## Group C: Core Courses

**HIN 302: dFkk lkfgR; ¼dgkuh vkSj miU;kl½**

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

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###### ENG 302 Indian Writing in English

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

**Objectives:** The students will be able to:

* Develop their comprehension skills through reading various genres of literature in English from India.
* Develop their reading habits and literary taste by reading the authors from their own land.

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| **Unit** | **Course Contents** | | |
| Unit I Prose | * Mulk Raj Anand * Shashi Deshpande * Ruskin Bond * Leila Seth * Subrato Bagchi | : | : The Lost Child  : My Beloved Charioteer The Night Train at Deoli  : On Balance  : How are you different? |
| Unit II Poetry | * Sri Aurobindo * Rabindranath Tagore * Nissim Ezekiel * Kamala Das * A.K. Ramanujan | : | : The Tiger and the Deer Where the Mind is Without Fear  : Night of the Scorpion  : An Introduction  : A River |
| Unit III Fiction | * R.K. Narayan | : | Waiting for the Mahatma |
| Unit IV Drama | * Mahesh Dattani |  | : Dance Like a Man |
| **Tutorials/ Practicum:** Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials. | | | |
| **Suggested Readings Unit I**   * Anand,Mulk Raj. *Mulk Raj Anand: Greatest Short Stories*. New Delhi: Jaico Publishing House. 2013. * Deshpande,Shashi. *Collected StoriesVol. I and II*. New Delhi: Penguin Books India. 2004. | | | |

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| * Narayan, R. K. *Malgudi Days*. New Delhi: Penguin Classics. 2006. * Bond, Ruskin. *Night Train at Deoli and Other Stories*. New Delhi: Penguin Classics. 1988. * Mehrotra, A. K. Concise *History of Indian Literature in English.* Permanent Black. 2010.   **Unit II**   * Aurobindo, Sri. *Collected Poems: The Complete Works of Sri Aurobindo Vol. II.*Pondicherry: Sri Aurobindo Ashram Trust. 2009. * Tagore, Rabindranath. *Gitanjali.* New Delhi: Pan Macmillan India. 2015. * Ezekiel, Nissim et al. *Nissim Ezekiel: Collected Poems*. 2nd Ed. New Delhi: OUP. 2005. * De Souza, Eunice. *Nine Indian Women Poets: An Anthology*. New Delhi: OUP. 2001. * Das, Kamala. *Kamala Das: The Old Playhouse and Other Poems*. New Delhi: Orient BlackSwan. 2011. * Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. New Delhi: OUP. 1999. * King, Bruce. *Modern Indian Poetry in English*. Revised Edition. New Delhi: OUP. 2017. * Mehrotra, A. K. *The Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP. 1993. * Aurobindo, Sri. *Indian Poets and English Poetry—Correspondence between Kathleen Raine and K. D. Sethna*. Pondicherry: Sri Aurobindo Ashram Publication. 2017.   **Unit II**   * Narayan, R. K. *Waiting for the Mahatma*. Mysore: Indian Thought Publication. 2010. * Mehrotra, A. K. *Illustrated History of Indian Literature in English.* New Delhi: Orient BlackSwan. 2005.   **Unit IV**   * Dattani, Mahesh. *Dance like a Man: a Stage Play in two Acts*. New Delhi: Penguin Books India. 2006. |

**GEO 302: Geography of India**

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 60, Internal: 20, Practical: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 12 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.

iv) All questions will carry equal marks.

***Objectives:***

1. *To explain the physical diversity of India*
2. *To explain the socio-economic diversity of India*
3. *To explain understand the geography of India as constituted by diverse regions*

###### Course Contents

###### Unit I

Location and space relations; Geological evolution; Landforms; Drainage systems; Soil; Vegetation; Climate - characteristics and classification.

###### Unit II

Population distribution and growth; Characteristics of agriculture and agricultural regionalisation, Mineral belts; Industrial regions

###### Unit III

Distribution of population by race, caste, religion, language, tribes and their correlates

###### Unit IV

Regionalisation of India: Physiographic (OHK Spate and R. L. Singh), Socio – cultural (David Sopher and Aijazuddin Ahmad), Economic (P. Sengupta)

###### Reading lists

1. Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
3. Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India 4- Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi. 5- Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
4. Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
5. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
6. Tirtha, Ranjit 2002: *Geography of India,* Rawat Publs., Jaipur & New Delhi.

**GEO 302: PRACTICALS**

**Map Projections**

Total credit : 1 Contact hours: 2 per week

Classification, Properties and Uses of map projections; Graphical Construction of

Cylindrical: Mercator’s;

Conical: One standard parallel, Two standard parallel, Bonne’s; Zenithal: Orthographic, Stereographic, Gnomonic and Conventional: Mollweide’s Projections.

Reference to Universal Transverse Mercator (UTM) Projection.

***Practical Record File:***Students will be required to prepare a practical record file consisting of all exercises in the paper.

**Assessment Modalities:** The assessment modality will involve a term-end examination towards the end of the semester.

* The term-end examination will carry a weightage of 20 marks. Duration of examination will be 3 hours.
  + Lab Work (Any 3 out of 4 exercise) 10 Marks
  + Record File 05 Marks
  + Viva 05 Marks

**Reading List**

1- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi. 2- Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.

1. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
3. Singh, L R & Singh R (1977): Manchitra or Pryaogatamek Bhugol , Central Book Depot,Allahabad
4. Singh, R.L. & Singh Rana, P.B. 1992: *Elements of practical Geography*, New Delhi: Kalyani Publisher

###### HIS 302 Indian Nationalism and Freedom Struggle

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

**Objectives:** The students will be able to:

* The study materials of this Semester is much significance to learn the National consciousness among the people of twentieth century.
* The students will seek the knowledge of extremists and revolutionary Trends of Indian Freedom Struggle.
* The students will be aware of the devoted revolutionary Nationalist as Bhagat Singh, Rajguru and Chandrasekhar, Kalpana Datta etc.

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| **Unit** | **Course Contents** |
| **Unit I** | * Rise and Growth of Nationalism –causes, * Role of various Intuitions and Middle class. * Cultural and Ideological consciousness- Impact of Socio- Religions Reforms * struggle for the freedom of press, swadeshi and Boycott and Home Rule Movement |
| **Unit II** | * Gandhian Era – Satyagraha Movements (Champaran, Khera, Ahmadabad), * Rowllat Act, Non Cooperation Movement * Civil Disobedience Movement * Quit India Movement |
| **Unit III** | * Revolutionary Movements- Ghadar movement, (Lala Hardayal) * Role of Naujawan Bharat Sabha * Hindustan Socialist Republic Association, * Revolutionary activities and their means. |
| **Unit IV** | * Contribution of Prominent Revolutionaries – with special reference to Sachindra Nath Sanyal, Ram Prasad Bismil, Suryasen, * Bhagat Singh , Rajguru, Ashfaqulla, * Chandra Shekhar Azad, Sukhdev, * Kalpana Datta, Sunidhi Choudhary, Beena Dev and Shanti Gosh |
| **Tutorials/Practicum :**Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials. The learners may be given exercises to know various better fields and growth of Education, press, means of Transport and Communication. | |
| **Suggested Readings**   * Tara chand. *History of Freedom Movement in India (4 vols.)* * Agrawal, R.C*. Indian constitutional development and National Movement in India* * Tamlinson, B.R. *The Economy of Morden India,* Cambridge University Press * Desai, A.R. *Social Background of Indian Nationalism*. Popular Prakashan . New Delhi * Bandyopadhyay, Sekhar*. From Plassey to Partition and After*.Orient Blackswan * Parobo, Parag D. *India's First Democratic Revolution*. Orient Blackswan * Majumdar, R.C. *British Paramountcy and the Indian Renaissance. part I* * Grover, B.L. *A New Look at the Morden Indian History*. New Delhi. 2000 * Fisher, M.H.(ed.). *politics of the British Annexation of India 1757 - 1857*. (Oxford in India Readings)   . (Delhi.1993)   * Argov, Daniel. *Moderates and Extremists in India* * Brown, Judith. *Gandhi's to power Indian Politics 1915 - 22.* (Cambridge University press. 1972) * Brown, Judith. *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928- 34*. (Cambridge). 1977 * Sarkar, Sumit. *The Swadeshi Movement in Bengal* * Puri, K. Harish*. Ghadar Movement* * Majumdar, B.B*. Militant Nationalism in India* * Joshi, *Ram Mohan and Process of Modernization* | |

**POL 302: INTERNATIONAL RELATIONS SINCE 1945**

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

**Objectives:** On completion of the course the students – Teacher will be able to:

* Acquaint themselves with various approaches to the study of international politics.
* Understand important concepts which provide the framework for understanding international politics.
* Understand and take stock of the events and trends in International politics after the World War II.
* Understand the quest of developing countries for their identity and self determination in the era of cold War.
* Understand and critically appreciate the salient features of foreign policies of some major powers.
* Understand and appreciate the determinants and features of India‘s foreign policy and India‘s relations with her neighboring countries.
* Understand and acquaint themselves with recent developments and emerging trends in International politics.
* Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

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| **Unit** | **Course Contents** |
| Unit I | Meaning, Nature and Scope of International Relations, Approaches to the study of International Relations: Idealist and Realist approaches, Morgenthau‘s Realist Theory, Decision Making Theory.  National Power: meaning and elements, Instruments of National Interest – Diplomacy and Propaganda |
| Unit II | Cold War, Detente, New Cold War, End of Cold War, International relations in unipolar world, Non Alignment Movement. |
| Unit III | Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India‘s relations with USA, Russia and her neighbors. |
| Unit IV | Major Contemporary Trends and Issues in International Politics, Role and Impact of UN in changing the World, Climate change, Global Terrorism,  International Political Economy, Disarmament, Role of BRICS, SAARC, ASEAN, EUROPEAN UNION, ALBA. |
| **Tutorials/ Practicum:** Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials. | |

**Suggested Readings**

1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.
2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.
3. R.A.Folk, Law, Morality and War in the Contemporary World, New York,
4. Frederick A Praegar, 1963.
5. W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971.
6. Mahendra Kumar: International Politics.
7. K.N.Waltz, Theory of International Politics Reading Massachusetts : Addison

Wesley 1979.

1. Fredman : Introduction to World Politics.

**ECO 302 :PUBLIC FINANCE**

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

**Objectives:** The students will be able to:

* Explain the nature and scope of public finance.
* Describe the concepts and principle of public finance, revenue, expenditure, debt and budget.
* Explain the financial administration in India.
* Use the statistics to understand the economic problem related to the public finance.

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| **Unit** | **Course Contents** | |
| **UNIT-I**  **Nature and Scope of Public Finance** | * Meaning, Nature and Scope of Public Finance; * Distinguish between the private and public finance; * Distinguish between the private goods and public goods; * Concepts of Merits goods; * Function of the Government, Market failure and Role of the State; * The Principle of Maximum social advantage | |
| **UNIT-II**  **Public Revenue** | | * Meaning and sources of public revenue; * Taxation- Meaning, classification, cannons and effects of taxations; * Division of tax burden; * Theory of Taxation- Benefits and ability to pay principle of taxations; * Impact and Incidence of Taxes and Taxable capacity; * Major trends in tax revenue of central and state government in India. |

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| **UNIT-III**   1. **Public Expenditure** 2. **Public Debt** | * Meaning and classifications of public expenditure; * Cannon and Effect of Public expenditure; * Causes of growth of public expenditure; * Trends in growth of public expenditure in India. * Theories of Public expenditure- Wagner’s law of increasing state activity, Peacock-Wiseman hypothesis.      * Meaning and Sources of public borrowing, * Effects of public debt, * Methods of Redemptions of public debt, Debt burden and * Deficit financing in India. * Concept of Financial Administration, * Meaning of Public Budget, * Kinds of budget, * Economic and functional classification of budget, * Preparation and passing of budget in India. |
| **Unit IV International Trade and Finance Institution UNCTAD** | * International Organizations’-GATT/WTO(TRIPS and TRIMS), UNCTAD, Trade Blocks - EU, SAARC, NAFTA, SAFTA. * International Financial Institutions-IMF, World Bank, Asian Development Bank, |
| **Tutorials/ Practicum:** Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.  **Suggested Readings\***  (\*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)   * American Economic Association (1995) Readings in Fiscal Policy, George Allen and Unwin, London. * Atkinson, A.B and J.E. Stiglitz(1980), Lectures on Public Economics, Tata-Mc Graw Hill, New York. * Auerbach, A.J and M. Feidstern(Eds) (1985) , Handbook of Public Economics, Vol.1, North Holland, Amsterdam. * Edminister, R.O(1986), Financial Institutions, Market and Management, Mc Grow Hills, New York. * Goldsmith, R.W(1969), Financial Structure and Development, Yale, London * Gupta, S.B ( ), Monetary Economics, * Jha, R(1998), Modern Public Economics, Routledge, London * Lekhi, R.K( ) , Public Finance | |
| * Mithani, D.M( ), Modern Public Finance * Musgraves, R.A(1959), The Theory of Public Finance, Mc Graw Hill, Kogakhusa, Tokyo. * Peacock, A and G.K, Shaw(1976), The Economic Theory of Fiscal Policy, George Allien and Unwin, Londan. * Shoup, C.S(1970), Public Finance, Aldine Chicago. * Tyagi, B.P( ) Public Finance, | |

**Group E: Curriculum and Pedagogic Studies**

**CPSH 302 :** Hkk"kk f'k{k.k fof/k;ka **II**

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

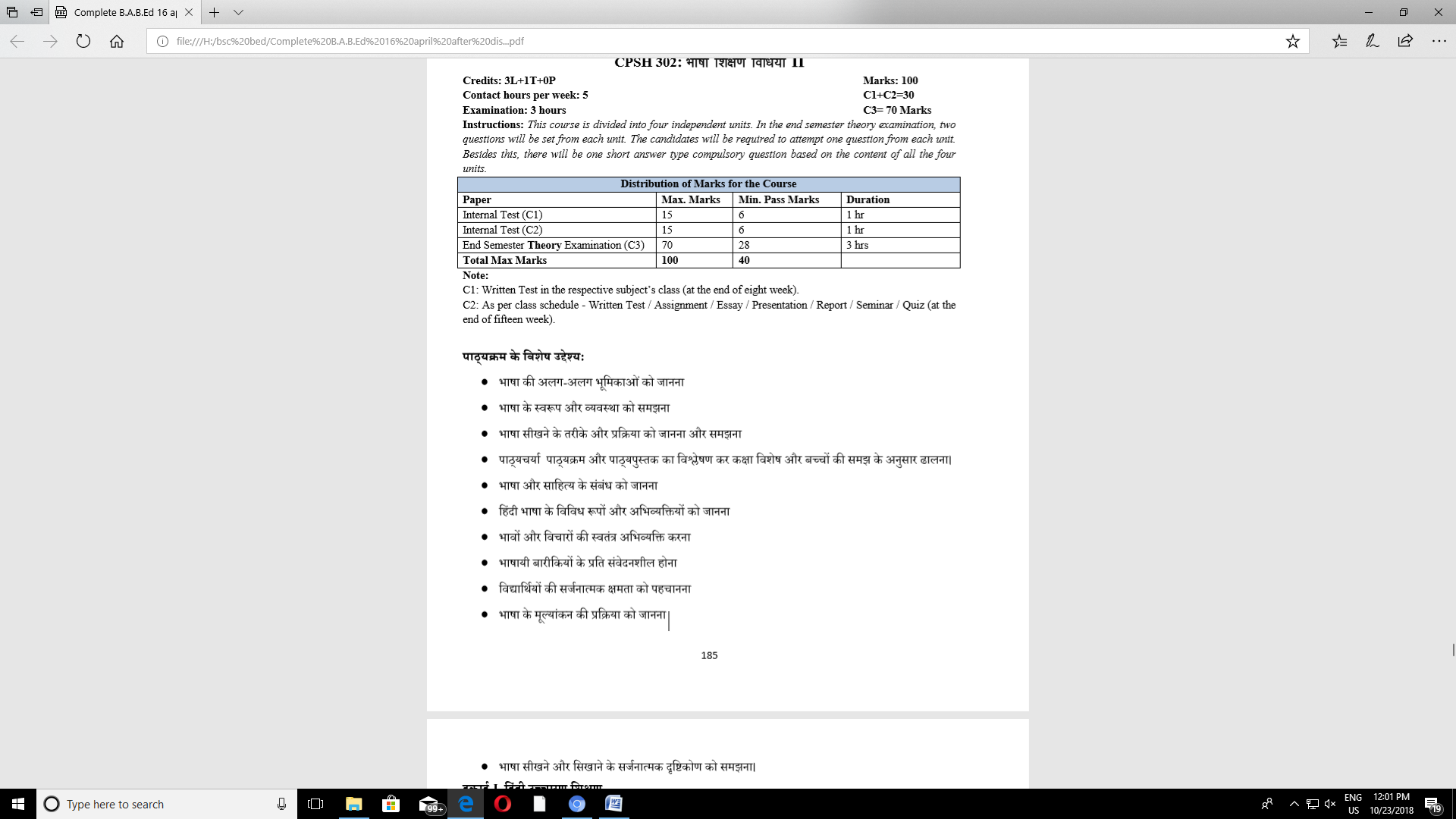
NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

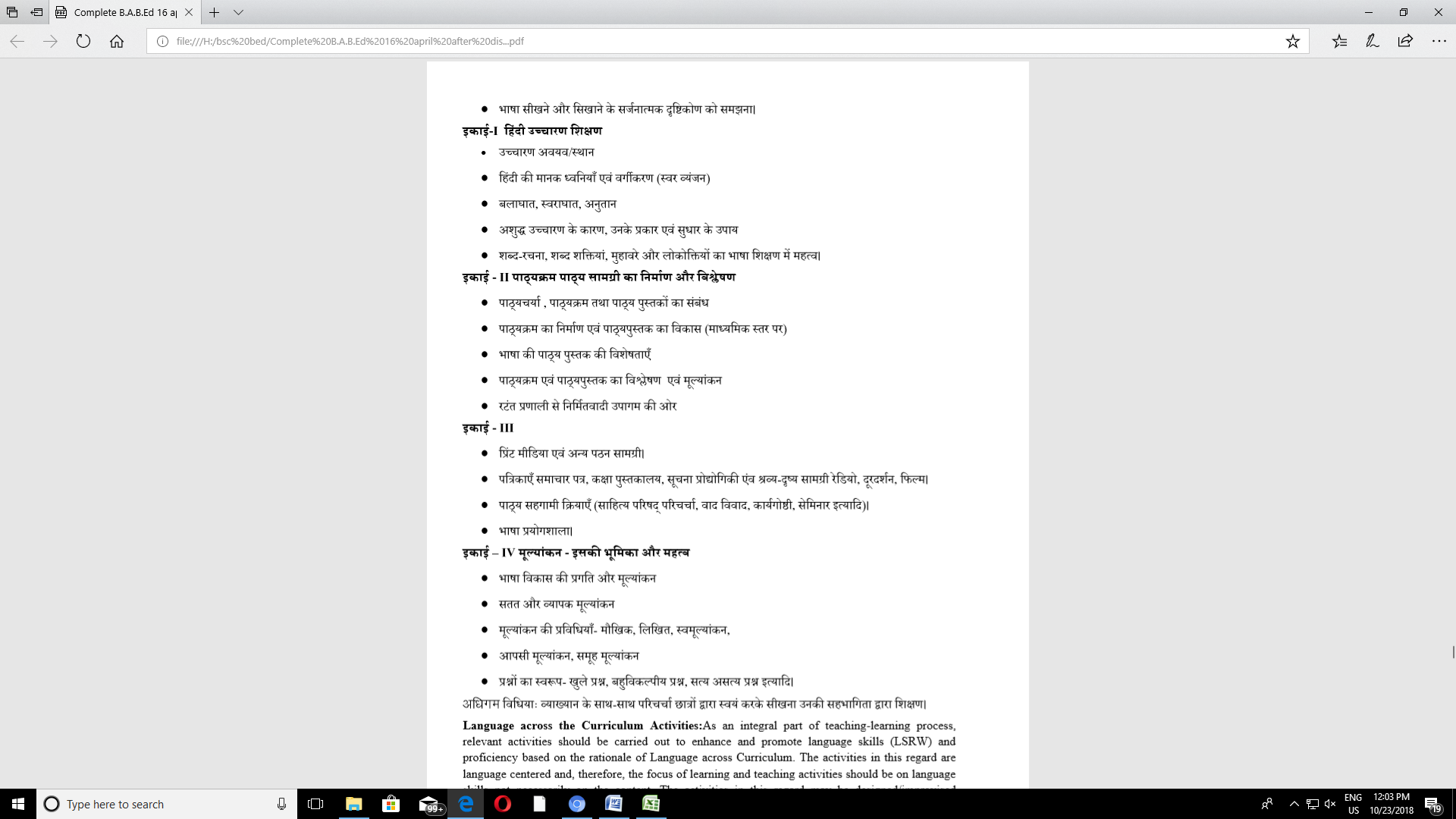
i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

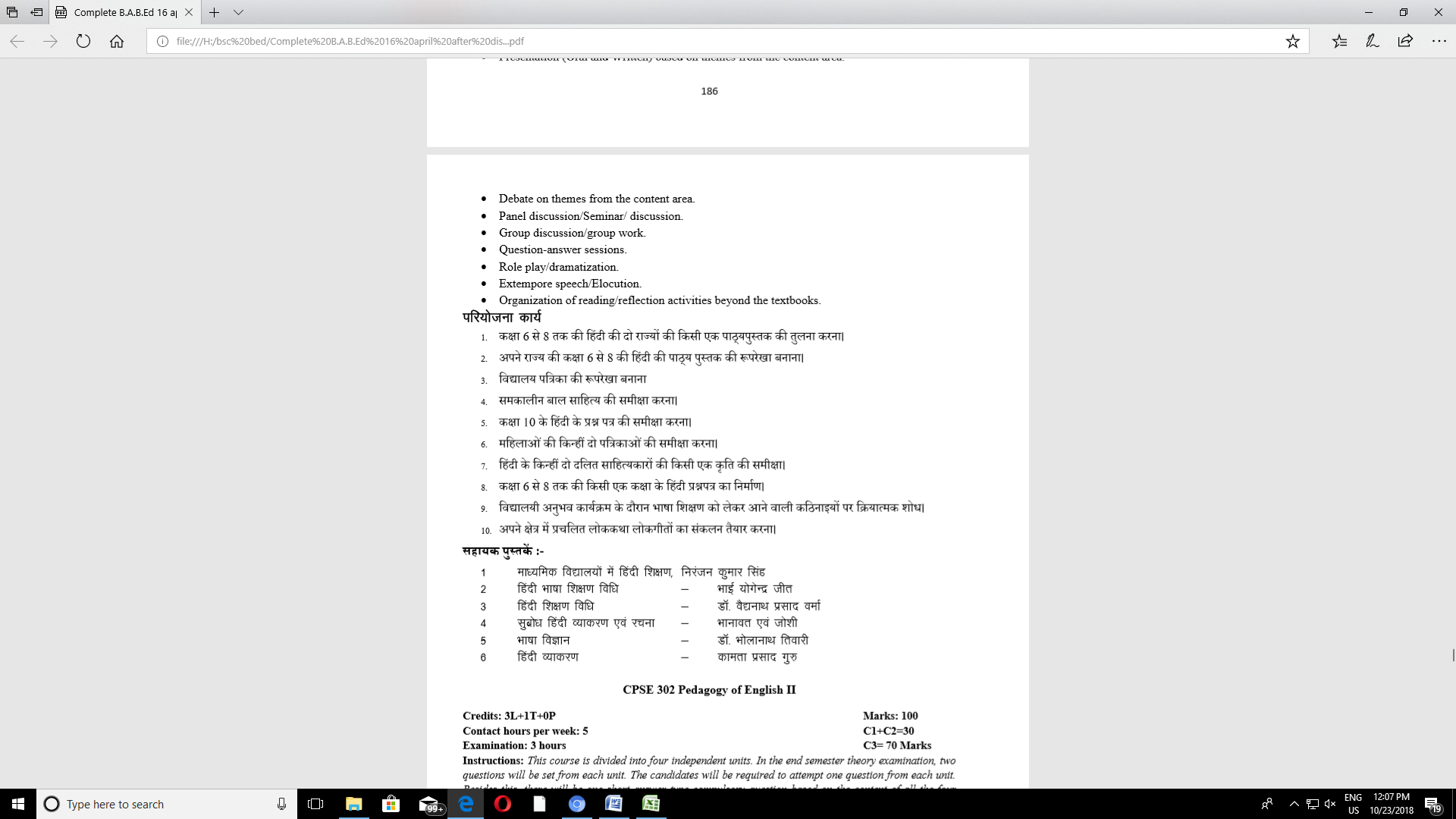
iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.





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###### CPSE 302 Pedagogy of English II

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

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| **Objectives:** The students will be able to:   * Acquire knowledge about teaching of English * Understand of production of sound, accents, stress etc. * Develop their skills of English language teaching * Improvise and use appropriate aids for teaching English * Use various techniques for the evaluation of learner’s achievement in English | |
| **Unit** | **Course- Contents** |
| Unit I: Phonetics and spoken  English | * Organs of Speech * Description and classification of speech sounds: Vowels and Consonants * Segmental features: Phoneme and allophone * Supra-segmental features: accent, stress, intonation and rhythm * Phonemic transcription * Features of Indian English (GIE/ Standard Indian English (SIE) and RP/BBC) |
| Unit II: Language Teaching | * Teaching of Language Skills: LSRW and their Sub-Skills * Teaching of Language: Grammar and Vocabulary * Teaching of Literature: Prose, Poetry and Drama * Lesson Planning in Language Teaching: Nature, Objective and Needs |
| Unit III: Teaching –Learning Materials and Aids | * Significance of materials in language classroom * Why and what type of materials * Text book and beyond textbook * Teacher generated material, student chosen texts * Audio-Visual Aids (Electronic and Print Media), NROER, E-content and Swayam Prabha, Radio, TV, Films, Mobile Phones, Computer, Internet, Realia, Pictures, Flashcards, Flannel Board, OHP, Blackboard, Models, Tape Recorder, Charts, Magazines, Newspaper, * Planning co-curricular activities (discussion, debates, workshops, seminar etc) * Language lab, CALL programmes etc. |
| Unit IV: Assessment and Evaluation | * Concept and Importance of Assessment and Evaluation * Assessment of Language Skill (LSRW) and Language concepts (Sounds, Vocabulary, Structure and Grammar) * Assessment in Poetry, Prose and Drama * Techniques of evaluation –oral, written, portfolio; Close test, Self-evaluation; Peer evaluation; Group evaluation. * Types of questions and test items: Assessment Activities and tasks |
| ***Language across the Curriculum Activities:*** As an integral part of teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of Language Across Curriculum. The activities in this regard are language centered and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:   * Presentation (Oral and Written) based on themes from the content area * Debate on themes from the content area * Panel discussion/Seminar/discussion etc * Group discussion/group work * Question –answer sessions * Role play/dramatization * Extempore speech/Elocution | |

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| **Tutorials/ Practicum:** Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots, if any, may be resolved during tutorials.  ***Practicum:***   1. A write on the pronunciation –errors committed by student in English by given suitable suggestion for improvements. 2. Identify and analyze the challenge of teaching and learning English in the schools of the area in which the teaching practice was conducted. 3. Preparation of the following aids: 5 flashcards, 5 picture cards, 2 OHP transparencies, 4. Preparation of a ten-minutes duration CALL programme on vocabulary or Grammatical items or reading/writing skills 5. Analysis of a question paper in English prepared by the local school/board at different levels. 6.Preparation of a portfolio or a cloze test in English   7.Action Research on a classroom-based problem of teaching English in your state/province 8.Analysis of a prescribed textbook in English  9. Analysis of the syllabus in English at the upper-primary stage or secondary stage. |

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| **Suggested Readings**  **Unit I**   * Krishnaswamy, N. et al. *Story of English in India*. New Delhi: Foundation Books. 2008. * NCERT, *National Curriculum Framework-2005*. New Delhi: NCERT. 2010. * NCERT, *National Focus Group Position Paper on Teaching of English*. New Delhi: NCERT. 2010.   **Unit II**   * Roach, Peter. *English Phonetics and Phonology*. Cambridge: CUP. 1991. * Bansal, R.K. and J. B. Harrision. *Spoken English for India*. Madras: Orient BlackSwan. 2015. * Cruttenden, Alan. *Gimson's Pronunciation of English* 7th Ed. London: Routledge. 2008. * Jones, Daniel. *Cambridge English Pronouncing Dictionary*. 18th Ed. Cambridge: CUP. 2011. * Cruttenden, Alan. *The Pronunciation of English: A Workbook*. London: Routledge. 2000.   **Unit III**   * Baruah, T.C. *The English Teachers’ Handbook*. New Delhi. Sterling Publishing. 1985. * Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited.2007. * Harmer, Jeremy. *How to teach English*. Harlow: Pearson Education Limited.2007. |

###### CPSSS 302 PEDAGOGY OF SOCIAL SCIENCE (CPS-2)

Time: 3 Hours Max. Marks: 100

Credits- 4 Theory: 80, Internal: 20

NOTE FOR PAPER SETTER FOR THEORY EXAMINATION

i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be atleast 4 short-answer type questions selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

**Objectives:** After the completion of the course students will be able to:

* + Understand the Concept of Social science Curriculum as reflected in NCF-2005.
  + Plan lessons based on different approaches to facilitate learning of social sciences.
  + Develop learning materials on selected units to facilitate learning in social sciences.
  + Develop professional outlook and humane approach among Candidate s.

**Unit I: Social Science Curriculum**

* + Features, Issues and Concerns in Social Science Curriculum as reflected in NCF -2005. Misconceptions in teaching- learning of social science.
  + Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
  + Content and Syllabus of Social Science - Aims and Objectives, Content organization and presentation by different state boards of Northern region; Case Studies: *Uttar Pradesh, Rajasthan.*

###### Unit II: Teaching Learning Resources

* + Human as resource: The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc;
  + Using library as a learning resources; various contextual learning aids; audio-video material- charts, models, maps, atlas, graphs, visuals,
  + Use of ICT in teaching and learning of social science- multimedia and internet. Local Community Resources.

###### Unit III: Professional Development of Social Science Teacher

* + Concept of Professional Development, Need for updating content and pedagogical competencies. Professional Norms and Ethics.
  + Ways of Professional Development- participation in seminars and conferences, online sharing, distance learning, member of professional organizations, writing in reflective journals.

###### Unit VI:Assessment for learning in Social Sciences-II

* + Blue print, Evaluating and recording procedures to assess students’ performance, Group assessment, peer assessment and Project work.
  + Open books test: strengths and limitations.
  + Continuous and Comprehensive Evaluation (CCE) in Social Science

**Transactional Modalities:** Lecture/Contact periods Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

**Tutorials/Practicum:** Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

###### Scheme of Assessment:

* + The term -end examination will be of 70 marks.
  + Two sessional tests, each test will carry a weight of ten (10) marks.
  + Two assignments: one oral- presentation it will carry a weight of five (05) marks and one written- assignment it will carry a weight of five (05) marks.

###### Suggested Reading:

1. Dash, B.N. (2006).Content cum Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
2. Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.
3. Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
4. Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
5. National Curriculum Frame Work (2005). New Delhi: NCERT.
6. Position Paper by National Focus Group on Teaching of Social Sciences
7. Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
8. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
9. Singh, G. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.
10. Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.
11. Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.
12. Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

**GROUP E: PROFESSIONAL EDUCATION COURSES (PEC)**

**IV: Engagement with the field (EF)**

**EFSE 302: SCHOOL EXPOSURE AND RELATED ACTIVITIES**

**Credits: 4 Marks: 100  
Contact hours: 04 weeks**

|  |  |  |
| --- | --- | --- |
| **Distribution of Marks for the School Exposure and Related activities** | | |
| **Activity** | **Max. Marks** | **Min. Pass Marks** |
| Content Analysis in each teaching subject | 20 | 10 |
| Preperation and use of learning resources during peer teaching in each teaching subject (two) | 10+10 =20 | 10 |
| Observation record   * Five classes of regular classroom teacher * Five classes of peer | 10+10=20 | 10 |
| Actual classroom teaching (Two lesson in each teaching subject) | 40 | 20 |
| **Total** | **100** | **50** |

**Objectives of the Course:** On completion of the Course, the students will be able to:

* Understand about the activities to be carried out during school internship programme.
* Observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
* Develop skill in content analysis, preparing TLM and observing classroom processes.
* Plan and implement teaching learning activity for peers and actual classroom.

**Pre-Internship Tasks:**

(The Internship Committee formulated by the Institute will prepare a Schedule for execution of Pre- Internship Tasks)

During the four week duration, the student teachers are oriented to the school internship programme.

For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.

For the next two weeks, student teachers will be placed in the schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

**Modes of Learning Engagement:**

Pre internship will be carried out both in the Institute and the School.

First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.

Student teachers will get hands on experience on performing certain tasks which they are expected to perform in the school.

In the beginning they learn to teach in a simulated condition by teaching their peers.

Next two weeks, student teachers are attached to the school on full time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.

Student teachers keep a record of all the work carried out by them in the school .