



Affiliated to M.D.S. University, Ajmer
ITEP B.A.B.Ed. (Secondary Stage)
SEMESTER-I SYLLABUS

Recognized by National Council for Teacher Education (NCTE), New Delhi
Effective from Session: 2026-27

❖ An Autonomous Institution | ❖ Accredited by NAAC with "B++" Grade

B.A.B.Ed. Secondary Stage

Semester-I Syllabus

ITEP Structure and Scheme of Examination										
Courses	Paper Code	Course/paper	Periods per Week L+T+P	Credits	Internal/External			Max. marks	Exam Duration	
Semester-I										
SIP	SIP	Student Induction programme for Two Weeks						4hrs per day		
EC	EDFE-101	EVOLUTION OF INDIAN EDUCATION	3+1+0	4	25	5	70	100	3hrs	
	DCHN-101	हिंदी भाषा और साहित्य का इतिहास	3+1+0	4	25	5	70	100	3hrs	
	DCHN-102	हिंदी की बोलियाँ और उत्तर मध्य/आधुनिक का	3+1+0	4	25	5	70	100	3hrs	
	DCEN-101	HISTORY OF ENGLISH LITERATURE	3+1+0	4	25	5	70	100	3hrs	
	DCEN-102	LITERARY FORMS & PRACTICAL CRITICISM	3+1+0	4	25	5	70	100	3hrs	
	DCUD-101	URDU GHAZAL (TILL 1857)	3+1+0	4	25	5	70	100	3hrs	
	DCUD-102	JADID-NASR (AFTER 1857)	3+1+0	4	25	5	70	100	3hrs	
	DCHS-101	HISTORY OF INDIA (EARLY TO C300 BCE)	3+1+0	4	25	5	70	100	3hrs	
	DCHS-102	SOCIAL FORMATIONS & CULTURAL PATTERNS OF ANCIENT WORLD	3+1+0	4	25	5	70	100	3hrs	
	*DSC Major Courses	DCGY-101	PHYSICAL GEOGRAPHY	3+0+1	3	30	-	40	70	3hrs
		DCGP-101	CARTOGRAPHY		1	-	5	25	30	4hrs
		DCGY-102	HUMAN GEOGRAPHY	3+0+1	3	30	-	40	70	3hrs
DCGP-102		CARTOGRAPHY REPRESENTATION OF DATA	1		-	5	25	30	4hrs	
DMHN-101		हिंदी भाषा और साहित्य का इतिहास	3+1+0	4	25	5	70	100	3hrs	
DMEN-101		HISTORY OF ENGLISH LITERATURE	3+1+0	4	25	5	70	100	3hrs	
DMUD-101		URDU ZABAN-O-ADAB KA TARRUF	3+1+0	4	25	5	70	100	3hrs	
DMHS-101		HISTORY OF INDIA (EARLY TO C300 B.C.E.)	3+1+0	4	25	5	70	100	3hrs	
DMGY-101		BASICS OF PHYSICAL GEOGRAPHY	3+0+1	3	30	-	40	70	3hrs	
DMGP-101		CARTOGRAPHIC REPRESENTATION OF DATA		1	-	5	25	30	4hrs	
**DSC Minor Courses		DMEC-101	BASIC MICROECONOMICS	3+1+0	4	25	5	70	100	3hrs
		DMPS-101	POLITICAL THEORY	3+1+0	4	25	5	70	100	3hrs
	DMPE-101	FOUNDATIONS OF PHYSICAL EDUCATION, ANATOMY AND PHYSIOLOGY	3+1+0	4	25	5	70	100	3hrs	
	AEVA-101	LANGUAGE I (AS PER THE 8TH SCHEDULE OF CONSTITUTION OF INDIA)	3+1+0	4	25	5	70	100	3hrs	
	AEVA-102A	ART EDUCATION (PERFORMING AND VISUAL) AND CREATIVE EXPRESSIONS EXEMPLAR 1 - PUPPETRY	1+0+1	2	10	5	35	50	2hrs	
	AEVA-103	UNDERSTANDING INDIA (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)	1+1+0	2	10	5	35	50	2hrs	
	Total Credits			24			Total	600		

Semester-I
The student induction programme (SIP)

Courses	Paper Code	Course/paper	Periods per Week L+T+P	Credits	Internal/External			Max. marks	Exam Duration
					Internal		External		
					Th.	Pr.	Ext.		
SIP	SIP	Student Induction programme for Two Week	-	-	-	-	-	-	4hrs. Per day

The student induction programme (SIP) seeks to enable students who come with diverse socioeconomic and linguistic backgrounds and prior learning to adjust to the institutional environment and ethos, help create bonding between students as well as between students and faculty and develop an understanding of the self and society at large. The student induction programme will be organised during the first two weeks of the first semester of the 8-semester ITEP. The activities under the induction programme will include:

- i) orientation programme on different aspects of the ITEP and required courses and credit requirements; ii) physical activities like team sports and physical training/exercise sessions designed to inculcate team spirit, group cohesion and bonding as well as physical and mental health;
- iii) participation in creative expression activities relating to visual and performing arts like painting, sculpture, pottery, music, dance etc. to develop aesthetic sensibility and creativity;
- iv) motivational lectures by eminent people in the society, visits to local areas of cultural and historical importance and institutions such as Balvatikas/Anganwadi Centres, schools and higher education institutions, hospitals, local artisans, adult and lifelong education activities to develop an understanding of the functioning of various institutions, community and society;
- v) Familiarising students with the different Departments/Units within the institution and their roles, including visits to laboratories, workshops, facilities for sports etc. in order to acquaint students with the various facilities available in the institution.

SEMESTER I

EDFE101: Evolution of Indian Education

Credits: 3L+1T+0P
Periods per week: 5
Examination: 3 hours

Marks: 100
C1+C2=30
C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Gijubhai Badheka, Mahatma Gandhi, Dr. Bhima Rao Ambedkar and others.

Course 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

- a) Vision, objectives and salient features of Vedic Education System.
- b) Teaching and Learning Process.
- c) Development of educational institutions: Finance and Management.
- d) Famous Educational institutions and Guru-Shishya.
- e) Education at the time of Epics: Ramayana and Mahabharata.

UNIT-II: Ancient Indian Education: Buddhist and Jain Period

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

UNIT-III: Post-Gupta Period to Colonial Period

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

UNIT-IV: Modern Indian Education

- a) Colonial Education in India
- b) Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- c) Shiksha ka Bhartiya Karan (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, Gijubhai Badheka, Mahatma Gandhi, Dr. Bhimrao Ambedkar and others – to the education systems of India.
- d) Education in Independent India
 - Overview of Constitutional values and educational provisions.
 - Citizenship Education:
 - Qualities of a good citizen.
 - 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

- Prepare a report highlighting educational reforms with special reference to school Education in the light of NEP 2020.
- Critically analyze the concept of good citizen from the perspective of education for Democratic citizenship.
- Compare vision, objectives, and salient features of education during different periods.
- 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.
- 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.
- Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
- Visit to places of educational significance and value centers and develop a project report.
- 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 or 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
- 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.

DCHN101 : हिंदी भाषा और साहित्य का इतिहास

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 05

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.

- Part-A will consist of 10 compulsory questions from all the units. These questions will be shortanswered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	10+5	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा / एसाइनमेंट / निबंध / प्रस्तुति / रिपोर्ट / संगोष्ठी / प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेंगे, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। सम्प्रति हिंदी भाषा के विविध रूप जैसे राष्ट्रभाषा राजभाषा और संपर्क का महत्व भाषा का प्रमुख बोलियों से खड़ी बोली तक की विकास यात्रा को समझ सकेंगे। हिंदी साहित्य के इतिहास के प्रथम दो कालों की प्रमुख विशेषताओं, प्रवृत्तियों को समझ सकेगा।

प्रथम इकाई (क) हिंदी भाषा: उद्भव और विकास

(ख) हिंदी भाषा के विविध रूप—राष्ट्रभाषा, राजभाषा और संपर्क भाषा

(ग) हिंदी की ध्वनियाँ : स्वर और व्यंजन, देवनागरी लिपि।

द्वितीय इकाई हिंदी भाषा की प्रमुख बोलियाँ—

1. खड़ी बोली 2. ब्रजभाषा 3. अवधी

4. भोजपुरी 5. मारवाड़ी

तृतीय इकाई हिंदी साहित्य का इतिहास: काल विभाजन एक परिचय

(क) आदिकाल (वीरगाथा काल) परिस्थितियाँ एवं प्रवृत्तियाँ

(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

चतुर्थ इकाई पूर्व मध्यकाल (भक्तिकाल)

(क) भक्ति आंदोलन— एक परिचय, परिस्थितियाँ एवं प्रवृत्तियाँ,

(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

सहायक पुस्तकें :

- सामान्य भाषा विज्ञान — डॉ. शिव शंकर प्रसाद
- भाषा विज्ञान — डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
- भाषा विज्ञान की भूमिका — देवेन्द्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली
- हिंदी निरुक्त — किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली
- भारत में नाग परिवार की भाषाएँ— डॉ. राजेंद्र प्रसाद सिंह
- हिंदी भाषा का इतिहास— डॉ. धीरेन्द्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
- हिंदी भाषा का उद्भव और विकास — डॉ. उदय नारायण तिवारी, भारती भंडार इलाहाबाद
- हिंदी की बोलियाँ एवं उपभाषाएँ — डा. हरदेव बाहरी
- भारतीय आर्य भाषाओं का इतिहास — डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
- नागरी लिपि और उसकी समस्याएँ — डॉ. नरेश सिंह, मंथन पब्लिकेशन रोहतक
- देवनागरी लिपि — डॉ. शिवशंकर प्रसाद
- सामान्य भाषा विज्ञान — डॉ. अम्बा प्रसाद सुमन
- भाषा का समाजशास्त्र — डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
- हिंदी भाषा का ऐतिहासिक व्याकरण — डॉ. माताबदल जायसवाल
- हिंदी साहित्य का इतिहास— आचार्य रामचंद्र शुक्ल
- हिंदी साहित्य का इतिहास— डॉ. नरेन्द्र
- हिंदी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद

DCHN102: हिंदी की बोलियाँ और उत्तर मध्य/आधुनिक काल

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 05

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70

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- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	10+5	01 घण्टा	
सत्रांत सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थी हिंदी भाषा की विभिन्न बोलियों की संरचना स्वरूप और उनका व्याकरणिक/व्याकरणगत ज्ञान प्राप्त कर सकेंगे। वे एक बोली से दूसरी के अंतर और समानता को समझ सकेंगे। वह हिंदी साहित्य के उत्तर मध्यकाल और आधुनिक काल की प्रमुख प्रवृत्तियाँ/विशेषताओं को समझ सकेंगे। जो हिंदी भाषा के वर्तमान परिदृश्य के संदर्भ में आवश्यक है।

प्रथम इकाई : हिंदी भाषा की विभिन्न बोलियाँ

1. बाँगरू
2. बुंदेली
3. कन्नौजी
4. बघेली
5. छत्तीसगढ़ी

द्वितीय इकाई : उत्तर मध्यकाल (रीतिकाल) परिस्थितियाँ, प्रवृत्तियाँ/विशेषताएँ
प्रमुख रचनाकार और उनकी रचनाएँ।

तृतीय इकाई : आधुनिक काल— परिस्थितियाँ प्रवृत्तियाँ/विशेषताएँ

- (क) भारतेन्दु काल
- (ख) द्विवेदी युग
- (ग) छायावाद

चतुर्थ इकाई (क) प्रगतिवाद।

- (ख) प्रयोगवाद
- (ग) नई कविता

सहायक पुस्तकें :

1. सामान्य भाषा विज्ञान — डॉ. शिव शंकर प्रसाद
2. भाषा विज्ञान — डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. भाषा विज्ञान की भूमिका — देवेन्द्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली
4. हिंदी निरुक्त — किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली
5. भारत में नाग परिवार की भाषाएँ — डॉ. राजेंद्र प्रसाद सिंह
6. हिंदी भाषा का इतिहास — डॉ. धीरेन्द्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
7. हिंदी भाषा का उद्भव और विकास — डॉ. उदय नारायण तिवारी, भारती भंडार इलाहाबाद
8. हिंदी की बोलियाँ एवं उपभाषाएँ — डा. हरदेव बाहरी
9. भारतीय आर्य भाषाओं का इतिहास — डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
10. नागरी लिपि और उसकी समस्याएँ — डॉ. नरेश सिंह, मंथन पब्लिकेशन रोहतक
11. देवनागरी लिपि — डॉ. शिवशंकर प्रसाद
12. सामान्य भाषा विज्ञान — डॉ. अम्बा प्रसाद सुमन
13. भाषा का समाजशास्त्र — डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली

14. हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ.माताबदल जायसवाल

DCEN101:HistoryofEnglishLiterature

Credits:3L+1T+0P
Periodsperweek:5
Examination:3hours

Marks:100
C1+C2=30
C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

DistributionofMarksfor the Course			
Paper	Max.Marks	Duration	Min.PassMarks
InternalTest(C1)	15	1 hr	40
InternalTest(C2)	10+5	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
TotalMaxMarks	100		40

Note:

C1:WrittenTestasperschedule(attheendof8thweek)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (atthe end of fifteen week).

Rationale: Exploring the History of English literature allows students to gain insights into the values, beliefs, and experiences of different Eras, providing a window to the evolution of English-speaking societies. The history of English literature showcases the development and transformation of literary forms, genres, and styles over time and studying this evolution helps them to understand how literature has adapted to changing cultural and intellectual landscapes. This paper shall help to explore how the language has been received and adapted in different parts of the world, contributing to cross-cultural understanding.

Objectives: The students will be able to:

1. To learn and understand the historical development of English literature.
2. To acquaint students with various literary genres and figures of speech.
3. To introduce various schools of thought and literary movements in English Literature.

The paper will be divided into four (4) Units.

Unit I	-	The Age of Chaucer (Morality, Miracle plays and Mystery Plays) Elizabethan Age (Elizabethan Sonnet, University Wits).
Unit II	-	Restoration Period (Comedy of Manners and Heroic Tragedy) Neo-Classical Literature (18 th Century Novel)
Unit III	-	Romantic Period (Transition Poets, 1 and 2 Generation of English Romantic Poets) The Victorian Age (Victorian Novel and Dramatic Monologue)
Unit IV	-	The Modern Age (Modern Poetry, and Stream of Consciousness) Post Modern Age (Metafiction, Absurdism, Existentialism)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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. Prasad, B. A Background to the Study of English Literature. MacMillan. 1999.
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge. 2014.

3. Scholes, R et al. (Ed.). The Elements of Literature. OUP. 2005.
4. Mays, Kelly J. The Norton Introduction to Literature. W. W. Norton & Company. 2017.
5. Hudson, W.H. An Introduction to the Study of Literature. Maple Press. 2012.
6. Rees, J.A. English Literature: An Introduction for Foreign Readers. Macmillan. 1974.
7. Wolfreys, Julian. The English Literature Companion. Palgrave. 2010.

DCEN102:LiteraryFormsandPracticalCriticism

Credits:3L+1T+0P
Periodsperweek:5
Examination:3hours

Marks:100
C1+C2=30
C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Eachquestion ofpart A will carry2 marks witha total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

DistributionofMarksfortheCourse			
Paper	Max.Marks	Duration	Min.PassMarks
InternalTest(C1)	15	1 hr	40
InternalTest(C2)	10+5	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
TotalMaxMarks	100		40

Note:

C1:WrittenTestasperschedule(attheendof8thweek)

C2: Asperclassschedule -WrittenTest/ Assignment/Essay/Presentation/Report/Seminar/Quiz(atthe end of fifteen week).

Rationale: Literaryforms, such as poetry, prose, drama, and various subgenres within these categories, are the building blocks of literature. Examining literary forms allows readers and scholars to appreciate the unique characteristics,conventions,and structures thatdefinedifferenttypesof writing. A paper on this topic provides an opportunity to delve into the nuances of these forms and explore how they have evolved over time.

Objectives: The students will be able to:

1. To acquaint students with basic literary devices implied in writing patterns.
2. Identify, analyze and understand the use of meter in writing poetry.
3. Learn and distinguish types of poetry, drama and non-fiction.

The paper will be divided into four (4) Units.

- Unit I** - Literary Devices: Simile, Metaphor, Metonymy, Synecdoche, Personification, Alliteration, Assonance, Imagery, Symbol, Hyperbole, Satire, Pun, Irony, Conceit, Transferred Epithet, Humor, Wit, Onomatopoeia, Allegory.
- Unit II** - Poetry- Lyric, Sonnet, Elegy, Ode, Epic, Ballad.
 Fiction: Novel, Novella, Short Story
 Non-Fiction- Essays, Travelogues, Autobiography, Memoir.
 Drama- Tragedy, Comedy, Tragi- Comedy
- Unit III** - Rhythm and Meter: Types of Meter, Blank Verse, Ballad Meter, Terza Rima, Spenserian stanza, Ottava Rima, Heroic Couplet
- Unit IV** - Practical Criticism: Critical analysis of prescribed literary text.
 Text- Daffodils- William Wordsworth and A Cup of Tea- Katherine Mansfield

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

- Abrams, M. H. and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th Ed. Cengage Learning India Private Limited. 2015.
- Baldrick, Chris: The Concise Oxford Dictionary of Literary Terms. 1990.
- Peck, John, and Martin Coyle: Literary Terms and Criticism. 1984.
- Shipley, Joseph T.: Dictionary of World Literary Terms. 2013.

DCUD101: Urdu Ghazal (Till 1857)

Credits: 3L+1T+0P
Periods per week: 5
Examination: 3 hours

Marks: 100
C1+C2=30
C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Language skills refer to the set of essential skills required for all purpose and it is a pre-requisite for all kinds of learning and enhancement of learning. Learning of ghazals, their intonation, context and usage shall develop a sense and understanding of aestheticism in different types of verse.

CLOs: The students will be able to:

To get a glimpse of different variety of expressions associated with Ghazal including philosophy, romance, and innovative thinking and also to make them appreciate classical Ghazal.

Unit-I Ghazalki Tareef, Ajza-e-Tarqeebiaur Ghazalki khusiyat.

Unit-II Nisabmeshamilshayaron kisawanehaurfunka Tajzia.

Unit-III Matn Ka Mutalea aur Mafhroom

1. Wali:- (a) Koocha-e-yarain Kashi hai.
(b) Mufliisabbaharkhoti hai.
2. Meer:- (a) Ulti hogayin sabtadbeer en.
(b) Ashkankhonmekabnahin ata.

Unit-IV Matn Ka Mutalea aur Mafhroom

1. Ghalib:- (a) Yenathihamari qismet ki wisal-e-yarhota.
(b) Aahkochahiye akumrasar honetak.
2. Momin:- (a) Ghaironpek hulnaja kahin raz.

(b) Wojohummentummenqaratha.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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/Textbook Prescribed:-

Intikhab-e-Manzooat Part II U.P. Urdu Academy, Lucknow.

DCUD102: Jadid Nasr (After 1857 AD)

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: This paper refers to acquaint the students with the modern or contemporary approaches or ideas associated with Urdu language and literature.

CLOS- The students will be able to:

To get a glimpse of history of Urdu language and literature and its various forms of Urdu prose and poetry. Students will also be aware about the prominent poets and writers of Urdu literature.

Unit I - 1857 ke bad kina sarkamukhtasarta'aruf.

Unit II - Nisab Men Shamil Musannif in ke Sawanehi Kawai faur Karname.

Unit III - Matnka Mutalea aur Mafhoom

1. Sajjad Haydar Yalderam: Mujhe Mere Doston Se Bacho.

2. Rashid Ahmed Siddiqui: Shekh Peeru

Unit IV - Matnka Mutalea aur Mafhoom

1. Abdul Haleem Sharar: Guzishta Lakhnao

2. Pandit Dattatreya Kaifi: Lafzkyunkar Bante Hain

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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/Textbook Prescribed:-

1. Intikhab-e-Nasr, Part 2 U.P. Urdu Academy, Lucknow.

DCHS101:HistoryofIndia (FromtheEarliesttimestoC300BCE)

Credits:3L+1T+0P
Periodsperweek:5
Examination:3hours

Marks:100
C1+C2=30
C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Eachquestion ofpart A will carry2 marks witha total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

DistributionofMarksfortheCourse			
Paper	Max.Marks	Duration	Min.PassMarks
InternalTest(C1)	15	1 hr	40
InternalTest(C2)	10+5	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
TotalMaxMarks	100		40

Note:

C1:WrittenTestasperschedule(attheendof8thweek)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (atthe end of fifteen week).

CourseObjective:-ComprehendingtheevolutionofIndiansocietysinceetheearliesttimestillc.300 BCE.

CourseLearningOutcome:-Afterthecompletionofcourse,the studentswillhaveabilityto:

1. To understand the main aspects of Early India.
2. To appreciate and understand various features of Early India.
3. To associate and bring out the relationships between the various features.

UNIT I: Reconstructing Ancient Indian History:

- a) Early Indian notions of History
- b) Sources and tools of historical reconstruction.
- c) Historical interpretations (with special reference to gender and environment)

UNIT II: Hunter-gatherers and advent of food production

- a) Paleolithic cultures- stone implements and other developments.
- b) Mesolithic cultures- regional and chronological distribution,
- c) Neolithic and Chalcolithic cultures- distribution and subsistence patterns

UNIT III: The Harappan civilization:

- a) Origins; settlement patterns and town planning
- b) Agrarian base; craft productions and trade
- c) Social and political organization; religious beliefs and practices; art

UNIT IV: Cultures in transition

- a) Settlement patterns, technological and economic developments;
 - b) Social stratification: political relations, religion and philosophy
- 1) North India (circa1500BCE– 300BCE) i.e. vedic age early and later.
 - 2) Central India and the Deccan(circa1000BCE –circa300BCE) i.e. megalithic age

SuggestiveReadings

1. AgarwalD.P,TheArchaeologyofIndia,London,1982.BashamA.L,TheWonderThatWas India,London,1954.
2. ChakrabartiDilipKumar,AnOxfordCompaniontoIndianArchaeology,NewDelhi,2006.
3. ChakrabartiDilipKumar,India,AnArchaeologicalHistory,Delhi,1999
4. SharmaR.S,LookingfortheAryans,1995.
5. SharmaR.S,MaterialCulturesandSocialFormationsinAncientIndia,NewDelhi,1983.

6. Thapar Romila, Early India: From the Origins to AD 1300, London, 2002
7. Basham A. L. ed. A Cultural History of India, New Delhi, 1975. Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
8. Altekar A. S., The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
9. Chattopadhyaya B. D., Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003.
10. Sircar D. C., Indian Epigraphy, New Delhi, 1965.
11. Kosambi D. D., An Introduction to the Study of Indian History, Bombay, 1956
12. Kosambi D. D., Combined Methods in Indology and Other Writings, Edited and Introduced By
13. B. D. Chattopadhyaya
14. Jha D. N., Ancient India: An Introduction, New Delhi, 1998 Chattopadhyaya D. P., Science and Society in Ancient India, Calcutta, 1977.
15. Erdosy George, Urbanization in Early Historic India, Oxford, 1988.

HINDI

- (I) Pandey S. k. Prachin Bharat, Prayag Academy Publication and Distributors, Allahabad.
- (II) Chobey, Saurabh Kumar, Prachin Bharat, Universal Books, Prayagraj.
- (III) Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharatka Itihas, hindimadhyam karyanwayan nidesalay, Dilli Vishwa vidyalaya, Dilli.
- (IV) Srivastav K. C. Prachin Bharatka Itihas, United Book Dipo.
- (V) Mahajan, V. D. Prachin Bharatka Itihas, Dilli.

DCHS102: Social Formations and Cultural Patterns of Ancient World

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Course Objective:- Analysing the social formations and cultural patterns of ancient world.

Course Learning Outcome:- After the completion of course, the students will have ability to:

1. To know the changing social formations.
2. To understand the cultural patterns and processes of early humans.
3. To identify and describe social, cultural, and economic formations of humans.

UNIT I : Evolution of human kind: Paleolithic and Mesolithic cultures – Role of kinship social institutions in the development of early societies.

UNIT II : Food production: beginnings of agriculture and animal husbandry.

UNIT III : Bronze Age civilizations, with reference to Egypt (Old Kingdom); economy, social stratification, state structure religion.

UNIT IV : Nomadic groups in Central and West Asia; Debate on the advent of iron and its simplifications.

Suggestive Readings:

- 1 Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002
- 2 B. Fagan, People of the Earth: an introduction to world prehistory
- 3 New York, NY Harper Collins College Publishers 1977
- 4 B. Trigger, Ancient Egypt: A Social History. Cambridge University Press, 1983 Bai Shaoyi, An Outline History of China. Beijing : Foreign Languages Press, 1982.
- 5 Burns and Ralph, World Civilisations.
- 6 Cambridge History of Africa, Vol. I. Cambridge University Press, 1982
- 7 G. Clark, World Prehistory: A New Perspective Cambridge University Press, 1977.
- 8 Jacquetta Hawkes, First Civilisations, life in Mesopotamia, the Indus Valley and Egypt. The history of human society. New York: Knopf, 1973.
- 9 M. I. Finley, The Ancient Economy. University of California Press 1999. R. J. Wenke, Patterns in Pre history Oxford University Press, USA; 5th edition 2006
- 10 UNESCO Series: History of Mankind, Vols. I–III/or New ed. History of Humanity. 1963
- 11 V. Gordon Childe, What happened in History. Peregrine Books 1985
- 12 A. Hauser, A Social History of Art, Vol. II. Routledge, 1999.
- 13 Glyn Daniel, First Civilisations. New York: Thomas Y. Crowell (Apollo Editions), 1968
- 14 J. D. Bernal, Science in History, Vol. I. Cambridge: The MIT Press, Massachusetts Institute of Technology, 1971
- 15 Salia Ikram, Death & Burial in Ancient Egypt (American University in Cairo Press, 2015) V. Gordon Childe, Social Evolution.
- 16 Martin Bernal, Black Athena; the Afro Asiatic Roots of Classical Civilization Brunswick: Rutgers University Press, 1991.

HINDI

- (I) Nagori S. L. Vishwaki Prachin Sabhyatayen, Shree Saraswati Sadan Safdarjang Enclave Nai Dilli.
- (II) Pathak, Sushil Madhav, Vishwaki Prachin Sabhyata on kalitias, Bihar Hindi Granth Akademy, Patna.
- (III) Goyal, SR Vishwaki Prachin Sabhyatayen.

DCGY101: Physical Geography

Credits: 3L+0T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 70

C1+C2: 30 Marks

C3=40 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	28

Internal Test(C2)	10+5	1 hr	
End Semester Theory Examination(C3)	40	3 hrs	
Total Max Marks	70		28

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Course Objective

Comprehend the physical principles and processes governing the characteristics of Earth

Course Learning Outcome

After the completion of course, the students will have ability to:

1. To understand the components of the earth's system – atmosphere, lithosphere and hydrosphere;
2. Appreciate and understand various features of the spheres with local, regional and global examples;
3. Associate and bring out the relationships of the features of one sphere with others spheres.

UNIT I: Meaning and Scope of Geography

Nature and scope of Physical Geography; Branches of physical geography, Origin of the solar system earth, Rotation and Revolution, Latitudes & Longitudes

UNIT II: Lithosphere

Earth's interior; Types of Rocks: Igneous, Sedimentary and Metamorphic and their importance; Earthquakes and volcanoes

UNIT III: Atmosphere

Composition and structure of the atmosphere; Insolation; Temperature: vertical and horizontal distribution; Pressure and pressure belt, Cyclones: Temperate cyclones

UNIT IV: Hydrosphere

Hydrological Cycle, Ocean Deposits, Ocean Currents with special reference of Atlantic Ocean

Suggestive Readings:

- 1) Barry, R. G. and Chorley, R. J. (1998): Atmosphere, Weather and Climate. Routledge, London.
- 2) Bryant, H. Richard (2001): Physical Geography Made Simple, Rupa and Company, New Delhi
- 3) Lake, P. (1979): Physical Geography (English editions), Cambridge University Press, Cambridge.
- 4) Monkhouse, F. J. (1979): Physical Geography. Methuen, London
- 5) Singh, S. (2003): Physical Geography. (English edition). Prayag Pustak Bhawan, Allahabad
- 6) Vatal (Hukku) M. and Sharma R. C., Oceanography for Geographers, Chaitanya Publications, Allahabad
- 7) Trewartha, G. T., Robinson, A. H., Hammond, E. H., and Horn, A. T. (1976/1990): Fundamentals of Physical Geography, 3rd edition. MacGraw-Hill, New York.
- 8) Trewartha, G. T. (1987) Introduction to Climate, MacGraw Hill, New York
- 9) Singh, S. (2003): Bhautik Bhoogol (Hindi edition), Prayag Pustak Bhawan

DCGP101: Cartography

Total Credit: 1

Marks: 30

Contact hours per week: 2

Examination: 4 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination (External)	25	4 hrs	12
Internal Assessment	5	---	
Total Max Marks	30	---	12

Course Objective

Comprehend the locational and spatial aspects of the earth's surface

Course Learning Outcome

1. To read and prepare maps
2. Use and importance of maps for regional development and decision making

UNIT I: Map and Scale

Meaning, Nature and Scope of Cartography, Classification and significance of maps; Scale – plain, diagonal and comparative

Methods of representation of relief – Hachures, Hill shading, Contours

Map Projection

Map Projections: Classification, Properties and Uses; Graphical Construction of Bonne's and Mercator's Projections

UNIT III: Interpretation of Topographical Maps

Topographical maps: Indexing, Numbering and Scale system, Contour intervals, BM, Relative height, Grid, Conventional Sign.

Profile: Serial, Superimposed, Composite and Projected

Suggestive Readings

1. Monkhouse, F.J. and Wilkinson, F.J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P.C. (1984): Elements of Cartography, John Wiley and Sons, New York
4. Sarkar, A.K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
5. Sharma, J.P.: Prayogik Bhogol, Rastogi Publication
6. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions). Kalyani Publishers, New Delhi
7. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DSGY102: Human Geography

Credits: 3L+0T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 70

C1+C2: 30 Marks

C3=40 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	28
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	40	3 hrs	
Total Max Marks	70		28

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Course Objective

Analyse physical principles and processes governing the man-environment relationship

Course Learning Outcome

1. To know the changing human and cultural landscape at different levels.
2. Understand patterns and processes of population growth and its implications.
3. Identify & describe social, cultural and economic dynamics of society.

UNIT I: Introduction to Human Geography

Nature and scope of Human Geography; Branches of Human Geography; Major themes: Environmental Determinism, Possibilism, Neo-Determinism

UNIT II: Space and Society

Major Cultural Realms of the World; Distribution and Characteristics of Races, Religion and Language, Human Adaptation and Environment: Cold Region: Eskimo, Hot Region: Bushman

UNIT III: Population

Population resource relationship: Optimum Population, Growth and Distribution; Population Composition; Demographic Transition Theory

UNIT IV: Human Settlements

Types and patterns of Rural Settlements; Urban Settlement and its Classification: Trends and Patterns of World Urbanization

Suggestive Readings:

Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.

Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.

Christopherson, Robert W., 2011: Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company

Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad. Knighton A.

D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.

Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London. Selby,

M. J., (2005), Earth's Changing Surface, Indian Edition, OUP

Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to

Physical Geology, 4th Edition, John Wiley and Sons

Thornbury W. D., 1968: Principles of Geomorphology, Wiley.

Wooldridge W. S. and Morgan R. S., 1959: An Outline of Geomorphology: The Physical Basis of Geography, Longmans.

Gautam, A (2010): Bhautik Bhugol, Rastogi Publications, Meerut

Tikkaa, R. N. (1989): Bhautik Bhugol ka Swaroop, Kedarnath Ram Nath, Meerut Singh, S

(2009): Bhautik Bhugol ka Swaroop, Prayag Pustak, Allahabad

DCGP102: Cartographic Representation of Data

Total Credit: 1

Marks: 30

Contact hours per week: 2

Examination: 4 hours

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Practical Examination (External)	25	4 hrs	12
Practical File Assessment	5	---	
Total Max Marks	30	----	12

Course Objective

Present comprehensive representation of distribution, combination, connection, quality and quantity of spatial entities.

Course Learning Outcome

1. To represent the data with suitable diagrams
2. Comprehend distribution map and diagrams in reference to regional variations.

UNIT I: Representation of data

Nature and type of data; representation of data: bar diagram, histogram, frequency curve, ogive, traffic flow diagram

UNIT II: Distribution Maps and Diagrams

Distribution maps: dot, isopleths, choropleth, chorochromatic and choroschematic Diagram: Rainfall dispersion and Water balance graph

Suggestive Readings

1. Monkhouse, F. J. and Wilkinson, F. J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P. C. (1984): Elements of Cartography,
4. John Wiley and Sons, New York

5. Sarkar, A.K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
6. Sharma, J.P.: Prayogik Bhoogol, Rastogi Publication
7. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions).
8. Kalyani Publishers, New Delhi
9. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DMHN101: हिंदी भाषा और साहित्य का इतिहास

क्रेडिट : 3L+1T+0P

कालांश प्रति सप्ताह : 05

परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100

C1+C2=30

C3=70 अंक

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	15	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	03 घण्टे	
कुल अधिकतम अंक	100	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल:— विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेंगे, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। सम्प्रति हिंदी भाषा के विविध रूप जैसे राष्ट्रभाषा राजभाषा और संपर्क का महत्व भाषा का प्रमुख बोलियों से खड़ी बोली तक की विकास यात्रा को समझ सकेंगे। हिंदी साहित्य के इतिहास के प्रथम दो कालों की प्रमुख विशेषताओं, प्रवृत्तियों को समझ सकेगा।

प्रथम इकाई (क) हिंदी भाषा: उद्भव और विकास

खड़ी बोली

1- खड़ी बोली 2- ब्रजभाषा 3- अवधी

4- तृतीय इकाई 5- मारवाड़ी

तृतीय इकाई

हिंदी साहित्य का इतिहास: काल विभाजन एक परिचय
(क) आदिकाल (वीरगाथा काल) परिस्थितियाँ एवं प्रवृत्तियाँ
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

चतुर्थ इकाई

सहायक पुस्तकें :
सामान्य भाषा विज्ञान — डॉ
(ख) प्रमुख रचनाकार और उनकी रचनाएँ।

भाषा विज्ञान की भूमिका — देवेंद्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली

सामान्य भाषा विज्ञान — डॉ. शिव शंकर प्रसाद

2. भाषा विज्ञान — डॉ. मोलानाथ तिवारी, किताब महल, इलाहाबाद

5. भाषा विज्ञान की भूमिका — देवेंद्र नाथ शर्मा राधा कृष्ण प्रकाशन दिल्ली

1. हिंदी निरुक्त — किशोरीदास वाजपेयी, वाणी प्रकाशन दिल्ली

भारत में नाग परिवार की भाषाएँ — डॉ. राजेंद्र प्रसाद सिंह

6. हिंदी भाषा का इतिहास— डॉ. धीरेन्द्र वर्मा, हिंदुस्तानी एकेडमी इलाहाबाद
7. हिंदी भाषा का उद्भव और विकास — डॉ. उदय नारायण तिवारी, भारती भंडार इलाहाबाद
8. हिंदी की बोलियाँ एवं उपभाषाएँ — डा. हरदेव बाहरी
9. भारतीय आर्य भाषाओं का इतिहास — डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन जयपुर
10. नागरी लिपि और उसकी समस्याएँ — डॉ. नरेश सिंह, मंथन पब्लिकेशन रोहतक
11. देवनागरी लिपि — डॉ. शिवशंकर प्रसाद
12. सामान्य भाषा विज्ञान — डॉ. अम्बा प्रसाद सुमन
13. भाषा का समाजशास्त्र — डॉ. राजेंद्र प्रसाद सिंह राजकमल प्रकाशन दिल्ली
14. हिंदी भाषा का ऐतिहासिक व्याकरण — डॉ. माताबदल जायसवाल
15. हिंदी साहित्य का इतिहास— आचार्य रामचंद्र शुक्ल
16. हिंदी साहित्य का इतिहास— डॉ. नगेन्द्र
17. हिंदी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा हिंदुस्तानी एकेडमी इलाहाबाद

DMEN101:HistoryofEnglishLiterature

Credits:3L+1T+0P
Periodsperweek:5
Examination:3hours

Marks:100
C1+C2=30
C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Eachquestion ofpart A will carry2 marks witha total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

DistributionofMarksfortheCourse			
Paper	Max.Marks	Duration	Min.PassMarks
InternalTest(C1)	15	1 hr	40
InternalTest(C2)	10+5	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
TotalMaxMarks	100		40

Note:

C1:WrittenTestasperschedule(attheendof8thweek)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (atthe end of fifteen week).

Rationale: Exploring the History of English literature allows students to gain insights into the values, beliefs, and experiences of different Eras, providing a window to the evolution of English-speaking societies. The historyofEnglishliteratureshowcasesthedevelopmentand transformationofliteraryforms, genres,and styles over time and studying this evolution helps them to understand how literature has adapted to changing cultural and intellectual landscapes. This paper shall help to explorehowthe language has been received and adapted in different parts of the world, contributing to cross-cultural understanding.

Objectives: The students will be able to:

- To learn and understand the historical development of English literature.
- To acquaint students with various literary genres and figures of speech.
- To introduce various schools of thought and literary movements in English Literature.

Unit I

The Age of Chaucer (Morality, Miracle plays and Mystery Plays) Elizabethan Age Elizabethan Sonnet, University Wits).

Unit II

Restoration Period (Comedy of Manners and Heroic Tragedy) Neo-Classical Literature (18th Century Novel)

Unit III

Romantic Period (Transition Poets, 1 and 2 Generation of English Romantic Poets) The Victorian Age (Victorian Novel and Dramatic Monologue)

Unit IV

The Modern Age (Modern Poetry, and Stream of Consciousness) Post Modern Age (Metafiction, Absurdism, Existentialism)

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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. Prasad, B. A Background to the Study of English Literature. MacMillan. 1999.
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge. 2014.
3. Scholes, R et al. (Ed.). The Elements of Literature. OUP. 2005.
4. Mays, Kelly J. The Norton Introduction to Literature. W. W. Norton & Company. 2017.
5. Hudson, W.H. An Introduction to the Study of Literature. Maple Press. 2012.
6. Rees, J.A. English Literature: An Introduction for Foreign Readers. Macmillan. 1974.
7. Wolfreys, Julian. The English Literature Companion. Palgrave. 2010.

DMUD101: UrduZaban-O-Adab kaTaarruf

Credits:3L+1T+0P

Periodsperweek:5

Examination:3hours

Marks:100

C1+C2=30

C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max.Marks	Duration	Min.PassMarks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: The History of Urdu language will promote linguistic and cultural understanding of the language and equip students with multilingual abilities.

CLOs: The students will be able to:

To get a glimpse of the history of Urdu language and literature and its various forms of Urdu prose and poetry. Students will also learn about the prominent poets and writers of Urdu literature.

Unit I

Urdu Zabanka Aghaz-o-Irtiq. Urdu ke Mukhtalif Naam – Hindi, Hindavi, Dakni, Rekhta aur Hindustani. Fort

William College.

Unit II

Urdu Shayeriki Mukhtalif Isnaf Ghazal, Nazm, Qaseeda, Masnavi, Marsia aur Rubace.

Unit III

Urdu Nasarki Mukhtalif Isnaf – Dastan, Novel, Afsana, Drama, Khaka, Khutoot Nigaria aur Inshaia.

Unit IV

Urdu ke Aham Shoara – Nazeer Akbarabadi, Meer, Ghalib aur Zauq aurunki Halat-e-Zindagi. Urdu ke Aham Adeeb – Meer Amman, Rajab Ali Beg Saroor, Sir Syed aur Mohd. Hussain Azad.

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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/Textbook Prescribed:-

1. Isnafe Adab Urdu by Qamar Raees.
2. Tareekh-e-Adab Urdu by Noor Ul Hasan Naqvi, EBH, Aligarh

DMHS101: History of India (From the Earliest times to C300 BCE)

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule - Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Course Objective:- Comprehending the evolution of History of India since the earliest times till c. 300 BCE.

Course Learning Outcome:- After the completion of the course, the student will have ability to:

1. To understand the main aspects of Early India.
2. Appreciate and understand various features of Early Indian society.
3. Associate and bring out the relationships between the various features.

UNIT I : Reconstructing Ancient Indian History:

- a) Early Indian notions of History
- b) Sources and tools of historical reconstruction.
- c) Historical interpretations (with special reference to gender and environment)

Unit II : Hunter-gatherers and advent of food production.

- a. Paleolithic cultures- stone implements and other developments.
- b. Mesolithic cultures- regional and chronological distribution,
- c. Neolithic and Chalcolithic cultures- distribution and subsistence pattern

Unit III : The Harappan civilization

- Origins, settlement patterns and town planning.
- agrarian base, craft productions and trade.
- social and political organization, religious beliefs and practices, art.
- the problem of urban decline and the late/post-Harappan traditions.

Unit IV : Cultures in transition

- Settlement patterns, technological and economic developments
- social stratification; political relations; religion and philosophy; the Aryan Aspects.
 - North India (circa 1500 BCE–300 BCE)
 - Central India and the Deccan (circa 1000 BCE –circa 300 BCE)

Suggestive Readings

- Agarwal D.P, The Archaeology of India, London, 1982.
- Basham A.L, The Wonder That Was India, London, 1954.
- Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.
- Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999
- Sharma R.S, Looking for the Aryans, 1995.
- Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983. Thapar Romila, Early India: From the Origins to AD 1300, London, 2002
- Basham A.L ed. A Cultural History of India, New Delhi, 1975. Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
- Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
- Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003.
- Sircar D.C, Indian Epigraphy, New Delhi, 1965.
- Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956
- Kosambi D.D, Combined Methods in Indology and Other Writings, Edited and Introduced By B.D Chattopadhyaya.
- Jha D.N, Ancient India: An Introduction, New Delhi, 1998 Chattopadhyaya D.P, Science and Society in Ancient India, Calcutta, 1977.
- Erdosy George, Urbanization in Early Historic India, Oxford, 1988.

HINDI

- Pandey S.K. Prachin Bharat, Prayag Academy Publication and Distributors, Allahabad.
- Chobey, Saurabh kumar, Prachin Bharat, Universal Books, Prayagraj.
- Jha, Dwijendra Narayan, Shrimali Krashnamohan, Prachin Bharat ka Itihas, hindimadhyam karyanwayan nidesalay, Dilli Vishwavidyalaya, Dilli.
- Srivastav K.C. Prachin Bharat ka Itihas, United Book Dipo.
- Mahajan, V.D. Prachin Bharat ka Itihas, Dilli.

DMGY-101: Basics of Physical Geography

Credits: 3L+0T+0P=3

Contact hours per week: 3

Examination: 3 hours

Marks: 70

C1+C2=30

C3=40 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	28

InternalTest(C2)/AssignmentorAttendance	10+05	1 hr	28
EndSemesterTheoryExamination(C3)	40	3 hrs	
TotalMaxMarks	70		

Note:

C1:WrittenTestas perschedule(attheendof8thweek)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (atthe end of fifteen week).

CourseObjective

Comprehendthe physicalprinciplesandprocessesgoverningthevariablecharacteristicsofEarthandpeople living on it.

CourseLearningOutcome

1. To understandthe componentsofthe earthsystem–atmosphere,lithosphereandhydrosphere.
2. Toanalyzethe changingrelationshipofmanandenvironment

UNIT I : Origin of the Earth

Origin of the Earth with particular reference to Big Bang Theory; Rotation and Revolution, Latitudes & Longitudes, Continental Drift Theory by Alfred Wegner; Plate Tectonic Theory.

UNIT II : Lithosphere

Earth's interior; Earthquakes and volcanoes; Types of Rocks: Igneous, Sedimentary and Metamorphic and their importance.

UNIT III : Atmosphere

Composition and structure of the atmosphere; Insolation; Pressure and pressure belt; Precipitation.

UNIT IV : Hydrosphere

Relief features of the Ocean floor with special reference to Indian Ocean; Temperature and salinity distribution of oceans; Corals - Properties and types.

SuggestiveReadings:

1. Barry,R.G.andChorley,R.J.(1998):Atmosphere,WeatherandClimate.Routledge,London.
2. Bryant,H.Richard(2001):PhysicalGeographyMadeSimple,RupaandCompany.NewDelhi
3. Lake,P.(1979):PhysicalGeography(Englisheditions),CambridgeUniversityPress,Cambridge.
4. Monkhouse,F.J.(1979):PhysicalGeography.Methuen,London
5. Singh,S.(2003):PhysicalGeography.(Englishedition.).PrayagPustakBhawan,Allahabad
6. Vatal(Hukku)M.andSharmaR.C.,OceanographyforGeographers,ChaitanyaPublications,Allahabad
7. Trewartha,G.T.,Robinson,A.H.,Hammond,E.H.,andHorn,A.T.(1976/1990): Fundamentals of Physical Geography, 3rd edition. MacGraw-Hill, New York.
8. Trewartha,G.T.(1987)IntroductiontoClimate,MacGrawHill,NewYork
9. Singh,S.(2003):BhautikBhoogol(Hindiedition),PrayagPustakBhawan

DMGP101:CartographicRepresentationofData

TotalCredit:1

Contacthoursperweek:2

Marks:30

Examination:4hours

DistributionofMarksfortheCourse			
Paper	Max.Marks	Duration	Min.PassMarks
PracticalExamination	25	4 hrs	12
PracticalFileAssessment	5	---	
TotalMaxMarks	30	----	12

CourseObjective

Present comprehensive representation of distribution, combination, connection,qualityandquantityofspatial entities.

Course Learning Outcome

1. To represent the data with suitable diagrams
2. Comprehend distribution map and diagrams in reference to regional variations.

UNIT I: Representation of data

Nature and type of data; representation of data: bar diagram, histogram, frequency curve, ogive, traffic flow diagram

UNIT II: Distribution Maps and Diagrams

Distribution maps: dot, isopleth, choropleth, chorochromatic and choroschematic Diagram: Rainfall dispersion and Water balance graph

Suggestive Readings

1. Monkhouse, F.J. and Wilkinson, F.J. (1972): Maps and Diagrams. Methuen, London.
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Robinson, A., Sale, R. Morrison, J. and Muehrcke, P.C. (1984): Elements of Cartography, John Wiley and Sons, New York
4. Sarkar, A.K. (1997): Practical Geography: A Systematic Approach. Orient Longman Kolkata.
5. Sharma, J.P.: Prayogik Bhogol, Rastogi Publication
6. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (English editions).
7. Kalyani Publishers, New Delhi
8. Sarkar A. (2013): Quantitative Geography, Orient Black Swan Private Limited

DMEC101: Basic Microeconomics

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Economics, at its core, is the study of how to evaluate alternatives and make better choices. It develops critical-thinking and problem-solving skills to make good decisions. It develops analytical skills to examine data to support good decisions. It provides the ability to make decisions, solve problems, obtain and process information, analyze data, and write and speak effectively.

Objectives: The students will be able to:

- ☐ Understand how the concepts of microeconomics help them take economic decisions in real life.
- ☐ Understand the core principles of production which can help them to comprehend market problems.

Understand the various concepts of cost and revenue.

- DefinitionsandscopeofEconomics,
- ThecentralconceptsofEconomics,scarcityandefficiency,
- TenprinciplesofEconomics,
- FunctionsofanEconomicSystem:Circularflowofeconomicactivity,
- Systemsofeconomicorganization.

UNIT-II: Consumer Behaviour & Elements of Demand and Supply

- Consumer Behavior: Cardinal analysis
- Law of diminishing marginal utility and Law of Equi-marginal utility.
- Ordinal utility analysis: Indifference curves, properties of Indifference curves, budget line, consumer's optimum choice,
- Consumption and income/price changes, price, income, and substitution effects.
- Elements of Demand and Supply: The demand and supply schedules,
- Forces behind demand and supply curve, shifts in demand and supply curves,
- Market equilibrium: Excess demand, excess supply and changes in equilibrium.
- Elasticity of Demand: Concepts of Elasticity - Price Elasticity, Income Elasticity and Cross Elasticity of demand, determinant and importance of Elasticity of demand.

UNIT-III: Production & Cost Analysis

- Production Analysis: Traditional approach, Iso-quant and Iso-cost approach, producer's equilibrium.
- Cost Analysis: Traditional Cost analysis, Types of costs, traditional short run and long run costs curves.

UNIT-IV: Market Structure

Market Structure: Introduction, price and output determination under Perfect Competition and simple Monopoly.

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.

Suggested Readings*

(*Reading lists may overlap in terms of subject matter. Therefore, students are advised to consult them accordingly.)

- Mankiw, N.G. (2016). *Principles of microeconomics (8th ed.)*. CENGAGE Learning Custom Publishing.
- Koutsoyiannis, A. (1979) *Modern Microeconomics (2nd Edition)*, Macmillan Press, London.
- Salvatore, D. (2009) *Microeconomics-Theory and Applications*. Oxford University Press.
- Varian, Hal R. (2003) *Intermediate Microeconomics*, East-West Press.
- Samuelson, P. and N., William. (2010) *Economics*, McGraw Hill, Erwin.

DMPS-101: Political Theory

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course

Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40

Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: The study of political theory in undergraduate courses is crucial for understanding of political systems and governance. It makes students assess political ideologies, institutions, and policies, fostering critical thinking. This paper aims to explore key political theories and fosters in them the political thought's historical importance.

Learning Objectives:

1. Analyse the fundamental concepts and ideas in political theory, such as justice, liberty, and authority.
2. Understand the historical development of political thought from ancient to contemporary theorists.
3. Evaluate and apply key political theories to real-world political issues.
4. Engage in critical thinking when addressing political dilemmas and ethical questions.

Unit-I: Political Philosophy and Political Science

Meaning, Nature and Scope of Political Theory; Political Philosophy and Political Science, Decline and Revival of Political Theory

Unit-II: Key Concepts of Political theory

Liberty, Equality, Justice, Rights, Power, Citizenship.

Unit-III: Fundamental concepts of State

State and its elements (Fixed territory, Population, Government, Sovereignty), Mainstream theories regarding origin of State (Divine, Social Contract and Evolutionary).

Unit-IV: Major Political Ideologies

Liberalism, Marxism, Feminism, Environmentalism.

Transactional Modalities: Lectures, hands-on activities, discovery approach, project approach, inquiry approach, concept mapping, collaborative & co-operative approach and 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.

Reading List

Bhargava, R., 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.)

Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.)

Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14.

ओम प्रकाश गाबा—राजनीति सिद्धांत की रू रेखा, मयूर पेपर बेक्स नोएडा

डॉ. श्रीराम वर्मा, राजनीति विज्ञान के मूल आधार, कालेज बुक हाऊस जयपुर

जे सी जौहरी—आधुनिक राजनीति विज्ञान के सिद्धांत, स्टर्लिंग पब्लिशर्स प्रा. लि. नई दिल्ली, 1992

DMPE-101 - Foundations of Physical Education, Anatomy and Physiology

Credits: 3L+1T+0P	Marks 100
Contact hours per week: 5	C1+C2=30
External Examination:3hours	C3=70

Common Assessment Guidelines

To foster higher-order thinking, critical analysis, and application in physical education contexts:

- **Question Paper Pattern:** Divided into Part A (compulsory, short answers) and Part B (long answers with choices).
 - Part A: 10 questions (2 marks each, total 20 marks) covering all units; short-answer type.
 - Part B: 4 questions (one per unit, 300-400 words each) with internal choices; each carries 12.5 marks (total 50 marks).
- **Difficulty Level:** Easy (30%), Average (40%), Difficult (30%).

Distribution Marks for the course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1hr	12
Internal Test (C2)	10+5	1hr	
External Examinations	70	3hr	28
Total Marks	100		40

Note: C1 (Internal Test): Written Test as per schedule (at the end of 8th week)

C2 (Continuous Assessment): 10 marks (written/assignment/project/seminar/quiz) + 5 marks (presentation/report); end of 15th week.

Course Learning Outcomes

By course end, students will be able to:

- Analyze the philosophical, historical, and interdisciplinary foundations of physical education and their role in holistic student development (Analyze level).
- Evaluate the evolution of physical education in India and globally, including key events and awards, to inform inclusive teaching practices (Evaluate level).
- Explain the structure, functions, and interrelations of major body systems, applying this knowledge to safe physical activity design for diverse learners (Apply level).
- Integrate anatomical and physiological principles into educational strategies for promoting health and preventing injuries in school settings (Create level).

Course Content

Unit I: Philosophical and Interdisciplinary Foundations

- Meaning, definition, scope, aims, and objectives of physical education.
- Need and importance in modern contexts; misconceptions and relationship with humanities, sciences, and other disciplines.
- Philosophical bases: Idealism, pragmatism, naturalism, realism, and their implications for physical education.

Unit II: Historical Evolution of Physical Education

- Development in India: Vedic, early/late Hindu, medieval periods; pre- and post-independence eras.

- Global milestones: Ancient and modern Olympic Games; Asian, Commonwealth, and South Asian Games.
- National awards: Arjuna, Dronacharya, Major Dhyan Chand Khel Ratna, Rajiv Gandhi Khel Ratna.

Unit III: Fundamentals of Human Anatomy

- Importance of anatomy in physical education; basic concepts of cells, tissues, organs, and systems.
- Skeletal system: Bones, joints, muscle fibers (fast/slow twitch); movements around joints.
- Muscular system: Classification, structure, functions, properties, types, and contractions.

Unit IV: Key Physiological Systems

- Respiratory and circulatory systems: Structures, types, mechanisms.
 - Endocrine system: Major glands' locations and functions.
 - Digestive and excretory systems: Structures and functions.
 - Nervous system: Brain, spinal cord, neurons (structure and function).
- **Assessment Rubric:** Classroom tests (knowledge recall/application), projects/assignments (analysis/synthesis), presentations (communication/critical thinking).
- **Activities:** Lectures, projects, seminars, term papers, assignments, presentations, case studies.

Common Teaching-Learning Strategies

Courses employ blended approaches: lectures, demonstrations, seminars, discussions, videos, charts, and interactive methods. Virtual platforms include Google Classroom, Cisco Webex, OERs, Swayam (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), Spoken Tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), and e-journals (www.ess.infn.net). DVD videos and e-textbooks/e-journals support current topics. Practical elements (e.g., movement analysis) use approved sites if needed.

Brain-based learning: Create stress-free environments with constant feedback, encouraging creative thinking and learning from errors. Breaks include recreational activities to boost cognition. Emphasize inclusivity (e.g., adaptive strategies for diverse learners) and technology for experiential learning.

Suggested References

1. Adams, W. (2020). *Foundations of Physical Education, Exercise, and Sport Sciences*. Philadelphia: Lea & Febiger.
2. Appuseries. (2022). *How the Human Body Works* [Video series]. YouTube.
3. Bannister, L. H., et al. (2021). *Gray's Anatomy*. Churchill Livingstone.
4. Bhatia, K. K., & Narang, C. L. (2022). *Philosophical & Sociological Bases of Education*. Ludhiana: Prakash Bros.
5. Boone, T. (2023). *Exercise Physiology*. Jones & Bartlett Learning.
6. Bucher, C. A. (2021). *Foundations of Physical Education* (Updated ed.). St. Louis: Mosby.
7. Davidson, D. S., & Morgan, B. (2022). *Human Body Revealed*. Dorling Kindersley.
8. Dash, B. N. (2022). *Principles of Education*. Hyderabad: Neel Kamal.
9. Deshpande, S. H. (2020). *Physical Education in Ancient India*. Amravati: Degree College of Physical Education.
10. E-Learning for Kids. (2022). *Science: Body Parts* [Online]. <http://www.e-learningforkids.org>
11. Foss, M. L., et al. (2021). *Fox's Physiological Basis for Exercise and Sport*. McGraw-Hill.
12. Get Body Smart. (2023). *Human Anatomy and Physiology* [Online]. <http://www.getbodysmart.com>
13. Hall, J. E., & Guyton, A. C. (2022). *Textbook of Medical Physiology*. Saunders Elsevier.
14. Kamlesh, M. L. (2023). *Sociological Foundations of Physical Education*. Delhi: Metropolitan Book Co.
15. Kapri, B. C. (2023). *Fundamentals of Physical Education*. Delhi: Friends Publication.
16. Pandey, R. S. (2021). *Philosophical & Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.

AEVA-101:Language I (as per the 8th schedule of constitution of India)

Credits: 3L+1T+0P
Periods per week: 5
Examination: 3 hours

Marks: 100
C1+C2=30
C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course:

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and, participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

Course Learning Outcomes

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- Build inter-personal relationships and enhance social skills.

UNIT-I: Understanding Language, Communication and Cognition

- A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- C. The process of communication, barriers to communication, written and oral communication, the story of

- human communication from early times to new age; Language variation, Multilingualism.
- D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT-II: Understanding Grammar

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- D. Sound production in the language; Coining new words, Speech acts.

UNIT-III: Reading Skills

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making student's active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- C. Reading discipline-based texts; vocabulary development

Speaking skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).
- B. Activities for developing speaking, role play; The impact of culture on speaking.
- C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

Writing Skills

- A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building).
- C. Summarizing and Paraphrasing techniques.

UNIT-IV: Listening Skills

- A. Why listening is important; kinds of listening; Listening strategies.
- B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
- C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

Academic writing

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.
- B. Developing Critical, analytical, and interpretive thinking skills.
- C. Learning to analyze.

Critical thinking

- A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

Suggestive Practicum

1. How do you interpret every day and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in-class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Suggestive Reading Materials

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

**AEVA-102A: Art Education (Performing and Visual) and Creative Expressions Exemplar
1 – Puppetry**

Credits: 1L+0T+1P
Periods per week: 3
Examination: 2 hours

Marks: 50
C1+C2=15
C3=35 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	10	1 hr	20
Internal Test (C2)	5	1 hr	
End Semester Theory Examination (C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: Performance activities as per Suggestive Mode of Assessment (before End-Semester examination).

About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, students will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into itself everything from fine art to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art.

The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from

simple finger puppets to highly complex puppets played by more than 3 people.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing needs a lot of thinking, visualization, and technical skills while performance needs high level communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets.

This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Course 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

Basic idea of aesthetics and art, aesthetic dimensions manifested in human life. Examples of art, to engage students in identifying aesthetic aspects of daily life, develop aesthetic judgment and gain familiarity with the role of art in education. Introduction 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

Puppetry, its history in Indian perspective and specifically about how puppets work. Imagination for designing puppets, visualizing use of puppets and technicalities of designing puppets. These will be learnt by designing puppets. Learning and constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - Design masks, flat masks, and masks with dimensions. Designing puppets with old newspapers and colour papers. Decorate it and design it in such a way that it can be played, performed. Preparation of costumes and other accessories.

UNIT-III: Performing the puppets

Performance of puppetry and the level of communication skills for creating an engaging story and performing it with the help of puppets. Relating performance/activity in the educational context. Learning through performance of students with puppets individually, in pairs and into small groups based on skits developed. Consolidation and reflection on performance. Different aspects of puppet making and their use in class room processes. Adapting individual and group exercises in classroom situation.

Pedagogy

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

Suggestive Mode of Assessment as per following Table:

Mode of Assessment		
S.N.	Topics	Session flow
1	Aesthetics and art, art in everyday life	Based on their experience
2	Importance of art. Appreciation of art.	Discussion
3	Art for art's 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	Handson
7	Preparation of masks	Handson
8	Preparing puppets	Handson
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.

AEVA-103: Understanding India (Indian Ethos and Knowledge Systems)

Credits: 1L+1T+0P
Periods per week: 3
Examination: 2 hours

Marks: 50
C1+C2=15
C3=35 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	10	1 hr	20
Internal Test (C2)	5	1 hr	
End Semester Theory Examination (C3)	35	2 hrs	
Total Max Marks	50		20

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Course 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 learning to their students of different Indian traditions in an easily digestible manner.

UNIT-I: Introduction to the Knowledge of India and Culture-Art and Literature

- A. Definition & scope; Relevance of this knowledge.
- B. Need to revisit our ancient knowledge, traditions, and culture.
- C. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- D. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).

- E. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature etc.)

UNIT-II:

Polity and Law

- A. Kingship & types of government (oligarchies, republics); Local administration (village administration);
- B. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakya's Arthashastra; 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);

- A. Internal & external trade and commerce, including trade routes, Indo-Roman contacts, and maritime trade of South India; Temple economy.
- B. Land ownership-land grants & property rights, land revenue systems.
- C. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT-III: Environment & Health

- A. Understanding Equilibrium between Society & Environment: Society's perception of natural resources like forests, land, water, and animals.
- B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- D. 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.
- 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 Vedic 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.

SEMESTER II

DCHN201: हिंदी भाषा और संचार तकनीकी

क्रेडिट : 3L+1T+0P
कालांश प्रति सप्ताह : 05
परीक्षा अवधि : 03 घण्टे

अधिकतम अंक: 100
C1+C2=30
C3=70लिखित

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

पाठ्यक्रम के लिए अंकों का विवरण			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षण C1	15	01 घण्टा	40
आंतरिक परीक्षण C2	10+5	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	लिखित परीक्षा (आठ घण्टे के अंत में)	
कुल अधिकतम अंक	100	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा / एसाइनमेंट / निबंध / प्रस्तुति / रिपोर्ट / संगोष्ठी / प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (आई.सी.टी) की अवधारणा एवं भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना।

प्रथम इकाई : संचार तकनीकी (अवधारणा, प्रकृति, प्रकार, कार्य एवं संभावनाएँ)

भाषायी कौशल विकास में सूचना एवं संचार तकनीकी की भूमिका

ई-मेल लेखन, बायाडाटा लेखन, समूह विमर्श एवं प्रस्तुतीकरण

द्वितीय इकाई : सामाजिक संवेदना एवं जागरूकता के विकास में भाषा और सोशल मीडिया की भूमिका

व्यक्तित्व एवं आत्मविकास के उन्नयन में भाषा एवं संचार माध्यमों की भूमिका

व्यक्तित्व निर्माण में भाषा और मीडिया का योगदान

तृतीय इकाई : संचार माध्यम और विज्ञापन

संचार माध्यम और सामाजिक जागरूकता

चतुर्थ इकाई : सूचना प्रौद्योगिकी की प्रकृति प्रकार कार्य और संभावनाएँ।

जनमीडिया एवं समाज

सहायक पुस्तकें :

1. अभिव्यक्ति एवं माध्यम—एन.सी.ई.आर.टी., प्रकाशन
2. हिंदी शिक्षण का आधार पत्र (पोजिशन पेपर)—एन.सी.ई.आर.टी., प्रकाशन
3. भाषा का समाज शास्त्र — डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन दिल्ली
4. सूचना प्रौद्योगिकी— सी.के.शर्मा
5. दूरदर्शन एवं सूचना प्रौद्योगिकी— डी.डी.ओझा
6. मीडिया : वाद, विवाद एवं संवाद — डॉ. यू.सी.गुप्ता

DCHN202: मध्यकालीन काव्य: सगुण भक्तिधारा

क्रेडिट : 3L+1T+0P
कालांश प्रति सप्ताह : 05
परीक्षा अवधि : 03 घण्टे

क्रम के लिए अंकों का विवरण 100
C1+C2=30
C3=70लिखित

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

आंतरिक/आंतरिकता ज्ञान प्राप्त कर सकते हैं। वे एक स्रोत से दूसरे के ज्ञान और समझ को समझ सकते हैं। वह किसी व्यक्ति के ज्ञान केवल और अधिक ज्ञान को प्रमुख प्रश्नों/विषयों को समझ सकते हैं।			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आंतरिक परीक्षा C1	15	01 घण्टा	40
आंतरिक परीक्षा C2	10+5	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	लिखित परीक्षा (3 घण्टे)	
कुल अधिकतम अंक	95	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- भक्तिकाल की सामाजिक-राजनीतिक-सांस्कृतिक-धार्मिक परिस्थितियों से परिचित हो पाएंगे। सगुण भक्तिकाव्य में अभिव्यक्त भक्ति, प्रेम, सदाचार, संयम का विकास। भक्तिकालीन काव्य में प्रयुक्त छंदों व अलंकारों से परिचित कराना।

इकाई 1. भक्तिकाल की धार्मिक एवं सांस्कृतिक परिस्थितियाँ
सगुण काव्य धारा के प्रतिनिधि कवि
सगुण काव्य धारा की विशेषताएँ
सगुण एवं निर्गुण काव्यधारा का अंतर

इकाई 2. सूरदास – वात्सल्य – 1. जसोदा हरि पालने – नंद भामिनी पावै
गोपो प्रेम – 2. मैया मैं तो चंद – सुमंगल गैहों
विरह वर्णन – 1. बूझत स्याम – राधिका मोरी
2. बिनु गोपाल – हजै
2. निरगुन कौन देस – मतिनासी

तुलसीदास – रामचरित मानस : वाटिका प्रसंग

1. देखन बागु – मृगी रामीत
2. ककन किंकिनि – समय अनुहारि
3. धरि धीरज एक – प्रीति न थोरि
विनय पत्रिका

4. जो पै कृपा – काहु न डरै
5. रामचंद्र ! रघुनायक – भवसिंधु तरे।

इकाई 3. मीरा –
1. मन रे परस – अगम तारण तरण
2. बसो मेरे नैनन – भगत बछल गोपाल
3. आली री मोरे – लोग कहे बिगड़ी
4. मैं तो साँवरे – भगत रसीला जाँची
5. माई री मैं तो – पूरब जनम को कोल
रसखान–
1. प्रान वही – मन भायो
2. बैन वही – रस खानी

3. मानुष – कदंब की डारन
4. या लकुटी – ऊपर वारौ
5. सेस, गनेस महेस – नाच नचावै
इकाई 4. छंद – अलंकार
छंद – दोहा, सोरठा, चौपाई
अलंकार : अनुप्रास, यमक, श्लेष, उपमा

सहायक पुस्तकें :

1. प्राचीन काव्य – संपादक. डॉ. सत्यनारायण शर्मा
2. प्राचीन काव्य धारा – संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर
3. हिंदी साहित्य का इतिहास – डॉ. नगेन्द्र
4. रीति काव्य की भूमिका – डॉ. नगेन्द्र

DCHN203: मध्यकालीन काव्य– निर्गुण भक्तिधारा

क्रेडिट : 3L+1T+0P
कालांश प्रति सप्ताह : 05
परीक्षा अवधि : 03 घण्टे

क्रम के लिए अंकों का विवरण 100
C1+C2=30
C3=70 लिखित

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

आन्तरिक/आन्तरिक परीक्षा का अंक व अवधि के अंतर और उत्तरों को सही करने। यह हिंदी साहित्य के उत्तर कवयित्री और उपनिषद् इतनी ही प्रतीति/विशेषताओं को रखे।			
Paper	अधिकतम अंक	अवधि	न्यूनतम उत्तीर्ण अंक
आन्तरिक परीक्षा C1	15	01 घण्टा	40
आन्तरिक परीक्षा C2	10+5	01 घण्टा	
संज्ञात सैद्धांतिक परीक्षा C3	70	लिखित परीक्षा (300 शब्दों के अंत में)	
कुल अधिकतम अंक	कुल अंक -	—	

C1: लिखित परीक्षा (आठवें सप्ताह के अंत में)

C2: लिखित परीक्षा/एसाइनमेंट/निबंध/प्रस्तुति/रिपोर्ट/संगोष्ठी/प्रश्नोत्तरी (पन्द्रह सप्ताह के अंत में)

सीखने के प्रतिफल :- भक्ति के उदय, उसके कारणों तथा परिस्थितियों से अवगत कराने के साथ ही, निर्गुण भक्ति काव्य धारा की सामाजिक पृष्ठभूमि एवं वैचारिक आधार से परिचित कराना। लोकचेतना व सांस्कृतिक समन्वय को अभिव्यक्त करनेवाले काव्य का अध्ययन एवं निर्गुण भक्ति काव्य में निहित अस्मिता प्रेम, संयम सदाचार आदि मूल्यों का बोध कराना।

इकाई 1. भक्तिकाल की सामाजिक-राजनीतिक परिस्थितियाँ
भक्तिकाल की निर्गुण काव्य धारा की विशेषताएँ
सगुण भक्तिधारा और निर्गुण काव्यधारा का अंतर
निर्गुण काव्यधारा के प्रतिनिधि कवि

इकाई 2. कबीर— 1. दुलहनी गावहुँ – पुरिष एक अविनासी
2. बहुत दिनन में – दीन्हा
3. संतो भाई आई – भया तम खीना
4. पौंडे कौन कुमति – रामल्यौ लाई
5. हम न मरै – सुख सागर पावा

जायसी— 1. नागमती चितर पथ हेरा – विरह काल मोहि दीन्हा।
2. पिक वियोग अस बाउर – पौख जरा गाभागि
3. चढ़ा असाढ़ गगन – हम सुख भूला सर्व

4. सावन बरस मेह – नो माहि पाँव न पाँखण
- इकाई 3. संतवाणी –
- नामदेव 1. हरि नाँव हीरा– उतरे पारा
2. धृत ते बकता – राम ही जाने
3. जो लग राम नामै – भवजल तरिये
4. ऐसे जग थे दास – नामदेव दासा
- रैदास 1. अब कैसे छुटे – ऐसी भक्ति करे रैदास
2. ऊँचे मंदिर शाल – राम कहीं छुट्यो
3. किहि विधि अब – मौहि आज
4. कही मन राम नाम – तें न बिसार
- नानक : भक्ति मार्ग
1. मन रे प्रभु की योग मार्ग
2. मिलि जल – जलहिं खटाना
3. अब राखहु दास – भाट की लाज
- इकाई 4. काव्य शास्त्र : काव्य के गुण
काव्य के दोष
काव्य की शब्दशक्तियाँ
- सहायक पुस्तकें :
1. प्राचीन काव्य – संपादक. डॉ. सत्यनारायण शर्मा
 2. प्राचीन काव्य धारा – संपादक. डॉ. गजेन्द्र मोहन, अल्का पब्लिकेशन, अजमेर
 3. हिंदी साहित्य का इतिहास – डॉ. नगेन्द्र

DCEN201:IntroductiontoDrama

Credits:3L+1T+0P
Periodsperweek:5
Examination:3hours

Marks:100
C1+C2=30
C3=70Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
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- Eachquestion ofpart A will carry2 marks witha total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

DistributionofMarksfortheCourse			
Paper	Max.Marks	Duration	Min.PassMarks
InternalTest(C1)	15	1 hr	40
InternalTest(C2)	10+5	1 hr	
EndSemesterTheoryExamination(C3)	70	3 hrs	
TotalMaxMarks	100		40

Note:

C1:WrittenTestasperschedule(attheendof8thweek)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz
(atthe end of fifteen week).

Rationale:This paper on the Introduction to drama allows for an exploration of how drama has been used to reflect, critique, and influence cultural norms,values,and beliefs.Understandingthebasicsofdramaprovidesa foundation for appreciating and critically analysing this unique art form.Dramatic literature, including playsand scripts, constitutes an essential part of the literary tradition and helps students and readers gain familiarity with classic and contemporary works in this genre.

Objectives: The students will be able to:

1. To introduce concepts, types and patterns of drama and their techniques.
2. Critically evaluate and understand the development of drama and its subsequent usage in texts.
3. Read and analyze major dramatic works written in different literary time periods.

Unit I	-	Types- Types of Drama Characteristics- Plot, Themes, Characterization, Diction, Narrative Technique, Spectator
Unit II	-	Greek Theatre and Drama Sophocles: Antigone
Unit III	-	William Shakespeare: Macbeth Christopher Marlow: Dr. Faustus
Unit IV	-	Shaw: Arms and the Man Osborne: Look Back in Anger

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

- Gainor, J. Ellen, Stanton B. Garner Jr., and Martin Puchner, editors. The Norton Anthology of Drama. W. W. Norton & Company, 2017.
- Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008.
- Moody, Jane. The Cambridge Introduction to British Theatre, 1660-1900. Cambridge University Press, 2013.
- Eagleton, Terry. English Drama: A Critical Introduction. Wiley-Blackwell, 2019.
- Milling, Jane, et al., editors. The Cambridge History of British Theatre. Cambridge University Press, 2004.

DCEN202: Introduction to Poetry

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max. Marks	Duration	Min. Pass Marks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	
End Semester Theory Examination (C3)	70	3 hrs	
Total Max Marks	100		40

Note:

C1: Written Test as per schedule (at the end of 8th week)

C2: As per class schedule- Written Test / Assignment / Essay / Presentation / Report / Seminar / Quiz (at the end of fifteen week).

Rationale: Poetry offers a distinctive way of expressing emotions, ideas, and experiences. A paper on this topic introduces readers to the artistic techniques, such as metaphor, symbolism, and rhythm, that poets use to convey meaning and helps them to appreciate the beauty, depth, and complexity of poetic language and imagery. They are introduced to changing patterns, context and meanings of poetry and its language in different literary periods.

Objectives: The students will be able to:

1. Develop an understanding and appraisal of the poems in the form of technique, structure, meter and tone of the poems.
2. They will learn, analyze and understand the patterns and themes of poetry across various literary periods.
3. Learn about the major poetic works and their writings in the given literary period.

Unit I	-	William Shakespeare: Let Me Not to the Marriage of True Minds John Donne: A Valediction Forbidding Mourning
Unit II	-	John Milton: On His Blindness John Dryden: —The Poet Shadwell from Mac Flecknoe
Unit III	-	William Wordsworth- The Solitary Reaper Shelley- Ode to Skylark
Unit IV	-	Robert Browning- Porphyria's Lover W.H Auden- In Memory of W.B Yeats

Transactional Modalities: Lecture/contact periods; Communicative/Interactive and Constructivist approaches.

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

- Ferguson, Margaret, editor. The Norton Anthology of Poetry. W. W. Norton & Company, 2018.
- Falci, Eric. The Cambridge Introduction to British Poetry, 1945-2010. Cambridge University Press, 2015.
- Hirsch, Edward. How to Read a Poem. Houghton Mifflin Harcourt, 2000.
- Kinzie, Mary, and William Baer. A Poet's Guide to Poetry. University of Chicago Press, 2013.
- Strand, Mark, and Eavan Boland, editors. The Making of a Poem: A Norton Anthology of Poetic Forms. W. W. Norton & Company, 2000.

DCEN203: Introduction to Prose

Credits: 3L+1T+0P

Periods per week: 5

Examination: 3 hours

Marks: 100

C1+C2=30

C3=70 Marks

- Pattern of question paper aimed to examine higher order thinking, critical, thinking and analytical reasoning pertaining to the concerned subjects.
- Each question paper will be divided into two parts viz A and B. Questions of each section will cover all the units of the paper. Part A is compulsory and part B with internal choices and need to attempt one question from each unit.
- Part-A will consist of 10 compulsory questions from all the units. These questions will be short answered.
- Part B will consist of 2 questions of long answer type (300 words) from each unit with internal choices.
- Each question of part A will carry 2 marks with a total of 20 marks. Questions of part B will carry remaining proportion of the maximum marks of the paper.
- The overall question paper will have difficulty level as Easy 30%, Average: 40% and Difficult: 30%

Distribution of Marks for the Course			
Paper	Max.Marks	Duration	Min.PassMarks
Internal Test (C1)	15	1 hr	40
Internal Test (C2)	10+5	1 hr	