics- Participation of women in Political activities, (From Past to Present)
11. Invite Guest speakers/ experts on the course content
12. Write essays comparing Indian and Western thinkers from course content.

References:

- Keer, D. (1990) Dr Babasaheb Ambedkar Life & Mission, Popular Prakashan Private Limited, Bombay
- Keer, D. (1959) Lokamanya Tilak - Father Of The Indian Freedom Struggle, Printed by India Printing Works, Published by Kangutkar, Mumbai
- Arora, V. K.: RammanoharLohia and Socialism in India. Deep and Deep Publishers,New Delhi, 1984.

- Gauba, O.P. 2019. Western Political Thought. N. Delhi: Macmillan. First published in 2012.
- Ray, B.N. & R. K. Mishra. 2018. Indian Political Thought. N. Delhi: Kaveri Books. First published in 2008.
- Rangarajan, L N: KautilyaArthashastra. Penguin, 1992
- Mukherjee, S. & Ramaswamy, S. (2015), A History of Political thought: Plato to Marx, Delhi: PHI Learning Pvt. Ltd.
- Mehta, V. R. 2017. Foundations of Indian Political Thought. N. Delhi: Manohar. First published in 1996.
- Sabine, G. H. (1973), A History of Political Theory. New Delhi: Oxford and IBH Publishing
- Selected Speeches and Writings of Sri Aurobindo from BandeMataram and Karmayogin.
- Sri Aurobindo- Spiritual Nationalism- 1- <https://pragyata.com/sri-aurobindo-spiritual-nationalism-and-indian-renaissance-i/>
- Sri Aurobindo- Spiritual Nationalism- 2- <https://pragyata.com/sri-aurobindo-spiritual-nationalism-and-indian-renaissance-ii/>
- Ambedkar, B. R., & Rodrigues, V. (2002). The essential writings of B.R. Ambedkar. New Delhi: Oxford University Press.

Semester IV

SEMESTER IV
PART 1
CORE COURSE: HINDI (COMPULSORY LANGUAGE)
COURSE NAME: HINDI

Total Credits:06

Total Marks :100

अधिगम उद्देश्य:

1. भाषा सृजन के विविध पहलुओं को समझना।
2. छात्रों की भाषाई कौशल का विकास करना।
3. हिन्दी हास्य-व्यंग्य के स्वरूप का ज्ञान प्रदान करना।
4. छात्रों को कोको कोलाय कोके के द्वारा महिला साक्षरता कार्यक्रम के प्रति उद्योग भावना प्रदान करना।
5. व्याकरण और भाषा का संशोधन समझना।
6. आधुनिक काल के लेखकों के कवियों के साहित्यिक आंदोलन को समझना।

अधिगम निष्पत्ति:

इस इकाई के अध्ययन के पश्चात् छात्र योग्य होंगे,

1. प्रेमचंद, गोता वे अन्नपेणो नंद अकरी लोटो, शरद जोशी हास्य व्यंग्य को अंतर्गत मौलिक तत्त्वों पर, पर विचार करने में।
2. कविता में निहित सौंदर्य के दो कोलाय विश्लेषण करने में।
3. रसास्वादन को साथ कलात्मक अभिरुचि निमोण में और रचनात्मक कोौशल में।

4. कवित्ताओं को भावोोथ तथा पाठ को
गद्योोशोो को भावो सण कर सकोो गो
5. व्योाकरण को उपयोोग करको भाषोा भो डार मोोो
वोोवो
6. कठोर पररथितयोो को मािमक चितोण,
सोंवोोेदनापवेण चितोण, व्यक्तिोादिता वो
उपयोोिगितावोोादी ता कोा वोणन, मनोदशोा कोा
चितोण, कोावोोाचन और लोेखन

कर सकों ों गोि ।

मॉ ड्यॉल I िहॉदॉी हॉॉास्य व्यग्य- प्रॉिमचद, बॉाब अग्रपणॉाँ नद
अकबरॉी ल टा, शरद ज शी ;

िहॉदॉी कॉाव

: स्तॉी स्वर- हमादॉे हॉॉी हॉमॉाँ सॉभदॉा कॅ मॉारी
चॉौहॉॉान, कॉालायनॉी ; व्यॉाकरण

(2

Credits)

घटक 1 हिन्दी हॉॉास्य-व्यग्य

अ) प्रेमचंद डे भाई साह ('मानसरोवर' भाग-1)

) ोा वे अन्नपर्वणोा नोेंद अक री लोोटा

(इोेंटरनोेट पर उपलब्ध) क) शरद

जोशी होना कु छ नहीं का

घटक 2 हिन्दी काव्य : स्त्री स्वर

अ) महोादोे वीी वोमोा मवेोें नीर भरी दलोी ('यामोा'
कोाव्य सोें ग्रह)

) सुभद्रा कु मारी चौहान झांसी की रानी (अंशतः)

क) क ोाव ोोायनी सात भाइयोोोें कोे ोीच
चोेंपोा (इसोी नाम कोे सोें ग्रह सोे)

घटक 3 व्याकरण

अ) िराम िवहः सामान्य पररचय

) अनेक

शब्ोोो के

िलए एक शब् क)

शोुवोो वीतनी

मॉ ड्यॉल II िहॉदॉी हॉॉास्य व्यग्य शीलॉाल शॉल, हॉरशकर परसाई,
कॉे पॉी सक् सॉेनॉा ; िहॉदॉी कॉाव :

स्त्री स्वर- अनािमका, निमला गग, गगन िगल ; व्याकरण (2 Credits)

घटक 4 हॉॉास्य-व्यय

अ) श्रीलाल शोुक्ल अोंगद कोा पोाोंवो (इोंतरनोेट पर गद्यकोोश पर उपलब्ध)

) हररशंकर परसाई वोह जो आदमी ह ना (इंतरनेट पर िहंदी- समय

पर उपलब्ध) क) कोे पोी सक् सोेिना चोंदन

वोोुड िचल्लन स्को ल

घटक 5 **हिन्दी काव्य : स्त्री स्वर**

अ) अनौपचारिक कोषावली व औपचारिक कोषावली

५) निमलोा गग रा र कोा दजोा

क) गगन िगल यह रहा उसका वोर (एक और दो)

घटक 6 व्याकरण और भाषा

अ) सोंक्षोंे पण

) पद्धलन

क) लोोकोोक्तयोोो : अथ एवोोो णोोग

मॉ ड्यॉल III : अतगुत मॉल ऑऑाकन(2 Credits)

वोम संख्या	विवरण	अंक
१.	कोाय/दत्त कोाय सोिमोेसुटर कोे पूरवोोोे क मॉड्योल सोे 2*10	२०
२.	सोेमोेसुटर मों एक िनयत कालीन कषा परीक्षा	१५
३.	सोेमोेसुटर मोंोो िवोषय सोे ओंधोी एक नि ओंध	०५
	कु ल योग	४०

हृद काय –(क ई भी द)

1. अनोोामिकोोा ढोोार रचित वोोव्वोोोोोो
िहोोंदोी कोाय कोी मवेल सोंवोोेि दना सण कोीीजिए।

2. डवेोे भाई साह इस पाठ मोंोो लोेखक नोे समवेची िशक्षा
कोे िकन तौर तरीकोोोो पर

ि्योोे ण िकयोोा हवे? आप अपने विचार प्रकट कीीजिये।

3. अनेक शब्ोोो के िलिए एक शब् ऐसे 200 शब्ोोो की सची नाएँ ।

4. “लोोकोोक्तयोोो कोा भाषोोा मोंोो महत्पेण थथान” इस
पर नि ओंध िलिखिए।

5. णोेमचोंद अपनोे योुग कोे एक महान सािहकार रहोे
हवेोो। इनकोी सािहिक

योगदोान पर चचोोाकीीजिए।

सदभू साहित्य ग्रहॉ:-

- प्रेमचंद की कहानी- डे भाई साह

- <https://premchandstories.in/bade-bhai-sahab-kahani-premchand-pdf/>
- ओं अन्नपेणो नोंदको ियोंग्य- अक री लोोटा
- <http://gadyakosh.org/gk>
- शरद जोशी का व्यंग्य- होना कु छ नहींका
- <https://www.navneethindi.com>
- महोादोे वीी वोमोा कोा गोीत- मवेोें नोीर भरती
दोु ख कोी दलोी

- <http://kavitakosh.org/kk>
 - सुभद्रा कुमारी चौहान की कविता- झांसी की रानी
 - <https://www.hindwi.org/kavita/jhaansii-kii-raanii-subhadrakumari-chauhan-kavita>
 - कालावली यानी की कविता- सात भाइयों की बीच चोपा
 - <https://www.hindwi.org/kavita/saat-bhaaiyon-ke-biich-champa-katyanii-kavita>
 - श्रीलाल शर्मा कौशिक की गद्य-अंगद को पालों में
 - <https://www.hindisamay.com/content/3713/1/>
 - हररशंकर परसाई का व्यंग्य- बौह जो आदमी है ना
 - <https://www.hindisamay.com/content/636/1>
 - कौशिक पौरी सक्सेना की गद्य- चोंदन वोलोड्डा चिह्न को ल
 - https://www.rachanakar.org/2017/01/blog-post_99.html
 - अनौपमिकों की कविता- वोलोड्डा वोलोड्डा
 - <https://books.google.co.in/books>
 - गगन गिल की कविता- यह रहा उसका वोर (1 और 2)
 - <http://kavitakosh.org/kk>
 - मान सरोवर भाग एक राजकमल प्रकाशन, दिल्ली।
 - कवि ने कहा, कालावली यानी कविता वोर प्रकाशन, दिल्ली
 - कवि ने कहा, अनौपमिकों की कविता वोर प्रकाशन दिल्ली
 - आधुनिक हिंदी काव्य ग्रंथ, स ब्रह्मनेश्वर प्रसाद राय सलजा प्रकाशन
- पीजी कुंज सिंह, यशोदानगर, कानपुर
- हिंदोली रूप रचना भाग एक एवोडो दो। स आचार्य जयदेव, कवि चंद्रोदोली लोकभारती प्रकाशन, इलाहाबाद।

SEMESTER IV

PART 1

CORE COURSE: MARATHI (COMPULSORY LANGUAGE)

COURSE NAME: MARATHI

शर्ॉरिर्ॉाक: ०६

एकृ ण र्ॉण: १००

अध्यन उवदण्े:

- १)दनंकदन जीिनात उपयुक्त भाकषककौशल्लो किककसत करणे.
- २)व्यािहाररक भाषाकिषयक क्षमतांची ओळख दे णे.
- ३)एकांककका या साकहत्य प्रकाराचा पररचय देणे.

अध्यर्ॉन वनष्पहॉॉी:

होा अभ्यासक्रम पोण कोे ल्लोारिर किद्ोाथी

- १) दनंकदन जीिनात भाकषककौशल्लोाोचे योग्यपकारे उपयोजन करतो.
- २) व्यािहाररक भाषाकिषयक क्षमतांचे सादरीकरण करतो.
- ३) एकांककका या साकहत्य प्रकाराचे स्प्रीकरण करतो .
- ४) एकांककका या साकहत्य प्रकाराचे स्वरूप स्पष्ट करतो.

मॉ ड्यल I- मराठॉी एकॉावकका र्ॉा

सावित्प्रकारॉाचॉी ओळख (२ शर्ॉरिर्ॉाक)

घटक १ : एकॉावकका : स्वरूप हॉसकल्पनॉा

अ) एकांककका साकहत्याचा प्रकाराचा

सिांकतक किचार ब) एकांककका साकहत्य

प्रकारची परं परा

क) एकांककका साकहत्य – एकोणीस शतकान्तरच्या एकांककका चार ले खकांचा पररचय

घटक २ : एकॉावकका : वहवहॉध एकॉारॉाचॉा अभ्यॉास

अ) सामाकजक एकांककका - स्वरूप, ले खन

किश्ट्ये ब) ग्रामीण एकांककका -

स्वरूप, लेखन शली

क) एकोाोंकककोा ि समोाज उद्बोोधन

घटक ३ : एकोावककोाचा अभ्यास:

अ) एकांककका - रूप किशेष

ब) एकांककका- किषयसत्र ि

रचनाक) एकांककका-

भाषाशली

मॉ ड्यॉल II- व्यॉाहॉिॉारक मराठॉी भाषॉावहॉषरॉक
क्षमतॉाची ओळख
शॉि र्ॉाक) (२

घटक ४ : भाषॉांतर

अ) भाषांतर - स्वरूप

ि िोक्षायेि ब)

भाषांतरचे किकिध प्रकार

क) भाषांतर सराि

घटक ५ : भावषक कौशल्ये हवकास

अ) श्रि ि संिाद

या कौशल्येांचा

परचयब) श्रि ि

सोंिाद

कौशल्येांतअ

ोंतभत घटक क) भाषक

कौशल्ये

किकासाचो मारो

घटक ६ : वटप्पणी लेखन

अ) कटप्पणी लेखन करताना लात ठो

िाियावयोा रोोष्टोी ब)

ित्ोांत लेखनाचे स्वरूप

क) ित्ोांत लेखनाचे उपयोजन

मॉ ड्यॉल III- अतरॉत मल्लयमॉापन - ४० रॉण
शॉि र्ॉाक)

(२

अनु क्र.	स्वरूप	र ो
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		ॐ ण
	प्रत्येक मॉड्यूलिंर आधारत ककमान दोन स्वाध्याय	२०
	अंतरित चाचणी परीक्षा	१५
	कनबंध	०५
	एक गर्ुण	४०

खालील पॉकी कॉणलॉिी दॉन व्हॉषर्ॉाहॉर स्वॉाध्वार्
बलॉिीा.

१. तंु म्होी अभ्यासलोे ल्ोा
एकोाों कककोे मधोील आडिलोे लोी
एकोाों कककोा महोाकड्ोालाच्या
कोायक्रमात सदर करा ि त्याचा अहिल कलहा.
२. एकांककका या साकहत्य प्रकारचा सॉिंकतक पररचय सकिस्तर कलहा.

३. तॊं मद्यॊा महॊाकॆद् ॊालयात झॊालॊे ल्ॊा एकोा
कोायक्रमॊचॊे कटप्पणॊी लॊे खन कलहॊा.

४. श्रिणि या भाकषक कौशल्लोाचे घटक कोणते? ते किककसत करण्यासाठी दहा उपाय सुचिा.

५. भाषोाोंतराची आिशो्यकता स्पष्ट करा. भाषोाोंतर करताना कोणत्याोा रोोोोी लोात ठोेि िोाव्योात?

सोंदभरुोथ -

१) िनडक मराठी एकांिकका : संपा. सुधा जोशी, रत्नाकर मतकरी, सािह अकादमी, िदल्ली.

२) वसोळो ! मराठीोी एकोाोंिककोा, णभाकर नारायण परोाोंजपोे, सोुपण णकोाशन, पोुणोे, १९४८

३) मराठीोी एकोाोंिककोा तोंत आिण विकास - सोंपादक णोी. रों. भी. िभडोे सोुपण णकोाशन पोुणोे.

४) एकांिकका िशेषांक, पंचधारा, जुल- सपे र २०१५

५) भाषांतर - सदा कन्हाडे

६) भाषांतर मीमांसा - संपा कल्याण काळे वो अंजली सोमण.

SEMESTER: IV

Part I

CORE COURSE: GUJARATI (COMPULSORY LANGUAGE)

COURSE NAME : GUJARATI DRAMA REVIEW AND FACTUAL TEXT

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To develop an awareness of writing a critical review of the Gujarati drama
2. To Be familiar with the descriptive text in Gujarati and related contextual Grammar.
3. To develop appreciation of the Gujarati Drama writing art

LEARNING Outcomes:

By the end of this course, student will be able to:

1. Review and identify the text style used in the social media on different platforms
2. Use contextual grammar from the Gujarati text
3. Critically review the different aspects of Gujarati performing literature
4. Identify the nuances of drama writing

MODULE 1: GUJARATI DRAMA AND DESCRIPTIVE TEXT (2 Credits)

Unit 1: Gujarati Drama by Askok Patode and directed by Sanjay Garodia.'Ba Retire Thay chhe'

- a) Brief description of the story, importance of the theme, style and genre of the play
- b) Director's interpretation of the play, reflection on the main character in the drama, Social Issue focussed in the play and reflection with reference to the real life situation
- c) Significant grammar concepts, language style. Overall reflection on the likes and dislikes of the students.

Unit 2: Epistolary write-up (Letter writing)

- a) Meaning: Epistolary write-ups (patrasambandhi lekhan), Types and sub-types of letters
- b) 'Ek Patra Khushiyona Sarname' written by Yakshita Patel, critical analysis in terms of type of letter, subject, grammar concepts, author's perspective.

- c) Essential grammar for letters: Basic rules for both types, appropriate figures of speech, vocabulary and punctuations. Identification from epistolary Gujarati text.

Unit 3: Descriptive text: (Review and contextual grammar)

- a) Nibandh: ViIpul Mali's Gujarat Kala and Sanskruti Darshan
- b) Pravas Varnan:Amrut Patiya Ami's 'Pravas Varnan'
- c) Jeevan Darshan nibandh: Natwar Gohel's, 'Sardar Vallabhbhai Patel'

MODULE 2: GUJARATI SOCIAL MEDIA AND TEXT (2 Credits)

Unit 4: Comprehension of the Gujarati advertisements on social media:

- a) Review of advertisements on different social media platforms and: Electronic and print media
- b) purpose, use of language style, social issue addressed, proverbs or figures of speech used,
- c) students' narrative and reflection on their likes and dislikes of the advertisement under study

Unit 5: Newspaper and text

- a) Identification of different types and forms of text in the newspaper
- b) Comprehension of the Editorial and ascent columns in the newspaper
- c) Identification and listing of significant vocabulary used in the Gujarati newspaper and its application in writing a report.

Unit 6. Digital Social Media: TV, Facebook, Instagram

- a) Features of text displayed on Gujarati TV channels
- b) Newsroom and different forms of reporting events or current affaires: Identification of scripts for different types.
- c) Trends of TV serial and common trends of the narratives of these serials on Gujarati channels, social issues addressed.

MODULE 3: INTERNAL ASSESSMENT. (2 Credits)

No	Assessment	Marks
1	Project work from every module of the semester 2*10	20
2	Class test	15
3	subject related assignment 1	05
Total marks		40

Task/ Assignment (Any two)

1. Select any famous Gujarati Drama and write a review based on the elements given in the Unit 1.
2. Review the Novel ‘Chhinnapatra’ written in the form of letters by Suresh Joshi and write a narrative of any 5 letters from the novel using the style of descriptive writing.
3. review the advertisements that you liked the most displayed on the TV and create the script on the similar theme by incorporating social message through the advertisement. Write a e-mail to the Product owner for the approval of your advertisement. (present the creative in the class through a role play)
4. Based on comprehension of the Jeevan Darshan book on Sardar Vallabhbhai Patel under study, prepare a chart displaying his qualities and achievements using the grammar concepts like figures of speech, proverbs or any suitable language style.
5. Listen to the Gujarati News readers from different channels and prepare the Glossary of pure Gujarati vocabulary which is not commonly practiced in day-to-day life. Use them in any literary work that you write. Display the glossary in the classroom.

Reference links:

- <https://www.matrubharti.com/book/read/content/19904768/a-letter-to-the-address-of-happiness>
- <https://gvbooks.in/product/gujarat-kala-ane-sanskriti-darshan-dhyey/>
- <https://www.matrubharti.com/book/19865565/pravas-varnan>
- <https://www.matrubharti.com/book/19865565/pravas-varnan>
- <https://en.wikipedia.org/wiki/Chhinnapatra>

SEMESTER IV

PART 1

CORE COURSE: (COMPULSORY LANGUAGE)

COURSE NAME : TarjumaNigaari

TOTAL CREDITS: 6

TOTAL MARKS: 100

LEARNING OJECTIVES

1. To understand the Art (Fun), types and fundamental issues of Tarjuma Nigari.
2. To understand the need, importance and principals of Tarjuma Nigari.
3. To understand the competency, principles and application of Tarjuma Nigari (translation) and IstelahSaazi (terminology).
4. To develop a critical understanding of Translation, translator and important colleges.
5. To understand and appreciate the Special contribution of colleges for translation(Tarjuma Nigari).
6. To develop a critical understanding and application of the Art of Translation (Tarjuma Nigari) with reference to Urdu and English languages.

LEARNING OUTCOMES

At the end of the course the student will be able to

1. describe the Art (Fun), types and fundamental issues of Tarjuma Nigari.
2. explain the need, importance and principals of Tarjuma Nigari.
3. analyse the competency, principles and application of Tarjuma Nigari (translation) and IstelahSaazi (terminology).
4. critically analyse the samples of Translation, translator and important colleges.
5. explain and appreciate the Special contribution of colleges for translation(Tarjuma Nigari).
6. analyse and apply of the Art of Translation (Tarjuma Nigari) with reference to Urdu and English languages.

MODULEI: TARJUME KA FUN, GAYAT AUR CHAND ISTELAHAT (2 CREDITS)

Unit1: Turjume Ka Fun

- a) Tarjume Ki Tareekh
- b) Tarjume Ki Iqsam (Ilmi, Adabi, Sahafati)

- c) TarjumeKeBuniyadiMasael

Unit2: Tarjume Ki Gayat

- a) Tarjume Ki Zaroorat
- b) TarjumeKeBuniyadiUsool
- c) Tarjume Ki Ahmiyat

Unit 3: MutarjimAur Chand Istelahaat

- a) Mutarjim Ki Liyaqat
- b) Usool-E-IstelahSaazi
- c) Intezamiyakikuch ahem English, HindiAur Urdu istelahaat

MODULE -II URDU TARJUMEKAMUTALEYA (2 CREDITS)

Unit 4: Translation, translator and important colleges

- a) Urdu tarjumekairtequa
- b) Tarjumanigari me mukhtalifidaaronkakirdaar
- c) Chand ahem tarjumanigar

Unit 5: Special study of colleges for translation

- a) Fort william college
- b) Delhi college
- c) Darut-tarjumaosmania

Unit 6 Mukhtaliflisanitarjume

- a) Translation- English to Urdu
- b) Translation - Urdu to English
- c) Translation - Hindi to Urdu

MODULE III – INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
	Total	40

Task/ Assignment (Any two)

1. Tarjumeke fun par roushnidaliye
2. Mutarjim ki liyaqaton par izhare khayal kijiye
3. Fort William college ki khidmat ka jayezalijiye
4. Tarjume ki mukhtalifiqsam bayan kijiye
5. Tarjumakartewaqtjo masaelpeshaate hain un parapnekhayatka izharkijiye

References

Fun e tarjumanigari by Khalique Anjum

Urdu Adab me tarjuma nigari ki riwayat by Ibn e Aasi

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE : ENGLISH (ANCILLARY MAJOR)

COURSE NAME: AFRICAN-AMERICAN AND INDO-AMERICAN LITERATURE

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To understand the concepts of race, class and gender through poetry
2. To familiarise the aforementioned concepts through literary representations.
3. To understand the concepts of race, class and gender through films
4. To appreciate African-American literature
5. To appreciate Indo-American literature

LEARNING OUTCOMES: By the end of the course, students will be able to:

1. describe the progress of the coloured debate.
2. write an essay on the importance of agency
3. explain racism using various kinds of literary representations.
4. recognise the important elements of race, class and gender through poetry
5. critically analyse the important elements of race, class and gender through poetry

MODULE I: AFRICAN-AMERICAN LITERATURE. (2 Credits)

Unit 1: Poetry & Film

- a) The Help (2011)
- b) Langston Hughes (Mother to Son)
- c) Maya Angelou (Still I Rise)

Unit 2: Contemporary Issues of Race

- a) Ain't I a Woman? (Bell Hooks)
- b) Rita Dove (Chocolate)
- c) Octavia butler – Blood Child

Unit 3: Prose

- a) Alice Walker- Colour Purple
- b) Tony Morrison – Unspeakable Things Unspoken; The Afro-American Presence in American Literature
- c) Richard Wright – Blue Print for Negro Writing

MODULE II: INDO-AMERICAN LITERATURE.

(2 Credits)

Unit 4: Poetry

- a) Meena Alexander (The Journey)
- b) Agha Shahid Ali (A Nostalgist's Map of America)
- c) Chitra Banerjee Divakaruni (Leaving Yuba City)

Unit 5: Prose and Film

- a) Jhumpa Lahiri – The Namesake Film
- b) Bharati Mukherjee: Selected Short Stories
- c) Mira Jacob: Excerpts from Good Talk

Unit 6 : NonFiction

- a) Thrity Umrigar: Honor
- b) Siddharta Mukherji: My Father's Body, At Rest and in Motion
- c) Suketu Mehta (Independent Essays)

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/ Assignment (Any two)

- 1) Comprehension on the coloured debate.
- 2) Oral activity on race, class and gender through poetry
- 3) PPT on race, class and gender through poetry
- 4) Maintain a log-book of readings from African-American literature

- 5) Poster presentation (Individual/Group) on Indo-American literature

List of References:

1. Hussain, Yasmin. *Writing Diaspora: South Asian Women, Culture and Ethnicity*. N.p., Taylor & Francis, 2017.
2. Chow, Rey, and Chow, Anne Firor Scott Prof of Literature in Trinity Clg of Arts/Sciences
Rey. *Writing diaspora : tactics of intervention in contemporary cultural studies*.
Bloomington, Indiana University Press, 1993.
3. *African Women Writing Diaspora: Transnational Perspectives in the Twenty-First Century*. United States, Lexington Books, 2021.
4. *Routledge Handbook of the Indian Diaspora*. United Kingdom, Taylor & Francis, 2017.
5. *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Netherlands, Amsterdam University Press, 2007.
6. Miller, D. Quentin. *The Routledge Introduction to African American Literature*. United Kingdom, Taylor & Francis, 2016.
7. Ward, Jr, Jerry W., and Graham, Maryemma. *The Cambridge History of African American Literature*. Kiribati, Cambridge University Press, 2011.
8. Gates, Henry Louis, and McKay, Nellie Y.. *The Norton Anthology of African American Literature*. United Kingdom, W.W. Norton & Company, 2004.
9. *Black Voices: An Anthology of African-American Literature*. United Kingdom, Signet Classic, 2001.
10. *The Oxford Anthology of African-American Poetry*. United Kingdom, OUP USA, 2006.
11. *The Wiley Blackwell Anthology of African American Literature, Volume 2: 1920 to the Present*. Germany, Wiley, 2014.
12. *The Cambridge Companion to African American Women's Literature*. United Kingdom, Cambridge University Press, 2009.
13. *Reading Contemporary Black British and African American Women Writers: Race, Ethics, Narrative Form*. United Kingdom, Taylor & Francis, 2020.

Web References

14. <https://www.jstor.org/stable/2904004>
15. <https://www.mea.gov.in/images/pdf/BibliographyResearcher.pdf>

SEMESTER IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: HINDI (ANCILLARY MAJOR)

COURSE NAME : आधुनिक विदी काव्य

अध्ययन उद्देश्यः

1. आधुनिक कहंदी काव्य के किकिभर चरणों का सामान्य पररचय करिाना
2. भारतोिोंदो एिों क्किििोिेदोी योर्ो, छोायाािाद, प्रोक्ततिाद, प्रोोरोिोाद कोाव्य और नई ककतिा कोी एमोु ख किशेषताओं का ज्ञान प्राप्त करिाना।
3. आधुनिक कहंदी ककतिा के कु छ एकतकनकध ककियों की ककतिाओं का पठन-पाठन एिं ककििेचन करना।
4. आधुनिक कहंदी काव्य की भाषा शली, ककिार तल और काव्य के रूप को समझाना।
5. छायाोािाद मोिों कोू कत, प्रोेम एिों सौदय कोो स्र करनोा।

अध्ययन वनषहवः

1. इस अध्ययन के पश्चात छात्र -
2. छायाोािादी कोाव्य कोी एमोु ख किशेषता कोो स्र करनोिे मोिों समथ होरओिे।
3. आधुनिक कहोंदोी कोाव्य कोी किकिभर कोाव्य धोारओों कोो समझ पाओों रओिे।
4. नई ककतिा की काव्यधारा, आधुनिक भाकि बोध का ज्ञान प्राप्त कर पाएं र्ो।
5. ककतिाओं मोिों कनकहत अथ सोौदय कोा किश्लोिे षण करनोिे मोिों समथ होरओिे।
6. कोाव्योोों शोोों कोी व्योाख्या तथा एशोों सोा (appreciation) करनोिे मोिों समथ होरओिे।
7. स्वातोंत्र ककियोोों कोी रचनाओों उनकोी चचोा और समोी करनोिे मोिों समथ होरओिे।
8. एकतकनकध ककतिाओं कोा ककिार किश्लोिे षण, स्रीकरण करनोिे मोिों समथ होरओिे।

मॉ ड्यूल I : आधुनिक विदी काव्य का वहाँकास : सॉामॉान्य पररचर्
(2 Credits)

घटक 1: भारतोिेदो र्ो, हवहाँोिेदोी र्ो, छोार्ोाहोाद, एवतहोाद, प्रोर्ोहोाद, नई

कहँतँः सामँाय पररचर्

- भारतँेँंदँेँु एँेँं क्ँिँेँेदोी यँेँुर् कँेँे ककँि एँेँं ककतपय किशँेँे षतँेँाएँेँ
- छायँेँाँिँाद (कँेँु कत, प्रँेँेम एँेँं सौदय कँेँी ककँिता) एँेँं प्ररँेँुतँिँाद
- प्रयँेँिँ्द, नई ककँिता एँिँं उसके बाद की ककँिता का सामँाय पररचय

घटक 2: आधँ्वनक विदँी कँँाव्य-सँ्वमँँानदन पंत, वनरालँँा, प्रसाद एहँँवदनकर

- सुकमत्रानंदन पंत -भारत माता

b. कनराला एिों प्रसाद - स्नोि ह कनझर बह रोय्ोा हवे और कहमोकर
तोड़ोर् शोर् से

c. कदनकर- हुंकार

घटक 3: आधुवनक विदोी कौाव्य- नार्ोोजन, अर्ोेरौ, एहौ शमशौेर बौोादौ, रसि

- a. नोारोोोजन-रहा उनकोेि बोीच मोोो
- b. अर्ोेय-कलरोोी बोोजरौेि की
- c. शमशेर बहादुर कसंह- बात बोलेोी

मौ ड्यौल II : नई कवहौतौा और उसकौेि उपरौात (2 Credits)

घटक 4: आधुवनक विदोी कौाव्य—मौहौबौ ध, धौमल एहौ कौेि दौारनाथ रसि

- a) मुखत्तबोध - मुझे कदम कदम पर
- b) .धौकमल-कसोा ए जनतौो
- c) कौेि दौारनाथ कसोंह-शीत लहरौी मोेिोे एक बवेिोेि आदमौी कौी ाथना

घटक 5: आधुवनक विदोी कौाव्य- नौैरपवत, कौात्पौारनौी एहौ अनौमकौा

- a) नौैरपकत --नदी
- b) कात्यायनी- सात भाइयौे के बीच चंपा
- c) अनौकमका- खयां

घटक 6: आधुवनक विदोी कौाव्य- मर्लौैश डबराल, अरुण कमल एहौ कौ हौर नारारौण

- a) मलेश डबराल- घर का रास्ता :
- b) अरुण कमल - नए इलाके में
- c) कुं रिर नारायण- घर रहेंोेि

मौड्येल III : ओंतरोत्त मवेलोोाोे कन. (2 Credits)

क्रम संख्या	कौेरिण	अंक

1	कोषाय/प्रकलपोष सोमोि स्द्र कोि प्रत्योि क मॉड्योल सोि 2*10	20
2	सेमेस् में एक कनयत कालीन कक्षा परीक्षा	15
3	सेमेस् में कषिषय संबंधी एक कनबंघ	5

कोाय/एकलोप (Any 2)

- 1) मोरलो श डबराल कोी ककित मोो जीनि को सों घष कोी स ककीकजए।
- 2) ककसोी भी एक एकतकनक ककित कोी अथ एो भषो शवेलोी कोी व्योखया कोीकजए।
- 3) भारतोदो एो क्िोदोी योर् कोी ककतपय किशो षताओो कोा किश्लो षण कोीकजए।
- 4) कचोार कोी उक्तो षता और कल्पना को विेभि कोी दृष्ट सों नदोी कोी आत्मकथा

1500 शब्दोो पर कलखखए।

- 5) आधो कनक कोाल कोी कोाय धोारओो को सोंदभ मोो को ककसोी एक ककित कोा भाबोोध कस्तोारपेिक समझाइए।

सदभ सावित्यग्रथ:-

सोंदभ पोु स्तकः कहदी साकहल कोा इकतहोास, सों पदादक :

डोॉ. नरलोोोँ दूर, मयवेर बोु क्स,

दररयोारलोोँ ज, नई कदल्ली पोंत, अज्बोे य, शमशोेर

बहादोु र कसोँ ह, मोु तबोोध, धवेकमल,

मोरलो श डबराल, अरुण कमल, कोात्यायनोी, अनोाकमकोा कोी ककितोँ ककित कोोश

<http://kavitakosh.org/> पर उपलब्ध

ानेंद्रपकत की ककित- मध्यकालीन एिं आधु कनक काव्य, कहनदी अध्ययन मंडल, िाणी

प्रकाशन, नईकदल्ली कनराला एिं प्रसाद - काव्य सोपान, संपादक, सत्य प्रकाश कमल,

लोकभारती प्रकाशन, इलाहाबाद

नोारलोोाजन सों पदादक : नामिर कसोँ ह, राजकमल कोी एकतकनक ककितोँ ए एकोाशन, नई

कदलोलोी

प्रकतकनक ककितोँ, के दारनाथ कसंह, राजकमल

प्रकाशन, कदली एकतकनकथ ककित्ताएं , कुं रिर

नारायण, राजकमल प्रकाशन, कदली

<https://www.aajtak.in/literature/poems/story/manglesh-dabral-poems>

<https://www.kailasheducation.com/2020/10/bhartendu-yug-ki-visheshta.html>

<https://en.bharatdiscovery.org/india/कविोदोयी योरु>

अनाकमका की ककित्ता स्तरीय शब्दांकन [bing.com/videos](https://www.bing.com/videos)

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: Marathi (Ancillary Major)

COURSE NAME : मराठीतील साहित्याचा अभ्यास

Total Credits: 06

Total Marks: 100 Marks

अध्ययन उद्देश्ये

- १) कविकवि साहित्यप्रवाहातर्फे चा पररचय कवित्वाथर्वांना करून देणे
- २) साहित्यप्रवाहांची रचना कवित्वाथर्वांचे तसेच कालखंड समजावून देणे
- ३) साहित्यप्रवाह आकण समाज यांचे परस्पर संबंध उलडणे.
- ४) कविकवि प्रवाहातील साहित्यकारांच्या साहित्यकवियक योदानांची ओळख करून देणे.
- ५) साहित्यप्रवाहातील बदलांचा मार्गोक्ती घेणे.

अध्ययन वनस्पृहणी:

होता अभ्यासक्रम पठेण कवि लोकारिकवित्वाथी

- १) कवित्वाथर्वांना साहित्यप्रवाहाची स्फुटीकरण देणे तो.
- २) कविकवि साहित्यप्रवाहाची रचना कवित्वाथर्वांचे आकण परं परा स्पष्ट करतो.
- ३) कादं बरी साहित्याची व्याकमश्रता कविषद करतो.

मॉडरॉल: साहित्यप्रवाहाचा अभ्यास (2 Credits)

घटक १: मराठीतील साहित्यप्रवाहा - सर्वद्वारावतक वहाचार

अ) साहित्यप्रवाह - संकल्पना

स्वरूपब) साहित्यप्रवाह रचना

कवित्वाथर्वांचे

क) मराठीतील साहित्यप्रवाहाची परीं परा

घटक २ : सावित्य पहॉँँाि आवण कालखड

अ) किकश कालखण्ड आकण साकहत्य ढरिह परस्पर

प्रभांिांचाअभ्यासब)) साकहत्य प्रिाह आकण किकिश

किंचारसरणी यांचे नाते

		ॐ ण
१	प्रत्येक मॉड्यल मधन ककमान दोनिर एकलपले खन २x१०	२०
२	अंतरोत्तचाचणोी परीक्षा	१५
३	स्वाध्याय/ कनबंध	०५
	एक र ो ण	४०

खोलीलपॉकी कोंणलािोंीदों न क्तोंी पण करा.

१) साकहत्याचे किकिध प्रिाह थोडक्यात कलहा.

२) आकदिसी ििादोे कशक ह्योा
दोोन साकहत्य प्रिाहातोील
दोोनकलोाकोटू तोीच

ोे पररण करा.

३) साकहत्याप्रिाहाचा िाचकारि होणारा
परणाम कशद करा .

४) मराठीतोील दलत, वोोोीिादोी साकहत्य प्रिाहाचोी ठळक
िोे कशप्योे कशद करा.

५) तोो म्होी अभ्यासलोे लोोा साकहत्य प्रिाहाच्योा आधोारोे
कदसोन योे णारोे समोाज दशन स्प कराोा.

सदभग्रथ :

१ आकदिसी मराठी साकहत्य - एक अभ्यास : डॉ. ऋानेश्वर िाल्हेकर

२ आकदिसी समाजाचे समाजशाो: डॉ. प्रदीप आलार्िे

३ ग्रामीण साकहत्य: प्रिाह आकण पररखस्थती : डॉ. िामन जाधि

४ द् कलत ककितेतील न्िे प्रिाह - महेंद्र भिरे

५ ग्रामीण साकहत्य : स्वरुप आकण शोध - डॉ. नान्थ कोतापल्ले

६ ग्रामीणता साकहत्य आकण िास्ति : आनंद यादि

७ साकहत्याचोी कनकमती एक रयोा - आनोंद यादि

८ मराठोी लघोो क्ादोें बरी - रुपबोें ध आकण ओें तरोें र्
- डोोमदन कोो लकणोी, कजिय प्रकोा, पोो णोे

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE : URDU (ANCILLARY MAJOR)

COURSE NAME: URDU PROSE & ITS TWO IMPORTANT FORMS

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES

1. To develop an understanding about the fanni khususiyat and history of Maktoob Nigari
2. To develop an understanding about the fanni khususiyat of Ghalib and Sir Sayyed Ahmed Khan's Maktoob Nigari
3. To develop an understanding about the fanni khususiyat and history of Safarnama Nigari
4. To develop an understanding about the fanni khususiyat of Mujtaba Husain and Sughra Mehdi's Safarnama Nigari

LEARNING OUTCOMES

By the end of the course the student will be able to

1. explain the fanni khususiyat and history of Maktoob Nigari
2. analyse the fanni khususiyat of Ghalib and Sir Sayyed Ahmed Khan's Maktoob Nigari
3. explore the fanni khususiyat and history of Safarnama Nigari
4. compare the fanni khususiyat of Mujtaba Husain and Sughra Mehdi's Safarnama Nigari

Module 1: Urdu Maktoob Nigari & Two Maktoob Nigar. (2 credits)

Unit I : Art of Maktoob Nigari

- a) Maktoob Nigari - Meaning & Fanni Khususiyat
- b) Urdu Makateeb – Literary and Historical Importance
- c) Urdu Maktoob Nigari – History

Unit II : Mirza Asadullah Khan Ghalib

- a) Life
- b) Art of Maktoob Nigari
- c) Seven Selected Makateeb

Unit III : Sir Sayyed Ahmed Khan

- a) Life
- b) Art of Maktoob Nigari
- c) Seven Selected Makateeb

Module 2: Urdu Safarnama & Two Safarnama Nigar. (2 credits)**Unit IV : Art of Safarnama Nigari**

- a) Safarnama Nigari - Meaning & Fanni Khususiyat
- b) Urdu Safarnamae - Literary and Historical Importance
- c) Urdu mein Safarnama Nigari - History

Unit V : Mujtaba Husain

- a) Life
- b) Art of Safrnama Nigari
- c) Four Selected Chapters From Japan Chalo Japan Chalo

Unit VI: Sughra Mehdi

- a) Life
- b) Art of Safrnama Nigari
- c) Two Selected Safarname

MODULE III – INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One essay test held in the given semester	05
Total		40

Task/ Assignment (Any two)

- 1) Urdu safarnama nigari ka tafseeli jayeza lijiye
- 2) Safarnama k fun par roushni daliye

- 3) Safarname ki mukhtalif iqsaam bayan kijiye
- 4) Sughra Mehdi ke halaat e zindagi bayan kijiye
- 5) Mujtaba Husain ke sawanehi kawaif tahreer kijiye

References

- Urdu safarnaey ki mukhtasar tareekh by Mirza Hamid Baig
- Urdu safarnamon ka tanqeedi mutalea by professor Khalid Mehmood
- Lali chaudhari ke safarname by Dr.Rafiya Saleem
- Sair kar duniya ki ghafil by Sughra Mehdi
- Intekhab e nazm o nasr by kitabdar
- Mujtaba Husain ke safarname by Hasan Chishti
- Japan chalo Japan chalo by Mujtaba Husain
- Urdu maktoob nigari by Shadab Tabassum
- Ghalib ke khutoot by Khaliq Anjum
- Sir sayyed aur un ke karnamey by noorul Hasan Naqvi

SEMESTER IV

Part III

CORE COURSE : GUJARATI (ANCILLARY MAJOR)

COURSE NAME: TRANSLATED LITERATURE AND JOURNALISTIC LITERATURE

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To enrich the knowledge of literature from different parts of the country and world
2. To critically analyze the unique features of the literature created by authors and poets
3. To develop the capacity to identify the culture of respective countries or regions based on the literature created.

LEARNING OUTCOMES:

At the end of the course, student will be able to:

1. Compare the unique features of the literature created by authors and poets
2. Compare the cultural differences in different region through respective literature.
3. Identify the culture of respective countries or regions based on the literature created.

MODULE I: UNDERSTANDING THE ART OF TRANSLATION OF LITERARY WORK (2 Credits)

Unit 1: Criteria of an effective translation (critical evaluation with reference to any text in other language and its translation in Gujarati.)

- a) Need and significance of translation of the literature
- b) Clarity, precision, and style: Readability and comprehension, Reader-friendly style
- c) Retaining originality: an undisturbed reflection of the culture of the original text, Emotionality, and message of the author, Impact of words and terms used, Grammatical rules, illustrations, a perspective of the author, unbiased attitude,

Unit 2: Review of the Selected Gujarati literature translated in other languages
(considering the criteria given in Unit 1)

- a) Prose forms 'Wings of Fire' By, A P J Kalam translated by Harsh Dholakia, 'Aganpankh'
- b) Poetic literature 'Gitanjali by Ravindranath Tagore translated by Mavji K Savla.

- c) Folk literature: Review of World famous folk stories from 75 countries Part 1-5 by Hasmukh Raval

Unit 3 Developing the skill of translation

- a) **Comprehension:** Paraphrasing (writing in own words) any one story from Ashok Sinh Tank” Short stories titled, ‘Swapna’ considering the criteria of translating given in Unit 1
- b) **Translation (Prose):** Translating Sudha Murty’s Short stories, ‘wise and Otherwise’ in Gujarati using the criteria of translating
- c) **Translation (Poem): Critical comparison of the phrases and grammar** used in Gujarati with the translated version to reflect upon the criteria of translation of the Umashankar Joshi’s Poem, ‘Bhomia Vina’ translated by Taralika Trivedi

MODULE II: JOURNALISTIC LITERATURE (2 Credits)

Unit 4: Journalistic Text:

- a) Meaning, type, Characteristics of Journalistic text
- b) History of Gujarati Journalism
- c) Styles of Journalistic text-(Informative, Opinion and mixed texts),

Unit 5: Gujarati Print and digital media:

- a) Meaning and Types of print media
- b) Forms and characteristics of digital media
- c) comparative analysis of Print and digital media

Unit 6: Famous Gujarati journalist Kanti Bhatt and his contribution to journalistic text.

- a) Critical review of different texts authored by Kanti Bhatt (Style, themes, pattern etc..)
- b) Kanti Bhatt’s creation and reflection on the Contemporary social and cultural tradition
- c) Identifying Unique feature as a contribution to the development of Journalistic text in Gujarati

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
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1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

1. Study a few famous comic books translated into Gujarati and write a reflective report on the positive and negative points that are generally found in translated versions
2. List the phrases and words of expressions used in the Gujarati literature which are translated into other languages and critically analyse the precision of meaning and emotive feelings.
3. Read the editorial in the newspaper in the language that you are familiar with other than Gujarati and translate it into Gujarati and present the reflective paper in the class justifying the use of the rules of grammar in the translation.
4. Identify the types of Journalistic texts in the Gujarati literature and make a table of the comparison between the types in the context of their unique features.
5. Design a newsletter of your college and write an editorial assuming you are an editor and present via multimedia.

OR

6. Write a script of a newsreader on the digital news channel based on current affairs and role play in the class.

References

- **History of Gujarati literature by Mansukhlal Zaveri, Sahitya Academy New Delhi**
- **History of Gujarati literature by Dhirubhai Thakkar**
- https://www.amazon.in/Books-DHIRUBHAI-THAKAR/s?rh=n%3A976389031%2Cp_27%3ADHIRUBHAI+THAKAR

Weblinks

- <https://eriksen.com/general/translation-quality-accuracy-tips/>
- <https://esflanguageservice.com/en/services/translations/types-of-translationsnslations/literary-translation/>

- [www.matrubharti.com › stories › Gujarati](http://www.matrubharti.com/stories/Gujarati)
- <https://www.dhoomkharidi.com/gitanjali-detail>
- <https://www.matrubharti.com/book/read/content/19925236/svapna>
- https://dlscrib.com/download/wise-and-otherwise-paperback-sudha-murty_587b92106454a7b56a35c090_pdf
- <https://www.poemhunter.com/poem/without-guide-translation-of-the-poem-bhomiya-vina-by-famous-gujarati-poet-umashankar-joshi/>

Module II

- <https://crgsoft.com/journalistic-texts-types-examples-and-characteristics/>
- <https://www.peoi.org/Courses/Coursesen/mass/mass5.html>
- <https://web.archive.org/web/20141013054039/http://pressinstitute.in/history-of-gujarati-journalism/>
- <http://pressinstitute.in/history-of-gujarati-journalism/>
- https://en.wikipedia.org/wiki/List_of_people_from_Gujarat

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE : GERMAN (ANCILLARY MAJOR)

COURSE NAME : GERMAN LANGUAGE 4 (B1)

Total Credits: 06

Total Marks : 100

Note: Language proficiency of A2 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) A2 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university / any other qualification equivalent to A2.

LEARNING OBJECTIVES :

1. To understand language learning skills of reading, listening, understanding, speaking and writing skills at the intermediate level. (CEFR B1)
2. To develop language learning skills of reading, listening, understanding, speaking and writing skills at the intermediate level. (CEFR B1)
3. To comprehend language structures at the intermediate level.
4. To develop competencies for application of language structure

LEARNING OUTCOMES:

By the end of the course the student will be able to

1. Apply language learning skills of reading, listening, understanding, speaking and writing skills at the intermediate level. (CEFR B1)
2. Analyze language structures at the intermediate level.
3. Construct and answer more complex questions pertaining to areas of interest, feelings, desires or events from one's life and one's surroundings.
4. Practice of German language structures, their application in authentic situations
5. Respond to daily life situations in German.

MODULE I: DIE WELT UM MICH!

(2 credits)

Unit 1 – Beziehungskisten

a. Sprachhandlungen

einen Forumsbericht verstehen | zeitliche Abfolgen verstehen und ausdrücken | einen Chat verstehen | über Konflikte sprechen | einen Kommentar zum Thema Streiten schreiben | Konfliktgespräche führen | kurzen Texten Informationen zuordnen | Prominente vorstellen | über Fabeln sprechen | einen Text lebendig vorlesen

b. Wortschatz

Männer | Frauen | Familie | Konflikte

Aussprache Intonation bei Modalpartikeln

Landeskunde

Berühmte Paare

Der Film Frauen als Erfolgsrezept

c. Grammatik

Plusquamperfekt | temporale Nebensätze: bevor, nachdem, seit, ...

Unit 2 - Von Kopf bis Fuß

a. Sprachhandlungen

Hilfe anbieten, annehmen, ablehnen | jemanden warnen | über Gewohnheiten sprechen | einen Infotext verstehen | einem Zeitungsartikel Informationen entnehmen | über Musik und Gefühle sprechen | eine Diskussion im Radio verstehen | über Gedächtnis sprechen | Infos in einem Zeitungstext finden | über Schule sprechen

b. Wortschatz

Gesundheit | Krankenhaus | Musik | Schule

Aussprache Satzmelodie bei Aussagen, Fragen und Aufforderungen

Landeskunde Regeln im Krankenhaus | Alternative Schulformen

Der Film Leben in einer modernen Welt – Multitasking

c. Grammatik

Reflexivpronomen im Akkusativ + Dativ | nicht/kein/nur + brauchen + zu | zweiteilige Konnektoren

Unit 3 – Kunststücke

a. Sprachhandlungen

einen Zeitungsbericht und Inserate verstehen | Personen oder Dinge genauer beschreiben | Hauptinformationen in Zeitungstexten finden | etwas verneinen | über Bilder sprechen | Aussagen verstärken/ abschwächen | ein Interview mit einem Regisseur verstehen | über Filme sprechen | ein Volkslied verstehen und darüber sprechen.

b. Wortschatz Kunst | Theater | Museum | Film

Aussprache Vokal am Wortanfang (Knacklaut) **Landeskunde**

Kunst in Innsbruck | Regisseur Arne Birkenstock | Volkslieder

Der Film Sound of Heimat (Trailer)

c. Grammatik Adjektivdeklinaton ohne Artikel | Stellung von nicht im Satz

MODULE II: DIE WELT DER ZUKUNFT (2 credits)

Unit 4 Sprachhandlungen

- a. Texte über soziales Engagement verstehen und darüber sprechen | Vorgänge beschreiben | einen Zeitungsartikel verstehen | Projekte und Vorgänge beschreiben | über Projekte sprechen | Informationen über die EU verstehen | eine kurze Präsentation halten.

b. Wortschatz

Gesellschaftliche Werte | Europa | Politik

Aussprache

Satzmelodie: Kontrastakzente in oder-Fragen

Landeskunde

Soziales Engagement | Mini-München | Europäische Union

Der Film Was ist ein Simultanübersetzer?

c. Grammatik

Passiv Präsens, Präteritum und Perfekt | Passiv mit Modalverben | Präposition mit Genitiv: innerhalb, außerhalb

Unit 5 - Vom Leben in Städten

- a. Sprachhandlungen Forumskommentare verstehen | über Stadt/Land sprechen | wichtige Informationen verstehen | einen Bericht schreiben | Meinungen über Städterankings verstehen | eine Stadt beschreiben | ein Rankingergebnis vorstellen |

einen Text über eine Besonderheit von Köln verstehen | verschiedenen Empfängern schreiben | Stadtattraktionen beschreiben

b. Wortschatz

Stadt | Verkehr

Aussprache

Texte vorlesen: Satzzeichen helfen

Landeskunde

Leipzig | Büdchen in Köln

Der Film Salzburg

c. Grammatik

Artikelwörter als Pronomen: einer, keiner, meiner, ... | Adjektive als Substantive | Relativpronomen was und wo

Unit 6 - Geld regiert die Welt

- a. Sprachhandlungen** Informationen in einem Werbetext finden | Gespräche in der Bank verstehen und führen | Hinweise verstehen | Argumente verstehen | Meinungen erkennen und äußern | Personen, Dinge, Situationen näher beschreiben | über Verhalten diskutieren | eine Gewissensfrage schreiben | einen informativen Text verstehen | über etwas berichten

b. Wortschatz Bank und Geld | Globalisierung

Aussprache

Wortakzent in zusammengesetzten Substantiven

Landeskunde

Fuggerei in Augsburg Der Film So erkennt man ... Falschgeld

c. Grammatik

Sätze mit je ... desto | Partizip II als Adjektiv | Partizip I als Adjektiv

MODULE 3 : INTERNAL ASSESSMENT (2 Credits)

No	Assessment	Marks
1	Project work from every module of the semester 2*10	20
2	Class test	15
3	Subject related assignment 1	05
Total marks		40

TASKS/ASSIGNMENT (Any two)

1. **Listening Comprehension**
(Best score of two tests)
2. **Mini Project or Group Work**
3. **Test**
(Best score of two tests)
4. **Oral Examination**

Reference Books:

- Aufderstraße, Hartmut, u.a. : Lagune 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2013
- Braun-Podeschwa, Julia, u.a. : Menschen B1. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2019
- Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2017

Any other textbook for B1.1 / B1 level proficiency (corresponding to the topics in the syllabus) may be used as a reference book.

Websites:

<https://einstufungstests.klett-sprachen.de/eks/uebungen-netzwerk-b1/>

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: HISTORY AND CIVICS (SCHOOL SUBJECT)

COURSE NAME: INTRODUCTION TO INDIAN ARCHAEOLOGY

Total Credits: 06

Total Marks: 100

LEARNING OBJECTIVES:

1. To introduce the students to the basics of archaeology.
2. To understand the definitions of basic concepts in archaeology.
3. To understand the basic techniques involved in archaeology.

LEARNING OUTCOMES:

At the end of the Course the student will be able to

explain ancient Indian history with reference to archaeology

1. give reasons why archaeology plays a very important role in understanding ancient history.
2. Explore the ideas of ancient sites and human landscapes in a much more meaningful manner.

MODULE I: BASICS OF ARCHAEOLOGY (2 Credits)

Unit 1: Introduction to Archaeology

- (a) Definition, Aims and Development of Archaeology in India
- (b) Field Archaeology: Exploration and Excavation
- (c) Dating methods and interpretation of archaeological sources

Unit 2: Stone Age of India

- (a) Paleolithic Age
- (b) Mesolithic Age
- (c) Neolithic Age

Unit 3: Early settlements of India

- (a) Chalcolithic Age
- (b) Indus Valley Civilization- Mehargarh, Lothal, Kalibangan, Rakhigari ,Dholavira, Diamabad,
- (c) Megalithic Age

MODULE II : EARLY HISTORIC PERIOD (2 credits)

Unit 4: Early Historic Period

- (a) Iron Age of India
- (b) PGW
- (c) NBPW

Unit 5 – Epigraphy

- (a) Definition and History of Indian Epigraphy
- (b) Types of Inscriptions and their significance
- (c) Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka

Unit 6: Numismatics

- (a) Definition, History & Significance of Indian Numismatics
- (b) Punch-Marked, Greeks, Shakas, Kushanas
- (c) Satavahana, Western Kshatrapas and Gupta Coins

MODULE III INTERNAL ASSESSMENT (2 credits)

No	Assessment	Marks
1	Project work from every module of the semester 2*10	20
2	Class test	15
3	subject related assignment 1	05
Total marks		40

Task/ assignment (Any two)

1. Make a diagram of different types of Excavation
2. Make a chart of different types of Gupta Coins
3. Prepare an assignment on Comparative study of PGW and NBPW.
4. Write Review on Historical Film

• **References:**

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2. Allchin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions*, South Asian Studies, Vol-I: 1985.
3. Altekar A. S, *Coinage of the Gupta Empire*, Numismatic Society of India, Varanasi, 1957.
4. Altekar A.S., *Catalogue of Coins of the Gupta Empire*, Varanasi, Numismatic Society of India, 1937. Bhattacharya D K, *An outline of Indian Prehistory*, Palaka Prakashan, New Delhi, 1991.
5. Burgess Jas *Report on the Buddhist Cave Temples and their Inscriptions*, Archaeological Survey of Western India, (Vol-IV), London, 1883.
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8. Chakraborty, S K, *A Study of Ancient Indian Numismatics*, Mymensingh, 1931.
9. Cumming John (Ed), *Revealing India's Past*, The India Society, London, 1939.
10. Cunningham Alexander, *Inscriptions of Ashoka, Corpus Inscriptionum Indicarum*, Vol-I, 1877.
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12. Datta, Mala, *A Study of the Satavahana Coinage*, Harman Publishing House, Delhi, 1990.
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Dhavalikar, M K, *Indian Proto History*, Books and Books, New Delhi, 1997.
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20. Goyal S R, Indigenous Coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994.
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22. Gupta, S P and Ramchandran, K S, The origin of Brahmi Script, DK Publications, Delhi, 1979.
23. Handa Devendra, Tribal Coins of Ancient India, Aryan Books International, New Delhi, 1997.
24. Jain V K, Prehistory and Protohistory of India: An Appraisal - Palaeolithic, Non-Harappan, Chalcolithic Cultures, D.K. Printworld, Delhi, 2006.
25. Jha, Amiteshwar and Dilip Rajgor, Studies in the Coinage of Western Kshatrapas, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994.
26. Konow Sten, Kharoshthi Inscriptions, Corpus Inscriptum Indicarum, vol-II-I, (Reprint) 1991.
27. Lahiri Nayanjyot, Ashoka in Ancient India, Harvard University Press, 2015. Lüders Heinrich, Mathura Inscriptions, Vandenhoeck and Ruprecht, Göttingen, 1961.
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29. Mirashi V. V., The History and Inscriptions of the Satavahanas and the Western Kshatrapas, Maharashtra State Board for Literature and Culture, Bombay, 1981.
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45. Thosar H S, Historical Geography of Maharashtra and Goa, Epigraphical Society of India, Mysore, 2004.
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a. Books in Marathi:

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63. Rairikar Kalpana and Bhalerao Manjiri, Maharashtrachya Itihasache Sakshidar, Diamond publication, Pune, 2009.
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SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: GEOGRAPHY (SCHOOL SUBJECT)

COURSE NAME: AGRICULTURAL GEOGRAPHY AND GEOGRAPHY OF TOURISM AND RECREATION

Total Credits: 6

Total Marks: 100

LEARNING OBJECTIVES:

1. To develop an overall understanding about agricultural geography.
2. To study and understand the distribution of various types of farming, major crops and agro-climatic regions in India.
3. To study the trends in Indian agriculture.
4. To develop an overall understanding about the geography of tourism and recreation.
5. To study the impact of tourism development on society, culture, economy and environment.
6. To study and understand the tourism policy and potential for tourism development in India and in Maharashtra state.

LEARNING OUTCOMES:

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

1. Explain agricultural geography.
2. Explain types of farming, major crops and agro-climatic regions in India.
3. Describe trends in Indian agriculture and geography of tourism and recreation.
4. Identify the impact of tourism development on society, culture, economy and environment.
5. Summarize tourism policy and potential for tourism development in India and in Maharashtra state.

MODULE I: AGRICULTURAL GEOGRAPHY

(2 Credits)

Unit 1: Introduction to Agricultural Geography

- a) Definition, nature and scope of agricultural geography.
- b) Approaches: regional approach, systematic approach, commodity approach, recent approaches.
- c) Factors influencing agriculture in India.

Unit 2: Introduction to Indian Agriculture.

- a) Types of farming in India.
- b) Major crops of India.
- c) Agro- climatic regions of India.

Unit 3: Trends in Indian agriculture.

- a) Components and Impact of Green Revolution technology on Indian agriculture.
- b) Need for sustainable agriculture in India.
- c) Poly house agriculture, Agro processing in India and Agro forestry.

MODULE II: GEOGRAPHY OF TOURISM AND RECREATION (2 Credits)

Unit 4: Introduction to Geography of Tourism and Recreation.

- a) Definition, Nature and Scope of Geography of Tourism.
- b) Historical trends in tourism development.
- c) Geographical, Economic, Socio-cultural and political factors affecting tourism development.

Unit 5: Types and Impact of Tourism.

- a) Types of Tourism.
- b) Recent trends in tourism development.
- c) Positive and Negative impacts of tourism on society, culture, economy and environment.

Unit 6: Tourism Policy and Potential for Tourism Development.

- a) Tourism policy of India and Maharashtra.
- b) Potentials for development of agro tourism, adventure tourism, heritage tourism, medical tourism in India and Maharashtra.
- c) Role of IATA, ITDC and MTDC in tourism development.

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr. No.	Particulars	Marks
1.	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test held in the given semester	15
3.	One Essay held in the given semester	05
	Total:	40

Task/ Assignment (Any two)

1. Interpretation/ question- answer on thematic maps related to agriculture of India
2. (NATMO and other)
3. Drawing of Statistical Diagrams and Graphs using data related to agricultural geography:
Simple line graphs, multiple line, simple bar, compound bar and band graph.
4. Interpretation/ question- answer on thematic maps related to geography of tourism
5. (NATMO and other)
6. Draw and interpret flow maps based on data related to geography of tourism.

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SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: ECONOMICS (SCHOOL SUBJECTS)

COURSE NAME: MACROECONOMICS – II

LEARNING OBJECTIVES:

- a. To introduce students to IS-LM analysis.
- b. To provide an understanding of commercial and central banking.
- c. To introduce students to economics of insurance.
- d. To familiarise students with money and capital markets.

LEARNING OUTCOMES:

At the end of the Course the student will be able to

1. Use IS-LM analysis to evaluate the effects of monetary and fiscal policy.
2. Acquaint with the working of commercial and central banks.
3. Investigate the developments in the field of Insurance.
4. Examine the working and limitations of the money and capital markets.

MODULE I: POST-KEYNESIAN ECONOMICS.

(2 credits)

Unit 1: Goods Market 20

- a) Concept and Derivation of IS Curve
- b) Slope and Shifts of IS Curve
- c) Effectiveness of Fiscal Policy using diagrams

Unit 2: Money Market

- a) Concept and Derivation of LM Curve
- b) Slope and Shifts of LM Curve
- c) Effectiveness of Monetary Policy using diagrams

Unit 3: Equilibrium in Goods Market and Money Market

- a) Simultaneous Equilibrium
- b) Changes in Equilibrium due to Changes in IS Curve

- c) Changes in Equilibrium due to Changes in LM Curve

MODULE II: BANKING, INSURANCE AND FINANCIAL SECTOR. (2 credits)

Unit 4; Commercial and Central Banks

- a) Meaning and Functions of Commercial Banks
- b) Multiple Credit Creation - Limitations
- c) Central Bank Functions

Unit 5 : Insurance

- a) Definition of Insurance, Characteristics of Insurance, Principles of Insurance
- b) Functions of Insurance, Classification of Insurance, Limitations of Insurance.
- c) Developments and Regulation in the Field of Insurance in India – IRDA, LIC, GIC.

Unit 6 : Financial Sector

- a) Money Market –Meaning and Functions - Instruments –Structure - Limitations of Indian Money Market
- b) Capital Market – Meaning and Functions – Instruments– Structure - Limitations.
- c) SEBI

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

(Written / PPT Presentation / Seminar)

- (i) Using diagrams discuss the effectiveness of fiscal policy
- (ii) Using diagrams discuss the effectiveness of monetary policy
- (iii) Write an essay on central bank functions
- (iv) Evolution of the insurance sector in India
- (v) Educational visit to one of the financial institutions RBI / BSE /NSE and write a report.

References:

1. Ahuja. H.L. (2019): Macroeconomics – Theory and Policy (LPSPE), 20 th Edition. S. Chand Publishing.
2. D. N. Dwivedi, (2018): Macroeconomics: Theory and Policy, 5 th Edition Mc Graw Hill Education.
3. Jhingan, M. L. (2019): Macro Economic Theory, 13 th Edition, Vrinda Publications Private Limited.
4. N. Gregory Mankiw (2015): Principles of Macroeconomics, 7 th Edition, Cengage Learning India.
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SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: MATHEMATICS AND STATISTICS(SCHOOL SUBJECT)

COURSE NAME: DESCRIPTIVE STATISTICS

LEARNING OBJECTIVES:

1. To develop an understanding of the topic.
2. To develop mathematical logical reasoning while learning the topic.
3. To apply the knowledge of the learnt topic in a given situation.
4. To develop an understanding of the theorems based on the topic.
5. To analyse mathematical patterns involved in the topic.
6. To analyse the interconnection between the topics.
7. To examine accuracy of the given solution of the problems based on the topic.
8. To reflect on the utility of the learnt concept.
9. To develop an appreciation of the topic in terms of its utility.

LEARNING OUTCOMES:

By the end of the Course the student will be able to

1. acquire mathematical skills while learning the topic.
2. acquire mathematical modelling skill by using the topic.
3. solve day to day problems which can be modelled using the topic.
4. explain the practical activities based on the topic.
5. create recreational products using the topic.
6. suggest different solutions for a given problem based on the topic.

MODULE I: DATA TYPES AND DATA CONDENSATION (2 Credits)

Unit 1 - Basic terminology

- a) Population and sample; parameters and statistics.
- b) Stages of a statistical survey; types of sampling – random sampling and non-random sampling.

- c) Scales of measurement; primary and secondary sources of data; types of data.

Unit 2 -Tabulation of Univariate data, bivariate data and qualitative data

- a) Tabulation of quantitative data - ungrouped, grouped discrete and continuous frequency distribution, relative, percentage and cumulative frequencies.
- b) Bivariate frequency distribution- marginal and conditional frequencies.
- c) Qualitative Data – dichotomous classification (2 & 3 attributes); verification for consistency; association of attributes (qualitative characteristic).

Unit 3 – Practicals

- a) Ungrouped Frequency distribution
- b) Grouped frequency distribution
- c) Bivariate frequency distribution
 - Dichotomous classification – 2 attributes
 - Dichotomous classification – 3 attributes
 - Association of attributes

MODULE II: GRAPHICAL REPRESENTATION AND MEASURES OF CENTRAL TENDENCY (2 Credits)

Unit 4 - Graphs and Diagrams -

- a) Merits, demerits and applications of graphs;
- b) XY graph, stem and leaf; frequency curve(polygon); histogram; cumulative frequency graph;
- c) Difference of graphs and diagrams; bar diagrams; pie diagrams

Unit 5 - Measures of Central Tendency

- a) Requirements of good measure of central tendency;
- b) Location averages: median, mode; partition averages; quartiles, deciles, percentiles,
- c) Mathematical averages – arithmetic mean and properties, merits and demerits, combined mean, weighted mean, geometric mean, harmonic mean, empirical relation between mean, median and mode.

Unit 6 – Practicals

- a) Graphs of different data distributions
- b) Diagrams
- c) Location averages (graphical and formula methods)
- d) Mean of different data distributions
- e) Combined mean, weighted mean, geometric mean, harmonic mean
- f) Applications of measures of central tendency

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/ Assignment (Any two)

- (i) Assessment of Practical components will be based on Unit 3 of Module I and Unit 6 of
- (ii) Maximum marks for assessment of Practical components is 20 marks.
- (iii) Assessment of Practical component

Journal

Viva-voce

Practical

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SEMESTER IV
PART III
CORE COURSE: PSYCHOLOGY (JUNIOR COLLEGE SUBJECT)
COURSE NAME : SOCIAL PSYCHOLOGY

LEARNING OBJECTIVES

1. To develop an understanding of the meaning and scope of Social Psychology.
2. To develop an understanding of the concept of Schemas.
3. To develop an understanding about the Effects of Group on Social behavior.

LEARNING OUTCOMES

By the end of the course the student will be able to

1. explain the meaning and scope of Social Psychology.
2. explain the concept like Schemas, social perception etc.
3. discuss the effects of group on Social Behavior.

MODULE 1: UNDERSTANDING SOCIAL PSYCHOLOGY (2 Credits)

Unit 1: Introduction to Social Psychology

- a) Meaning, Nature & Scope of social psychology
- b) The Origin and Development of Social Psychology
- c) The role of Theory in Social Psychology.

Unit 2: Social cognition

- a) Schemas and its Impact on Social Cognition
- b) Heuristics and Social Cognition
- c) The nature and origin of stereotyping

Unit 3: Social perception

- a) Meaning, Definition of Social perception
- b) Non Verbal Communication and Body Language
- c) Kelley's theory of Attribution

MODULE II: GROUP BEHAVIOUR**(2 credits)****Unit 4: Social Influence**

- a) Meaning and definition of Social Influence
- b) Factors affecting Conformity
- c) Principles of Compliance

Unit 5: Aggression

- a) Nature and Meaning of Aggression
- b) Causes of Human Aggression
- c) Some (3) effective Techniques of Controlling Aggression

Unit 6: Leadership

- a) Meaning and features of a Leader
- b) Leadership Types (Lewin)
- c) Characteristics of Transformational Leadership

MODULE III : INTERNAL ASSESSMENT**(2 credits)**

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

- 1) A presentation on 'Gender Stereotypes in the society' and write a report of your presentation.
- 2) Observe in your friend group and write about 'Language of Expression and Gestures'
- 3) Write an Essay on 'I am as a transformational Leader'

- 4) Take an Interview of a leader of a school or College and write a report on the steps leader has taken to deal with Aggressive students.
- 5) Explain the contribution of Albert Bandura in the field of Social Psychology.

References:

- Baron, R.A. & Branscombe, N. (2016). Social Psychology. Pearson Publication
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SEMESTER IV

PART III

CORE COURSE: PHILOSOPHY (JUNIOR COLLEGE SUBJECT COURSE NAME : WESTERN PHILOSOPHY- FROM THE GREEKS TO MEDIEVAL SCHOLASTICISM

LEARNING OBJECTIVES:

1. To familiarize with major thinkers in Greek and medieval times.
2. To elucidate how epistemology and metaphysics evolved in response to varying views during the period.
3. Explain and analyze key issues and philosophical positions during the period.

LEARNING OUTCOMES:

By the end of the course, student will be able to:

1. Explain the early Greek Philosophy
2. Analyze the similarities and differences between Plato's and Aristotle's Philosophy
3. Investigate the Hellenistic Philosophy of Reality and Meaning of Life
4. Explore Neo-Platonism and early Medieval philosophy
5. Analyse Later Medieval Philosophy

MODULE I: EARLY & CLASSICAL GREEK PHILOSOPHY (2 credits)

Unit 1: Early Greek Philosophy

- (a) Sophist Philosophy: Protagoras: man as the measure of all things- radical relativism
- (b) Problem of Change: Parmenides' One
- (c) Problem of Change: Heraclitus' flux

Unit 2 Classical Greek Philosophy: Plato

- (a) Plato's idealism: theory of ideas/forms
- (b) Plato: theory of knowledge
- (c) Plato's theory of soul

Unit 3: Classical Greek Philosophy: Aristotle

- (a) Aristotle's Hylemorphism (the matter–form theory)
- (b) Aristotle's theory of causation; theory of potentiality and actuality
- (c) Aristotle's account of love and friendship

MODULE II: HELLENISTIC, NEO-PLATONIC & MEDIEVAL WESTERN PHILOSOPHY (2 Credits)

Unit 4: Hellenistic Philosophy

- (a) Stoic view on Reality and meaning of life: Epictetus
- (b) Epicurean Perspective on Reality and meaning of life: Epicurus
- (c) Achieving tranquility as ultimate goal of philosophical research: Sextus Empiricus.

Unit 5: Neo-Platonism & the Early Medieval philosophy

- (a) Neo-Platonism: Plotinus: three hypostases (or underlying states or substances), the "One", the "Nous" and the "Soul"
- (b) Augustine: theory of knowledge(illumination)
- (c) Boethius: Consolation of Philosophy

Unit 6: Later Medieval Philosophy

- (a) Peter Abelard : Relationship between reason and faith
- (b) Averroes: Philosophy cannot contradict revelation
- (c) Aquinas's concepts of faith and reason

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

1. Record an enactment of Plato's Allegory of the Cave to depict Plato's theory of Knowledge.
2. Compare and contrast the exposition of causality by Aristotle and modern science.
3. Elucidate Aristotle's view on true friendship.
4. Open Book Assignment : Epicurean Perspective on Reality and meaning of life
5. Critically analyse Augustine's theory of knowledge(illumination)

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• Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/>

SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: SOCIOLOGY (JUNIOR COLLEGE SUBJECT

COURSE NAME : CONTEMPORARY ISSUES IN INDIAN SOCIETY

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To familiarize with the population related issues and concerns in contemporary society.
2. To analyze the emerging contemporary issues in Indian society.
3. To sensitize on the emerging issues of Inequality in the context of Globalization.

LEARNING OUTCOMES:

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

1. Examine the major issues and concerns due to changing population patterns.
2. Analyse the emerging environmental and health related issues
3. Explore the different social issues and concerns in contemporary Indian Society
4. Defend one's own views critiquing the emerging social inequalities in society.

MODULE I: CHANGING POPULATION PATTERNS- ISSUES AND CONCERNS

(2 Credits)

Unit 1: Demographic Studies

- a) Demography: Meaning, Nature, Scope and Significance
- b) Fertility, Mortality and Nuptiality: Concept and Factors
- c) Declining Sex Ratio: Causes and Measures

Unit 2: Ageing: Issues and Concerns

- a) An Overview of Ageing: Demography of Indian Ageing ,2001-2051
- b) Ageing as a contemporary global issue across socio cultural contexts - Characteristics of Ageing in India
- c) National Policy on Senior Citizens 2011

Unit 3: Health: Issues and Challenges

- a) Health: Meaning and definition, Operationalizing human rights in public health and its Challenges
- b) The Rights of Persons with Disabilities Act, 2016, Features and Critique of the Act
- c) Social Epidemiology : Significant concepts in the field of social epidemiology

MODULE II: EMERGING ISSUES IN CONTEMPORARY SOCIETY (2 Credits)**Unit 4: Environmental issues and concerns**

- a) Carbon Footprints: Concept
- b) Sustainable development
- c) Robbing of Soil

Unit 5: Migration: Issues and Concerns

- a) Migration: Definition, Meaning Characteristics & Types
- b) Migrant Labour : Problems and Concerns
- c) Patterns of Migration: Case Study on Mumbai

Unit 6: Globalization and Reproduction of Inequality

- a) The Reproduction of Inequality: Occupation, Caste and Family
- b) Land Displacement: Forest Rights Act 2006 and its impact on the tribal community
- c) Economic Liberalization and Adverse Social Inclusion of Poor

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

1. Evaluate the National Policy for Senior Citizens 2011.
2. Critically analyses the migrant workers problems in India during the Covid -19 pandemic.
3. Write a note on reproduction of inequality on the basis of caste in the post liberalization economy.
4. Apply Carbon Calculator to find your Carbon Footprints and explain the measures you will take to reduce your Carbon Footprints along with suggestions.
5. Open book assignment on The Rights of Persons with Disabilities Act, 2016, Features and Critique of the Act

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SEMESTER: IV

Part III: Curriculum and Pedagogical Studies

CORE COURSE: POLITICAL SCIENCE (JUNIOR COLLEGE SUBJECT)

COURSE NAME : FUNDAMENTALS OF THE CONSTITUTION OF INDIA

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES

1. Comprehend the rich philosophy behind the Constitution of India.
2. Familiarise with various important Constituent Assembly debates
3. Understand the concepts of fundamental rights, Fundamental Duties and Directive Principles of State Policy.
4. Summarise the role of Judiciary as custodian of the Indian Constitution.

LEARNING OUTCOMES:

By the end of the course the student will be able to

1. Identify the sources and influences on the making of the Constitution of India.
2. Appreciate the nuanced debates and the background of various constitutional provisions
3. Critically evaluate the impact of fundamental rights, Fundamental Duties, Directive Principles of State Policy on the lives of people in India.
4. Associate key constitutional provisions and amendments derived from judicial pronouncements.

MODULE I: MAKING OF THE CONSTITUTION OF INDIA (2 credits)

Unit 1 : Historical context - Pre-independence period

- a) Government of India Act, 1858
- b) Morely Minto Reforms of 1909
- c) Montague - Chelmsford reforms of 1919

Unit 2 : Formation of the Constituent Assembly

- a) Government of India Act, 1935
- b) Constituent Assembly: formation & membership
- c) Constituent Assembly: main debates (Reservation, Uniform Civil Code & Federalism)

Unit 3 : Philosophy of the Constitution of India

- a) Main ideological influences on constitutional provisions- Socialist, Gandhian, Liberal
- b) Salient features of the Constitution of India
- c) Preamble to the Constitution of India

**MODULE II : IMPORTANT PROVISIONS OF THE INDIAN CONSTITUTION
(2 credits)****Unit 4 : Fundamental Rights**

- a) Provisions in Part III
- b) Features and types
- c) Relevant amendments & judicial pronouncements - 44th Amendment Act, 86th Amendment Act & Right to Privacy under Article 21.

Unit 5 : Directive Principles of State Policy

- a) Provisions in Part IV
- b) Influences, types, features
- c) Clash with Fundamental Rights

Unit 6 : Fundamental Duties

- a) Provisions in Part IV (A)
- b) Introduction, Influence and Relevance
- c) Clash between Fundamental Duties and state authority

MODULE III - INTERNAL ASSESSMENT.**(2 Credits)**

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/ Assignment (Any two)

1. Group discussion - Equality, Right to freedom, Caste System, etc.
2. Film/ Documentary review, Street play, Poster Making and presentations
3. Case studies on Landmark Judgments to protect Fundamental Rights
 - a) Essay on - Influence of Universal Declaration of Human Rights on Indian Constitutional provisions, Freedom in public space & Religious Freedom - France and India - a comparative perspective, Implications of suspension of Fundamental Rights during Emergency in India.
4. Maintain a political diary on topics relating to the Freedom of expression, Freedom of religion, Equality and dignity of the individual. (refer case studies from newspapers).
5. Group activity - MOCK Constituent Assembly and draft an ideal constitution
6. Make a collage on the theme of the Constitution.
7. Survey on awareness regarding Fundamental Rights (In Campus, in respective housing societies of students).

References:

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SEMESTER V

SEMESTER V
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
COURSE NAME: GANDHISM

Credits : 6

Total Marks : 100

Learning Objectives

- To introduce Gandhian thought as an academic discipline and a subject to be studied
- To explore the economic, social, and political thought of Gandhian thoughts
- To examine the relevance of the Gandhian thought to present time

Learning Outcomes

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

1. Explain the basis of Gandhian thoughts
2. Analyse the philosophical basis of Gandhian thoughts
3. Explain the influence of different sources on Gandhian thinking
4. Articulate the significance of Gandhian basic ideologies
5. Examine the relevance of Gandhian philosophy in today's world.
6. Elaborate the influence of Gandhian thoughts on social reformers.
7. Explain the importance of Economic self-reliance and Gandhian Thought.
8. Examine the impact of Gandhian Thought and Social Ideologies
9. Appreciate the relevance of Political thought of Gandhian in today's times

MODULE 1 : MAKING OF GANDHISM (2 Credits)

Unit 1 : Basis of Gandhian Thoughts

- a. Life of Gandhi.(Education, Work at South Africa)
- b. Western influence on Gandhian thoughts (wrt Tolstoy & Ruskin)
- c. Indian influence on Gandhian thoughts: (Sarvadharm Samabhav)

Unit 2 : Philosophical Basis of Gandhism

- a. Gandhian basic ideologies Satya (Truth), and Sarvodaya
- b. Influence of Philosophical thoughts like idealism, naturalism and pragmatism
- c. Development of Wardha Scheme of Basic Education

Unit 3 : Influence of Gandhian Thoughts

- a. Bhoodan Movement- Vinoba Bhave
- b. Movement against Racism - Nelson Mandela & Martin Luther King
- c. Peace & Non- violence-Dalai Lama

MODULE III : GANDHIAN ECONOMIC SOCIAL AND POLITICAL IDEOLOGIES (2 Credits)

Unit 4 : Gandhism- Economic Ideologies

- a. Swadeshi and Self Reliance & Trusteeship
- b. Charkha as an instrument of self-sufficiency
- c. Impact on *Make in India* of Gandhian Economic Ideas

Unit 5 : Gandhism – Social Ideologies

- a. Untouchability, Child marriage & Gender discrimination
- b. Social Engineering and Constructive Program
- c. Rural Reconstruction

Unit 6 : Gandhism – Political Ideologies

- a. Ahimsa (Non-violence) and Satyagraha for Political Empowerment
- b. Gram Swaraj and Its relevance
- c. Gandhi and Human Rights and Equality

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/Assignment (Any Two)

- Review the film of *Lage Raho Munnabhai* for Gandhian Philosophy
- Case Study of Anand Niketan

- Concept Map of Gandhian Philosophy and its Impact on Today's Swatch Bharat Abhiyan and other schemes
- Critical Evaluation of Gandhian Political Ideas. (Special reference to Ambedkar's thoughts)
- Book Review – My Experiments with Truth
- Theory of Resistance and Gandhian Passive Resistance – A critique
- Script a street play on Gandhian ideas of peace and non-violence in today's times
- Essay on – Gandhi – The Leader of Masses
- Book Review -Waiting for the Mahatma by R K Narayan
- Creating a Socially Useful Productive Work (SUPW)
- Document a visit to Gandhian Museum/Educational Institutions/Khadi Institutes
- Documentary/ short film on Rural Setting

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SEMESTER V
PART – II PERSPECTIVE IN EDUCATION
MASS COMMUNICATION

Credit : 6

Total Marks : 100

Learning Objectives:

1. To understand the concept of Mass Communication
2. To comprehend the historical perspective and evolution of the Mass Media
3. To gain analytical ability and critical skills while considering media texts and representations in the media
4. To be sensitized to the varied issues and dimensions of the media
5. To gain legal insight into the issues of censorship and freedom of expression
6. To develop an inclusive mindset with respect to media content and outreach

Learning Outcomes:

1. An understanding of the concept of Mass Communication and varied forms of the Mass Media
2. Comprehension of historical perspective and evolution of the Mass Media
3. An engagement with critical analysis of media texts and representations in the media
4. Sensitization to varied issues and dimensions of the media
5. Legal understanding and knowledge of Press laws, Constitutional articles and censorship
6. An inclusive outlook with respect to media content and its outreach

MODULE I: UNDERSTANDING MASS COMMUNICATION – MEANING, OF THE CONCEPT, HISTORICAL DEVELOPMENT AND THEORIES (2 Credits)

Unit 1: Mass Communication:

- a) Concept of Mass Communication - Definitions, meaning, Nature of Mass Communication, Relevance and Purpose of Mass Communication

- b) Different forms of the Mass Media (Newspapers, Radio, Television, Internet, Digital Media, Social Media)
- c) Freedom of the Press and Censorship of the Media

Unit 2 : Evolution of the Mass Media:

- a) Historical Development of the various forms of the Mass Media from the 19th Century to the Millennium
- b) Changes seen in the content of the Mass Media (Radio, Television, Films, Online Streaming Platforms or OTT)
- c) Media Audiences: Evolution of the Audience, Changes in Opinion formation of audiences

Unit 3: Theories

- a) Uses and Gratification Theory
- b) McCombs and Shaw's Agenda Setting Theory
- c) Herman and Chomsky's Propaganda Model

Module II: DIMENSIONS OF THE MASS MEDIA

(2 Credits)

Unit 4 : Issues of the Mass Media

- a) Globalisation and First World media dominance
- b) Infotainment
- c) Technology and Access

Unit 5 : Feminist Perspectives

- a) The Prohibition of the Indecent Representation of Women Act
- b) Positive and Negative Media representations of women
- c) Agency of Women

Unit 6 : Mass Media and Social Media

- a) WhatsApp and Fake News
- b) Twitter and Celebrity Culture
- c) Social Media and Activism

MODULE III : INTERNAL ASSESSMENT

(2 credits)

Sr No.	Particulars	Marks
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1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/ Assignments: (Any Two)

- 1) Field Visits and a Reflection Report
- 2) Interviews with media persons and personalities
- 3) Newspaper Policy Review
- 4) Class Presentations
- 5) Critical Reviews of Media Content and Representations
- 6) Film Reviews
- 7) Making Documentaries, Short Films, Podcasts, Blogs, Vlogs, or any kind of creative media content
- 8) Legal Considerations related to the Media

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SEMESTER V
PART – II PERSPECTIVE IN EDUCATION
INVESTMENT ANALYSIS

Credit : 6

Total Marks : 100

Learning Objectives:

- 1. To define and understand the concept of investment**
2. To calculate return on investment, understand the meaning of risk
3. To describe and compare various investment alternatives based on various criteria to evaluate investment alternatives
4. To understand how primary market and secondary market operates
5. To compare primary market and secondary market
6. To calculate future value and present value of an amount or an annuity and evaluate investment alternatives
7. To calculate portfolio return and portfolio risk
8. To understand the significance of diversification in making a portfolio

Learning Outcomes:

By the end of the course, the student will be able to

- 1. Compare and evaluate different investment alternatives**
- 2. Apply the technical and financial terms used by investment advisors.**
- 3. Guide the student to take an informed decision.**
4. Read, understand and analyse the information provided in financial newspapers and journals, news channels

MODULE I: INVESTMENT (2 Credits)

Unit 1: Concept of Investment

- a) Concept Investment: Definition of an asset/investment, physical and financial asset, definition of investors, types of investor
- b) Criteria to evaluate and compare various assets: Return, Risk, Liquidity, Marketability, tax benefits

c) Non-marketable investments/assets

– Deposits with bank, post office, public provident fund, retirement schemes

Unit 2: Marketable Assets

a) Marketable investments/assets: securities like equity shares, preference shares, bonds/debentures

b) Marketable investments/assets: contracts- financial derivatives, short term (money market) instruments- treasury bills, certificate of Deposits, Corporate paper

c) Marketable investments/assets: commodities- gold, pooled investment -mutual funds, physical asset- real estate

Unit 3 : Primary and Secondary Market

a) Primary Market: what is a primary market - functions of primary market – selling mechanism

b) Secondary Market: what is a secondary market – functions of secondary market- Operations or secondary market (trading, settlement and transaction cost)

c) Securities and Exchange Board of India: functions and achievements of SEBI

MODULE II : MARKET THEORIES AND FUNDAMENTAL ANALYSIS (2 Credits)

Unit 4: Value of Money

a) Time Value of Money: Concept of time value of money

b) Future value: Concept of future value- Future value of a single amount-future value with different frequencies of compounding - real future value - future value of an annuity - application of future value in investment decision

c) Present Value: Concept of present value, present value of a single amount, Present value of an annuity, application of present value in investment decision

Unit 5: Market Theories

a) Portfolio Theory: calculation of portfolio return- calculation of portfolio risk- significance of diversification, efficient portfolio frontier for 2 assets and 'n' assets

b) Capital Asset Pricing Model Systematic & unsystematic risk- assumption of CAPM, equation of CAPM, Security Market Line, identifying overpriced and under-priced assets

c) Efficient Market Theory Efficient market hypothesis- weak form of efficient market hypothesis, semi- strong form of efficient market hypothesis, strong form of

efficient market hypothesis

Unit 6: Fundamental and Technical Analysis of a security

- a) Fundamental & Technical analysis of a security : Meaning of fundamental analysis & technical analysis, difference between fundamental and technical analysis
- b) Fundamental Analysis: Macroeconomic analysis, Industry Analysis, Company analysis
- c) Technical Analysis: Tools of technical analysis: Charting techniques, trend & trend line, technical indicators

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/ Assignments: (Any Two)

1. Compare non-marketable investment - deposits in bank and post office
2. PPT present on the concept of Time Value of Money
3. Seminar on Fundamental and Technical analysis of a security with current examples
4. Elaborate with relevant current examples application of present value in investment decision
5. Visit the Securities and Exchange Board of India and write a report on its functions and achievements of SEBI

References :

- Kevin. S, Security Analysis and Portfolio Management
- Donald Fischer & Ronald Jordon, Security Analysis & Portfolio Management
- Prasanna Chandra, Security Analysis & Portfolio Management
- Sudhindra Bhatt, Security Analysis and Portfolio Management.
- Francis J.C Investments- Analysis and Management Mc Graw Hill New York.
- Reilly Frank K and Keith Brown Investment Analysis and Portfolio Management

SEMESTER V
PART III
CORE COURSE: ENGLISH (ANCILLARY MAJOR)
COURSE NAME: INDIAN LITERATURE

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding of different genres and trends in Indian literature in English
2. To develop an understanding of Indian poetry, novels and short stories.
3. To develop an understanding of Indian drama, essays and visual narratives.
4. To appreciate the literary elements in Indian poetry, novels and short stories.
5. To appreciate the literary elements in Indian drama, essays and visual narratives.

Learning Outcomes:

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

1. Critically analyse the context and situatedness of Indian literature in English
2. Give an oral demonstration of the Indian drama, essays and visual narratives.
3. Recognise the important elements of different genres and trends in Indian literature in English
4. Write a general overview of the Indian drama, essays and visual narratives.
5. Give a group presentation on Indian poetry, novels and short stories.

MODULE 1: INDIAN LITERATURE-1 (2 Credits)

Unit 1: Poetry

- a) Mirabai: “Go to that Impenetrable Realm”, “ Strange are the Decrees of Fate”
- b) Jayanta Mahapatra: “Glass”
- c) Meena Kandasamy: “Aggression”, “Lines Addressed to a Warrior”

Unit 2 : Novel -Amitav Ghosh: *Shadow Lines*

- a) Nationalism and patriotism
- b) Multiculturalism
- c) Geo-critical perspectives

Unit 3: Short Story

- a) Shashi Deshpande: “Ghosts”
- b) Suniti Namjoshi: “The Monkey and the Crocodiles”, “The Hare and the Turtle”
- c) Vilas Sarang: “Testimony of an Indian Vulture”

MODULE II : INDIAN LITERATURE – 2 (2 Credits)

Unit 4 : Drama - Girish Karnad: *Hayavadana* OR Asif Currimbhoy: *Dumb Dancer*

- a) History of Indian theatre
- b) Representation of body and gender
- c) Representation of mythology/psyche and identity

Unit 5 : Essay

- a) Rabindranath Tagore: “Nationalism in India”
- b) Susie Tharu: “The Impossible Subject: Caste and the Gendered Body”
- c) Salman Rushdie: “Step Across this Line”

Unit 6 : Visual Narrative

- a) Shonali Bose: *Margarita with a Straw*
- b) Nina Paley: *Sita Sings the Blues*
- c) Kaveri Gopalkrishnan: “Basic Space?” (From Priya Kuriyan’s *Drawing the Line: Indian Women Fight Back*)

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/ Assignment (Any two)

1. Comprehension on the context and situatedness of Indian literature in English
2. Oral activity on Indian drama, essays and visual narratives.
3. PPT on important elements of different genres and trends in Indian literature in English
4. Maintain a log-book of readings on the Indian poetry, novels and short stories.
5. Poster presentation (Individual/Group) on Indian drama, essays and visual narratives.

References

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Web resources

museindia.com

sahitya-akademi.gov.in

SEMESTER V

PART III

CORE COURSE: HINDI (ANCILLARY MAJOR)

COURSE NAME: हिंदी भाषा एहॉ व्याकरण

Total Credits: 06

Total Marks: 100 Marks

अवधम उद्देश्य :

1. वीण-विचार को मध्यम से छात्रों को भाषा को मेल आधार को बनाना।
2. शब्द-विचार के मध्यम से छात्रों की व्याकरण से धी समझ को विकसित करना।
3. छात्रों को भाषा को अनोके स्तरों अथवा तद् ध्वनि, शब्द, वीक, वीक्य रचना को प्रयोग आदि से परिचित करना।
4. छात्रों शब्द, वीक्य, वीक्य रचना का व्यावहारिक रूप में भाषा की प्रयोग करने की योग्यता ध्वनियो, विकसित करना।
5. भाषा के गुण-दोषों को परखने की योग्यता का विकास करना।
6. व्याकरण द्वारा छात्रों में रचना तथा सृजनात्मक प्रति का विकास करना।
7. वीक्य-विचार को मध्यम से छात्रों को भाषा को समझ वीक करना।
8. भाषा से धी की शैली को विकास करना।

अवधम वनस्पतः :

इस अध्ययन को प्राप्त छात्र निम्नलिखित गतिविधियों में सक्षम होंगे सो को गति:-

1. वीण-विचार और शब्द-विचार को मध्यम से छात्रों को भाषा समझ वीक होगी।
2. भाषा की ध्वनियो, शब्द
ो
ो

वोवोवाक्य वएं

वोवोवाक्य रचना के एयोग करने में सक्षम नेंगे।

3. भाषा की ध्वनि, शब्दों, वोवोवाक्य, वोवोवाक्य रचना का व्यावहारिक रूप में एयोग कर सकेंगे।

4. भाषा के गुण-दोषों को परख सकेंगे।

5. रचना तथा सृजनात्मक ष्टित का विकास होगा।

6. वोवोवाक् य-वचिार को मध्यम से भाषा की समोवो नएों गों।

7. शोवो उच्चारण करने की योग्यता को विकसित करों गों।

मॉड्यूल I : हॉण्ड हिँचार एहॉ शब्द हिँचॉर (2 Credits)

घटक 1: हॉण्ड हिँचार

- a) वीण: पररभाषोआ एवोओं भोेद
- b) स्वर-ि्योओं जन एवोओं वीणमालोआ
- c) हल चिन्ह, अनोओुस्वार, विसग

घटक 2 : हॉण्ड (स्वर -व्यजन)
हॉगीकरण

- a) उच्चारण के थथान पर आधारत वोगीकरण
- b) प्रयत्न पर आधारत वोगीकरण
- c) .स्वरोँ का वोगीकरण

घटक 3: शब्द हिँचार एहॉ स

- a) शब्द विचार: विकारी एवं अविकारी शब्द
- b) संज्ञा: पररभाषा एवं भेद
- c) सोओंओोकोओ रूपोओओंतर - लिलोओंग, वीचन एवोओओं कोओरक कोओे आधोओर पर

मॉड्यूल II : शब्द -हिँचार एहॉ हॉओाक्ष -हिँचार (2 Credits)

घटक 4 : सहॉ, नाम और
हिँशओेण

- a) सवोनोम: पररभाषोआ एवोओओं भोेद
- b) सवोनोम कोओे रूपोओओंतर
- c) वीशेषण: पररभाषा एवं भेद, वीशेषण के रूपओंतर

घटक 5: ियिओ एहॉ ियिओ
कोओे कोओाल

- a) वीयिओ की पररभाषा एवं भेद
- b) वीवोयोओ कोओे रूपोओओंतर - कोओाल, वीओओाक्ष, पओओुरुष, वीचन, लिलोओंग, आदि
- c) उपसग और व्परय.

घटक 6: हॉओाक्ष -हिँचार तहॉओओा सधि एहॉ समओास

- a) वीओओाक्ष: पररभाषा एवं भेद

- b) रचना एवोोँ अथ कोि आधार पर वोोाक् योोोँ कोि भोिद
- c) संिधएँ समास

मॉड्यूल III : अंतराष्ट्रीय वॉकन(2 Credits)

कश्मीरी गेट, िदल्ली ।

5. मानक िहंदी व्याकरण, शिशशेखर ितारी, भागलपुर, िहार ।

6. आधुिनक िहंदी व्याकरण और रचना, डॉ. वोसुदे वोनंदन प्रसाद

7. िहंदी व्याकरण वोोोािटका, डॉ. श्याम सुंदर कपर, जीवोन पाििशिंग
हाउस, प्रा.िल. इंडिया

SEMESTER V

PART III

CORE COURSE: Marathi (ANCILLARY MAJOR)

COURSE NAME : मध्ययुर्ोीन मराठी
होाडो.मर्रााचा इवतर्ोास (परभर्ो १८१८)

Total Credits: 06

Total Marks: 100 Marks

अध्ययन उवहृष्टे (Objective) :

- १) मध्ययुर्ोीन मराठी िाड्.मयय्ाड्कतहासाचा परक चय करून दे णे.
- २) योाकओालखों डातील िाडो.मय क्कमतोी, एोेरणा ि सोाओंस्कोट कतक पश्षिभवेमीचोा माकहती करून घोे णोे.
- ३) मध्ययुर्ोीन कालखंडातीलमराठी भाषेचे स्वरूप अभ्यासणे.
- ४) मध्ययुर्ोीन कालखंडातील िाडो.मयीन परं परा, रचना एकार ि एंथकारांची माकहती करून घेणे.

अधरर्न वनष्पहर्ोी: (Outcome) :

होा अभ्यासक्रम पवे ण कोे लोारि कड्ोथी

- १) प्राचीन मराठी साकहत्याव्याड्कतहासाची माकहती देतो.
- २) संत- पंत- तंत कर्ीच्या योदानाचा पररचय दे तो.
- ३) शाकहरी िाड् मयाचा पररचय साकस्र्तर सांतो.
- ४) मराठी भाषेच्या िकशष्ट्ये स्पृ करतो.

मर्ो डरर्ोल I : मराठी सावर्तियाची
पहर्ोपीवठकाहर्ोवहर्ोध पवथर्ोर्ोाचर्ो
होाडो.मर्राा- (2 Credits)

घटक १ :मराठी सावर्तियाची पहर्ोपीवठका -

अ) मराठीतील आदो.एोंथ

चचोा -थोडक्योत पररचय. ब) कशलालेख,

ताम्पट यािरील मराठी लेखन पररचय.

क) महानुभाि संएदाय - ठळक िकशष्ट्ये िमहानुभािीय िाड्.मयाचा पररचय.

घटक २ : हॉॉारकरी पथीरॉॉाचे हॉॉाडॉ मर

अ) महोारााोत िारकरी पोंथोाची स्ोथापना -

एमोुख िारकरी सोंद्दोाय म्हणवेन लोाचा पररचय. ब)

जानदे ि-नामदे ि ि त्यांच्या प्रभाळीतील इतरांचे

योदान.

क) एकनाथको ालोीन महोारोा, एकनाथ ोा ों चोेि िाडोे
मय ितोुकोारामोा <--> चोेि िाडोे मय

घटक ३ : पवडत कहॉॉीचॉं हॉॉाडॉर् मर्

अ) पोंकडती कोाव्योाची

स्वरूपिकशायोे, पोंकडती

कोाव्योाचोेरोंोणदोोष

चचोा. ब) पंकडती काव्योाचे योदान्ति

िेळे पण.

क) पंकडत किी मुक्तेश्वर, मोरोपंत, रघुनाथ पंकडत, सामराज, कनरं जनमाधि, िामनपंकडत इ. - योदान्ति.

मॉ डरॉर्लII : शाविरॉी हॉॉाडॉर् मर् हॉबखर द्य - (2 Credits)

घटक ४ : मराठी शाविरॉी हॉाडॉर् मर् आवण लॉहॉणी -

अ) शाकहरी िाड् मय - लाणिी, पोिाडायोा काव्यप्रकारांची स्वरूप िकशाये.

ब) काही कनडिकलाणिीकार - होनाजी बाळा, रामजोशी,

प्रभाकर यांचे योदान्ति. क) अनंत फं दी, परशराम या शाकहरांचा

ित्यांच्या साकहत्याचा पररचय.

घटक ५ : अय धवमर्ॉानॉी कों लों लीहॉॉाडॉर्.मर् वनवमतॉी -

अ) वक्तोी धकमयोाोंनी कों लों लोीिाडोर्.मय कनकमती -

स्वरूप किशोेष ब) इस्लोामी

धमयोाोंनी कों लों

लीिोाडोर्.मय कनकमती -

स्वरूप किशोेष क) जेन

धकमयोाोंनी कों लों लीिोाडोर्.मय कनकमती - स्वरूप किशोेष

घटक ६ : बखर द्यॉाची स्वरूप हॉव्वशायॉे -

अ) कशिपविकोालीन बखरी - स्वरूप ि हॉव्वशायॉे

ब) कशिकोालीन बखरी-स्वरूप ि हॉव्वशायॉे

क) पोेशिकोालीन बखरी - स्वरूप ि हॉव्वशायॉे

मॉ डरॉर्ल III : अतरॉर्त मॉलयमॉापन (2 Credits)

अ.क्र.	स्वरूप	स्कोर
१	प्रत्येकम डर्ल मधून वकमान द हनर प्रकल्पले खन २x१०	२०
२	अंतरास्तचाचणी परीक्षा	१५
३	वनबध	०५
	एकूण स्कोर	४०

कृती/ स्वाध्या (कोणत्याही द न)

- १) मराठी भाषेतील आद्य ग्रंथाची माकहती कमळ न ती थोडक्यात कलहा.
- २) महानुभाषि संप्रदायाबाबत माकहती संकलित करून लेखन करा.
- ३) महोारोााातोल िारकरी सोंद्दोायाचोे स्वरूप ि महानु कौाय स्प करा.
- ४) संत परं परे तील कोणत्याही दोन संतांची माकहती प्राप्त करून कलहा.
- ५) तोळ् महोाला परकृत असलोे लोा कोणत्याोही दोन शाकहरोाोंनी कदलोे लोा योरोे दोानाबद्दल कलहोा.

सदभ ग्रंथ :

- १) शेणोलीकर, श्री. प्राचीन मराठी िाड् मयाचे स्वरूप, मोघे प्रकाशन, कोल्हापर, १९७१.
- २) नोाकसराबाडकर, ल.रा. - प्राचीनमराठोी िाडो मयाचा इतहोास, फडकोे प्रकाशन, कोल्होापवेर.
- ३) तोळोे पोळोे, शो. र्ोो. ि इतर (सोंपा.) मराठोी िाडो मयाचोा इतहोास खोंड महोाराा साकहत्य पररषद, पुणे, प.आ. १९८४.
- ४) मालशोे, सो. रोोो. ि इतर (सोंपा.) मराठोी िाडो मयाचा इतहोास खोंड २ भास् १२ महोारासोाहल पररषद, पुणे, प.आ. १९८२.
- ५) भाषोे, क. ल. महोाराा सोारस्वत, पाप्योळल, मोळोोंबई. आ. ५ क १९६३.
६. म. िा. (संपा.) महाटी लाणी, मौज, मुंबई १९५६.
- ७) जोरो, रा. श्री. ि इतर (सोंपोा.) मराठोी िाह मयाचा इतहोास खोंड महोाराा साकहत्य पररषद, पुणे, प.आ. १९७३.
- ८) सहस्रबु िे, म. ना. मराठी शाकहरी बाहू मय. ठोकळ पुणे, १९६१.
- ९) सरदार रं.बा., संत साकहत्याची सामाजिक फलश्रुती म. सा. प. पुणे १९७० (कत.आ.)
- १०) तोळपुळे, शं. र्ोो. पाच संतकॅी, सुकॅिचार प्रकाशन मंडळ, पुणे, १९८४ (क.आ.)

SEMESTER V

PART III

CORE COURSE: URDU (ANCILLARY MAJOR)

COURSE NAME: CLASSICAL URDU LITERATURE – PROSE

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding about the fanni khususiyat and history of Dastan Nigari
2. To develop an understanding about the writing style of some Dastan Nigars
3. To develop an understanding about the fanni khususiyat of Qissa e Hatim Tai
4. To develop an understanding about the art of Haider Bakhsh 's Dastan Nigari

Learning Outcomes:

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

1. Describes the fanni khususiyat and history of Dastan Nigari
2. Describes the writing style of some Dastan Nigars
3. Describes the fanni khususiyat of Qissa e Hatim Tai
4. Describes the art of Haider Bakhsh 's Datan Nigari

MODULE 1: URDU DASTANI ADAB (2 Credits)

Unit 1: Art of Dastan Nigari

- a) Urdu Dastan - Meaning & Definitions
- b) Urdu Dastan - Ajza-e-Tarkibi
- c) Urdu Dastan – Mafauqul Fitrat Anasir

Unit 2 : History of Urdu Dastan

- a) Urdu Dastan in North India
- b) Urdu Dastan in Fort William College
- c) Urdu Dastan out of Fort William College

Unit 3 : Some Important Dastan Nawais

- a) Meer Amman Dahelvi
- b) Insha-ullah Khan Insha
- c) Rajab Ali Baig Suroor

MODULE 2: HAIDAR BAKHSH HAIDARI & QISSA-E-HATIM TAI (2 Credits)

Unit 4 : Haider Bakhsh Haidari – The Writer

- a) Life
- b) Art of Dasatn Nawisi
- c) Other Literary Work

Unit 5 : Qissa-e-Hatim Tai (Aara'ish-e-Mehfil)

- a) Husn Bano ka Qissa
- b) Pehla Sawal
- c) Dusra Sawal

Unit 6 : Critical Study of Qissa-e-Hatim Tai

- a) Technical Aspects
- b) Characters
- c) Beauty of Dasstani Usloob

MODULE III – INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/Assignment (Any Two)

- 1- Dastan nigari ki fanni khususiyaat ka tafseeli jayeza lijiye
- 2- Haider baksh haideri ki dastan nigari ka tanqeedi jayeza lijiye
- 3- Qissa e Hatim Tai ke aham kirdaron ka khaka pesh kijiye
- 4- Dastan nigari mai usloob ki ehmiyat ko ujagar kijiye
- 5- Dastan nigari ke irteqai safar ka haal bayan kijiye
- 6- Qissa e Hatim Tai mai maa fauqul fitrat anasir ki nishandehi kijiye

References:

- ☐ Dastan aur Urdu Adab ki Rivayat by Prof Mohiuddin
- ☐ Urdu dastan by Dr Sohail Bukhari

- ❑ Dastan se Afsane Tak by wiqar Azeem
- ❑ Fanne Dastan Goi by Kalimuddin Ahmed
- ❑ Fort William College ki Adabi Khidmat by Abeda Begham

SEMESTER V

PART III- Curriculum and Pedagogical Studies

CORE COURSE: GUJARATHI (ANCILLARY MAJOR)

COURSE NAME: LITERATURE ON MARGINALISED CLASSES

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To critically understand the literature created on the socially deprived classes
2. To analyse Dalit literature written by contemporary authors and poets.
3. To analyse gender-related literature written by contemporary authors and poets.
4. To analyse the trend and styles of literature written on socially deprived classes.
5. To develop the skill of critical review of the Dalit literature

Learning Outcomes:

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

1. Review the Dalit literature in own words
2. Critically analyse the gender related literature on the basis of different periods of time
- 3 Use the skills to analyse styles and trends of Literature written on deprived classes

MODULE I : DALIT LITERATURE (2 Credits)

Unit 1: History of Dalit literature in Gujarati:

- a) Overview of the Dalit Literature From the beginning till date
- b) A critical review of Dalichetana, a monthly magazine comprising Dalit literature in different forms)
- c) English Book on Perspectives of Indian Dalit literature: Critical responses by Dilip Giri (critical review in Gujarati

Unit 2 : Famous Dalit literature writers and their creation: (Critical review in the context of the plight of Dalit class, style, perspective and focus on values to sensitize the readers.)

- a) Neerav Patel's Poetry collection, 'Bahishkrul Phulo'
- b) Chandraben Shrimali's 'Gujarati Dalit short stories'

- c) Translation of the famous Dalit story collection in Hindi, Edited by Mohandas Naimishrai's 'Ek Sau Dalit Atmakathayen' (One hundred Dalit Stories) (Any 5)

Unit 3 : Dalit theatre in Gujarati:

- a) Trend, Pattern and difference by Abhimanyu Acharya
b) Critical Review of the Dalit play titled, 'gidh' by Dalpat Chauhan
c) Bhavai- a performance art used on the plights of Dalits: An overview.

MODULE II : WOMEN-ORIENTED LITERATURE

(2 Credits)

Unit 4 : History of women-oriented literature

- a) Historical perspective of literature written on the suffering of females in India:
b) Publications and journals focussing on women empowerment: Critical review
c) Gujarati women writers and their creations: A historical perspective

Unit 5: Literature on gender empowerment: Critical review

- a) Identifying the essential elements for capacity building from Jagruti Vakil's book on 'Sriya: Samasta safala jagatsu'
b) An inspiring story, 'Kem Kem Chhokri' by Gyanpith award-winning writer Mahashweta Devi Translated in Gujarati by CHandrasen Momaya: Critical comparative analysis in originality in affective aspects and writers perspective.
c) 10 core life skills as given by WHO in 1997 for women empowerment:: Identification in empowering story of 'Dikrine Udawa Paankh to aapo' by Dr. Mafatlal Patel

Unit 6: Gujarati films on Gender issues (A reflective review)

- a) Gangubai Kathiawadi a film based on Manali Sadhrakiya's novel
b) Gujarati films and reflection on the stereotyping role of women characters
c) Documentary on 'Gulabi Gang': a critical analysis of the issues and challenges faced by women

MODULE III : INTERNAL ASSESSMENT

(2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/ Assignment (Any Two)

1. In the era of Mahabharat, Eklavya was known to be belonging to the deprived class. Make a project on the life of Eklavya reflecting on the hardship he face that represented the plight of his community. Write a reflective report.
2. Critically analyze the advertisements appearing on TV in the context of the stereotyping roles of the characters. Write a reflective report.
3. Write a script of the role-play having women at the center who represents the woman's changing role and performance in the class.
4. Read Sudha Murty's title story (originally written in English) on the empowerment of Transgenders titled, '3000 stitches: ordinary people, Extraordinary life' and critically reflect on the mindsets, societal pressure, reluctance to change, pain of rejection, and many challenges that the writer as well as the characters faced in the process of empowerment. Present the paper in the class.

References:

Online reference links

https://www.academia.edu/42865043/Perspectives_on_Indian_Dalit_Literature_Critical_Respones (PDF)

https://www.academia.edu/42865043/Perspectives_on_Indian_Dalit_Literature_Critical_Respones(Non-fiction reports) (PDF)

<https://en.wikipedia.org/wiki/Dalitchetna>

<https://www.sahapedia.org/dalit-theatre-gujarati-trends-patterns-differences>

<https://www.firstpost.com/living/neerav-patel-poet-and-pioneer-of-dalit-literature-in-gujarat-passes-away-but-power-of-his-verses-lives-on-6670581.html>

https://www.academia.edu/919638/Short_Story_in_Gujarati_Dalit_Literature (PDF)

<https://www.flipkart.com/gujarati-dalit-short-stories/p/itmab42647bea2da>

<http://dalpatchauhan.blogspot.com/2010/05/dalpat-chauhan.html>

<https://www.youtube.com/watch?v=So0brwxZAiI> (gidh)

<https://www.matrubharti.com/book/19892068/women-empowerment> (PDF)

<https://www.gujaratibooks.com/Dikari-Ne-Udava-Pankh-To-Aapo-Gujarati-book.html>

Module II

https://www.ugc.ac.in/pdfnews/7913140_B.A.-Gujarati-HONOURS.pdf

<https://brennaaubrey.net/blog/2011/05/27/incorporating-figurative-language-in-prose/>

SEMESTER V

PART III- Curriculum and Pedagogical Studies

CORE COURSE : GERMAN (ANCILLARY MAJOR)

COURSE NAME: German Language 5

Total Credits: 06

Total Marks : 100

Note: Language proficiency of B1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) B1 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai / any other university / any other qualification equivalent to B1.

Learning Objectives :

1. To comprehend and make use of advanced language structures in authentic situations. (CEFR B2.1)
2. To construct and answer questions pertaining to topics from one's direct surroundings.
3. To understand and build sentences pertaining to concrete necessities.

Learning Outcome :

By the end of the course, the student will be able to:

1. Comprehend a broad spectrum of relatively longer and audio visual texts and derive intricate meanings.
2. Construct and answer more complex questions pertaining to areas of interest, feelings, desires or events from one's life and one's surroundings.

MODULE I : Zeit mit Freunden (2 Credits)

Unit 1: Leute heute + Wohnwelten

- a) * In aller Freundschaft: Ein Radiobeitrag über Freundschaft verstehen
* Heldenhaft: Eine besondere
- b) Ohne Dach: Informationen aus Radiointerviews über Obdachlosigkeit vergleichen
* Hotel Mama: Aus einem Text Argumente für und gegen das Wohnen bei den Eltern sammeln
* Eine Meinung äußern und Ratschläge geben (in einer E-Mail und in Gesprächen)
- c) Grammatik:

- * Tempusformen: ÜberVergangenes sprechen
- * Verben und Ergänzungen

Unit 2: Wie geht's denn so? + Viel Spaß!

- a) * Frisch auf den Tisch?!Forumsbeiträge verstehen undkommentieren
 - * Lachen ist gesund:Informationen über das Lachenmit Hilfe von Notizen geben
 - * Bloß kein Stress! Über denTagesrhythmus sprechen
 - * Tipps gegen Stress geben(in Gesprächen und in einemForum)
- b) * Meine Freizeit – Einen Radiobeitrag über Freizeitgestaltung verstehen und über die eigene Freizeitgestaltung sprechen
- c) Grammatik:
 - * Deklination der Adjektive
 - * Komparativ und Superlativ

Unit 3: Viel Spaß! + Alles will gelernt sein

- a) * Abenteuer im Paradies: Eine Abenteuergeschichte weiterschreiben
- b) * Lebenslanges Lernen: Wünsche zu Bildungsangeboten formulieren
- * Surfst du noch oder lernst du schon? Eine Stellungnahme schreiben
- * Texte über Denkaufgaben und Lerntechniken verstehen
- * Mündliche und schriftliche Tipps zum Lernen formulieren
- c) Grammatik:
 - * Konnektoren: Kausal-,
Konzessiv-, Konsekutivsätze
 - * Infinitiv mit und ohne zu

MODULE II : Jetzt und ewig!

(2 Credits)

Unit 4 : Alles will gelernt sein + Berufsbilder + Für immer und ewig

- a) Können kann man lernen: Ein Lied hören und Ratschläge geben Lernen und Behalten
- b) * Darauf kommt's an Bewerbungstipps in einer Zeitschrift verstehen
- * Lebensformen: Einen Radiobeitrag über Alleinerziehende und Patchworkfamilien verstehen
- c) Grammatik:
 - * Verben mit Präpositionen und Präpositionaladverbien /Fragewörter
 - * Reflexive Verben

Unit 5 : Für immer und ewig + Kaufen, kaufen, kaufen

- a) * Die große Liebe: Zeitschriftentexte über „die große Liebe“ verstehen

- b) * Dinge, die die Welt (nicht) braucht Ein Produkt beschreiben
- * Die Reklamation Etwas reklamieren (telefonisch und in einem Brief)
- c) Grammatik:
- * Relativsätze
 - * Finalsätze

Unit 6 : Endlich Urlaub + Natürlich Natur!

- a) * Einmal um die ganze Welt: Ein Interview zu einer Weltreise verstehen
- b) * Umweltproblem Single: Einen Text über Singles und Umweltprobleme Verstehen
- * Strategie: Ein Referat vorbereiten
- c) Grammatik:
- * Konnektoren: Temporalsätze
 - * Passiv

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/Assignment (Any Two)

1. Listening Comprehension
(Best score of two tests)
2. Presentation
(Asynchronous videos made by students are also permitted)
3. Test
(Best score of two tests)
4. Oral Examination
(One internal and one external examiner should be present.)

Text Books:

1. Koithan Ute, u.a.: Aspekte Neu Mittelstufe Deutsch B1 Plus. Lehr- und Arbeitsbuch.
Stuttgart: Ernst Klett Sprachen / Goyal Saab 2014

Note: Some sections from the prescribed textbook have been skipped. Please refer to the

description under Module I and II for details.

Additional material may be compiled and used by the teacher.

Reference:

- Buscha, Anne, Szita, Szilvia: B-Grammatik. Übungsgrammatik Deutsch als Fremdsprache.

Sprachniveau B1–B2. 5. Aufl. Leipzig: Schubert Verlag 2015

- Funk, Hermann, u.a.: Studio d - Grundstufe: B 2.1 (Chapters 1-8). Gesamtband - Kurs- und

Übungsbuch mit Audio-CD. Berlin: Cornelsen 2011

- Perlmann-Balme, Dr. Michaela, u.a.: neu 2008. Brückenkurs B1+. Hueber Verlag 2011
- Any other textbook for B2.1 level proficiency (corresponding to the topics in the syllabus)

may be used as a reference book.

- <https://einstufungstests.klett-sprachen.de/eks/uebungen-aspekte-neu-B1/>

Additional websites may be used by the teacher.

SEMESTER V
PART III : CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: MATHEMATICS AND STATISTICS
CORE B.A SCHOOL SUBJECT
COURSE NAME: ELEMENTS OF DISCRETE MATHEMATICS

Total Credits : 6

Total Marks : 100

Learning Objectives

1. To enable students to have a solid understanding of basic principles, methodologies, and a thorough knowledge of the vast power of mathematical ideas and tools, as well as how to utilize them through modelling, solving, and interpreting.
2. To reflect the subject's breadth and generating mathematical tools for further research in different domains of science and technology.
3. To enhance students' holistic education and providing them with the computational mathematical ability, problem-solving skills, creative talent, and communication power required for teaching.
4. To Encourage students to acquire a positive attitude toward mathematics.

Learning Outcomes:

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

1. Explain the Elements of Discrete mathematics.
2. Gives analytical solutions for the Elements of Discrete mathematics.
3. Identifies the interlink between the Elements of Discrete mathematics.
4. Examine the solutions for the Discrete mathematics problem.
5. Reflect on the utility of Discrete mathematics.

MODULE I : POLYNOMIALS AND COMPLEX NUMBERS (2 Credits)

Unit 1: Polynomials

- a) Definition of polynomials over a field F where $F = \mathbb{Q}$ (rational numbers) or $\mathbb{R}$;
Properties of polynomials under addition and multiplication.
- b) Division algorithm of polynomials and corresponding results – division algorithm, consequences and applications, GCD of two polynomials and corollaries to the gcd theorem, Euclidean algorithm.

- c) Roots of a polynomial- definition of a root of a polynomial, relation between roots and coefficients, multiplicity of a root, remainder theorem, Factor theorem, applications, Necessary conditions for a rational number p/q to be a root of a polynomial with integer coefficients, simple consequences such as $\sqrt[p]{p}$ is not a rational number where p is a prime number.

Unit 2: Complex numbers

- a) Definitions and properties of complex numbers – addition, multiplication, division, conjugate, absolute value.
- b) Algebra of complex numbers - geometric interpretation of operations, inverse and square root of a complex number.
- c) Relation between roots and coefficients; DeMoivre's theorem, finding n th roots of unity.

Unit 3 : Practicals

- a) Properties of polynomials under addition and multiplication
- b) Division of polynomials – finding the GCD
- c) Roots of a polynomial – finding roots, relation between real roots and coefficient of a polynomial.
- d) Complex numbers – basic operations and geometric interpretation (cartesian and polar form)
- e) Square root and inverse of a complex numbers (cartesian and polar form)
- f) Complex roots of a polynomial – roots of unity

MODULE II : INDEX NUMBERS

(2 Credits)

Unit 4 : Simple index numbers

- a) Index numbers as a comparative tool, stages in the construction of an index number.
- b) Fixed based and chain-based index numbers, splicing.
- c) Composite index numbers – simple and weighted index numbers (average and aggregate).

Unit 5 : Standard Index Numbers and their applications

- a) Price and quantity index numbers – Laspeyre's, Paasche's, Marshall-Edgeworth, Bowley's and Fishers, Value index number
- b) Tests on Index Numbers – Factor reversal test, Time reversal test

- c) Applications of Index Numbers – HDI, Consumer and Wholesale Price Index, Real Income, Deflating,

Unit 6 : Practicals

- a) Simple index numbers
- b) Composite index numbers
- c) Price and quantity index numbers
- d) Tests on index numbers
- e) Applications of index numbers
- f) Real income and deflating

MODULE III : INTERNAL ASSESSMENT

(2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/Assignment (Any Two)

(i) Assessment of Practical components will be based on Unit 3 of Module I and Unit 6 of Module II.

(ii) Assessment of Practical component

4. Journal
5. Viva-voce
6. Practical test

References:

- Complex Variables and Applications : Ruel. V.Churchill; McGraw Hill Co.
- Elementary Number Theory : David Burton ; Tata McGraw Hill (Walter RudinSeries), Indian Edition.
- Introduction to the theory of numbers, I. Niven and S. Zuckerman, Third Edition, Wiley Eastern, New Delhi, 1972.
- Discrete Mathematics, Norman L. Biggs, Revised Edition, Clarendon Press, Oxford 1989.

- Calculus and its Applications, Marvin L. Bittinger, David J. Ellenbogen and Scott A. Sargent, Addison Wesley, tenth edition.
- Ordinary and partial Differential equations, M.D. Raisingania, S. Chand and Company, 2009.
- Agarwal B.L.: Basic Statistics, New Age International Ltd.
- Spiegel M.R. : Theory and Problems of Statistics, Schaum's Publications series, Tata Mc-Graw Hill
- Kothari C.R. : Research Methodology: Wiley Eastern Limited.
- Goon A.M. , Gupta M.K., Dasgupta B. : Fundamentals of Statistics, Volume II: The World Press Private Limited, Calcutta

SEMESTER V
PART III- Curriculum and Pedagogical Studies
CORE COURSE : HISTORY SCHOOL SUBJECTS
COURSE NAME : HISTORY OF MEDIEVAL INDIA
(1000 C.E - 1707 C. E)

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To understand the political and administrative scenario of the medieval period in North and Deccan.
2. To examine medieval Indian society and economy
3. To acquaint students with religious and cultural trends of the period.

Learning Outcomes:

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

1. Develop a comprehensive understanding of the Turko-Afghan rule in early medieval Indian History.
2. Study the political changes in the Deccan.

MODULE I : RULE OF SULTANATE (2 Credits)

Unit 1: Establishment & Consolidation of Sultanate rule

- a) Turkish invasions; Foundation of Sultanate rule under Slave dynasty
- b) Imperial expansion under Alauddin Khilji
- c) Reforms of Alauddin Khilji

Unit 2: Decline & Administration under Sultanate rule

- a) Tughlaq dynasty
- b) Sayyeds & Lodis
- c) Central Administration of Delhi Sultanate

Unit 3: Vijayanagar & Bahamani Kingdoms

- a) Vijayanagar kingdom - Foundation, Expansion
- b) Bahamani Sultanates - Establishment and growth, Vijayanagar - Bahamani conflict

- c) Art & Architecture

MODULE II : MUGHAL RULE (2 Credits)

Unit 4 : Establishment and expansion of Mughal rule

- Babur, Humayun & Shershah
- Akbar's Imperialist policy
- Aurangzeb – Deccan policy, Rajput policy

Unit 5 : Mughal Administration

- Central Administration
- Mansabdari System
- Revenue system

Unit 6 : Cultural developments

- Bhakti Movement, Sufism
- Din – I – Ilahi, Sikhism
- Art & Architecture

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/ Assignments: (Any two)

- Prepare an assignment on the reforms of Alauddin Khilji
- Group discussion on religious policy of Akbar
- Make a presentation on any architectural monument of Medieval period.
- PPT presentation on the art and architecture of Vijaynagar empire
- Seminar on the religious teachings of bhakti movements saints

References:

- Bakshi, S. R.,(ed.,) *Advanced History of Medieval India: 712-1525* (Vol. 1), Anmol Publications, 1995.
- Banerjee Anil Chandra, *A New History of Medieval India*, S.Chand& Co. Ltd., New

Delhi. 1983

- Basham A.L., *A Cultural History of India*, Oxford University Press, London.1975
- Chandra Satish, *History of Medieval India (800-1700)*, Orient Longman, 2007.
- Chattopadhyaya B.D., *The Making of Early Medieval India*, 1994
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- Chopra, P.N, Puri, B.N, Das M.N, *A Social, Cultural and Economic History of India*, vol.II , Macmillan India, Delhi, 1974.
- Edward Sachau C., *Alberuni's India*, reprint, Rupa& Co., New Delhi, 2002.
- Farooqui, Salma Ahmed, *A Comprehensive History of Medieval India*, Pearson, 2010
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- Lane, Poole Stanley, *Life and Culture in Medieval India*, Kamal Prakashan, Indore.1978
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- Mahalingam T.V., *Administration and Social Life under Vijaynagar*, vol.2 Chennai, 1952.
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- Moosvi Shireen, *The Economy of the Mughal Empire*, Oxford University Press, 1987.
- Moosvi, Shireen, *Episodes in the life of Akbar: contemporary records and reminiscences*, National Book Trust, 2000
- Nurul Hasan S., *Religion, State and Society in Medieval India*, ed. Satish Chandra, Delhi, 2008.
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- Rizvi S.A.A., *The Wonder that was India*, vol.II, reprint, Rupa& Co., New Delhi, 1997.
- Ranade A. K., *Socio-Economic Life of Maharashtra between 100 and 1600 A.D.*, Serials Publication, New Delhi, 2009
- Rizvi S.A.A., *A History of Sufism in India*, Vol. I., Munshiram Manoharlal, New Delhi,1978

- Sastri Nilkanta, & Srinivasachari S. *Advanced History of India*, Allied Publishers, Bombay. 1970
- Singh Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century*, Pearson Longman, New Delhi, 2009.
- Stein, Burton., *New Cambridge History of India: Vijayanagara, Part of The New Cambridge History of India*, 2005.
- Tripathi R.P., *Some Aspects of Muslim Administration*, Allahabad, 1936.

Marathi

- Acharya Dhananjay, *Madhyakalin Bharat (1000-1707)* Shri Sainath Prakashan, Nagpur, 2008
- Chaubal J.S., *Ase Hote Mughal*, Maharashtra Rajya Sahitya Sanskruti Mandal Mumbai, 1992
- Kathare Anil, *Madhyayugin Bharat-1000 -1707*, Prashant Publication, Jalgaon, 2013
- Kolarkar S.G., *Madhyakalin Bharat (2106-1707)*, Mangesh Prakashan, Nagpur, 1992
- Mate M. S. *Madhyayugin Maharashtra- Samajik Aani Sanskritik Jivan(1300-1650)*, Maharashtra Rajya Sahitya Aani Sanskriti Mandal, Mumbai, 2002
- Sakshena B.P., *Dilli va Shahajahanacha Itihas (Kunde B.G. Bhashantarit)*, 1989
- Sardesai G. S., *Marathi Riyasat*, Popular Prakashan, Mumbai, 2012
- Sardesai G. S., *Musalmani Riyasat*, Bhag 1 Ani 2, Popular Prakashan, Mumbai 1993
- Sarkar Jadunath, *Mughal Samrajyacha Rhas*, Bhag 3, Maharashtra Rajya Sanskritik Mandal, Mumbai, 1982 Kolarkar, S.G., *Madhyakalin Bharatacha Itihas 1206-1707*, Shri Mangesh Prakashan, Nagpur. 2000

SEMESTER V
PART III- Curriculum and Pedagogical Studies CORE
COURSE: GEOGRAPHY SCHOOL SUBJECTS
COURSE NAME: AN INTRODUCTION TO
CLIMATOLOGY AND GEOMORPHOLOGY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop a basic understanding about nature, scope and branches of climatology
2. To understand the concept and elements of weather and climate
3. To understand composition and structure of atmosphere
4. To understand the air pressure and atmospheric circulation
5. To understand climate and weather phenomena
6. To develop a basic understanding about geomorphology
7. To understand Composition and Structure of the Interior of the Earth.
8. To develop a basic understanding about endogenic processes and exogenic processes on the earth.

Learning Outcomes:

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

1. Explain nature, scope and branches of climatology and elements of weather and climate.
2. Learn composition and structure of atmosphere.
3. Describe air pressure, atmospheric circulation, climate and weather phenomena
4. Describe geomorphology.
5. Summarize Composition and Structure of the Interior of the Earth
6. Compare endogenic processes and exogenic processes on the earth.

MODULE 1: AN INTRODUCTION TO CLIMATOLOGY (2 Credits)

Unit 1: Nature, scope of climatology and structure of atmosphere

- a) Definition, nature, scope and branches of climatology, Concept and elements of weather and climate
- b) Composition and structure of atmosphere

- c) Insolation: Vertical and horizontal distribution of temperature

Unit 2 : Air Pressure and Atmospheric Circulation

- a) Air pressure: Influencing factors – Tri-cellular model
 b) Horizontal distribution of air pressure
 c) Wind: Types of winds – global, regional and local and upper air circulation – jet stream (concept, origin and effects)

Unit 3 : Humidity, Precipitation, Climate and Weather Phenomena

- a) Humidity: Types - absolute, relative and specific, Condensation and its forms
 b) Precipitation and its types, Cyclones: tropical and temperate, Anti-cyclones and tornados
 c) Global distribution of rainfall, Global warming and climate change

MODULE II: GEOMORPHOLOGY (2 Credits)

Unit 4: Interior of the Earth

- a) Definition & meaning of Geomorphology, Composition and Structure of the Interior of the Earth
 b) Composition and Structure of the Interior of the Earth, Rocks and Minerals
 c) Wegner's Continental Drift Theory – Theory of Plate Tectonics

Unit 5 : Endogenic Processes

- a) Movements of the Earth's Crust
 b) Diastrophic Movements: Folding and Faulting
 c) Catastrophic Movements: Volcanoes and Earthquakes – Examples from the World and India

Unit 6 : Exogenic Processes

- a) Weathering, Erosion and Mass Wasting – Fluvial and Glacial Landforms (Erosional and Depositional)
 b) Aeolian Landforms, Coastal Landforms (Erosional and Depositional)
 c) Karst Landforms (Erosional and Depositional)

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15

3	One Essay held in the given semester	5
4	Total	40

Task/Assignment (Any 2)

- 1) Weather signs and symbols, Interpretation of IMD weather maps
- 2) Construction of :wind rose, Climograph and Hythergraph
- 3) Concept of Contours – Calculation of gradient (with H.E. and V.I.)
- 4) Drawing of cross section profile to depict Contour Landforms – Intervisibility
- 5) Explain diagrammatically how cyclones are formed.
- 6) Prepare a project on methods to prevent Global Warming.

References:

- Ahrens, C.D. (2012): Essentials of Meteorology: An Invitation to the Atmosphere; Cengage Learning, Boston
- Ahrens, C.D., Jackson, P.L., Jackson, C.E.J. and Jackson, C.E.O. (2012): Meteorology Today: An Introduction to Weather, Climate and the Environment; Cengage Learning; Boston
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- Sparks B. W. (1988): “An Introduction to Geomorphology”, Longman, London
- Mishra, B. (2008): “Interpreting Contours and Topographical Maps”, Frank Bros. and Co., New Delhi
- Singh, L. R. (2009): “Fundamentals of Practical Geography”, Sharda Pustak Bhavna, Allahabad
- Mishra, R. P. and Ramesh, A. (2002): “Fundamentals of Cartography”, Concept Publishing Company, New Delhi

SEMESTER V
PART III- Curriculum and Pedagogical Studies
CORE COURSE : POLITICAL SCIENCE JUNIOR COLLEGE
COURSE NAME : ISSUES IN INDIAN POLITICS

Credits : 6

Total Marks : 100

Learning objectives:

1. To develop the basic understanding of issues in Indian Polity
2. To familiarise the students with challenges faced by Indian Polity
3. To sensitise the students about the plight of displaced persons and the importance of maintaining the balance between development and conservation
4. To create awareness among the students regarding the challenges posing threat to the national security and integrity

Learning outcomes:

By the end of the course, Student teachers will be able to:

1. Identify various challenges faced by the Indian Polity, like Caste, Religion, Terrorism, Naxalism.
2. Work on the possible solutions for the various challenges.
3. Appreciate the importance of civil liberties movements and environmental protection.
4. Address the problem of Rural Urban divide and the problems like unemployment created by it.

MODULE I : SOCIETY & POLITICS

(2 Credits)

Unit 1: Factors Influencing Indian Politics:

- a) Caste and Politics
- b) Religion and Politics
- c) Issue of Regional Identities

Unit 2 : Women's Representation in Politics

- a) Pioneers - Indira Gandhi, Sushma Swaraj, J. Jayalalita
- b) Women's representation in State and Union Legislature
- c). Challenges faced – issue of reservation for women, gender bias

Unit 3 : Civil liberties movements

- a) JP movement and the emergency
- b) Right To Information movement
- c) Lokpal

MODULE II : CHALLENGES TO INDIAN DEMOCRACY (2 Credits)

Unit 4: Security Challenges

- a) Terrorism and Separatism
- b) Naxalism
- c) Maoism

Unit 5 : Environmental Challenges

- a) Development vs. Sustainable livelihood
- b) Biodiversity, Conservation and Tribal Rights
- C. Community movements for environmental protection- Chipko Andolan, Plachimada and Coca- Cola

Unit 6 : Challenges of Development, Unemployment and Displacement

- a) The Rural Urban Divide
- b) Unemployment
- c) Displacement due to Development and Aggression- Case Study- Narmada Bachao Andolan, Kashmiri Pandits, POJK Displaced Persons

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Task/Assignment (Any Two)

1. Prepare an analysis of political cartooning
2. Long essay - Social media as public opinion, Facebook analytics and data privacy, Relevance of sedition laws in Indian Democracy, etc.
3. Street play on course content
4. Maintain a political diary during the semester (collect articles and news items on course contents and write your detailed comments).
5. Film/ Documentary review on the course content
- 6 Make a collage on the theme of the social movements

References:

- Kohli, Atul & Prerna Singh (eds.). 2015. *Routledge Handbook of Indian Politics*. N. Delhi: Routledge.
 - Baviskar, Amita: *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, Second Edition, Oxford University Press, Delhi, 2005.
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 - Morris Jones, W.H. 1987. *The Government and Politics of India*. London: Hutchinson.
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 - Nunes, William, Aruna Kumar Malik and Ravi Saxena. 2015. *Political Science-I*. N. Delhi: LexisNexis.
 - Jagmohan, (2019), *My Frozen Turbulence in Kashmir* (12th Edition_Reprint 2019), Allied Publishers.
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SEMESTER V

PART III – Curriculum and Pedagogical Studies

CORE COURSE: PSYCHOLOGY JUNIOR COLLEGE

COURSE NAME: THEORIES OF PERSONALITY

Course Credits: 6

Total Marks: 100

Learning Objectives:

At the end of this course, the student will be able to:

- 1) To understand the different schools of psychological thought.
- 2) To apply the information gained in the course to knowing oneself better.
- 3) To understand the reciprocal nature of self and environmental influence.
- 4) To understand Indian Psychology and its impact on personality.

Learning Outcomes:

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

- 1) Theoretically understand personality evolution.
- 2) Identify defense mechanisms in self
- 3) Know the contribution Indian Psychology can make to understanding the self.

MODULE I : FORCES OF PERSONALITY THEORY (2 Credits)

Unit 1: Psychodynamic theory-Sigmund Freud

- a) Instinct and anxiety
- b) Levels of consciousness and structure of personality
- c) Psychosexual stages and defense mechanisms

Unit 2: Learning Theory–B.F.Skinner & Albert Bandura

- a) Classical Conditioning
- b) Instrumental Conditioning
- c) Social Cognitive theory

Unit 3: Humanistic Theory

- a) Role of existential theory in the development of humanistic school of thought
- b) Abraham Maslow
- c) Carl Rogers

MODULE II: APPLICATIONS OF PERSONALITY THEORIES (2 Credits)

Unit 4 : Applications of three forces

- a) Applications of psychoanalysis
- b) Applications of behaviourism
- c) Applications of Humanistic theories

Unit 5 : Other theories

- a) Application of trait theories – Big Five
- b) Application of motivational theories – Self-determination theory
- c) Application of biological theories – Evolution and heritability

Unit 6 : Indian Psychology

- a) Role of consciousness
- b) Triguna theory of personality
- c) Yoga and its significance in personality development

MODULE III : INTERNAL ASSESSMENT (2 Credits)

SrNo	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/Assignment (Any Two)

- 1) Write a personal analysis based on the psychosexual stages given by Freud
- 2) Describe a personality trait that you may have inherited and how it expresses itself differently across generations.
- 3) Explain how instrumental conditioning can be used to bring about changes in habits
- 4) Provide a description of your existential growth.
- 5) Practice pranayama for a week and describe benefits if any.

References:

- Feist,J&Feist,G.J.(2008).TheoriesofPersonality.McGrawHill.
- Burger, J.M. (2011). Personality. 8thEdn. Wadsworth Cengage Learning.
- Campbell,J.B.(2004).Lindzey,G.,Hall,C.S

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SEMESTER V
PART III – Curriculum and Pedagogical Studies
CORE COURSE : ECONOMICS JUNIOR COLLEGE
COURSE NAME : PUBLIC FINANCE COURSE

Course Credits: 6

Total Marks: 100

Learning Objectives:

1. To introduce students to the field of public finance.
2. To provide an understanding of the functions of the government.
3. To familiarize students with the concepts and issues of government budget, public revenue, public expenditure and public debt.
4. To provide an understanding of fiscal policy.
5. To familiarize students with Indian public finance.

Learning Outcomes:

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

1. Differentiate between public and private finance.
2. Explain the role of the government in an economy.
3. Explain with the concepts and issues of government budget, public revenue, public expenditure and public debt.
4. Discuss the Indian fiscal policy and public finance.

MODULE I : INTRODUCTION, REVENUE AND EXPENDITURE (2 Credits)

Unit 1: Introduction

- a) Meaning And Scope of Public Finance – Fiscal Functions
- Allocation Function, Distribution Function and Stabilisation Function
- b) Market Failure – Causes – Role of Government
- c) Principle of Maximum Social Advantage: Dalton and Musgrave Versions - Limitations.

Unit 2: Public Revenue

- a) Tax and Non-Tax Revenue – Sources – Direct and Indirect Tax – Merits and Demerits
– Rates of Taxation - Proportional, Progressive and Regressive Taxation

- b) Effects of Taxation – on Income and Wealth, Consumption, Savings, Investments and Production, Redistribution effect.
- c) Shifting of Tax Burden: Impact and Incidence of Taxation - Processes- Factors Influencing Incidence of Taxation

Unit 3 : Public Expenditure

- a) Classification of Public Expenditure - Significance of Public Expenditure
- b) Economic Effects of Public Spending - on Production, Consumption, Distribution, Employment and Stabilisation
- c) Theories of Public Expenditure: Wagner's Hypothesis and Wiseman Peacock Hypothesis - Causes of Growth of Public Expenditure

Module II : DEBT, FISCAL POLICY AND INDIAN PUBLIC FINANCE (2 Credits)

Unit 4 : Public Debt

- a) Meaning and Types of Public Debt
- b) Burden of Debt Finance: Internal and External - Public Debt and Fiscal Solvency
- c) Concepts of Deficits

Unit 5 : Fiscal Policy

- a) Fiscal Policy: Meaning, Objectives - Contra Cyclical Fiscal Policy and Discretionary Fiscal Policy –
- b) Principles of Sound and Functional Finance
- c) Budget- Meaning - Structure of Union Budget – Budget of the previous Financial Year

Unit 6: Indian Public Finance

- a) Intergovernmental Fiscal Relations - Fiscal Federalism and Fiscal Decentralisation
- b) Introduction To GST – Rationale – Structure – Advantages and Limitations
- c) FRBM Act – Appraisal

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05

4	Total	40
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Task/Assignment (Any Two)

(Written / PPT Presentation / Seminar)

- 1) Role of the government in the case of market failure (with real life examples)
- 2) Analysis of tax incidence with changes in demand and supply using diagrams
- 3) Trends in public expenditure
- 4) Discussion of the current year's budget
- 5) Meaning, structure and advantages of GST

References:

- Musgrave, R. A. and Musgrave, P. B. (1976): Public Finance in Theory and Practice, 5th Edition. McGraw Hill Education India.
- Rosen, H. (2005): Public Finance, 7th Edition, New York: McGraw-Hill Irwin USA.
- Basu, K. and Maertens, A. (eds.) (2012), The New Oxford Companion to Economics in India, 3rd Edition, Oxford University Press.
- Sarma, J.V.M., (2018): Public Finance - Principles and Practices, Oxford University Press.
- Bhatia H.L. (2020): Public Finance, 30th Edition, Vikas Publications.
- Hindriks, J., and Myles, G. D. (2013): Intermediate Public Economics, 2nd Edition, MIT Press.

SEMESTER V
PART III – Curriculum and Pedagogical Studies
CORE COURSE: PHILOSOPHY JUNIOR COLLEGE
COURSE NAME : INDIAN EPISTEMOLOGY & ETHICS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To introduce and acquaint students with the epistemological and ethical concepts and theories of Indian philosophical systems.
2. To comprehend the Indian viewpoints about the validity and invalidity of knowledge.
3. To enhance students' ability to critically reflect, analyze and evaluate varied views emerging from these systems.

Learning Outcomes:

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

1. Explain the basic notions in Indian Epistemology
2. Analyse the Indian Theories of Perception
3. Elaborate the Theories of Knowledge
4. Examine the notion of ethics with respect to karma, purushartahas and dharma
5. Investigate the different interpretations of the Gita with special reference to nishkamakarma
6. Explain the perspectives of the heterodox systems

MODULE I: INDIAN EPISTEMOLOGY (*PRAMANASASTRA*) (2 Credits)

Unit 1: Basic Notions in Indian Epistemology

- a) Prama, Aprama, Pramana, Prameya, Pramiti (definition, meaning)
- b) Types of Pramanas: *Pratyaksha* (Perception) & *Anumana* (Inference) & Sabda (Verbal testimony)
- c) Types of Pramanas: Upamana (Comparison), Arthapati (Implication) & Anupalabdi (Non-cognition)

Unit 2: Indian theories on Perception

- a) The Nyaya-Buddhist debate on Perception
- b) The Carvaka theory of Perception and refutation of inference and other pramanas.
- c) The Jaina Epistemology: Immediate knowledge divided into Avadhi, Manahparyaya, and Kevala; and mediate knowledge into Mati and Shruta; and the jaina theory of Judgement (*Syadvad*)

Unit 3: *Pramanavada* (Theories of Knowledge)

- a) Theories of Truth: Svatah & Paratah Pramanyavada.
- b) Theories of Error: Satkhyati, Asatkhyati and Anirvacaniyakhyati.
- c) Scepticism critique of pramanvada (Nagarjuna and Jayarasi)

MODULE II : INDIAN ETHICS (2 Credits)

Unit 4: Basic Notions in Indian Ethics

- a) The Law of Karma and the notion of self-realization
- b) The concept of *Purusharthas*: its relevance and critique
- c) *Dharma*: *varna dharma*, *ashrama Dharma*, *sadharana dharma* and *Visesha dharma*

Unit 5: Concept of *nishkamakarma yoga* in Gita and its interpretations

- a) The notion of *nishkamakarma yoga* in Gita. (with special reference to Gita Bhashya of Shankara)
- b) B.G.Tilak's interpretation of *nishkamakarma yoga*
- c) B R Ambedkar's interpretation of Gita

Unit 6: Ethical Principles & Perspectives in Heterodox Systems

- a) *Triratnas* (The Three Jewels) & *Mahavratas* (The 5 Great Vows)
- b) Four Noble Truths & Eightfold Path in Buddhism
- c) *Carvaka* hedonism

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/Assignment (Any Two)

1. On the basis of your study of ethical principles in Jainism and Buddhism, discuss the significance of right knowledge in according one's moral life.
2. Attempt a critique on Carvaka hedonistic perspective.
3. Assess the Nyaya – Buddhist debate on perception
4. Essay on Dr B.R.Ambedkar's interpretation on Gita
5. Elaborate on the Theories of Truth

References:

- Chakravarthi Ram-Prasad, Knowledge and Liberation in Classical Indian Thought, Department of Religious Studies, Lancaster University, Palgrave, 2001, pp.162-214.
- Glasenapp, Helmuth Von. Jainism: An Indian Religion of Salvation (Delhi: Motilal Banarasidas Publishers, 1998)
- Hiriyanna, M. Outlines of Indian Philosophy (Delhi: Motilal Banarasidas, 1993), Unit 3 Indian Ethics Hiriyanna, M. Outlines of Indian Philosophy, Motilal Banarasidas, Delhi
- 1993. Unit 4 Goal of Life
- Hiriyanna, M. Outlines of Indian Philosophy, Motilal Banarasidas, Delhi, 1993.
- J.N. Mohanty, Classical Indian Philosophy, Rowman & Littlefield, Oxford, 2000. Chapter 2, Pp.11-36
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- Mahadevan, TMP. Invitation to Indian Philosophy. New Delhi, Arnold-Heinemann, 1974.
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- Delhi, D.K. Printworld Ltd., 1990.
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- Raju, P. T. The Philosophical Traditions of India. Pittsburgh: University of Pittsburgh Press, 1972.
- Rao Nagaraja P, Fundamentals of Indian Philosophy, New Delhi, Indian Book Company, Year of Publication (not found).
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- Roy W. Perrett, Introduction to Indian Philosophy, Cambridge University, 2016, chapter 2, pp. 91-137
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- Sangharakshita. Essential Teachings of the Buddha (New Delhi: New Age Books, 2006)
- Sharma, Chandradhar, A Critical Survey of Indian Philosophy. Delhi. Motilal Banarsidass; 14 edition. 2016.
- Sinha, Jadunath. A History of Indian Philosophy, Vol- I and II, (JatindranathSen, Central Book Agency, Calcutta, 1952
- Stephen J. Laumakis, An Introduction to Buddhist Philosophy, Cambridge University Press, 2008, chapter 8.
- T.C. Roy, A Companion Guide to Indian Philosophy, R.K Publications, Mumbai, 2018.

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SEMESTER V

PART III- Curriculum and Pedagogical Studies

CORE COURSE : SOCIOLOGY JUNIOR COLLEGE

COURSE NAME : CLASSICAL SOCIOLOGICAL THEORY

Credits : 6

Total Marks : 100

Learning Objectives:

1. To comprehend the nature and development of classical sociological theories
2. To understand the significance of social theories in day to day life
3. To familiarize with different concepts in the classical sociological theories
4. To co-relate social reality with existing social theories in a better way

Learning Outcomes:

By the end of this course students will be expected to:

1. Explain interaction between theory and application
2. Critically evaluate the classical sociological theories.
3. Deduce the sociology theorists' perceptions about the society
4. Identify and examine the theories in analysis of social structures in society

MODULE I : DEVELOPMENT OF SOCIOLOGICAL THEORIES (2 Credits)

Unit 1: A Historical sketch of Classical Sociological Theory

- a) Enlightenment and French Revolution
- b) Social forces in development of sociological theory
- c) Nature of Sociological theory

Unit 2 : August Comte

- a) Social Statics and social dynamics
- b) Law of three stages- Theological, Metaphysical, Positive or Scientific
- c) Positivism

Unit 3: Herbert Spencer

- a) Organic Analogy
- b) Evolutionary Theory
- c) Social Darwinism

MODULE II : EARLY SOCIOLOGICAL THEORISTS (2 Credits)

Unit 4: Emile Durkhiem

- a) Theory of solidarity- Mechanical and Organic
- b) Theory of Suicide- Egoistic, Altruistic, Anomic, Fatalistic
- c) Elementary forms of religious life

Unit 5: Karl Marx

- a) Historical Materialism
- b) Theory of Class struggle
- c) Theory of Alienation

Unit 6: Max Weber

- a) Methodology- Verstehen, ideal types
- b) Theory of social action
- c) Protestant Ethics and the Spirit of Capitalism

MODULE III : INTERNAL ASSESSMENT (2 credits)

Sr No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
4	Total	40

Task/ Assignment (Any two)

1. Critically apply Marxist perspective in understanding modern day inequalities.
2. Explain How Durkheim's Theory of Suicide can be applied in contemporary society.
3. How relevant is the theory of Comte/Spencer in modern day society
4. Critically analysis the Evolutionary Theory given Hebert Spencer
5. PPT presentation of Max Webwer's Protestant Ethics and the Spirit of Capitalism

References:

- Adams, B. Nand Sydie, R.A, 2001 Sociological Theory I&II, Great Britain, Weidenfeld & Nicolson.
- Coser Lewis, 1971, Masters of Sociological Thought (2nd ed), Harcourt Brace Jovanovich, Inc.
- Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.
- Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.
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- Lemert, Charles. 1999. “Social Theory: Its Uses and Pleasures.” Pp. 1-17 in Social Theory: The Multicultural, Global, and Classic Readings.
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- Srivastan R, History of Development Thought, a Critical Anthology, (ed) 2012, New Delhi, Routledge Taylor and Francis Group .
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- Turner, J.H. (2013) Contemporary Sociological Theory. New Delhi: Sage Publications.
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SEMESTER VI

**SEMESTER VI
PART III**

CORE COURSE: ENGLISH (ANCILLARY MAJOR)

COURSE NAME: SOUTH ASIAN AND EUROPEAN LITERATURE

Total Credits: 06

Total Marks: 100 Marks

LEARNING OBJECTIVES:

1. To introduce South Asian and European literature to students
2. To familiarise students with literary and visual works of these regions
3. To make students aware of literature on a global scale

LEARNING OUTCOMES: By the end of the course, students will be able to:

1. Understand literary world of South Asian and the European region.
2. Analyse literary and visual texts belonging to these regions.
3. Compare and contrast these works of literature.

MODULE I: SOUTH ASIAN LITERATURE (2 Credits)

Unit 1: Pakistani Literature

- a) Faiz Ahmed Faiz- “Africa , Come Back”, “This Harvest of Hopes”
- b) Mohsin Hamid -The Reluctant Fundamentalist
- c) Kamila Shamsie - “The Walk”

Unit 2: Sri Lankan Literature

- a) Yasmine Goonaratne- “Big Match, 1983”, “The Lizard Cry”
- b) Michael Ondaatje- The English Patient
- c) Selections from Bridging Connections

Unit 3: Bangladeshi Literature

- a) Tasleema Nasrin- “Lajja”
- b) Kaisar Haq- “Poor Man Eating”, “Liking It”
- c) Sarah Gavron- “Brick Lane” (2007 film adaptation of Monica Ali’s novel Brick Lane)

MODULE II: EUROPEAN LITERATURE (2 Credits)

Unit 1: French Literature

- a) Baudelaire - “Hymn to Beauty”
- b) Guy de Maupassant - “The Ball of Fat”
- c) Gustave Flaubert- Madame Bovary

Unit 2: German Literature

- a) Johann Wolfgang von Goethe- The Sorrows of Young Werther
- b) Schiller - “Ode to Joy”
- c) Gunter Grass- Selections from Of All That Ends

Unit 3: Italian Literature

- a) Leonardo da Vinci- “The Mona Lisa”; Michelangelo Merisi da Caravaggio- “The Martyrdom of Saint Matthew”
- b) Umberto Eco- “How to Take Intelligent Vacations”
- c) Italian Film - Bicycle Thieves

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particular	Marks
1	Task/Assignment/ Activity for each module held in the semester (2x10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Poster presentation (Individual/Group)
2. Group discussion
3. Review submission
4. Quiz
5. Creative writing

List of References:

- Baudelaire, Charles. The Flowers of Evil. Oxford: Oxford University Press.UK. 2010
- De, Sica V, and Luigi Bartolini. Bicycle Thieves: A Film. London: Faber and Faber, 1994.
- Eco, Umberto. How to Travel with Salmon, and Other Essays.Vintage Digital edition. 2013.
- Flaubert, Gustave. Madame Bovary. Peacock Publication. 2008
- Gavron, Sarah. Brick Lane. Sony Pictures Classics, 2007.
- Goethe Johann Wolfgang von. The Sorrows of Young Werther. Penguin Classics. 1989.
- Gomrich, E.R. The Story of Art. Phaidon Press. 1985.
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- Grass, Gunter. Of All That Ends. Vintage Publications. 2017.
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- Nsarin, Taslima. Lajja. New Delhi : Penguin Books, 1994.
- Ondaatje, Michael. The English Patient: A Novel. New York: Knopf, 1992
- Schiller, Friedrich Von. The Poems of Schiller. Blurb Publications. 2021.

Web Resources

1. <https://www.nytimes.com/interactive/2020/07/07/magazine/kamila-shamsie-short-story.html>
2. <https://frontline.thehindu.com/other/article30256560.ece>

सोःसोः त

- b. मध्यकालीन भाषाएं - पाली प्राकृत अपभ्रंश सामान्य पररचय
- c. आधुनिक भाषाएं

घटक 2: विद्वत्ता का उद्भव और विकास

- a. कहंदी का उद्भव और विकास, नामकरण
- b. कहंदी की प्रचलित और भाषा विज्ञान अथ
- c. कहंदी का आकाल, मध्यकाल और आधुनिक काल

घटक 3: विद्वत्ता का प्रमुख बोलचाल

- a. खड़ी बोली

b. भोजपुरी

मॉड्यूल II: विद्वानों के वैश्वभूत रूप, शब्द समझ और दार्शनिकों की विलक्षणता (2 Credits)

c. ककमयां एिं सुधार

क्रम संख्या	वर्ण न	अंक
1	कोषाध्ययन सेमीनार कोषाध्ययन सेमीनार (2*10)	20
2	सेमिनार में एक कनकालीन कक्षा परीक्षा	15
3	सेमिनार में कक्षा संबंधी एक कनकबंध	5
कुल योग		40

1. प्राचीन, मध्यकालीन और आधुनिक भाषाओं का तुलनात्मक अध्ययन करके 'माइंड मपेक्चर' संरचना तैयार की जाए।
2. कहंदी भाषा के विकास तथा उत्पत्ति पर कनबंध तैयार की जाए।
3. कहोंंदोी को किकि शब्द समवेह को नमवेनो एस्तोत कोीकिए।
4. किकिन्न बोकलयों पर एक पीपीटी तैयार की जाए।
5. देिनारी कलकप के विकास तथा र्ोणों पर एक कनबंध कलखिए।
6. कहंदी भाषा पर मराठी के प्रभाि का किश्लेषण की जाए।
7. कहोंंदोी कफलोोोो मोंोो मराठी

भोषा को प्रभा को को कारण आने
 िालो बदलो िोोोो को अधयन कीकजए।
 8. िोोोो तीयता को प्रभा को दोर करतो हुए आप
 कहोंदोी क्शक को रूप मोोोो ककस िोार

कोायरत होर्रोो, सोदोाहरण सप कोीकजए।

सदभ ग्रथ सँची

- कहं०दो०ी भाषा०ा क०ा इकतह०ास- ध०ीर०े ०े, िम०ा, कहं०दो०ु स्त०ान०ी एक०े ड०ेम०ी, ण०ार०े ।
- कहंदी उद्भ०ि क०िकास और रूप, डाँ हरदे०ि बाहर०ी, ककताब महल इलाहाबाद ।
- कहंदी भाषा का इकतहास, डाँ. भोलानाथ कत०िारी, िाणी प्रकाशन, कदल्ल०ी ।
- भाषा०ाक०िबान क०ी भवेकमक०ा, द०े ि०े न०ाथ शम०ा, द०ीखत शम०ा, राधाक०ेृ ण एक०ाशन, कदल्ल०ी ।
- भाषा क०िबान, डाँ. भोलानाथ कत०िारी, ककताब महल, इलाहाबाद ।
- कहं०दो०ी शब्दान०ु शासन, आचाय ककशोरीद०ास िाजप०ेयो०ी, न०ार०ेरी एचाररण०ी सभ०ा, िार०ाणसी ।
- सामान्य भाषा क०िान, बाबराम सकसेना, कहंदी साकहत्य सममेलन, पुरार ।

**SEMESTER VI
PART III**

CORE COURSE: MARATHI (ANCILLARY MAJOR)

COURSE NAME: भारतीर् हॉ पाश्चात्यसावित्यशास्त्र

Total Credits: 06

Total Marks: 100 Marks

अध्ययन उद्देश्ये:

- १) भारतीय ि पाश्चात्य साकहत्यशास्त्रोोतीलसंकल्पना ि कसिांत समजािन घेणे.
- २) भारतीय िपाश्चात्यसाकहत्यशास्त्रोोतीलसाकहत्य भाषोेचोे स्वरूप ि कोाय याचोा पररचय करून घोेणोे.
- ३) साकहत्याची प्रकृया ि प्रयोजन समजािन घेणे.
- ४) साकहत्याचा आस्वाद ि पररणाम याचे स्वरूप समजािन घेणे.

अध्यर्न वनष्पहॉाी: िा अभ्याासक्रम पाण कोे ल्यााहॉर वहाद्व्यााथी;

- १) भारतीय ि पाश्चात्य साकहत्यशास्त्राचा पररचय देतो.
- २) भारतीय ि पाश्चात्य साकहत्यशास्त्राच्या आस्वादाची प्रकृया सांतो.
- ३) भारतीय ि पाश्चात्य साकहत्याची कनकमती प्रकृया ि प्रयोजनाचा पररचय दोेतोो.

म डर्ॉल I - भारतीर् सावित्यशास्त्र- स्वरूप हॉ आकलन (2 Credits)

घटक १ : भारतीर् सावित्यशास्त्र: सकल्पना हॉ वसद्वॉात

अ) अलंकारकिचार ि

िक्रोक्तीकिचारब)

ररतीकसिांत ि

ध्वकनकसिांत

क) औकचत्यकिचार

घटक २ : भारतीर् सावित्यशास्त्र : सावित्याचा आस्वाद हॉ सावित्याची भाषा

अ) भरताचा रसकसिांत

ब) रसकसिांताचे भाष्यकार : भटलोल्लट, शीशंकु क, भटनायक ि

अकभनिर्रोु प्तक) साकहत्य भाषोेचोे स्वरूप ि

कोाय-शब्दशक्तोी: अकभधा, लक्षणोा ि

ियोंजना घटक ३ : भारतीर्

साहित्यशास्त्र : वनवमतांती प्रवर्त्ता हों प्रवर्त्ता जन
वहोचार अ) साकहत्य कनकमतीप्रक्क स्योता -प्रकतभा : स्वरूप
ि

कोाय

ब) साकहत्यकनकमतीलोता पोरक ठरणारो
घटक : ि्योतुत्पत्ोी, अभ्यास,स्फी
तोी. क) साकहत्याचा प्रयोजनकिचार : भरत ते
अकभनिरुोत्त

म डर् ॉलII -पाश्चात्य सावित्यशास्त्र- स्वरूप हॉ आकलन (2 Credits)

घटक ४:पाश्चात्य सावित्यशास्त्र: संकल्पनों हॉ वसद् ॉत

अ) प्लेटोचाअनुकृ ती कसिांत

ब) अँरसट्ोँटलचाअनुकृ ती कसिँांत
 क) पाातयोोोंनी कोे लोेल्लोो कोाव्ययोाख्याः
 िडसवथ, कोोलरीज, कोोटहॉप, एडरोर् असन पोो,
 अनोोल्ड. घटक ५: पााँाल सॉावित्यवहॉचारः सॉावित्याचॉी
 भाषाँा, वनवमतॉी एवकर्ाँा हॉ पर्ाँ जन वहॉचॉार अ)
 साकहत्याचोी भाषोा : रोपक, एकतक, क्तमोा
 िकनयोामोल्लोों घन
 ब) कोोलररजचोा कल्पनोाशक्तीचा ि चमकोटू तीशक्तीचोा
 कसद्धोोोंत. क) आत्मकिष्कार, जीनिभाष्य,
 सामाकजक बांकधलकी ही प्रयोजने .घटक ६: पाश्वॉाल
 सावित्य वहॉचारः सॉावित्याचॉा आस्वाँद
 अ) अँरसट्ोँटलचा कोे थोोकससचा
 कसद्धोोोंत. ब) कोे थोोकससचा कसद्धोोोंत
 : किकिध अथक) ररचडसचा प्ोेरणा
 सोंतोोलनाचा कसद्
 धोोोंत.

मॉ डरॉॅल III – अतरॉॅत मॉल्यमॉापन (2 Credits)

अ.क्र.	स्वरूप	र्ाण
१	एतयॉैक मॉ डरॉॅल मधॉन वकमॉान दॉ हनर कॉारॉॅ/स्वॉाधारर् (२x१०)	२०
२	अतरॉॅत चाचणी परीक्षा	१५
३	स्वॉाधारॉॅ/ वनबध	०५
	एकण र्ाण	४०

कॉारॉॅ/स्वॉाधारर् (कॉ णतॉैिँी दॉन)

- ०१) भारतीय साकहत्यशावोोोात सोाोोंकरोत्तलोेलोी
 कोाव्यलक्षणोे कोोणती तोे थोडक्योात कलहोा.
 ०२) शब्दशक्तोी म्हणजोे कोाय, सोाोोंरओेन लोाबद्दल

थोडक्यात कठिण करवा.

०४) एकतभा यो साकहत्यकनकमतीच्या घटकोबाबदल माकहतती कलहा.

०५) साकहत्याचे प्रयोजन म्हणजे काय ते सांस्ोन साकहत्य प्रयोजनांचे िर्
ोीकरण कसे केले जाते ते सांस्ो.

०६) प्लेटोची साकहत्यक िषयक भकमका थोडक्यात कशद करा.

०७) अरस्तोोॉटलचा सजक अनोुकोटू तीचा कसधोोोंत कलहा.

सदभ ग्रंथ :

- कं ले. र. प.. (संपा.) काव्यशावो, मौज प्रकाशन, मुंबई १९७४

- रोज़ोडरओोळ. स.रा.. कोाव्यशोावोप्रदोीप, व्होीनस, पओुणोे (सहोािोी आिोतूतोी). २००३
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- पोआटणकर, िसोंत, साकहत्यशोआवो : स्वरूप आकण समस्योआ पदमरोओंधोआ, पोडुणोडि, २००६.
- र्.रा. भटकळ फाऊं डेशन, मुंबई, २००१ १४ राजाध्यक्ष, कजियो ि इतर (संपा.) मराठी िाड् मयकोश, खोड ४, (समीक्षोआ सोंणोआ), महोारोारोाज्य साकहत्य सोंस्कोट तोी मोंडळ, मोडुओंबई, २००२
- र्ोडोडोळ, स. रा.- काव्यशास्त्रदीप
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**SEMESTER VI
PART III**

CORE COURSE: URDU (ANCILLARY MAJOR)

COURSE NAME: CLASSICAL URDU LITERATURE – POETRY

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding about the art and history of Urdu Marsiya Nigari
2. To develop an understanding about the writing style of few Marsiya Nigars
3. To develop an understanding about Mir Anis as Marsiya Nigar
4. To develop critical understanding of Marasiye Mir Anis

Learning Outcomes: At the end of the course, students will be able to:

- 1) Describe the art and history of Urdu Marsiya Nigari
- 2) Describe the writing style of few Marsiya Nigars
- 3) Describe Mir Anis as Marsiya Nigar
- 4) Critically analyse the Marasiye Mir Anis

MODULE 1: URDU MARSIIYA (2 Credits)

Unit 1 : Art of Marsiya Nigari

- a) Meaning and Definition's
- b) Ajza -e- Tarkibi
- c) Ashkhas -e- Marsiya

Unit 2: History of Urdu Marsiya

- a. Dakan mein Urdu Marsiya
- b. Dehli mein Urdu Marsiya
- c. Lucknow mein Urdu Marsiya

Unit 3: Urdu ke Chand Marsiya Nigar

- a. Mir Zameer
- b. Mir Khaleeq
- c. Mirza Dabeer

MODULE 2: MIR BABER ALI ANIS AND MARSIIYA -E- ANIS (2 Credits)

Unit 4 : Mir Anis - The Poet

- a. Life

- b. Art of Urdu Marsiya Nigari
- c. Marsiya-e- Anis mein Hindustani Anasir

Unit 5: Marsiya-e- Mir Anis; Jab Qata Ki Masafat -e- Shab Aftab Ne

- a) Ibtedayee 100 band
- b) Akher ke mokammal band
- c) Marsiye ki khususiyaat

Unit 6: Critical Study of Marsiya-e- Mir Anis

- a. Technical Aspect
- b. Kirdar Nigari
- c. Manzar Nigari

MODULE 3 : INTERNAL ASSESSMENT (2 Credits)

Sr.No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Tasks/Assignments (Any Two)

1. Urdu Marsiye Ke Irteqayi Safar ka jayeza lijiye
2. Mir Anees ki marsiya nigari ka tanqeedi jayeza pesh kijiye
3. Marasiye Anees me Hindustani anasir ki nishandehi kijiye
4. Urdu marsiya me kirdar nigari ki ehmiyat wazeh kijiye
5. Urdu Marsiye mai ashkhase marsiya ka taarruf pesh kijiye
6. Mir Anees ki zindagi ke ahem pehluon par roshni daliye

References:

- Muazanae Anees o Dabeer by Shibli Nomani
- Urdu Marsiye ka Irteqa by Masihuz zamam
- Urdu Marasi ke Awwaleen Nuqoosh by Dr Jafar Raza
- Urdu Marsiya by Sefarish Hussain
- Marsiya Shanasi by Dr Sayed Ali Haider
- Mir Anis Bahaisiyat Razmiya Shayer by Akbar Haidery
- Anees Shanasi by Fazle Imam

**SEMESTER VI
PART III**

CORE COURSE: GUJARATI (ANCILLARY MAJOR)

**COURSE NAME: FUNCTIONAL GRAMMAR FOR CREATIVE
WRITING**

Total Credits: 06

Total Marks: 100 Marks

Learning Objective:

1. To develop the skills of creative writing by applying appropriate grammar concepts.
2. To critically comprehend in own words different forms of Gujarati literature
3. To apply emotive expressions in the creative writing

Learning Outcomes: At the end of the course, students will be able to:

1. Identify the vocabulary and the grammar concepts that are essential for creative writing
2. effectively use the different forms of Gujarati literature in own creative writing
3. Create own style in creative writing

MODULE I: CREATIVE WRITING SKILLS (2 Credits)

Unit- 1 Essay Writing on different themes

- a. Meaning and characteristics of Essay writing
- b. Significance of Essay writing in Gujarati Literature
- c. Rules and pre-requisite skills for Essay writing

Unit 2: Formal and Informal letter writing

- a. Meaning, characteristics of formal and informal letter writing
- b. Rules and Skills required for letter writing
- c. Critical review of different literature focussed on letter writing

Unit 3: Comprehension and creative writing of prose and poetry literature

- a) Unique features of creative writing of Gujarati Prose and Poetry
- b) Comparative analysis of prose and poetry literature written in Gujarati
- c) Skills required for capacity building in prose and Poetry writing

MODULE 2: USE OF EMOTIVE EXPRESSIONS IN THE LITERATURE (2 Credits)

Unit 4: Nine Emotive expressions: Meaning and purpose in the different forms of literature (Prose and Poetry)

- a. Types and significance of Navras in the literature writing

- b. Identification of navras infamously Gujarati Poetry literature
- c. Writing a script for a street play on the theme of Gender equality by applying navras.

Unit 5: Use of significant Grammar concepts and rules commonly used in Poetry literature:-Figures of speech (Alankar), verses (chhand), Compounds (Samas), idioms(rudhiprayog)

- a) Meaning and types of Figures of speech-- Identifying in Gujarati kavya (Garabi, Bhakti Gito, Gazal, Diaro)
- b) Meaning and types of Chhand, Samas --- Identifying in Gujarati patriotic songs
- c) Meaning of Idioms (Rudhiprayoga), proverbs (muhavara) and identifying its use in poetry literature.

Unit 6: Significant Grammar concepts and rules commonly used in prose literature

- a) Use of metaphor, analogies, expressions, punctuations, direct and indirect voices. (with reference to Jayant Parikh's Adivasi sambodh kavya rachana.
- b) Use of Idioms and proverbs in the prose literature of different forms: Folk text, Novels and Drama and fiction text
- c) Tenses (Kaal) and figurative language used in different forms of prose writing : (Personification (sajivaropan), alliteration (anupras) and simile (upama)

MODULE III : INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/Assignments (Any Two)

- Write the script for the Roleplay in the mono act form on the theme of your choice focussing on incorporating the Navras and presenting in the class.
- Select any one each Dalit and female-oriented poetry and identify the different forms of grammatical concepts used to convey the desired message with appropriate emotions.
- Select Mirabai's bhajans of your choice(any four) and identify the pattern of grammatical concepts used in poetic literature. Compare it with any of the modern poetry and present your interpretation.
- Compare any four types of prose literature and identify typical grammar used in these forms. Reflect upon its significance for each form.
- Pick up any style of writing the prose and compose at least 2 stanza on any theme of your choice and present in the class.

Online reference links:

- https://www.academia.edu/42865043/Perspectives_on_Indian_Dalit_Literature_Critical_Responses (PDF)
- [https://www.academia.edu/42865043/Perspectives_on_Indian_Dalit_Literature_Critical_Responses\(Non-fiction_reports\)](https://www.academia.edu/42865043/Perspectives_on_Indian_Dalit_Literature_Critical_Responses(Non-fiction_reports)) (PDF)
- https://en.wikipedia.org/wiki/Dalit_chetna
- <https://www.sahapedia.org/dalit-theatre-gujarati-trends-patterns-differences>
- <https://www.firstpost.com/living/neerav-patel-poet-and-pioneer-of-dalit-literature-in-gujarat-passes-away-but-power-of-his-verses-lives-on-6670581.html>
- https://www.academia.edu/919638/Short_Story_in_Gujarati_Dalit_Literature (PDF)
- <https://www.flipkart.com/gujarati-dalit-short-stories/p/itmab42647bea2da>
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- <https://www.youtube.com/watch?v=So0brwxZAiI> (gidh)
- <https://www.matrubharti.com/book/19892068/women-empowerment> (PDF)
- <https://www.gujaratibooks.com/Dikari-Ne-Udava-Pankh-To-Aapo-Gujarati-book.html>
- https://www.ugc.ac.in/pdfnews/7913140_B.A.-Gujarati-HONOURS.pdf
- <https://brennaaubrey.net/blog/2011/05/27/incorporating-figurative-language-in-prose/>
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**SEMESTER VI
PART III**

CORE COURSE: GERMAN (ANCILLARY MAJOR)

COURSE NAME: TEACHING GERMAN AT A1 LEVEL

Total Credits: 06

Total Marks : 100

Note: Language proficiency of B1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed (passed) B1 at Max Mueller Bhavan / Goethe Institut / equivalent course at University of Mumbai /any other university / any other qualification equivalent to B1.

Learning Objectives:

1. Understand and discuss the fundamental principles, methods and techniques of teaching German as a Foreign Language at A1 level.
2. Plan, design, discuss and evaluate a lesson plan for actual classroom teaching in groups.
3. Apply the teaching concepts and skills in real classroom situations by group teaching.

Learning Outcomes: At the end of the course, students will be able to;

1. Apply interpersonal skills while effectively planning and teaching in groups.
2. Demonstrate the methods and techniques of teaching German as a Foreign Language at A1 level.
3. Discuss and evaluate one's teaching skills.

MODULE I: Lehrkraft und Lernen (2 Credits)

Unit 1: Introduction

- a. Introduction :German as a foreign language - Language Skills
- b. History of the German Language
- c. Linguistics

Unit 2: Teacher and Teaching

- a. Methods of teaching German as a foreign language
- b. Role of the teacher
- c. Teaching grammar, vocabulary

Unit 3: Facilitating the Learning process

- a. Psychology of learning
- b. German Culture
- c. Learning Games

MODULE II: Lehrskizzen und Unterricht (2 Credits)

Unit 4: Lecture Planning

- a) Planning a lecture
- b) Techniques of question formation
- c) Types of exercises

Unit 5: Lecture Execution Aids

- a) Internal differentiation
- b) Use of Audio-visual methods, Didactics in big groups
- c) Tests in German as a foreign language

Unit 6 – Practicals

- a) Planning
- b) Practicals
- c) Feedback

MODULE 3 : INTERNAL ASSESSMENT (2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Tasks/Assignments (Any Two)

1. Group practical
(Teaching practical in groups on A1 level students)
2. Lesson plan preparation
3. Test
4. Hospitation and class participation
(On actual class of A1 level students)

References:

- Ballweg, Sandra u.a.: Wie lernt man die Fremdsprache Deutsch? Deutsch Lehren Lernen (DLL 2). München 2013.
- Barkowski, Hans u.a.: Deutsch als fremde Sprache. Deutsch Lehren Lernen (DLL 3). München 2014.
- Dengler, Stefanie, u.a.: Netzwerk A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015.
- Ende, Karin u.a.: Curriculare Vorgaben und Unterrichtsplanung. Deutsch Lehren Lernen (DLL 6). München 2013.
- PONS (Hg. von): 600 übungen. Deutsch als Fremdsprache. Stuttgart 2018.

Any other textbook for A1 level proficiency (corresponding to the topics in the syllabus) may be used as a reference book and/or teaching practicals.

SEMESTER VI
PART III Curriculum and Pedagogical Studies

CORE COURSE: HISTORY (SCHOOL SUBJECTS)

COURSE NAME: HISTORY OF THE MARATHAS (1630 CE – 1818 CE)

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To get an overview of the political history of the Marathas under Shivaji and his successors.
2. To discuss the expansion of Maratha powers under Peshwas.
3. To understand the socio – cultural developments and administration under the Marathas.

Learning Outcomes: By the end of the course, students will be able to:

1. Describe the role of Shivaji in establishment of Swaraj.
2. Analyze the struggle between the Marathas and other contemporary political powers.
3. Understand the Maratha administration.
4. Examine the rise of Peshwas and their role in expansion of Maratha power.
5. Describe the revival and also the fall of the Marathas power.

MODULE I: ROYAL PERIOD (1600 – 1707) (2 Credits)

Unit 1: Establishment of Swaraj under Shivaji

- a. Deccan in the 17th century – Geo-Political and Economic conditions
- b. Shivaji's early life & Foundation of Swaraj
- c. Shivaji's relations with Deccan Sultanate

Unit 2: Expansion and Consolidation of Maratha Power

- a. Shivaji's relations with Mughals
- b. Shivaji and Europeans
- c. Coronation and its significance; Shivaji's Karnataka Campaign

Unit 3: Administration and Period of Crisis

- a. Administration of Shivaji
- b. Sambhaji, Rajaram and Tarabai

- c. Civil War : Tarabai and Shahu

MODULE II : PESHWA PERIOD (1707 -1818) (2 Credits)

Unit 4: Rise of Peshwas

- a. Balaji Vishwanath
- b. Peshwa Bajirao I
- c. Peshwa Balaji Bajirao (Nanasaheb); Third Battle of Panipat

Unit 5 : Revival and Downfall

- a. Peshwa Madhavrao I
- b. Barbhai Council
- c. Downfall of the Maratha Power

Unit 6: Socio - cultural developments

- a. Society
- b. Literature and Art
- c. Architecture

MODULE 3 : INTERNAL ASSESSMENT (2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Tasks/Assignments (Any Two)

1. Prepare a presentation on Ashta Pradhan Mandal.
2. Prepare a map of Maratha empire under Peshwas.
3. Write an assignment describing the famous painting of Shivaji's coronation.
4. Prepare a model of any Maratha fort.
5. Group Discussion on Downfall of the Maratha Power.

References:

- Sardesai G.S., *The New History of the Marathas, Vol I: Shivaji and his Times*, Phoenix Publications, Bombay, 1971
- Sarkar Jadunath, *House of Shivaji*, Orient Longman, Bombay, 1978.
- Sarkar Jadunath, *Shivaji and His Times*, 6th edition, Sarkar & sons, 1973.
- Sen Surendranath, *Administrative System of the Marathas*, K.P. Bagchi & Company, Calcutta, 1923.
- Sen Surendranath, *The Military System of the Marathas*, Orient Longmans, Calcutta, 1958.

- Sharma S.R., *The Founding of Maratha Freedom*, Orient Longman, Bombay, 1964.
- Chitnis K. N, *Glimpses of Medieval Indian Ideas & Institutions*, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
- Chitnis K. N., *Glimpses of Maratha Socio- Economic History*, Atlantic Publishers & Distributors, New Delhi, 1994.
- Deshmukh R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993.
- Duff James Grant, *History of Mahrattas*, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
- Fukazawa Hiroshi, *The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries*, Oxford University Press, New Delhi, 1991
- Gordon Stewart, *Marathas, Marauders, and State Formation in Eighteenth Century India*, Oxford University Press, Delhi, 1994.
- Gordon Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.
- Gune Vithal Trimbak, *The Judicial System of the Marathas*, Deccan College, Pune, 1953
- Kotani Hiroyuki, *Western India in Historical Transition – Seventeenth to Early Twentieth Centuries*, Manohar Publishers & Distributors, New Delhi, 2002
- Kulkarni A. R., *Maharashtra in the Age of Shivaji*, Deshmukh & Co., Poona, 1969.
- Kulkarni A. R., *Maharashtra: Society and Culture*, Books and Books, New Delhi, 2000.

Marathi Books:

- Bhave Vasudev Krishna, *Shivarajya va Shivakal*, Pune, 1953
- Deshmukh S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.
- Gaikwad B.D, Sardesai B. N, Thorat D. B & Hanmane V. N, *Marathe kalin Sanstha Va Vichar*, Phadke Booksellers, Kolhapur, 1987.
- Mehendale Gajanan Bhaskar, *Shree Raja Shivachhatrapati*, Vol. I, G.B. Mehendale, Pune, 1996.
- Pagadi Setu Madhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974

SEMESTER VI
PART III – Curriculum and Pedagogical Studies
CORE COURSE: GEOGRAPHY (SCHOOL SUBJECTS)
COURSE NAME: SOCIAL GEOGRAPHY AND POLITICAL
GEOGRAPHY

Total Credits: 6
Total Marks: 100

Learning Objectives:

1. To understand about Social Geography.
2. To learn about Elements of Social Geography.
3. To understand about Contemporary Issues in India.
4. To develop the basic understanding about Political Geography.
5. To learn about Frontiers and Boundaries.
6. To understand about Electoral Geography.

Learning Outcomes: By the end of the course, students will be able to:

1. Explain Social Geography and its elements.
2. Learn Contemporary Issues in India.
3. Describe Political Geography and Electoral Geography.
4. Describe geomorphology.
5. Compare Frontiers and Boundaries.

**MODULE 1: SOCIAL GEOGRAPHY, ITS ELEMENTS AND
CONTEMPORARY ISSUES IN INDIA (2 Credits)**

UNIT 1: Introduction to Social Geography

- a. Social Geography: Definitions, Nature, Scope and importance
- b. Branches and Approaches in Social Geography
- c. Concept of Social Space and Socio-cultural Regions

UNIT 2 : Elements of Social Geography -World

- a. Race: Concept and Basis of Classification and distribution, Major races and its distribution in India
- b. Religion: Characteristics, Distribution and Spread of Major Religions in the World, Major Religions and its distribution and its distribution in India
- c. Language: Characteristics and Distribution of Major Linguistic Families in the World, Major Linguistic Families in India

UNIT 3 : Contemporary Issues in India

- a. Social issues related to Religion and Language
- b. Patterns of gender issues in India
- c. Socio-economic problems of indigenous communities in India

MODULE 2: POLITICAL GEOGRAPHY, FRONTIERS AND BOUNDARIES, AND ELECTORAL GEOGRAPHY (2 Credits)

UNIT 4 : Introduction of Political Geography

- a. Definition, Nature and Scope of Political Geography
- b. Concept of state and factors
- c. Concept of Nation, Nation-State, and Nationalism

UNIT 5 : Frontiers and Boundaries

- a. Frontiers and Boundaries: Concepts and Distinction
- b. Functions and Classification of Boundaries, Functions of Frontiers
- c. India's Boundaries: Characteristics and Disputes

UNIT 6 : Electoral Geography

- a. Concept, Nature and Approaches of Electoral Geography
- b. Changing Political Map of India
- c. Challenges to Election System in India

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Conduct a survey on any one of the following tasks: Health, levels of Education, Income Levels, and Higher rates of Unemployment.
2. Presentation of case study on Religious discrimination
3. Discussion on Effect of Websites, social media channels, and television programmes on Language development.
4. Discussion on Sino Indian border dispute and dispute between India and Pakistan border.
5. Discuss on the current challenges faced in the Election system of India.
6. Create a discussion forum on Gender sensitization.

References:

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- Bannerjee-Guha, S. (2004): "Space, Society and Geography", Rawat Publications, Jaipur
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- Rubenstein, J. (2015): “Contemporary Human Geography”, Pearson Education, Noida
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- Warburton, J. (2013): “Corruption as Social Process”, in P. Larmour and N. Wolanin (eds), Corruption and Anti-Corruption”, ANU E Press, Downloaded from <http://pressfiles.anu.edu.au/downloads/press/p228301/pdf/ch13.pdf>
- www.nptel.ac.in/courses/109103022/40
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- Jones, M. (2004): “An Introduction to Political Geography: Space, Place and Politics”, Routledge
- Muir, R. (1995): “Modern Political Geography”, McMillan, London
- Painter, J. and Jeffrey, A. (2009): “Political Geography”, Sage Publications
 - Sinha, M. (2007): “Electoral Geography of India”, Adhyayan Publications and Distributers, New Delhi

SEMESTER VI
PART III – Curriculum and Pedagogical Studies
CORE COURSE: ECONOMICS (SCHOOL SUBJECTS)
COURSE NAME: GROWTH AND DEVELOPMENT

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To understand the difference between economic growth and development.
2. To understand the concepts of development.
3. To introduce students to various theories of development.
4. To provide an understanding of the issues of poverty and inequality.
5. To introduce students to the study of demography
6. To understand structural transformation in economic development
7. To introduce students to various concepts and role of technology in the process of development

Learning Outcomes: By the end of the course, students will be able to;

1. Explain the various concepts of development.
2. Familiarise with some of the important theories of economic development.
3. Analyse the issues of poverty and inequality.
4. Explain the theory of demographic transition.
5. Interpret structural changes in developing countries.
6. Explain the various concepts of technology and its role in economic development.

MODULE I : Concepts, Theories and Issues of Development (2 Credits)

Unit 1 Concepts of Economic Growth and Development:

- a) Concepts of Economic Growth and Development - Three Core Values of Development
- b) Concept of Human Development - HDI, GDI – Sen's Concept of Development
- c) Concept of Sustainable Development

Unit 2 Theories of Development

- a) Big Push Theory, Rostow's Stages of Growth
- b) Schumpeter's Theory of Development - Lewis' Model of Unlimited Supplies of Labour
- c) Harrod-Domar Growth Model – Solow's Growth Theory

Unit 3 Poverty, Inequality and Development

- a) Concept and Measurement of Poverty - Head-Count Index and Poverty Gap Indices
- b) Concept and Measurement of Income Inequality
- c) Measures to Alleviate Poverty and Inequality

MODULE II: ASPECTS OF DEVELOPMENT (2 Credits)

Unit 4: Population And Human Resources

- Malthusian Theory -Theory of Demographic Transition
- Approaches to Population Policy
- Human Capital and its Role in Development – Role of Education, Health, Nutrition in Human Capital Formation

Unit 5 : Structural Transformation

- Urbanisation – Causes and Effects
- Migration – Types – Causes and Effect
- Urban Informal Sector – Role and Policies

Unit 6 : Technology and Economic Development

- Role of Infrastructure – Concept and Types
- Role of Technology – Green Technology
- Schumacher's Concept of Intermediate/ Appropriate Technology

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignments (Any two)

(PPT Presentation / Seminar/Report writing on following topics)

- Comparison of HDI of the top 5 most developed and bottom 5 least developed countries with BRICS countries.
- Discussion of progress in attainment of SDGs
- Trends in expenditure on development of human capital in India
- Contribution of the urban informal sector to development in India
- Real life examples of the corporate sector implementing /introducing green Technology

References:

- Todaro, M. P. and Smith, S. C. (2017): Economic Development, 12th Edition. Pearson India Education.
- Thirlwall, A. P. (2005): Growth and Development, 6th Edition. New York: Palgrave MacMillan.
- Ray, D. (1998): Development Economics, Princeton University Press.
- Meier, G. M. and Baldwin, R. E. (1957): Economic Development: Theory, History, Policy. New York: John Wiley & Sons, Inc.
- Baldwin, R. E. (1980): Economic Development and Growth. Krieger Publishing Company
- Meier, G. M. and Rauch, J. E (2006): Leading Issues in Economic Development, 8th Edition. New Delhi: Oxford University Press.

SEMESTER VI
PART III - Curriculum and Pedagogical Studies

CORE COURSE: MATHEMATICS AND STATISTICS (SCHOOL SUBJECTS)

COURSE NAME: ANALYTICAL GEOMETRY

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To develop an understanding of Analytical Geometry'; Linear Equation.
2. To apply the understanding of Coordinate Systems; Linear Equation in a given new situation
3. To evaluate the solution for the Coordinated System; Linear Equation.
4. To appreciate the utility of Analytical Geometry.

Learning Outcomes: By the end of the course, students will be able to:

1. Explain the analytical Geometry; Linear Equation.
2. Compare the coordinate systems.
3. Explain the Linear Equation.
4. Examine the solutions given for the specified examples of the coordinated system.
5. Reflect on the utility of analytical Geometry.

MODULE I: TWO & THREE DIMENSIONAL ANALYTICAL GEOMETRY (2 Credits)

Unit 1: 2d Analytical Geometry

- a. Coordinate systems in 2 dim (Cartesian and polar form)
- b. Equation of a line; Change in axis; linear and non-linear equations
- c. Second degree equations – circle, conic – standard form, derivation of the equation, properties, tangents and normal to the curve.

Unit 2: 3-dim Analytical Geometry Coordinate systems

- a. Coordinate systems; direction ratios and direction cosines
- b. Equation of a plane; normal form; plane passing through three points; intercept form; angle between two planes; distance of a point from a plane; distance between two planes; bisector planes.
- c. Equation of a line in space; Symmetric and unsymmetric form; lines passing through two points; angle between a line and a plane, perpendicular distance of a point from a plane; condition for two lines to be coplanar(no proof)

Unit 3: Practical

- a) Constructing a 2 dimension form – line, triangle, square, rectangle, circle. (discussion on the methods and properties), Constructing a 3 dimensional form – sphere, cuboid, cylinder, cone (discussion on the methods and properties).
- b) Mensuration – 2 dimensional problems, 3 dimensional problems
- c) Equation of a plane in 3 dimension, Equation of a line in space

MODULE II: SYSTEM OF LINEAR EQUATIONS (S.L.E) (2 Credits)

Unit 4: Matrices and Determinants

- a) Definitions; types of matrices, operations on matrices (with properties) – addition, scalar multiplication, matrix multiplication, matrix transpose, symmetric and skew symmetric matrices
- b) Elementary operations on matrices, invertible matrices
- c) Determinants of order 1, 2,3; properties, area of a triangle using determinants, minors and cofactors, adjoint and inverse of a matrix, applications

Unit 5: Solutions to a system of linear equations

- a. System of m linear equations in n unknowns, homogeneous and non-homogeneous system
- b. Matrix form of the s.l.e, echelon form, row reduced echelon form of a matrix, rank of a matrix.
- c. Gauss Elimination method, consistency of a system of non-homogeneous equations (Condition without proof)

Unit 6 – Practical

- a. Matrices – basic operations, Invertible matrices
- b. Determinants, Creating a system of homogeneous linear equations.
- c. Solution to a system of homogeneous linear equations – echelon method, Cramer's rule, Gauss Elimination method

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignments (Any Two)

Assessment of Practical components will be based on Unit 3 and Unit 6.

1. The Practical Journal

2. Individual Viva-voce
3. A Practical Test

References:

- Analytical Geometry of Two and Three Dimensions: Qazi Zameeruddin; Narosa Publications
- Challenging Problems in Geometry. Alfred S. Posamentier & Charles T. Salkind. Dover Publications INC. 2012
- Discrete Mathematics, Norman L. Biggs, Revised Edition, Clarendon Press, Oxford 1989.
- Euclidean Geometry in Mathematical Olympiads: 27 (MAA Problem Book Series). Evan Chen. The Mathematical Association of America. 2016
- Introduction to Math Olympiad Problems. Michael A. Radin. Chapman and Hall. 2021
- Introduction to the theory of numbers, I. Niven and S. Zuckerman, Third Edition, Wiley Eastern, New Delhi, 1972.
- Matrices: Shanti Narayan; S.Chand & Co. N.Delhi
- Master Maths: Solving Word Problems. Brita Immergut. Cengage Learning PTR. 2009
- Solving problems in geometry Insights and Strategies for Mathematical Olympiad and Competitions. Kim Hoo Hang Jiabin Wang. World Scientific Publishing Co. Pte. Lmt. 2018
- The mathematics that Every Secondary School Teacher Needs to Know. Alan Sultan & Alice F. Artzt. Routledge. 2011

SEMESTER VI
PART III Curriculum and Pedagogical Studies
CORE COURSE: PSYCHOLOGY (JUNIOR COLLEGE SUBJECTS)
COURSE NAME: HEALTH PSYCHOLOGY

Course Credits: 6 Credits

Total Marks: 100 Marks

Learning Objectives

1. To understand the role of psychological factors in health and illness
2. To apply the practical information gained in the course to personal lifestyle choices.
3. To understand the nature of stress and coping
4. To understand quality of life and promoting the good health.

Learning Outcomes: By the end of the course, students will be able to:

1. Analyse how beliefs impact physical health
2. Make healthy lifestyle choices
3. Critically analyse how stress impacts the body

MODULE 1 – PSYCHOLOGY AND HEALTH (2 Credits)

Unit 1: Introduction

- a. Definition, Nature
- b. Aims & objectives
- c. Early & current literature

Unit 2: Health Beliefs

- a. Lay theories about health
- b. Cognition and social cognition models
- c. Assumptions in health psychology

Unit 3: Interrelationships among beliefs behaviour and health

- a. A history of inert treatments
- b. Cognitive dissonance theory
- c. The role of placebo effects in health psychology

MODULE 2 – PSYCHOLOGICAL AND SOCIAL FACTORS RELATING TO HEALTH BEHAVIOURS (2 Credits)

Unit 4 : Stress – Definitions, Nature & Types,

- a) Sources of Stress (Sources within the Person, Sources in the Family & Sources in the Community and Society)

- b) Responding to Stress (Physiological, Emotional & Behavioural Response)
- c) Coping Behaviour – Problem Focused coping (Ellis’s rational thinking, Positive reinterpretation & Humor as a stress reducer) & Emotion Focused Coping (Using systematic problem solving, using time more effectively & improving self-control)

Unit 5 : Quality of life and Health Behaviour –

- a. Changing Health Habits & Health Beliefs (Attitude change & Placebo Effect)
- b. Health Compromising Behaviours (Characteristics) - Obesity, Smoking & Drinking
- c. Developmental, Gender, and Sociocultural Factors in Health - Development and Health, Gender and Health, Sociocultural Factors and Health

Unit 6 : Future trends

- a. Mind-Body Connection
- b. Prevention
- c. Role of technology

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignment (Any two)

1. Analyse a lifestyle pattern that leads to poor physical health
2. Describe a real-life situation related to health compliance by the public.
3. Describe a study related to placebo effect
4. Interview someone who cannot give up smoking/drinking/junk foods
5. Describe a coping behaviour you may have that is unhealthy.

References

- Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.
- Sarafino, Edward P and Smith, Timothy W (2012). Health Psychology - Bio psychosocial Interaction (7th ed). Wiley India Edition.
- Taylor, Shelley E. (2018). Health Psychology (10th ed). McGraw Hill Higher Education. Indian Edition

SEMESTER VI
PART III- Curriculum and Pedagogical Studies

CORE COURSE: SOCIOLOGY (JUNIOR COLLEGE SUBJECTS)

COURSE NAME: MODERN SOCIOLOGICAL THEORIES

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To understand the meaning of central concepts and theories in modern sociological theory
2. To identify important similarities and differences between modern sociological theories.
3. To understand how modern sociology has been shaped by classical sociology.

Learning Outcomes: By the end of this course students will be able to:

1. Engage with contemporary theoretical debates in sociology.
2. Critically evaluate the basic ideas and concepts developed by major contemporary theorists.
3. Analyse the interpretive approaches of the modern sociological theorist towards the society
4. Analyse various social phenomena by using contemporary theoretical perspectives

MODULE I : STRUCTURAL FUNCTIONALISM (2 Credits)

Unit 1: Functionalism

- a. Intellectual Background
- b. What is functionalism?
- c. Premises and propositions

Unit 2: Talcott Parsons

- a. Social Action
- b. Social System
- c. Pattern Variables

Unit 3: Rober K. Merton

- a. Function, Dysfunction, Non-function
- b. Latent and Manifest Functions
- c. Reference Group

MODULE II : INTERPRETATIVE APPROACH (2 Credits)

Unit 4: Symbolic Interactionism

- a. Meaning and characteristics
- b. G.H Mead- Self and Identity
- c. C. H Cooley – Looking Glass Self

Unit 5: Ethnomethodology

- a. Understanding Ethnomethodology
- b. Examples of Ethnomethodology
- c. Harold Garfinkel- Breaching Experiments

Unit 6: Dramaturgical Perspective

- a. Erving Goffman- Presentation of Self
- b. Front Stage and Back stage
- c. Impression Management

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignment (Any Two)

1. Explain the AGIL model as explained by Parsons.
2. Explain Goffman's Dramaturgical perspective with suitable examples.
3. Describe how the process of role taking in different stages of development is significant for future growth.

Reference Books:

- Elliott, A. (2009). Contemporary Social Theory: An Introduction. London & New York: Routledge.
- Elliott, A. (Ed.). (2010). The Routledge Companion to Social Theory. London & New York: Routledge.
- Goffman, Erving. 1959. The Presentation of Self in Everyday Life. Pp. 1-46.
- Ritzer, G. (Ed.). (2003). The Blackwell Companion to Major Contemporary Social Theorists. Malden, MA: Blackwell.
- Ritzer, G. (2011). Sociological Theory (8th Edition). New York: McGraw-Hill.
- Wallace, R. & Wolf, A. (1995). Contemporary Sociological Theory: Continuing the Classical Tradition. New Jersey: Prentice Hall.

SEMESTER VI
PART III -Curriculum and Pedagogical Studies

CORE COURSE: PHILOSOPHY (JUNIOR COLLEGE SUBJECTS)

COURSE NAME: MODERN WESTERN PHILOSOPHY

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To acquaint students with the modern era in philosophy and the prominent philosophers beginning with rationalism of Rene Descartes to Absolute Idealism of Hegel and Bradley
2. To provide a good understanding of key problems and ideas, which shaped the history of modern philosophy
3. To critically review the history of western thought during the modern period the course also seeks to develop important critical thinking skills.

Learning Outcomes: By the end of the course, students will be able to:

1. Investigate the Modern period in Western Philosophy with its metaphysics and epistemology
2. Differentiate between the traditions of Rationalism and Empiricism
3. Analyse the subjective idealism of Berkeley
4. Critically evaluate philosophical arguments of scepticism
5. Examine the critical philosophy of Kant
6. Explain Dialectic Method and Absolute Idealism

MODULE I : RATIONALIAM & EMPIRICISM (2 Credits)

Unit 1: The Rationalists: Descartes, Spinoza and Leibnitz

- a) Descartes' rationalism: Method of Doubt & Cogito Ergo Sum
- b) Spinoza's Substance, Attributes and Modes
- c) Leibnitz's Monadology - theory of pre-established harmony

Unit 2: The Empiricist realism: John Locke

- a. John Locke: Rejection of innate ideas
- b. Primary & secondary Qualities
- c. John Locke: epistemology: origin, classification and definition of knowledge (including degrees of knowledge)

Unit 3: Subjective idealism: George Berkeley

- a. George Berkeley: critique of representative theory of perception
- b. Principle of 'esse est percipi'
- c. Subjective idealism

MODULE II : SKEPTICISM, CRITICAL PHILOSOPHY & ABSOLUTE IDEALISM(2 Credits)

Unit 4 Hume's Empiricist Skepticism

- a. Hume's phenomenalist critique of substance: Impressions and Ideas
- b. Causality (causal relation as 'constant conjunction' between two events)
- c. Hume's Scepticism: Rejection of Metaphysics

Unit 5: Kant's Critical Philosophy

- a) Kant's Transcendentalism: The Possibility of Synthetic a priori judgements - Reconciliation of rationalism and empiricism
- b) Categories of Understanding
- c) Phenomena and Noumena

Unit 6: Hegel's Absolute Idealism

- a. Hegel's Dialectical Method
- b. Hegel: Absolute Idealism
- c. Hegel's 'Spirit' (Geist) (ontological monism) vs Descartes' mind-body dualism, Impression Management

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignment (Any Two)

1. Attempt a critical essay examining the solution to mind-body problem advanced by Descartes.
2. Conduct a survey among 30 students of your college/institute to identify the reasons for their belief in idealism or realism. Analyse your survey results to see whether they are admissible as sufficient reason for a belief in either, and write a report on it.
3. Write an essay critically assessing Hume's skepticism on causality.

Reference Books:

- Benneth Jonathan, Locke, Berkeley, Hume; Central themes, Oxford, 1971.
- Bennett, Jonathan. Locke Berkeley Hume: Central Themes (Oxford: Clarendon Press, 1971)
- Copleston, F., S.J A History of Philosophy, Burns and Oates Limited, London,
- Copleston, Frederick. A History of Philosophy Vol IV, V and VI (Doubleday: Image Books, 1985)
- Errol Harris, Fundamentals of Philosophy, George Allen & Unwin Ltd., London, 1969.

- Falckenberg, Richard. History of Modern Philosophy, translated by A C Armstrong. Jr. 'Kasha Publishing' House, Delhi 1989.
- Falckenberg, Richard. History of Modern Philosophy (Calcutta: Progressive Publishers)
- Hampshire, Stuart. Spinoza (Penguin Books)
- Hartnack, Justus. Kant's Theory of Knowledge (Macmillan, 1968)
- Jones, W.T. Kant to Wittgenstein and Sartre: A History of Western Philosophy, (Harcourt, Brace and World, Inc, 1969)
- O' Connor, D. J., Critical History of Western Philosophy, New York, The Free Press, 1964.
- O'Connor D.J. John Locke (New York: Dover Publications, 1967)
Publishers, 1954)
- Russell, B., History of Western Philosophy, London, Allen & Unwin 1963.
- Saw, R. L. Leibniz (Penguin Books, 1954)
- Seruton Roger, A Short History of Modern Philosophy; Routledge Classics, London, 1995.
- Thilly, F. A History of Western Philosophy (SBW Publishers, New Delhi, 1993)
Vol. I (1966), Vol. IV (1971), Vol. V (1968), Vol. VI (1968).
- Warnock, G.J. Berkeley (Penguin Books, 1953)
- Wells, Harry. Pragmatism: Philosophy of Imperialism (New York: International Wright, W.K. A History of Modern Philosophy (New York: The Macmillan Company, 1941

SEMESTER VI
PART III- Curriculum and Pedagogical Studies

CORE COURSE: POLITICAL SCIENCE (JUNIOR COLLEGE SUBJECTS)

COURSE NAME: WORKING OF THE GOVERNMENT IN INDIA

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. Understand the working of the three organs of the government at the union level.
2. Analyse the distinctive features of India's federalism
3. Comprehend the organisation of local self-government in India under the 73rd and 74th Constitutional Amendment and emerging issues thereafter.
4. Familiarise with the working aspects of public administration in India and acquaint with select landmark public policy.

Learning Outcomes: By the end of the course, students will be able to:

1. Identify their composition and distinctive functions of the three organs of the government at the union level.
2. Compare and contrast the unitary and federal features of the Indian constitution and related issues.
3. Evaluate the effectiveness of the local self-governance model in India.
4. Demonstrate an understanding of key concepts of the administrative machinery in India

MODULE I : STRUCTURE & FUNCTIONS (2 Credits)

Unit 1 - Organs of Government (Union)

- a. Legislature - Bicameral, Elections, Legislative procedure, Parliamentary Committees
- b. Executive- Nominal and Real, Office of the Vice President.
- c. Judiciary - Appointment of Supreme Court Judges, Powers and functions

Unit 2 - Federalism

- a. Quasi federal features of the Constitution of India
- b. Asymmetric Federalism in India - issues
- c. Cooperative federalism - the way forward

Unit 3 - Local Self-Government

- a. 73rd and 74th Constitutional Amendment
- b. Three tiers, elections, reservations
- c. People's participation - Gram Sabha

MODULE II - ADMINISTRATIVE MACHINERY (2 Credits)

Unit 4- Introduction to Public Administration

- a. Public Administration - meaning, definition, changing scope
- b. New Public Management & Public Choice Approach
- c. Decentralisation, Accountability & Good Governance.

Unit 5 -Concepts in Public Administration

- a. Bureaucracy - meaning, features, Views of Max Weber
- b. Civil Services in India - origin, features, types, recruitment, lateral entry
- c. Tools of administration - E -Governance, Public Private Partnership (PPP) model, Self Help Groups (SHGs) as Vehicles of Implementation

Unit 6 - Landmark Public Policies - origin, provisions, features, significance

- a. Mid-day Meals Scheme
- b. Sarva Shiksha Abhiyan
- c. Janani Suraksha Yojana

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Evaluate the various E -governance portals of GOI or GOMH and write a long Essay on Digital India Mission (CoWin app, Aaple Sarkar, etc.)
2. Conduct a Survey on Public awareness with regards to important schemes like Sarva Shiksha Abhiyan, RTI, Mahila Gram Sabha, Working of Panchayats
3. Group discussion on Role of Bureaucracy in Development, People centric governance, your local police's women safety campaign, etc.
4. Maintain a political diary during the semester (collect articles and news items on course contents and write your detailed comments).
5. Film/ Documentary/Poster Making/Street play/ review on the course content
6. Debate on Maharashtra's OBC reservation in Local self-governments and Judicial intervention, Competitive and Cooperative Federalism in India, Role of Speakers and Governors.

References:

- M.P. Sharma, and others (2014) Public Administration in Theory and Practice, Kitab Mahal Publishers, Delhi
- Rathod, P.B. (2004), Contemporary Public Administration, A.B.D. Publishers

- Almond G. A. and Verba S., 1963, The Civic Culture, New Jersey, Princeton University Press.
- Ball Alan R., 1971, Modern Politics and Government, London, Macmillan.
- Venkatesan V., 2002, Institutionalizing Panchayati Raj in India, New Delhi, Institute of Social Science.
- Bhagwan Vishnu and Bhushan Vidya, 2007, Public Administration, New Delhi, S Chand
- Avasthi Amreshwar and Maheshwari Shriram, 1982, Public Administration, Agra, Lakshmi Narayan Aggrawal and Company Ltd.
- M Laxmikanth, 2012, Public Administration, New Delhi, McGraw Hill.
- S. R. Maheshwari, 1994, Administrative Theories, New Delhi, Allied.
- Kothari, Rajni. 2000. Politics in India. Hyderabad: Orient BlackSwan

SEMESTER VI
PART III - Curriculum and Pedagogical Studies

**CORE COURSE: INDIAN CONSTITUTION (JUNIOR COLLEGE
SUBJECTS)**

COURSE NAME: INDIAN CONSTITUTION

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To understand the Constitution of India.
2. To comprehend Indian Constitution and Fundamental rights.
3. To analyse the Articles provided in the Indian Constitution.
4. To critically analyse Indian Parliamentary Democracy and Remedies.

Learning Outcomes: By the end of the course, students will be able to:

1. Define the various concepts used in the Constitution of India.
2. Explain the Constitution of India.
3. Discuss the provisions made in the Constitution of India.
4. Describe the Articles provided in the Constitution of India.
5. Give reasons for the importance of Indian Parliamentary Democracy and Remedies.

MODULE 1 : INDIAN CONSTITUTION AND FUNDAMENTAL RIGHTS (2 Credits)

Unit 1: The Indian Constitution

- a) Introduction Sources of the Constitution, Government of India Act, 1935 and Indian Independence Act 1947
- b) The Constituent Assembly & The Constitution Of India 1. Historical Context of Constituent Assembly 2. Compositions & Functions of Constituent Assembly 3. Critical Evaluation of Constituent Assembly
- c) Drafting of the Constitution of India and its features, Salient Features of the Constitution and Federal and Unitary Form of Government (Comparison with U.S. and U.K), The Preamble Introduction & Purpose, Source & Meaning and Amendments in Preamble

Unit 2: Constitution and Fundamental Rights

- a) **Understanding structure of the Constitution and Union Territories:** Integration of India, The States of India, Reorganisation of States
- b) **Introduction of Fundamental Rights:** Kinds of Rights, Characteristic Features of Fundamental Rights, Fundamental Rights in India, Advent of Fundamental Rights in U.K. and U.S.
- c) **Citizenship :** Introduction: Citizenship in Indian Law, Domicile (Article 5), The Citizenship Act, 1955

Unit 3: Articles of the Indian Constitution

- a) **Article 12** : Definition of State, Other Authorities ; **Article 13**: Introduction to Article 13, Pre and Post Constitutional Laws, Doctrine
- b) **Article 14** : Introduction, Article 14, Equality Before Law and Equal Protection of the Laws, Doctrines of Equality Natural Justice
- c) **Article 15**: Reservation System in India, Constitutional Provisions- Clauses 1,2,3, Constitutional Provisions- Clauses 4, 5, 6

MODULE 2: DEMOCRACY AND INDIAN PARLIAMENT (2 Credits)

Unit 4: Articles in the Indian Constitution

- a) **Article 16** : Reservation in public jobs & employment, Constitutional Provision- Clauses 1 to 3, Constitutional Provision- Clauses 4 to 4-B, Constitutional Provisions- Clauses 5 & 6
- b) **Article 17 to 19**
Article 17- Untouchability Article
18- Abolition of titles
Article 19 : Fundamental Freedoms
- c) **Article 20- 22:**
Article 20: Protection in respect of conviction for offences
Article 21: Protection of life and personal liberty
Article 22: Protection against arrest and detention in certain cases

Unit 5: Directive Principles & Fundamental Duties

- a) **Article 23- 30** : Article 23-24- Right against Exploitation, Article 25-28- Right to Religion, Article 29-30- Rights of Minorities
- b) **Directive Principles of State Policy** : Meaning and Origin of Directive Principles, Nature and Scope of Directive Principles, Relationship between Fundamental Rights and Directive Principles, Judicial Interpretation of Directive Principles
- c) **Fundamental Duties**: Source and Features of the Fundamental Duties

Unit 6: Indian Parliamentary Democracy and Remedies

- a) **Right to Constitutional Remedies** : Article 32 and 226 Recent legislations, BC Act, 2021
- b) **Article 35A and 370**: Introduction, The Timeline, The Presidential Order, Justifications & Objections, Impact, J&K Reorganisation Act, 2019, The President's Rule
- c) **Indian Parliamentary Democracy**: a) Lok Sabha, Rajya Sabha Central Executive President, Prime minister, and Central Ministry b) Vidhan Sabha, Vidhan Parishad and State Executive (Governor, Chief Minister, Minister of State)

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignments (Any Two)

1. Project on recent amendments in Constitution of India.
2. Street Play on the awareness of the Articles in the Constitution of India.
3. Debate on the need for Fundamental Rights and Duties.
4. Write Open Book Assignment on Drafting of the Constitution of India and its features.
5. Dramatization on Prevention and Violation of Human Rights.

References:

- CONSTITUTION OF INDIA - A handbook for students by Subhash C Kashyap (Author)
- Constitution of India by M. P. Jain
- Constitution of India by Durga Das Basu 4. Constitution of India by Dr. J. N . Pandey (Students version) 5. CONSTITUTION OF INDIA : The Constitution of India is the supreme law of India by P K AGRAWAL
- CONSTITUTION OF INDIA - by P .M . Bakshi published by Universal Law Publishing.
- Constitution of India ...V.N Shukla
- Bharat n Ka Samvidhan...Dr. Ambedkar
- Ambedkar's INDIA. Dr. Ambedkar
- The Indian Constitution Cornerstone of a Nation. Ganville Austin

Websites:

- <https://doj.gov.in/acts-and-rules>
- <https://legislative.gov.in/>
- <https://www.india.gov.in/my-government/constitution-india>
- <https://www.india.gov.in/topics/law-justice>
- <https://legislative.gov.in/constitution-of-india>
- <https://www.clearias.com/constitution-of-india/>
- <https://eci.gov.in/pwd/pwd-articles/existing-measures/safeguards-provided-in-the-constitution-of-india-r7/>

SEMESTER VI
PART III- Curriculum and Pedagogical Studies

CORE COURSE:HUMAN RIGHTS (JUNIOR COLLEGE SUBJECTS)

COURSE NAME: HUMAN RIGHTS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To enhance the knowledge and understanding of human rights.
2. To foster attitudes of tolerance, respect, solidarity, and responsibility.
3. To comprehend how human rights can be translated into social and political reality.
4. To develop soft skills for protecting human rights.
5. To create awareness of Indian approaches to Social and Economic problems in the context of Law as a means of Social Control and Change.
6. To create a spirit of inquiry to explore and exploit law and legal institutions as a means to achieve development within the framework of law.
7. To explore the institutional nature of law, from socio-economic and political aspects, as different than individualistic perspective.

Learning Outcomes: By the end of the course, students will be able to;

1. Explain the historical growth of the idea of human rights.
2. Demonstrate an awareness of the international context of human rights.
3. Demonstrate an awareness of the position of human rights in the United Nations.
4. Analyse and evaluate concepts and ideas.
5. Discuss about Human Rights and Duties.
6. Sensitize the learner about Human Rights issues and develop basic understanding of Human Rights and their enforcement.
7. Explain about moral, ethical, social and democratic values.

MODULE 1 : UNITED NATIONS AND HUMAN RIGHTS (2 Credits)

Unit 1: Sociology of Human Rights

- a) **Sociology of Human Rights**
 - i. Society and the individual.
 - ii. Society and Groups, Socio-economic Justice.
 - iii. Society and Societal Culture.
 - iv. Society and the Process of Socialization.
- b) Classifications of Rights and duties, Co-relation of rights and duties. Changing dimensions of human rights & duties, Theories of human rights.
- c) Values, Dignity, Liberty, Equality, Justice, Unity & Diversity. Inherent, inalienable, universal and individual.

Unit 2: Introduction to Human Rights

a) Introduction to Human Rights -I

1. Evolution of Human Rights 2. Concepts of Rights and Duties 3. Correlation between Rights and Duties

b) Introduction to Human Rights –II

4. Theories related to Human Rights 5. Different aspects of Human Rights 6. Protection of Human Rights

c) Introduction to Human Rights –III

7. Social Movements 8. Education of Human Rights 9. Formulation of NGOs 10. Government Initiatives

Unit 3: Human Rights and Duties

a) United nations and human rights and duties-I

Universal Declaration of Human Rights 1948, International Convention of Civil & Political Rights 1966, International Convention on Economics, Social and Cultural Rights 1966.

b. UNITED NATIONS AND HUMAN RIGHTS AND DUTIES-II

Convention on Elimination of All forms of Discrimination against women 1979, Convention on the Rights of the Child 1989, UN Declaration and Duties and Responsibilities of Individuals 1997.

c. UNITED NATIONS AND HUMAN RIGHTS AND DUTIES-III

UN agencies to monitor compliance such as UN High Commission for Human Rights and the Committees under various Conventions.

MODULE 2: UNITED NATIONS AND HUMAN RIGHTS (2Credits)

Unit 4: HUMAN RIGHTS: AN INDIAN APPROACH

a) HUMAN RIGHTS: AN INDIAN APPROACH –I

1. Constitutional approach including basic features of the constitution, fundamental rights and duties and their co-relation with International rights and duties. 2. Recognition of human rights and formulation of state bodies to protect these rights: 3. Judiciary

b) HUMAN RIGHTS: AN INDIAN APPROACH –II

4. National Human Rights Commission 5. Non-state bodies to protect Human Rights 6. Social movements 7. NGOs 8. Relation/Difference between state and non-state bodies

c) HUMAN RIGHTS: AN INDIAN APPROACH –III

9. Emerging trends: 10. Human Rights and Environment 11. Human Rights and Terrorism 12. Human Rights and Globalisation

Unit 5 : Introduction to Human Rights

a) HUMAN RIGHTS OF SPECIAL CATEGORY AND MARGINAL GROUPS -I

(a) Rights of the Women, (b) Rights of the Children (c) Rights of the Dalit and Tribes

b) HUMAN RIGHTS OF SPECIAL CATEGORY AND MARGINAL GROUPS - II

(a) Rights of Old and Disabled (b) Rights of Minorities (c) Rights of unorganized Labour & Displaced Persons

c) Society and Human Rights : Promotion and Protection

i. Role of NGOs

- ii. Role of Mass Media
- iii. Role of Educational Institutions

Unit 6: Prevention of Violation of Human rights

a) PREVENTION OF VIOLATION OF HUMAN RIGHTS-I

1. Bodies to prevent violation.
2. At international level
3. At National level

b) PREVENTION OF VIOLATION OF HUMAN RIGHTS-II

4. Relation between both the levels along with transparency of information
5. Measures taken by International organizations in the past years and status of those measures.
6. Need of new measures

c) Protection & enforcement of human rights and duties.

- (a) Police and Human Rights, Judiciary and Human Rights. (b) National and State Human Rights Commission & other grievance redressal mechanism.

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Task/Assignment (Any two)

1. Interview an NGO and list out the activities they do for the society.
2. Power Point presentation on human rights Indian approach.
3. Street play on Intervention of human rights.
4. Open book assignment on the human rights and duties.
5. Poster making on human rights of Special Category and Marginal groups.

Reference Books:

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- Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996)
- Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prentice Hall 1994)
- Baxi, Upendra, Future of Human Rights (2002)
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- Caney, Simon and Jones, Peter (eds.), Human Rights and Global Diversity (2001)
- Freeman, Michael, Human Rights : An Interdisciplinary Approach (2002)
- Gogia, S.P., Law relating to Human Rights (2000)
- Gupta D.N. and Singh, Chandrachud, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001)
- Human Rights Law Network, Dalits and the Law (2005)
- Jhunjhunwala, Bharat (ed.) Governance and Human Rights (2002)

- Justice V.R. Krishana Iyer, Social Justice (Eastern Book Co., 1993)
- Lyer, Venkat (ed.), Democracy, Human Rights and the Rule of Law: Essayes in Honour of Nani Palkivala (2000)
- Mani, V.S., Human Rights in India: An Overview (New Delhi: Institute for the World Congress on Human Rights, 1998)
- Neera Burna, Child Labour (1994) Human Rights Law Network, Right to Food (2004)
- Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002)
- Paul, R.C. Situation of Human Rights in India (2000)
- Peter, S.E., Human Rights: Perspective and Challenges (New Delhi: Lancers Books, 1994)
- Polly Vizard, Poverty and Human Rights (OUP, 2006)
- Rai, Rahul, Monitoring International Human Rights (2002)
- Rao, D. Bhaskar (ed.), Human Rights and the Constitution: Vision and the Reality (2003)
- Saksena, K.P. (ed.), Human Rights and the Constitution: Vision and the Reality (2003)
- Sen, Sankar, Human Rights and Law Enforcement (2002)
- Sinha, Manoj Kumar, Implementation of Basic Human Rights, (1999)
- Sreekumar, R. Handbook for Prison Visitors: Checking, Correcting and Preventing in Prisons (2003)

Text Books:

<https://www.suniv.ac.in/upload/Syllabus->

[%20Certificate%20Course%20in%20Human%20rights%20&%20duties.pdf](https://www.suniv.ac.in/upload/Syllabus-%20Certificate%20Course%20in%20Human%20rights%20&%20duties.pdf). 2.

https://www.stxaviersthumba.org/content/images/common/humanrights_syllabus.pdf

SEMESTER VI
PART III - Curriculum and Pedagogical Studies

CORE COURSE: LIBRARY RESOURCE (JUNIOR COLLEGE SUBJECTS)

COURSE NAME: LIBRARY RESOURCE

Total Credits: 03

Total Marks: 50

Learning Objectives:

1. To develop basic understanding of the key concepts of library and types of libraries.
2. To acquaint students with the skills of handling and evaluating reference and information sources.
3. To comprehend different types of print and digital reference and information sources.

Learning Outcomes: By the end of the course, students will be able to:

1. Explain key concepts of library science.
2. Discuss the role of different types of libraries with the importance of school library.
3. Analyse the importance and applications of five laws of library science.
4. Describe different types of documents in the library.
5. Differentiates the various types of print and digital reference and information sources.
6. Critically analyse the different types of reference and information sources.

MODULE I: FUNDAMENTALS OF LIBRARY (2 Credits)

Unit 1: Introduction to library

- a) Library - Definition, Role and Functions
- b) Importance of library to the Society
- c) Five laws of library science

Unit 2: Types of libraries and documents

- a) Historical development of Libraries
- b) Types of Libraries – National, Public, Academic, School, and Special Libraries: Role, Functions and Services
- c) Different types of documents – Books, Thesis, Periodicals, Newspaper

MODULE II REFERENCE AND INFORMATION RESOURCES (2 Credits)

Unit 3: Library Resources

- a) Definition, and Purpose of Reference and Information Sources
- b) Types of Reference and Information sources – Primary, Secondary and Tertiary (Print and Digital) – Significance and Role
- c) Non Documentary Resources - Institutional and Human, Map, AV Material

Unit 4 Reference sources

- a) Encyclopedias, Dictionaries and Biographical Sources – Types and Usage
- b) Bibliographical sources and Abstract and Indexing Sources – Types and Usag
- c) Evaluation Reference Sources – Print and Digital

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments (Any Two)

1. Create small videos on benefits of the library and make a presentation of it.
2. Create a poster on different types of libraries illustrating their functions and role.
3. Make a chart indicating importance of five laws of library science.
4. Prepare power point presentation on the development of National library of India.
5. Visit any two school libraries/ college library and write your observations.
6. Prepare newspaper clippings poster (print or digital) on the topic of your choice (ex: Pandemic, Environment, Motivation, Sports, Career, Health, Books, Women development, Education)
7. List the resources of your choice pertaining to your one of the methods (Eg. Math, Science, Geography, History, English, Economics)

References:

- Rubin, Richard E. (2013) Foundation of library and Information Science. 3rd Ed. DBS Imprints, New Delhi.
- Kumar, Kishan (1980). Reference Service. 2nd rev, ed. New Delhi: Vikas Publishing.
- Kumar, Kishan (1987). Library Organization. New Delhi: Vikas Publishing.
- Cleveland, Donald B. & Cleveland Ana D. (2001). Introduction to indexing and abstracting 3rd ed. Colorado: Libraries Unlimited.
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- Sharma, Pandey S. K. (1987). Libraries and Society. New Delhi: EssEss Publications.
- Kumar, P.S.G. (2004). Information Sources and Services. Delhi: B. R. Publishing.
- Rowley, J.E. (1984). Abstracting and indexing. 2nd Edition: London: Aslib.
- Davinson, D. (1980). Reference Services. London: Clive Bingley.

Webliography

- <https://libguides.ala.org/library-definition>
- <https://egyankosh.ac.in/bitstream/123456789/34898/1/Unit-2.pdf>
- https://tamraliptamahavidyalaya.org/tmrr/vol2/5RAri_F1.pdf
- <https://egyankosh.ac.in/bitstream/123456789/34897/1/Unit-1.pdf>

- <https://www.librarianshipstudies.com/2017/09/five-laws-of-library-science.html>
- https://www.academia.edu/11998396/Historical_Development_of_Libraries
- <https://www.lisbdnetwork.com/types-libraries-academic-public-national-special-library/>
- <https://www.liscafey.com/2015/07/different-types-of-libraries.html>
- <https://nios.ac.in/media/documents/SrSecLibrary/LCh-006.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/33140/1/Unit-2.pdf>
- <https://sia.libguides.com/c.php?g=521408>
- <https://www.nios.ac.in/media/documents/SrSecLibrary/LCh-005.pdf>
- <https://guides.auraria.edu/referencesources/types>
- <https://research.ewu.edu/reference/biographies>
- <https://study.com/academy/lesson/evaluating-print-electronic-sources-for-research-projects.html>

SEMESTER VII

SEMESTER VII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ENGLISH (ANCILLARY MAJOR)
COURSE NAME: WORLD LITERATURE AND POPULAR
LITERATURE

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an appreciation for literature from Latin America
2. To develop an appreciation for literature from Africa
3. To develop an appreciation for literature from Australia
4. To develop an appreciation for literature from Canada
5. To develop an appreciation for literature from Russia
6. To develop an appreciation for literature from Korea

LEARNING OUTCOMES:

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

1. Give an oral demonstration of the literary and visual representative texts of Korea
2. Give an oral demonstration of the literary and visual representative texts of Russia
3. Give an oral demonstration of the literary and visual representative texts of Canada
4. Write a general overview of the literary and visual representative texts of Africa
5. Write a general overview of the literary and visual representative texts of Australia
6. Write a general overview of the literary and visual representative texts of Latin America

MODULE I: WORLD LITERATURE AND POPULAR LITERATURE 1

(2 Credits)

Unit 1: Latin American Literature

- a) Gabriel Garcia Marquez (“A Very Old Man with Enormous Wings”)
- b) Jorge Luis Borges (“The Garden of Forking Paths”)
- c) Pablo Neruda (“And Because Love Battles”/”Tonight I Can Write the Saddest Lines”)

Unit 2: African Literature

- a) Ben Okri - The Famished Road
- b) Chinua Achebe (“The African Writer and the English Language”)
- c) Wole Soyanka (“Telephone Conversation”/”Procession I-Hanging Day”)

Unit 3: Australian Literature

- a) A.D Hope - (“His Coy Mistress to Mr. Marvell”/”The Death of the Bird”)
- b) Judith Wright (“For New England”)
- c) Peter Carey - (“Peeling”)

MODULE II: WORLD LITERATURE AND POPULAR LITERATURE 2

(2 Credits)

Unit 4: Canadian Literature

- a) Margaret Atwood: “Happy Endings”, “Gertrude talks back” (short stories)
- b) Alice Munro: “Train” (short story)
- c) Yann Martel: Life of Pi (movie)

Unit 5: Russian Literature

- a) Nikolai Gogol: “The Nose” (short story)
- b) Alexander Pushkin: “To.”, “The Moon” (poems)
- c) Anton Chekhov: The Cherry Orchard (play)

Unit 6: Korean Literature

- a) Bon Joon Ho: Parasite (movie)
- b) Moon Tae-Jun: “A Brief Nap”, “A Faraway Place” (poems)
- c) Kim Young-Ha: “Whatever Happened to the Guy Stuck in the Elevator?” (short story)

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Comprehension on the literary and visual representative texts of Korea and Russia
- 2) Oral activity on literary and visual representative texts of Canada and Latin America
- 3) PPT on the literary and visual representative texts of Africa and Australia
- 4) Maintain a log-book of readings on the literary and visual representative texts
- 5) Poster presentation (Individual/Group) of these short stories, poetry, plays and movies

References:

- Butler, Rex. *Borges' Short Stories: A Reader's Guide*, Bloomsbury Publishing Plc, 2010.
- Chielozona, Eze. *Postcolonial Imaginings and Moral Representations in African Literature and Culture*. Lexington Books, 2011.
- Colette, Ann and Dorothy Jones. *Judith Wright and Emily Carr: Gendered Colonial Modernity*. Bloomsbury Academic, 2021.
- Cooper, Brenda. *Magical Realism in West African Fiction : Seeing with a Third Eye*, Taylor & Francis Group, 1998.
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- Emenyonu, N., and E. Nnolim. *Remembering a Legend: Chinua Achebe : Chinua Achebe*, African Heritage Press, 2014.
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- Lim, David C. L.. *The Infinite Longing for Home : Desire and the Nation in Selected Writings of Ben Okri and K. S. Maniam*, BRILL, 2005.
- Martin, Gerald. *The Cambridge Introduction to Gabriel García Márquez*, Cambridge University Press, 2012.
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- Pelayo, Ruben. *Gabriel Garcia Marquez: A Critical Companion*, Greenwood Publishing Group, Incorporated, 2001.
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- Sushuela, Nasta. *Writing Across Worlds: Contemporary Writers Talk*. Routledge, 2004.
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- Kim, Hŭng-gyu. Understanding Korean Literature. ME Sharpe, 1997.
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- Lawall, Sarah N., and Maynard Mack. The Norton anthology of world literature. Vol. 6. New York: Norton, 2002.
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SEMESTER VII

PART III- CURRICULUM AND PEDAGOGICAL STUDIES

CORE COURSE: HINDI (ANCILLARY MAJOR)

COURSE NAME: आधुनिक विद्वानों की साहित्यिक
होचरक पाठभूमि

Total Credits: 06

Total Marks: 100 Marks

अवधम उद्देश्य:

- छात्रों को भारतीय नवजागरण युग से अवगत कराना
- कथा साहित्य पर रोज़ांडी के प्रभाव का विश्लेषण करना
- छात्रों को कोमल साहित्य के साहित्यिक दृष्टिकोण से कहेंदवी की प्रोत्तदी कविता से अवगत कराना
- मनोविश्लेषण से प्रभावित उपन्यासकारों के बारे में जानकारी देना
- आधुनिक साहित्य में दलित साहित्य के योदान का परचय कराना
- छात्रों में समीक्षात्मक सोच को बढोधी यथाथपरक अकभव्यक्त को समझने की क्षमता विकसित करना

अवधम वनस्पतः

अध्ययन को पश्चात् छात्र नमूनकलखत क्षमताओं को विकसित कर सकेंगे रोज़ांडी:

- हिंदू समाज, आय समाज, पानना समाज से सत्यशोधक समाज को बढोधी में प्राप्त कर सकेंगे रोज़ांडी
- कथा साहित्य पर रोज़ांडी के प्रभाव को तथा रोज़ांडी के कसद् धोतों को सोदशन से प्रेमचंद की कहानियों को विश्लेषण से दभ मीने के विश्लेषण कर सकेंगे रोज़ांडी
- माक साहित्य को प्रमुख कसद् धोतों को कहेंदवी की प्रोत्तदी कविता को माध्यम से समझ सकेंगे रोज़ांडी
- मनोविश्लेषण से प्रभावित रचनाकारों से परकचत हो सकेंगे रोज़ांडी
- वोवो की कमिश से परकचत होतों से हुए मकहलो

सशक्तीकरण कोी अधिारणोा कोो समझ सकोेो रोोो

6. दकलत कमिश सोे परकचत होतोे हुए ओमप्रकोाश
िोाल्ोीकक कोी ककिताओोें सोे अिस्त हो
सकें र्ोे

7. आकदिसी कमिश ि सोंघषोोें कोा कश्िलोे षण
नमलोा पोुतोल एिोें जकसोेंता कोे
रकोे टा की ककिताओे द्वारा कर सकें र्ोे

8. छात्र आधुनिक जीविन मलोोोों को समझ कर जीविन में उनका उपयोग कर सकें र्

म ड्यूल I : भारतीर्

हनजारण (2 Credits)

घटक I: सॉधॉार आदॉ लन

- a) बहम समोाज एिों आय समोाज
- b) रामकोट्ट ण कमशन एिों थयोसोफी
- c) ाथना समोाज एिों सत्यशोधक समोाज

घटक 2: र्ाधोीहोाद

- a) र्ोोधोीाद : प्रमुख कसिांत
- b) कथा साकहय पर र्ोोधोीाद का एभाि
- c) सोुदशन एिों एोेमचोंद कोी कहाकनयोोों कोि किशोेष सोंदभ मोेो-हार कोी जीत (सोुदशन मोेो (एोेमचोंद)

घटक 3: मोाक्सहोाद

- a) मोाक् सिाद : एमोुख कसद्धोाोंत
- b) कहोंदोी कोी एर्रोक्ततिादी ककतिा
- c) कोि दोारनाथ अग्रिाल कोि सदभ मोो-पजीपवत एहो मजोीहोी: एवतवनवध कवहोताएोो

म ड्याल II : मन वहोश्लोिषणहोाद, स्रोी, दवलत एहो आवदहोासाोी वहोमश (2 Credits)

घटक 4: मनो स्रोी वहोमश वहोश्लोिषणहोाद एहो

- a) मनोकिश्लेषणिाद: कसिांत
- b) अज्जोेय, जेनोेो, इलोाचो, जोशी कोि सोंदभ मोेो
- c) वोोी किमश

घटक 5: स्रोी वहोमश एहो दवलत वहोमश

- a) कोात्योायनी कोी ककतिा कोि किशोेष सोंदभ मोेो-होकोी खोेलती हुई लडककयोोो
- b) दकलत किमश
- c) ओमएकोाश िाल्ोीक कोी ककतिा कोि किशोेष सोंदभ मोेो-मोुोी भर चािल; श्योराज कसोंह बोेचोन की..बस् इतोी सोी बोात..मोेरी कय कहाकनयोो सोंकलन सोे, राजपाल एोंड सन्ज, नई कदलली।

घटक 6 :आवहदासी वहोमश

- a) आकदिसी किमश
- b) कमलोा पोुतोल कोी ककतिा - आकदिसी लडककयोोो

कोई बोरोई मोई ओं

c) जकसंता के रके टा की ककितानदी, पहाड और बाजार

म ड्याल III : अतरात माँलयाँकन (२ शोईर्राँक)

क्रम संख्या	वहाँ होर ण	अक
१	कोयाय/एकलोप स को प्रत्येक मॉड्योल स २*१०	२०

२	सत्र में एक कनयत कालीन कक्षा परीक्षा	१५
३	सत्र में कृषि संबंधी एक कनबंध	५
कुल योग		४०

सॉाधार् / कॉारॉ (कई भॉी द

- 1) ग्रह्म समोाज ि आय समोाज कोे कसद्धोाोंतोोोो कौा तौलनोात्तक अध्ययन कोीकजए
- 2) र्ोाोंधीिाद के मुख्य कसिांतोों को स्पष्ट करते हुए कथा साकहत्य पर र्ोाोंधीिाद के प्रभाि पर चचोा सोेिकमनार कोा आयोजन तथा ररपोट तवेयार करना
- 3) माक् सिाद सोेि एोेररत र्रोक्तीादी ककित्ता कोा सोेिग्रह करतोेि हुए ककसोी एक ककित्ता पर भािपेणककित्ता िाचन एतयोकरोत्ता कोा आयोजन तथा ररपोट तवेयार करना
- 4) अणेय, जनेंद्र या इलाचंद्र जोशी का जीिन पररचय ि रचनाओं पर प्रकत्य तयार कीकजए
- 5) आकदिासी उपन्यासों में से ककसी एक का क्ििेचनोात्मक क्िश्लेषण कीकजए

सदभ ग्रथ:

- सोोजन कोा अन्तरपाठ : उत्र आधोुनक किमिश, कोट्ट णदतोे पालोीीिल, सामकयक एकोाशन, नई कदल्ली।
- आकदिासी लेखन : एक उभरती चेतना, रमकणका र्ोुप्ता, सामकयक प्रकाशन, नई कदल्ली।
- आकदिासी समाज और साकहत्य, रमकणका र्ोुप्ता, सामकयक प्रकाशन, नई कदल्ली।
- दकलत दशन कोी विेचोाररकोी, बोी. आर. क्िएल्लिी, िाणी प्रकोाशन, नई कदल्ली।
- समकोालोीन आलोोचना किमिश, अधिोेश कसोंह, िाणी प्रकोाशन, नई कदल्ली।
- समकोालोीन कहोंदोी साकहत्य : किकिध किमिश, िोो. श्रीराम शमोा, िाणी एकोाशन, नई कदल्ली
- माक् सिाद और साकहत्य, कशिकोु मार कमश्र, िाणी एकोाशन, नई कदल्ली।
- माक् सिादी साकहत्य कचोंतन, कशि कोु मार कमश्र, िाणी प्रकोाशन, नई कदल्ली।
- नारी चेतना के आयाम, अलका प्रसाद, राजकमल प्रकाशन समह, नई कदल्ली।
- स्वाधोीनता कोे वोोोी पक्ष, अनोोकमकोा, राजकमल प्रकोाशन समोह, नई कदल्ली।
- आधुनक कहंदी कथा साकहत्य और मनोकान, डॉ. देिराज उपाध्याय
- र्ोाोंधी की भकम से, राजककशोर, प्रकाशन संस्थान, नई कदल्ली।
- र्ोाोंधी जी की देन, डॉ. राजेद्र एसाद, एभात एकाशन, नई कदल्ली।
- वोोीीिादोी किमिश, शमोा शमोा, राजकमल एकोाशन, नई कदल्ली।
- आधुनक कहोंदोी साकहत्य कोी विेचोाररक पो्टभोेकम, 468

सम्पादक. प्रीति चन्द्र कबूतर।

- एकतन्त्रकथ कविताएं , केदारनाथ अग्रवाल, राजकमल प्रकाशन, कदलली।
- <https://www.hindwi.org/> ओमप्रकाश विलासीकी कविता कविता कविता किशोरी सौंदर्यमयी- मोक्षोदी भर चालिल
- शयोरज कसौंह बौचोन कौी..बस इतनी सोी बोतात..मोरी कय कहाकनयोासों कलन सो, राजपाल एंड सनज़, नई कदलली।
- <https://www.hindwi.org/> नमलो पतुल कौी कविता -आकदिसी लडकयोों को बोारो मोों
- <https://www.hindwi.org/> नदी, पहाड और बाजार

- आधोऽकनक सामोऽकजक मनोकिऽन कोऽ मवे ल ततऽ, सरयो प्रसाद चौबोऽ, कोऽन्सोऽ। पखवो., नई कदली।

SEMESTER VII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: MARATHI (ANCILLARY MAJOR)

भाषाह्वान पररचर् हॉ मराठी व्याकरण

Total Credits: 06

Total Marks: 100

अध्यन उवदष्टे :

1. भाषोचो स्वस्वरूप आकण कतथो कोाय जाणवेन घोणेणे.
2. भाषोभ्यासाच्यो किकिध अोरोोोोचा पररचय करून घोणेणे.
3. भाषाभ्यासाच्या आधुकनक ि शावोोीय पध्दतीचा पररचय करून घेणे.
4. मराठी व्याकरणाचा इकतहास ि किकिध व्याकरणकरांचापररचय करून घेणे.
5. शब्दांचे िस्ोीकरण,किकारण किकारिशब्द घटना समजािन घेणे.

अधर्ॉन वनष्पहॉॉी:

िॉा अभ्यॉासक्रम पाँण कॉ ल्यॉाहॉर वहॉद्यॉाथी :

1. भाषेच्या किकिध अर्ोोोचा पररचय देतो.
2. भाषोच्या अभ्यासाच्यो आधुकनक ि शाखीय पध्दतीचा पररचय दोते तो.
3. मराठी व्याकरण व्यिस्थेचा सक्ष पररचय देतो.
4. मराठी व्याकरण व्यिस्थेतील समस्यांचे स्पष्टीकरण करतो.

म डर्ॉल I - भाषाह्वान स्वस्वरूप आवण मित्त (2 Credits)

घटक १ : भॉाषाशाॉाळॉाच्यॉा वहॉहॉध शाखा

अ) भाषोचो स्वस्वरूप आकण कोाय

ब) मानिीभाषेचे लक्षणेिभाषाकु ल संकल्पना

क) भाषोभ्यासाच्यो किकिध पध्दती - िणनोात्मक, ऐकतहोाकसक ि समोाजशावोोीय.

घटक २ : स्वनवहॉचार हॉ स्वनम वहॉचार (स्वन, स्वनम, स्नॉतर, स्वनमॉाचॉि
एकॉार)

अ) स्वनकानि सङ्कल्पना ि शाखा - उच्चारकें द्री,

संचारणकें द्री, श्रिणकें द्रीब) स्वनकनकमती ि

िवो कशष्टयो

क) स्वनकनम िस्वनकनमांचे प्रकार

घटक ३ : अथहॉअथवहॉचॉार : स्वरूपहॉप्रकॉार

अ) अथकचिोार -

स्वरूप ब)

अथोाचो

किकिध

प्रकोार क)

अथपररितन -

सोङ्कल्पना

म डर्ॉल II - मराठी व्याकरणाचा पररचर् (2 Credits)

घटक ४ : शब्दॉाचॉे हॉर्ॉीकरण- पारपररक हॉ आधॉवनक

अ) शब्दॉाचया जाती - किकारोी

अकिकारी शब्द ब) नाम, सिनाम,

कक्रयापद ि किशोेषण

क) कक्रयाकिशेषण, शब्दयोर्ोी, उभयान्वयी अव्यय ि के िलप्रयोर्ोी

घटक ५ : वहॉकरण- वलर्, हॉचन, वहॉभहॉॉी, आखात.

अ) कलोर् ि चिन

कचिोार- स्वरूप ि

प्रकोार ब) कभिक्ती ि कतचे

प्रकार

क) आख्यात किकार

घटक ६ : शब्दवसद्धोी हॉर्ऑर् वहाँचार

अ) शब्दकसद्धोी अथ ि

स्वरूप ब) कसद्ध,

साकधत,उपसरोर् ि प्रत्यय

क) प्रयोर् ि त्याचे प्रकार

म ड्याँल III : अतरऑर्त माँलयॉाकन (२ शॉैर्ऑाक)

क्रम सख्या	वहाँ	अक
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	हॉर ण	
१	कोाय/कलोप सा कोि प्रत्योिक मॉड्योल सोि २*१०	२०

२	सतर मीं एक कनयत कालीन कक्षा परीक्षा	१५
३	सतर मीं कषिय संबधी एक कनबंध	५
कुल योर्		४०

सॉाधार् / कॉारॉ (कॉणतॉिॉी दॉन)

1. भाषा म्हणजे काय ते सांस्ोन मानिी भाषेचे स्वरूप थोडक्यात स्पष्ट करा.
2. भाषेची कोणतीही चार लक्षणे थोडक्यात कलहा.
3. भाषाकु ल संकल्पना स्पष्ट करून सांस्ोा.
4. अथोाचोे किकिध एकोार कोणतोे ?
5. किकारी शब्द म्हणजे काय, त्याचे प्रकार कोणते?
6. मराठीतील चिन कचोार ि लोाचोे एकोार कलहा.

सदभ ग्रथ :

- काळे , कल्ोाण ि इतर (संपा.), आधुनक भाषाकषिज्ञान (संरचनािादी, सामान्य आकण सामाकजक, प्रकतमा प्रकाशन, पुणे, (दु.आ.) २००३.
- रोजोेोंदरओडकर, श्री. न. भाषोा आकण भाषोाशावो, वहीनस एकोाशन, पोणोे, (दो. आ.) १९७९.
- रोजोोकिलकर लोीलोा, िणनोात्मक भाषोाकषिज्ञान, आरतोी एकोाशन, डोोबिलोी, १९९२.
- पोोोंडोे, द. कद., सोलभ भाषोाकषिज्ञान, सोेहिधन एकोाशन, पोणोे, २००५
- मालशोे, स. रोजोो. ि इतर (सोंपा.), भाषोाकषिज्ञान ऐकतहोाकसक ि िणनोात्मक, पद् मरओोोंधोा एकोाशन, पुणे, २००५
- मटकर अलका, मराठी भाषेचा भाषािज्ञानक अभ्यास - शब्दालय एकोाशन, २०१५
- अजनिाडकर, श्रीकओू ण - मराठीोी व्योाकरण िाद आकण प्रिाद
- रोजोोकिलकर, लीला - मराठीचे व्योाकरण

SEMESTER VII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: URDU (ANCILLARY MAJOR)
COURSE NAME: PROGRESSIVE URDU LITERATURE – PROSE

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an understanding about the art and history of Urdu Novel Nigari
2. To develop an understanding about the writing style of few Novel Nigars
3. To develop an understanding about Asmat Chughtai as Novel Nigar
4. To develop critical understanding of Novel Ziddi

Learning Outcomes:

1. The student describes the art and history of Urdu Novel Nigari
2. The student describes the writing style of few Novel Nigars
3. The student describes Asmat Chughtai as Novel Nigar
4. The student does the criticism on Novel Ziddi

MODULE 1: URDU NOVEL (2 Credits)

Unit 1 Art of Novel Nigari

- a) Meaning and Definition
- b) Ajza -e- Tarkibi
- c) Kinds of Novel

Unit 2 History of Urdu Novel

- a) Munshi Prem Chand aur Moasereen
- b) Urdu Novel par taraqqee pasand tahreek ke asarat
- c) Mawzooa'at

Unit 3 Urdu ke Chand Novel Nigar

- a) Krishn Chandr
- b) B Qurratul Ain Haider
- c) C Qazi Abdussattar

Module 2: Ismat Chughtaee aur Novel Ziddi (2 Credits)

Unit 4 Ismat Chughtaee – The Writer

- Life
- Art of Novel Nigari
- Other Literary Work

Unit 5 Novel Ziddi

- Characters: Puran, Bhabhi, Chote Bhayya, Chamki, Phool, Holi, AnkhMacholi, Devrani
- Haat, Nafrat, Thokar, Faisla, Bhool Gaye, Aag, Sukoon, Hut
- Novel Ziddi ka Tajziya

Unit 6 Critical Study of Novel Ziddi

- Technical Aspect
- Characters
- Waqea Nigari

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- Urdu Novel ka tareekh pasmanzar bayan kijiye
- Novel Ki tareef bayan karte hue uske fun par tafseeli note likhiye
- Munshi Premchand ki novel nigari ka tanqeedi jayeza lijiye
- Ismat Chughtai ki zindagi ke nashebo Faraz ko kalamband kijiye
- Urdu Novel par taraqqi pasand tehreeq ke asarat ka jayeza lijiye

References :

- Urdu Novel ki Tareekh o Tanqeed by Ali Abbas Hussaini
- Ismat Chughtai - Fun aur Shakhsyat by Jagdish Chandra Viddhavan
- Ismat Chughtai - Fun aur Shakhsyat by Afsar Farooqi

- Munshi Premchand ka fani wa fikri mutalea by Sayyad Mohammed Aseem
- Urdu Novel ki tanqeedi Tareekh by Mohammed Ahsan Farooqi
- Munshi Premchand Shakhsiyat aur Karname by Dr Qamar Raees

SEMESTER VII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: GUJARATI (ANCILLARY MAJOR)
COURSE NAME: LITERARY CRITICISM AND CREATIVE WRITING

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the theories and types of literary criticism
2. To develop the skill of literary criticism.
3. To analyse the prose and poetry forms of literature from the lenses of literary criticism
4. To analyse the trend and styles of literary criticism from medieval to post Independent era.
5. To develop the skill of creative writing of different forms.

Learning Outcomes:

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

1. write the reflective criticism on the Dalit literature in own words
2. identify the different styles of literary criticism
3. Apply the skills to write the story in own words using the ideas and characters from related Gujarati literature

MODULE I: LITERARY CRITICISM AND GUJARATI LITERATURE (2 Credits)

Unit 1. Concept of Literary Criticism

- a) (Meaning, types, significance and Process)
- b) Theories of Literary criticism: Formalism or new criticism theory, Reader-response theory, Psychological theory and New Historicism Analysis
- c) Literary criticism in different forms of literature in Gujarati (Plays, Articles, Novels, poetry) in the context of the theories mentioned above.

Unit 2. Literary criticism and Poetry forms of Gujarati Literature

- a. Dhvani theory and Rasa Theory of Poetic literary criticism: (Meaning and components of these theories for literary criticism)
- b. Kavi Dalpatram's 'Andher Nagari' Poetry and Literary Criticism with reference to the components of the two theories given in a. of unit 2.
- c. Akha BHagat's 'Akhana Chhappa' composition and literary criticism.

Unit 3: Literary criticism and Performing art forms of Gujarati Literature

- a) Traditional Bhavai musical: Viewing 'Jasma Odan' Folk Tale directed by Shanta Gandhi and literary criticism with reference to Histerocism theory
- b) Documentary Film based on the reality of attraction to migrate abroad, 'Kevi rite Jaish' and literary criticism based on psychology theory
- c) Literary criticism of Hindi film 'English-Vinglish' directed by Gauri Shinde: Identifying the literary theory to be applied for literary criticism)

MODULE II: CREATIVE WRITING (2 Credits)

Unit 4. Concept of Creative writing

- a) Meaning in the context of literature writing, types
- b) The distinction between creative literature and other literary work is based on the criteria of creative writing
- c) Steps and process of creative writing

Unit 5: Requisites for creative writing

- a. Skills required for developing creative writing capability: (communication skill, Adaptability, Organizational skills, Research skill, Editing, Persistence)
- b. Guiding principles of creative writing (thorough reading, inspiration in daily things, use of writing prompts, criticizing other's writing to improve self-writing, creating and maintaining own journal/diary, paraphrasing/rewriting famous stories, incentivizing own writing, writing based on the pictures, images, writing as per own interest, Planning and scheduling, comfortable surrounding,)
- c. Elements of creative writing of poetry, fiction, drama, story (in the context of the plot, characters, setting, narrative, conflict, theme, writer's voice)

Unit 6: Creative writing of different forms: (in the context of the essential elements)

- a. Identifying the essential elements and skills possessed by the writer Sane Guruji in the book Shyamchi Aai translated in Gujarati by Aruna Jadeja
- b. Rewriting the Panchatantra stories (any 5) Using all the guiding principles of creative writing.
- c. A critical review of the children's poetries in Gujarati for Imaginative Poetry composition based on the pictures or as per the age-wise interest of small children

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

1. Compose Poetry based on real-life experience by using the essential elements of poetry writing. Recite the poetry in the class.
2. Write a Story on the topic of interest by using the appropriate guiding principles. Self-evaluate the story.
3. Review the famous Gujarati plays on the theme of your choice and write a script using essential elements of creative writing
4. Compare the storybooks Vagadana by and Swapna by Ashoksinh Tank with reference to essential elements and guiding principles of writing stories.
5. carry out the activities based on the 4th assignment as follows:
 - i. Identify the common element
 - ii. Criticize the faults and gaps you find based on the guiding principles
 - iii. write your own story using the ideas and characters used in these stories.

Reference:

- Unit 1:
- Basics of Literary criticism: Dr. Vilas Salune DIamand Publications Pune
- Bharatiya Kavyasidhant: Jayant Kothari
- https://www.amazon.in/Literary-Theory-History-Criticism-Gujarati/s?rh=n%3A1318173031%2Cp_n_feature_three_browse-bin%3A9495761031
- <https://content.bridgepointeducation.com/curriculum/file/1d4980fa-45ee-4432-a598-f42cd6ccb2a1/1/ENG125%20-%20Critical%20Literary%20Theories.pdf>
- Unit 2
- http://cmclnmu.ac.in/wp-content/uploads/2020/04/English_PK-PGII-Dhvani.pdf
- [http://www.rncollegehajipur.in/rn/uploads/products/PG%20II%20CC-7%20The%20Theory%20of%20Rasa%20by%20Dr%20Ravi%20K%20Sinha%20\(1\).pdf](http://www.rncollegehajipur.in/rn/uploads/products/PG%20II%20CC-7%20The%20Theory%20of%20Rasa%20by%20Dr%20Ravi%20K%20Sinha%20(1).pdf)
- <https://literariness.org/2020/11/13/indian-literary-theory-and-criticism/>
- <https://gargicollge.in/wp-content/uploads/2020/03/08-chapter-2.pdf>
- https://www.academia.edu/39721084/Indian_Aesthetics_Rasa_Theory

- https://gu.wikipedia.org/wiki/%E0%AA%85%E0%AA%96%E0%AA%BE_%E0%AA%AD%E0%AA%97%E0%AA%A4
- <https://creativeyatra.com/poetry/%E0%AA%85%E0%AA%96%E0%AA%BE%E0%AA%A8%E0%AA%BE-%E0%AA%9B%E0%AA%AA%E0%AB%8D%E0%AA%AA%E0%AA%BE-akha-na-chhappa/> (Akha verses)
- Unit 3
- https://en.wikipedia.org/wiki/Gujarati_theatre
- https://en.wikipedia.org/wiki/English_Vinglish
- <https://theculturetrip.com/asia/india/articles/jo-baka-watch-these-films-before-your-ahmedabad-trip/>
- Unit 5
- <https://www.imagineforest.com/blog/10-ways-improve-creative-writing-skills/>
- <https://oxfordsummercourses.com/articles/what-is-creative-writing/>
- <https://unlu.io/blog/writing-guide-what-is-creative-writing-and-its-types>
- <https://www.imagineforest.com/blog/10-ways-improve-creative-writing-skills/>
- <https://medium.com/swlh/7-essential-skills-for-writers-that-arent-writing-f6b3b7979864>
- <https://www.imagineforest.com/free-resources/writing-prompts>
- <https://www.scribophile.com/academy/what-are-literary-elements>
- Unit 6
- <https://www.bookreviewgujarati.online/search/label/KidsStory?&max-results=6>
- <https://www.bookpratha.com/bookdetail/Index/268946?name=Shyamni-Maa>
- Assignments:
- <https://www.matrubharti.com/book/19924518/vagdana-phool-16>
- <https://www.matrubharti.com/stories/gujarati/short-stories>
- <https://www.matrubharti.com/book/19925236/svapna>
- <https://www.matrubharti.com/book/19924518/vagdana-phool-16>

Semester VIII
PART III : CURRICULUM AND PEDAGOGY STUDIES
CORE COURSE: GERMAN (ANCILLARY MAJOR)
COURSE NAME GERMAN SPEAKING COUNTRIES IN THE PAST
AND PRESENT

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. Understand and recall basic social and cultural practices.
2. Knowledge of relevant facts pertaining to German speaking countries
3. To familiarize with the selected history of German speaking countries.

Learning Outcomes:

By the end of the course, student will be able to

1. Connect the past to the present and to reflect the values of the past in context of the present.
2. Discuss and reflect on intercultural aspects.

MODULE I: Die DACH Länder und deutsche Geschichte (2 Credits)

Unit 1: Einführung: DACH

- a) Einwohner, Bevölkerung, Lage, Flüsse, Seen, Landschaft, Klima, Jahreszeiten
- b) Die deutschsprachige Gesellschaft, Struktur, Dialekte
- c) Die DACH Länder in EUnit 1 - Die DACH Länder

Unit 2 - Deutsche Geschichte – I

- a) Nationalsozialismus
- b) Holocaust
- c) Der Zweite Weltkrieg

Unit 3 - Deutsche Geschichte – II

- a) Die Teilung Deutschlands
- b) Mauerfall
- c) Deutsche Wiedervereinigung

MODULE II: Mehr über das Land (2 Credits)

Unit 4 - Das politische System Deutschlands

- a) Migration
- b) Staatsaufbau, Staatsorgane Bundesländer und ihre Hauptstädte
- c) Parteiensystem und Wahlen Im Bundestag vertretene Parteien

Unit 5 - Kultur & Tourismus

- a) Religionen und Feste in Deutschland
- b) Kultureinrichtungen, Kunst und Architektur
- c) Sehenswürdigkeiten der deutschsprachigen Länder

Unit 6 - Bildungssystem & Wirtschaft

- a) Wirtschaft
- b) Forschung
- c) Bildungssystem

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

(Topics based on Landeskunde even outside those mentioned above.)

The following topics can be suggested:

Reformation, Dreißigjähriger Krieg, Das Heilige Römische Reich Deutscher Nation, Deutsch-Französischer Krieg, Gründung des Deutschen Reichs, Erster Weltkrieg, Weimarer Republik may also be selected as topics.

Text Books:

1. Bemmerlein, Georg/ Göbel, Walter: Abiturwissen. Geschichte 19. Jahrhundert bis 1933. 5. Aufl. Stuttgart: Klett Lehrtraining GmbH 2013
2. Kuhne, Berthold: Grundwissen Deutschland: Kurze Texte und Übungen inklusive Lösungsschlüssel. München, Iudicium; Auflage: 2. Aufl. 2003
3. Luscher, Renate: Landeskunde Deutschland 2010. Von der Wende bis heute. Für Deutsch als Fremdsprache. Daten - Texte - Aufgaben (Lernmaterialien). Verlag für Deutsch; Auflage: 5. aktual. 2010

Additional material may be compiled and used by the teacher.

Reference Books:

1. Sabine Schmidt, Karin Schmidt (Hg.): Erinnerungsorte: Deutsche Geschichte im DaF-Unterricht. Materialien und Kopiervorlagen mit Dokumenten-CD-ROM und CD Berlin Cornelsen 2007

Websites:

- www.deutschland.de
- www.auswaertiges-amt.de
- www.goethe.de
- <https://www.oesterreich.gv.at>
- <https://www.ch.ch>

Additional websites may be used by the teacher.

Reference Books:

- Bemmerlein, Georg/ Göbel, Walter: Abiturwissen. Geschichte 19. Jahrhundert bis 1933. 5. Aufl. Stuttgart: Klett Lehrtraining GmbH 2013
- Kuhne, Berthold: Grundwissen Deutschland: Kurze Texte und Übungen inklusive Lösungsschlüssel. München, Iudicium; Auflage: 2. Aufl. 2003
- Luscher, Renate: Landeskunde Deutschland 2010. Von der Wende bis heute. Für Deutsch als Fremdsprache. Daten - Texte - Aufgaben (Lernmaterialien). Verlag für Deutsch; Auflage: 5. aktual. 2010

Additional material may be compiled and used by the teacher.

- Sabine Schmidt, Karin Schmidt (Hg.): Erinnerungsorte: Deutsche Geschichte im DaF-Unterricht. Materialien und Kopiervorlagen mit Dokumenten-CD-ROM und CD Berlin Cornelsen 2007

Websites:

- www.deutschland.de

- www.auswaertiges-amt.de
- www.goethe.de
- <https://www.oesterreich.gv.at>

SEMESTER VIII
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: HISTORY (SCHOOL SUBJECTS)
COURSE NAME: LANDMARKS IN WORLD HISTORY
(1453 -1950)

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To Comprehend the transition of Europe from medieval to modern times in the context of Renaissance and Reformation in Europe.
2. To develop an understanding of ideologies that led to the creation of nations and trace the rise of fascism in Europe.
3. To analyse the causes and effects of the World War I
4. To apply the knowledge of the learned topic in a given situation

Learning Outcomes:

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

5. Examine the features, causes and the impact of Renaissance movement that led to nuanced learning in the field of Art, Architecture, Literature and Science
6. Explain the causes, effects and significance of the American, French and Industrial Revolution in Europe that challenged the old order
7. Describe the concept that led to the emergence of nation states in Europe and enumerate the factors and that led to the Unification of Italy and Germany
8. Analyse the causes and effects of the World War I and comprehend the military strategies and technology used during the War
9. Obtain insights into the concept of features of fascism in Europe and explain the nature, domestic reforms and the failure of the totalitarian governments in Italy, Germany and Japan
10. Gain insights into the technology, military strategies and the causes, consequences of the second world war

MODULE I: ERA OF REVOLUTIONS (14th Century – Late 19th century) (2 Credits)

Unit 1: Dawn of the Modern Era

- a) Renaissance
- b) Reformation movement
- c) Geographical Discoveries

Unit 2: Age of Revolutions

- a) American Revolution
- b) French Revolution and Rise of Napoleon
- c) Industrial Revolution

Unit 3: Democracy and Emergence of Nation States

- a) Democracy, Nationalism and Nation-State
- b) Unification of Italy
- c) Unification of Germany

MODULE II Era of Wars (19th century – 1960s) (2 Credits)

Unit 4: World in Transition (1870-1919)

- a) Forms, Causes and Impact of Imperialism
- b) World War I and League of Nations
- c) Russian Revolutions 1917

Unit 5: World at Arms

- a) Dictatorship in Italy
- b) Dictatorship in Germany
- c) Militarism in Japan

Unit 6: World War II and Cold War

- a) Causes, Course and Consequences of World War II.
- b) United Nations Organization
- c) Origin of Cold War Politics

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Any two of the following tasks:

- 1) Prepare a poster on forms of Imperialism
- 2) Make a map of the geographical explorations of various European explorers.
- 3) Prepare an assignment on the unification of Germany
- 4) Group discussion on Causes and Impact of Imperialism
- 5) Drama on the theme 'Dictatorship in Germany.'

Reference Books:

- Carr, E.H., International Relations between the two World Wars, 1919-1939, Macmillan, London, 1989.
- Chakrabarty Ranjan, History of Modern World, Primus Books, New Delhi, 2013.
- Cornell, R.D, World History in the Twentieth Century – Longman, Essex 1999.
- David, M.D. Rise and Growth of Modern Japan- Himalaya Publication House, Mumbai 1999.
- Dev Arjun and Dev Indira, History of the World, Orient Blackswan Publishers, New Delhi, 2009.
- Doyle William, Origins of the French Revolution, OUP, 1980.
- Fay, S. B, Origins of the World War, New York- Second Ed. New York Free Press 1999.
- Grant Arthur J. and Temperley H.W.V., Europe in the Nineteenth and Twentieth Centuries (1789 – 1950), Prentice Hall Press, 1971.
- Hayes C.J. H. Contemporary Europe Since 1870-1955, Macmillan, New York, 1953.
- Lipson, E, Europe in the 19 th century, 1815 -1914, A.H. Black. London,1961.
- Lowe Norman, Mastering Modern World History, Palgrave Macmillan Publishers, New Delhi, 2016.
- Parkes Henry, The United States of America: a History, Alfred A. Knopf, USA. 1953.
- Rao B.V., History of Modern World, Sterling Publishers Pvt Ltd, New Delhi, 2012.
- Taylor A.J.P., The Struggle for Mastery in Europe (1848 – 1918), Oxford University Press, Oxford, 1971.
- Thompson David, Europe since Napoleon, Penguin Publishers, London 1990.

Additional References:

- Barraclough, Geoffrey, Turning Points in World History, Thames and Hudson, USA,

1977.

- Gershoy Leo, The French Revolution 1789-1799, Holt Rinehart & Winston, 1932.
 - Hobsbawm Eric, The Age of Revolutions (1789 – 1848), Little Brown Book Company, UK, 1988.
 - Hobsbawm Eric, The Age of Empire (1875 – 1914), Little Brown Book Company, UK, 1989.
 - Hobsbawm Eric, The Age of Extremes (1914 – 1991), Little Brown Book Company, UK. 1995
 - Roberts J. M., The Penguin History of the World (6th Edition), Penguin Publishers, London, 2014
 - Taylor A.J.P., Origins of the Second World War, Penguin Books, London, 1971.
- Books in Marathi:
- Acharya Dhananjay, Adhunik Jagacha Itihas, Shree Sainath Prakashan, Nagpur, 2008
 - Ambulgekar P.J., Arvachin Europe 1789-1945, Abhay Prakashan, Nanded
 - Bhamre Jitendra, Jagachya Itihasatil Mahatvache Tappe, Sheth Publisher, Mumbai, 2010
 - Jain ani Mathur, Adhunik Jag, K'Sagar Prakashan, Pune, 2006
 - Kadam, Y.N., Vishavya Shatakateel Jagacha Itihaas, Phadke Prakashan, Kolhapur, 2005
 - Kulkarni, A.R. and Deshpande, Adhunik Jagacha Itihaas, Vol.1 and 2, Snehavardhan Publishing House, Pune, 1996
 - Udgaokar, M.N. and Ganesh Raut, Adhunik Jag, Diamond Publications, Pune, 2008
 - Vaidya Suman, Adhunik Jag Part I, Shree Sainath Prakashan, Nagpur, 2000
 - Vaidya Suman and Shanta Kothekar, Adhunik Jag, Vol.1 and 2, Shree Sainath Prakashan, Nagpur, 2000

SEMESTER VIII

PART III: CURRICULUM AND PEDAGOGICAL STUDIES

Core Course Name: Geography (School Subject)

ECONOMIC GEOGRAPHY AND GEOGRAPHY OF TRANSPORT

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop a basic understanding about Economic Geography.
2. To understand the various Economic Activities.
3. To learn about Economic Development of India.
4. To develop the basic understanding about Transport Geography.
5. To learn about Transport Network System.
6. To understand Evolution of Modes of Transport.

Learning Outcomes:

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

1. Recognize the various Economic activities and Economic Development of India
2. Apply the basic understanding about Economic and Transport Geography.
3. Able to understand Transport Network System and different Evolution modes.

MODULE I: ECONOMIC GEOGRAPHY, ACTIVITIES AND ECONOMIC DEVELOPMENT OF INDIA (2 Credits)

Unit – 1: Introduction of Economic Geography

- a) Definition, Nature, Scope and Branches of Economic Geography, Approaches of Economic Geography and Relation with other social sciences
- b) Concept and Operation of Economy
- c) Resources: Concept, Classification and Importance in Economy

Unit – 2: Economic Activities

- a) Economic Activities: Type and Characteristics, Factors Affecting Economic Activities
- b) Agriculture and Lumbering: Types and Distribution
- c) Fishing and Animal Husbandry: Types and Distribution

Unit – 3: Economic Development of India

- a) Levels of Economic Development in India , Globalization and its impact on Indian economy
- b) Special Economic Zones: Concept and issues in India
- c) Environment and Economic Development and related issues

MODULE II: TRANSPORT GEOGRAPHY, ITS NETWORK SYSTEM AND EVOLUTION OF MODES OF TRANSPORT (2 Credits)

Unit 4: Introduction to Transport Geography

- a) Concept and Definition of Geography of Transport, Nature and Scope Geography of Transport
- b) Definition of Distance and its types, Factors affecting on Transportation
- c) Significance of the study of Geography of Transport

Unit 5: Transport network system

- a) Transport network system – structure and properties and Application of graph theory measures
- b) Location of routes and efficiency of network
- c) Conflicting aspects of decision making

Unit 6: Evolution of Modes of Transport

- a) Evolution of transport network and their environment.
- b) Issues associated with roadways and railways transport network
- c) Issues associated with water and air transport development

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Any two of the following tasks:

- 1) Group Discussion on any one:
 1. Poultry Farming,
 2. Cattle Farming
 3. Fish Farming.
 4. Dairy Farming
- 2) Presentation on any one: Means of Transport:
 1. Roadways,
 2. Railways,
 3. Waterways
 4. Airways.
- 3) Project on Terrace Cultivation.

Reference Books:

- Datt, G. And Mahajan, A. (2016): “Datt and Sundaram’s Indian Economy”, S. Chand Publishing, New Delhi
- Dreze J and Sen A.: “Indian Economic Development and Social Opportunity”, Oxford University Press, London
- Gautam, A. (2010): “Advanced Economic Geography”, Sharda Pustak Bhawan, Allahabad
- Hartshorne T. & Alexander J.W.: “Economic Geography”, Prentice New Delhi
- Hodder, B. and Lee, R. (2008): “Economic Geography”, Rawat Publishers, Jaipur
- Khanna K.K., Gupta V. K., (1987): “Economic and Commercial Geography”, Sultan Chand and Com.
- Memoria, C. B.: “Economic and Commercial Geography of India”
- Saxena, H. (2016): “Economic Geography”, Rawat Publishers, Jaipur
- Singh, J. and Dhillon, S.: “Agricultural Geography”, Tata McGraw hill Publication Company Ltd., New Delhi.
- Vaidya B.C. (1998): “Readings in Transportation Geography”, Devika Publications, New Delhi.
- Vaidya B.C. (2003): “Geography of Transport Development”, Concept Publication, New Delhi.
- Weber Alfred (1957): “Theory of Location of Industry “Chicago Press
- अबोक्कराणि, धोपटनो, पाटनो, पशदो) १९९७(: आथक भो रोज्जोल, ब्राली प्रकोशन, पोणो
- एस. ए. ठाकुर, आर. बो. पाटनो, पोडणो कर, धोरो) २०१२(: आथक भो रोज्जोल, कोकोण जोग्रफसो असोबेशन

- खतीब) २००७: आथथक भवेर कोलो, मोि ता पवोलपशर् कोाउस, कोोलोक् कोापवे

- फोल् लो, पशदो, पार, अडसवेळ, पाटनील) १९९८(: आथथक भो रोोोल, सप्पोे मप्कओाशन, कोोलोक् कोपोर
- बठल घरपोुरो (२०१३): आथथक भोरोोोल, पपळापोुरो ओंड पवोलशसो, नोरोप्पेर.
- पशदो, केो रोोारो, मानो-दो शमोुख) १९९९(: आथथक भोरोोोल, फडको एकओाशन, कोोलोक् कोपोर
- सदिदी, कोळे कर (२०१०): अब्भन भर्ोोल: सराली एकओाशन, पुणे
- Chorley R.J. & Haggett P. (1967): Models in Geography Methuen & Co. London.
- Hagget, F and Chorley, R.J. Network Analysis', Edward Arnold, London, 1968.
- Hay, A.: Transport Economy, MacMillan, London, 1973.
- Hoyle, B.S. (ed.): Transport and Development, MacMillan, London, 1973.
- Hurst, M.E. (ed.) (1974): Transportation Geography, McGraw-Hill.
- Raza, M. and Agrawal Y.P.: Transport Geography of India, Concept. New Delhi, 1985.
- Robinson H & Bamford C.G.: Geography of Transport Macdonald & Evans., London 1978.
- Saxena, H. M. (2010): Transport Geography, Rawat Publications, Jaipur
- Taffe, E.J. & Gauthier (Jr.) H.L.: Geography of Transportation, Prentice-Hall, Englewood Cliffs, N.J., 1973.
- Ullman E.L.: American Commodity Flow University of Washington Press 1957.
- White H.P. and Senior, M.L. Transport Geography, Longman, London, 1983
- घरपुरे, बठल) २०१०(: भारताचाभर्ोोल, पपळापुरे आण्णप्रकाशक, नाप्.
- मर्, जयकु मार) २००८(: भारताचाभर्ोोल, बद्ोाप्रकाशननापर.

SEMESTER VII
PART III: CURRICULUM AND PEDGOGICAL STUDIES
CORE COURSE: Economics (School Subject)
COURSE NAME: INDIAN ECONOMY

Total Credits: 6

Total Marks: 100

Learning Objectives:

- (1) To acquaint students with the economic thought of Phule and Gokhale.
- (2) To make students understand the economic views of Naoroji, Ranade and Ambedkar.
- (3) To introduce students to Gandhian Economic Thought.
- (4) To familiarise students with Indian economic thinkers after Independence.
- (5) To provide students with an understanding of the various sectors of the Indian economy and developments therein.

Learning Outcomes:

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

- 1) The students would have gained an understanding of pre- and post-Independence Indian economic thought.
- 2) The students would have also gained an understanding of the works of contemporary Indian Economists.
- 3) Students would have studied and understood various features, issues and policies for the sectors and subsectors of the Indian economy.

MODULE I: INDIAN ECONOMIC THOUGHT:

Unit 1: Introduction

- a) Mahatma Phule's Views on Agriculture – Gokhale's Economic Ideas (Six Ideas)
- b) Naoroji - Drain Theory, Criticism and Long Run Relevance – Ranade's Views on Railway Investment and the Methodology of Indian Economics – Dr. Ambedkar's Contribution to The Rupee Debate and RBI
- c) Gandhian Economic Thought - on Self-Sufficient Village Economy - Dignity of Labour – Trusteeship – Sarvodaya

Unit 2: Economic Thinking after Independence

- a) Nehruvian Perspective
- b) Mahalanobis's Planning Model
- c) Manmohan Singh's NEP

Unit 3: Famous Contemporary Thinkers

- a) Jagdish Bhagwati
- b) Amartya Sen
- c) Abhijeet Banerjee

MODULE II SECTORS OF THE INDIAN ECONOMY

Unit 4: Agriculture

- a) Role of Agriculture in the Indian Economy
- b) Agricultural Finance – Sources - NABARD
- c) Agricultural Policies – Pricing – Marketing - NAP 2007- Food Security – Organic Farming

Unit 5: Industry

- a) Role of Industrial Sector in the Indian Economy
- b) Classification and Role of the Industrial Sector - Micro, Small and Medium Enterprises (MSMEs), Large Scale
- c) Industrial Policy – NIP 1991 - Start Up India - Make In India - Skill India

Unit 6: Service

- a) Role of the Service Sector in the Indian Economy
- b) Sub-Sectors in the Service Sector – Economic -Transport, Storage and Communication - Trade, Hotels, and Tourism– Banking and Insurance Services; Social – Education - Health - Administration
- c) Performance of the Service Sector –Trends in Sub-Sectors

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignments (Any Two):

- (i) Essay on the contribution to economic thought by Jagdish Bhagwati / Amartya Sen / Abhijeet Banerjee
- (ii) Case studies of organic farming
- (iii) Evaluation of Start Up India / Make In India / Skill India
- (iv) Role of NABARD and microfinance
- (v) Trends in tourism in India

References:

- Dasgupta, A. K. (1993): A History of Indian Economic Thought, Routledge, London and New York.
- Balakrishnan, P. (2007): The Recovery of India: Economic Growth in the Nehru Era. Economic and Political Weekly, Vol. 42, Issue No. 45-46 (10 November, 2007), pp. 52-66.
- Sen, A. (2003): Development as Capability Expansion. In: Fukuda-Parr S, et al Readings in Human Development. New Delhi and New York: Oxford University Press.
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- Misra, S. K. and Puri, V. K. (2021): Indian Economy, 39th Edition, Himalaya Publishing House.
- Government of India, Ministry of Finance: Economic Survey of India – Recent issue

SEMESTER VII

PART III: CURRICULUM AND PEDGOGICAL STUDIES

Core Course: Mathematics and Statistics (School Subject)

Total Credits: 06

Total Marks: 100

University Assessment: 60 Marks and College Assessment: 40 Marks

Learning Objective:

1. To develop an understanding of Definite Integration.
2. To evaluate different methods of Definite Integration.
3. To apply the understanding of Definite Integration in a given new situation
4. To evaluate the solution for the Definite Integration..
5. To appreciate the utility of Definite Integration.

Learning Outcomes:

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

1. Explain the concept of Definite Integration.
2. Compare the different Methods of Definite Integration.
3. Examine the solutions given for the Definite Integration.
4. Reflect on the utility of Definite Integration.

MODULE I: INTEGRATION

Unit 1: Definite integration I

- a) Integration as an inverse process of differentiation; geometric interpretation of integration
- b) Different methods of integration – substitution; trigonometric identities; standard functions; partial fractions.
- c) Integration by parts.

Unit 2: Definite integrations II

- a) Rules of definite integration (with proof).
- b) Definite integration by substitution; improper integrals – infinite limits, discontinuous integrand; comparison test for improper integrals.
- c) approximating definite integrals – midpoint rule; trapezoid rule, Simpson's rule Unit

Unit 3: Practical

- i. Integration by substitution

- ii. Using trigonometric identities and partial fractions to integrate the given functions
- iii. Integration by parts
- iv. Solving definite integrals using rules
- v. Improper integrals
- vi. Approximation of definite integrals

MODULE II: APPLICATIONS OF INTEGRATION

Unit 4 - Area and Volume

- a. Arc length and surface area;
- b. area of a bounded region (under a curve, between a line and a curve, between two curves);
- c. Volume of solids (solids of revolution, solids with known cross sections); Centre of gravity and Momentum of a body – Work (given distance travelled); Centre of mass; momentum of inertia; velocity, trajectory and thrust of a satellite

Unit 5 - Economic applications of Integration

- a. Marginal and total revenue, cost and profit.
- b. Capital accumulation over a specified period of time; consumer and producer surplus.
- c. Lorenz curve and Gini coefficient

Unit 6 – Practical

- i. Integration by substitution
- ii. Using trigonometric identities and partial fractions to integrate the given functions
- iii. Integration by parts
- iv. Solving definite integrals using rules
- v. Improper integrals
- vi. Approximation of definite integrals

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignments (Any Two)

Assessment of Practical component

1. Journal
2. Viva-voce
3. Practical examination
4. Presentation of Economic applications of Integration
5. Open Book Assignment on the comparison of the different Methods of Definite Integration

References

1. A Course in Calculus and Analysis by Sudhir Ghorpade and Balmohan Limaye, Springer 2006.
2. Calculus and its Applications, Marvin L. Bittinger, David J. Ellenbogen and Scott A. Sargent, Addison Wesley, tenth edition.
3. Calculus of a single variable Ron Larson , Bruce Edwards, 10th edition. 4. Differential Calculus, Shantinayakan, 10th Edition, S. Chand and Co. 5. Elementary Analysis, The Theory of Calculus, Kenneth A. Ross, Springer Publication, second edition.
6. Introduction to Real analysis, William F. Trench, Free edition, 2010. 7. Master Maths: Solving Word Problems. Brita Immergut. Cengage Learning PTR. 2009
8. Ordinary and partial Differential equations, M.D. Raisingania, S. Chand and Company, 2009.
9. Principles of Mathematical Analysis, W. Rudin, Third Edition, McGraw Hill, 1976 10. The mathematics that Every Secondary School Teacher Needs to Know. Alan Sultan & Alice F. Artzt. Routledge. 2011

SEMESTER VII
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: PSYCHOLOGY (JUNIOR COLLEGE)
COURSE NAME: COGNITIVE PSYCHOLOGY

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an understanding about the mental processes to begin with sensation and perception up to how it results in thoughts and communication
2. To develop an understanding of the Importance of Attention and Motivation in Psychology
3. To develop an Understanding of the theoretical perspectives of learning

Learning Outcome:

By the end of the course, student will be able to:

1. Student can explain the meaning of Sensation, perception and how concept formation takes place
2. Student can explain the importance and theories of Motivation
3. Student can apply the cognitive perspectives of learning in the learning process
4. Student can explain the factors that affect learning

MODULE I: COGNITIVE PERSPECTIVES AND LEARNING

Unit1: Cognitive Processes

- a) Sensation - Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and Sensory adaptation
- b) Perception: Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.
- c) Concept formation: Meaning, characteristics, steps and types of concepts

Unit2: Factors Affecting Learning

- a) Attention: Meaning, types, and Educational Implications,

- b) Motivation: Meaning, type, and the Educational Implications
- c) Maturation and learning

Unit3: Theoretical Perspectives

- a) Maslow's theory of Hierarchy of needs
- b) McClelland's achievement theory
- c) Piaget's theory of cognitive development

MODULE II: LEARNING AND MEMORY

Unit-1: Concept of Learning

- a) Learning and teaching – Meaning and characteristics,
- b) Learning process and the learning curve.
- c) Transfer of Learning: Meaning and Types and theories of transfer of learning, promoting transfer

Unit-2: Theories of Learning

- a. Classical Conditioning.
- b. Operant conditioning
- c. Observational learning

Unit-3: Memory

- a) Memory - Concept, types, Information Processing theory, factors affecting memory
- b) Models of Memory: The Traditional Model of Memory and The Levels-of-Processing Model (LOP)
- c) Forgetting - Concept, types, causes, Theories of Forgetting (Interference theories) educational implications.

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
4	Total	40

Tasks/ Assignments: (Any two)

1. Conduct of Experiment on **any two** -Attention/Fatigue/Transfer of learning/ division of attention and recording the observations
2. Interview four school teachers and identify the challenges faced by them while teaching, to help children learn, and the strategies, they adopt to enhance student learning
3. Carry out a case study on a student who gets very good grades in exams and report the techniques he/she uses for learning and memorizing information
4. Prepare a presentation on any two cognitive theories of learning
5. Make a scrap book on at least 5 activities related to memory- games/ quizzes etc

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- Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G (2003).
- Atkinson & Hilgard's Introduction to Psychology. Wadsworth Publishing Company
- Changizi, M.A. & Hall, W. G. (2001). Thirst modulates a perception. Perception, 30(12), 1489-1497.
- Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour (11th edition). Delhi (India): Thomson Wadsworth.
- Solso, R.L (2006). Cognitive Psychology. 6th ed, Pearson Education.

SEMESTER VII
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: SOCIOLOGY (JUNIOR COLLEGE)
COURSE NAME: SOCIAL RESEARCH- QUANTITATIVE AND QUALITATIVE

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. Students will be able to demonstrate the ability to choose methods appropriate to research aims and objectives
2. Students will be able to develop skills in qualitative and quantitative data analysis and presentation
3. Students will be able to develop basic research skills

Learning Outcomes:

By the end of this course students will be expected to have gained ability to:

1. Explain key research concepts and issues
2. Explain research articles in their academic discipline.
3. Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.

MODULE I: SOCIAL RESEARCH- CONCEPT, METHOD, ANALYSIS

Unit 1: Social Research- Types

- a) What is Social Research- Nature and Scope
- b) Characteristics, significance and critique
- c) Steps in conducting a research project

Unit 2: Methods of Data Collection

- a) Survey Method
- b) Drafting a Questionnaire
- c) Sampling- Meaning, Merits, demerits, Types

Unit 3: Analysis of Quantitative Data

- a) Tabulation and graphical Representation of data (Bar diagram, histogram, pie chart)
- b) Measures of Central Tendency- Mean, Median and Mode
- c) Measures of Dispersion- Range, Standard Deviation and Quartile Deviation

MODULE II: QUALITATIVE RESEARCH- CONCEPT, APPROACHES AND PROPOSAL WRITING(2 Credits)

Unit 4: Qualitative Research

- a) What is Qualitative research, Advantages and disadvantages
- b) Ethical Issues - Subjectivity and objectivity
- c) Difference between quantitative and qualitative research

Unit 5: Approaches to Qualitative research

- a) Ethnography
- b) Case Study and Oral history
- c) Grounded Theory

Unit 6: Writing a Research proposal

- a) Preparation of Research Proposal
- b) Writing an Abstract
- c) Referencing Skills

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/Assignments: (Any two)

1. Tests on the modules in the form of multiple-choice questions after the syllabus of unit is completed
2. Assignment : Prepare a Research proposal –Introduction, Literature review, Identifying research Gap, Objectives, Hypothesis/research question, Research design and methods, Analysis, Relevance, Future scope, References
3. Field visit-based project – Conduct an original Ethnographic field work (use quantitative and qualitative techniques in collection of data) and submit a report based on same.

Reference Books:

- Best, J., Kahn, J. (2008) Research in Education (10th ed.). Prentice Hall. Pearson Education
- Bryman, A. (1988). Quantity and Quality in Social Research. London : Routledge

- Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
- Bryman, A. (2008). Social Research Methods. Oxford University Press
- Cresswell,J.W, (2007) 'Qualitative Inquiry and Research Design- Choosing among five approaches'Sage Publication: New Delhi
- Cresswell ,J.W, (2002), Research Design -Qualitative Quantitative and MixedMethodsApproaches, Sage Publication: New Delhi
- Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: KitabMahal
- Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: KitabMahal
- Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
- Goode, W., Hatt, P. (1981). Methods in Social Research. McGraw-Hill Book Company
- Matt, H., Weinstein, M., Foard N. (2006) A Short Introduction to Social Research. New Delhi: Vistaar Publications
- Somekh, B., Lewin, C. (ed) (2005). Research Methods in the Social Sciences. New Delhi: Vistaar
- Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
- Uwe Flick (2007), 'Managing Quality in Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
- <https://www.sheffield.ac.uk/socstudies/phd/research-proposal>
- <https://harappa.education/harappa-diaries/grounded-theory-research/#:~:text=Grounded%20theory%20is%20often%20used,their%20problems%20and%20presents%20solutions>

SEMESTER VII
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: PHILOSOPHY (JUNIOR COLLEGE)
COURSE NAME: INTRODUCTION TO PHILOSOPHY

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. Understand the concept of Philosophy, major classifications and traditions in Philosophy.
2. Identify the main fields of philosophy.
3. Familiarise with the methods of philosophizing and primary issues, concerns, and debates within philosophy.

Learning Outcomes:

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

1. Respond analytically and critically Indian and Western ways of thinking.
2. Demonstrate knowledge of the context from which a particular philosophical viewpoint arose.
3. Evaluate the implications of philosophical positions in daily life.

MODULE I: PHILOSOPHY: BASIC CONCEPTS; ITS BEGINNINGS

Unit 1: Nature, Scope, and Significance of Philosophy

- a) What is philosophy? Nature & Scope of Philosophy
- b) Basic overview of the major areas of philosophy
- c) Value of Philosophy- Russell

Unit 2: Beginnings of Philosophy in India: Vedic & Upanishadic Cosmologies

- a) Beginnings of Indian Philosophy: From Vedas to Upanishads (Samhita, Brahmana, Aranyaka & Upanishads)
- b) Vedic Cosmology : concept of Rta and Rna in the moral and cosmic order; cosmology in Purusha sukta (Rig Veda, book 10, hymn 90) and Naasadiya sukta(Rig Veda, book 10, hymn 129).
- c) Upanishadic Cosmology (Brahman, Cosmic Egg & Cosmogenesis as sacrifice) Śvetāśvatara Upanishad (1. 1), Brihadaranyaka Upanishad, 1.2.1-7) Kaṭha Upanishad 3. 10-13, and 6. 7-8; Chāndogya Upanishad 6. 4

Unit 3: Beginnings of Philosophy among the Greeks: Pre-Socratic Natural philosophy and Cosmologies

- a) Beginnings of Philosophy among the Greeks: from myths to Philosophy
- b) Pre-Socratic Cosmology: Natural Philosophy- Thales of Miletus
- c) Pre-Socratic Cosmology: Natural Philosophy- Anaximander & Anaximenes

MODULE II APPROACHES IN INDIAN & WESTERN PHILOSOPHY

Unit 4: Indian Philosophy: Features & classifications

- a) Features of Indian Philosophy
- b) Classifications of Indian Philosophy (Orthodox & Heterodox)
- c) Classifications of Indian Philosophy (Analytic & synthetic)

Unit 5: Western Philosophy: Features & classifications

- a) Features of Western Philosophy
- b) Introduction to schools of Western Philosophy (Idealism of the Platonic tradition & Realism of Aristotelian tradition)
- c) Introduction to schools of Western Philosophy (Rationalism & Empiricism)

Unit 6: Philosophical Methods

- a) Method of Philosophy: The Vedic/Upanishadic Method (Neti...Neti..)(way of negation)(Brihadaranyaka Upanishad 2.3.6)
 - b) Method of Philosophy: The Socratic Method (Elenchus)
 - c) Inductive (empiricist method) & Deductive (Aristotelian) Methods (Russell, Problems of Philosophy, chs. 6 & 7)
- Inducto-deductive (integrated reasoning) (Nyaya) (Chandhradhar Sharma, A critical survey of Indian philosophy ch.12)

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Tasks/ Assignments: (Any two)

1. Critically evaluate Russell's arguments in support of value of philosophy.
2. Compare Vedic cosmology with the modern scientific view on origin and evolution of the universe.
- 3 Using steps of Socratic Method develop an argumentation on any issue of your choice.
4. Group Discussion on Indian Philosophy and Western Philosophy
5. Power Point Presentation on Beginnings of Philosophy in India: Vedic & Upanishadic Cosmologies

References :

- Bishop, Donald (ed.) Indian Thought: An Introduction (New Delhi: Wiley Eastern
- Chandradhar Sharma. A critical survey of Indian philosophy. Motilal Banarsidass Publ, 2000. Ch. 12- integrated reasoning (induction-deduction method)
- Dutta and Chatterjee, Introduction to Indian Philosophy. Calcutta: Motilal , 1961
- G S Kirk and J E Raven, The Presocratic Philosophers, chapter 1 (Myth and philosophy)
- H. Hirianna, Essentials of Indian Philosophy. Delhi: Motilal
- James Warren, Presocratics, chapter 2 (Natural philosophers) chapter 5 and 6 (Heraclites and Parmenides)
- Karsten Friis Johansen, A History of Ancient Philosophy: From the Beginnings to Augustine, pp. 11-19 (Myth and philosophy); pp. 21-29 (Natural philosophers)
- Paul Deussen, Sixty Upanishads of the Veda, Volume 1, Motilal Banarsidass, New Delhi.Private Ltd., 1975)
- Radhakrishnan, Indian Philosophy (Vol. I and II). Delhi Oxford. 1999

- Raju, P. T. The Philosophical Traditions of India. Pittsburgh: University of Pittsburgh Press, 1972.
- Roy W. Perrett, Introduction to Indian Philosophy, Cambridge University, 2016, chapter 6.
- Russell Bertrand. The Problems of Philosophy. 1914. Chs. VI, VII; <https://archive.org/details/in.ernet.dli.2015.202549/page/n11/mode/2up>
- T C Roy, A Companion Guide to Western Philosophy: From the Greeks to the Scholastics, Anushka Publications, Mumbai, 2019.
- T.C. Roy, A Companion Guide to Indian Philosophy, R.K Publications, Mumbai, 2018.
- T.M.P. Mahadevan, Invitation to Indian Philosophy. Madras: Arnold Heinmann, 1974.
- Websites:
- <https://web.ics.purdue.edu/~drkelly/RussellValuePhilosophy1912.pdf>
- <https://oll.libertyfund.org/page/upanishads-and-philosophy>
- http://www.hindupedia.com/en/Overview_of_Cosmology_in_the_Scriptures#Upanishadic_Cosmology
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SEMESTER VII
PART III: CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: POLITICAL SCIENCE (JUNIOR COLLEGE)
COURSE NAME: INTERNATIONAL RELATIONS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To Understand the evolution, scope and relevance of International Relations (IR) as an academic discipline.
2. To Explain the origin of the modern Westphalian nation state system, and differentiate the role played by various Non- State Actors amidst the power dynamics in the contemporary world.
3. To Learn the concepts of national power, diplomacy, foreign policy, and polarity.
4. To Familiarize with the various forms of Dispute Resolution Mechanism expounded in the UN Charter and the primary organizations involved, like the UNSC and the ICJ.

Learning Outcomes:

At the end of this course students will be able to:

1. Demonstrate a thorough understanding of the nature of IR and the relevance of its study
2. Analyse the current issues and interdependencies within State and Non-State Actors in contemporary global politics.
3. Correlate the impact of diplomacy and foreign policy on the distribution of power in the international arena.
4. Use the knowledge of Dispute Resolution Methods as lenses to analyze and explain outcomes of various conflict resolution efforts in the past and present.

MODULE I - INTRODUCTION TO INTERNATIONAL RELATIONS (IR)(2 credits)

Unit 1: International Relations as an Academic Discipline

- a) Definition, Scope and Evolution of IR
- b) Relevance of the study of IR
- c) Contemporary relevance of Realism and Liberalism in IR

Unit 2: Modern Nation State System

- a) Peace of Westphalia & the Modern Nation State System, Elements of Modern Nation-State System (Sovereign equality, Territorial integrity & Principle of non-interference & non-use of force)

- b) Doctrine of Responsibility to Protect (R2P) - provisions, failed state, usage, issues.
- c) Definition, Elements & Limitations of National Power (International Law, International Organizations & World Public Opinion)

Unit 3: Key concepts

- a) Diplomacy – meaning, types- Public diplomacy, Track II Diplomacy & Paradiplomacy
- b) Foreign Policy - features, factors, India's Foreign Policy - basic tenets (Panchasheel)
- c) Polarity -Bi-Polarity (1949 -1991), Cold war, Fall of Berlin Wall & USSR, Uni-polarity (1991 – 2001), Multi-polarity (2001- present)

MODULE II – NEW ACTORS, PEACE AND CONFLICT IN IR.

Unit 4: Emergence of the Non State Actors (NSAs)

- a) Classification of NSAs –Non Violent Non State Actors & Violent Non State Actors (VNSAs)
- b) Features & Role of MNCs, INGOs, IGOs & NLM (National Liberation Movements) as Non Sovereign Actors in IR with relevant Case Studies
- c) VNSAs – rise and threat, Global Terrorist Organizations, International Criminal Syndicate (Drug cartels & Human Traffickers, Arms Traffickers) & War Lords.

Unit 5: Peace & Conflict Resolution

- a) Peaceful Settlement of Disputes - Chapter VI of the United Nations (UN) Charter
- b) Functions & Role of International Court of Justice (ICJ)
- c) UN Peace Keeping Operations - Principles, Case studies & Critical Appraisal

Unit 6: Coercive Methods of Settlement of Disputes

- a) Chapter VII of the UN Charter
- b) United Nations Security Council (UNSC) as Global Enforcement Agency – Effectiveness & Challenges, Uniting for Peace Resolution (UNGA /RES/377 (A))
- c) Nuclear deterrence - During cold war & its relevance in contemporary world

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	5
	Total	40

Any two of the following tasks:

1. Long essay - Disarmament and Arms Control, Denuclearization,
2. Street play on course content
3. Maintain a political diary during the semester (collect articles and news items on course contents and write your detailed comments).
4. Film/ Documentary review on the course content
5. Poster Making on the course content
6. Organize Panel Discussion on course content
7. Power Point presentation on Cheque book diplomacy - China's OBOR, Piracy in 21st century, terrorism
8. Make a collage on the theme of Rise of India as an Asian giant
9. Book review on the theme of Diplomacy, National Security and Intelligence, India's Foreign Policy, War and disputes
10. Debate on Challenges to Ukrainian sovereignty by Russian Invasion, Idea of Hegemony - Case study on South China Sea Dispute / China in South-East Asia
11. Blog writing on course content - Use of India's soft power (Culture, Cuisine, Yoga, Music, Films)
12. Invite former Ambassadors/ diplomats for an interactive session

References:

- Arora, P. (1996) International Politics, New Delhi: Cosmos Book Hive Pvt. Ltd.
- Basu, R. (2012) International Politics: Concepts, Theories and Issues, New Delhi:Sage Publications India
- Baylis, J. & Smith, S. (2020) The Globalisation of World Politics: An Introduction to International Relations. 8 th ed., New York: Oxford University Press

- Ghosh, P. (2009) International Relations, 5 th ed., New Delhi: PHI Learning Pvt. Ltd.,
- Heywood, A. (2015) Global Politics, London; New York: Palgrave Macmillan
- Murthy, B.S. (2002) International Relations and Organization, Lucknow: Easter Book Company
- AC Roy (2003) International Relations since 1919, World Press Pvt Ltd, Calcutta
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- Scott Burchill ... [and others]. (2009). Theories of international relations. Houndmills, Basingstoke, Hampshire; New York : Palgrave Macmillan
- Appadurai, A. (2000) The Grounds of the Nation-State: Identity, Violence and Territory, in Nationalism and Internationalism in the Post-Cold War Era. K.
- Goldmann, U. Hannerz, and C. Westin (Eds.). London: Routledge

SEMESTER VIII

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ENGLISH (ANCILLARY MAJOR)
COURSE NAME: LITERARY CRITICISM THEORY AND
LINGUISTICS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an understanding of the significant theoretical perspectives on literature
2. To develop an understanding of the important works of literary criticisms
3. To develop an understanding of the basic elements of linguistics
4. To develop an understanding of the literary theory and critical approaches
5. To appreciate various literary texts.

Learning Outcomes :

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

1. Recognize the theoretical perspectives applied to the study of literary texts
2. Demonstrate the understanding of linguistics in the situations provided.
3. Describe the chronological development of the history of linguistics
4. Write a general overview of phonology, phonetics and morphology.
5. Recognise the important elements of syntax, semantics and transformational grammar

MODULE I: LITERARY CRITICISM AND THEORY (2 Credits)

Unit 1: Literary Criticism

- a) Sir Phillip Sidney (The Defence of Poetry)
- b) William Wordsworth and Coleridge - Poetry, Imagination, Primary and Secondary Imagination
- c) Arnold and Leavis - Culture, Anarchy and Folk Culture

Unit 2: Literary Theory and Critical Approaches- 1

- a) Marxism
- b) Gender Theory
- c) Psychoanalysis

Unit 3: Literary Theory and Critical Approaches- 2

- a) Post -Colonial Theory
- b) Eco - criticism
- c) Structuralism and Post Structuralism

MODULE II: BASICS OF LINGUISTICS (2 Credits)

Unit 1: Language and Communication

- a) Types of Communication: Non-human and human communication; verbal and non-verbal communication; spoken and written language.
- b) Forms of Language: language and dialect; register; diglossia.
- c) Language Structure: The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; etic and emic; form and substance.

Unit 2: Linguistic Analysis I

- a) Phonology: Phoneme and its nature; Phonemic principles: the concepts of contrast, minimal pairs, complementary distribution; Types of distribution; Phonemic variation; Distinctive Feature Theory
Syllabicity; Procedures for phonemic analysis.
- b) Phonetics: Branches of Phonetics; The anatomy and physiology of speech: speech organs & their function; Major components of speech production (Initiation, Phonation, Articulation); Classification and Description of speech sounds (consonants, vowels, diphthongs ; Multiple articulation and Coarticulation; Supra-segmentals; Phonetic Transcription; Acoustic characteristics of speech.
- c) Morphology: Morphemes and Allomorphs; Classification of Morphemes; Criteria for identifying morphemes; Analysis of morphological structure: complex words; Variation in morphology; The hierarchical structure of words; Problems in morphological analysis: zero derivation, unmarked forms, discontinuous morphemes; The concept of morphophoneme; Major types of morphophonemic alternations.

Unit 3: Linguistic Analysis II

- a) Syntax: Types of Sentences; word order in English; phrase structure grammar; deep and surface structure; Grammatical categories; form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description
- b) Semantics: What is meaning; denotation and connotation; synonymy; antonym; hyponymy; polysemy; componential analysis; speech acts.
- c) Transformational Grammar (selected transformational processes in English)

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Comprehension on the theoretical perspectives applied to the study of literary texts
- 2) Oral activity on poetic devices
- 3) PPT on linguistics
- 4) Group activity on phonology, phonetics and morphology.
- 5) Poster presentation (Individual/Group) syntax, semantics and transformational grammar.

References:

- Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford UP, 2008.
- Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester, 2021.
- Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford UP, 2011.
- Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
- Bhaskararao, Peri. 1977. Practical Phonetics. Pune: Deccan College.
- Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. Linguistics: An Introduction to Language and Communication. Cambridge, Massachusetts: The MIT Press.
- Ashby, Michael and John Maidment 2005. Introducing Phonetics Science. Cambridge: Cambridge University Press.
- Ashby, P. 1995. Speech sounds. London: Routledge.
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- Hockett. C.F. 1958. *A Course in Modern Linguistics*. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.
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- Verma, S.K., and N. Krishnaswamy. 1993. *Introduction to Modern Linguistics*. Delhi: Oxford University Press

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: HINDI (ANCILLARY MAJOR)
COURSE NAME: सावित्य समीक्षा: छंद एहो अलंकार

Total Marks: 100

अवधम उद्देश्यः

१. कवि को कथयों में को को भारतीय को वाक्यावली से परकचत कराना
२. कवि को कथयों में को को साकहत्य को स्वरूप ए में तत्त्वों से परकचत कराना
३. कवि को कथयों में को को समा कला को स्वरूप में उसको विस्तीकरण को प्रस्तुत करना
४. भारतीय को वाक्य को कवि रूपा में को स्पष्ट करना
५. कवि को कथयों में को को रस को अधिारण में उसको कवि भवेदों को जानकारों देना
६. कवि को कथयों में को को भारतीय छंद शावली में रचना कथयों से अस्त कराना
७. कवि को कथयों में को को अलों को ार को भवेद में उनको उदोाहरणों से परकचत कराना

अवधम वनष्पहवः

- भारतीय काव्यशास्त्रों में उसके स्वरूप से पररकचत होस्ोता
- कला में उसके भेदों से पररकचत होस्ोता तथा जीतिन में उन भेदों के आधार पर कला का निर्ोीकरण कर सके स्ोता
- भारतीय काव्य के किकिभन्न रूपों को पहचान सके स्ोता तथा उनके किश्लेषण में सक्षम होस्ोता
- स के किकिभन्न अियियों से पररकचत होस्ोता एिं रस के भेदों को पहचान सके स्ोता
- छोंद को किकिभन्न नयमोंों को जानकर छोंदोंों को नमोण कर सके रस्ोता
- अलंकारों के नयमों को समझ कर अलंकारों की पहचान कर सके स्ोता
- साकहत्य रचना प्रकरया में रसासवादन की ऋमता किकिकसत कर सके स्ोता

म ड्याँल I : सॉॉवतल कऱ सवऱूड

(२ श्रॉर्ऑाक)

घटक १ : सावित - तत्त्व,
चित्त एहो

प्रॉर्ॉ जन

अ) साकहत्य के तत्

ब) काव्य के हेतु

क) काव्य के प्रयोजन

घटक २ : कलौा - पररभौाषौा एहौ हौर्ौीकरण

- अ) साकहय एिं
संर्ोीतब)
कचत्र एिं नाय
क) नृल एिं
कशल्य

घटक ३ : काव्य के रूप

- अ) महाकाव्य
ब) खण्डकाव्य
क) मुक्तक काव्य, र्ोीकत काव्य

म ड्यौल II: रस वसद् औात, छद एहौ अलकौार (२ श्रौैर्ौाक)

घटक ४: रस वसद् औात

- अ) रस कौा अथ
एिों पररभाषो ब)
रस के अियिक) रस के भेद

घटक ५: छद - मौात्क एहौ
हौणक

- अ) दोहा एिं
चौपाई ब) रोलौा
एिं सौरठा
क) इों द्रिोा एिों
द्रोुत किलोंबत

अथौालकौार

घटक ६ : अलकार -
शब्दौालकौार एहौ

- अ) अनुप्रास, यमक
एिं श्लेष ब) उपमा,
रूपक, उत्प्रेक्षा क)
किरोधभास, प्रतीप

म ड्यौल III : अतरौत्त माल्यौाकन (२ श्रौैर्ौाक)

क्रम सख्या	वहौ हौर ण	अक
१	कौाय/प्रकलोप स्र कौे प्रत्यौेक	२०

	मॉड्यूल सॉ २*१०	
२	सतर में एक कनयत कालीन कक्षा परीक्षा	१५
३	सतर में कषिषय संबंधी एक कनबंध	५
कुल योर्		४०

सॉाधरॉ/कॉारॉ (कई भी दॉ)

1. भारतीय काव्यशावो के आधार पर काव्य के हेतु स्पष्ट कीकजए।
2. भारतीय कोाव्यशावो कोि आधार पर कोाव्य कोि प्रयोोजनोोोों पर एक कनबोंध कलखए।

- 526

संदर्भ ग्रंथ :

- रस मीमांसा-आचार्य रामचंद्र शुक्ल-प्रथम संस्करण-
नवीन प्रकाशन, कोलकाता
- आधुनिक साहित्य : संस्कृत-आचार्य नंद दत्त
लोकार्थी विज्ञापनीयनी - प्रथम संस्करण, दमोखलन
कोलकाता कल. कदली
- साहित्य सहचर - हजारी प्रसाद द्विवेदी - द्वितीय संस्करण -
लोकभारती प्रकाशन, इलाहाबाद
- भारतीय साहित्य शास्त्र - आचार्य बलदेव उपाध्याय - प्रथम
संस्करण नंदकिशोर एंड सन्स. कोल. विज्ञापनीयनी.
- समीक्षा लोक-कोल. भारतीरथ दीक्षित-प्रथम संस्करण- समीक्षा
प्रकाशन, मुंबई.
- भारतीय साहित्य शास्त्र - नरेश त्रयंबक देशपांडे - प्रथम संस्करण- पॉपुलर प्रकाशन,
मुंबई
- काव्य प्रदीप - रामबहोरी शुक्ल- 42 विं संस्करण- लोकभारती प्रकाशन, इलाहाबाद.
- समकालीन आलोचना कविता - अधिदेश कोल
मार सिंह - प्रथम संस्करण-विज्ञापनी प्रकाशन, नई कदली.
- भारतीरथ कमल, कोलकाताशास्त्र, कवितादीर्घालय प्रकाशन,
विज्ञापनीयनी.
- अथातो सौंदर्य कलाशास्त्र, रमेश कोलकाता कवितादीर्घालय प्रकाशन, कदली

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: MARATHI (ANCILLARY MAJOR)
COURSE NAME: व्हॉसार्वावभमॉख मराठी

Total Credits: 06

Total Marks: 100

अध्ययन उवददणें :

- 1) भाषोाोंतर, अनोुिाद, रुपोाोंतर, अिोाचीनीकरणसोंकल्पनोाोंचा पररचय करून घोेणोे.
- 2) भाकषक कौशलोोाोच्य़ा आकलन ि किकिध व्पिसाकयक संधीसाठी आिश्यक ज्ञान प्राप्तकरणे.
- 3) किकिध माध्यमांसोाठी लाणारी कौशलोोे प्राप्त करणे.
- 4) किकोोथोोाच्य़ा लोेखनमतोेचा ि सजनशीलतोेचा किकास करणोे.
- 5) माध्यमांमधील रोजरुोोाराच्या संधीचा पररचय करून देणे.
- 6) व्यािसाकयक लेखनासाठी मराठी भाषचे उपयोजन करणे.

अध्यरॉन वनष्पहॉॉी:

होा अभ्यासक्रम पोण कोे लोोोोारि किकोोथी:

- 1) स भाषोेत सजनशीलतोेनोे लोेखन करतो शकतोो.
- 2) किकिध माध्यमांसोाठी आिश्यक लेखनाच्य़ा प्रकारांचा पररचय देतो ि लेखन करतो.
- 3) किकिध माध्यमांमधील रोजरुोोाराच्या संधी स्वीकारतो.

म डरॉल I: भॉाषॉातर-सॉदॉाकतन्तक व्हॉचार हॉ ग्रथ परीक् णस्वर (२ श्रॉिर्ाक)

घटक १ : भॉाषॉातर, अनव्हॉाद, रुपॉातर, अहॉाचीनॉीकरण रॉा स्वरूपभॉेदॉाची चचॉा

अ) भाषांतर संकल्पना - व्याख्या,

स्वरूप ि महत्त्व) भाषांतरकारकडे आिश्यक

रोुण/ क्षमता

क) भाषोाोंतर, अनोुिाद, रुपोाोंतर, अिोाचीनीकरण-साम्यभोेद

घटक २ : ललत साविल्याचॉे भॉाषॉातर : सॉास्वतक सदभ हॉशॉली व्हॉपरॉक समस्या

अ) ललत साकहत्याचें भाषांतर - स्वरूप ि

िेळे पण.ब) सोाोंस्कोट कतक
भोेदोाोंच्यासोंदभोाच
ोे महर्ि.
क) भाषांतरात शली कषयक समस्या.

घटक ३ : ग्रथ परीक्षण

अ) पुस्तक परीक्षण लेखनाचे स्वरूप

ब) पुस्तक परीक्षाचे महत्त्व

क) पुस्तक परीक्षा लेखनाचे प्रकार

(चिंतित्पत्रातील, विद्यार्थी

कनयतकाकलातील ग्रंथ परीक्षा, समीक्षात्मक)

म डायल II: वहांवहॉध माध्यमांसाठी लेखन कौशल्ये (२

शर्तारक)

घटक ४: वहांवहॉध माध्यमांसाठी मूलाखत लेखन

अ) मूलाखत : स्वरूप

वि पदेतयारी

ब) मूलाखत: प्रकार वि लक्षाठीची

कौशल्ये. क) मूलाखतीची

प्रश्नांलि मसुदा.

घटक ५: सांसारमाध्यमांसाठी लेखन

अ) आकाशवाणी माध्यमांसाठी लेखन: श्रुतका, नभोनय

वि जाकरात लेखन ब) दूरचित्रवाणी वि समाज माध्यमांसाठी लेखन.

क) चिंतलेखन वि कनयत काकलातील लेखन.

घटक ६: नाय हॉ वचत्रपट परीक्षा लेखन

अ) नाय वि कचत्रपट - परीक्षा

लेखनाचे स्वरूप ब) नाय वि कचत्रपट

- परीक्षा लेखनाचे महत्त्व

क) अन्य लेखन प्रकार : ईमेल लेखन,

वॉरॉल लेखन, किकपीकडयासाठी लेखन.

म डायल III: अंतरांत मातृमापन (2 Credits)

अ.क्र.	स्वरूप	संख्या
१	प्रत्येक मांडयल मधन ककमान दोनरि एकलपलेखन (२x१०)	२०
२	अंतरांत चाचणी परीक्षा	१५
३	स्वाध्याय/ कनबंध	०५

एक ण र ो ण	४०
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सॉाधार् / कॉारॉ (कॉ णतॉेिॉी दॉन)

- 1) भाषांतर या संकल्पनेचे स्वरूप आकण महत्त्व स्पष्ट करा.
- 2) भाषांतरांतरकोारकडोे कोोणतोे रोोण
असािोेत तोे कलहा.
- 3) तोम्होालोा माकहत असलोेलोा कोणत्योाही पाच
अनोििकदत पोस्तकोाोंची नािोे कलहोा.
- 4) पोस्तक परीक्षण म्हणजोे कोाय तोे थोडक्योात कलहा.
- 5) तुम्ही नुकत्याच िाचलेलोा कोणत्याही एका पुस्तकाचे परीक्षण करा.

संदभ ग्रंथ :

- कर्हाडे सदा, भाषांतर, लोकविज्ञान स्मृत, मुंबई १९९२

- नसीराबादकर, ल.रा., व्वाहिहारक मराठी, फडके प्रकाशन, कोल्हापर.
- डॉ. शोिकडोे, सोुभोष, व्वाहिहारक मराठीी अध्यापनाच्योा दशा, ऋतो प्रकाशन, अहमदनर ोर्, २०१२.
- भाषोाोंतर आकण भाषोा : िलोास सारोंतरोर्, मौज, मोुर्िई
- अनुिादमीमांसा - संपा. के शि तुपे, साष्ात, औरं र्ोाबाद.
- डॉ. काळे कलोण आकण डॉ. सोमण अंजली, भाषांतरमीमांसा प्रकतमा प्रकाशन, पुणे १९९७
- भाषोाोंतरकिद्ोा : स्वरूप आकण समस्या, सोंपा. रमोेश िखोेडोे, य.च.म.मोु.कि.. नोाकशक
- संपक युर: अच्युत र्ोडबोले

SEMESTER VIII
PART II- PERSPECTIVES IN EDUCATION
CORE COURSE NAME: GUJARATI (ANCILLARY MAJOR)
COURSE NAME: RESEARCH ON GUJARATI LITERATURE

Total Credits:06

Total Marks:100

Learning Objectives:

1. To develop research skills to inquire into Gujarati literature
2. To critically analyze different types of Gujarati literature
3. To develop a critical understanding of literary inquiry

Learning Outcomes:

At the end of the Course, students will be able to:

1. Critically review various aspects of literary inquiry
2. Identify different types of Gujarati literature to appreciate.
3. Review research based on Gujarati articles

**MODULE I : INQUIRY INTO DIFFERENT FORMS OF
GUJARATI LITERATURE (2 Credits)**

Unit 1: Literary research and basics

- a) Meaning, Characteristics, Significance of literary research
- b) Types of literary research (Textual, Historical, Biographical, Theoretical, and interpretative)
- c) Elements of writing literary research reviews:

Unit 2. Process of literary research review

- a) **Steps of writing review of the literature** (Introduction: summary of the literature under review, Central theme, characters and their involvement in the literature plot, writer's perspective, analysis of the beginning, middle and end part of the literature, reflection on it, language used, the impact of surrounding and characters on the central theme, a summary of the interpretation.
- b) **Inquiry to collect information about the writer and source.:** Strategies: Survey, Interviews, Document study etc.
- c) **Analysis of collected information** to start the review process.

Unit 3 Gujarati literature: Essential elements of research Inquiry:

- a) **Fiction literature and research review** (Novels, stories, songs, poetries etc):Plot, characters, viewpoints, communication, setting, style, pacing, beginning, middle, end
- b) **Non fiction literature:** Gujarati journal and magazines, Documentaries, Biographies, etc: Plot, Idea, reader friendly aspects, elements taken from fiction , verification of facts, Figurative language
- c) **Folktales:** Historical perspective, characters, setting, style, beginning, middle, end

**MODULE II: RESEARCH REVIEWS OF GUJARATI
LITERATURE (2Credits)**

Unit 4: Research review of different forms of fiction literature in Gujarati

- a) Historical research review of the Novel:(anyone)
- b) Critical review of Gujarati literary researches in the context of the paper, . ‘Meerabai-A study in the Context of Literature and Nature’ A research paper by Jayashree Singh (identification of elements of Historical research).
- c) Review of Folk literature

Unit 5. Review of the non-fiction literature in Gujarati

- a) Review of Gujarati Magazine, ‘ Abhiyan’
- b) Review of Biography on Ranjitsinh, ‘ Nana rajvadana rajkumar pan ek mahan ramat na samrat; by Jaydeep Buch
- c) Review of the translated gujarati book, ‘Vidyarthi ane Personality Development’ by Vijay Agarwal

Unit 6: Review of the western literature

- a) Polo Koyelo’s Gujarati version ‘Dhanurdhar’ Critical analysis
- b) ‘Maro Sangharsh’ Adolf Hitler’s Autobiography translated in Gujarati by Shabdalok prakashan ; Critical review
- c) American Research Journal of English and Literature: A critical review

MODULE III: INTERNAL ASSESSMENT**(2 Credits)**

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Review the fiction and non-fiction Gujarati literature and compare the process and style of analysis between the two. Prepare a table of comparison and present.
- 2) Write a reflective article on the significance of research reviews of the Gujarati literature (in 500 words)
- 3) “Reviews of Fiction literature is easier than the nonfiction literature” Critically analyze different forms of both the forms of Gujarati literature and justify with examples of your claim favoring or opposing the statement.
- 4) Critically review the work of anyone popular Gujarati poet and folk writer and write your reflection in terms of your views for or against their style of literary work.
- 5) Suggest with justification how you would like to correct the gaps you feel go against the popularity among readers with reference to the above question.

Web links:**Unit 1:**

- <https://study.com/academy/lesson/what-is-literary-research-definition-strategies.html>
- https://www.academia.edu/61018153/Meerabai_A_Study_in_Context_of_Literature_and_Nature
- <https://www.aresearchguide.com/25-literature-research-paper-topics.html>
- <https://www.youtube.com/watch?v=134dXESbC4o> (b of unit 1)
- <https://www.jstor.org/stable/23328615> (Review of related literature for c of unit 1)

Unit 2:

- <https://guides.lib.uoguelph.ca/c.php?g=130964&p=5000948>
- <https://www.drnishikantjha.com/papersCollection/2nd%20Edition,%20The%20Handbook%20to%20Literary%20Research,%20.pdf>
- <https://www.aresearchguide.com/write-literary-analysis.html>
- <https://www.middlesex.mass.edu/ace/downloads/tipsheets/poetanaly.pdf>
- <https://www.masterclass.com/articles/how-to-analyze-poetry#how-to-analyze-a-poem-in-10-steps>

Unit 3:

- https://en.wikipedia.org/wiki/Folklore_studies
- [https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_\(Ringo_and_Kashyap\)/02%3A_About_Creative_Nonfiction/2.02%3A_Elements_of_Creative_Nonfiction](https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)/02%3A_About_Creative_Nonfiction/2.02%3A_Elements_of_Creative_Nonfiction)
- <https://slideplayer.com/slide/14743638/> (non-fiction reviews)
- <https://slideplayer.com/slide/11736845/> (fiction review)

Unit 5:

- <https://www.magzter.com/IN/SAMBHAAV-MEDIA-LIMITED/ABHIYAAN/News/>
- <https://www.matrubharti.com/book/19913879/the-prince-of-a-small-kingdom-is-also-a-great-game-emperor> (b- Unit 4)
- [https://www.booksforyou.co.in/Books/Vidhyarthi-Ane-Personality-Development-\(Gujarati-Book\)](https://www.booksforyou.co.in/Books/Vidhyarthi-Ane-Personality-Development-(Gujarati-Book))

Unit 6:

- <https://navbharatonline.com/dhanurdhar-gujarati-translation-of-the-archer.html>
- <https://freehindipustak.com/mera-sangharsh/>
- <https://www.arjonline.org/american-research-journal-of-english-and-literature>

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: URDU (ANCILLARY MAJOR)
PROGRESSIVE URDU LITERATURE – POETRY

Total Credits: 06
Total Marks : 100

Learning Objectives:

1. To develop an understanding about the art and history of Jadeed Urdu Nazm
2. To develop an understanding about the writing style of few Nazm Nigars
3. To develop an understanding about Faiz Ahmed Faiz as Nazm Nigar
4. To develop critical understanding of Naqshe Faryadi

Learning outcomes:

1. The student describes the art and history of Jadeed Urdu Nazm
2. The student describes the writing style of few Nazm Nigars
3. The student describes Faiz Ahmed Faiz as Nazm Nigar
4. The student critically analyses Naqshe Faryadi

MODULE I: JADEED URDU NAZM (2 Credits)

Unit 1 : Art of Urdu Poem

- a) Meaning aur Definition
- b) Kinds of Urdu Poem
- c) Historical and Gradual Development

Unit 2 : Taraqqui Pasand Tahreek aur Urdu Nazm

- a) Aghraazo Maqasid
- b) Mawzooat
- c) Taraqqui Pasand Tahreek ke Urdu Nazm Par Asarat

Unit 3: Chand Ahem Taraqqui Pasand Nazm Nigar

- a) Josh Malihabadi
- b) Makhdoom Mohiuddin
- c) Sahir Ludhyanvi

MODULE II : FAIZ AHMED FAIZ AUR NAQSHE FARYADI (2 Credits)

Unit 4: Faiz Ahmed Faiz - The Poet

- a) Life
- b) Art of Nazm Nigari
- c) Faiz ki Inferadiyat

Unit 5: Faiz ki Muntakhab Poem's

- a) Khuda who waqt na laye, Intehae kaar, Anjam, Suroode Shabana, Akheri Khat, Intezar, Teen Manzar, Ek Rahguzar, Mere Ndeem, Mujh se Pahli si Mohabbat Mere Mahboob Na Mang

- b) Raqeeb Se, Tanhaee, Chand Roz Aur Meri Jaan, Kutte, Bol, Iqbal, Mazooe Sukhan, Ham Log, Shah Rah, Mere Hamdam Mere Dost
- c) Kalame faiz ka jaeza

Unit 6: Critical Study of Naqshe Faryadi

- a) Faiz ek Romani Shyer
- b) Faiz ek Inquilabi Shayer
- c) Faiz ki Nazm Nigari ke Mohasin wa Ma'aeb

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Jadeed Urdu nazm ke ahad ba ahad Irteqa par roshni daliye
- 2) Urdu nazm par taraqqi pasand tehreeq ke asarat qalamband kijiye
- 3) Taraqqi pasand tehreeq ke agraso maqasid bayan kijiye
- 4) Faiz Ahmed Faiz ki nazm nigari ka tanqeedi jayeza lijiye
- 5) Taraqqi pasand nazm nigar shoera ka ijmalī tarruf pesh kijiye

References:

- Jadeed Urdu Nazm by Aqeel Ahmed Siddiqui
- Urdu Adab ke Irteqa me adabi tehreeqen aur rujhan ka hissa by Dr Manzar Aazami
- Faiz ek jayeza by Ashfaq Hussain
- Faiz Ahmed Faiz Hayat aur Shayeri by Uzam Parveen
- Fun aur Shakhsyat: Faiz Ahmed Faiz by Salma Siddiqui and Sabir Dutt

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: GERMAN (ANCILLARY MAJOR)
COURSE NAME: GERMAN LITERARY TEXTS

Total Credits: 06
Total Marks : 100

Note: Language proficiency of B2.1 level as per the Common European Reference Framework is necessary for this course. Candidates should have completed B2.1 at Max Mueller Bhavan / Goethe Institute / equivalent course at University of Mumbai / any other university / any other qualification equivalent to B2.1

Learning Objectives:

1. To comprehend simple German literary texts.
2. To contextualize them with respect to the genre.
3. To determine the relevance of the texts to their present, personal and social environment.

Learning Outcomes:

1. Analyse and interpret simple German literary texts.
2. Identify character constellation, plot, figures of speech, rhyme scheme, metre etc. based on the genre of the text.

MODULE I: EINFÜHRUNG

(2 Credits)

Unit 1 : Short Narrative Texts – I

- a) Einführung
- b) *Eine Frau, ein Mann* - Leonhard Thoma OR
Die Tochter - Peter Bichsel OR
San Salvador - Peter Bichsel
- c) *Nachts schlafen die Ratten doch* - Wolfgang Borchert OR
Jenö war mein Freund - Wolfdietrich Schnurre OR
Zentralbahnhof - Günter Kunert

Unit 2 : Short Narrative Texts – II

- a) *Neapel sehen* - Kurt Marti OR
Der Makkaronifresser - Gudrun Pausenwang OR
Der Lacher - Heinrich Böll
- b) Textanalyse der Erzählungen
- c) Charakteranalyse der Erzählungen

Unit 3: Poems – I

- a) *Schläft ein Lied in allen Dingen* – Eichendorf
- b) *Ein Gleiches* - Johann Wolfgang von Goethe
- c) *Lorelei* - Heinrich Heine

MODULE II: UMGANG MIT TEXTEN

(2 Credits)

Unit 4: Poems – I

- a) *Das Karussell* - Rainer Maria Rilke
- b) *Der Handschuh* - Friedrich Schiller
- c) Analyse der Gedichte

Unit 5: Long Narrative Text *Mobbing* - Annete Pehnt OR
Tschick - Wolfgang Herrnhof OR *Spiegelbild* - Yoko Tawada

- a) Einführung
- b) Lektüre ausgewählter Auszüge
- c) Lektüre ausgewählter Auszüge

Unit 6: Analysis of the Long Narrative Text

- a) Zusammenfassung
- b) Textanalyse
- c) Kontextualisierung

Note: Alternate literary texts (B2 level) may be selected by the teacher according to the target group.

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1. Zusammenfassung
- 2. Textanalyse
- 3. Charakteranalyse
- 4. Gedichtanalyse
- 5. Werke vergleichen

References:

- Bichsel, Peter: Die Tochter. In: Krusche, Dietrich. Aufschluss. Kurze deutsche Prosa im Unterricht Deutsch als Fremdsprache. Teil I 6. Aktualisierte Ausgabe Bonn (Internationes) 1999 S. 190-193
- Bichsel, Peter: San Salvador. In: Krusche, Dietrich. Aufschluss. Kurze deutsche Prosa im Unterricht Deutsch als Fremdsprache. Teil I 6. Aktualisierte Ausgabe Bonn (Internationes) 1999 S. 194-195

- Bichsel, Peter: Die Tochter. In: Janina Schnormeier: Analyse und Interpretation der Kurzgeschichte "Die Tochter" von Peter Bichsel mit Unterrichtsentwurf für eine 10. Klassenstufe. 1. Auflage. GRIN Verlag, München 2010.
- Borchert, Wolfgang: Das Gesamtwerk. Rowohlt, Reinbek, ISBN 978-3-498-00652-5 (Erweiterte und revidierte Neuausgabe, hrsg. von Michael Töteberg, unter Mitarbeit von Irmgard Schindler), 2007 S. 255–258
- Böll, Heinrich: Der Lacher. In: Krusche, Dietrich. Aufschluss. Kurze deutsche Prosa im Unterricht Deutsch als Fremdsprache. Teil I 6. Aktualisierte Ausgabe Bonn (Internationales) 1999 S. 175-177
- Conrady, Karl Otto: Das Buch der Gedichte. Deutsche Lyrik von den Anfängen bis zur Gegenwart. Berlin, Cornelsen, 2010.
- Echtermeyer: Deutsche Gedichte. Von den Anfängen bis zur Gegenwart. Neugestaltet von Benno von Wiese. Düsseldorf, August Bagel Verlag, 1966.
- Herrnhof, Wolfgang: Tschick. Berlin, Rowolt Taschenbuch Verlag 2010. (Akin, Fatih: Tschick. Berlin, Lago Film 2016)
- Kunert, Günter: Zentralbahnhof. In: Durzak, Manfred: Erzählte Zeit. 50 deutsche Kurzgeschichten der Gegenwart. 1. Auflage Stuttgart (Reclam) 1980 S. 129-130
- Pehnt, Annete: Mobbing. München / Berlin / Stuttgart, Piper 2016.
- Schnurre, Wolfdietrich: Als Vaters Bart noch rot war: Vater-und-Sohn-Geschichten. Berliner Taschenbuch Verl. 2014.
- Tawada, Yoko: Spiegelbild: In. Yoko Tawada: Aber die Mandarinern müssen heute abend noch geraubt werden: Poetische Texte. Konkursbuch Verlag 1997.
- Thoma, Leonard: Eine Frau, ein Mann. Ismaning: Hueber, Verlag GmbH & Co. KG 2013.

Websites:

<https://trojanow.de/werke/buecher/>

Additional websites may be used by the teacher.

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: HISTORY (SCHOOL SUBJECT)
APPLIED HISTORY

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To develop an understanding about the meaning and definitions of museology and have an insight in the working of a museum.
2. To develop an overall basic understanding of the allied fields of tourism, Archival Science and Public History.
3. To acquaint students with the field of Public History which would enable them to apply historical knowledge to heritage sites, museums and public spaces of historical interest.
4. To critically appraise the role of media in reinforcing inclusion and gender roles in popular culture.

Learning Outcomes:

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

1. Have an overview of the museum, its functions, and its activities.
2. Develop an understanding of the application of historical knowledge in the allied fields of museology, archives, tourism, and media.
3. Recognize the impact of media on Society.

MODULE I: MUSEUMS AND TOURISM **(2 Credits)**

Unit 1: Museums

- a) Definitions of Museology; Museum Movement in India
- b) Types of Museums
- c) Role of Curator

Unit 2: Collection of Objects and Activities of the Museum

- a) Methods of collection
- b) Types of Exhibitions
- c) In-house and Outreach activities of Museums

Unit 3: Tourism

- a) New Trends in tourism
- b) Meaning, Scope and importance of Heritage tourism
- c) UNESCO World Heritage Cultural sites in India

MODULE II: MEDIA **(2 Credits)**

Unit 4: Public History

- a) History in Popular media (films, documentaries & television)
- b) Archives – Concept, types and importance
- c) Oral history – Concept, trends and importance

Unit 5: Print & Electronic media

- a) Growth of Press and Indian Independence Movement
- b) Journalism and social reform in India
- c) History of Broadcasting in India: Origin and Growth of Radio and Television in India

Unit 6: Media And Society

- a) Media and Social change
- b) Impact of media on Society
- c) Media and Gender

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/Assignments (Any Two)

- 1) Prepare a presentation on any one type of museum
- 2) Study the website of an archive and write a detailed report on it.
- 3) Group discussion on the impact of media on children.
- 4) Write an assignment describing any UNESCO World Heritage site in India.
- 5) Critical analysis of the depiction of women in mass media (ads/serials/films/print media)

References:

Museology

- Banerjee, N. R., *Museum and Cultural Heritage of India*, Agam Kala Prakashan, New Delhi, 1990.
- Dwivedi V.P, *Museums and Museology: New Horizons*, Agam Kala Prakashan, New Delhi, 1980.
- Samel, Ranade, Nabar, *Elements of Archaeology, Museology, Archival Science and Library Science*, Manan Prakashan, Mumbai
- Sarkar, H, *Museums and Protection of Monuments and Antiquities in India*, Sundeep Prakashan, New Delhi, 1981.
- Markham, S.F., *The Museums of India*, The Museum Association, London, W.C. 1,1936.
- Sarkar, H., *Museums and Protection of Monuments and Antiquities in India*, Sundeep Prakashan, New Delhi, 1981.
- Thomson John M.A. and Others, *Manual of Curatorship: A Guide to Museum Practice*, Routledge, New York, 1984.
- Wittlin Alma, *Museums: Its History and Its Tasks in Education*, Routledge and K Paul, London, 1949.

Tourism

- Anand M.M., *Tourism and Hotel Industry in India*, Prentice Hall of India Pvt. Ltd., New Delhi, 1976
- Babu V. K., Gade Jayaprakashnarayana (ed.), *Tourism in India*, Zenon Academic Publishing, Telangana, 2014.
- Bhatia A. K., *Tourism Development- Principles and Practices*, Sterling Publishers Pvt. Ltd., New Delhi, 1986.
- Batra K. L., *Problems and Prospects of Tourism*, Printwell Publisher, Jaipur, 1990
- Chopra Sunita, *Tourism Development of India*, Ashish Publishing House, New Delhi, 1991
- Gupta S. P., Krishna Lal, *Tourism Museums and Monuments in India*, Oriental Publishers, New Delhi, 1999.
- King Christine et al, *Travel and Tourism*, Heinman Educational Publishers, UK, 2005.
- Matheson Alistair, Wall Geoffrey, *Tourism- Economic, Physical and Social Impact*, Orient Longman, London, 1983.
- Robin H, *Geography of Tourism*, MacDonald and Evence Ltd., London. 1976.
- Bala Usha, *Tourism in India*, Policy and Perspective, Arushi Publishers, New Delhi. 1988

Media

- Kasbekar Asha, *Pop Culture India!: Media, Arts, and Lifestyle*, ABC-CLIO, 2006
- Khan and Kumar, *Studies in Modern Mass Media*, 3 Vol, 1993
- Kumar Keval J., *Mass Communication in India* (4th Edition), Jaico Publishing House, 2000
- Mukhopadhyay Durgadas, *Folk Arts and Social Communication*, Publications Division Ministry of Information & Broadcasting, 2017

Books in Marathi:

Museology

- Khobrekar, V.G., *Daptarkhana- Varnan va Tante*, Maharashtra Sahitya Va Sanskriti Mandal, Mumbai
- Samel, Ranade, and Nabar, *Puratatvashahstra, Vastusanghralaya, Abhilekhva Granthalaya Shastra*, Manan Prakashan, Mumbai

Media

- Lele K. R., *Marathi Vrittapatrancha Itihas*, Continental Publishers, Pune, 1984
- Puri S., *Jansamparka Sankalpana ani Siddhanta*, Vimuktajai Prakashan, Aurangabad, 1984
- Thakur Yogendra, *Patrakaritaani Jansamparkshastra*, Amod Prakashan, Mumbai, 1997

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: GEOGRAPHY (SCHOOL SUBJECTS)
COURSE NAME: REGIONAL PLANNING AND TOOLS AND TECHNIQUES IN
GEOGRAPHY

Total Credits: 6

Total Marks: 100

Learning Objectives:

1. To develop a basic understanding about concepts associated with subject of regional planning and development
2. To understand the need, criteria and methods of regional planning.
3. To comprehend problems and planning urban fringe of Indian cities.
4. To prepare a case of Mumbai Metropolitan Regional planning.
5. To understand concepts of map projections
6. To analyse the basic elements of map and calculation /identification of relief, direction, bearing and distance
7. To understand to design geographical data representation by using computers

Learning Outcomes:

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

1. Explain concepts associated with the subject of regional planning and development.
2. Describe the needs, criteria and methods of regional planning.
3. Identify problems and planning urban fringe of Indian cities.
4. Discuss case of Mumbai Metropolitan Regional planning.
5. Interpret concepts of map projections and its basic elements and calculation /Identification of relief, direction, bearing and distance.
6. Design geographical data representation by using computers.

MODULE 1: UNDERSTANDING REGIONAL PLANNING
(2 Credits)

Unit 1: Regional Planning- An Introduction

- a) Planning: Concept, types, and need, Development: concept and indicators
- b) Regional planning: Concept, nature, relation with Geography
- c) Problems associated with regional planning

Unit 2: Concept of Region in Planning

- a) Region: Concept, types, and delineation
- b) Planning Regions: Need, characteristics, and hierarchy
- c) Demarcation of planning regions: Principles, criteria, and methods

Unit 3: Regional Planning in India

- a) Planning regions of India, Micro level planning in rural area, backward area development programme
- b) Urban fringe of Indian cities: Problems and planning
- c) Metropolitan Planning: A Case of Mumbai Metropolitan Region.

MODULE 2: TOOLS AND TECHNIQUES IN GEOGRAPHY FOR SPATIAL ANALYSIS (2 Credits)

Unit 4: Map Projections

- Basic Concepts – Definition, azimuth, graticule, great circle, true meridian, types of projections, choice of projections
- Zenithal Polar Projections and Cylindrical Projections Equal Area, Equidistant
- Conical Projections - One standard parallel, two standard parallel

Unit 5: Map Basic

- Calculation or identification of relief, bearing and distance
- Area calculation with square method and strip method
- Demarcation of watershed on toposheet, Tracing of stream network and contours

Unit 6: Use of computers in geographical data representation

- Construction of line graphs & simple and multiple bar graphs using MS-excel
- Construction of divided bar graphs & pie charts using MS-excel
- Preparation of datasheet in SPSS, Calculation of central tendency and standard deviation using SPSS

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/ assignments (Any Two)

- Any region area calculation with the square method and strip method
- Demarcation of the watershed on toposheet, Tracing of stream network and contours
- Construction of line graphs & simple and multiple bar graphs using MS-excel
- Construction of divided bar graphs & pie charts using MS-excel
- Preparation of datasheet in SPSS
- Calculation of central tendency and standard deviation using SPSS

References:

- Chand, Mahesh (2000): “Regional Planning In India”, Allied Publishers Ltd., Mumbai
- Chandana, R. C. (2016): “Regional Planning and Development”, Kalyani Publishers, New Delhi
- Dhamdhare, S. et al (2015): “Arthik Vikas Ani Niyojan”, (Marathi), Diamond Publications, Pune
- Dikshit, J. K. (2011): “The Urban Fringe of Indian Cities: Professor Jaymala Diddee Felicitation Volume”,(ed.) Rawat Publications, Jaipur

- Jhingan, M. L. (2017): “The Economics of Development and Planning”, Vrinda Publications (P) Limited, Delhi
- Kant, S. et al (2004): “Reinventing Regional Development: Festschrift to Honour Gopal Krishnan”, (ed.) Rawat Publications, Jaipur
- Misra, R. P. (2002): “Regional Planning”, Concept Publishing Co., New Delhi
- Ahirrao ani Karanjkehele – pratyashik bhoogol
- Karlekar Shrikant- pratyashik bhoogol Diamond Publication
- Karlekar Shrikant- Bhoogol shastratil Sanshodhan Paddhati, Diamond Publication
- Monkhouse F.J. - Maps & Diagrams, Methuen and Co., London, 1971 (3rd Edition, Revised).
- NCERT - Textbook for Class-12, Practical Work in Geography Part II
- Peter A. Rogerson - Statistical Methods for Geography, Sage Publishers -2001
- Sarkar Ashis - Practical Geography, Orient Black Swan – 2015
- Sarkar Ashis –Quantitative Geography, Orient Black Swan – 2013
- Singh R.L. & Singh P. B. - Elements of Practical Geography, Kalyani Publishers 2005
- Stoddard Robert – Field techniques and research methods in geography, Geography faculty publication
- <http://digitalcommons.unl.edu/geographyfacpub/26>
- Thakur S. A. - pratyashik bhoogol, Konkani Geographer’s publication (2016)

Books for further reading:

- Bhargava, G. (2001): “Development of India’s Urban, Rural, and Regional Planning in 21st Century: Policy Perspective”, Gyan Publishing House, Delhi
- Datt, G. And Mahajan, A. (2016): “Datt and Sundaram’s Indian Economy”, S. Chand Publishing, New Delhi
- Devi, Laxmi (2000): “Planning Development and Regional Disparities”, (ed.) Anmol Publications, New Delhi
- Dhamdhere, S. and Shinde, S. (2010): “Bhartiya Ani Jagtik Arthik Vikas” (Marathi), Diamond Publications, Pune
- Hall, P. (2016): “Urban and Regional Planning” Routledge, London
- Sundaram, K. V. (1985): “Geography and Planning: Essays in Honour of Prof. V. L. S. Prakasa Rao”, Concept Publishing Co., New Delhi
- Knowles, R and Wareing, J. (1996): “Economic and Social Geography”, the Made Simple Series, Rupa & Co., Calcutta
- Yojana, Monthly Journal Published in English and Marathi by Government of Maharashtra

Web Links:

- mmrda.maharashtra.gov.in
- niti.gov.in
- planningcommission.gov.in
- yojana.gov.in

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: ECONOMICS (SCHOOL SUBJECTS)
COURSE NAME: INTERNATIONAL ECONOMICS

Total Credits: 6
Total Marks: 100

Learning Objectives:

1. To understand the importance of international trade and finance.
2. To comprehend the theories of international trade.
3. To understand the concept of balance of payments and its issues.
4. To introduce students to international economic institutions.
5. To analyse economic integration and RTAs.
6. To critically analyse the global economic crisis.

Learning Outcome:

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

1. Describe the field of international economics.
2. Explain the theories concerning international trade.
3. Compares between Balance of Trade (BOT) and Balance of Payment (BOP) Disequilibrium in BOP.
4. Discuss the concepts of foreign exchange rates and the functioning of foreign exchange markets.

MODULE 1:INTERNATIONAL TRADE (2 Credits)

Unit 1: Introduction

- a) Meaning, Scope, and Importance of International Trade- Difference between Internal and International Trade
- b) Adam Smith's Theory of International Trade – Ricardian Theory of Comparative Cost Difference
- c) Heckscher -Ohlin Theory -Leontief's Paradox – Law of Reciprocal Demand and Offer Curves – Purchasing Power Parity

Unit 2: Balance of Payments (BOP)

- a) Structure of BOP - Meaning and Difference between Balance of Trade (BOT) and Balance of Payment (BOP) Disequilibrium in BOP – Types – Causes – Measures to overcome Disequilibrium in BOP
- b) Concepts of Terms of Trade (Net Barter, Gross Barter and Income Terms of Trade, Single Factoral and Double Factoral) - Case for and against Free Trade, and Protectionist Trade Policy
- c) FDI – Need For - Types - MNCs – Advantages and Disadvantages

Unit 3: International Economic Institutions and Economic Integration

- a) WTO - Objectives, Functions – Agreements- TRIPS, TRIMS, GATS, AoA
- b) Forms and Objectives of Economic Integration – Regional Trade Agreements – Concept - Objectives – Trends
- c) EU - ASEAN – SAFTA

MODULE 2: INTERNATIONAL FINANCE

(2 credits)

Unit 4: Foreign Exchange Rate

- Gold Standard – Interwar Period – Bretton Woods – Collapse of Bretton Woods System
- Fixed and Flexible Exchange Rate – Merits and Demerits
- Concepts – Spot and Forward Rates - Foreign Exchange Rate Determination- Interrelationship Between Exchange Rates and Interest Rates

Unit 5: Foreign Exchange Market

- Meaning and Functions of Foreign Exchange Market Features – Types
- Arbitrage, Hedging and Speculation in Foreign Exchange Markets
- Currency Convertibility – Types – Advantages and Disadvantages

Unit 6: International Financial Institutions and International Debt Problem

- IMF, World Bank, Asian Development Bank (ADB)
- New Development Bank (NDB), Asia Infrastructure Investment Bank (AIIB) and their Role with Special Reference to India.
- Global Economic Crisis, Global Financial Crisis of 2008, International Debt Problem.

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks/ Assignments (Any Two)

- Film/ Documentary review of the course content
- Poster Making on the course content
- Make a collage on the theme of Agencies of the UN and their work
- Book review on the theme of course content
- Invite subject experts for guest lectures.

References:

- Krugman, P., Obstfeld, M, and Melitz, M. (2017): International Economics - Theory and Policy, 10th Edition, Pearson Education.
- Salvatore, D. (2014): International Economics: Trade and Finance, 11th Edition, Wiley International Student Edition.
- Kindleberger, C. P. and Lindert, P. H. (1982): International Economics, Homewood, IL, USA.
- Sodersten, B. and Reed, G. (1994): International Economics, 3rd Edition, Palgrave Macmillan, 1994.
- Cherunilam, F. (2017): International Economics, 5th Edition, McGraw-Hill Education.
- Avadhani, V. A. (2017): International Finance, Himalaya Publishing House.

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: MATHEMATICS AND STATISTICS
(SCHOOL SUBJECT)
COURSE NAME: MEASURES OF DISPERSION AND PROBABILITY

Total Credits: 06

Total Marks: 100

Learning Objectives

1. To reflect on the utility of the learned concept.
2. To develop an appreciation of the topic in terms of its utility.
3. To acquire mathematical skills while learning the topic.
4. To acquire mathematical modelling skills with using the topic.
5. To solve day-to-day problems that can be modelled using the topic.
6. To develop an interest in practical activities based on the topic.
7. To create recreational products using the topic.
8. To suggest different solutions for given problems based on the topic.

Learning Outcomes:

After completing the semester, the students will be able to:

- 1.Explain the Absolute and Relative measures of Dispersion.
- 2.Explain the Probability.
- 3.Examines the solution given for the problems based on measures of Dispersion; Probability.
- 4.Reflect on the utility of Measures of Dispersion.
- 5.Reflect on the utility of Probability.
- 6.Identifies examples of measures of Dispersion; Probability from their surroundings.

MODULE I: MEASURES OF DISPERSION (2 Credits)

Unit 1: Absolute and Relative measures of dispersion

- a) Requirements of a good measure of dispersion; absolute and relative measures of dispersion;
- b) Concept, applications, merits and demerits of i. range; ii. quartile deviation; iii. mean deviation (absolute and relative measures), box plot
- c) Standard deviation and Variation - variance and standard deviation; properties; applications; coefficient of variation

Unit 2: Correlation and Regression

- a) Concept, scatter diagram; Karl Pearson's coefficient of correlation; properties and applications.
- b) Spearman's rank correlation -derivation, method.
- c) Linear regression – concepts, properties, applications

Unit 3 Practicals

- i. Measures of dispersion

- ii. Measures of dispersion using boxplots
- iii. Variation
- iv. Correlation
- v. Rank correlation
- vi. Regression

MODULE II: PROBABILITY

(2 Credits)

Unit 4: Elementary probability

- a) Definition of probability (classical and empirical) and events.
- b) Conditional probability and independence of events; addition theorem; multiplication theorem.
- c) Baye's theorem and its applications.

Unit 5 : Discrete and continuous random variables

- a) Definition of discrete and continuous random variables; probability and cumulative probability functions – definitions and properties; expectation and variance of random variables with properties
- b) bivariate probability distribution of two random variables- joint probability, marginal probability and conditional probability; expectation, variance and correlation in bivariate distribution.
- c) Standard Probability Distributions - Definition, derivation of mean and variance, properties of i. Binomial distribution; ii. Poisson distribution iii. Hyper geometric distribution; iv. Uniform discrete and continuous distribution v. Normal distribution (and Standard Normal distribution)

Unit 6 : Practicals

- i. Permutations and combinations, probability (using definition)
- ii. Theorems of probability
- iii. Baye's theorem
- iv. Discrete and continuous random variables
- v. Bivariate random variables
- vi. Standard probability distributions

MODULE III: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/Assignment (Any two)

- a) Power Point Presentation on Discrete and continuous random variables Explain the Probability.
- b) Examines the solution given for the problems based on measures of Dispersion; Probability.
- c) Write the Reflection on the utility of Measures of Dispersion.
- d) Discuss on the utility of Probability.
- e) examples of measures of Dispersion; Probability from their surroundings.

References

- Complex Variables and Applications: Ruel. V.Churchill; McGraw Hill Co.
- Elementary Number Theory: David Burton; Tata McGraw Hill (Walter RudinSeries), Indian Edition.
- Introduction to the theory of numbers, I. Niven and S. Zuckerman, Third Edition, Wiley Eastern, New Delhi, 1972.
- Discrete Mathematics, Norman L. Biggs, Revised Edition, Clarendon Press, Oxford 1989.
- Matrices: Shanti Narayan; S. Chand & Co. N. Delhi
- Analytical Geometry of Two and Three Dimensions: Qazi Zameeruddin; Narosa Publications
- Introduction to Real Analysis by Robert G. Bartle and Donald R. Sherbert, Fourth Edition, John Wiley and Sons.
- Differential Calculus, Shantinayakan, 10th Edition, S. Chand and Co.
- A Course in Calculus and Analysis by Sudhir Ghorpade and Balmohan Limaye, Springer 2006.
- Principles of Mathematical Analysis, W. Rudin, Third Edition, McGraw Hill, 1976
- Elementary Differential equations, William F. Trench, E-book (Free download)
- Introduction to Real analysis, William F.Trench, Free edition, 2010.
- Calculus of a single variable Ron Larson , Bruce Edwards, 10th edition.
- Elementary Analysis, The Theory of Calculus, Kenneth A. Ross, Springer Publication, second edition.
- Calculus and its Applications, Marvin L. Bittinger, David J. Ellenbogen and Scott A. Surgent, Addison Wesley, tenth edition.
- Ordinary and partial Differential equations, M.D. Raisingania, S. Chand andCompany,2009.
- Agarwal B.L.: Basic Statistics, New Age International Ltd.
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SEMESTER VIII
PART III – CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: B.A. PSYCHOLOGY
COURSE NAME: POSITIVE PSYCHOLOGY

Total Credits:06

Total Marks:100

Learning Objectives:

1. To understand the basic nature and concepts of Positive Psychology.
2. To study the theories of Positive Psychology.
3. To understand the benefits of Positive Psychology.
4. To develop Positive Effective Teaching strategies in the classroom.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Explain the theoretical and practical applications of Positive Psychology.
2. Apply positive Effective Teaching strategies in the classroom.
3. Comprehend well being-based understanding of psychology.

MODULE I: WHAT IS POSITIVE PSYCHOLOGY? (2 Credits)

Unit 1: Definitions, Three Pillars and Measurement of Positive Psychology

- a) Definition Introduction and Origin and Nature of Positive Psychology
- b) Three Pillars of Positive Psychology:
 - i. Positive experiences
 - ii. Positive states
 - iii. Positive institutions
- c) Measurement in positive psychology

Unit 2 : Cognitive and Emotional Processes

- a) Positive illusions
- b) Explanatory Style
- c) Positive emotions and self-esteem

Unit 3 :Theories

- a) Martin Seligman – Learned optimism
- b) Mihaly Csisentmihalyi – theory of flow
- c) Brene Brown – Shame Resilience Theory

MODULE II: AREAS OF STUDY (2 Credits)

Unit 4: Research in positive psychology

- a) Qualitative methods
- b) Character strengths
- c) Applications of research

Unit 5: Cognitive & interpersonal factors

- a) Gratitude
- b) Hope
- c) Self-efficacy

Unit 6: Coping in positive psychology

- a) Resilience
- b) Meaning making
- c) Post-traumatic growth

MODULE III: INTERNAL ASSESSMENTS**(2 credits)**

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/ Assignments (Any Two):

- 1) Maintain a gratitude diary for one month
- 2) Interview an artist who experiences flow
- 3) Study an organization known for positive practices and submit a report
- 4) Identify your character strengths through any of the free positive psychology surveys
- 5) Provide a case study on post-traumatic growth

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- Snyder, C. R., & Lopez, S. J. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications/ Sage South Asia.
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SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: SOCIOLOGY (JUNIOR COLLEGE SUBJECT)
EMERGING FIELDS IN SOCIOLOGY

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To trace the evolution of gender as a category of social analysis.
2. To understand the emergence of the movement in India and the history of struggles.
3. To comprehend new and emerging issues in the Indian feminist landscape.
4. To analyse newer methods of protest and resistance.
5. To understand sociological issues related to the informal sector.
6. To introduce students to the growing sector of informal workers in the Indian economy.
7. To make students understand issues related to the informal sector in the context of globalization.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Describe the role of women in society.
2. Critically evaluate the gender related laws at home and workplace.
3. Debates on outsourcing, downsizing, social clauses, social security of workers.
4. Explain the issues related to the informal sector in the context of globalization.

MODULE I: GENDER STUDIES

(2 Credits)

Unit 1: Understanding Gender

- a) History of the women's movement
- b) Different types of genders
- c) Movements led by women – Participation in Ambedkarite movement, Black Panthers, Chipko, "Me too"

Unit 2: Women and work

- a) Household chores related (Cooking, cleaning, care work, etc.)
- b) Discrimination in various professions
- c) Eco-feminism

Unit 3: Gender-Related Laws

- a) Dowry Prohibition Act,, 1961
- b) Vishaka Guidelines and Verma Committee recommendations
- c) The Transgender Persons (Protection of Rights) Act,2019

MODULE II: WORK AND LABOUR

(2 Credits)

Unit 4: Theories relating to Work and Labour

- a) Work and Labour – Definition and meaning

- b) Surplus Value and Alienation – Karl Marx
- c) World Systems Theory -- Immanuel Wallerstein

Unit 5: Globalization of Work and Labour

- a) Globalization of Work (BPOs, call centres, shifting of production)
- b) Brain Drain
- c) Conditions of Immigrant workers

Unit 6: Labour issues and concerns

- a) Types of Labour (Permanent, Contractual, Seasonal, migrant, Self-employment)
- b) Hazardous industries/Occupational hazards (ship-breaking, mining, chemical industries)
- c) Women and work – “Equal pay for equal work”, agricultural work, bidi-making, readymade garment industry

MODULE III: INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/ Assignments (Any Two): (Module I)

- 1) Case study and critical evaluation on Eco-feminism
- 2) Report on the case study of any one women's group.
- 3) Elaborate how the Chipko movement was an eco-feminist movement.
- 4) Case study on types of labour and problems
- 5) Interview the bidi-making workers and write a report.

References:

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- Bhowmik, Sharit K. (2004). Work in globalizing economy: Reflections on outsourcing in India. Labour, Capital and Society, 37 (1&2).
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Websites:

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- What is work? --
https://r.search.yahoo.com/_ylt=Awrxy8yC1QFi2QMA1wC7HAX.;_ylu=Y29sbwNzZzMEcG9zAzUEdnRpZAMEc2VjA3Ny/RV=2/RE=1644316162/RO=10/RU=https%3a%2f%2fstudy.com%2facademy%2flesson%2fwhat-is-work-sociological-definition-analysis.html/RK=2/RS=RBb_MR4N21.s75fyJW_PqCgCt04-

SEMESTER VIII
PART III - CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: PHILOSOPHY (JUNIOR COLLEGE SUBJECT)
COURSE NAME: THEORIES AND ISSUES IN APPLIED ETHICS

Total Credits: 06

Total Marks: 100

Learning Objectives:

1. To introduce students to traditional ethical theories.
2. To acquaint students with approaches to the environment
3. To develop in students an understanding of the principles and implications of the different approaches.
4. To understand the ethical obligations to the other by extending moral consciousness to the other including the environment.
5. To introduce students to the ethical issues that arise in media/ journalism and how to assess the strengths and weakness of philosophical positions in that regard.

Learning Outcomes:

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

1. Demonstrate a thorough insight into problems of applied ethics, and also be able to discuss different views critically.
2. Demonstrate an overview of differences, similarities and connections between different views within applied ethics and to give critical assessments of the different views.
3. Develop students' competence for ethical reflection based on rational arguments.

MODULE I: ETHICAL THEORIES AND BIO-ETHICS

(2 Credits)

Unit 1: Introduction: Prominent Ethical Theories

- a) Deontological ethics: Immanuel Kant: hypothetical and categorical imperative
- b) Consequentialism: Utilitarianism of J.S. Mill and Bentham (version of Utilitarianism; Rule and Act Utilitarianism); critical appraisal
- c) Existentialist ethics: Jean-Paul Sartre: ethics of ambiguity and ontology of freedom

Unit 2: Bio-ethics-1

- a) Abortion: the moral status of the embryo and fetus
- b) Arguments for and against abortion
- c) Euthanasia: forms of euthanasia: conflict between duty to prolong life versus duty to relieve pain

Unit 3: Bioethics 2-

- a) Human Reproductive Cloning & Embryonic Stem Cells: aspects that make human cloning attractive
- b) Ethical dangers involved in human cloning
- c) Surrogacy: the notion of 'mother' – genetic, biological and social; commercial surrogacy and ethics of surrogacy

MODULE II: MEDIA, MEDICAL ETHICS & EXTENDING MORAL CONSCIOUSNESS

(2 Credits)

Unit 4: Principles in Media & Medical Ethics

- a) Principles of objectivity and truthfulness as principles in Journalist ethics
- b) The Principle of Informed consent in research involving humans
- c) Principles of medical ethics: autonomy, justice, beneficence and non-maleficence.

Unit 5: Extending Moral Consciousness -1

- a) Arguments for and against Corporate Social Responsibility
- b) A Case in favour of assisting the needy: Peter Singer
- c) A case against assisting the needy: Garrett Hardin

Unit 6: Extending Moral Consciousness -2

- a) Do the animals have rights? (Peter Singer vs Carl Cohen)
- b) Environmental ethics: Deep Ecology vs shallow ecology-the claim for environmental egalitarianism
- c) Obligations to future generations

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr. No	Particulars	Marks
1.	Task/ Assignment/ Activity for each module held in the semester (2X10)	20
2.	One periodical class test given in the given semester	15
3.	One essay test held in the given semester	05
Total		40

Tasks/ Assignments (Any Two):

- 1) Prepare a case study on the Aruna Shanbaug case and expose the arguments for Euthanasia.
- 2) Examine the notion of corporate social responsibility. Assess the claim that corporates should focus on economic activity and profit maximization rather than wasting resources on non-profitable acts of charity.
- 3) Attempt a case study of any one corporate house and its endeavour in fulfilling social responsibility and substantiate.
- 4) Prepare a case-based study on the Prevention of Cruelty to Animals Act 1960 and critically assess the arguments for and against animal rights.
- 5) PPT presentation of any one topic

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- Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones. Part III.* (W.W. Norton and Oxford, 2000) *Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
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- Rachels, J. "Active and passive Euthanasia" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* 5th edn.
- Ronald Dworkin *Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom* (Knopf Doubleday Publishing Group, 1994)
- Rosalind Hursthouse, "Virtue Theory and Abortion"
- Saxena, P., Mishra, A., & Malik, S. (2012). Surrogacy: ethical and legal issues. *Indian Journal of Community Medicine*, 37(4), 211–213.
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- Tieu, M.M. (2009). Altruistic surrogacy: the necessary objectification of surrogate mothers. *Journal of Medical Ethics*, 35(3), 171-175.
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- Walker, J. *Environmental Ethics* (Hodder & Stoughton, 2000)
- Ward, Stephen, J.A., (2015), *Global media Ethics*. University of Wisconsin: Centre for Journalism Ethics. [Online] Available:

SEMESTER VIII

PART III- CURRICULUM AND PEDAGOGICAL STUDIES CORE COURSE: POLITICAL SCIENCE (JUNIOR COLLEGE SUBJECT) COURSE NAME: INTERNATIONAL ORGANIZATION & ISSUES IN INTERNATIONAL RELATIONS (IR)

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. Learn the origin and working of various International Organizations
2. Explore the phenomenon of globalization and evaluate the role of MNCs as an agent of globalization.
3. Understand issues of contemporary importance like global North-South divide, wealth inequality, climate justice and sustainability.
4. Sensitize about Human Security, Forced Displacement of Refugees, Asylum Seekers and the lived realities of the Migrants.

Learning Outcomes:

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

1. Assess the relevance of various International Organizations in global politics, past and present
2. Summarize the positive and negative impact of globalization, including that of MNCs.
3. Identify the factors responsible for the gap between the Global North and South in terms of wealth and their engagement with climate change.
4. Recognise the problems of Refugees, Asylum Seekers and Migrants and the efforts of the UNHRC to ameliorate their condition.

MODULE I- INTERNATIONAL ORGANIZATION (2 Credits)

Unit 1: United Nations Organization (UNO)

- a) Historical context - World War I & League of Nations, causes for emergence and failure.
- b) UNO - Formation, Objectives, Purposes & Principles
- c) United Nations Economic and Social Council (UN ECOSOC) and INGOs.

Unit 2: Specialized Agencies - origin, functions & importance

- a) Origin – World War II and the idea of Neoliberalism
- b) World Trade Organisation (WTO), International Monetary Fund (IMF), World Bank
- c) International Labour Organisation (ILO), World Health Organisation (WHO), International Atomic Energy Agency (IAEA)

Unit 3: Regional Organizations & Groupings - origin, features, membership, significance

- a) Regional arrangements & UNO - Chapter VIII of the UN Charter

- b) Organisation of the Petroleum Exporting Countries (OPEC), The Association of Southeast Asian Nations (ASEAN), The European Union (EU), The Arab League, South Asian Association for Regional Cooperation (SAARC)
- c) Collective security arrangements (NATO) and Regional Groupings (BRICS, QUAD)

MODULE II : CONTEMPORARY ISSUES IN IR (2 Credits)

Unit 4: Globalisation and the world

- a) Globalisation - meaning and impact
- b) Globalisation and MNCs (Human Rights Violations and Challenges to State Sovereignty)
- c) Role of technology in Globalisation of Education.

Unit 5: Contextualising Inequality and Climate Change

- a) Global North -South divide
- b) Inequality - World Inequality Report 2022 and the Oxfam India Inequality Supplement 2022
- c) Climate Justice: Carbon Divide, Climate Emergencies, UN Sustainable Development Goals (SDGs)

Unit 6: Understanding Human Security

- a) Human Security - meaning, definition, threats, UNGA/RES/66/290 of 2012
- b) Asylum seekers, Stateless persons, Migrants & Refugees: the differences.
- c) Role of United Nations High Commissioner for Refugees (UNHCR) & the case of Climate refugees

MODULE III : INTERNAL ASSESSMENT (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Tasks /Assignments (Any Two)

- 1) Conduct a mock UN, pass a resolution on a relevant theme
- 2) Conduct a Civic awareness campaign on - Vaccine Inequality, climate refugees
- 3) Maintain a political diary during the semester (collect articles and news items on course contents and write your detailed comments).
- 4) Debate on Role of WHO & Nation-States in management of pandemics,
- 5) Organise/interview dignitaries from embassies, high commissions, MEA for interactive sessions/ talks.

References :

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- Basu, R. (2012) International Politics: Concepts, Theories and Issues, New Delhi: Sage Publications India

- Baylis, J. & Smith, S. (2020) *The Globalisation of World Politics: An Introduction to International Relations*. 8th ed., New York: Oxford University Press
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- Reus – Smit, C. & Snidal, D. (eds.) (2008) *The Oxford Handbook of International Relations*, Oxford; New York: Oxford University Press
- Broad, R. & Cavanagh, J. (2021) *The Water Defenders: How Ordinary People Saved a Country from Corporate Greed*. Beacon Press. Boston.

SEMESTER VIII
PART III- CURRICULUM AND PEDAGOGICAL STUDIES
CORE COURSE: WOMEN STUDIES

Total Credits: 06

Total Marks: 100 Marks

Learning Objectives:

1. To raise consciousness among learners who enroll for the course and to sensitize them to address the gender issues in their everyday lives.
2. To create awareness of exclusion and discrimination
3. To comprehend Feminist theory
4. To analyze the contemporary approaches in Feminism
5. To understand the women's movement in India.
6. To critically analyze gender-based violence, Economy, and issues at the workplace.
7. To build the learners' capacity and to enable them to actively engage in discourses and debates on gender issues.
8. To equip students to undertake research from a gender perspective.
9. To comprehend the role of law as an instrument of empowerment
10. To comprehend feminist research methodology.

Learning Outcomes:

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

1. Analyse the contemporary approaches in Feminism
2. Explain the women's movement in India.
3. Critically analyze gender-based violence, Economy and issues at work place .
4. Undertake research from a gender perspective.
5. Undertake feminist research from a gender perspective.

MODULE I : BASIC CONCEPTS OF WOMEN STUDIES (2 Credits)

Unit 1: Basic Concepts and Gender Equality

a) Basic Concepts

- i. Sex and gender, multiple identities, femininity, masculinity, parallel sexualities
- ii. Patriarchy and structures of patriarchy: family and kinship, private and public, economy and state
- iii. Power, powerlessness, empowerment and subordination, sexual division of labour, personal is political.

b) Equality, Rights and Empowerment

- i. Approaches to gender equality (formal, substantive, protectionist, de jure and de facto)
- ii. Gender equity and equality
- iii. Rights vs. Needs

c) Exclusion and Discrimination

- i. Engendering Citizenship and governance

- ii. Different forms of Exclusions and discriminations: Social, religious, economic and political, differently-abled
- iii. Inclusive policies and affirmative action

Unit 2 : Feminism Approaches and Theories

a) Feminist Theories

- i. Liberal
- ii. Socialist / Marxist
- iii. Radical

b) Contemporary Approaches / Debates in Feminism

- i. Post-modern
- ii. Black feminism, post-colonial
- iii. Multiculturalism

c) Feminism in India

- i. Gandhian feminism
- ii. Marxist and Socialist feminism
- iii. Dalit feminism

Unit 3: Women's Movements, Gender Based Violence and Law in India

a) The Women's Movements in India

- i. Phases in the women's Movements-Social Reform, Freedom, Contemporary women's Rights movement.
- ii. Women's movements and the law
- iii. Intersection of women's movement with people movements

b) Gender-based Violence

- i. Meaning, forms, and extent
- ii. Violence by the family, community, and the state
- iii. Intersectionalities of caste, class, race, ethnicity, disability, minority, religion, and gender

c) Law as an Instrument of Empowerment and Disempowerment

- i. Indian Constitution (substantive provisions, role of judiciary)
- ii. Labour, Family, and Criminal justice system.
- iii. Affirmative Actions, Gender laws and policies (restriction of women's work through protectionist/moralist approaches, anti-beggary, criminal tribes, land acquisition, population control, draconian laws)

MODULE II : WOMEN'S DEVELOPMENT AND CHALLENGES

(2 Credits)

Unit 4: Emerging challenges and Trends: Gender in Politics and globalization

a) Women and Development

- i. Women, Work and Livelihood (Formal, Informal Sectors, role of labor unions, facilities for women at work)
- ii. Property and Ownership, land, and housing rights.
- iii. Education, health, and nutrition

b) Gender and Political Participation

- i. Overview of women's participation, marginalization of minorities (religious/linguistic / caste / ethnic/parallel sexuality)
- ii. Reservation of seats in the union, state, and local government
- iii. Political participation of sexual minorities and people with disability.

c) Emerging Challenges and Responses

- i. Moral policing, honor killing, and acid attacks.
- ii. Women in public space (sexual harassment at the workplace, acid attacks...)
- iii. Cybercrimes and Cyber Safety.

Unit 5: Gender Issues and Globalisation

a) Gender and Economy

- i. Women as Workers, Gender & Inequality in Labor Market
- ii. Gender Inequality in Labor Market, Unorganised Sector,
- iii. Women in Indian Planning

b) Gender and Globalisation

- i. Globalization and its impact on gender
- ii. Concentration of women in the informal sector and feminization of occupations
- iii. Working conditions in the unorganized sector Issues of wage discrimination and exploitation

c) Gender Issues at the Workplace

- i. Women's participation in organised sector
- ii. Gender Discrimination, Marginalization and Glass Ceiling
- iii. Gender issues at the work place

Unit 6 : Researches from Gender Perspectives

a) Research Methodology

Introduction, Quantitative and Qualitative Studies, Types of Research Design, Research Problem, Sampling, Data Generation and Presentation

b) Feminist Research Methodology

Feminist Perspectives and Knowledge Building, Encountering Methods in Feminist Research, Analytic Framework, Feminist Research Praxis, Feminist writing.

c) Project Management

Identifying issues, relevant materials, and funding agencies for the project, Implementation of the project, Monitoring and evaluating the project, Support system after the completion of the project, and Impact Assessment.

MODULE III : INTERNAL ASSESSMENT**(2 Credits)**

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
Total		40

Task/Assignments (Any Two)

- 1) Role Play on Gender and political participation
- 2) Street play on Equality, Rights and Empowerment of Women
- 3) Debates on contemporary Approaches in Feminism
- 4) Powerpoint presentation on Gender based violence.
- 5) write a essay on role of law as a instrument of empowerment

References:

- Alam, Aftab (ed.), Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999)
- Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi : D.K. Publishers, 1996)
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Signature:

A handwritten signature in blue ink is written over a circular official stamp. The stamp contains text in a circular border and a central emblem.

Chairman of Board of Studies

Signature:

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Faculty of Dean

**7 POINTS JUSTIFICATION FOR
B.A.B.ED. FOUR YEARS INTEGRATED COURSE**

1.	Necessity for starting the course:	As per the NEP 2020 Integrated Teacher Education programme is vital to address the learning flexibility and continuity.
2.	Whether the UGC has recommended the course:	This course is recommended by the UGC, 26th October 2021. सी.जी.-डी.एल.-अ.- 26102021-230728xxxGIDHxxx CG-DL-E-26102021-230728
3.	Whether all the courses have commenced from the academic year 2019-2020 (2022-23):	Academic Year 2023-24
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	the courses haven't started yet, but the course can be self- financed and each college will have the necessary faculty for the same.
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	The course is Integrated Teacher Education Programme and the duration is 4 years. It consists of Degree and Education as a dual degree programme but Integrated as one Programme. It comprises of theory and practical of the graduation and education programme. It has 20 weeks of Internship, community and electives of both the programme.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	The intake capacity of each course and no. of admissions given in the current academic year (2019-20). Intake capacity 50 per unit. Admission is not commenced yet.
7.	Opportunities of Employability / Employment available after undertaking these courses:	Yes educational opportunities in schools and colleges, educational opportunities, research analyst, curriculum and content writers

Signature:



Chairman, Board of Studies