

Chaudhary Devi Lal University Sirsa

Scheme of Examinations and Syllabus for TTEP (B.A. B. Ed.)

w.e.f. 2023-24

Semester-I

Course Code	Name of Papers	Credits	Hours/Week			Marks			Duration of Exam.
			L	P	T	EA	IA	Total	
Foundation of Education									
ITE/EDU/CCI/101	Evolution of Indian Education	4	4	-	-	70	30	100	3 Hours
Discipline Specific Courses (DSC) Select any Two Discipline									
ITE/GEO/CCI/101	Physical Geography	4	4	-	-	70	30	100	3 Hours
ITE/GEO/CCI/102	Human Geography	4	4	-	-	70	30	100	3 Hours
ITE/HIS/CCI/101	History of India (from Earliest Times to Post Mauryan Period)	4	4	-	-	70	30	100	3 Hours
ITE/HIS/CCI/102	History of India (from Gupta to 1206 AD)	4	4	-	-	70	30	100	3 Hours
ITE/POL/CCI/101	Introduction to Political Science	4	4	-	-	70	30	100	3 Hours
ITE/POL/CCI/102	Indian Constitution	4	4	-	-	70	30	100	3 Hours
ITE/PUB/CCI/101	Introduction to Public Administration	4	4	-	-	70	30	100	3 Hours
ITE/PUB/CCI/102	Indian Administration	4	4	-	-	70	30	100	3 Hours
ITE/HIN/CCI/101	हिंदी साहित्य का इतिहास (पुरुषुभि एव आदिकाल)	4	4	-	-	70	30	100	3 Hours
ITE/HIN/CCI/102	मथ्यकालीन हिन्दी-काव्य	4	4	-	-	70	30	100	3 Hours

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ITE/ENG/CC1/101	Introduction to English Literature	4	4	-	-	70	30	100	3 Hours
ITE/ENG/CC1/102	History of English Literature	4	4	-	-	70	30	100	3 Hours
Minor (MIC)/ Vocational (VOC)									
Multidisciplinary Courses (MDC)									
Ability Enhancement Courses (AEC) Select any One Language									
ITE/HIN/AEC/101	हिंदी भाषा कौशल	4	4	-	-	70	30	100	3 Hours
ITE/PUN/AEC/101	ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ	4	4	-	-	70	30	100	3 Hours
ITE/SKT/AEC/101	ਸੰਸਕ੍ਰਿਤ ਭਾਸ਼ਾ ਦੱਸ਼ਤਾ	4	4	-	-	70	30	100	3 Hours
Skill Enhancement Courses (SEC)/ Internship/ Dissertation									
ITE/EDU/SEC/101	Art Education (Performing and Visual)	2	-	4	-	35	15	50	2 Hours
Value Added Courses (VAC)									
ITE/EDU/VAC/101	Understanding India (Indian Ethos and Knowledge Systems)	2	2	-	-	35	15	50	1.30 Hours
Total Credits		28							

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Semester-I
Core Course Code: ITE/EDU/CC1/101
Course Name: Evolution of Indian Education

Time: 3 Hours
Credits: 4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part). There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Learning Outcomes

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

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

UNIT - I

Ancient Indian Education: Vedic Period

- Vision, objectives and salient features of Vedic Education System.
- Teaching and Learning Process.
- Development of educational institutions: Finances and Management.
- Famous Educational institutions and Guru-Shishya.
- Education at the time of Epics: Ramayana and Mahabharata.

UNIT - II

Ancient Indian Education: Buddhist and Jain Period

- Vision, objectives and salient features of Buddhist and Jain Education System.
- Teaching and Learning Process.
- Finance and Management of Educational Institutions.
- Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- Famous Guru-Shishya.

UNIT - III

Post-Gupta Period to Colonial Period

- Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- Teaching and Learning Process.
- Finance and Management of educational institutions.

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UNIT - IV Modern Indian Education

- Colonial Education in India
 - Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)
(Bird's eye view of their contribution)
 - Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.
- Education in Independent India
 - Overview of Constitutional values and educational provisions.
 - Citizenship Education:
 - o Qualities of a good citizen.
 - o Education for fundamental rights and duties.
 - Overview of 20th Century Committees, Commissions and Policies.
 - UEE, RMSA, RTE Act 2009: Overview and impact.
 - NEP 2020: vision and implementation for a vibrant India.

Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

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educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

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

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Semester-I
Course Code: ITE/GEO/CCI/101
Course Name: Physical Geography

Time: 3Hours
Credits: 4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

B-GEO-201.1: Provides knowledge about the basics of physical geography

B-GEO-201.2: Enrichment of knowledge about tectonic activities.

B-GEO-201.3: Enhancement of knowledge about processes controlling weathering and mass movement

B-GEO-201.4: Provides ability to understand the processes and patterns of erosion.

UNIT-I

Definition, nature, scope and fields of physical geography. Interior of the earth, geological time scale and rocks.

UNIT-II

Earth movements; earth quakes and volcanoes. Wegner's theory of continental drift and Plate tectonic theory.

UNIT-III

Weathering; causes and its types. Mass-movements; causes, its types and impacts.

UNIT-IV

Concept of cycle of erosion. Landforms: wind, river, underground water and glaciers.

Suggested Readings:

1. Bloom A.L. 1998. Geomorphology-A Systematic Analysis of Late Cenozoic Landforms. Prentice Hall of India, New Delhi, India.
2. Sharma H.S. Perspective in Geomorphology, Concept, New Delhi 1980.
3. Singh Savinder, Geomorphology, Prayag Publication, Allahabad 1998.
4. Singh Savinder, Physical Geography Prayag Publication, Allahabad, 1998.
5. Sparks B.W. Geomorphology, Longman, London, 1960.
6. Thornbury W.D. 1969 Principles of Geomorphology, New York, John Wiley & Sons.

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Semester-I
Course Code: ITE/GEO/CC1/102
Course Name: Human Geography

Time: 3 Hours
Credits:4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

- B-GEO-202.1:** Provides knowledge about the fundamentals of human geography.
- B-GEO-202.2:** Enrichment of knowledge about distribution of races and tribes in the world.
- B-GEO-202.3:** Acquaint with religions and their distribution in the world.
- B-GEO-202.4:** Familiarization with different languages of the world and their geographical distribution.

UNIT-I

1. Nature and scope of human geography, branches of human geography,
2. Human-environment relationship: environmental determinism, possibilism, Neo Determinism.

UNIT – II

3. Human race: Meaning, classification of races and their global diffusion and distribution.
4. Tribe: Definition, classification and global distribution; environmental adaptation by Eskimo, Bushman, Gonds, Bhils and Gujjars.

UNIT – III

5. Religion: Meaning, nature, classification and evolution.
6. Geographical distribution of religions: Christianity, Islam, Hinduism, Buddhism and Judaism.

UNIT-IV

7. Language and dialects: nature and classification of world languages.
8. Global distribution of major languages: English, Latin, Arabic, Mandarin and Hindi.

Suggested Readings:

1. Agarwal, A et al: The Citizen's Fifth Citizen's Report, Centre for Science & Environment, New Delhi, 1999.
2. Alexander, John. W.: Economic Geography, Prentice Hall of India Ltd., New Delhi, 1988.
3. Bergwan, Edward E: Human Geography: Culture Connections and Landscape, Prentice-Hall, New Jersey, 1985.
4. Carr, M. Patterns: Process and Change in Human Geography, McMillan Education, London, 1987.

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5. Chandna, R.C.: A Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi, 1986.
6. DeBlij, H. J.: Human Geography, Culture, Society and Space, John Wiley, New York, 1996.

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Semester-I

Course Code: ITE/HIS/CC1/101

Course Name: History of India (from Earliest Times to Post Mauryan Period)

Time: 3Hours

Total Marks : 100

Credits: 4

External Assessment Marks: 70

Internal Assessment Marks : 30

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

CO1 - Understand the sources of Indian History and critically evaluate the knowledge of Stone Age in India.

CO2 - Critically analysed the Indus Civilization, Vedic and Post-Vedic Civilization.

CO3 - Critically analysed the rise of Magadha Empire and Political condition of India on the eve of Alexander's Invasion

UNIT-I

Pre-History of India:

Sources of Ancient History; Lithic Age: Paleolithic Culture, Mesolithic Culture & Neolithic Culture.

Proto-History of India:

Harappan Culture: Origin, Extent, Chronology, Town Planning, Decline; Vedic Civilization: Rigvedic Period & Later Vedic Period.

UNIT-II

Towards State Formation:

Sixteen Mahajanpadas: Monarchical & Republican System; Emergence of Magadha Empire.

Rise of Religious System:

Buddhism; Jainism; Shaivism; Vaishnavism.

UNIT-III

Mauryan Period:

Rise of Mauryan Empire; Mauryan Administration; The Empire of Ashoka; Ashoka's Dhamma- Its Nature and Propagation; Decline of Mauryan Dynasty.

Post Mauryan Period:

Kushana Dynasty; Satwahan Dynasty; Sangam Age.

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UNIT-IV

Maps:

Important Sites of Harappan Culture.

Important Sites connected with Buddha and Mahavira.

Extent of Ashoka's Empire.

Extent of Kanishka's Empire

Suggested Readings:

- Allchin, B. and Allchin, F.R., *Rise of Civilization in India and Pakistan*, (Delhi : Select Book Services Syndicate, 1983)
- Ashraf, K.M., *Hindustan Ke Nivasiyon Ka Jivan Aur Paristhitiyan*, (Hindi)
- Ashraf, K.M., *Life and Conditions of the People of Hindustan*, (Delhi, 1965)
- Basham, A.L., *The Wonder That Was India*, (Mumbai, 1971)
- Basham, A.L., *Adbhut Bharat*, (Mumbai, 1971)
- Chakrabarti, D.K., *India : An Archaeological History*,
- Dani, A.H., *Recent Archaeological Discoveries in Pakistan*, (Paris, UNESCO, 1998)
- Jain, K.C., *Prachin Bhartiya Samajik Evam Arthik Sansthayen* (Bhopal: Madhya Pradesh Hindi Garanth Akadami: 2012)
- Jha, D.N. and Shrimali, K.M., *Prachin Bharat Ka Itihas*, (Delhi, 1990)
- Kasambi, D.D., *Prachin Bhartiya Sabhyata Evam Sanskriti*, (Hindi) (Delhi, Rajkamal)
- Majumdar, R.C., *History and Culture of the Indian People, Vols. II, III, IV and V* (Mumbai Bharatiya Vidya Bhavan Series, 1970, 1979, 1980)
- Nilkanta Shastri K.A., *A History of South India From Pre-Historic Times to the Fall of Vijaynagar*, (Chennai, OUP, 1983)
- Pandey, Jai Narayana, *Puratattva Vimarsh*, (Allahabad: Prachya Vidhya Sansthan: 2020)
- Pandey, Vimal Chander, *Prachin Bharat Ka Rajnatik Tatha Sanskritik Itihas, Bhag - 2* (Hindi) (Allahabad, 1994)
- Sharma, R.S., *Aspects of Political Ideas and Institution in Ancient India*, (Delhi, Motilal Banarsidas, 1991)
- Sharma, R.S., *Indian Feudalism*, (Delhi: Rajkamal Prakashan: 2019)
- Sharma, R.S., *Prachin Bharat ka Itihas*, (Oxford India Paperback)
- Shastri, K.A. Nilkanta, *A History of South India From Pre-Historic Times to the Fall of Vijaynagar*, (Chennai, 1983)
- Thapar, B.K., *Recent Archaeological Discoveries in India*, (Paris, UNESCO, 1985)
- Thapar, Romila, *A History of India, Vol. I*, Pelican, 1966
- Thapar, Romila, *Aarambhik Bharat Ka Itihas*, (Delhi, Rajkamal)
- Thapar, Romila, *From Lineage to State : Social Formations in the Mid-first Millennium BC in the Ganga Valley*, Bombay : Oxford, 1984.
- Singh, Upinder, *Prachin Evam Purav Madhyakalin Bharat ka Itihas*, (Delhi: Pearson Education India: 2009)
- Srivastva, K.C., *Prachin Bharat ka Itihas Tatha Sanaskriti*, (Allahabad: United Book Depot:2019)

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Arts 10

Semester-I
Course Code: ITE/HIS/CC1/102
Course Name: History of India (from Gupta to 1206 AD)

Time: 3Hours
Credits: 4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

CO1 - Understand the sources of Indian History and critically evaluate the knowledge of Stone Age in India.

CO2 - Critically analysed the Indus Civilization, Vedic and Post-Vedic Civilization.

CO3 - Critically analysed the rise of Magadha Empire and Political condition of India on the eve of Alexander's Invasion

CO4 - Critically analysed the Turk invasions and transition from Ancient to Medieval Indian History.

UNIT-I

Gupta Period:

Rise of Gupta Empire; Gupta Administration; Decline of Gupta Dynasty.

Post Gupta Period:

Rise of Pushyanhuties; Rajputana Kingdom; Tripartite Struggle.

UNIT-II

Early Medieval Economy:

Rise of Feudalism; Main Characteristic of Feudalism; Trade and Commerce during Early Medieval Period.

Early Medieval South India:

Chola Dynasty; Pallav Dynasty; Challukay Dynasty.

UNIT-III

Foreigner's Invasion:

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Invasions of Arab: Cause and Impact; Invasions of Mahmud Ghaznavi;
Invasions of Muhammad Gauri; Battle of Tarain; Causes and Impact.

UNIT-IV

Maps:

Extent of Gupta's Empire
Extent of Harsha's Empire
Centers of Rajputana Kingdoms
Centers of Turki's Invasion

Suggested Readings:

- Ashraf, K.M., *Hindustan Ke Nivasiyon Ka Jivan Aur Paristhitiyan*, (Hindi)
- Chakrabarti, D.K., *India : An Archaeological History*,
- Dani, A.H., *Recent Archaeological Discoveries in Pakistan*, (Paris, UNESCO, 1998)
- Gopal, L., *Economic History of Northern India 700-1200*, (Delhi, 1989)
- Jain, K.C., *Prachin Bhartiya Samajik Evam Arthik Sansthayen* (Bhopal: Madhya Pradesh Hindi Garanth Akadami: 2012)
- Jha, D.N. and Shrimali, K.M., *Prachin Bharat Ka Itihas*, (Delhi, 1990)
- Kulke, H and Rothenmund, D., *History of India*, (London, 1998)
- Majumdar, R.C., *History and Culture of the Indian People, Vols. II, III, IV and V* (Mumbai Bharatiya Vidya Bhavan Series, 1970, 1979, 1980)
- Nilkanta Shastri K.A., *A History of South India From Pre-Historic Times to the Fall of Vijaynagar*, (Chennai, OUP, 1983)
- Panday, A.B., *Early Medieval India*, (Allahabad, 1970)
- Panday, Vimal Chander, *Prachin Bharat Ka Rajnatik Tatha Sanskritik Itihas, Bhag - 2* (Hindi) (Allahabad, 1994)
- Rizvi, S.A.A., *The Wonder That Was India, Vol. 2*, (London 1987)
- Satish Chandra, *Madhya Kalin Bharat : Rajniti, Samaj Aur Sanskriti (Hindi)*, (Delhi, 2007)
- Sharma, R.S., *Aspects of Political Ideas and Institution in Ancient India*, (Delhi, Motilal Banarsidas, 1991)
- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, (Delhi, 1991)
- Sharma, R.S., *Indian Feudalism*, (Delhi: Rajkamal Prakashan: 2019)
- Sharma, R.S., *Prachin Bharat ka Itihas*, (Oxford India Paperback)
- Shastri, K.A. Nilkanta, *A History of South India From Pre-Historic Times to the Fall of Vijaynagar*, (Chennai, 1983)
- Thapar, B.K., *Recent Archaeological Discoveries in India*, (Paris, UNESCO, 1985)
- Thapar, Romila, *A History of India, Vol. I*, Pelican, 1966
- Thapar, Romila, *Aarambhik Bharat Ka Itihas*, (Delhi, Rajkamal)
- Ashraf, K.M., *Life and Conditions of the People of Hindustan*, (Delhi, 1965)
- Basham, A.L., *The Wonder That Was India*, (Mumbai, 1971)
- Basham, A.L., *Adbhut Bharat*, (Mumbai, 1971)
- Singh, Upinder, *Prachin Evam Purav Madhyakalin Bharat ka Itihas*, (Delhi: Pearson Education India: 2009)

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Arts 12

Semester-I
Course Code: ITE/POL/CC1/101
Course Name: Introduction to Political Science

Credits: 4

Marks:100

Duration of exam: 3Hrs.

Theory: 70; IA:30

Note-The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.

Course Objective:

This course is designed to disseminate knowledge about state, sovereignty, and other basic concepts of political science. By the end of this course, students would be able to understand and analyze the theoretical framework of political science and have practical knowledge regarding the different concepts of political science.

Course learning outcomes:

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

CLO 1: To have an insight regarding political science and its different concepts.

CLO 2: To be able to know about the state and its theories regarding its origin and nature.

CLO 3: To be able to understand sovereignty, its constituents, and forms.

CLO 4: To have an insight regarding the power, authority, different forms and attributes as well as its relations with legitimacy.

CLO 5: To have the knowledge of rights, their attributes, and different forms with special reference to UDHR.

CLO 6: To have the knowledge of liberty, equality, and laws as well as their relations with one another.

CLO 7: To be able to understand political science in a more specific and objectives manner.

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Unit- I

Political Science: Concept, Nature, Scope and Significance

Unit- II

State, Sovereignty, Government

Unit- III

Power, Authority, Legitimacy

Unit- IV

Rights, Liberty, Equality, Laws

Suggested Readings:

- Chinkin, C.M., & Baetens, F. (2015). *Sovereignty, statehood and state responsibility: Essays in honour of James Crawford*.
- Dimova-Cookson, M. (2019). *Rethinking positive and negative liberty*. Routledge.
- Dobratz, B., Waldner, L., & Buzzell, T. (2015). *Power, politics, and society: An introduction to political sociology*. Routledge.
- Dyzenhaus, D., & Poole, T. (2015). *Law, liberty and state: Oakeshott, Hayek and Schmitt on the rule of law*. Cambridge University Press.
- Grimm, D. (2015). *Sovereignty: The origin and future of a political and legal concept*. Columbia University Press.
- Harrison, L., Little, A., & Lock, E. (2015). *Politics: The key concepts*. Routledge.
- Heywood, Andrew (2003), *Political Theory: An Introduction*, St. Martin's Press, New York.
- Hoffman, J., & Graham, P. (2015). *Introduction to political theory*. Routledge.
- Keman, H., & Woldendorp, J. J. (2016). *Handbook of research methods and applications in political science*. Edward Elgar Publishing.
- Lees-Marshment, J. (2020). *Political management: The dance of government and politics*. Routledge.
- Leibfried, S., Huber, E., Lange, M., Levy, J. D., Nullmeier, F., & Stephens, J. D. (2015). *The*

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Oxford handbook of transformations of the state. OUP Oxford.

- Leoni, B. (2017). *Law, liberty, and the competitive market.* Routledge.
- Mandel, J., & Roberts-Cady, S. (2020). *John Rawls: Debating the major questions.* Oxford University Press, USA.
- Riemer, N., Simon, D.W., & Romance, J. (2015). *The challenge of politics: An introduction to political science.* CQ Press.
- Rothbard, M. N. (2015). *The ethics of liberty.* NYU Press.
- Silier, Y. (2017). *Freedom: Political, metaphysical, negative and positive.* Routledge.
- Stoker, G., Peters, B.G., & Pierre, J. (2015). *The relevance of political science.* Macmillan International Higher Education.
- Wilson, H.T. (2017). *Political management: Redefining the public sphere.* Walter de Gruyter GmbH & Co KG.
- Ziyank, S. (2020). *Political sociology: Readings on power, politics, state, and society*
- Bhargava, R. and Acharya, A. (eds 2011). *Political Theory: An Introduction.* New Delhi: Pearson Longman,
- Kumar, Sanjeev, (2019), *Understanding Political Theory,* Hyderabad; Orient Blackswan.
- Kumar, Sanjeev, (2020), *Rajnioti Siddhant Ki Samajh,* Hyderabad: Orient Blackswan.
- Heywood, A. (2015). *Political Theory: An Introduction.* Macmillan Press, London.
- Heywood, A. (2019). *Politics.* Macmillan Press, London,

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Semester-I

Course Code: ITE/POL/CC1/102

Course Name: Indian Constitution

Credits: 4

Marks:100

Duration of exam: 3Hrs.

Theory: 70; IA:30

Note- The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.

Course Objective: -

Its aim is to develop a better understanding of the Indian constitution and different organs of the government among the readers. They will be able to appreciate the philosophy of the Indian constitution basic principles of governance and centre state relations as well as the overall functioning of the Indian federation.

Course learning outcomes:

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

CLO 1: To understand the philosophy of the Indian Constitution.

CLO 2: To understand the Fundamental Rights, Duties and Directive principle of state policy.

CLO 3: To learn about the structure and functioning of the Union government.

CLO 4: To learn about the structure and function of state government.

CLO 5: To appreciate the centre state relations in India.

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Unit-I

Evolution, Formation and Philosophy of Indian Constitution, Salient features of Indian Constitution, Fundamental Rights and Duties Directive Principles of State Policy

Unit-II

Union Government: Legislature, Executive and Judiciary

Unit-III

State Governments: State legislature, Executive and State Level Judicial System

Unit-IV

Centre State Relations: Legislative, Administrative and Financial
Electoral System: Elections and Electoral Process

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt.Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bakshi, P. M. (2020). *The Constitution Of India* (17th ed.). Lexis Nexis, New Delhi.
- Baruah, P., & Rouleau, N. (2011). Democracy, Representation, and Self-Rule in the Indian Constitution. *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America*, 44(2), 177-195. Retrieved August 24, 2021, from <http://www.jstor.org/stable/43239606>
- Basu, D., (2021). *Introduction to the Constitution of India* (25th ed.). Prentice-Hall.
- Choudhry, S., Khosla, M., & Mehta, P. B. (2016). *The Oxford Handbook of the Indian Constitution*. Oxford University Press.
- De, R. (2018). *A People's Constitution: The Everyday Life of Law in the Indian Republic (Histories of Economic Life Book 18)* (Illustrated ed.). Princeton University Press.
- Dalal, Rajbir Singh, (2009) *Fundamental Rights Enshrined in Indian Constitution: Provisions and Practices*, *Indian Journal of Political Science*, 70(3), July-September.
- Dalal, Rajbir Singh, (2012) *Recent Trends in Indian Politics: An Introspection*, *Indian Journal*

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Arts 11

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- Krishnaswamy, S. (2010). *Democracy and constitutionalism in India: A study of the basic structure doctrine*. Oxford University Press.

Udit *Rajeev* *Mehra*

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Arts 15

Semester-I
Core Course Code: ITE/PUB/CC1/101
Core Course Name: Introduction to Public Administration

Time: Hours
Credits: 3

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

Note for Paper Setters: The question paper will be of 70 marks and it will consist of 9 questions, out of which the candidates would be required to attempt five questions. The first question will be compulsory which will include 7 short questions (two marks each). The candidates have to attempt any four questions out of the remaining questions selecting one question from each unit. All questions will carry equal marks.

UNIT-I

Meaning, Nature, Scope and Significance of Public Administration, Evolution of Public Administration, New Public Administration, Globalisation and Public Administration

UNIT-II

Approaches to Public Administration, Classical and Scientific, Human relations approach, Behavioural Approach.

UNIT-III

Organization: Meaning and Basis, Principles of organization, Hierarchy, Span of control, Coordination, Centralization and Decentralization, Control and Supervision.

UNIT-IV

Authority, Power and Responsibility, Line and Staff Agencies, Delegation, Communication and Decision making in Ethics in administration and Public Accountability.

Suggested Readings:

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Semester-I
Course Code: ITE/PUB/CC1/102
Course Name: Indian Administration

Time: Hours
Credits: 3

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

Note for Paper Setters: The question paper will be of 70 marks and it will consist of 9 questions, out of which the candidates would be required to attempt five questions. The first question will be compulsory which will include 7 short questions (two marks each). The candidates have to attempt any four questions out of the remaining questions selecting one question from each unit. All questions will carry equal marks.

UNIT-I

Evolution of Indian Administration, British Legacy of Institutions, Impact of Globalisation on Indian Administration, Parliament, President, Prime Minister, Cabinet Secretariat.

UNIT-II

Union State Relations: Administration, Legislative and Financial Relations – Constitutional Perspective, Commissions on Centre-State Relations- Recommendations and Implementations: Civil Services in India, Union Public Service Commission.

UNIT-III

Union Budget: Machinery and Budgetary Process, Parliament and Executive Control Over Public Expenditure, Role of Comptroller and Auditor General, Finance Commission of India, Accountability and Control Over Administration.

UNIT-IV

State Legislature: Governor, Chief Minister and Council of Ministers: State Secretariat, Chief Secretary, Executive Department/Directorates: State Finance Commission, District Administration, Seventy Third and Seventy Fourth Constitutional Amendment Act.

Suggested Readings:

W. D. D. D. *R. A. A.*

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Arts 21

Semester-I
Course Code: ITE/HIN/CCI/101

Course Name: हिंदी साहित्य का इतिहास (पृष्ठभूमि एवं आदिकाल)

क्रेडिट: 4
परीक्षा समय: 3 घंटे

कुल अंक: 100
लिखित परीक्षा: 70 अंक
आंतरिक मूल्यांकन: 30 अंक

Note: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each unit. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य:

1. हिंदी साहित्य के इतिहास से परिचित करवाना .आंदोलनों की जानकारी प्राप्त करना ,हिंदी साहित्य के विभिन्न पड़ावों .
2. हिंदी साहित्य की पृष्ठभूमि एवं आदिकाल के उद्भव का ज्ञान होगा

पाठ्यक्रम के अपेक्षित परिणाम

1. इतिहास व साहित्येतिहास लेखन के महत्त्व व उसके लेखन की प्रक्रिया का परिचय होगा.
2. हिंदी साहित्य के विभिन्न पड़ावों की जानकारी होगी
3. भारतीय इतिहास के परिवर्तनों व उसके हिंदी साहित्य पर पड़े प्रभावों की पहचान होगी

खंड-एक

साहित्येतिहास से अभिप्राय, साहित्येतिहास दर्शन, हिंदी साहित्येतिहास की पूर्व पीठिका

खंड-दो

हिंदी साहित्य इतिहास लेखन परम्परा, हिंदी साहित्य का काल विभाजन, हिंदी साहित्य इतिहास का नामकरण, हिंदी साहित्य लेखन की पद्धतियाँ

खंड-तीन

आदिकाल का नामकरण, आदिकाल की परिस्थितियाँ, आदिकाल की प्रवृत्तियाँ

खंड-चार

रासो काव्य परम्परा, रासो काव्य प्रवृत्तियाँ, सिद्ध साहित्य, नाथ साहित्य

संदर्भ सूची:

1. हिंदी साहित्य का इतिहास, लेखक आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा काशी, 1961
2. हिंदी साहित्य की भूमिका, लेखक आचार्य हजारी प्रसाद द्विवेदी, हिंदी ग्रन्थ रत्नाकर, 1963
3. हिंदी साहित्य का आलोचनात्मक इतिहास, डॉ. राम कुमार वर्मा,
4. हिंदी साहित्य का वैज्ञानिक इतिहास (दो खंड) गणपति चंद्र गुप्त, लोक भारती प्रकाशन इलाहाबाद 1979

हिंदी साहित्य के इतिहास पर कुछ नोट्स, प्रोफेसर रसाल सिंह, अक्षर प्रकाशन, दिल्ली

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Semester-I
Course Code: ITE/HIN/CC1/102

Course Name: मध्यकालीन हिंदी काव्य

क्रेडिट: 4

परीक्षा समय: 3 घंटे

कुल अंक: 100

लिखित परीक्षा: 70 अंक

आंतरिक मूल्यांकन: 30 अंक

Note: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each unit. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य

मध्यकालीन हिंदी कविता से परिचय मुख्य उद्देश्य इसके अतिरिक्त रीतिकाल के अध्ययन के माध्यम से सौन्दर्य के विविध पक्षों के अध्ययन द्वारा रीतिकाल की सम्पूर्ण जानकारी प्राप्त करना.

पाठ्यक्रम के अपेक्षित परिणाम

1. मध्यकालीन हिंदी कविता से परिचय करवाना.
2. मध्यकालीन हिंदी कविता की आलोचनात्मक समझ का विकास करना.
3. मध्यकाल के अंतर्गत परिगणित भक्तिकाल साहित्य के स्वर्णयुग से सम्पूर्ण परिचय प्रदान करना.
4. भक्तिकाल के महान नायकों के काव्य अध्ययन के माध्यम से अनुभूति, अभिव्यक्ति और वैचारिकता के उत्कर्ष को आत्मसात् करना एवं जानना.

खंड-एक

कबीरदास : पद संख्या 1 से 20 तक

सूरदास: पद संख्या: 1,2,3,4,5,6,7,19,20,21,22,23,24 और 25,

खंड-दो

तुलसीदास: पद संख्या- 1,2,3,4,15,16,17,18,19,20,21,22,23,24 और 25

मीरांबाई: पद संख्या- 1,2,3,4,5,6,9,10,12,14,18,19,20,21,22 और 23

खंड-तीन

बिहारी: पद संख्या- 1 से 15 तक

घनानंद: पद संख्या- 1 से 10 एवं 23 वां

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उपर्युक्त तीनों खण्डों पर आधारित व्याख्या।

संदर्भ-सूची

1. हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, लोकभारती प्रकाशन, इलाहाबाद।
2. त्रिवेणी; आचार्य रामचन्द्र शुक्ल, लोकभारती प्रकाशन, इलाहाबाद।
3. रीतिकाव्य की भूमिका; डॉ नगेन्द्र, मयूर पेपर बैक्स, नई दिल्ली।
4. बिहारी; विश्वनाथ प्रसाद मिश्र
5. घनानन्द कवित्त; विश्वनाथ प्रसाद मिश्र

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Arts 25

Semester-I
Course Code: ITE/ENG/CC1/101
Course Name: Introduction to English Literature

Time: 3Hours
Credits: 4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

After the completion of the course the pupil-teachers will be able to:

- Explain comprehensive perspective of different ages, themes, seminal influences, major works and their socio-cultural background
- Discuss the cardinal literary forms.
- Develop the aesthetics of literature and its perceptible similarities and borrowing from allied themes of artistic expression.
- Evaluate the vast and profound humanitarian ethos, ideologies and perceptions of literature.

UNIT-I

Introduction to Literature

- Myths and folklore traditions
- Concept of "Genre"; Ideology and Literature
- Introduction to different Ages of English Literature: Medieval, Elizabethan, Romantic and Victorian Age
- Age specific social influence on literature

UNIT-II

Poetry

- Sub-genres of poetry: Ballads, epics, lyrics, sonnet, ode, elegy, pastoral poetry, narrative poems, mock-epic
- Metrical patterns of poetry; Figures of speech used in poetry.
- Wordsworth: Lucy Gray
- Milton: On his blindness

UNIT-III

Drama

- Introduction to different types of drama

W. H. R. S. M. S.

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- Tragedy, comedy, farce, one-act play
- Dramatic techniques of plot, character, stage, setting, writer, soliloquy.
- William Shakespeare: As you Like It
- Vijay Tendulkar: Silence: The Court is in Session

UNIT-IV

Fiction and Prose

of

- Language
fiction, point of view, characterization (flat and round), settings, time and space
- Introduction to psychological novels, regional, historical, detective, stream of consciousness, gothic, romance
- Ernest Hemingway: The Old Man and the Sea
- George Orwell: Animal Farm

Suggested Readings:

- B Prasad: *Introduction to English Literature*.
 M.H. Abrams: *Glossary of Literary Terms*.
 Martin Gray: *Dictionary of Literary Terms*.
- *Terms*. Lawrence Durrell: *Key to Modern Poetry*.
 - G.S. Fraser: *Introduction to Modern Literature*.

R.A. Wheeler

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Semester-I
Course Code: ITE/ENG/CC1/102
Course Name: History of English Literature-I

Time: 3 Hours
Credits:4

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

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (two marks for each sub part), to be answered in 15-20 words. There will be eight long questions, two from each unit. The candidate has to answer four long questions, at least one question from each unit. All questions carry equal marks.

Course outcomes (COs):

After the completion of the course the pupil-teachers will be able to:

- explain the renaissance ideology and their influence on the times that followed
- analyse cardinal tenets, perceptions and the intense intellectual demands of the Romantic Period
- develop insight into major dramatists, themes and techniques of the Victorian Period.

Critical review the dominant forms and features of the Modern period literature.

UNIT-I

The Renaissance and the Neoclassical Period

- Characteristics of the Renaissance and Neoclassical Period
- Focus on Humanism and Puritanism
- Major forms of literature: poetry and drama
- John Milton: Paradise Lost

UNIT - II

The Romantic Period

- The romantic movement in poetry: Period and Characteristics
- Gothicism in literature
- Celebration of nature
- John Keats: Ode to Nightingale

UNIT - III

The Victorian Age

- Literary Trends and Movements: Symbolism, Utilitarianism and Oxford Movement
- Age of Prose and Novel
- Charles Dickens: Oliver Twist
- Emily Jane Bronte: Wuthering Heights

UNIT-IV

The Modern Period

- Characteristics of modernist literature
- Elements of modernist literature: Blended imagery, Absurdism and Stream of Consciousness

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- T.S.Eliot: TheWaste Land
- ErnestHemingway:The Sun AlsoRises

Suggested Readings:

- BPrasad: *IntroductiontoEnglish Literature.*
- M.H.Abrams: *Glossary of LiteraryTerms.*
- MartinGray: *Dictionary ofLiteraryTerms.*
- LawrenceDurrel: *Keyto ModernPoetry.*
- G.S.Fraser: *IntroductiontoModernLiterature.*
- CleanthBrooks & Warren: *UnderstandingPoetry; UnderstandingDrama; UnderstandingFiction*

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Arts 27

Semester-I
Course Code: ITE/HIN/AEC/101
Course Name: हिंदी भाषा कौशल

क्रेडिट: 4
परीक्षा समय: 3 घंटे

कुल अंक: 100
लिखित परीक्षा: 70 अंक
आंतरिक मूल्यांकन: 30 अंक

Note: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each unit. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य:

भाषा व हिंदीभाषा से परिचित कराना.

हिंदी भाषा के विकास, विविध रूप व प्रयोजनमूलकता से परिचित करवाना.

पाठ्यक्रम के अपेक्षित परिणाम

1. हिंदीभाषा के विभिन्न अवयवों की जानकारी मिलेगी।
2. हिंदी भाषा की व्याकरणिककोटियोंके अध्ययन में मदद मिलेगी।
3. हिंदी भाषा कौशलकाज्ञान होगा।
4. विद्यार्थियोंमें आत्म चिन्तन औरआत्मनिरीक्षणकी भावना जागृति होगी।

खंड—क

भाषा और हिंदी भाषा : सामान्य परिचय

भाषा अर्थ, परिभाषा एवं स्वरूप, हिंदी भाषा : उदभव व विकास, हिंदी भाषा की विशेषताएं

खंड-ख

हिंदी भाषा और व्याकरण

ध्वनि: अवधारणा, ध्वनियों का वर्गीकरण, शब्दसंरचना, अर्थ बोध, वाक्य संरचना

खंड-ग

भाषा कौशलएवम् कार्यालयी हिन्दी

वाचन कौशल, लेखन कौशल, पठन कौशल, वाद-विवाद, पत्र लेखन, कार्यालयी हिन्दी

खंड-घ

व्यावहारिक आलोचना

अपठित गद्यांश : समीक्षात्मक मूल्यांकन

संदर्भ सूची:


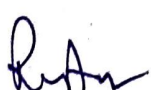

1. भाषा विज्ञान की भूमिका—देवेन्द्र नाथ शर्मा, राधा कृष्ण प्रकाशन, नई दिल्ली
2. भाषा विज्ञान—भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. भाषा विज्ञान प्रवेश—भोलानाथ तिवारी, किताब महल, इलाहाबाद
4. भाषा और संवेदना—रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दीभाषा : उदगमऔरविकास, उदयनारायण तिवारी, भारतीभंडार, इलाहाबाद,
6. हिन्दी : उदभवऔरविकास, हरदेवबाहरी, किताबमहल, इलाहाबाद,
7. देवनागरीलेखनतथाहिन्दीवर्तनी, लक्ष्मीनारायण शर्मा, केन्द्रीय हिन्दीसंस्थान, आगरा,
8. देवनागरी, देवी इंकर द्विवेदी, प्र तांतप्रका न, कुरुक्षेत्र,
9. आधुनिकभाषाविज्ञान के सिद्धान्त, रामकि गोर शर्मा, लोकभारतीप्रका न, इलाहाबाद,

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Arts 28

10. हिंदी स्नातकत्व की संरक्षक पद्धति: डॉ. श्रीमान कपूर
11. सामान्य हिंदी: डॉ. रामन प्रकाश, पिकिनिडी प्रकाशन, जयपुर
12. हिंदी भाषा विकास और स्वरूप-कैलाश चन्द्र भाषिणी, भीतीलाल जयसिंही, प्रकाश प्रकाशन, राँची विन्धी
13. सामान्य हिंदी: डॉ. अरविंद साहनी, जीन प्रकाशन संविद, जयपुर
14. भाषा विज्ञान, हिंदी और जिंगि - रामकिशोर शर्मा, लीकचाराही प्रकाशन, इलाहाबाद

Semester-I
Course Code: ITE/PUN/AEC/101
Course Name: ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ
Paper- Punjabi Bhasha: Mudli Jaan-Pachhan

ਸਮਾਂ : 3 ਘੰਟੇ

ਕ੍ਰੈਡਿਟ : 4

ਕੁੱਲ ਅੰਕ-100

(ਪੇਪਰ : 70, ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ : 30)

ਨੋਟ :

1. ਪਹਿਲਾ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੋਵੇਗਾ। ਇਸ ਸੁਆਲ ਵਿੱਚ ਕੁੱਲ ਸੱਤ ਸੁਆਲ ਪੁੱਛੇ ਜਾਣਗੇ। ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ ਕੋਈ ਅੰਦਰੂਨੀ ਛੋਟ ਨਹੀਂ ਹੋਵੇਗੀ। ਇਹ ਸਵਾਲ 14 (7x2=14) ਨੰਬਰ ਦਾ ਹੋਵੇਗਾ।
2. ਸਮੁੱਚਾ ਸਿਲੇਬਸ ਕੁੱਲ ਚਾਰ ਯੂਨਿਟਾਂ ਵਿੱਚ ਵੰਡਿਆ ਗਿਆ ਹੈ। ਹਰ ਯੂਨਿਟ ਵਿੱਚ ਦੋ ਸੁਆਲ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਨੇ ਹਰ ਯੂਨਿਟ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਸੁਆਲ ਕਰਨਾ ਹੈ। ਹਰ ਸੁਆਲ 14 ਨੰਬਰ ਦਾ ਹੋਵੇਗਾ।

ਪੇਪਰ ਸੈਂਟਰਲ ਈਹਿਦਾਇਤਾਂ :

1. ਪੇਪਰ ਸੈਂਟਰ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਵਿੱਚ ਕੁੱਲ ਨੌਂ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਗਏ।
2. ਪ੍ਰਸ਼ਨ ਨੰਬਰ ਇੱਕ ਵਿੱਚ ਸੱਤ ਛੋਟੇ ਸੁਆਲ ਪੁੱਛੇ ਜਾਣਗੇ ਜੋ ਕਿ ਸਿਲੇਬਸ ਵਿੱਚ ਲੱਗੇ ਪ੍ਰਸ਼ਨਾਂ ਤੋਂ ਆਧਾਰਿਤ ਹੋਣਗੇ। ਇਸ ਸੁਆਲ ਵਿੱਚ ਕੋਈ ਅੰਦਰੂਨੀ ਛੋਟ ਨਹੀਂ ਹੋਵੇਗੀ।
3. ਹਰ ਯੂਨਿਟ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
4. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਪੰਜਾਬੀ ਵਿੱਚ ਟਾਈਪ ਕੀਤਾ ਹੋਵੇਗਾ।

ਉਦੇਸ਼ (Objectives)

- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦਾ ਮੁੱਢਲਾ ਗਿਆਨ ਪ੍ਰਦਾਨ ਕਰਨਾ।

ਸੰਭਾਵਿਤ ਨਤੀਜੇ (Course Outcomes)

1. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
2. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
3. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਹਾਰਿਕ ਪੰਜਾਬੀ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋਵੇਗੀ।
4. ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਅਲੋਚਨਾਤਮਕ ਸੂਝ ਪੈਦਾ ਹੋਵੇਗੀ।

ਯੂਨਿਟ ਪਹਿਲਾ

1. ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ
- 1.1 ਭਾਸ਼ਾ ਅਰਥ ਅਤੇ ਸਰੂਪ
- 1.2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
- 1.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਯੂਨਿਟ ਦੂਜਾ

2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ
- 2.1 ਧੁਨੀ ਵਿਉਂਤ
- 2.2 ਸ਼ਬਦ ਰਚਨਾ
- 2.3 ਵਾਕ ਰਚਨਾ
- 2.4 ਅਰਥ ਬੋਧ

ਯੂਨਿਟ ਤੀਜਾ

3. ਵਿਹਾਰਕ ਪੰਜਾਬੀ
- 3.1 ਲੇਖ ਰਚਨਾ
- 3.2 ਚਿੱਠੀ-ਪੱਤਰ ਲੇਖਣ
- 3.3 ਵਿਗਿਆਪਣ ਲੇਖਣ ਕਲਾ
- 3.4 ਭਾਸ਼ਨ ਵਿਧੀ, ਵਾਦ-ਵਿਵਾਦ ਵਿਧੀ

ਯੂਨਿਟ ਚੌਥਾ

4. ਅਣਡਿੱਠਾ ਪੈਰਾ
- 4.1 ਗੱਦ ਅਤੇ ਪੱਦ
- 4.2 ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

Wah

Ruth

Mian

Ant

- | | |
|-----------------------------------|---------------------------------------------------------------|
| 1. ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾ | ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ
ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ, 1999 |
| 2. ਸੁਰਿੰਦਰਸਿੰਘਬਹਿਰਾ (ਸੰਪਾ.) | ਪੰਜਾਬੀਭਾਸ਼ਾ : ਵਿਆਕਰਣਅਤੇਬਣਤਰ
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2001 |
| 3. ਹਰਕੀਰਤਸਿੰਘਅਤੇ
ਉੱਜਲਸਿੰਘਬਾਹਰੀ | ਭਾਸ਼ਾਵਿਗਿਆਨਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾ
ਬਾਹਰੀਪਬਲੀਕੇਸ਼ਨ, ਦਿੱਲੀ, 1973 |
| 4. ਹਰਕੀਰਤਸਿੰਘ | ਪੰਜਾਬੀਸ਼ਬਦਰੂਪਅਤੇਸ਼ਬਦਜੋੜਕੋਸ਼
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ |
| 5. ਹਰਕੀਰਤਸਿੰਘ | ਭਾਸ਼ਾਅਤੇਭਾਸ਼ਾਵਿਗਿਆਨ
ਲਾਹੌਰਬੁੱਕਸ.ਸਾਪ, ਲੁਧਿਆਣਾ, 1985 |
| 6. -ਉਹੀ- | ਸਾਡੀਭਾਸ਼ਾ
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ |
| 7. ਹਰਬੰਸਸਿੰਘਧੀਮਾਨ | ਪੰਜਾਬੀਭਾਸ਼ਾਅਤੇਵਿਆਕਰਣ
ਗਗਨਪ੍ਰਕਾਸ਼ਨ, ਰਾਜਪੁਰਾ, ਪਟਿਆਲਾ, 2006 |
| 8. ਕਾਲਾਸਿੰਘਬੇਦੀ | ਲਿਪੀਦਾਵਿਕਾਸ
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1995 |
| 9. ਦੁਨੀਚੰਦ | ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਕਾਸ
ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1959 |
| 10. -ਉਹੀ- | ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਣ
ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1964 |
| 11. ਪ੍ਰੇਮਪ੍ਰਕਾਸ਼ਸਿੰਘ | ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਸਰੋਤਅਤੇਬਣਤਰ
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1988 |
| 12. ਬਲਦੇਵਸਿੰਘਚੀਮਾ | ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨਅਤੇਵਿਆਕਰਣ
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2000 |
| 13. ਭੁਪਿੰਦਰਸਿੰਘਖਹਿਰਾ | ਨਵੀਨਭਾਸ਼ਾਵਿਗਿਆਨ
ਪੋਪਸੂਬੁੱਕਡਿਪੂ, ਪਟਿਆਲਾ, 1999 |
| 14 ਮਨਜੀਤਕੌਰ(ਡਾ) | ਪੰਜਾਬੀਭਾਸ਼ਾ, ਬਣਤਰਤੇਵਰਤੋਂ
ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ |
| 15. Gurinder Singh Mann | An Introduction to Punjabi
Punjabi University, Patiala |

Gurinder Singh Mann

Gurinder Singh Mann

Gurinder Singh Mann

Course Name: संस्कृत भाषा दक्षता
Proficiency in Sanskrit Language

Credits: 04
Time: 3 Hours

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

प्रश्नपत्रनिर्माणविधि: -

1. अस्मिन् प्रश्नपत्रे नव(9) प्रश्नाः भविष्यन्ति। आहत्य पञ्च प्रश्नाः समाधेयाः। प्रत्येकं प्रश्नः चतुर्दश (14) अङ्कानां भविष्यति। (इस प्रश्न पत्र में कुल नौ प्रश्न होंगे। जिसमें से पांच प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न चौदह अङ्कों का होगा)
2. प्रथमः प्रश्नः अनिवार्यः अस्ति। अस्मिन् सप्त(7) लघूत्तरात्मकाः प्रश्नाः भविष्यन्ति। प्रति प्रश्नं अङ्कद्वयस्य भविष्यति। (पहला प्रश्न अनिवार्य है। इसमें कुल सात लघूत्तरात्मक प्रश्न होंगे। प्रत्येक प्रश्न दो अङ्कों का होगा)
3. प्रश्नसंख्या (2-9): प्रत्येकं घटकस्य द्वौ प्रश्नौः भविष्यतः। प्रतिघटकं एकः प्रश्नः समाधेयः। आहत्य चत्वारः प्रश्नाः समाधेयाः। (प्रश्न संख्या (2-9) : प्रत्येक घटक से दो प्रश्न होंगे। प्रत्येक घटक से एक प्रश्न का उत्तर देना होगा। इस प्रकार कुल चार प्रश्नों के उत्तर देने होंगे)

फलश्रुति: (Course Objectives) -

- सरल-मानक-संस्कृतभाषायां मनोभावानां सम्प्रेषणस्य योग्यतासम्पादनम्।
(सरल-मानक-संस्कृतभाषामें मनोभावोंको संप्रेषित करनेकी योग्यता)
- पदानाम् उच्चारणेशुद्धतासम्पादनम्, पठनकौशलस्य विकासश्च।
(पदोंके उच्चारणमें शुद्धतावपढनेके कौशलका विकास)
- लेखनाभ्यासः लेखन-दोषाणां परिहारश्च।
(संस्कृतमें लिखनेका अभ्यासवदोषरहितशुद्धलेखन)

फलावाप्ति: (Course Learning Outcomes) -

- संस्कृतभाषायां दक्षाः भविष्यन्ति।
(संस्कृतभाषामें प्रवीण होंगे)
- सरल-मानक-संस्कृतभाषायां सम्भाषणयोग्यता भविष्यति।
(सरल-मानक-संस्कृतभाषामें संभाषणकी योग्यता विकसित होगी)
- संस्कृतवाक्यानाम् आद्य-पद्यादीनां वापठनसामर्थ्यं भविष्यति।
(संस्कृतवाक्यों, श्लोकों व मन्त्रादिके पठनका सामर्थ्य विकसित होगा)
- संस्कृतभाषायां लेखनं कर्तुं प्रभवाः भविष्यन्ति।
(संस्कृतभाषामें लेखन करनेमें समर्थ होंगे)

पाठ्यवस्तु (Content)

घटकम् (Unit) - 1

संस्कृतपदस्य अर्थः, वर्णपरिचयः, माहेश्वरसूत्राणि, प्रत्याहाराणां परिचयः
(तेषां निर्माणविधिः आवश्यकता च), वर्णानाम् उच्चारणस्थानानि, प्रयत्नाः - वाह्य-आभ्यन्तरश्च, प्रमुख-
संज्ञासूत्राणां परिचयः।

घटकम् (Unit) - 2

कारकविभक्तिपरिचयः (कारकोंकापरिचय), शब्दरूपाणां परिचयः (शब्दरूपोंकापरिचय),
धातुरूपाणां परिचयः (धातुरूपोंकापरिचय),

घटकम् (Unit) - 3

सन्धिपरिचयः (सन्धिपरिचय), कृदन्त-तद्धित-प्रत्ययानां परिचयः (कृदन्त-तद्धित-प्रत्ययोंकापरिचय),
समासपरिचयः प्रयोगश्च (समासपरिचय)

घटकम् (Unit) - 4

अपठितगद्येषु पद्येषु च अवबोधप्रश्नाः, अपठित-संस्कृत-गद्यस्य पद्यस्य च हिन्दीभाषायाम् अनुवादः

अनुशंसितग्रन्थाः (Recommended Books) :

- 1 संस्कृतशिक्षण-सरणी, आचार्यरामशास्त्री, परिमलपब्लिकेशन, दिल्ली।
- 2 प्रौढरचनानुवादकौमुदी, डा. कपिलदेवद्विवेदी, विश्वविद्यालयप्रकाशन, वाराणसी।
- 3 रचनानुवादकौमुदी, डा. कपिलदेवद्विवेदी, विश्वविद्यालयप्रकाशन, वाराणसी।
- 4 प्रौढनिबन्धसौरभम्, पं. विश्वनाथमिश्र, हंसाप्रकाशन, जयपुर।
- 5 संस्कृतनिबन्धशतकम्, डा. कपिलदेवद्विवेदी, विश्वविद्यालयप्रकाशन, वाराणसी।
- 6 संस्कृतव्यवहार - वाक्यावलि: डा. अमिताआर्या।
- 7 प्रथमादीक्षा, राष्ट्रीय-संस्कृत-संस्थानम्, दिल्ली।
- 8 द्वितीयादीक्षा, राष्ट्रीय-संस्कृत-संस्थानम्, दिल्ली।
- 9 कौशलबोधिनी, डा. विश्वासः, संस्कृतभारती।
- 10 भाषा-प्रवेशः (प्रथम-द्वितीयोभागः), संस्कृतभारती।
- 11 शुद्धिकौमुदी, जनार्दनहेगडे, संस्कृतभारती।
- 12 रूपशुद्धिः, संस्कृतभारती।

Dev Ratan

Semester -I
Course Code: ITE/EDU/SEC/101

Art Education (Performing and Visual) and Creative Expressions
Exemplar 1 - Puppetry

Credits: 2

Total Marks : 50
External Assessment Marks: 35
Internal Assessment Marks : 15

Learning Outcomes

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

- articulate the importance of aesthetics and art in elementary education.
- demonstrate their familiarity with and appreciation of puppetry.
- design puppets,
- practice and create a short puppetry show.

UNIT - I

Importance of Aesthetics and Art education

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Designing Puppets

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III

Performing the puppets

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.

Handwritten signatures and marks

Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make-up, script writing, music, and performance.

Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions			
Sl. no	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups - 3, 4, 5.	Practice	
12	Assignments	Written.	

Suggestive Reading Materials

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

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Semester –I
Course Code: ITE/EDU/VAC/101
Course Name: Understanding India (Indian Ethos and Knowledge Systems)

Time: 1.30 Hours
Credits: 2

Total Marks : 50
External Assessment Marks: 35
Internal Assessment Marks : 15

Note for Paper Setters: Question 1 is compulsory comprising of seven sub parts spread over entire syllabus (one mark for each sub part). There will be four long questions, two from each unit (14 marks for each question). The candidate has to answer two long questions, at least one question from each unit.

Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Introduction to the Knowledge of India

- Definition & scope; Relevance of this knowledge.
- Need to revisit our ancient knowledge, traditions, and culture.

Culture - Art and Literature

- Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
- Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.

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Arts 36

UNIT - II

Polity and Law

- Kingship & types of government (oligarchies, republics); Local administration (village administration);
- Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

Economy

- Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
- Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

Environment & Health

- Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.

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Arts 371

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

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

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

Suggestive Reading Materials

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

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Asst 38