



**JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY,
JAIPUR**

**Faculty of Education & Methodology
Department of Education & Methodology**

SYLLABUS

**INTEGRATED BACHELOR OF ARTS-
BACHELOR OF EDUCATION
(B.A. B.ED.)**

SESSION – 2022-23

DURATION – 4 YEARS/8 SEMESTER

**SYLLABUS FOR:
I – IV YEARS**



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PROGRAM DETAIL

Name of Program	-	Integrated B.A.B.Ed.
Program Code	-	B.A. B.Ed.
Mode of Program	-	Semester
Duration of Program	-	4 yrs/ 8 Semester
Total Credits of Program	-	921
Curriculum Type and Medium Choice	-	Hindi/English



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SYLLABUS DETAIL

I SEMESTER

S. No.	Credit	Name of Course
1	9	English Language (Compulsory)
2	9	Hindi Language (Compulsory)
3	9	Holistic Education (Compulsory)
4	14	Physical Geography-I (Elements Of Geomorphology)*
5	12	Micro Economics *
6	12	Foundations Of Political Science *
7	14	History Of India Up To 1206 A.D. *
8	12	Elements Of Public Administration*
9	12	Sanskrit Sahitya Ka Itihas- I*
10	12	Prachin Kavya-I*
11	12	Introduction To English Literature*
Total	65	

II SEMESTER

S. No.	Credit	Name of Course
1	9	English Language (Compulsory)
2	9	Hindi Language (Compulsory)
3	3	Environmental Studies (Compulsory)
4	3	Theatre Arts Heritage & Craft Traditions (Compulsory)
5	3	Understanding Education & Its Perspectives (Compulsory)
6	14	Physical Geography - II (Climatology)*
7	12	Indian Economy*
8	12	Indian Government And Politics*
9	14	History Of India From 1206 A.D. To 1761a.D. *
10	12	Public Administration In India*
11	12	Sanskrit Sahitya Ka Itihas-II*
12	12	Madhyakaleen Kavya*
13	12	Renaissance And Metaphysical School*
Total	65	



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III SEMESTER

S. No.	Credit	Name of Course
1	9	English Language (Compulsory)
2	9	Hindi Language (Compulsory)
3	5	Psychology Of Learner & Learning (Compulsory)
4	4	Ict In Education I (Compulsory)
5	14	Physical Geography-III (Oceanography)*
6	12	Macro Economics*
7	12	Comparative Government And Politics*
8	14	History Of India 1757 – 1857 A.D*
9	12	Administrative Institutions In India*
10	12	Drashya Avam Shravya Kavya*
11	12	Bhartiya Kavya Shastra*
12	12	Restoration, Romanticism And The Victorian Period*
Total	65	

IV SEMESTER

S. No.	Credit	Name of Course
1	9	English Language (Compulsory)
2	9	Hindi Language (Compulsory)
3	9	Assessment Learning (Compulsory)
4	14	Human Geography*
5	12	Money, Banking And Public Finance*
6	12	International Relations*
7	14	Indian National Movement (1857 – 1947 A.D) *
8	12	State Administration In India *
9	12	Raghuvansham Mahakavya*
10	12	Hindi Gaddh-I *
11	12	Twentieth Century British Literature*
12	9	Internship Methodology (2 Week)
Total	65	



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V SEMESTER

S. No.	Credit	Name of Course
1	9	Teaching Approaches And Strategies (Compulsory)
2	9	Pedagogy of Teaching Subject I (Compulsory)
3	9	Pedagogy of Teaching Subject II (Compulsory)
4	14	Geography of India *
5	12	Economic Development And Environment *
6	12	Public Administration *
7	14	History, Culture, State And Society Of South India (1200 – 1800 A.D.) *
8	12	Comparative Administrative Systems *
9	12	Natya Shastra Avam Nibanda *
10	12	Hindi Kavya-II *
11	12	Indian Writing In English *
Total	65	

VI SEMESTER

S. No.	Credit	Name of Course
1	10	Pedagogy Of Teaching Subject I (Compulsory)
2	10	Pedagogy Of Teaching Subject II (Compulsory)
3	12	World Regional Geography *
4	12	International Economics *
5	12	Indian Political Thought *
6	14	India And The Contemporary World 1950 – 2000 A.D. *
7	12	Local Administration*
8	12	Vedik Avam Loukik Sahitya *
9	12	Hindi Gaddh-II *
10	12	Literary Criticism *
11	9	Internship Methodology (2 Weeks)
Total	65	



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VII SEMESTER

S. No.	Credit	Name of Course
1	6	Secondary Education In India: Status, Issues And Concerns (Compulsory)
2	6	Inclusive Education , Guidance And Counselling In School (Compulsory)
3	30	Internship Methodology (14 +2 Week)
4	42	

VIII SEMESTER

S. No.	Credit	Name of Course
1	6	Indian Constitution & Human Rights (Compulsory)
2	6	Curriculum and School (Compulsory)
3	12	Environmental And Applied Geography*
4	12	Quantitative Analysis*
5	12	International Politics And Western Political Thought*
6	12	History Of Europe (From Glorious Revolution Up To French Revolution) *
7	12	State Administration In India With Special Reference To Rajasthan And Social Administration*
8	12	Bhartiya Sanskriti Ke Tatva Avam Paddhya Sahitya*
9	12	Hindi Vyakran , Sahitya Sidhanth Avam Prayojanparak Hindi*
10	12	English Literature And Post-Colonial Fiction*
Total	65	

Note: - * Optional Subjects (Choose Any 3 Subjects)



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SEMESTER I

Nature of Course	Course Name	C	T	D&T	P	P.S.
ENGLISH LANGUAGE (COMPULSORY)	ENGLISH LANGUAGE	9	9	0	0	0
HINDI LANGUAGE (COMPULSORY)	HINDI LANGUAGE	9	9	0	0	0
EDUCATION(COMPULSORY)	HOLISTIC EDUCATION	9	5	1	2	1
GEOGRAPHY(OPTIONAL/ELECTIVE)	PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)	14	10	1	2	1
ECONOMICS(OPTIONAL/ELECTIVE)	MICRO ECONOMICS	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	POLITICAL THEORY	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	HISTORY OF INDIA UP TO 1206 A.D.	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	ELEMENTS OF PUBLIC ADMINISTRATION	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	SANSKRIT SAHITYA KA ITIHAS- I	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	PRACHIN KAVYA-I	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	INTRODUCTION TO ENGLISH LITERATURE	12	12	0	0	0
UNIVERSITY COMPULSORY COURSE	ECA &CDA	2(1+1)	-	-	2	-
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		65+2	55	2	6	4

Note: Select any three Papers given above Elective Papers

Note:

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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SEMESTER II

Nature of Course	Course Name	C	T	D&T	P	P.S.
ENGLISH LANGUAGE (COMPULSORY)	ENGLISH LANGUAGE	9	9	0	0	0
HINDI LANGUAGE (COMPULSORY)	HINDI LANGUAGE	9	9	0	0	0
EDUCATION(COMPULSORY)	ENVIRONMENTAL STUDIES	3	2	0	0.5	0.5
	THEATRE, ART AND HERITAGE: CRAFT TRADITIONS	3	2	0	0.5	0.5
	UNDERSTANDING EDUCATION AND ITS PERSPECTIVES	3	2	0	0.5	0.5
GEOGRAPHY(OPTIONAL/ELECTIVE)	PHYSICAL GEOGRAPHY - II (CLIMATOLOGY)	14	10	1	2	1
ECONOMICS(OPTIONAL/ELECTIVE)	INDIAN ECONOMY	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	INDIAN GOVERNMENT AND POLITICS	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	HISTORY OF INDIA FROM 1206 A.D. TO 1761A.D.	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	PUBLIC ADMINISTRATION IN INDIA	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	SANSKRIT SAHITYA KA ITIHAS-II	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	MADHYAKALEEN KAVYA	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	RENAISSANCE AND METAPHYSICAL SCHOOL	12	12	0	0	0
UNIVERSITY COMPULSORY COURSE	FUNDAMENTAL OF COMPUTERS	1	0.5	0	0.5	0
	ECA & CDA	2(1+1)	-	-	2	-
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		65+2+1	56.5	1	6	4.5

Note: Select any three Papers given above Elective Papers

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SEMESTER III

Nature of Course	Course Name	C	T	D&T	P	P.S.
ENGLISH LANGUAGE (COMPULSORY)	ENGLISH LANGUAGE	9	9	0	0	0
HINDI LANGUAGE (COMPULSORY)	HINDI LANGUAGE	9	9	0	0	0
EDUCATION(COMPULSORY)	INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION	5	3	0.5	1	0.5
	PSYCHOLOGY OF LEARNER & LEARNING	4	3	0	0.5	0.5
GEOGRAPHY(OPTIONAL/ELECTIVE)	PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)	14	10	1	2	1
ECONOMICS(OPTIONAL/ELECTIVE)	MACRO ECONOMICS	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	COMPARATIVE GOVERNMENT AND POLITICS	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	HISTORY OF INDIA 1757 - 1857 A.D	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	ADMINISTRATIVE INSTITUTIONS IN INDIA	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	DRASHYA AVAM SHRAVYA KAVYA	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	BHARTIYA KAVYA SHASTRA	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD	12	12	0	0	0
UNIVERSITY COMPULSORY COURSE	WOMEN RIGHTS & LAW	1	1	0	0	0
	ECA & CDA	2(1+1)	-	-	2	-
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		66+2+1	58	1.5	5.5	4

Note: Select any three Papers given above Elective Papers

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SEMESTER IV

Nature of Course	Course Name	C	T	D&T	P	P.S.
ENGLISH LANGUAGE (COMPULSORY)	ENGLISH LANGUAGE	9	9	0	0	0
HINDI LANGUAGE (COMPULSORY)	HINDI LANGUAGE	9	9	0	0	0
EDUCATION(COMPULSORY)	ASSESSMENT OF LEARNING	9	6	3	0	0
GEOGRAPHY(OPTIONAL/ELECTIVE)	HUMAN GEOGRAPHY	14	10	1	2	1
ECONOMICS(OPTIONAL/ELECTIVE)	MONEY, BANKING AND PUBLIC FINANCE	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	INTERNATIONAL RELATIONS	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	INDIAN NATIONAL MOVEMENT (1857 – 1947 A.D)	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	STATE ADMINISTRATION IN INDIA	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	RAGHUVANSHAM MAHAKAVYA	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	HINDI GADDH-1	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	TWENTIETH CENTURY BRITISH LITERATURE	12	12	0	0	0
UNIVERSITY COMPULSORY COURSE	EXTRA CURRICULAR ACTIVITIES	1	-	-	1	-
	COMMUNITYDEVELOPMENT ACTIVITIES	1	-	-	1	-
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		65+2	56	4	4	3

Note: Select any three Papers given above Elective Papers

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SEMESTER V

Nature of Course	Course Name	C	T	D&T	P	P.S.
EDUCATION(COMPULSORY)	TEACHING APPROACHES AND STRATEGIES	9	7	2	0	0
EDUCATION(PEDAGOGY)	PEDAGOGY OF ENGLISH	9	7	2	0	0
	PEDAGOGY OF HINDI	9	7	2	0	0
	PEDAGOGY OF SOCIAL SCIENCE	9	7	2	0	0
	PEDAGOGY OF GEOGRAPHY	9	7	2	0	0
	PEDAGOGY OF HISTORY	9	7	2	0	0
	PEDAGOGY OF CIVICS	9	7	2	0	0
	PEDAGOGY OF ECONOMICS	9	7	2	0	0
	PEDAGOGY OF SANSKRIT	9	7	2	0	0
GEOGRAPHY(OPTIONAL/ELECTIVE)	GEOGRAPHY OF INDIA	14	10	1	2	1
ECONOMICS(OPTIONAL/ELECTIVE)	ECONOMIC DEVELOPMENT AND ENVIRONMENT	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	PUBLIC ADMINISTRATION	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 – 1800 A.D.)	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	COMPARATIVE ADMINISTRATIVE SYSTEMS	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	NATYA SHASTRA AVAM NIBANDA	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	HINDI KAVYA-II	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	INDIAN WRITING IN ENGLISH	12	12	0	0	0
UNIVERSITY COMPULSORY COURSE	EXTRA CURRICULAR ACTIVITIES	1	-	-	1	-
	COMMUNITY DEVELOPMENT ACTIVITIES	1	-	-	1	-
	HELP AID	1*	0	0	1	0
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		65+2+1	53	7	5	3

- Note: 1. Select any three Papers given above Elective Papers.
2. Select any two pedagogical papers according to their elective papers.

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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SEMESTER VI

Nature of Course	Course Name	C	T	D&T	P	P.S.
EDUCATION(PEDAGOGY)	PEDAGOGY OF ENGLISH	9	7	2	0	0
	PEDAGOGY OF HINDI	9	7	2	0	0
	PEDAGOGY OF SOCIAL SCIENCE	9	7	2	0	0
	PEDAGOGY OF GEOGRAPHY	9	7	2	0	0
	PEDAGOGY OF HISTORY	9	7	2	0	0
	PEDAGOGY OF CIVICS	9	7	2	0	0
	PEDAGOGY OF ECONOMICS	9	7	2	0	0
	PEDAGOGY OF SANSKRIT	9	7	2	0	0
GEOGRAPHY(OPTIONAL/ELECTIVE)	WORLD REGIONAL GEOGRAPHY	12	10	0.5	1	0.5
ECONOMICS(OPTIONAL/ELECTIVE)	INTERNATIONAL ECONOMICS	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	INDIAN POLITICAL THOUGHT	12	12	0	0	0
HISTORY(OPTIONAL/ELECTIVE)	INDIA AND THE CONTEMPORARY WORLD 1950 - 2000 A.D.	14	14	0	0	0
PUBLIC ADMINISTRATION(OPTIONAL/ELECTIVE)	LOCAL ADMINISTRATION	12	12	0	0	0
SANSKRIT LITERATURE(OPTIONAL/ELECTIVE)	VEDIK AVAM LOUKIK SAHITYA	12	12	0	0	0
HINDI LITERATURE(OPTIONAL/ELECTIVE)	HINDI GADDH-II	12	12	0	0	0
ENGLISH LITERATURE(OPTIONAL/ELECTIVE)	LITERARY CRITICISM	12	12	0	0	0
INTERNSHIP PROGRAMME	INTERNSHIP METHODOLOGY (4 WEEKS)-(PRACTICE TEACHING-2 WEEKS+COMMUNITY DEVELOPMENT 2 WEEKS)	9	0	0	9	0
UNIVERSITY COMPULSORY COURSE	EXTRA CURRICULAR ACTIVITIES	1	-	-	1	-
	COMMUNITYDEVELOPMENT ACTIVITIES	1	-	-	1	-
	GENDER SENSITIZATION	1*	0	0	1	0
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		65+2+1	48	4.5	13	2.5

Note: 1. Select any three Papers given above Elective Papers.

2. Select any two pedagogical papers according to their elective papers.

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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SEMESTER VII

Nature of Course	Course Name	C	T	D&T	P	P.S.
EDUCATION	SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS	6	6	0	0	0
	INCLUSIVE EDUCATION, GUIDANCE AND COUNSELLING IN SCHOOL	6	6	0	0	0
INTERNSHIP PROGRAMME	INTERNSHIP METHODOLOGY (14 WEEKS)	30	0	0	30	0
UNIVERSITY COMPULSORY COURSE	EXTRA CURRICULAR ACTIVITIES	1	-	-	1	-
	COMMUNITY DEVELOPMENT ACTIVITIES	1	-	-	1	-
UNIVERSITY OPTIONAL COURSE	PROFESSIONAL ACTIVITY	-	-	-	-	-
TOTAL CREDITS		44	12	0	32	0

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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SEMESTER VIII

Nature of Course	Course Name	C	T	D&T	P	P.S.
Education	Indian Constitution And Human Rights	6	6	0	0	0
	CURRICULUM AND SCHOOL	6	6	0	0	0
GEOGRAPHY(Optional/Elective)	Environmental And Applied Geography	12	10	0.5	1	0.5
ECONOMICS(Optional/Elective)	Quantitative Techniques	12	10	0	0	2
POLITICAL SCIENCE(OPTIONAL/ELECTIVE)	INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT	12	12	0	0	0
HISTORY(Optional/Elective)	Modern Western Civilization, Colonialism And Nationalism (1789-1950a.D.)	12	12	0	0	0
PUBLIC ADMINISTRATION(Optional/Elective)	State Administration In India With Special Reference To Rajasthan And Social Administration	12	12	0	0	0
Sanskrit Literature(Optional/Elective)	Bhartiya Sanskriti Ke Tatva Avam Paddhya Sahitya	12	12	0	0	0
Hindi Literature(Optional/Elective)	Hindi Vyakran , Sahitya Sidhanth Avam Prayojanparak Hindi	12	12	0	0	0
English Literature(Optional/Elective)	English Literature And Post-Colonial Fiction	12	12	0	0	0
University Compulsory Course	Extra Curricular Activities	1	-	-	1	-
	COMMUNITYDEVELOPMENT ACTIVITIES	1	-	-	1	-
University Optional Course	PROFESSIONAL ACTIVITY	-	-	-	-	-
Total Credits		48+2	44	0.5	3	2.5

Note: Select any three Papers given above Elective Papers

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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

I SEMESTER

Credits-9(9+0+0+0)

ENGLISH LANGUAGE

Objective:-

After transaction the course the students will be able:-

1. The curriculum seeks to introduce a wide range of English.
2. Students are also exposed in Connection with Modern English to broader level in depth.
3. To enhance the language ability of pupils through academic and practical usage of language in and out Of the classroom.

Unit I: Descriptive Grammar

(Credit-3)

Tenses:

a) Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past perfect continuous

Unit II: Skills in Communication

(Credit-2)

Negotiating a point of view – learning to talk persuasively so as to get across one's perspective. Debating on an issue – agreeing / disagreeing.

Unit III: Study and Reference Skills

(Credit-2)

Note making; Note- taking; Summary writing.

Comprehension Skills

Extracts from literary, scientific and educational journals.

Unit IV: Skills of Communication

(Credit-2)

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and Writing Resume, sending an application.

Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).

Sessional Work:

Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk. Students introduce themselves though using symbols/ metaphors.

Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

References:

- Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
- Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
- Hornby,A.S.(2001).Oxford Advanced Learner's Dictionary, OUP
- Thomsan,A.J. & Martinet.(2002).A Practical English Grammar.OUP

Course Outcomes(COs)

After completed the course student will be able to:-

- They will learn to comment and respond to correspondence.
- They will learn the basics of grammar and composition.
- They will be acquainted with verbal and non-verbal communication



HINDI LANGUAGE

Credits-9(9+0+0+0)

Objective:-

After transaction the course the students will be able:-

1. Hindi Bhasha aur Sahitya ka Itihas ke bare me jan payenge.
2. Swatantrayottar Hindi Kahani Ka Vikas lekhako ke bareme jan sakenge.
3. Jayshankar Prasad v Premchand ke rachana aur parichay ke bare me jan payenge.
4. Communication skills ke bareme jan sakenge.

Unit I :History of Language and Literature-1

(Credit-3)

Hindi Bhasha aur Sahitya ka Itihas [Aarmbha se Lekar 1857 Tak]

Unit II: Short Story-1 [Pre-Independence Literature

(Credit-2)

Swatantratapurva Hindi Kahani Ka Vikas

1. Chandradhar Sharma Guleri- Usne Kaha Tha
2. Jayshankar Prasad- Puraskar
3. Premchand- Panch Parmeshwar
4. Jainendra- Ek Raat

Unit III: Short Story-2 [Post-Independence Literature]

(Credit-2)

Swatantrayottar Hindi Kahani Ka Vikas

1. Mohan Rakesh- Uski Roti
2. Kamleshwar- Dilli Mein ek Maut
3. Phanishwar Nath Renu- Teesari Kasam

Bhism Sahani- Cheef ki Dawat

Unit IV : Communication skills

(Credit-2)

Group Discussion [Samooch Charcha]

Introduction – Definition – Characteristics – Types of Discussion –Round table, Symposium, Lecture forum etc. – Relevance of Group Discussion – Exercises.



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Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .

Reference:

1. Hindi Sahitya Ka Itihas: Ramchandra Shukla Rajkamal Prakashan, Delhi
2. Hindi Sahitya Ka Itihas: Dr Nagendra, Mayoor Paperbacks, Delhi
3. Hindi Sahitya Ki Bhoomika: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
4. Hindi Sahitya Ka Adikaal: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
5. Hindi Sahitya Ka Udbhav Aur Vikas: Hajari Prasad Divedi Rajkamal Prakashan, Delhi
6. Hindi Sahitya Ka Ateet: Viswanath Prasad Mishra, Rajkamal Prakashan, Delhi
7. Bhakti Aandolan Aur Bhaktikavya: Shivkumar Mishra, Lokbharti Prakashan, Delhi
8. Bhakti Aandolan aur Surdaska Kavya: Maneger Panday, Vani Prakashan, Delhi
9. Bhakti Ke Aayam: Dr P Jayraaman, Vani Prakashan, Delhi
10. Bhartiya Bhakti Sahitya: Dr Rajmal Bora, Vani Prakashan, Delhi
11. Bhaktikavya ka Samajdarshan: Dr Premshankar, Vani Prakashan, Delhi
12. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
13. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
14. Hindi Kahani- Antarang Pahchan: Dr Ramdars Mishra, Vani Prakashan, Delhi
15. Hindi Kahani-Sanrachana aur Samvedana: Dr Rachna Saah, Vani Prakashan, Delhi
16. Galp Ka Yatharth-Kathaloochan ke Aayam: Suvas Kumar, Vani Prakashan, Delhi
17. Hindi Ka Gadyaparva: Namvar Singh, Rajkamal Prakashan, Delhi
18. Sahitya ki Pahchan: Namvar Singh, Rajkamal Prakashan, Delhi
19. Katha Vivechan aur Gadyashilp: Ramvilas Sharma, Vani Prakashan, Delhi
20. Kahani Anubhav aur Abhivyakti: Rajendra Yadav, Vani Prakashan, Delhi

Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Hindi Bhasha aur Sahitya ka Itihas ke bare me janna.
- Swatantrayottar Hindi Kahani Ka v Vikas lekhako ke bareme me adhyayan karna
- Communication skills ke bareme janna.
- Jayshankar Prasad v Premchand ke rachana aur parichay ke bare me janna.



HOLISTIC EDUCATION

Credits-9(5+1.5+2+0.5)

Objectives:-

After completing the course the students will be able:-

1. To understand the need ,importance of holistic health.
2. Learn the approach of holistic health.
3. To understand the practical skills of various games.
4. To learn to plan health related programs.
5. To understand the how to develop health.
6. To understand the importance of Diet, food and nutrition.
7. To learn Awareness program to promoting hygiene,

UNIT I: Health Education (Credit-2)

Meaning and definition of health- Dimensions of health- physical, mental, social and emotional and their inter relatedness Factors that promote and affect health- Biological, environmental and sociocultural Concept of Health Education- School Health Programmes- Promoting Health Instruction, Healthful School Living and Health Services Programmes.

PRACTICALS(Credit-0.5+1+0.25)(D-0.5)(P-1)(PS-0.25)

- (1) Practice of Skills and rules of different games- Basketball, Football, Volleyball, Handball, Kho Kho, Shuttle Badminton, Cricket, Table Tennis, Throwball, Tenni Koit-(Any two activities) .
- (2) Practice of Skills and rules of different Athletic Track and Field Events- Sprints and middle distance runs: 100 mtrs, 200 Mtrs. 400 Mtrs, 800 mtrs and 1500 mtrs
Field Events: Shotput, Discus throw, Broad jump and High jump (Any one event from track events and one from Field Events) .

Unit2: Physical Education(Credit-1)

Modern concept of Physical education,- Definition, Aims, Objectives and Educational Dimensions of Physical Education- develop and appreciate the values of physical education programme and develop leadership qualities and all-round personality

Unit3: physical fitness(Credit-1)

Physical Fitness- Components of Physical Fitness, Training methods for developing Physical fitness.Physical education programme at high schools- selection of activities in games and athletics based on physiological, psychological and sociological characteristics of students



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PRACTICALS(Credit-0.5+0.5+0.25)(D-0.5)(P-0.5)(PS-0.25)

- 1) Marking of playfields/ track. Organising Intramural competitions, Officiating matches, Drawing fixtures for different type of tournaments, and maintaining of records .
- 2) Health Appraisal of School Students .

Unit4: Yoga Education(Credit-1)

Basics in Yoga- Meaning, importance , different stages of yoga, principles of yoga- do's and dont's during practice of yogic exercises, yogasanas and pranayamas and its effect on different systems of the body and benefits of meditation to reduce stress

PRACTICALS(Credit-0.5+0.5)(D-0.5)(P-0.5)

- 1) Practice of Yogic Exercises and Yogasanas- Mudras, Suryanamasakara and a minimum of 25 simple asanas.
- 2) Practice of Pranayama- and techniques of doing Meditation and Relaxation. (g) Simulated teaching of Yogasanas.

Sessional Work:

- (a) Preparation of Health Appraisal Report of School students
- (b) Learning to teach any five yogasanas
- (c) Officiating Games and Athletic events during practice of games and intramural competitions
- (d) Performing the skills taught in different games
- (e) Organisation of competitions at class level and participating in Trekking to learn organizing skills and leadership qualities.

Suggested Readings:

1. B.K S Iyengar (1976) Light on Yoga, New York, Schocken Books.
2. B.D. Bhatt and S.R. Sharma (1993) Teaching of Physical and Health Education, Delhi, Kanishka Publishing House.
3. Edward F. Voltmer and Arthur A. Esslinger (1964). The Organisation and Administration of Physical Education, Bombay, The Times of India Press.

Course Outcomes(COs)

After the completing the course student will be able to:-

- Understand the concept and need of holistic health.
- Explain the teaching and practices of yoga.
- Understand the develop and appreciation the value of holistic health.
- Understand the importance of physical fitness .
- To understand the how create healthy habit in class room.



PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)

Objectives

After completing the course the students will be able:-

1. The starting of the unit will develop basic understanding about the foundation nature of Geography in the learner.
2. The learner will understand the basic principles of Physical Geography.
3. Learner will be able to develop in its mind holistic view about the earth's origin and the fundamentals of landforms over the earth surface.
4. Learner will be able to describe surface processes of earth and its impact on the geomorphology.
5. Learner will be prepared to exaggerate about the different geomorphic process entire the lithosphere and oceans.
6. After the completion of the course, learner will have expertise in geographic representation of landforms and other cartographic techniques.

Credit-14(10+1+2+1)

Practice Sessions-(1) D&T-(1)

Unit I: The Nature of Geography

[Credit-5]

The Nature, Scope and Content of geography, Branches of Geography and Geography Other disciplines. Nature and Scope of Physical Geography. a) Definition and scope of physical geography. b) Origin of the earth - Tidal Hypothesis of James Jeans and Big Bang theory. c) Interior of the earth. d) Origin of the continent and oceans: - Wegner's theory of Continental drift and Plate tectonics. e) Theories of mountain building:- Geosynclines Organ theory of Kober and Plate tectonic theory.

Unit II: The Earth Movements

[Credit-4]

Origin of Earth: Big Bang Hypothesis, Geological Time Scale, Earth's Interior, Isostasy, Rocks: Origin, composition and types of Rocks. Wegner's Theory of Continental Drift, Plate Tectonics, Earth movements: orogenic and eperogenic., Earthquakes and Volcanoes. Isostasy: -Concept and Views of Airy and Pratt. b) Diastrophism: - Faults & folds. c) Weathering: - Physical, Chemical and Biological. d) Drainage pattern and Cycle of erosion: - Davis & Penck. e) Landforms: - Fluvial, coastal and arid.

Unit III: Geomorphic Process

[Credit-4]

Geomorphic agents and processes: Erosion, Transportation and Deposition; Mass Wasting; Evolution of lands cape; Concept of cycle of erosion, Interruptions of Cycle of Erosion. Fluvial, Arid, Glacial, and Karst topography. Composition and structure of the atmosphere. b) Atmospheric temperature: - Isolation and heat budget. c) Atmospheric pressure: - Vertical and horizontal distribution of air pressure. d) Winds: - Planetary, periodic and local winds. e) Jet stream. Reliefs of the ocean basins - Bottom reliefs of the Indian ocean. b) Distribution of temperature and Salinity of oceans. c) Ocean currents: - Atlantic Ocean and Pacific Ocean currents. d) Tides :- Type and theory of origin (Progressive wave and Stationary Wave theory. e) Coral reefs :- Conditions of growth, types and origin according to Darwin and Murray.



Suggested Readings:

1. Singh, Savinder : Physical Geography (Vasundhara prakashan, Gorakhpur)
2. Dikshit R.D.: The Arts, Science of Geography Integrated Readings Prentice Hall of India, New Delhi, 1994.
3. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co., New York, 1967.
4. Hartshorne, Richard: Perspective on the Nature of Geography, Rand McNally and Co., Chicago, 1959.
5. Harvey, David: Explanation in Geography, Edward-Arnold, London, 1972.
6. Holt-Jensen, A.: Geography: Its History and Concepts, Longmans, 1980.
7. Dayal, P; A Text book of Geomorphology. Shukla Book depot, Patna, 1996.
8. Dury, G.H. : The Face of the Earth, Penguins, 1980.
9. Ernst, W.G.: Earth systems-Process and Issues. Cambridge University Press, 2000.
10. Kale V. and Gupta, A: Element of Geomorphology, Oxford University Press, Calcutta, 2001. Curriculum Development Committee in Geography 40
10. Monkhouse, F.J.: Principles of Physical Geography. Hodder and Stoughton, London. 1960

Geography Practical-(Credit-2)

Latitudes and longitudes: International Dateline. Computation of local, standard and Greenwich Time.

1. Scales: plain, diagonal, comparative, time and Venire's (two exercises of each scale and two scales on each sheet). (10 exercises)
2. Enlargement, reduction and combination of maps (2 exercises)
3. Methods of representation of relief: hachure, form line, contour and layer tint methods. (4 exercises on two sheets)
4. Composite features to be drawn with the help of contours based on topo sheets representing the typical areas of glaciated region, arid region, region and fluvial region (any one of either youth, mature and old stage). (4 exercises)
5. Drawing of profiles: serial (at least four), composite, superimposed and projected. (4 exercises on two sheets)

Suggested Readings:

1. Monkhouse, F. J., Maps and Diagrams, Methuen & Co. Ltd., London.
2. Robinson, A. R., Elements of Cartography, Chapman & Hall.
3. Singh, R. L., Elements of Practical Geography, Kalyani Publishers.
4. Raize, E., General Cartography, McGraw Hill Book Co., London.
5. Singh, R. N. and Kanaujia L. R. S., Map Work & Practical Geography, Central Book Depot, Allahabad.
6. Mishra, R. P. and A. Ramesh, Fundamentals of Cartography, Concept Publishers, New Delhi.

Course Outcomes(COs)

After the completing the course student will be able to:-

- Develop ability to analyze and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the physical process of earth surface and factors affecting the entire process.
- To understand the emerging understanding of the earth process in new way.
- To sharpen analytical, comprehensive and conceptual understanding of the earth surface.



MICRO ECONOMICS

Credit-12(10+0+0+2)

Practice Sessions-(2)

Objectives

After completing the course the students will be able:-

1. To make people teacher understand nature and scope of economics
2. To make people teacher understand economic problem and their solution.
3. To make people teachers understand demand and supply curve and their equilibrium .
4. To make people teacher understand production decisions And return of scale.
5. To make pupil teacher understand different type of market structure.
6. To make pupil teacher understand about factor price theory
7. Make you feel teacher understand application of financial microeconomics

Unit I: Introduction

[Credit-4]

Nature and Scope of Economics, Methodology of Economics, Demand and supply function; Law of demand, Elasticity of demand – price, income and cross elasticities, and their measurements; Elasticity of supply; Price determination. Theory of consumer behaviour: Cardinal and ordinal Utility analysis and Consumer's equilibrium. Indifference curve and its properties, the consumer- price consumption curve and income consumption curve, - price effect, income effect and substitution effect (Hicks and Slutsky methods), inferior goods and giffen goods, derivation of demand curve. Consumer's Surplus.

Unit II: Theory of Production and Costs

[Credit-3]

Production decisions; Production function; law of variable proportions; returns to scale; characteristics of Isoquants, Factor substitution; Ridge lines; least cost combination of factors, Internal and external economies and diseconomies. Cost function: different concepts of costs, short run cost analysis and long run cost Analysis- relation between the expansion path and cost function. Concepts of revenue; total, average and marginal revenue and their relationships, Break-even-analysis & its uses.

Unit III: Market Structure, Factor Pricing and Market Forms:

[Credit-3]

Perfect and imperfect markets, Pure competition, Equilibrium of the firm and industry under perfect competition, supply curve under perfect competition, Equilibrium of the firm under monopoly, Discriminating monopoly, Conditions of equilibrium under price discrimination, Degree of monopoly power. Monolistic Competition – Duopoly- Market Structure- Efficiency and Regulation. Factor Pricing: Theories of Wage Determination - Wages and Collective, Bargaining – Wage Differentials – Rent: Scarcity Rent- Defereential Rent, Quasi Rent, Interest – Determinants of Interest, Profits- Innovation, risk and Uncertainty Theories.



Suggested Readings:

1. Ahuja, H.L (2020) Principles of Microeconomic Theory
2. Koutsoyiannis, A. (1990), : Modern Microeconomics, Macmillan
3. Varian, H.R. (2000), : Intermediate Microeconomics : A Modern Approach, East-West Press, New Delhi.
4. Gauld, J.P. and Edward P. L. (1996), : Microeconomic Theory, Richard. Irwin, Homewood.
5. Gravelle and Rees- : Microeconomics; Pearson Education, 2nd Edition
6. G.S. Maddala and E. Miller. 1989. :Microeconomics. McGraw-Hill International Editions.
7. Henderson J. and R.E. Quandt (1980),: Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
8. Heathfield and Wibe (1987), : An Introduction to Cost and Production Functions, Macmillan,London.
9. Lipsey, R.G. and K.A. Chrystal (1999), : Principles of Economics, Oxford University Press, Oxford.

Course Outcomes (COs)

After the completing the course student will be able to:-

1. People teacher will be able to understand nature and scope of economy
2. pupil teacher will be able to understand economy problem and their solution
3. pupil teacher will be able to understand demand and supply curve and their equilibrium
4. pupil teacher will be able to understand production decision and return of scale
5. pupil teacher will be able to understand about factor price theory
6. Pupil teacher will be able to understand application of financial microeconomics
7. Pupil teacher will be able to understand different type of market structure.



POLITICAL THEORY

Credit-12(12+0+0+0)

Objectives

After completing the course the students will be able:-

1. The starting of the unit will develop basic understanding about the foundation nature of Political Science in the learner.
2. The learner will understand the basic principles of Political Theory .
3. The paper aims to acquaint the students with the core elements of Political Theory.
4. It explores themes like Meaning, Nature and Significance of Political Theory, Behavioral and Post-behavioral movements .
5. The paper also has sections exploring the concepts and ideologies like State, sovereignty, Rights , Equality , Justice Liberty , Liberalism , Socialism .
6. The concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.

Unit I: Nature and Scope of Political Theory

[Credit-4]

Meaning, Nature and Significance of Political Science. Relations of Political Science with other subjects .Political Theory: Meaning, Nature. Behaviouralism and Post-Behaviouralism.Concepts: Power, Authority, Legitimacy.

Unit II: State and Sovereignty

[Credit-4]

State: Definition, nature of State, elements of the State, theories of Origin of State, functions of the State. - Concept of Sovereignty, definitions of sovereignty, characteristics of sovereignty, development of sovereignty, kinds of sovereignty, theories of sovereignty. Rights and Liberty.

Unit III: Equality

[Credit-4]

Meaning, kinds of equality. Justice: Meaning, kinds of Justice, social justice. Rawl's theory of justice.Democracy , Rule of Law , Constitutionalism & Organs of Government . Ideologies:Liberalism , Marxism, Democratic Socialism,Feminism.



Suggested Readings:

1. B.L.Fadia, Adhunik Rajnitik Shidhant (Hindi).
2. B.M.Jain, Rajnitik Vigyan Ke Adhar.
3. Political Theory, V.D. Mahajan, S. Chand & Company Ltd., Delhi
4. A.C. Kapur, Principles of Political Science.
5. John Hoffman & Paul Graham, Introduction To Political Theory.
6. An Introduction to Political Theory, O.P. Gauba, Macmillan Publishers India Ltd., Delhi.
7. A History of Political Theory, G.N. Sabine & T.L. Thorson, Oxford & IBM Publishing Co.Pvt. Ltd., Delhi.
8. Political Theory, Eddy Arirvatham & K.K. Misra, S. Chand & Company Ltd., Delhi.
9. Political Theory Ideas & Concepts ,Sushila Ramaswamy.
10. Political Theory , Pukhraj Jain
11. Principles of Modern Political Science ,J.C Johari.
12. Political Theory ,Andrew Heywood
13. Political Theory An Introduction , Andrew Heywood
14. Rajnitik Sidhanta ek parichay : Rajeev Bharghav , Ashok Acharya (Hindi & English).
15. Rajnitij Siddhant evam Avdharnaayein ,J.C Johari
16. Rajniti shastra ke Mulsiddhant , B.R Purohit

Course Outcomes(COs)

After the completing the course student will be able to

- Understand the meaning and significance of Political Theory and interpretations of the classical tradition.
- Develop a deep understanding of Behavioral and Post Behavioral movements.
- Understand the theories of Liberty, Equality, Justice and Democracy.
- Comprehend the relevance of contemporary theories.
- To understand the emerging understanding of concepts of Political science



HISTORY OF INDIA UPTO 1206 A.D.

Credit-14[14+0+0+0]

Objectives

- After completing the course the students will be able:-

- 1- Understand the Sources and Geographical Features of ancient india history.
- 2- Understand the New Religions revolution in ancient india
- 3- Understand the philosophy and consent of new religions in ancient india .
- 4- Understand the political social and religions policy of ancient india empire
- 5- Examin the nature and achievements of mauryans.

Unit I: Survey of Sources and Geographical Features

[Credit-5]

Literary and Archaeological Sources – Geographical features – stone age, Indus Valley Civilization – Cities of Harappan civilization: Harappa, Mohenjodaro, Lothal and Chanhudaro - The political, economic and religious life of the Indus people – The Aryans – origin – The Rig Vedic and Later Vedic Period – political – economic – socio – religious life of the Aryans.

Unit II : Sixth Century B.C. and the Rise of New Religions

[Credit-5]

The Sixth Century BC in Indian History – Causes for the rise of new Religions – Jainism – Life and Teachings of Mahaveera – Buddhism – Life and Teachings of Buddha - their contributions.

Unit III : The Mauryan Empire

[Credit-4]

The Mauryas – Chandragupta Maurya, Asoka – Kalinga War – Welfare State – Asoka's Dharma – Factors for the disintegration- The Indo – Greeks – Menander – The Kushans – Kanishka – Conquests – Patronage to Buddhism – Gandhara Art.

The Guptas – Samudragupta – Chandragupta Vikramaditya – The Gupta's Contributions in the field of Literature, Science, Art and Architecture – The Revival of Hinduism – the Hun Invasion – The Vardhanas – Harshavardhana – Career and Achievements.

The Rajputs - Pratiharas – Chauhans – Paramaras – the Society – The Chandela Art and Architecture – Khajuraho and Konark Temples.

Suggested Readings:

1. Romila Thapar (Ed), recent perspectives of Indian History, Oxford Uni Press, Delhi, 1998.
2. Basham, AL., The Wonder that was India (Vol-I), Rupa & Co., New Delhi, 1995.
3. Jha, DN., Ancient India-An Introductory Outline, People's publishing House, New Delhi.
4. Upinder Singh, A History of Ancient and Early Medieval India, Delhi, 2009
5. R.S.Sharma, India's ancient past, Delhi, 2006.
6. D.D.Kaushambi, Introduction to the syudy of Indian History, Delhi, 1990.
7. Irfan Habib, Vedic Age, Delhi, 1989.
8. Irfan Habib, Indus Civilization, Delhi, 1989.

Course Outcomes(COs)-

After the completing the course student will be able to

- Understand the need of Nationalist writers and there achievement.
- Learn the causes of decline the Mughal Empire India in the 18th Century
- Understand the economic system of british government.
- understanding social reforms in 18th century.
- Develop a rational concept modern Indian history.



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ELEMENTS OF PUBLIC ADMINISTRATION

Credit-12[12+0+0+0]

Objectives-

After completing the course the students will be able:-

1. To understand some basic concepts of Public Administration.
2. Understand the meaning, nature, scope and importance of Public Administration.
3. Understand and analyses various Principles of Organization.
4. To understand and analyses the basic aspects of Personal Administration.
5. Acquaint themselves with various aspects and agents involved in the elements of Public Administration.

Unit-I (Meaning, Nature and Scope of Public Administration)

Credits: 4

Meaning, Nature and Scope of Public Administration, Importance of Public Administration in Modern Society, Public and Private Administration. Evolution of the study of Public Administration. Public Administration as a Social Science, Relationship with other Social Sciences- Political Science, Economics, Sociology, Law and Psychology, Approaches to the Study of Public Administration- Classical and Humanistic.

Unit-II (Formal and Informal Organization)

Credits: 4

Principles of Organization: Formal and Informal Organization, Hierarchy, Unity of Command, Span of Control, Coordination, Centralization, Decentralization, Authority and Responsibility. Chief Executive, Line and Staff Agencies, Supervision, Delegation Leadership, Communication, Decision making, Delegated Legislation.

Unit-III (Personal Administration)

Credits: 4

Personal Administration: Meaning and Nature of Bureaucracy, Civil Service and its Role in a developing Society, Classification, Recruitment, Training, Promotion of Civil Servants, Morale and Motivation in Public Administration.

Suggested Readings:

1. Surendra Kataria, Elements of Public Administration (Hindi).
2. A Awasthi, S.R. Maheshwari, Public Administration.
3. C.P, Bhambhari: Public Administration
4. Vishnu Bhagwan & Vidhya Bhusan: Public Administration
5. M.P.Sharma and B.L.Sadna, Public Administration in Theory and Practice
6. S.L. Goel, Public Administration- Theory & Practice
7. Hoshier Singh and Pradeep Sachdeva, Administrative Theory
8. B.L.Faida and Kuldeep Fadia, Elements of Public Administration
9. L.M.Prasad, Principles and Practice of Management.
10. S.K Kataria: Lok Prashashan Evam Siddhant.
11. M.Laxikant, Public Administration.

Course Outcomes(COs)

After the completing the course student will be able to:-

- Understand some basic concepts of Public Administration.
- Understand the meaning, nature, scope and importance of Public Administration.
- Understand and analyses various Principles of Organization.
- Understand and analyses the basic aspects of Personal Administration.
- Acquaint themselves with various aspects and agents involved in the elements of Public Administration.



laLd`r lkfgR; dk bfrgkl&ı

Credit-12[12+0+0+0]

Unit-I (laLd`r lkfgR; dk bfrgkl)

Credits: 4

dqekjlaHkoe~ ¼aiape lxZ½ 'yksd lk;ZUr dkfynklA

laLd`r lkfgR; dk bfrgkl ¼x| dohuka jpuk ifjp;] ck.kHkê%] n.Mh [k.MdkO; es?knwre~] ukV~; lkfgR; dkfynkl½A

Unit-II (NUn ifjp;)

Credits: 4

NUn ifjp; ¼vuq"Vqi] vk;kZ] bUnzotk] misUnzotk] mitkfr] oa'kLFke~]nzqrfoyfEcre~½A

Unit-III (Loluoklonre~)

Credits: 4

Loluoklonre~ ¼izFke v;/k;%] f}rh; v;/k;%] r`rh; v;/k;%½A

laKk izdj.ke~] 'kCn:lk&gfj] jke] jek] jktk] vLen~] loZ A

/kkrq:lk & xPN] iB~] fy[k] gi]l] ØhM+ ¼ik;pkSa ydkj½A

Suggested Readings:

- 1- dqekjlaHkoe~] dkfynkl O;k[;kdkj] lw;ZdkUr lkfgR; vdkneh] fnYyh A
- 2- laLd`r lkfgR;sfrgkl] galjkt vxzoky] pkS[kEck ifCyds'kUI] ubZ fnYyhA
- 3- laLd`rlkfgR;sfrgkl] fo'oukFk 'kkL=h Hkkj}kt] pkS[kEck ifCyds'kUI] ubZ fnYyhA
- 4- laLd`r lkfgR; dk bfrgkl] MkW- cynso mik;/k;] pkS[kEck izdk'ku] okjk.klhA
- 5- NUn] izdk'k% f'konRr feJ] pkS[kEck ifCyds'kUI] ubZ fnYyhA



izkphu dkO;& I

Credit-12[12+0+0+0]

Unit-I (vk/kqfud iwoZ fgUnh lkfgR; dk bfrgkl)

Credits: 4

fgUnh lkfgR; dk vkjEHk] dky&foHkktu vkSj ukedj.k A
vkfndky dh lkexzh % izd`fr vkSj izkekf.kdrk dh leL;k A
vkfndky % ifjos`k vkSj izo`fUk;kj A

Unit-II (fgUnh Hkk"kk % mn~Hko vkSj fodkl)

Credits: 4

Hkkjrh; Hkk"kk, vkSj fgUnh Hkk"kk dk mn~Hko vkSj fodkl % vogí
vkSj iqjkuh fgUnh esa lEcU/k] dkO; & Hkk"kk ds :i esa vo/kh vkSj cz
dk fodkl] [kM+h cksyh dk lkfgR;d Hkk"kk ds :i esa] jktHkk"kk ds :i esa
fgUnh % fu;kstu] fodkl vkSj leL;k, A
nsoukxjh fyfi & mn~Hko] fodkl] fo'ks"krk,sa fgUnh /ofu;ka ,oa nsoukxjh
fyfi dk ekudhdj.k] ekud fyfiekyk ¼o.kZekyk½ A

Unit-III (jpukdkjsa@jpukvksa dk lkekU; ifjp;kRed v/;;u % ~)

Credits: 4

pUncjnbZ vkSj *i`Fohjkt jklksa*]
ujifr ukYg vkSj **chlynso jklks*]
vehj [kqljksa] xksj[kukFk] TkSu dfo;ksa dk lkekU; ifjp;A

Suggested Readings:

1- fgUnh Hkk"kk foKku& MkW- HkksykukFk frokjhA



2- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010

3- izkphu ,oa e/; dkyhu dkO; & laiknd &MkW- IR;ukjk;.k 'kekZ] iap'khy izdk'ku] t;iqj&2010

INTRODUCTION TO LITERATURE

Credit-12(12+0+0+0)

Unit I: What is literature?And Poetry (Credit-4)

Oral and written; what is literary? Non literary? The concept of the 'Genre';

Ideology and Literature; the ways of reading literature. To introduce students to the Language of poetry, diction, imagery, symbols, meter, rhythm, figures of speech, appreciation of poetry.

Munshi Premchand's *Presidential Address*

John Donne's *Go and Catch a Falling Star*

Robert Browning's *My Last Duchess*

William Shakespeare's *Shall I Compare Thee*

Unit II: Drama (Credit-4)

To introduce students to types of drama, tragedy, comedy, farce, one-act play. To introduce students to dramatic techniques of plot, character, stage, setting, writer, soliloquy.

William Shakespeare's *Hamlet*

Unit III: Fiction & Prose (Credit-4)

To introduce the students to the language of fiction, point of view, characterization (flat and round), settings, time and space, short fiction. To discuss prose as an agent of social change

Psychological Novels, Regional, Realist, Stream of Consciousness, Gothic, Romance.



Francis Bacon's *Of Studies*

R. K. Narayan's *Swami and Friends*

Suggested Reading:

1. Aristotle: Poetics
2. Bharat: Natyashastra, Tr.Manmohan Ghosh, Ch.6 'Sentiments'
3. P.K. Nayar: Short History of English Literature
4. M H Abrams: Glossary of Literary Terms

II Semester

ENGLISH

Credit-9(9+0+0+0)

Objective:-

After completing the course the students will be able:-

1.To enable the students to analyse the element of language and established appropriate relationship among linguistic components.

II. Cognitive objectives include:

To acquire knowledge,

2.To diagnose the weakness of speaking and writing English,

3.To compare and illustrate linguistic components,

4.To classify the elements of English language,

5.To understand the meaning of prose, poetry, story and drama by reading.

Unit I: Descriptive Grammar

(Credit-3)

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence

(Credit-2)

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

Unit III: Writing for Functional Purposes & Creative Skills in Writing

(Credit-2)

Letter-writing (Professional / Personal), Writing dialogues, poems and essays

Unit IV: Basic Phonetics

(Credit-2)

Sounds of English language, intonation and transcription using IPA.

References:

1. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA



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2. Fiderer, A. (1994) Teaching Writing: A Workshop Approach. Scholastic.
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). The Communication Skills Book, 2 nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). It Doesn't Always Have to Rhyme. Atheneum.
6. Hyland, Ken (2004) Second Language Writing. University of Michigan Press.
7. Graves,D (1992). Explore Poetry: The reading /writing teacher's companion. Heinemann
8. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.:Penguin Books.
9. Gabor Don (2001). How to start a Conversation and Make Friends, New York: Fireside.

Course Outcomes(COs)

After the completing the course student will be able to:-

- The students will be learning to understand the concept, types, function of grammar .
- To enhance .their communication skills. also clearly understood. .
- The students will know about the pattern of English Language and Literature.

HINDI LANGUAGE

Credit-9(9+0+0+0)

Objective-

After completing the course the students will be able:-

1. Aadhunik Hindi Sahitya ka Itihas ka varnan kar sakenge.
2. Modern Poetry ka arth v vasheshatato ds ckje me jan sakenge.
3. Communication skills Conversation ke bare me jan sakenge.
4. Swatantrayottar Hindi Kavita Ka Vikas ka adhyayan kar sakegye.

Unit I: History of Language and Literature-2

(Credit-3)

Aadhunik Hindi Sahitya ka Itihas [1857 Se Lekar Ab Tak]

Unit II : Modern Poetry-1 [Pre-Independence Literature]

(Credit-2)

Swatantratapurva Hindi Kavita Ka Vikas

1. Maithilisanan Gupt- Nar Ho Na Nirash Karo Man ko
2. Jayshankar Prasad- Himadri Tung Sring Se Prabudh Sudhha Bharti
3. Suryakant Tripathi Nirala- Joohi ki Kali
4. Sumitranandan Pant- Drut Jharo Jagat Ke Jirn Patra
5. Mahadevi Verma-MaiNeer Bhari Dhukh Ki Badli,

Unit III : Modern Poetry-2 [Post-Independence Literature]

(Credit-2)

Swatantrayottar Hindi Kavita Ka Vikas

1. Gajanan Madhav Muktibodh- Bhool Galti,



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2. Kedarnath Agrawal- Chandra Gahna Se Lautati Ber
3. Raghveer Sahay- Aapki Hansi
4. Nagarjun- Aakal Aur Uske Bad
5. Kedarnath Singh- Aakal Me Saras

Unit IV : Communication skills Conversation [Varta]:

(Credit-2)

Characteristics – Definition – Styles of conversation – Higher order skills-Telephonic conversation, Role Play, – Models, etc. – Exercises.

References:

1. Hindi Sahitya Ka Itihas: Ramchandra Sukla, Vani Prakashan, Delhi
2. Hindi Sahitya ka Aadikal: Hajari Prasad Divedi, Vani Prakashan, Delhi
3. Hindi Sahitya Ka Itihas: Dr Nagendra , Mayoor Paperbacks, Delhi
4. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
5. Hindi Sahitya Ka Dusara Itihas: Bacchan Singh, Vani Prakashan, Delhi
6. Aadhunik Hindi Sahitya ka Itihas: Bacchan Singh, Lokbharti Prakashan, Delhi
7. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
8. Hindi Sahitya ka Sanchhipt Itihas: Viswanath Tirpathi, Orient Longman, Delhi
9. Sawtantrayotar Hindi Sahitya Ka Itihas: Dr Laxmisagar Vasney, Delhi
10. Hindi Sahitya Aur Samvedana Ka Vikas: Ramswaroop Chaturvedi, Lokbharti Prakashan
11. Bhasha, Yugbodh aur Kavita: Dr Ramvilas Sharma, Vani Prakashan, Delhi
12. Kavita ka Vartmaan: Dr P Ravi, Vani Prakashan, Delhi
13. Hindi Kavya ka Itihas: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi
14. Kavita ki Zameen aur Zameen ki Kavita: Namvar Singh, Rajkamal Prakashan, Delhi
15. Naye Kavita aur Astitvawad: Ramvilas Sharma, Rajkamal Prakashan, Delhi
16. Chhayavad: Namvar Singh, Rajkamal Prakashan, Delhi
17. Kavita ke Naye Pratiman: Namvar Singh Raajkamal Prakashan, Delhi
18. Hindi Kavita ka Atit aur Vartmaan: Maneger Panday, Vani Prakashan, Delhi
19. Hindi Kavita Ki Tisari Dhara: Mukesh Manas, Swaraj Prakashan, Delhi
20. Effective Communication Skills, by Omkar N Kour
21. Prayojanmoolak Hindi- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi
22. Prayojanmoolak Hindi ki Naye Bhoomika- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi



23. <http://www.hindisamay.com>

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .

Course outcomes (Cos)

After completed the course student teacher will be able to:-

- Hindi Sahitya Ka Dusara Itihas ke bare me janna.
- Modern Poetry ka arth v vasheshatato ko janna.
- Communication skills Conversation ke bare me janna.
- Swatantrayottar Hindi Kavita Ka Vikas ka adhyayan ke bare me janna.

ENVIRONMENTAL STUDIES

Credit-6(4+1+1+0)

Objectives:

- 1.To familiarize the students to develop a comprehensive understanding of various facets of life forms, ecological processes .
- 2.To get a basic idea about the Critical thinking Capability to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices.
- 3.Moral and ethical awareness/reasoning Develop empathy for various life forms and appreciate the various ecological linkages within the web of life.
- 4.To make students realize the importance and their role in the protection and maintenance of a healthy environment for sustainable development.

Unit I: Environment : Natural Resources, Biodiversity and their Conservation(Credit-0.75)

- a. Multidisciplinary Nature of Environment: Studies, concept, Scope and Importance.
- b. Natural Resources - renewable and non-renewable (Forest, water, mineral, food, energy and land resources); Associated problems and strategies for Conservation and Sustainable Development.
- c. Ecosystem – concept, components, energy flow, types of ecosystem
- d. Biodiversity – Genetic, species and ecosystem diversity; status of Biodiversity – global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India; In-situ and ex-situ conservation of Biodiversity.
- e. Disaster Management; Floods, earthquakes, cyclone and landslides.



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Unit II: Environmental Concerns and Legislative Measures (Credit-0.75)

- a. From unsustainable to sustainable development, urban problems related to energy, water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.
- b. Environmental ethics : Issues and possible solutions,
- c. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust; Wasteland reclamation. Consumerism and waste products.
- d. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health
- e. Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.
- f. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness).

Practicals/Sessional activities(Credit-0.75)

- a. Visit to document environmental assets - river / forest / grassland/ hill/national parks.
- b. Visit to a local polluted site : Urban / Rural / Industrial / Agricultural c. Study of common plants, insects, birds
- d. Study of simple ecosystems – pond, river, hill slopes, etc. e. Project on environmental pollution in the nearby sites Preparation of exhibits on environmental themes and organize an exhibition g. Conduct a survey of environmental problems of the community

Suggested Readings:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India, Email:mapin@icenet.net (R)
3. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
4. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.



THEATRE, ART AND HERITAGE CRAFT TRADITIONS

Credit-5(3+1.25+0.75+0)

Objectives:- After completing the course the students will be able

After the transaction of the course, student teachers will be able to:

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.

Understand about technical invasion in the field of art and future perspectives of drama and art education

Unit I: Unit: I: Concept & forms of Theatre & Arts (Credit-2)

Eastern and Western, Natyashashtra, Doctrine of Rasa, Tragedy, Catharsis, Folk and Classical art forms. Drama, Stage Plays. Skits, Mime, Street Plays



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Introduction to the History of Word Art, Forms of Art: music, dance, theater and visual arts• appreciate different art forms• integration of art forms in classroom process• analyse text books for integration of different art forms.

Unit II: Expression through art forms(Credit-1)

Expressing ideas about different aspects of life• 69 Expressing various emotions• Enhancing communication and presentation skills, developing imagination, creativity• and aesthetic sensibility among the student teachers Utilizing different art expressions in teaching learning situation•

Unit III: Cultural heritage of India(Credit-2)

Exposure to the cultural heritage of• o Locality o state/region o Nation Reflection and incorporation of the rich cultural heritage during the celebrations of• festivals, functions and special days document processes of an art or craft form from the pedagogical point of view; such• as weaving or printing of textiles, making of musical instruments, folk performances in the community Acquaintance with the life and work of artists and their contribution to teaching and• learning. Guidelines for A

Suggested Readings

Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, ♣ 2006, New Delhi
Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006 ♣ NCF 2005 ♣
NROER- National Repository of Open Educational Resource, Department of School ♣ Education & Literacy, MHRD.

PRACTICALS(Credit-0.25+0.25)(D-0.25)(P-0.25)

- a. Expression, Body Language, Modulation and Creativity
- b. Act for any situation
- c. Preparation of script
- d. Organization of Competitions at class level and exhibition in the Institute

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:



- Develop imagination and sense of appreciation and aesthetic of art.
- Have basic knowledge about colour schemes and prepare effective teaching aids.
- Use drama processes to examine their skills.
- Generate new knowledge, understanding and perceptions regarding household skills.

UNDERSTANDING EDUCATION AND ITS PERSPECTIVES

Credit-6(6+0+0+0)

Objectives:

After transaction of the course, student teachers will be able to:

1. Understand the Concept of learning and learning strategies.
2. Identify the individual differences among the learners.
3. Describe the educational implications of different theories of learning.
4. Understand the Concept of teaching and identify the variables in the teaching process.
5. Explain the applications of social constructivist approach in teaching and learning.
6. Describe the phases & models of teaching.

Understand and make effective uses of different Teaching Strategies.

Unit I: Basic Concepts of Education (Credit-1.5)

Concept, meaning, aims and functions of education; Education and its related concepts – Training, Instruction and Teaching; Education as a discipline and its interdisciplinary nature; Education as value development;



Unit II: Educational Thoughts and Practices (Credit-1.5)

Relevance of educational thoughts of Indian and Western Educationists to the present education system.

- a) Indian: Gandhiji, Rabindranath Tagore, Aurobindo, Jiddu Krishnamurthy, Swami Vivekananda
- b) Western: Plato, Rousseau, John Dewey, Montessori and Paulo Freire

Unit III: Education and Socio-Cultural Context (Credit-1.5)

Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education;

Emerging trends in societies and their repercussions on education: Globalization and internationalization of education

Unit IV: Issues and Concerns in Education (Credit-1.5)

Equalization of education opportunities; Constitutional problems for ensuring equality Nature and forms of inequality including dominant and minor groups, gender inequalities in schools; public – private; Rural urban – tribal; Democracy, Secularism, National and Emotional Integration; Inclusive Education

Sessional Work:

Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion) Reading on education in Ancient India – Vedic, Buddhism and Jainism

Suggested Readings:

1. Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.
2. Krishnamurthy J Education and the Significance of life, KFI Publications.
3. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
4. Mahatma Gandhi's Philosophy of Education and its Relevance/Agarwal, Ruchi
5. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education,
- 6.

Course Outcomes(COs)

After completing the course the students will be able:-



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- To get acquainted with the concept, principles and nature of teaching and learning.
- To understand the different learning styles based on the difference of learners.
- To study the relationship between teaching and learning and the factors which influence learning.
- To make use of modern information and communication technology to improve teaching-learning process.
- To understand learning as a process of communication and be aware of various resources available for making it effective.
- To study and analyze the socio cultural factors influencing cognition and learning.

PHYSICAL GEOGRAPHY-II (CLIMATOLOGY)

Credit-14(10+1+2+1)

Objectives:

After transaction of the course, student teachers will be able to:

1. The starting of the unit will develop basic understanding about the foundation nature of Geography in the learner.
2. The learner will understand the basic principles of Physical Geography.
3. Learner will be able to develop in its mind holistic view about the earth's origin and the fundamentals of landforms over the earth surface.
4. Learner will be able to describe surface processes of earth and its impact on the geomorphology.
5. Learner will be prepared to exaggerate about the different geomorphic process entire the lithosphere and oceans.
6. After the completion of the course, learner will have expertise in geographic representation of landforms and other cartographic techniques.

Unit I: Climatology

[Credit-5]

Definition and Significance of Climatology, Elements of Weather and Climate and their Significance, Composition and Structure of the Atmosphere.

Unit II: Atmospheric Temperature, Pressure and Wind

[Credit-4]

Insolation, Vertical and Horizontal distribution of temperature, Seasonal distribution of temperature, Global Energy Budget. Atmospheric Pressure and Winds: Vertical and Horizontal distribution of Pressure belts, Winds: Planetary, Periodic and Local Winds.

Unit III: Atmospheric Moisture

[Credit-4]

Humidity, Evaporation and Condensation, Precipitation and its types, World patterns of Rainfall, Regional and Seasonal distribution of rainfall. Air Masses and fronts Origin, classification and



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properties. Atmospheric disturbances Tropical and Temperate Cyclones, Thunderstorms and Tornadoes. Climatic classification Basis of climatic classification and types. Koppen's classification and types.

Suggested Readings:

1. Singh, Savinder: Physical Geography (Vasundhara prakashan, Gorakhpur)
2. Barry, R.G. & Chorley, R.J. Atmosphere, Weather and Climate, Routledge, 1998.
3. Critchfield, H: General Climatology, Prentice-Hall, New York, 1975.
4. Das, P.K.: The Monsoons, National Book Trust, New Delhi, 1968.
5. Lydolph, Paul, E.: The Climate of the Earth, Rowman and Allanheld, Totowa, N.J., 1985.
6. Mather, J.R.: Climatology, McGraw-Hill, New York, 1974.
7. Patterson, S. : Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
8. Stringer, E.T.: Foundation of Climatology, Surjeet Publications, Delhi, 1982.
9. Trewartha, G.T.: An Introduction to Climate, International Students edition, McGraw Hill, New York, 1980.

GEOGRAPHY PRACTICAL (Credit-2)

1. Knowledge of principles and working of weather instruments including self-recording instruments: thermometer, thermograph, barometer, barograph, hygrometer, hygrograph, rain gauge, rainograph, wind vane and cup anemometer.
2. Weather symbols: based on Indian weather maps. (One exercise)
3. Study and interpretation of Indian weather maps: One each of December-January and July-August. (2 exercises)
4. Representation and interpretation of climatic data:
5. (a) Rainfall histogram (b) Hyther graph, (c) Climograph, (d) Rainfall variability graph (departure from mean). (4 exercises)

INDIAN ECONOMY

Credit-12(10+0+0+2)

Practice Session-(2)

Objectives

After transaction of the course, student teachers will be able to

- to make people teacher understand nature and scope of economics
- To make people teacher understand economic problem and their solution.
- To make people teachers understand demand and supply curve and their equilibrium .
- To make people teacher understand production decisions And return of scale.
- To make pupil teacher understand different type of market structure.
- To make pupil teacher understand about factor price theory
- Make you feel teacher understand application of financial microeconomics

Unit I: Indian Economy on the Eve of Independence

[Credit-4]



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Indian economy during British period- land system, Structures and organization of Villages, Industries and handicrafts; Exploitations under British Rule - Famines and Poverty. Basic features of Indian Economy - Demographic features, Occupational distribution, Population policy, Natural resources, National Income Trends, Environmental degradation, Infrastructures development; Planning exercises in India – Objectives and strategy of planning, Review of Progress under successive plans, Regional planning in India; Sectoral contribution and economic transition of India; NITI Aayog: Structure, objectives and working.

Unit II: Economic Reforms

[Credit-3]

Pre-Reform economic crisis – Rational for economic reforms – components of Economic reforms – Liberalisation, Privatization and Globalization; Impact of economic reforms on Indian Economy, Trends and direction of FDI. Problems of Poverty, Inequality and Unemployment, Strategy and policy of the Govt - Food security and public distribution system; Salient features of the current Union Budget.

Unit III: Social Sector and Human Development in India

[Credit-3]

Status of education, Health and Housing in India – Progress in health and education, Rural-urban disparities; Trends in Human Development- National Human Development Reports, Inter-State disparities, Policies and Programmes. Trends in agricultural production and productivity; Factors determining productivity; Green revolution and New agriculture strategy; Agricultural price policy; Food security and Public Distribution System; Rural credit and role of NABARD; Industrial policy of 1948, 1956 and 1991; Micro Small and Medium enterprises: problems and prospects.

Suggested Readings:

1. Dutta Rudra and Sundaram KPM (2006) Indian Economy, S.Chand and Company LTD, New Delhi.
2. Agarwal AN (2006), Indian Economy, Problems of Development and Planning, Viswa Prakash, New Delhi.
3. Mishra SK. And Puri VK (2006) Indian Economy, DTS Development Experience, Himalaya Publishing House, New Delhi.
4. [M.B.Shukla](#), [Indian Economy](#), Taxmann,s Publication Jain Book Agency
5. Srinath Hladar, [Indian Economy -- Challenges Beyond Ninth Plan](#) Jain Book Agency
6. [Dr. B.N.P.Singh](#), Indian economy today-challenging contours Jain Book Agency
7. [Dr. Subodh Kumar & Dr. M.C.Pande](#), Indian Economy- Issues and Option, Jai Book Agency.
8. Annual Union Budget.
9. Economic Survey, Government o

Course Outcomes

After completing the course the students will be able:-



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- pupil teacher will be able to understand nature and scope of economy
- pupil teacher will be able to understand economy problem and their solution
- pupil teacher will be able to understand demand and supply curve and their equilibrium
- pupil teacher will be able to understand production decision and return of scale
- pupil teacher will be able to understand about factor price theory
- Pupil teacher will be able to understand application of financial microeconomics
- Pupil teacher will be able to understand different type of market structure.



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INDIAN GOVERNMENT AND POLITICS

Credit-12(12+0+0+0)

Objectives:

After transaction of the course, student teachers will be able to

- The learner will understand the basic principles of Political Theory .
- The paper aims to acquaint the students with the core elements of Political Theory.
- It explores themes like Meaning, Nature and Significance of Political Theory, Behavioural and Post-behavioural movements .
- The paper also has sections exploring the concepts and ideologies like State, sovereignty, Rights , Equality , Justice , Liberty , Liberalism , Socialism .

Unit I: The Making of India's Constitution

[Credit-4]

Constituent Assembly, Framing of Indian Constitution and sources, Basic Features of India's Constitution, Preamble of the Constitution. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II: Spirit of the Indian Constitution

[Credit-4]

Union Executive (The President, Prime Minister, Council of Ministers) Union Legislature (Lok Sabha, Rajya Sabha), Judiciary: Supreme Court. Constitutional Amendments and emergency provisions. The Governor, Chief Minister, Council of Ministers, High Courts.

Unit III: Election Commission

[Credit-4]

Centre-State Relations, Political Parties: Characteristics of Indian Party System, National and Regional Political Parties, the Election Commission in India. Comptroller and Auditor General (CAG).Challenges of democracy: Terrorism, Caste, Regionalism.

Suggested Readings:

- a. B.L. Fediya-Indian govt. and politics.
- b. D. C. Gupta, Indian government and politics, Jawahar Book Centre,New Delhi.
- c. Indian Government and Politics, Bhawani Singh & Suman K. Sharma, Gauttam Book Company, Jaipur
- d. Ajay K. Mehra, Ren L Vy, The police, state and society : perspectives from India and France, Jawahar Book Centre,New Delhi, 2010.
- e. Comparative Politics, J.C. Johari, Sterling Publishers Pvt. Ltd., Delhi
- f. A. V. Prem Nath, Sudhir Kumar Mishra, N. Manoharan & Kranthi J. UPSC civil services preliminary examination optional paper political science, Jawahar Book Centre,New Delhi
- g. J.c. johari, Contemporary Political Theory Jawahar Book Centre,New Delhi

Course Outcome

After completing the course the students will be able

- **Understand and analyses various systems of governance.**
- **Understand the pattern of relationship between the Executive and legislative**
- **India and also the composition, functions and role of the Executives.**
- **Acquaint themselves with the judicial system of the country and also the**
- **Nature of the judicial review and its recent trends such as judicial activism.**



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HISTORY OF INDIA FROM 1206 A.D. TO 1761 A.D.

Credit-14(14+0+0+0)

OBJECTIVE

After transaction of the course, student teachers will be able to

- 1- understand the source and geographical features of ancient indian history.
 - 2- understand the new religions revolution an ancient india.
 - 3- understand the philosophy and consept of new religions in ancient understand the philosophy and consept of new reindia
 - 4- understand the political soial and religios policy of ancient india
- Empire examin the nature and achirvments of mauryans

Unit I : Medieval India: the Delhi Sultanate

(Credit-5)

Literary Sources – Foundation of Delhi Sultanate - Qutb-ud-din Aibak – Iltumish – Razia Sultana – Ghiasuddin Balban – The Khilji's – Alauddin Khilji – The Tughlaqs – Mohammed bin Tughlaq and their theories of Kingship

Unit II: Mughal Empire and the Marathas

(Credit-5)

Advent of Babar and the foundation of the Mughal Empire – Shershah Sur – Career and achievements – Akbar – Conquests – Administration – Religious Policy – Aurangazeb – Religious Policy – Deccan Policy- Shivaji, Career Conquests – Administration, the Peshwas – Balaji Vishvanath – Baja Rao I, Balaji Baji Rao - The Third battle of Panipat.

Unit III: Society and Economy under the Mughals

(Credit-4)

The Mughal Society and Economy – Mughal contribution to art and Architecture. Rise of Monotheistic religions in India – Kabir – Nanak – Sufism – Sheik

Nizamuddin Auliya – Sheik Moinuddin Chisti- The saints of Maharashtra – Namdev, Eknath, Tukaram.



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Suggested Readings:

- a. Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
- b. Habib and Nizami, Comprehensive History of India
- c. Satish Chandra, Medieval India, vol 1 and 2, Delhi, 1998.
- d. L.P.Sharma, Medieval India 1000-1761 AD
- e. Irfan Habib, Medieval India-The Study of Civilization, NBT
- f. R.P.Tripathi, Rise and fall of Mughal Empire Ishwari Prasad, Medieval India.
- g. Shihabuddin Iraqi, Bhakti Movement in Medieval India.
- h. Sharma-Vyas, History of India From 1206 A.D. To 1761 A.D. (Hindi), Panseel Prakashan.

Course Outcome –

After completing the course the students will be able

- Understand the need of sources and geographical features in the context of of ancient indian history
- Learn the the new religions revolution in ancient india
- Understand the linkage between ancient empire and religios movement
Understand buddhism and jainism
- Understanding on mauryan econimic social and political policy



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PUBLIC ADMINISTRATION IN INDIA

Credit-12(14+0+0+0)

Unit-I (The Union Executive)

Credit: 4

Historical Background of Indian Administration with Special reference to influence of British Period, salient features of Indian Administration. The Union Executive: President, Prime Minister and Council of Ministers. The organization and working of the central Secretariat and Cabinet Secretariat.

Unit- II (Public Enterprises)

Credit: 4

Organization of Working of Ministry of Home and Ministry of Personal, Pensions & Public Grievances, Major Forms of Public Enterprises- Departments, Corporations and Companies, Committee on Public Undertakings, Financial Administrations: Budget Formulation, Budget Enactment and Budget Execution, Role of Ministry of Finance, Comptroller and Auditor General of India.

Unit- III (Control over Administration)

Credit: 4

Personnel Administration: Classification of Indian Civil Services, Recruitment and Training of All India Services, Control Over Administration: Legislative, Executive and Judicial; Administrative corruption, Redressal of Public Grievances, Administrative Reforms with special reference to Administrative Reforms Commission & Sarkaria Commission.

Suggested Readings:

1. S.K Kataria: Bharat Mein Lok Prashashan (Hindi).
2. S.R.Maheswari: Indian Administration.
3. Ramesh Arora & Rajni Goyal: Indian Public Administration.
4. Avasthi & Avasthi: Indian Administration.
5. V.M.Sinha: Personnel Administration (Hindi).
6. D.D.Basu, Introduction to the Constitution of India.



laLd`r lkfgR; dk bfrgkl&||

Credit-12(12+0+0+0)

Unit-I (laLd`r lkfgR; dk bfrgkl)

Credits: 4

dqekjlaHkoe~ ¼iape~ lxZ½ 31&60 'yksdi;ZUrA

laLd`r lkfgR; dk bfrgkl ¼egkdohuka dkO;kuka ifjp;% dkfynkl%] Hkkl%] ek|%] Jh g"kZ'p Hkkjfo%½A

Unit-II (NUn)

Credits: 4

NUn% ¼HkqtM~axiz;kre~] olUrfrydk] ekfyuh] eUnkØkUrk% f'k[kfj.kh] 'kknqZyfoØhfMre~] lzX/kjk] jFkks}rk] fo;ksfxuh] 'kkfyuh½A

vyadj ¼vuqizkl% ;ede~] 'ys"k% LoHkkoksfä%] miek] :ide~] mRizs{kk] O;fäjsd%] IUnsg%] Hkz kfUreku~½A

Unit-III (lfU/k)

Credits: 4

lfU/k% & Loj lfU/k] O;atu lfU/k] folxZ lfU/kA

^^dknEcjh** 'kdquklksins'k%A

Suggested Readings:

- 1- dqekjlaHkoe~] dkfynkl ifj'khyu] O;k[;kdkj lw;ZdkUr lkfgR; vdkneh] fnYyh
- 2- dqekjlaHkoe~] MkW- jk/kkoYyHk f=ikBh] laLd`r ifj"kn~] lkxj 1982
- 3- dqekjlaHkoe~] lw;ZdkUr f=ikBh] laLd`r ifj"kn~] lkxj 1982
- 4- laLd`r lkfgR; dk bfrgkl] MkW- izhfriZHkk
- 5- laLd`r lkfgR; dk vfHkuo bfrgkl] jk/kkoYyHk f=ikBh] fo'ofoky; izdk'ku] okjk.klhA



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- 6- NUn%] dkSeqnh ukjk;.k 'kkL=h f[kLrs] pkS[kEck ifCyds'kUI] ubZ fnYyhA
- 7- jpuk vuqokn dkSeqnh] MkW- dfiy nso f}osnh] fo'ofok; izdk'ku] okjk.klhA
- 8- 'kqduklksins'k ¼dknEcjh½] jkeiky 'kkL=h] pkS[kEck vksfj.;Vky;k] okjk.klh] 1928
- 9- 'kqduklksins'k ¼dknEcjh½] Jherh lqns'k ukjax] Hkkjrh; fo|k izdk'ku] fnYyhA
- 10- Yk?kqfl)kUr dkSeqnh] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A

e;/dkyhu dkO;

Credit-12(12+0+0+0)

Unit-I (e;/dkyhu dkO; ,oa dfo)

Credits: 4

- 1- lwjnkl % IEiknd MkW- /khjsUnz oekZ] ¼ fou; rFkk Hkfä xksdqy&yhyk&o`nkou yhyk jk/kk&d`.k&] eFkqjk xeu& m)o lans" k vkSj }kjdkpfjr½A
- 2- rqylhnkl % *rqylh xzaFkkoyh* ¼ekulsrj ,dkn" k xzaFk½ ukxjh izpkfj.kh IHkk] dk"kh ¼ xhrkoyh% ckydk.M] v;ks/;k dk.M] yadkdk.M A

Unit-II (Hkfä dky)

Credits: 4

Hkfä dky &vkanksyu %mn; ds dkj.k] vf[ky Hkkjrh; vkSj vUr% izknsf"kd] oSf" k"V;] egRo] Hkfä IEcU/kh izeq[k nk" kZfud IEiznk;] fuxZq.k & lxq.k Hkfä dk Lo:i] lKE; ,oa vUrj] fgUnh] Hkfä&dforok dh fofHkUu /kkjk, j A

Unit-III (jpukdkjksa@jpukvksa dk lkekU; ifjp;kRed v/;u % ~)

Credits: 4



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jhfr &dkO; njckjh laLd`fr] jhfrdky dh vUroZLrq] izeq[k izo`fr;kj] Ekq[; /kkjk, j&jhfr) jhfrfl) vkSj jhfreqä vkSj ijEijk dh fujUrjrA fcgkjh % *fcgkjh lk/kZ'krh* % IEiknd MkW- vkseizdk'k &izkjEHk ds nksgsA

Suggested Readings:

- 1- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 2- izkphu ,oa e/; dkyhu dkO; & laiknd &MkW- IR;ukjk;.k 'kekZ] iap'khy izdk'ku] t;iqj&2010
- 3- fgUnh lkfgR; &mn~Hko vkSj fodkl & gtkjh izlkn f}osnh & jktdey izdk'ku A
- 4- fgUnh lkfgR; dk HkfDrdky] izsehjke feJk] jkt izdk'ku A

ENGLISH LITERATURE

RENAISSANCE AND METAPHYSICAL SCHOOL

Credit-12(12+0+0+0)

Unit I: Drama (Credit-4)

Shakespeare: *Macbeth*

Christopher Marlowe: *Dr Faustus*

Unit II: Prose (Credit-4)

Francis Bacon: *An Extract from Novum Organum*

Unit III: Poetry (Credit-4)

Spenser's *Prothalamion*

John Donne: *The Sun Rising, Death, Be not proud*



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Andrew Marvell: *To His Coy Mistress, The Definition of Love.*

Suggested Reading:

1. Dr. Johnson: Preface to Shakespeare,
2. Ben Jonson: Everyman In His Humour
3. Bacon: Novum Organum
4. Nagarajan, MS : Literary Theory and Criticism

III Semester

English Language

Credit-9(9+0+0+0)

Objective :-

On completion of the course the students will be able to-

1. Students are exposed in connection with Modern English and English literature to broader level .
2. Students will be able to exchange their thoughts on sociocultural and political theme.
3. After completing this course, there are many career options .
4. Such as- media, journalism, publishing, public relations, content writing, blogging, creative writing, teaching and academic research.

Unit I: Language Work

(Credit-3)



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Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Comprehension Skills

(Credit-2)

Extracts from literary, scientific and educational journals.

Unit III: Advanced Writing Skills

(Credit-2)

Writing advertisement copy; Writing a project proposal and Writing Resume, sending an application.

Unit IV: Skills of Communication (Tutorials)

(Credit-2)

Presenting oneself at an interview, participating in group discussion.

Sessional Work :

Students read sample advertisements from magazines. Discuss in groups and then prepare their own advertisement.

Students discuss and prepare interview schedules. Mock interviews are conducted.

Editing literary pieces in groups and then re-editing what has been edited by other groups after discussion

Suggested Readings:

1. The Practical Course For Developing Writing Skills In English : JK Ganggal
2. A Practical Course For Developing Writing Skills In English : Jk Ganggal
3. Communication skills 4th edition : Peter Simon.
4. Aarts, Bas(2011). *Oxford Modern English Grammar*. OUP
5. David K. Dunaway.(1995) *Aldoux Huxley Recollected: An Oral History* . Rowman Altamira Publication
6. Warner R Anthony(1993). *English Auxiliaries : Structure And History*. CUP



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Course Outcomes (COs):-

After completed the course student will be able to:-

- Students will be able to use English on daily basis.
- They will understand the proper usage of Tenses.
- They will have the knowledge of their surrounding in the context of socio cultural.

HINDI LANGUAGE

Credit-9(9+0+0+0)

Objective:-

On completion of the course the students will be able to-

1. Mahadevi Verma v Kanhyalal Sethiya ka parichy bata sakegye.
2. Skills of writing ke bare me jan sakegye.
3. Hindi Sahitya khand pramukh sahitykar ke bare me jan sakegye.
4. Nibandh- agarchand nahata –Rajasthan ki Saanskritk dharohar ke bare me jan sakegye.

Unit I Sahitya khand (Credit-3)

1. Kahani –premchand –Bade bhaishab
Vijaydandetha- sikandar OR KAUWAO
2. SANSMARAN-KANHAYALAL MISHRA 'PRABHKAR'-BAYALISA KE JAWAR KI UN LEHARO MAI
3. Rekhachitra-ramvraksha benipuree-rajiya
4. Vighyan –ghunakarmule-shani sabse sunder gharha
5. Nibandh- agarchand nahata –Rajasthan ki Saanskritk dharohar
6. Vayanga—sharad joshi -jeep par sawar eliliya
7. Prayawaran-anupam mishra –Aaj bhi khare hai taalaab



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Unit II: General Biography of Following Writers (Credit-3)

Mahadevi Verma
Kanhya Lal Sethiya
Surya Kant Tripathi Nirala

Unit III: Skills of writing (Credit-3)

Novel Writing
Short Story Writing
Dialogue Writing
Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

Reference:

1. A Handbook of Writing Activities, Prasaranga, University of Bangalore.
2. Technical Writing by Richard W. Smith, Barnes and Noble Inc., New York, (b) Technical Report Writing Today - Daniel G. Riordan, 19-A, Ansari Road, New Delhi 110 002.
3. Vyakaran Pradeep by Ramdev. Publisher : Hindi Bhavan, 36, Tagore Town Allahabad - 211 002

Course Outcome (COs)

After completed the course student will be able to:-

1. Hindi Bhasha aur Sahitya ka Itihas ke bare me janna.
2. Swatantrayottar Hindi Kahani Ka v Vikas lekhako ke bareme me adhyayan karna
3. Communication skills ke bareme janna.
4. Jayshankar Prasad v Premchand ke rachana aur parichay ke bare me janna.

Information and Communication Technology in Education- I

Credit-5(3+0.5+1+0.5)

Objectives:

On completion of the course the students will be able to:-

1. To demonstrate understanding of the main components of the computer hardware in use.
2. To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
3. To acquire the skills of operating a computer in multifarious activities pertaining to teaching
4. To understanding features of MS office and their operations.
5. To develop skill in using MS-Word, PowerPoint and Spreadsheet
6. To integrate technology in to classroom teaching learning strategies

Unit I: Basics in ICT and Computer Applications(I)

(Credit-1)

Information and Communication Technology: Meaning, nature and advantages Emergence of new information technology- convergence of computing and Telecommunications Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display



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devices), hardware troubleshooting and diagnosis Operating system-meaning and types, types of computers,

PRACTICALS(Credit-0.25+0.5+0.25)(D-0.25)(P-0.5)(PS-0.25)

Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices Practice in installing various system and application software Using word processor, spread sheet, and presentation software to produce various teaching learning resources

Unit II: Basics in ICT and Computer Applications(II) (Credit-1)

Computer Network-LAN,WAN. Internet - concept and architecture ; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit III: Basic Computer Software Applications(I) (Credit-0.5)

Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware) Open source software: concept, philosophy, types, and advantages. Open source educational software Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories

PRACTICALS(Credit-0.25+0.5+0.25)(D-0.25)(P-0.5)(PS-0.25)

Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria) Social bookmarking of internet resources using any social bookmarking tools (diigo, delicious, stumbleupon)

Unit IV: Basic Computer Software Applications(II) (Credit-0.5)

Introduction to MS Office and Open Office Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications Utility tools: pdf creator, file archiving, file converter, antivirus Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education E-content: design, development, standards, learning objects and reusability, and authoring tools

PRACTICALS(Credit-0.5+0+0)

Comparative study of ICT syllabus of school education and teacher education of various organizations Evaluating multimedia CD ROMs using standard criteria and study the multimedia Developing a multimedia e-content for a topic using eXe Learning



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Suggested Reading

1. [FUNDAMENTALS OF INFORMATION TECHNOLOGY - 2ND EDN 2nd Edition](#), Leon, Alexis
2. Evant, M: The International Encyclopedia of Educational Technology.
3. Jain Amit; Sharma Samart; & Banerji Saurab (2002). MicrosoftWord forBeginners. NISCOM, CSIR: New delhi
4. How Best To Use Internet And Email (English) 01 Edition, [Jayant Neogy](#), Unicorn Books
5. Step by Step Microsoft Excel 2010 (English), [FRYE](#)
6. BEYOND BULLET POINTS: USING MS POWER POINT 3/E (English) 3rd Edition, [ATKINSON](#), PHI LEARNING PVT. LTD-NEW DELHI

Course Outcomes(COs)

After the completing the course student will be able

- Interact with ICT and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.
- Acquire knowledge of computers, its accessories and software.
- Demonstrate the use of MS Windows and develop skill in using MS-Word, Power points and Spread sheets.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information and Organizing science and technology based activities for the community.

PSYCHOLOGY OF LEARNER & LEARNING

Credit-4(2+2+0+0)

Objectives:

On completion of the course the students will be able to-

1. Understand the Concept of learning and learning strategies.
2. Identify the individual differences among the learners.
3. Describe the educational implications of different theories of learning.
4. Understand the Concept of teaching and identify the variables in the teaching process.
5. Explain the applications of social constructivist approach in teaching and learning.
6. Describe the phases & models of teaching.
Understand and make effective uses of different Teaching Strategies.

Unit I: Nature of the Learner

(Credit-0.5)

Concept of growth, development-principles, characteristics of the child & adolescent, maturation and learning; Factors contributing to development such as heredity, nutrition, childrearing practices, siblings and peers; concept of normal development, variations in development Classroom as a miniature society: understanding the group dynamics in a classroom: sociometry as a technique for understanding inter-personal relationships in a classroom Leadership, conforming behavior, and social adjustment in classroom: concept and ways of developing them, Socialization and learning:



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understanding influences and factors that shape learner's identity. Learners in Context: Situating learner in the socio-political and cultural context. Social, economic and cultural differences in socialization: implications for education.

Unit II: Individual differences & Assessment of Differences between Learners (Credit-0.5)

Differences between individual learners: learning styles, multiple intelligence, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, study habits, locus of control and personality. Understanding learners with a difference: gifted, creative and talented learners, slow learners and dyslexic learners, socially disadvantaged learners, at risk and traumatized learners. Methods of assessing individual differences: tests for measuring intelligence, aptitude and personality, observation schedules, rating scales, self-reports.

Unit III: Learning: Its Nature, Types and Strategies (Credit-0.5)

- Concept & Nature of Learning, Concept learning, skill learning, verbal learning, social learning, principle learning, problem solving. Basic Assumptions and analysis of the relevance of Learning Theories – Behavioral, Social, Cognitive & Humanistic learning theories; Learning as a process of construction of knowledge - Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, implications for teaching-learning. Vygotsky's Theory: Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.

Unit IV: Factors affecting Learning & Management of Learning (Credit-0.5)

- Concept of Motivation; types, techniques of enhancing motivation, Health, sleep, difficulty of task, content and study habits as factor influencing learning. Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning; Strategies for transfer of learning. Forgetting classroom learning – meaning and its causes; strategies for improving retention of learning. Meaning of learning to learn skills; Ways of developing self study, Co-operative Learning strategies. Collaborative Learning and role of ICT.

Practical/Sessional Work: (Credit-2)

Each work/activity should carry equal weightage of marks.

Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications (individual activity).

Development of a profile of students of a class by using appropriate Assessment procedures (Individual activity).

Identify differences in socio-emotional characteristics among a group of students by using rating scales & inventories available in the psychology laboratory of the Institute & prepare a report by using scoring.

Visit some special schools meant for children with disabilities and prepare a report about the approaches followed in meeting their special needs (report may be prepared by a small group of students). Analyze the type of strategies adopted by a classroom teacher in organizing learning.



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Identify students who have motivation problem and analyse the causes and prepare a report (small group activity).

Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)

Suggested Readings:

1. Essentials Of Educational Psychology (English) 1st Edition, [S. K. Mangal](#), Phi Learning.
2. Aggarwal, Essentials of Educational Psychology, 9th Ed. 2003, Vikas Publishing.
3. [Personality Development and Soft Skills \(English\)](#) by BARUN K MITRA

Course Outcomes(COs)

After completing the course the students will be able:-

- To get acquainted with the concept, principles and nature of teaching and learning.
- To understand the different learning styles based on the difference of learners.
- To study the relationship between teaching and learning and the factors which influence learning.
- To make use of modern information and communication technology to improve teaching-learning process.
- To understand learning as a process of communication and various resources available for making it effective.
- To study and analyze the socio cultural factors influencing cognition and learning.
- To study and understand learning in constructivist perspective.
- To get acquainted with professional ethics of teaching profession.
- To study the new trends and innovations involved in teaching learning process with professional ethics.

PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)

Credit-14(10+1+2+1)

Objectives:

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

1. The starting of the course curriculum will develop basic understanding about the nature and foundation of oceanography in the learner.
2. The outcome of the entire course will provide the knowledge about the oceanic process, movement and dynamics of oceanic water.
3. The properties of oceanic water and its functionality will give the central idea about the oceanic process, sea level and dominance over the coastal process.
4. The learner will be able to discuss and aware about the available oceanic resources, their future changes and sustainability for the society and environment.
5. Learner will gain knowledge about the salinity, nutrient, ocean circulation and its impact on environment by the practical applications through the models and field visits.

Unit I:Oceanography

[Credit-3]

Nature and Scope of Oceanography. Distribution of Land and Water on Earth Surface.
Ocean exploration, Modern Oceanography.



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Unit II: Physiography of the Ocean floor

[Credit-4]

Bathymetric Provinces, Continental shelf, Continental Slope, Abyssal Plain, Mid-Oceanic and Oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

Unit III: The Properties of Oceanwater

[Credit-3]

The Salinity of Seawater, Factors that regulate the Salinity of Seawater, Temperature Distribution in Oceans. Waves, Tides and Currents; Currents of the Atlantic, Pacific and Indian oceans. Marine deposits and Coral reefs Coastal environment. Oceans as Storehouse of resources for the future.

Suggested Readings:

1. Anikouchine, W. A. And Sternberg, R.W. : The World Oceans - An Introduction to Oceanography, Englewood Cliffs, N.J. 1973.
2. Gral, S.: General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
3. Garrison, T. Oceanography. Wadsworth.com. USA 1998.
4. King, C.A.M.: Beaches and Coasts, E. Arnold, London, 1972.
5. King, C.A.M.: Oceanography for Geographers E. Arnold, London, 1975. Curriculum Development Committee in Geography 45
6. Sharma, R.C. Vatal M. Oceanography for Geographers, Chetnya Publishing House, Allahabad, 1970
7. Shepard, F.P.: Submarine Geology, Harper & Sons, New York, 1948.
8. Thurman, H.B. : Introductory Oceanography, Charles Webber E. Merrill Publishing Co., 19.

Geography Practical

(Credit-2)

Measurement of mean sea level and hypsographic curve

1. Bathymetry, Plate Tectonics (2 h)
2. Controls on Ocean Circulation (2 h)
3. Ocean Circulation (2 h)
4. Plankton identification (3 h)
5. Processing and identification of plankton samples and work on writeup (3 h)
6. Measuring salinity (3 h)
7. Nutrient distributions
8. Hypsographic curve and its application

Course Outcomes (COs)

After completing the course the students will be able:-

- Develop ability to analyze and broad understanding about the climate system and reflect his/her good understanding about the subject.
- Equip the students with different innovative modes of training transaction.
- To understand the physical process of atmospheric circulation and factors affecting the climate



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system.

- To understand the emerging understanding about the weather.
- To sharpen analytical, comprehensive and conceptual understanding of the earth's climate system.

MACRO ECONOMICS

Credit-12(10+0+0+2)

Practice Session-(2)

Objectives

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

1. to make people teacher understand nature and scope of economics
2. To make people teacher understand economic problem and their solution.
3. To make people teachers understand demand and supply curve and their equilibrium .
4. To make people teacher understand production decisions And return of scale.
5. To make pupil teacher understand different type of market structure.
6. To make pupil teacher understand about factor price theory
7. Make you feel teacher understand application of financial microeconomics

Unit I:

[Credit-4]

Nature and scope of Macroeconomics, Difference between Micro and Macro Economics and importance of Macro Economics. National Income: Concepts, measurement and limitations of National Income Statistics, Functional Relationships – Aggregate Demand and Aggregate Supply; Concept of National Income Accounting, Circular flow of income in two, three and four sector economy. National Income and Welfare. Determination of Income and Employment: Classical Theory of Employment,



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Say's Law of Market and its implications, Keynesian objections to Classical Theory, Keynes Theory of Employment.

Unit II:

[Credit-3]

Consumption: The principle of effective demand; Consumption Function, Technical Attributes of Consumption, Keynes Psychological Law of Consumption and Its Implications, Empirical evidence. Theories of Consumption Function: Absolute Income Hypothesis, Relative Income Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis. Investment function: Types of Investment, Determination of Level of Investment. Classical and Keynesian theory of Investment, Saving-Investment Equality. Multiplier and Accelerator: Concept of Multiplier, Types of Multiplier, Investment Multiplier, Leakages of Multiplier, Acceleration principle, Super Multiplier.

Unit III:

[Credit-3]

Definition and measurement of inflation, Types of inflation, Impact of inflation, Theories of Inflation: Quantity Theory approach to Inflation, Demand Pull Inflation and Inflationary Gap analysis; its shortcomings. Concepts of Cost Push & Mark Up inflation, structural inflation, The Philips Curve and the trade-off between Inflation and Unemployment – short-run and long-run Philips Curve, Measures to control Inflation. Trade cycles: Meaning, Types and Phases, Economic Stabilization Policies. Monetarism – Supply side Economics, New Classical Macroeconomics.

Suggested Readings:

1. Ahuja, HL (2014) *Macroeconomics*, S.Chand, New Delhi
2. C Rangarajna, Principles of macroeconomics. Jawahar Book House,
3. Andrew B. Abel, Ben S. Bernanke, Dean Croushore, Macro economics Book, Jawahar Book House.
4. William H Branson, Macroeconomic theory and policies, Jawahar Book House.
5. Richard T. Froyen, Macroeconomics, Jawahar Book House.
6. [Suman Kalyan Chakraborty](#) , [Macroeconomics](#), Himalaya Publishing House.
7. [Dr. D.M. Mithani](#), ATextbook of Macro Economics, Himalaya Publishing House.
8. [Suman Kalyan Chakraborty](#), Macroeconomics, Himalaya Publishing House.

Cours Outcomes(COs)

After completing the course the students will be able:-

- People teacher will be able to understand nature and scope of economy



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- pupil teacher will be able to understand economy problem and their solution
- pupil teacher will be able to understand demand and supply curve and their equilibrium
- pupil teacher will be able to understand production decision and return of scale
- pupil teacher will be able to understand about factor price theory
- Pupil teacher will be able to understand application of financial microeconomics
- Pupil teacher will be able to understand different type of market structure.



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COMPARATIVE GOVERNMENT AND POLITICS

Credit-12(12+0+0+0)

Objectives:

On completion of the course the students Teacher will be able to-

1. The starting of the unit will develop basic understanding about the Comparative Government and Politics in the learner.
2. The learner will understand the background of Comparative Government and Politics .
3. The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them make a comparative analysis of various political systems.
4. It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution , Liberal-democratic and Communist political systems, among others.
5. This course acquaints students with the Political System and Political Processes of other countries.
6. It includes the study of even extra-constitutional agencies having their immediate connection, open or tacit, with formal governmental organs.

Unit I: Historical Background of Comparative Governments and Politics [Credit-4]

Comparative Government & Politics –Meaning ,Nature , Scope , Evolution ,Comparative Methods , Approaches to the study of comparative politics- – Input Output (David Easton), Structural-Functional (G. Almond), Political Development , Political Culture ,Political Socialisation .

Unit II: Organs of Government Comparative [Credit-4]

Constitutions(types) and Constitutionalism ,Study of Executive, Legislature and Judiciary with reference to Government and Politics of UK, USA, China, Switzerland and France.

Unit III: Political Dynamics [Credit-4]

Interrelationship : Political Parties ,Pressure Groups ,Interest Groups, Bureacracy , reference to Government and Politics of UK, USA, China, Switzerland and France.
Civil society and role of social movements.



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Suggested Readings:

1. J.C. Johari., Select World Constitutions, Jawahar Book Centre, New Delhi.
2. J.C. Johari –Comparative Government and Politics (Hindi & English).
3. B.L Fadia -Comparative Government and Politics (Hindi).
4. C.B. Gena –Tulnatmak Rajniti evam Tulnatmak Sansthaaye
4. P.D Sharma –Tulnatmak Rajnitik Sansthaaye
5. J.C. Johari-New Comparative Politics .
6. C.B. Gena – Tulnatmak Rajniti
7. O.P. Gauba –An Introduction to Comparative Politics (Hindi & English).
8. V.N. Khanna- Comparative Study of Government and Politics .
9. J.C. Johari – Comparative Politics

Course Outcomes (COs)

After completing the course the students will be able:-

- After completed syllabus student will be understand Constitution , Liberal-democratic and Communist political systems, among others.
- Student understand about Liberal-democratic and Communist political systems, among others.
- To understand about Government and Politics of UK, USA, China, Switzerland and France.
- To understand of UK, USA, China, Switzerland and France.
Civil society and role of social movements



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HISTORY OF INDIA 1757 – 1857 A.D.

Credit-14(14+0+0+0)

Objectives:-

On completion of the course the students Teacher will be able to:-

1. Understand and exam the Indian Historical Writings
2. Understand the European establishment india know the Expansion of British Power in India
3. Understand the Political social economical and religios policy of british government.
4. Examin the nature of administration in british rule.

Unit I: Indian Historical Writings (Nationalist writers)

(Credit-5)

Nationalist school of thought–Dadabhai Naoroji–RC Dutt- Modern Writers:
Tarachand-R.C.Majumdar.

Unit II: 18th Century India

(Credit-5)

Decline of the Mughal Empire – India in the 18th Century - Advent of British and the French - Carnatic Wars.

Unit III : Expansion of British Power in India

(Credit-4)

Expansion of British Power in India – Subjugation of the Bengal – Plassey and Buxar – Anglo – Maratha Wars – Ranjit Singh – Anglo Sikh Wars.
Structure of the Government – the Regulating Act of 1773 – Pitt's India Act of 1784 – Economic Policies – Land Revenue Policy – The Zamindari – Ryotwari and Mahalwari System – Development of Means of Transport and communication, Introduction of Railways, Post and Telegraph-Print technology-Drain of Wealth. Utilitarian and Orientalist influence on administrators: Administrative and Social Policy – Administrative Reforms of Cornwallis – the creation of the Civil Service Examinations – rule of law and the development of a new judicial system- Army – Reforms of William Bentinck – Introduction of English Education-role of Macaulay- Social Reforms – Rajaram Mohan Roy and the abolition of Sati, Iswarchandra Vidya Sagar- The Rebellion of 1857 –its causes, nature, results and social composition.

Suggested Readings:

1. Grover, B.L., A New Look at the Modern Indian History, New Delhi, 2000.
2. Bipan, Chandra, The Rise and Growth of Economic Nationalism in India, Peoples Publishing House, New Delhi.
3. Sumit Sarkar, Modern India(1885-1947)
4. Shekhar Bandhopadhyay, From Plassey to Partition
5. Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
6. Satish Chandra, Medieval India, vol 2, Delhi, 1998.
7. Irfan Habib, Medieval India-The Study of Civilization, NBT
8. A.R.Desai, Social Background of Indian Nationalism.

Course Outcomes(COs)

After completing the course the students will be able:-

1. Understand the need of Nationalist writers and there achievements
2. Learn the causes of decline the Mughal Empire India in the 18th Century
3. Understand the economic system of British government
4. Understanding SOCIAL REFORMS IN 18TH CENTURY
5. Develop a rational concept modern Indian history.



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ADMINISTRATIVE INSTITUTIONS IN INDIA

Credit-12(12+0+0+0)

Objectives:

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

1. The starting of the unit will develop basic understanding about the Comparative Government and Politics in the learner.
2. The learner will understand the background of Comparative Government and Politics .
3. The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them make a comparative analysis of various political systems.
4. It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution , Liberal-democratic and Communist political systems, among others.
5. This course acquaints students with the Political System and Political Processes of other countries.
6. It includes the study of even extra-constitutional agencies having their immediate connection, open or tacit, with formal governmental organs.

Unit-I (Organization of Government)

Credit: 4

Meaning & Types of Administrative Institutions in a Democratic and Socialist Society. The concepts of Laissez faire; Welfare State and Administrative State. Organization of Government: Legislature- its role and reasons of decline in modern times; Executive: Types and Relationship with Legislature. Judiciary: Functions and Role with special reference to the Power of Judicial Review, Judicial Activism.

Unit-II (Role of Bureaucracy)

Credit: 4

Democracy and Administration, Features of democratic Administration. Role of Bureaucracy, Political Parties, Civil Society Organization(NGO), Civil Pressure Groups and their interaction with each other. Organization and administrative working of Finance Commission, Niti Aayog, National Development Council of India. Election Commission of India and the Administration of general elections in India.

Unit-III (Reserve Bank of India)

Credit: 4

Organization and working of following Administrative Institutions:

(1) University Grants Commission, (2) U.P.S.C., (3) Railway board, (4) Reserve Bank of India. (5) Central Social Welfare Board.

Suggested Readings:

1. Ashok Sharma: Administrative institutions in India (Hindi).
2. H.C. Sharma: Prashasnik Sansthayen.
3. Ashok Sharma: Prashasnik Sansthayen.
4. Report of Finance Commission of India.
5. M.G. Gupta: Modern Government.

Course outcomes(COs)

After completing the course the students will be able:-

- Understand the need of Democratic and Socialist Society .
- Learn the causes of decline the Role of Bureaucracy, Political Parties, Civil Society
- Understand the Democracy and Administration, Features of democratic
- Understanding SOCIAL REFORMS IN 18TH CENTURY
- Develop a rational concept modern Indian and the Administration of general elections in India.



n`'; ,oa JO; dkO;

Credit-12(12+0+0+0)

Unit-I (j?kqoa'ke~ egkdkO;e~)

Credits: 4

j?kqoa'ke~ egkdkO;e~ %

j?kqoa'ke~ egkdkO;e~ izFke lxZ 1&60 'yksdi;ZUr dkfynkl

uhfr'krde~ HkrZ`gfj 'yksd 1&50

Unit-II (vyadjk)

Credits: 4

vyadjk %

vyadjk ¼fun'kZuk] n`"Vkar%] vFkZkU;kl%] nhide~] rqY;ksfxrk%] O;frjsd%] lekksfDr%] vfr'k;ksfDr% foHkkouk%] fo'ks"kkfDr%] oØksfr%A½

Unit-III (ukV~; 'kkL=)

Credits: 4

ukV~; 'kkL= %

ukV~; 'kkL= le~iw.k±±A

dkjd izdj.ke~ le~iw.k±±A

Suggested Readings:

- 1- j?kqoa'ke~] dkfynkl% ¼lathouh Vhdk lfgr½ th-vkj- uUnkxhZdj] eksrhyky cukjlhnkl] fnYyhA
- 2- j?kqoa'ke~] MkW- Jhd`".kef.k f=ikBh] gjxksfoUn pkS[kEckA
- 3- uhfr'yksd] MkW- v:.kk 'kqDyk] MkW xksiky yky 'kekZ galk izdk'ku] t;iqjA
- 4- uhfr'yksd HkrZ`gfj] uhrs'k jatu] Jh —".k vks>k] jkt izdk'ku efUnj] t;iqjA
- 5- jpuk vuqokn dkSeqnh] MkW- dfiy f}osnh] fo'ofok;] izdk'ku] okjk.klhA
- 6- vyadjk]lkj&eatjh] Jh xksikyky 'kkL=h] pkS[kEck lqj Hkkjrh] okjk.klhA
- 7- jl] Nan] vyadjk] vksadjkyky oekZ] pkS[kEck lqj Hkkjrh] okjk.klhA
- 8- ukV~;'kkL=] ckcwyky 'kqDy 'kkL=h] pkS[kEck lqj laL—r laLFkku] okjk.klhA
- 9- ukV~;'kkL=e~] MkW- ,e- f'ko dqekj Lokeh] pkS[kEck lqj laL—r laLFkku] okjk.klhA
- 10- laLd`r O;kdj.k] Jh fuokl 'kkL=h] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A



11- y?kqfl)kUr dkSeqnh]'kkjnkjatu js] egs'kflag dq'kokg] vdZukFk
pkS/kjh] txnh'k laLd`r iqLrdky;A

Hkkjrh; dkO; 'kkL=

Credit-12(12+0+0+0)

Unit-I (vyadj ,oa Nan)

Credits: 4

vyadj ,oa Nan %

vyadj-% Lo:i vkSj Hksn] vyadjksa dh dkO;ksi;ksfxrk] izeq[k vyadj % ;ed] 'ys"k] miek] :id]mRizs{kk] vfr'k;ksfä] lansg] Hkzakfreku] n`"VkUr] O;frjsd] fojks/kkHkkI] vlaxfr] fo'ks"kksfDr] foHkkouk]vU;ksfDr vkSj ekuohdj.k A

Nan % la?kVd rRo vkSj izdkj] fgUnh esa cgqiz;qDr dqN Nanksa dk ifjp; ¼y{k.k& mnkgj.k½ % dfoÜk] loS;k] nksqgk] lksjBk] pkSikbZ] cjoS] jksyk] mYykyk] Nli; vkSj dq.Mfy;k A

Unit-II (dkO;&xq.k ,oa jl)

Credits: 4

dkO;&xq.k ,oa jl%

dkO;&xq.k % ek/kq;Z] vkst vkSj izlkn A

jl % Lo:i vkSj vo;o] fofHkUu jlkSa dk y{k.k mnkgj.k lfr ifjp;& fo'ys"k.k] 'kCn & 'kfä % vfHk/kk] y{k.kk] O;atuk A

Unit-III (Hkkjrh; dkO; 'kkL= % fofHkUu IEiznk;ksa dk ifjp;~)

Credits: 4

Hkkjrh; dkO; 'kkL= % fofHkUu IEiznk;ksa dk ifjp;%

jl fl)kUr] /ofu fl)kUr]

vyadj fl)kUr] jhfrfl)kUr]

odzksfDr fl)kUr] vkSfpR; fl)kUr A

Suggested Readings:

1- fgUnh Hkk"kk foKku& MkW- HkksykukFk frokjA



2- Hkk'kk foKku vkSj fgUnh Hkk'kk foospu & MkW- HkksykukFk frokjha A

3- dkO;"kkL=& Mka HkkxhjFk feJ okjk.klh] fo"of/kky; izdk"ku A

4- dkO;kax foospu Mka gsrq Hkkj)kt] jes"k ea;d] iap"khy izdk"ku] t;iqj A

RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD

Objective

On completion of the course the students Teacher will be able to:-

1. To enhance the language ability of pupils through academic and practical usage of language.
2. The curriculum seeks to introduce a wide range of English language literature.
3. This course also focus on students involvement in political and social issues.

Unit I: Poetry (Credit-2)

William Blake's *The Tiger or Lamb*

William Wordsworth's *Tintern Abbey*

S.T. Coleridge's *Kubla Khan*

P.B. Shelley's *Ode to West Wind*

John Keats' *Ode to Grecian Urn*

Unit II: Fiction (Credit-2)

Thomas Hardy: *The Mayor of Casterbridge*

Jane Austen: *Emma*

Unit III: Prose (Credit-2)

Addison: *Sir Roger at Church*

Suggested Reading:



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1. Brown, John Russel, and Harris, Bernard(ed.)- Restoration Theatre (London, 1965)
2. Richetti, John, The Cambridge Companion to Eighteenth Century Novel
3. Cambridge Companion to English Poetry- Donne to Marvel
4. Restoration Theatre- ed. Brown, John Russel

Course Outcome(COs):-

After completing the course the students will be able:-

- The students will be acquainted with British 's rich literary legacy.
- They will be familiarized with great classical writers of British.
- They will understand the essence of great Modern English Poetry.

IV SEMESTER

ENGLISH

Credit-9(9+0+0+0)

Objective

On completion of the course the students Teacher will be able to:-

1. Language aspect: Words, sentences, pronunciation, spelling and grammar.
 2. Literature aspect: Words, sentences, expressing ideas, feelings and experiences.
- These two objectives differ from each other as far as the class and age of students is concerned.
The Other four fold objectives are-
1. Semantic-related to understanding.
 2. Phonetic- deals with the sound spelling and pronunciation.
 3. Graphic- related to writing.
 4. Phonetic-cum-graphic- dealing with reading

Unit I: Creative Skills in Writing(Credit-(3)

Writing dialogues

Writing poems

Writing essays

Unit II: Phonetics(Credit-(2)

Speech Organs

Syntactic, Semantic, Pragmatic

Unit III: Literature - Novel & Drama(Credit-(2)

E M Forster : A Passage to India

Joseph Conrad : Heart of Darkness

Unit IV: Literature - Drama(Credit-(2)

Girish Karnad - Tuglaq

Samuel Beckett's Waiting for Godot

Sessional Work:

Students participate in group discussion focusing on taking turns and Speaking persuasively. Students stage a play choosing one of the plays prescribed. The end can be changed to express their perspective about the theme of women and their evolution/ freedom.



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Suggested Readings:

1. Second Language Acquisition : Rod Ellis
2. Stone Douglas (1999). Difficult conversations : How to discuss what Matters Most, New York.: Penguin Books.
3. Gabor Don (2001). How to start a Conversation and Make Friends, New York:
4. Introducing Second Language Acquisition : Saville Trocke M, CUP

Course Outcomes(COs)

After completing the course the students will be able:-

- 1..The students will be learning to understand the concept, types, function of grammar .
2. To enhance .their communication skills. also clearly understood. .
3. The students will know about the pattern of English Language and Literature.
4. The students will come to know about the human emotions and description.

HINDI LANGUAGE

Credit-9(9+0+0+0)

Objective

On completion of the course the students Teacher will be able to:-

1. Hindi Vayakranika ka samany adhyayan v paribhasha ko samajh sakenge.
2. Sabada niranman padati-upsarg,partayaya,sandhi,samasa ki pahachan kar sakenge.
3. Hindi ki Parmookh Boliyan ka adhyayan kar sakenge.
4. Rajbhasha or Rashtra Bhasha mein antar kar payenge.

Unit I: Grammer -1

(Credit-(3)

Vayakranika hindi

1-Nibandh lekhan-sabad seema 300

2-karyalaye lekhen – shashkeeya –ardha shashkeeya patra'karyalaya ghyapan,vighyapati evam karyalaya aadesha,Adhisuchana,prasthankan

3-Sankshepan-

4-Pallawan

5-Sabada niranman padati-upsarg,partayaya,sandhi,samasa

6 Sabad sudhi and vakaya sudhai

7—Muhaware and locoktiyan

8-Paribhasika sabdawali

9-Sabad ke prakar –sanghya ,sarvanam ,visheshan,evam kirya visheshan

Unit II Grammer -II

(Credit-(3)

Sabad Shakti

Samasa

Alankara

Unit III: Hindi ki Parmookh Boliyan



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(Credit-3)

Rajbhasha or Rashtra Bhasha mein antar

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

References:

1. **A Handbook of Writing Activities, Prasaranga, University of Bangalore.**
2. **Hindi Bhasha Vighyan by Dr. Bholanath Tiwari**

Course Outcome(COs)

After completing the course the students will be able:-

- Mahadevi Verma v Kanhyalal Sethiya ka parichy btana.
- Sahitya khand pramukh sahitykar ke bare me janna.
- Skills of writing ke bare me janna v likhana.
- Nibandh- agarchand nahata –Rajasthan ki Saanskritk dharohar ke bare me janna.

ASSESSMENT OF LEARNING

Credit-9(9+0+0+0)

Objectives

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

1. understand the process of evaluation
2. develop the skill in preparing, administering and interpreting the achievement test.
3. understand and use different techniques and tools of evaluation for learning
4. comprehend the process of assessment for learning
5. develop skills necessary to compute basic statistical measures to assess the learning.

Unit I: Introduction to Assessment & Evaluation

(Credit-3)

(a) Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.

(b) Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

(c) Forms of assessment: -

(i) (Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced based on purpose)

(ii) (Teacher made; Standardized based on nature & scope)

(iii) (Oral, written, performance based on mode of response)

(iv) (Internal, External, self, peer, & teacher based on context)

(v) Based on nature of information gathered (Quantitative, Qualitative)

(d) Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.

(e) Authentic assessment; school based assessment



Unit II: Assessment of Learning

(Credit-2)

- (a) Concept of Cognitive, Affective, Psychomotor domain of learning
- (b) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- (c) Constructing table of specifications & writing different forms of questions –(VSA, SA, ET & objective type, situation based)
- (d) Construction of achievement tests- steps, procedure and uses
- (e) Construction of diagnostic test – Steps, uses & limitation

Unit III: Assessment for Learning

(Credit-2)

- (a) Need for CCE its importance and problems faced by teachers
- (b) Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- (c) Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- (d) Quality assurance in tools – Reliability (Test-retest; equivalent forms, split- half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.
- (e) Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV: Construction Interpretation and Reporting of student's performance

(Credit-2)

- (a) Interpreting student's performance
 - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - (ii) Graphical representation (Histogram, Frequency Curves) (iii) NPC – percentile.
- (b) Grading – Meaning, types, and its uses
- (c) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.



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(d) Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Sessional Works to be carried out in Tutorial Sessions

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers (teacher made)

Suggested Readings:

1. Linn; Measurement and Assessment in Teaching 9th Edition by Pearson
2. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
3. [Sinclair](#) , [Sheila Anne \(Editor\)](#) , [Barry](#) : Assessment as Learning : Using Classroom Assessment to Maximize Student Learning , Corwin Publishers
4. Dix; The Essential Guide to Classroom Assessment: Practical Skills for Teachers, Pearson India.
5. [Thorndike Robert M.](#) , [Thorndike-Christ Tracy](#) ;Measurement And Evaluation In Psychology And Education (English) 8th Edition, Prentice-Hall

Course Outcomes(COs)

After completing the course the students will be able:-

- Understand the nature of assessment and evaluation purposes and objectives of assessment.
- Understand the importance of current evaluation practices.
- Get acquainted with Bloom's taxonomy objectives and table of specifications.
- Understand achievement tests, diagnostic test and kinds of task and their importance in assessment.
- Understand assessment process tools and construction of process oriented tools.
- Acquire the knowledge of group dynamics and portfolio assessment.



- Understand analysis, manage and implement assessment data.

HUMAN GEOGRAPHY

Credit-14(10+1+2+1)

Objectives:

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

1. The starting of the course curriculum will provide about the nature and foundation of human geography to the learner.
2. The outcome of the entire course will provide the knowledge about the human race, different groups, demography and their migration.
3. Learner will adhere about the world population distribution, demographic transition, settlement pattern and economic activities of the social groups of the world.
4. Learner will gain knowledge about the practical aspects of population data measurement, analysis and geographical representation.

Unit I: Human geography [Credit-5]

Nature and scope of Human geography. Branches of Human Geography. Concept of Man-Environment relationship-Determinism, Possibilism and Probabilism.

Unit II: Human Race

[Credit-4]

Spatial distribution, Physical and Social profile of racial groups, Tribal groups and Religious groups in the World and in India; early economic activities of Mankind: hunting, fishing, and shifting cultivation.

Unit III: Distribution of population

[Credit-4]

World distribution pattern of Population, Physical, Economic and Social factors Influencing spatial distribution, Causes and Consequences. Demographic transition. Migration, internal and international. Origin and growth of Primitive Settlements, Diffusion of Settlements, Site, situation and Locational Characteristics, Patterns and Hierarchy Rural and Urban settlements, Central Place Theory.

Suggested Readings:

1. Bergman, Edward E: Human Geography; Culture, Connections and Landscape, Prentice-Hall, New Jersey. 1995.
2. Carr, M.: Patterns, Process and change in Human Geography. MacMillan Education, London, 1987.



3. Fellman, J.L.: Human Geography—Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. DeBlij H.J.: Human Geography, Culture, Society and Space John Wiley, New York, 1996.
5. Johnston, R.J. (editor): Dictionary of Human Geography Blackwell, Oxford, 1994:
6. McBride, P.J.: Human Geography Systems, Patterns and Change, Nelson, U.K. and Canada, 1996.
7. Michael, Can: New Patterns: Process and Change in Human Geography Nelson, 1997
8. Rubenstein, J.H. and Bacon R.S.: The Cultural Landscape—an Introduction to Human geography. Prentice Hall, India, New Delhi, 1990.
9. Singh, K.N.: People of India, An introduction Seagull Books, 1992.

Geography Practical (Credit-2)

Presentation socio-economic data:

1. Thematic maps: Elements and characteristics of thematic maps.
2. Drawing and use of dot, choroschematic, chorochromatic, choropleth and isopleth maps (6 exercises)
3. Diagrams: elements and characteristics of diagrams.
4. Drawing of diagrams along with appropriate scales:
 - i. One dimensional (2 exercises)
 - ii. Two dimensional (3 exercises)
 - iii. Three dimensional (3 exercises)
 - iv. Traffic flow diagram (1 exercise)
5. Graphs: elements and characteristics of graphs.
6. Drawing of poly, band, and triangular graphs. (3 exercises)

Basic statistical methods:

1. Frequency distribution and its presentation.
2. Measures of central tendency: Arithmetic mean, mode and median.
3. Measures of dispersion: Standard deviation and coefficient of variation.
4. Measures of correlation: Rank correlation and product moment correlation.

Course Outcomes (COs)

After completing the course the students will be able

- Develop ability to enhance a good understanding about the foundation of human geography.



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- Equip the students with different approaches to learn the geographic aspect of human activities in the world.
- To understand the man-environment relationship as human ecology.
- To understand the emerging concept of man-nature conflict and its remedies.
- To sharpen the conceptual approach of studying human activities and its population dynamics with reference to available resources for better living standard.

MONEY, BANKING AND PUBLIC FINANCE

Credit-12(10+0+0+2)

Practice Session-(2)

Objectives

On completion of the course the students – Teacher will be able to-

- To make people teacher understand Role of money in economy.
- To make people teacher understand supply of money and it's determination.
- To make pupil teacher understand about banking sector of economy.
- To make Pupil teacher understand recent reforms in banking sector.
- To make pupil teacher understand Public finance and tax policy of government.
- To make Pupil teacher understand about debt and Classification of the budget.

Unit I: Basic Concepts and Value of Money

[Credit-4]

Money – Meaning, functions and kinds of money, Role of money in economic development , Metallic and paper money, Systems of note issue – the payments mechanism; Demand of money and its Determinants; supply of money and its determinants, Measures of Money Supply; Keynesian and Post-Keynesian approaches of Money Supply.

Unit II: Commercial and Central Banking

[Credit-3]

Evolution of Commercial Banks in India; Functions of Commercial Banks in India; The process of credit Creation; Liabilities and assets of banks; Reforms in banking sector in India. Role of commercial bank in developing economy, Jan Dhan Yojana; Role of private banking in India; Microfinance: Concept and progress in India. Central Banking - Role of the Central bank, Functions of the Central Bank, Methods of Credit Control- Quantitative and selective Methods, Monetary Policy of the Reserve Bank of India.

Unit III: Public Finance

[Credit-3]



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Meaning and Scope of Public Finance; Market Failure and Role of Government; Public expenditure – Trends in Public Expenditure, Growth of Public Expenditure in India – Taxation: Meaning and significance – Classification of taxes Division of Tax burden – Impact and incidence of taxes – effects of Taxation – Taxable capacity – Benefits and Ability to Pay- Approaches – Characteristics of a good tax system – Major trends in tax revenue of the central and state governments in India. Sources of Public borrowing – Effects of Public Debt – Methods of Debt Redemption – Growth of Indians Public Debt – Budget – Kinds of Budget- Economic and Functional Classification of the budget – Preparation and Passing of budget in India.

Suggested Readings:

1. Ackley, G. (1978) *Macroeconomics: Theory and Policy*, Macmillan Publishing Company, New York.
2. Bhargava, R.N (1971) *The Theory and Working of Union Finance in India*, Chaitanya Publishing House, Allahabad.
3. Gupta, S B (1994), *Monetary Economics*, S Chand and Company, New Delhi.
4. Jha, R. (1998) *Modern Public Economics*, Routledge, London.
5. Mithani, D M (1998), *Modern Public Finance*, Himalaya Publishing House, Mumbai.
6. D. K. Srivastava, *Issues in Indian public finance*, New Century Publications, 2005.
7. Shapiro, E (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi.

Course Outcomes(COs)

After completing the course the students will be able:-

- People teacher will be able to understand role of money.
- Pupil teacher will be able to understand supply of money and its in economy determination.
- People teacher will be able to understand about banking sector of economy.
- Pupil teacher will be able to understand recent reforms in banking sector.
- Pupil teacher will be able to understand public finance and tax policy of government.
- Pupil teacher will be able to understand about debt and classification of the budget.



INTERNATIONAL RELATIONS

Credit-12(12+0+0+0)

Objectives-

On completion of the course the students will be able to-

1. Understand the meaning, nature and Approaches to the study of International Relations.
2. Understand the definition and elements, Struggle for Power:
3. Meaning, nature and limitations of national power.
4. Acquaint them with the Balance of power.
5. Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy.
6. To understand the role of league of Nations, U.N.O.

Unit I: International Relations

Credit-4)

Growth and development of International Relations as an academic discipline, Approaches to the study of International Relations, Science vs. Tradition controversy, realist and idealistic approaches, Systems Theory, Game Theory, Bargaining Theory, Communication and Decision Making Process, Nature of International Relations.

Unit II: Actors of International Relations

(Credit-4)

National Actors, non-national actors, multi-nationals, regional, economic and political Organizations, State and Other Players. Elements of Power, Definition and Elements, Struggle for Power: Meaning, nature and limitations of national power and Balance of power.

Unit III: Peace, Security and Disarmament

(Credit-4)

Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy, Role of league of Nations, UN, Peace process since 1940 - Specific Issues: Environmentalism, Globalization and Human Rights, efforts towards Disarmament since 1960 and Peace Treaties.

Suggested Readings:

1. International Relations, Pev Ghosh, PHI Learning Pvt. Ltd., New Delhi
2. International Politics, B.L. Fadia, Sahitya Bhawan Publications, Agra
3. Pant P, Antarashtriya Sangathan, Jawahar Book Centre, New Delhi
4. Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.
5. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.
6. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.



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Course Outcomes(COs)

After completing the course the students will be able:-

- Understand the meaning, nature and Approaches to the study of International Relations.
- Understand the definition and elements, Struggle for Power:
- Meaning, nature and limitations of national power.
- Acquaint them with the Balance of power.
- Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy.
- Understand the role of league of Nations, U.N.O.

INTERNATIONAL RELATIONS

Credit-12(12+0+0+0)

Objective :-

On completion of the course the students will be able to-

1. The starting of the unit will develop basic understanding about the nature and importance of International relations.
2. The paper aims at acquainting the students with the issues in international relations. .
3. It explores the concepts of National power , Balance of Power, Collective Security ,interest ,Diplomacy and war.

Unit I: International Relations

Credit-4)

Growth and development of International Relations as an academic discipline, Post war International Development : Cold War & Phases , End of Cold War , U.N.O : Organization ,Working and role, U.S.A and Third World ,Collapse of Communist Block,Reorganisation of Europe.

Unit II: Foreign Policy

(Credit-4)

Indian Foreign Policy : Dterminants of Foreign Policy , NAM and its relevance in Contemporary World , India's Look East Policy ,India's relation with neighbourhood & with major countries (U.S.A & China & Russia).

Unit III: Trends & Issues.

(Credit-4)

Contemporary Trends & Issues in International Politics ,New International Economic Order ,Regional Co-operation in Asia : ASEAN, SAARC. Demand for reforms in UN & India for permanent seat of UN. Contemporary Global Issues : Environmentalism, Globalization and Human Rights, International Terrorism , Disarmament : Problems & Challenges.

Suggested Readings:

1. International Relations, Pev Ghosh, PHI Learning Pvt. Ltd., New Delhi
2. International Politics, B.L.Fadia, Sahitya Bhawan Publications, Agra
3. Antarrashtriye Samband Siddhant aur vyavahar , Pushpesh Pant .Shripal Jain , Meenakshi Prakashan, Meerut
4. International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.
5. International Relations , S .C Singhal, Laxmi Narain Agarwal Publishers, Agra .
6. International Relations & Politics – J.C Johari
7. International Relations ,B.L.Fadia,Sahitya Bhawan Publications,Agra
8. International Relations ,Pavneet Singh .
9. International Relations ,Prakash Chander.
10. International Relations ,Palmer & Perkins.



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Course Outcomes (COs)

After completing the course the students will be able:-

- People teacher will be able to understand role of Growth and development.
- Pupil teacher will be able to understand Contemporary Trends & Issues in International Politics.
- People teacher will be able to understand about Indian Foreign Policy
- Pupil teacher will be able to understand recent reforms in Global Issues .
- Pupil teacher will be able to understand Human Rights, International Terrorism Disarmament : Problems & Challenges.

STATE ADMINISTRATION IN INDIA

Credit-12(12+0+0+0)

OBJECTIVES-

On completion of the course the students will be able to-

1. Understand the nature, nature and evaluation of State Administration in India.
2. Acquaint themselves with the Office of the Governor, Chief Minister at state level.
3. Understand the pattern of organization and working of the Departments of Home, Finance and Agriculture in Rajasthan.
4. Understand the Organization and working of the following Boards and Directorates in the State of Rajasthan- Revenue Board, Directorate of Education etc.
5. Understand the Personnel Administration at Rajasthan government.
6. Acquaint them with the revenue Administration at the district and below level.

Unit-I (The Office of the Governor)

Credit: 4

Meaning, Nature & Features of state Administration. Evolution of State Administration in Rajasthan. Present Status of State Administration in India. The Office of the Governor-Powers, Functions and Role in State Administration, Relationship with Council of Ministers. The Office of the Chief Minister-Powers, Function, Role and Importance of the Office, Relationship with Council of Ministers. Organization of the State Secretariat. Organization and working of the Departments of Home, Finance and Agriculture in Rajasthan. Chief Secretary - its role and Significance in State Administration.

Unit-II (Revenue Board)

Credit: 4

Organization and working of the following Boards and Directorates in the State of Rajasthan-

- Revenue Board.
- Directorate of Agriculture.
- Directorate of Education.

Unit-III (Personnel Administration)

Credit: 4

Personnel Administration : Role of the State Civil Service in Rajasthan (R.A.S., R.P.S. etc.), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organisation and Function of State Training Institutes in Rajasthan Special Reference to HCM , Rajasthan Civil Service Appellate Tribunal. District Administration: Organization of District Administration. District Collector: Functions and Position. Revenue Administration at the district and below level, the role of S.D.O., Tehsildar and Patwari.



Suggested Readings:

1. Ravindra Sharma: State Administration in India.
2. S.R. Maheshwari: Indian Administration.
3. S.S. Khera : District Administration in India.
4. S.K Kataria : State Administration in India.
5. Ramesh Arora& Geeta Chaturvedi: State Administrations.
6. M.V. Pylee : Indian Constitution (Hindi Also).
7. A.R.C.: Report on State Administration.

जयति विद्यापीठ के एगकडक;

12(12+0+0+0)

Unit-I (जयति विद्यापीठ के एगकडक; ए)

Credits: 4

जयति विद्यापीठ के एगकडक; ए %

जयति विद्यापीठ के एगकडक; ए इ फके लख 61&95 'यकस ल; ZUr दकफनकल%A

उहफर'करदे' 'यकस 61&110] 'यकसL;A

Unit-II (इअरU=ए- वीजहफ{करकडे)

Credits: 4

इअरU=ए- वीजहफ{करकडे- %

इअरU=ए- वीजहफ{करकडे- ¼{कि.कडफकर~% & एUFकजकSफयद दFकक लरदFकक ल;ZUr% ½A

Unit-III (Hककरह; ललद`फर ध फो'कस"करक)

Credits: 4

Hककरह; ललद`फर ध फो'कस"करक %

Hककरह; ललद`फर ध फो'कस"करक] ललदक] ओ.कZO;ओLFकक बR;कfnA

लेकल ¼दसोय लेकल वO;ओHकको लेकल] रर~iq:"क लेकल½A

Suggested Readings:

- 1- जयति विद्यापीठ के एगकडक; ए] /कककनRर फेजक] एफYयदकुकFक लथोह लल—र ,ओ पUnzdyk पकS[kEckA



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,oa pUnzdyk pkS[kEckA
- 3- uhfr'yksd] uhrr's'k jatu] Jh —".k dqekj vks>k] jkt izdk'ku efUnj] t;iqjA
- 4- uhfr'yksd] v:.kk 'kqDyk] dkR;k;u oSfnd lkfgR; izdk'ku] gksf'k;kjiqjA
- 5- iaprU=e~] Jhjke dqekor] txnh'k laL—r iqLrdky;] t;iqjA
- 6- iaprU=e~] fo".kq 'kekZ] txnh'k laL—r iqLrdky;] t;iqjA
- 7- Hkkjrh; laLd`fr] Jhd`".k vks>k] jkt izdk'ku efUnj] t;iqjA
- 8- Hkkjrh; laLd`fr] f'konRr KkuhA
- 9- laLd`r O;kdj.k] Jh fuokl 'kkL=hA

fgUnh x|& I

Credit-12(12+0+0+0)

Unit-I (fgUnh dgkfu;kj)

Credits: 4

fgUnh dgkfu;kj %

fgUnh dgkuh % vkjfEHkd dgkfu;kj % xqysjh] izsepUn ds vuqorhZ %
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¼7½ vejdkUr	%	nksigj dk Hkkstu
¼8½ Q.kh"kojukFk js.kq	%	ykyiku dh csxe A

Unit-II (fgUnh miU;kl)

Credits: 4



fgUnh miU;kl %

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Unit-III (ukVd ,oa fucU/k ~)

Credits: 4

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3- egknsoh oekZ & ;FkkFkZ vkSj vkn'kZ

4- gtkjh izlkn f}osnh & dqVt

5- folfuokl feJ & esjs jke dk eqdqV Hkhx jgk gS

6- MkW- uxsUnz & fgUnh dh iz;ksxoknh dfork A

Suggested Readings:

1- dgkuh fofu/kk & laiknd & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010

2- fgUnh miU;kl vkSj miU;kldkj & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2009



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3- fgUnh dgkuh] mn~Hko vkSj fodkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010

4- fuca/k fuy;&MkW- IR;sanz&ok.kh izdk'ku&deyk uxj fnYyh&1982

TWENTIETH CENTURY BRITISH LITERATURE

Credit-12 (12+0+0+0)

Objective:-

On completion of the course the students will be able to-

1. To enhance the language ability of pupils through academic and practical usage of language.
2. The curriculum seeks to introduce a wide range of English language literature.
3. This course also focus on students involvement in political and social issues.

**Unit I: Poetry
(Credit-4)**

Philip larkin's *Church Going*

Seamus Haney's *Digging, the Tollund Man*



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Unit II: Drama (Credit-4)

Samuel Beckett: *Waiting for Godot*

Harold Pinter: *Birthday Party*

Unit III: Fiction (Credit-4)

Virginia Woolf: *Mrs. Dalloway*

Suggested Reading:

1. Raymond Williams: *Forms in Culture, Introduction to the English Novel from Dickens to Lawrence* (London: Hogarth, 1984).
2. John Lucas: *Modern English Poetry from Hardy to Hughes*.
3. Kenner, Hugh, *A Reader's Guide to Samuel Beckett* (London, 1996).
4. E.M. Forster: *A Life: The Growth of the Novelist 1879-1914* (London, 1977).
5. Armstrong, Tim, *Modernism, Technology and the Body: A Cultural history* (Cambridge, 1998).

Course Outcome(COs)

After completing the course the students will be able:-

- The students will be acquainted with British 's rich literary legacy.
- They will be familiarized with great classical writers of British.
- They will understand the essence of great Modern English Poetry.

V SEMESTER

TEACHING APPROACHES AND STRATEGIES

Credit-9(9+0+0+0)

Objective:-

On completion of the course the students will be able to:-

1. Understand the Concept of teaching approaches and strategies.
2. Identify the individual differences among the pre-active phase.
3. Describe the educational implications of different phases..
4. Understand the Concept of teaching and identify the variables in the teaching process.
5. Explain the Introducing a lesson – need and various possibilities.
6. Describe the phases & models of teaching.



Unit I: Understanding Teacher and Teaching

(Credit-3)

Teaching as a planned activity – elements of planning.

Assumptions underlying teaching and their influence on the planning for teaching.

Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment.

Assumptions underlying effectiveness in teaching – Behaviouristic, Humanistic and Constructivist perspectives.

An analysis of teacher functions, skills and competencies in the three phases: Preactive phase – visualizing, decision-making on outcomes, preparing and organization; interactive phase – facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes Characteristics associated with effective teachers.

Impact of one's own socialization processes, awareness of one's own shifting

identities as 'student', 'adult' and 'student teacher' and their influence on 'becoming a teacher'.

Teacher's professional identity – what does it entail?

Unit II: Planning for Teaching

(Credit-2)

An analysis of teacher's roles and functions in the pre-active phase – visualizing, decision-making on outcomes, preparing and organisation.

Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies. Decision-making on outcomes:

Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks – instructional time as a variable in learning.

Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided.



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Preparing for instruction: Identifying and selecting available learning resources or developing required learning resource.

Preparation of a Plan: Unit Plan and Lesson Plan.

Unit III: Skills and Strategies of Teaching

(Credit-2)

An analysis of teacher's roles and functions in the interactive phase – facilitating and managing learning.

Introducing a lesson – need and various possibilities.

Motivating the learners and sustaining their attention – importance of stimulus variation and reinforcement as skills.

Questioning, Illustration and explanation as teacher competencies influencing student- learning in the classroom;

Strategy of Teaching – a) Expository Strategy as approach to teaching for understanding: Presentation – discussion – demonstration, the Advance Organiser

Model; b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge :

Concept attainment / Concept formation, Inductive thinking, Problem based learning/ Project Based Learning.

Unit IV: Approaches to Organizing Learning

(Credit-2)

Approaches to Individualised Instruction: Computer Managed Instruction,

Programmed Instruction and Learning Activity Packages, Approaches to Small

Group and Whole group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

Sessional Work:

☒☒Comparative study of syllabi of various subjects to identify content categories.

☒☒Writing instructional objectives of a lesson under domains and levels.

☒☒Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.

☒☒Design learning episodes / activities and organize them in the classroom.

Suggested Readings:



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1. R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
2. Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
3. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
4. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
5. Smith, K. (1993). Becoming the "guide" on the side: Educational Leadership, 51(2), 35-37.
6. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.

Course Outcomes:-

After completed the course, student teachers will be able to:-

- Understand the nature of assessment and evaluation purposes and objectives of assessment.
- Understand the importance of current evaluation practices.
- Get acquainted with Bloom's taxonomy objectives and table of specifications.
- Understand achievement tests, diagnostic test and kinds of task and their importance in assessment.
- Understand assessment process tools and construction of process oriented tools.
- Acquire the knowledge of group dynamics and portfolio assessment.
- Understand analysis, manage and implement assessment data.

PEDAGOGY OF ENGLISH

Credit-9(7+2+0+0)

Objectives :-

On completion of the course the students will be able to:-

1. Understand the aims and objectives of teaching English.
2. Understand the rationale of learning English
3. Comprehend the importance of language skills.
4. Learn the significance of Spoken English.

Unit I: Language Learning: Principles, Practices & Pedagogical Approaches

(Credit-3)



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Theories of language learning and acquisition in adults and young learners including inter-Language and language errors; factors accounting for individual learner's needs and styles. Historical and critical overview of ELT methodologies to include the grammar-translation method, the structural – situational approach, the audio-lingual method, bilingual approach, natural or communicative approach, shift in emphasis to literacy and content area instruction. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.

Unit II: Learning Resources ; Nature and role of language

(Credit-3)

Historical, critical, ecological perspectives; global language and multilingualism. Language revitalization and social change; bilingualism and multilingualism: code mixing and code switching – its place in the English Language classrooms.

Language and Society — Language and Power; Language and Class (society); Language and Identity; Language and Gender. Language in School — Home language and school language — Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in curriculum — Different school subjects as registers of language.

Unit III: Literacy Development: The Whole Language Approach

(Credit-3)

Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Whole language vs Phonics – based methods of teaching reading and writing; Holism and behaviorism; Noam Chomsky and Ken Goodman; literacy application of Goodman's theory; use of embedded phonics method; whole- part-whole approach. Use of audio-visual, multimedia and the effective utilization of language Laboratory. Use of Computer Assisted Language Learning (CALL). c) Use of CD-ROM, DVD Technology, web-based CALL..

Suggested Activities:

- Students observe teachers in first language/ home language classrooms and in the English language classrooms. They reflect on teaching practices and inadequacies, focusing on students' proficiency in the languages.
- Identify minority languages within their State. Study plans and policies being implemented for their preservation and development.
- Assess and critique CD-ROMs which support language learning.

Suggested Readings:

- Ellis. (1997). *SLA Research and language teaching*, OUP.
- Introducing Second Language Acquisition: Saville Tocke M, CUP.*



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3. Skehan, P. (1998), *a Cognitive Approach to Language Learning*. Cambridge CUP.
4. Norton, B. & Toohey, K. (2004). *Critical Pedagogies and Language Learning*, Cambridge University Press.
5. Pramila, English Teaching, Shiksha Prakashan.
6. Neelima Pareek, English Teaching, Shiksha Prakashan.
7. Shubha Vyas, English Teaching, Shiksha Prakashan.

Outcomes:-

After completed the course student will be able to:-

- We will focus on Language revitalization and social change; bilingualism and multilingualism:
- Student will be able to Different school subjects as registers of language
- To understand between language as a school subject and language as a Medium of Instruction .
- They should focus on developing different language skills and teach
- integrated English Grammar for developing language accuracy and fluency among students.

PEDAGOGY OF HINDI

Credit-9(7+2+0+0)

D&T-(2)

Objective:-

On completion of the course the students will be able to:-

1. To make students understand Meaning, Concept, Nature and importance of language.
2. To make students understand Three language formula and Hindi, Place of Hindi.
3. To make students understand Planning of prose, poetry and Grammar lessons.
4. To make students understand Development of language skills.
5. To make students understand Hindi Teaching , Modification of Objectives in terms of behavioral changes.

**Unit I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi
(Credit-3)**



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Meaning, Concept, Nature and importance of language. , Three language formula and Hindi, Place of Hindi in the Secondary School Curriculum of Rajasthan.

Aims of teaching Hindi as a second / third language. , Functional aims of Hindi Teaching. Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching. , Instructional objectives with practical - Theoretical background writing of instructional objectives of Hindi Teaching ,Modification of Objectives in terms of behavioral changes.

Unit II: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

(Credit-3)

Planning of prose, poetry and Grammar lessons, Processing of lesson notes and micro lesson plans, Meaning and importance of a Unit plan and administration, Resource Units – Use and implications, Plan and process of lessons in Practice teaching.

Unit III: Language Skills

(Credit-3)

Development of language skills- listening objectives and importance – activities for its development ,Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures ,Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading ,Writing – Objectives – Characteristics of handwriting – dictation, Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation.

Practical: (any one)

Preparing scheme of assessment
A study of an author / poet.

Developing Linguistics Skills.
System our examination.

Suggested Readings:

1. Bhai.Y (1978) *Hindi Bhasashikshan*. Vinod Pustak Mandir Agra.
2. *Bhasa Visheshank Patrick* (1980) Department of Education, Rajasthan, Bikaner.
3. Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Ggopinath Bhargav NandKishor and Sons.
4. Jha, L. (1940) *Bhasha Shikshan Paddhhati*. Allahabad: N.G. Saigal. U.P Press.
5. John, D. (1953) *The Study of Language*. Harward University Press.



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6. Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons.
7. Kothari Commission Report (1968) Govt. of India, New Delhi.
8. Bhardwaj Hetu, Hindi Bhasha, Panchil Prakashan.
9. Pandhya Ramshakal, Hindi Teaching, Vinod Pustak Mandir, Agara.

Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Concerned With The Ways In Which Teacher Design, Integrate And Implement Effective Teaching Practice Into Their Instruction.
- To Create An Interest Among The language, literature and also to master the art of communication.
- to be able to compose freely and independently in speech and writing.
- having to do with interactions with others social skills.
- grammar will enable students to perfect their writing skills, which in the long run will help them in their career.



PEDAGOGY OF SOCIAL SCIENCE

Credit-9(7+2+0+0)

D&T-(2)

Objective:-

On completion of the course the students will be able to:-

1. To make students understand Nature and Scope of Social Sciences.
2. To make students understand Social Sciences and Social Studies, place of Social Sciences in the school curriculum.
3. To make students understand Integration of different elements of Social Sciences .
4. To make students understand Approaches to teaching/learning: project method.
5. To make students understand learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Unit I: Nature and Scope of Social Sciences

(Credit-3)

Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, gender concerns addressed in Social Sciences. Scope of Social Sciences.

Distinguishing between natural and social sciences: major social sciences disciplines in schools. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society. • Multiple perspectives/plurality of approaches for constructing explanations and arguments.

Understanding of social and economic challenges facing the nation.

Unit II: Teaching-Learning Resources in Social Sciences

• People as resource: The significance of oral data. • Types of primary and secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc. • Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. • Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals. • Audio-visual aids, CD-Rom, multimedia, internet.

Unit III: Approaches to teaching/learning Social Sciences

(Credit-3)

Approaches to teaching/learning: project method, field trip, role play, dramatization, problem solving, exploratory, concept mapping, self learning strategies, map based learning, multi media, interactive learning, inter disciplinary approach - features, writing exemplar material, role of the teacher, merits and demerits.

Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Suggested Activities:

1. Analysis of any one textbook of Social Sciences in terms of gender concerns addressed there in.
2. Selecting any one theme and identifying integration of elements of Social Sciences.
3. Writing exemplar materials on different approaches to teaching Social Sciences.
4. Interacting with the school teachers to understand about pedagogical issues.

Suggested Readings:

1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Anatomy Giddens, Sociology, 2010 Delhi.
3. M Haralambos with R M Heald, Sociology Themes and perspective , 2013 New Delhi.
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi.
5. Richard. T. Schaefer, Sociology A brief introduction 9th Edition, 2011.
6. S.R. myneni, Text book on sociology, Part II, Allahbad law Agency 2008.
7. Navendu. K. Thakur, an Introduction to sociology, Central law Publication, 2007.
8. Ashok Sidana&P.N.Malhotra, Samajic Adhyan Shikshan (Hindi), Shiksha Prakashan.

Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Comprehends How Historians Study The Past Using Different Types Of Sources.
- The Values Of The Indian Constitution And Their Significance In Everyday Life.
- Understands Historical Diversity To Relate Developments Of One Place /Region With Thous Of Another.
- Gains A Sense Of The Working Of Indian Democracy, Its Institutions And Processes At The Local, State And Union Levels.
- becomes familiar with socio-economic role of institutions such as family, market and government.



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PEDAGOGY OF GEOGRAPHY

Credit-9(7+2+0+0)

Objectives:

On completion of the course the students will be able to:-

1. The starting of the course curriculum will provide about the physical aspect of geography of India.
2. The outcome of the entire course will provide the knowledge about the climate, natural resources, economic base, population and natural resources of India.
3. Learner will adhere about the physical aspect, population distribution, demographic transition, settlement pattern and economic activities of India.
4. Learner will gain knowledge about the practical aspects like surveying, mapping, learning about the survey of India toposheet and topographical analysis of different relief features.

UNIT I: Geography: Context and Concerns

Credit-3

1. Meaning, Nature, scope and importance of Geography as a school subject.
2. Understanding Geography in relation to History, Arts, Economics, Mathematics, languages and Science.
3. Aims and Objective of Geography at Elementary and Secondary Level.

Unit - II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method.
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brainstorming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory Learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book,

UNIT III: Curriculum and Professional Development

Credit-3

1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005.
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development .landforms formed by River, Glacier, Wind, .Composition and structure of atmosphere Factors affecting climate of a region.



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Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

Suggested Readings:

1. B.C.Rai, Teaching of geography, Delhi: Danpat Rai Pub.
2. Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools.
3. Dash, B. M., Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi
4. James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
5. Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd. 1986.
6. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.

Course Outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Develop ability to enhance a good understanding about the physical and human geography of India.
- Equip the students with different approaches to learn the Indian geography and modern-day paradigm shift in Indian geography.
- To understand the man-environment relationship of geographic phenomenon with context to India.
- To understand the emerging concept of man-nature conflict and its remedies in India.
- To sharpen the conceptual approach of studying human activities and its population dynamics with reference to available resources in India.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF HISTORY

Credit-9(7+2+0+0)

OBJECTIVES

ON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO-

1. Understand the Concept, Importance and scope of History.
2. Understand the Problems in exploring true historical facts and its genuine records
3. Understand the Critical Analysis of History curriculum at several stages
4. Understand the several values[social economic and political] through History Curriculum.
5. Understand the Qualities, Professional development of History Teacher

UNIT I: Foundations of History Education

Credit-3

1. Concept, Importance and scope of History.
2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science. Aims and Objectives of teaching History at Elementary (6-8th class) and Secondary (9-10/12 class) level in light of NCF-2005.

Unit - II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative learning Method.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.
3. Problems in exploring true historical facts and its genuine records. Role of Museums and monuments in learning history.

UNIT III: Curriculum and Professional Development

Credit-3

1. Critical Analysis of History curriculum at secondary stage – Features, issues and recommendations of NCF 2005.
2. Inculcation of values such as social values, cultural values and national values through History Curriculum.
3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development: Content of History Harappa Civilization, Ashoka- the Great, The Golden age of Gupta's. The First World War: Causes and its consequences The Second World War: Causes and its consequences, setting up of UNO.

Suggested Activities: Internal Work

To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.



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Suggested Readings:

1. Agrawal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997).
2. Ballard. M. (1979), New Movement in Study, Teaching of History, Temple smith, London.
3. Bhatia, R.L. Contemporary, Teaching of History, Surjit Publications, Delhi, (2005).
4. Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004).
5. Gaur Sunita & Sharma, Pratiksha, Itihas Shikshan (Hindi), Shiksha Prakashan.

COURSE OUTCOMES

After Completed The Course Student Teacher Will Be Able To:-

1. learn the importance of History Education
2. understand the methods of teaching in history
3. Understand Inculcation of values such as social values, cultural values and national values
4. Learn the qualities of history teacher and understand the basic feature of history education.
5. Learn the Co-relation of History with several objects.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF CIVICS

Credit-9(7+2+0+0)

D&T-(2)

Objectives:-

After transaction of the course, student teachers will be able to:

1. Explain and discuss the meaning , nature and scope of civics
2. Explain and importance of Civics as a school subjects.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stages.
5. Discuss the meaning ,prepration,importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.

Unit-I Nature and Scope of Civics

(Credit-3)

Meaning, Nature, and scope of civics.

Civics - an art or Science.

Correlation of civics with other subjects

Meaning and scope of civics.

Man as a social animal and as a citizen.

Unit-II Aims and Objectives of Teaching Civics

(Credit-3)

Meaning and Importance of teaching civics in Secondary Schools Aims of teaching Civics

Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt. Functional awareness of Rights and Duties of citizens. Instructional objectives and values of teaching civics. Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviors of learners.

Spelling out Instructional objectives and learning outcomes Civics based hobby clubs, societies

Correlation of Civics with other School Subject Meaning and Importance of correlation, Types of correlation. Correlation of Civics with Geography, Economics, Literature Co curricular /Activities in Civics.Importance of organization of field trips, visits.

Unit:-III Instructional design, methods, techniques, and instructional materials in teaching civics

(Credit-3)

Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate

Teaching devices and assignments, and plan according to active learning strategies.

Resource Unit, Unit Plan, Meaning and need of methods.

Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.

Instructional Materials in civics:

Collateral Reading – Importance, Reading materials, Historical Novels,Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance.

Types, procedure of using maps, pictures, charts, models, film strips, diagrams, Audio-Visual Aids-Films, TV,Computers, multimedia packages and Internet as an Instructional aid.



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Practicum/Sessional Work: -

Critical evaluate History civics content of 8th 9th 10th Standard.

1. Conducting quiz Competition in History/civics.
2. Survey of the locality and collection of information about places or institutions of historical interests.
3. Organizing short field trip to a place of historical / political interests
4. Preparing resource unit on a topic of your choice in History and Civics.
5. Preparation of materials for a History room or museum

Student is also allowed to do his own interested practical work pertaining to the syllabus

Suggested readings:-

1. Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
2. Balkrishna: Principles of Civics Kitab Mahal, Allahabad.
3. Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
4. Gupta, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.
5. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
6. Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.
7. Kamala Vashisth&Yadu Sharma, Nagarcic Shastra Shikshan (Hindi), Shiksha Prakashan.

Course Outcomes(COs)

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

- Explain the concept, nature and scope of civics.
- Understand the aims and objectives of civics and establish correlation of Civics with other school subjects and life situations.
- Perform Pedagogical analysis of various topics in Civics at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.



PEDAGOGY OF ECONOMICS

Credit-9(7+2+0+0)

Objectives

After transaction of the course, student teachers will be able to:-

1. To make pupil teacher understand historical development of economics subject .
2. To make people teacher understand relation of economics subject to other subjects
3. to make pupil teacher understand Economics subject according different levels
4. To make people teacher understand teaching of economics subject according different methods and techniques
5. To make people teacher understand how to develop professional values and critical analysis ability

UNIT I: Economics: Context and Concerns

Credit-3

1. Historical development of Economics as a school subject, Nature, Scope and importance Economics.
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Statistics, Agriculture and Science.
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05. Content from NCERT Text books, sectors of Indian economy sectors of Agriculture and national Economy, Poverty as challenge.

Unit II: Pedagogical Issues

Credit-3

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method.
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation.

UNIT III: Lesson plan; Curriculum and Professional Development

Credit-3

1. Critical Analysis of Economics Text Book and Curriculum
 2. Development of economic values and Critical thinking
 3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development) 18
- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate Teaching devices and assignments, and plan according to active learning strategies.
Resource Unit, Unit Plan, Meaning and need of methods.



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Suggested Activities:

- Preparing mock budget of their home/school for a financial year.
- PowerPoint presentation based seminar on the contributions of any one Eminent Economist: Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou.

Suggested Readings:

1. Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
2. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT
3. Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
4. Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
5. Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
6. Mittal, R.L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.
7. Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004), Teaching of Economics.Merrut: R. Lall Book Depot.
8. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
9. Upadhay Vinod & Upadhay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.

Course Outcome

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

- Pupil teacher will be able to understand historical development of economics subjects
- pupil teacher will be able to understand relation of economics to other subjects
- pupil teacher will be able to understand different methods and techniques of economics teaching.
- people teacher will be able to understand how to develop professional values and critical thinking ability.
- teacher will be able to understand teaching of economics according different level.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF SANSKRIT

Objectives :-

After transaction of the course, student teachers will be able to:-

1. To make pupil teacher understand Language families and Sanskrit language.
2. To make pupil teacher understand relation historical importance of Sanskrit language
3. To make pupil teacher understand Audio visual aid use in Sanskrit teaching.
4. To make pupil teacher understand teaching Development of good Communication Skills.

UNIT- I: Sanskrit Language, Aims and Objectives of Sanskrit Language Teaching

Language families and Sanskrit language: Sanskrit language and Indian languages, Sanskrit language and literature, Socio-cultural and historical importance of Sanskrit language, Sanskrit as a modern Indian Language, Importance of teaching Sanskrit in India, Problems related to Sanskrit teaching at school level. Aims and objectives of Sanskrit teaching at different levels Role of Language, Society & gender, identity, power, peace. Audio visual aid use in Sanskrit teaching.

UNIT -II: Learning Resources in Sanskrit

- Audio visual aid use in Sanskrit teaching
- Print media, Internet, Books from Most famous Books Centers of India.
- Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
- ICT, audio, video and audiovisual aids, films, language labs etc.
- Traditional Learning Resources.

UNIT -III: Professional Development of Sanskrit Teacher

- Qualities of a good Sanskrit Teacher.
- Development of good Communication Skills.
- Teacher as a thinker.
- Teaching values through organizational setup & teachers' behavior.
- Teacher as a Researcher.

Suggested Readings-

1. Kale, M.R.: The Higher Sanskrit Grammar.
2. Lado, Robert (1961). "Language Teaching". London: Longman.
3. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

Course Outcomes:-

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

- Explain the concept and scope of Sanskrit language
- Understand the aims and objectives of and Sanskrit
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

GEOGRAPHY OF INDIA

Credit-14(10+1+2+1)

Objectives:

After transaction of the course, student teachers will be able to:-

1. The starting of the course curriculum will provide about the physical aspect of geography of India.
2. The outcome of the entire course will provide the knowledge about the climate, natural resources, economic base, population and natural resources of India.
3. Learner will adhere about the physical aspect, population distribution, demographic transition, settlement pattern and economic activities of India.
4. Learner will gain knowledge about the practical aspects like surveying, mapping, learning about the survey of India toposheet and topographical analysis of different relief features.

Unit I: Physical India

(Credit-5)

Locational Characteristics, Land diversities and Unity. Physiographical Divisions
Drainage Systems.

Unit II: Climate

(Credit-4)

Factors affecting the Climate Latitude, Relief and Winds .The mechanism of Monsoon, Regional and Seasonal Variation in Temperature and Rainfall. Climatic regions of India. Droughts and Floods in India.

Unit III: Natural Resources

(Credit-4)

Types of Soils Erosion and Conservation of Soils, Natural Vegetation Classification distribution and Mineral resources: Distribution, Reserves and Production of Iron ore, Manganese, Bauxite, Mica, Gold and Silver. Growth of Population and Spatial distribution of Population, Urbanization. Changing nature of Indian economy. Green Revolution. Indian agriculture and major crops Rice, Wheat, Cotton, Sugarcane and Tea. Agricultural regions. Major Industries and Industrial regions of India

Suggested Readings:

1. Deshpande C.D: India - A Regional Interpretation Northern Book Centre, New Delhi, 1992.
2. Economic and Commercial Geography of India. T.C Sharma. O Coutinho Vikas Publishing House Pvt Ltd New Delhi-14.
3. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.
4. Govt. of India: National Atlas of India, NATMO Publication, Calcutta.
5. Govt. of India: The Gazetteer of India. Vol I & II Publication Division, New Delhi, 1965.
6. Learmonth, A.T.A. et al (ed.): Man and Land of South Asia Concept, New Delhi.
7. Mitra, A.: Level of Regional Development India Census of India, Vol I, Part I- A(i) and (ii) New Delhi, 1967.
8. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
9. Singh, R.L. (ed.): India: A Regional Geography. National Geographical Society. India, Varanasi, 1971.
10. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.



**Geography Practical
Surveying, Topographical Maps**

(Credit 1)

I. Surveying:

1. Objectives; primary division and classification of surveying; principles of surveying.

2. Plane table survey:

i. Radiation; intersection; open and close traverse with a minimum of five stations. (4 exercises)

ii. Resectioning: three-point problem by mechanical and graphical methods of Bessel and Llano. (3 exercises)

3. Prismatic compass survey:

i. Types of bearings and conversion of bearings.

ii. Radiation; intersection; open and close traverse (with a minimum of five stations. (4 exercises)

iii. Calculation of included angles; correction of bearing; closing of the error. (1 exercise)

II. Topographical maps:

1. A brief history of Survey of India; scheme of topographical maps; and conventional symbols. (2 exercises)

2. Scale of slopes. (1 exercise)

3. Study and interpretation of Survey of India 1:50,000 or 1:63,360 topographical maps representing typical areas of Rajasthan in respect of relief, drainage, land use, settlement and means of transport.

Course Outcomes

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

- Develop ability to enhance a good understanding about the physical and human geography of India.
- Equip the students with different approaches to learn the Indian geography and modern-day paradigm shift in Indian geography.
- To understand the man-environment relationship of geographic phenomenon with context to India.
- To understand the emerging concept of man-nature conflict and its remedies in India.
- To sharpen the conceptual approach of studying human activities and its population dynamics with reference to available resources in India.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

ECONOMIC DEVELOPMENT AND ENVIRONMENT

Credit-12(10+0+0+2)

Practice Session-(2)

Objectives :-

After transaction of the course, student teachers will be able to:-

1. To make pupil teacher understand historical development of economics subject
2. to make people teacher understand relation of economics subject to other subjects
3. to make pupil teacher understand Economics subject according different levels
4. To make people teacher understand teaching of economics subject according different methods and techniques
5. To make people teacher understand how to develop professional values and critical analysis ability

Unit I: Economic Growth and Economic Development

(Credit-4)

Economic growth and development: Meaning, measurement and international comparisons; Factors governing economic Development: Economic & Non Economic; Concept of sustainable development; Human Development Index and other indices of development and quality of life; Capital Formation: Meaning and sources; capital – output ratio; Characteristics of Developing Countries; Population problem: Theory of demographic transition; Kuznet's inverted 'U'; Poverty and environment.

Unit II: Theories of Economic Growth and Development

(Credit-3)

Classical growth models – Contributions of Adam Smith; David Recordo; Karal Marx; Joseph Schumpeter. Neo-Classical Growth models – Solo and Meade, Harrod – Domar Growth model and its relevance to LDC – Partial Theories of Economic growth-Lew's labour surplus model ; Rosentein Rodan's Big Push Theory; Balanced and Unbalanced growth strategies; Dualism in LDC's; Critical Minimum effort Thesis.

Unit III: Factors in Economic Development

(Credit-3)

Labour: Population growth and economic development; the Optimum theory of Population; The theory of demographic transitions. Capital: Role of Capital, Capital formation, Capital output ration - incremental capital output ration, Technical Progress. Development – Human Capital formation; Infrastructure and Economic Development; Contributions of international trade – Trade VS Aid. Environment and Development - Contribution of National Resources to Economic development – Environment as public good – Market failure in valuation of environmental goods; Population and Environment – Types of Pollution – Air – Water – Land degradation – Methods of Pollution control - market based instruments – Property rights – Role of Technology.



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Suggested Readings:

1. Higgins, B (1959), *Economic Development*, Norton, New York.
2. Kindleberger, C P (1977), *Economic Development*, 3E, McGraw Hill, New York.
3. Myint, Hla, (1971), *Economic Theory and Underdeveloped countries*, Oxford University Press, New York.
4. Todaro, M P (1971), *Development Planning: Models and methods*, Oxford University Press, Oxford.
5. Thirlwal, A P (1999), (6th Edition), *Growth and Development*, Macmillan, London.
7. [Mahesh Rangarajan](#), [Environmental History: As If Nature Existed](#), Oxford University press.

Course Outcome

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

- Pupil teacher will be able to understand historical development of economics subjects
- pupil teacher will be able to understand relation of economics to other subjects.
- pupil teacher will be able to understand different methods and techniques of economics teaching.
- people teacher will be able to understand how to develop professional values and critical thinking ability.
- teacher will be able to understand teaching of economics according different level.



PUBLIC ADMINISTRATION

OBJECTIVES-

Credit-12(12+0+0+0)

On completion of the course the students will be able to-

1. Understand the meaning, nature, scope and importance of Local Administration in India.
2. Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
3. Understand the functions Powers and Role of Various kinds of Local-bodies.
4. To understand the organisation & functions of Panchayati Raj Institutions.
5. Acquaint them with the financial Administration of Local Bodies in India.
6. To understand the Personnel Administration in Rural & Urban Governments.

Unit I: Public Administration, Principles Techniques and approaches

(Credit-4)

Meaning, Nature and Scope of Public Administration, Evaluation of Public administration as a discipline, Importance of Public Administration - Methods and Approaches of Public Administration, Administrative Behaviour, Leadership, Decision Making, Communication, Accountability and control.

Unit II: Development Administration

(Credit-4)

New Public Administration, Politics and Administration. Meaning, types, merits, Marx, Weber and their theories of Bureaucracy, basic Characteristics, criticism of Bureaucracy and Public Administration in the age of Globalisation and liberalization, Financial administration – Meaning, preparation and the characteristics of budget.

Unit III: Bureaucracy and Civil Service in India, Control over Public Administration in India (Credit-4)

Legislative control, limitations of legislative control, executive control, over Administration, Judicial control, scope of judicial intervention, extraordinary remedies, suits against government and public officials and administration.



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Suggested Readings:

1. Avasthi, A., and S R Maheshwari, *Public Administration*, Agra, Lakshmi Narain Aggarwal, 1996.
2. Arora & Goyal, *Indian public administration: institutions and issues*, Jawahar Book Centre, New Delhi.
3. Siuli Mukherjee., *Public Administration*, Pearson.
4. B L Fadia, *Public Administration: Administrative Theories & Concepts* Sahitya Bhawan
5. M laxmikanth, *Public Administration*, Tata Mcgraw Hill .
6. Kamala prasad, *Indian administration politics, policies and prospects* Jawahar Book Centre, New Delhi.
7. Avasthi & Maheshwari, *Public Administration*.
8. S.K.Kataria, *Public Administration in India*.
9. S.K.Kataria, *Elements of Public Administration*.

Course Outcome:-

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

- Understand the mining, nature, scope and importance of Local Administration in India.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the functions Powers and Role of Various kinds of Local-bodies.
- Understand the organisation & functions of Panchayati Raj Institutions.
- Acquaint them with the financial Administration of Local Bodies in India.
- Understand the Personnel Administration in Rural & Urban Governments.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 – 1800 A.D.)

Credit-14(14+0+0+0)

Objectives

On completion of this course the student will be able:-

- 1- Understand the Sources and epigraphical Features of south india history
- 2- Understand the new political and social era in south india history
- 3- Understand the Rashtrakutas and Vijayanagar Empire
- 4- Understand the political social and religious policy of medieval south INDIA
- 5- Examine the nature and achievements of rashtrakutas and Vijayanagar Empire

Unit I: Political History of South India

(Credit-5)

- a) Sources – Literary and Epigraphical – Historical Writings on Modern Karnataka – James Manor – Hetne – B.L. Rice -Hayavadana Rao – R.R.Diwakar – P.B.Desai.
- b) Satavahanas – Gautamiputra Satakarni – Cultural Contributions – Chalukyas of Badami – Pulakesin II -Cultural Contributions – Pallavas of Kanchi – Mahendravarman – I – Narasimhavarman – I – Cultural Contributions.

Unit II: Rashtrakutas and Vijayanagar Empire

(Credit5)

- a) The Rashtrakutas of Manyakheta – Govinda III – Amoghavarsha Nripatunga – the Chalukyas of Kalyani – Vikramaditya – III – Someshvara III.
- b) Vijayanagar Empire – Sangama Dynasty – Devaraya II – Tuluva Dynasty – Krishnadevaraya – Aravidu dynasty – Ramaraya – Bahamani Kingdom – Mohammad Gawan – Adilshahis of Bijapur – Cultural Contributions.
- c) The Subsidiary Treaty – Dewan Poornaiah – Administration – 1831 Nagar Revolt.

Unit III: Society, State and Economy of Medieval South India

(Credit-4)

- (a) The Hoysalas of Dwarasamudra – Vishnuvardhana – Ballala – II – Administration – Art and Architecture – The Cholas of Tanjore – Rajaraja I – Rajendra I – Administration – Art and Architecture-
- (b) South Indian Society under Vijayanagar – Dasas – Purandarasa – Kanakadasa – Vyasara – Sufism – Khwaja Bande Nawaz – Bababudan Saheb of Chikmagalur- (c) Imposition of direct Colonial Rule on Mysore – Mark Cubbon and Bowring.
- (c) (1) South Indian Society and Economy – Caste System – Guild System – Devadaya- Brahmadeya.
(2) The Wodeyars – Chikkadevaraja Wodeyar – Career and Achievements – the Nayakas of Ikkeri – Shivappanayaka – the Chitradurga Chieftons – Madakarinarayaka – V-Hyder Ali – Tippu Sultan – Anglo – Mysore Wars-Modernisation in Karnataka – Rangacharlu and K Sheshadri Iyer – Sir M Vishveshwariah – Mirza Ismail.
- (d) Religious and Cultural Developments in Modern South India
 - 1) Religious Developments in South India – Shankaracharya – Ramanujacharya – Madhvacharya – Basaveshvara – Socio-religious reforms.
 - 2) Cultural developments in South India – Vijayanagar Temples and Monuments – Contributions to Culture – Administration.
 - 3) The Freedom struggle in Karnataka – Mysore Chalo Movement – Unification of Karnataka – Backward Class Movement.



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Suggested Readings:

1. L.P.Sharma, Medieval India, 1000-1761 AD.
2. A R Kulkarni, Medieval Deccan History, Popular Publishing House, Bombay,1996.
3. Nilakanta Shastry, K.A., A History of South India, OUP, Madras.
4. T Rayachandhari and Irfan Habib, The Cambridge Economic History of India.
5. Satish Chandra, Medieval India.
6. Irfan Habib, Medieval India-The Study of Civilization, NBT.
7. A.R.Desai, Social Background of Indian Nationalism.

Course Outcomes(Cos)

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

- Understand the need of Sources and epigraphical Features in the context of south india history.
- Learn the New political era in south india
- Understand the economy society and religion during
- understanding the delhi saltanat ECONIMIC SOCIAL AND POLITICAL POLICY during Rashtrakutas and Vijayanagar Empire
- Develop a rational concept of south INDIAN HISTORY



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Unit I: Political History of South India

COMPARATIVE ADMINISTRATIVE SYSTEMS

Credit-12(12+0+0+0)

OBJECTIVES-

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

1. To understand some basic concepts of Public Administration.
2. Understand the meaning, nature, scope and importance of Public Administration.
3. Understand and analyses various Principles of Organization.
4. To understand and analyses the basic aspects of Personal Administration.
5. Acquaint themselves with various aspects and agents involved in the elements of Public Administration.

Unit-I (Salient Features of the Constitution of UK)

Credit: 4

Meaning, Nature, Scope and Significance of Comparative Public Administration. Structural Functional, Ecological and Developmental Approaches to the Study of Comparative Administration. Developed Administration & Administrative Development. Salient Features of the Constitution of UK, USA, France and China.

Unit-II (Parliamentary System in UK)

Credit: 4

Parliamentary System in UK, Presidential System in USA and Presidential System in France. Salient Features of Administrative Systems of UK, USA, France and with particular Reference to Central Administration and Nature and Role of civil Service.

Unit-III (Cabinet Secretariat in Great Britain)

Credit: 4

British Home Office, Cabinet Secretariat in Great Britain, Independent Regulatory Commissions in USA. State Administration & The Office of Governor in the USA. French Council of State, Swedish Ombudsman, British Treasury. Role of United Nations & its Agencies in Socio Economic Development of Administration.

Suggested Readings:

1. Dr Surendra Kataria: Tulnatmak Prasashnik Vyavestahyein.
2. Ferrel Heady : Public Administration : A Comprative Perspective.
3. Ogg & Zink : Modern Foreign Government.
4. V.D. Mahajan : Modern Select Governments.
5. Vishnu Bhagwan and Vidya Bhushan : World Constitutions.
6. Ravindra Sharma: Tulnatmak Prashasnik Vyavasthayen
7. C.B. Gena: Tulnatmak Rajniti
8. Gavin Drewry and Tony Butcheer : The Civil Service Today.
9. U.S. Government Manual.
10. S.R. Maheshwari : Higher Civil Service in France.
11. B.L. Fadia: Vishwa Ke Pramukh Sanvidhan .

Course Outcomes:-

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

- Understand some basic concepts of Public Administration.
- Understand the meaning, nature, scope and importance of Public Administration.
- Understand and analyses various Principles of Organization.
- Understand and analyses the basic aspects of Personal Administration.
- Acquaint themselves with various aspects and agents involved in the elements of Public Administration.



ukV~; 'kkL= ,oa fucU/k

Credit-12(12+0+0+0)

Unit-I (vfHkKku 'kkdqUrye~)

Credits: 4

vfHkKku 'kkdqUrye~ %

vfHkKku 'kkdqUrye~ % izFke% vadk'p & prqFkZ vadk%A

Unit-II (iaprU=e~)

Credits: 4

iaprU=e~ ¼lksefir`dFkk p czā.kddZVdFkk½A

Hkkjrh; laLd`fr ¼iq:"kkFkZ] prq"V~;] Hkkjrh; iqjkdkyd f'k{kk i)fr½A

Unit-III (laLd`r i= ys[ku)

Credits: 4

laLd`r i= ys[ku %

fucU/k A

laLd`r i= ys[ku ¼dsoy nl okD;ksa esa½A

vkpk;Z] ekrk&firk] p fe=A

'kqHkdk;ksZ gsrq fuea=.k i=A

vodk`k gsrq izkFkZuk i=A

Suggested Readings:

- 1- vfHkKku 'kkdqUrye~] jk/kkoYyHk f=ikBh] fgUnh xzaFk vdkneh] HkksikyA
- 2- vfHkKku 'kkdqUrye~] jek'kadj f=ikBh] fo'ofokky; izdk'ku] okjk.klhA
- 3- iaprU=e~] Jh 'kepj.k ik.Ms;] eksrhyky cukjlhnl ifCyds'kuA
- 4- iaprU=e~] Jh fo".kq 'kekZ] eksrhyky cukjlhnl ifCyds'kuA
- 5- Hkkjrh; laLd`fr] Jh jketh mik;/k;] egkeuqijh] okjk.klhA
- 6- laLd`r fucU/k dkfydk] jketh mik;/k;] Hkkjrh; fo|k izdk'ku] fnYyhA
- 7- vuqokn pfUnzdk] eksrhyky cukjlhnl] okjk.klhA



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fgUnh dkO; & II

Credit-12(12+0+0+0)

Unit-I (vk/kqfud fgUnh dfork dk bfrgkl)

Credits: 4

vk/kqfud fgUnh dfork dk bfrgkl %

vk/kqfudrk dh igpku vkSj fgUnh dfork] fgUnh dfork dk vkjEHkd }U}} fgUnh uotxj.k] dfork esa izd`fr] v/;kRe] jk"V^{ah};rk ,oa lq/kkj] Nk;kokn % izsj.kk ,oa i`"BHkwfe] LoPNanokn&Nk;kokn&jgL;okn % oSf"V; vkSj vUr% lEcU/k] Nk;kokn ds jk"V^{ah};&lkaLd`frd&lkekftd ljksdkj] izxfrokn % oSpkfid vk/kkj ,oa izfrc)rk] iz;ksxokn] u;h dfork] lBksÜkj dfork vkSj ledkyhu dfork A

Unit-II (vk/kqfud fgUnh dfork,i)

Credits: 4

vk/kqfud fgUnh dfork,i %

1- t;'kadj izlkn %

I- ys py ogk; Hkqykok nsdj

II- chrh foHkkojh tkx jh A

2- lw;ZdkUr f=ikBh fujkyk %

I- la;k&lqUnjh

II- Lusg &fu>Zj cg x;k gS

III- tqgh dh dyh A

3- egknsok oekZ %

I- tks rqe vk tkrs ,d ckj

II-e/kqj & e/kqj esjs nhid ty

III- eSa uhj Hkjh nq[k dh cknyh A

4 -jke/kkjh flag fnudj %

I- dq:{ks=* dk rhjk lxZ A

5- xtkuu ek/ko eqfäcks/k %

I- czâjk{kl A

Unit-III (jpukdkjksa rFkk d`fr&fo'ks"k dk lkekU; v/;;u ~)

Credits: 4

jpukdkjksa rFkk d`fr&fo'ks"k dk lkekU; v/;;u %

Jh/kj ikBd] gfjvkS/k] eSfFkyh'kj.k xqlr] jkeujs'k f=ikBh] ek[kuyky prqosZnh] lqfe=kuanu iar] ckyd`.k 'kekZ uohu] gfjoa'kjk; cPpu] lqHknzkdqekjh pkSgku] ukxktZqu] f=ykspu] 'ke'ksj cgknqj flag A

Suggested Readings:



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- 1- vk/kqfud dkO; jf'e& MkW- t;flag fujt] fdj.k ifCy'kj] vtesj A
- 2- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 3- fgUnh ds vk/kqfud izfrfuf/k dfo &v''kksd izdk''ku A
- 4- fgUnh lkfgR; &mn~Hko vkSj fodkl & gtkjh izlkn fjosnh & jktdey izdk''ku A

INDIAN WRITING IN ENGLISH

Credit-12(12+0+0+0)

Objective :-

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

1. The curriculum seeks to introduce a wide range of English Literature.
2. Students are also exposed to Socio- Cultural and Political background
3. This program is very important for the next step of English.
4. Students can describe their views on broader level and can think critically on social issues.
5. They can analyse the language and literature in depth

Unit I: Poetry

(Credit-4)

Nissim Ezekiel: *Enterprise, Goodbye Party to Miss. Pushpa T.S.*

Kamala Das: *An Introduction, The Looking Glass*

Jayanta Mahapatra: *A Rain of Rites, On the Bank of Ganges*

A K Ramanujan: *Small Scale Reflections, Ahilya*

Unit II: Drama

(Credit-4)

Mahesh Dattani: *Tara*

Bharathi Sarabhai: *The Well of the People*

Unit III: Prose and Fiction

(Credit-4)

Amitav Ghosh: *The Shadow Lines*

Arundathi Roy: *One Essay*

Amartya Sen: *One Essay (The Argumentative Indian)*

Suggest Readings:

1. Meenakshi Mukherjee - *Twice Born Fiction*, Penguin India, New Delhi, 2005
2. M.K.Naik- *Indian Writing in English*, Orient Longman, New Delhi
3. Aurobindo- *Future Poetry*, Sri Aurobindo Ashram, Pondichery, 1965
4. Amitav Ghosh: *The Shadow Lines*
5. Arundathi Roy: *One Essay*
6. Amartya Sen: *One Essay (The Argumentative Indian)*

Course Outcomes:-



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

1. The students will be able to differentiate between poetry and prose.
2. Perusal of short stories and essays will enrich their knowledge of tradition and culture.
3. Components of grammar like Preposition, Article, Subject-verb agreement will provide close understanding of grammatical parameters
4. The students will be able to transcribe two/ three syllabled words.

VI SEMESTER

PEDAGOGY OF ENGLISH

Credit-9(7+2+0+0)

Objectives:

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

1. Develop their intellectual, personal and professional abilities.
2. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language.
3. Acquire the linguistic competence necessarily required in various life situation

Unit I: Curriculum, Syllabus, Approaches to Language Learning and Design of Learning Episodes **(Credit-3)**

Approaches to learning and teaching, their impact on curriculum and syllabus; Materials and the design of learning experiences. Formulation of objectives, choosing appropriate materials and methods; anticipating challenges; employing appropriate staging procedures and timings; appropriate techniques for class organization and facilitation, rationalization of decision making through reflective practices. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.

Unit II: Resources and the Classroom Environment **(Credit-3)**

Range of classroom roles for teacher and learners, approaches to task design, planning for learner autonomy. Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching.

Unit III: Pedagogical Tools for Language Learning **(Credit-3)**

- a) Concept based instruction: Concept mapping and mind mapping techniques; Concept map as a tool for learning new vocabulary, comprehending texts, synthesizing and organizing new information in meaningful ways that personalize language and content learning; concept mapping narratives; using concept mapping for grammar lessons.
- b) Using literature to discuss peace-making skills, peer mediation skills, conflict resolution skills.
- c) Serving the needs of diverse learners by identifying demands in the language course students are not meeting, developing teaching strategies and making adaptations, implementing, evaluating and adjusting the adaptation, fading the adaptation when possible.
- d) Performance assessment and Portfolios; integrating assessment with instruction; assessment



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of learning processes and higher order skills; Collaborative, i.e., both performance and portfolio approach to assessment.

- e) Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ;development of appropriate scoring mechanism.
- f) Use of rich questions, comment-only marking, sharing criteria with learners and student peer and self-assessment.
- g) Blue Print

Suggested Activities:

1. Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.
2. Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
3. Students prepare learning designs to develop grade level language proficiency using multiple texts/ genres, presentation, peer review; adaptation and changes based on peer/ group suggestions.
4. Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

Suggested Readings:

1. Williams, M. & Burden, R.L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.
2. Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. Eye on Education, Inc.
3. Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

Course Outcomes:-

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

1. English language teacher will adopt integrated language teaching approach.
2. We will focus on developing different language skills (Listening, Speaking, Reading, and Writing) and integrated grammar.
3. The National Curriculum Framework (NCF 2005) provides the framework for developing curriculum and syllabus, textbooks and teaching practices within the school education programmes in India.
4. English teacher should focus on developing LSRW skills in the classroom.
5. They should focus on developing different language skills and teach integrated English Grammar for developing language accuracy and fluency among students.



PEDAGOGY OF HINDI

Credit-9(7+2+0+0)

D&T-(2)

Objective:-

On completion of the course the students Teacher will be able to:-

1. To make students understand Meaning, Concept, Nature and importance of language.
2. To make students understand Three language formula and Hindi, Place of Hindi.
3. To make students understand Planning of prose, poetry and Grammar lessons.
4. To make students understand Development of language skills.
5. To make students understand Hindi Teaching , Modification of Objectives in terms of behavioral changes.

Unit I: Development of Fundamental LSRW Skills

(Credit-3)

Planning and organizing methods and materials for the development of these skills at various stages. Essential elements of Hindi language - its phonetic structure, lexical and morphological structure, semantic structure, syntactic structure and written structure. Audio-Visual Aids, its uses and presentation: Black Board, Flannel Board, Radio, Computer, T.V. Internet, O.H.P. etc.

Unit II: Aims and Objectives

(Credit-3)

The present position of Hindi in Indian School Curriculum.

Special problems of teaching Hindi in different school contexts at different stages for:

- a) Study of Hindi as mother tongue/ first language.
- b) Study of Hindi as official language.

Supplementary aids in teaching of Hindi at various stages. Planning of lessons in Hindi. Specifying objectives in terms of linguistic skills and thematic content.



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Unit III: Developing appreciation skills in Hindi

(Credit-3)

Planning of lessons in Prose, Poetry, Drama, Novel etc. at various levels. Place and use of discussion and interpretation methods rather than explanation. Developing Writing Skills - exercises in paragraph writing, letters, translations, adaption and review. Free and creative writing.

The equipments of Hindi teacher -

- Linguistic pedagogical
- Psychological, literary and co-curricular
- Professional growth and leadership in the field.

Suggested Readings:

1. R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
2. Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
3. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
4. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
5. Smith, K. (1993). Becoming the "guide" on the side: Educational Leadership, 51(2), 35-37.
6. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.

Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Concerned With The Ways In Which Teacher Design, Integrate And Implement Effective Teaching Practice Into Their Instruction.
- To Create An Interest Among The language, literature and also to master the art of communication.
- To be able to compose freely and independently in speech and writing.
- Having to do with interactions with others social skills.
- Grammar will enable students to perfect their writing skills, which in the long run will help them in their career.



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PEDAGOGY OF SOCIAL SCIENCE

Credit-9(7+2+0+0)

D&T-(2)

Objectives :-

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

1. To make students understand Nature and Scope of Social Sciences.
2. To make students understand Social Sciences and Social Studies, place of Social Sciences in the school curriculum.
3. To make students understand Integration of different elements of Social Sciences .
4. To make students understand Approaches to teaching/learning: project method.
5. To make students understand learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Unit I: Pedagogic planning in Social Sciences

(Credit-3)

A. Lesson planning-

Writing teaching points, formulating objectives, selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations.

B. Teacher as a facilitator

Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learner's inquiry abilities.

Unit II: Learning Resources and Preparation of Materials

(Credit-3)

Preparation of contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. ICT in learning Social Sciences – Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.

Unit III: Assessment of Learning in Social Sciences

(Credit-3)

Construction of objective based test items, evaluating and recording procedures to assess student performance; group assessment, peer assessment; use of rubrics and portfolio in assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners. Social Science curriculum – features, issues and concerns in Social Sciences. Curriculum as addressed in NCF 2005, need for periodical reforms of curriculum. Professional development of Social Sciences Teacher – concept of professional development, need for updating content and pedagogical competencies, ways of professional development – participation in seminars, conferences, on line sharing, distance learning, member of professional organizations, writing reflective journal.



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Suggested Activities:

- i. Planning of Lessons on the Social Sciences units/themes of class VIII, IX And X
- ii. Writing Reflective Journals based on teaching experiences – simulated
- iii. Preparation of learning aids
- iv. Analysis of Social Science Textbooks/Curriculum.
- v. Project work using ICT on any Social Science lesson
- vi. Construction of Test items – objective based

Suggested Readings:

1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Position Paper by National Focus Group on Teaching of Social Sciences.
3. Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
4. M Haralambos with R M Heald, Sociology Themes and perspective, 2013 New Delhi.
5. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
6. Earl Babbie, Research methods in Sociology, India Edition , 2007 N. R. Swarupe Saxena, philoshiphical and sociological Principles of educations , edition 2011.
7. Ashok Sidana&P.N.Malhotra, Samajik Adhyan Shikshan (Hindi), Shiksha Prakashan.

Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Comprehends How Historians Study The Past Using Different Types Of Sources.
- The Values Of The Indian Constitution And Their Significance In Everyday Life.
- Understands Historical Diversity To Relate Developments Of One Place /Region With Thous Of Another.
- Gains A Sense Of The Working Of Indian Democracy, Its Institutions And Processes At The Local, State And Union Levels.
- becomes familiar with socio-economic role of institutions such as family, market and government.



PEDAGOGY OF GEOGRAPHY

Credit-9(7+2+0+0)

D&T-(2)

Objective :-

On completion of the course the students Teacher will be able to:-

1. The starting of the unit will develop basic understanding about the foundation nature of Geography in the learner.
2. The learner will understand the basic principles of pedagogy Geography.
3. Learner will be able to develop in its mind holistic view about the Use of ICT in teaching and learning of geography-multimedia and internet
4. Learner will be able to Development of map reading skills curriculum planning in geography

UNIT I: Teaching Learning Resources

Credit-3

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

Unit II: Lesson Planning: Preparation of lesson plans

Credit-3

Preparation of unit plans Maintaining harmony of the classroom, individual difference, group and individual learning. Teaching aids and designing a geography laboratory. Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating Objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.

UNIT III: Pedagogical analysis of geography& evaluation

Credit-3

Pedagogical analysis of a few units from enrichment content identification and classification of concepts from the above mentioned. Development of map reading skills curriculum planning in geography-

(I) Criteria used in the formulation of geography curriculum. (II) Guidelines for course construction. (III) Geography text book and its evaluation. (IV) Comprehensive and continuous evaluation. (V) Developments of different types of test items. (VI) Diagnostic testing and remedial measurement (VII) Preparation of one diagnostic test. (VIII) Preparation of achievement test, and analysis and interpretation of test Data. (IX) Remedial Teaching.

Internal practical:

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.



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Suggested Readings:

1. Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
2. Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co.Ltd.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
4. Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
5. Hall David (1976), Geography and Geography Teacher, London: Unwin Eduation Books.
6. Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
7. Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapur: Oxford University Press.
8. Morrey D.C. (1972), Basic Geography, London: Hien Manns Edu. Book Ltd.
9. Verma J.P. (1960), Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
10. Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Public Ltd.

Course outcome:-

After Completed The Course Student Teacher Will Be Able To:-

- Concerned With The Ways In Which Teacher Design, Integrate And Implement Effective Teaching Practice Into Their Instruction.
- To Create An Interest Among The geography , Using library as a learning resources
- To be able to compose freely and independently in speech and writing.
- having to do with interactions with others social skills.



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PEDAGOGY OF HISTORY

Credit-9(7+2+0+0)

D&T-(2)

OBJECTIVES :-

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

- 1- Understand the Teaching Learning Resources
- 2- Understand the Pedagogical Planning in History
- 3- Understand the Comprehensive and continuous evaluation
- 4- . Professional Development of History Teacher

UNIT I: Teaching Learning Resources

Credit-3

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

Unit – II: Pedagogical Planning in History

Credit-3

Lesson Planning: Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations. Professional Development of History Teacher Development of audio video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc.

UNIT III: Evaluation

Credit-3

- (i) Comprehensive and continuous evaluation.
- (ii) Developments of different types of test items.
- (iii) Diagnostic testing and remedial measurement.
- (iv) Preparation of one diagnostic test.
- (v) Preparation of achievement test, and analysis and interpretation of test Data.
- (vi) Remedial Teaching.

Suggested Activities: Internal Work

To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.



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Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), the Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, and Harman Publishing House.
4. Dixit, U. and Bughela (1972), Itihas shikshan, Jaipur: Hindi Ganth Academy.
5. The Teaching of History, London: Goom Helm Ltd.
6. Jarvis, C. H., Teaching of History.
7. Khan S.U. (1998), History Teaching.
8. Problems, Prospective and Prospect, New Delhi: Heera.
9. Kochar, S. K. (1972), the Teaching of History, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.

Course Outcomes:-

After the completing the course student teacher will be able to –

- Understand the need The significance of oral data;
- Learn the Writing teaching points, formulating objectives
- Understand the Lesson Planning: Meaning, Importance and Characteristics of LessonPlan
- understanding the Developments of different types of test items Diagnostic testing and remedial measurement
- learn the Preparation of achievement test, and analysis and interpretation of test Data



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF CIVICS Credit-9(7+2+0+0)

OBJECTIVES-

On completion of the course the students will be able to-

1. Understand the nature, scope, objectives and importance of teaching of civics.
2. Understand the Teaching Aids and Co Curricular Activities in Civics teaching.
3. Acquaint them with the evaluation in civics teaching.
4. Understand the Remedial Teachings.
5. Understand the maintaining the ecology of the classroom.

D&T-(2)

Unit I: Nature, needs & significance of Civics teaching

Credit-3

Nature, needs & significance of Civics teaching: Its needs & significance. Objective Based Teaching: Its concept, Objectives of teaching Civics, product process objectives, Long term, short term objectives. Knowledge, skills and value based objectives. Identifying and stating objectives in terms of content and behavior outcomes in learning.

Unit II: Learner Centered and Activity Based Teaching

Credit-3

Development of thinking and concept formation, analysis of political processes and Events, Mass media and scrapbook approaches to teaching especially current events, Investigations and projects in Civics. Teaching Aids and Co Curricular Activities in Civics teaching. Text book, Low cost improvised teaching aids, Bulletin board, Radio, films and television, Visits and field studies, Transactional Strategie, Preparation of lesson Plan. Unit plan on a topic from above given areas of enrichment content by stating objectives, developing concepts and contents involved and planning classroom interaction activities of the teacher and the Student, Maintaining the ecology of the classroom.

Unit III: Evaluation in civics teaching

Credit-3

- (i) Comprehensive and continuous evaluation.
- (ii) Norm reference and criterion reference tests.
- (iii) Evaluation devices written, open book examination, oral, observation, record.
- (iv) Preparation of a unit tests.
- (v) Preparation of an achievement test with Blue Print.
- (vi) Diagnostic testing and remedial measurement.
- (vii) Remedial Teachings.

Suggested Activities:

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



Suggested Readings:

1. Agarwal, N. N., et. al. (1978), Civics teaching, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw-Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), the Teaching of Social Studies, Delhi: University Publishers.
8. Wesley, F. B. (1950), Teaching social Studies in High School, Boston: D.C., Heath & Co.
9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.
10. Fenton, Edwin (1967), the New Social Studies, New York:
11. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.

Course Outcomes(Cos):-

After the completing the course student teacher will be able to

- Understand the nature, scope, objectives and importance of teaching of civics.
- Understand the Teaching Aids and Co Curricular Activities in Civics teaching.
- Acquaint them with the evaluation in civics teaching.
- Understand the Remedial Teachings.
- Understand the maintaining the ecology of the classroom.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF ECONOMICS

Credit-9(7+2+0+0)

D&T-(2)

Objectives:-

On completion of the course the students will be able to-

1. To make people teacher understand international economy
2. To make people teacher understand basis of trade in international and inter regional economy .
3. To make people teacher understand about balance of payment.
4. To make people teacher understand terms of trade.
5. To make people teacher understand case of protection.
6. To make people teacher understand about different types of deficits and it's causes and effects.

UNIT- I: Instructional Media & Co curricular Activities

Credit-3

- Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics.
- Co Curricular Activities: Type, role and significance of co curricular activities in teaching of Economics.
- Text Book: Criteria for evaluation of economics textbook. Recent advancements in teaching of Economics Team teaching, Cooperative learning, Computers in teaching of Economics. High Order Thinking Skills: Meaning, Activities to develop High Order Thinking Skills Collaborative group activities, Problem solving activities.

Unit - II: Lesson Planning

Credit-3

Lesson Planning Meaning, Need and preparation of lesson plan according to Herbertian Approach, Micro LESSON planning, audio visual aids Essential Qualities of a good economics teacher and role of economics teacher in teaching of current affairs.

UNIT- III: Nature of Educational Evaluation

Credit-3

Need, role in education process. Types of Evaluation [Formative, Summative, Diagnostic].Evaluation procedure for appraising learners' performance. Planning &Preparation of achievement test in Economics, preparation of Blue print. Types of test items: Open book examination, Evaluating project work, Question Bank, Remedial teaching. Recent trends in evaluation: continuous and comprehensive evaluation (CCE).

Suggested Activities:

Preparing mock budget of their home/school for a financial year.
PowerPoint presentation based seminar on the contributions of any one Eminent Economist: Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Suggested Readings:

1. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
2. Assistant Masters Association (1974), the Teaching of Secondary School Examinations, London Cambridge University Press.
3. Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. Of Education, Delhi University.
4. Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods.
5. Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
6. Mittal, R.L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.
7. Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004), Teaching of Economics.Merrut: R. Lall Book Depot.
8. Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
9. Upadhay Vinod & Upadhay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.

Course Outcomes (Cos):-

After the completing the course student teacher will be able to

1. Pupil teacher will be able to understand international economy
2. Pupil teacher will be able to understand basis of trade in international and inter regional economy.
3. Pupil teacher will be able to understand about balance of payment.
4. Pupil teacher will be able to understand about terms of trade.
5. pupil teacher will be able to understand case of protection.
6. pupil teacher will be able to understand different types of deficit its causes and effects.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

PEDAGOGY OF SANSKRIT

Credit-9(7+2+0+0) D&T-(2)

Objectives :-

On completion of the course the students will be able to

1. To make pupil teacher understand Language families and Sanskrit language.
2. To make pupil teacher understand relation historical importance of Sanskrit language
3. To make pupil teacher understand Audio visual aid use in Sanskrit teaching.
4. To make pupil teacher understand teaching Development of good Communication Skills.

UNIT -I: Nature & Role of Sanskrit as a Discipline

Credit-3

1. Sanskrit Language: Concept, Nature & Origin & Development
2. Language in School: (a) Concept of home language and the school language. (b) Language and construction of knowledge. (c) Difference between language as a school-subject and language as a means of learning and communication. (d) Objectives of teaching Sanskrit. (e) Origin, development, Changing trends & goals in Sanskrit Language.

UNIT- II An Overview of Language Teaching & Methodologies

Credit-3

1. Philosophical, social and psychological bases of approaches to Language, Acquisition and Language learning.
2. Teaching Methodologies and Approaches:
 - A. Teaching Methodologies- Direct Method, Traditional Method, Textbook Method, Elective Method and Communicative Method.
 - B. Approaches-Approach, Grammar Translation Method, Inductive and deductive approach.

Acquisition of Language Skills (In reference to Sanskrit): Listening, speaking, reading and writing-
(a) Listening and Speaking: Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources. (b) Reading: Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading. (c) Writing: Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, Reference skills. (d) Major barriers of Listening, Speaking, Reading & Writing. (e) Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges. (f) Innovative practices in developing LSRW skills. (g) Psychological misconceptions for learning Sanskrit.



UNIT -III Evaluation Strategies of Sanskrit

Credit-3

1. Evaluation: Meaning and concept.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting-Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation-oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation, Blue print. Developing competencies to prepare a Lesson Plan Based on the Following Concepts-

- a) Teaching with Creativity.
- b) Teaching with ICT support.
- c) Teaching with Spiritual Practices.
- d) Teaching through Dialogue and Brainstorming.

Suggested Readings:

1. Apte, D.G.and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. Cywe QhYM] vuqoknd&izlkn] MkW0 fo'oukFk]1968*Hkk"kk*fnYyh&7 caxyks jksM tokgjuxj A
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. pkScs] ch-,u- laLd`r f'k{k.kA
5. prqosZnh] ,l-vkj- ,laLd`r f'k{k.kA

Course outcomes (Cos):-

After completed the course student will be able to

- student will be understand the Concept, Nature & Origin & Development Sanskrit Language
- student will be understand the Evaluation: Meaning and concept.
- Student will be able to Teaching Methodologies and Approaches



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

WORLD REGIONAL GEOGRAPHY

Credit-12(10+0.5+1+0.5)

Objectives:

On completion of the course the students will be able to:-

1. The starting of the course curriculum will provide about the physical and cultural aspect of world geography.
2. Learner will gain knowledge about the geographical aspect of Asia, Europe, North and South America.
3. The outcome of the entire course will provide the knowledge about the climate, natural resources, economic base, population and natural resources of the selected continents.
4. Learner will gain knowledge about the practical aspect graticule, meridians and parallels, map projections.

Unit I:Asia

(Credit-4)

Asia in the context of the world. Terrain pattern, Drainage, Climate, Natural Vegetation, Soils, Spatial distribution of Population and Economic base of the continent in general.

Unit II:Europe

(Credit-3.5)

Europe. Physical, Major Mineral Resources, Industrial Regions of Europe, Major Agricultural Crops and Demographic characteristics of the Continent of Europe. Mediterranean Realm.

Unit III:North and South America (Credit-4)

North & South. Physical, Major Mineral Resources, Industrial Regions of North and South America, Major Agricultural Crops and Demographic characteristics. Australia & New Zealand Physical, Major Mineral Resources, Industrial Regions of Australia, Major Agricultural Crops and Demographic characteristics.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Geography Practical:(Credit 1)

Cartography-II (Projections and Presentation of socio-economic data) Map projections:

1. Meridians and parallels: definition, and characteristics.
 2. Map projections: meaning, compromises, classification,
 3. Characteristics, use and graphical construction along with outline map of the following projections:
 - i. Zenithal projections: orthographic, stereographic and gnomonic (both polar and equatorial cases) (6 exercises)
 - ii. Conical projections: Bonne's and polyconic (2 exercises)
 - iii. Mercator's projections (1 exercise)
 - iv. Globular projection (1 exercise)
 - v. Gall's projection (1 exercise)
 - vi. Mollweide's projection (1 exercise)
 - vii. Sinusoidal projection
- Cartography-II (Projections and Presentation of socio-economic data) Map projections: 1. Meridians and parallels: definition, and characteristics.

Suggested Readings:

1. Cole, J.: A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J.P.: Latin America - Economic and Social Geography, Butterworth USA, 1975.
3. DeBlij, H.J.: Geography: Regions and Concepts, John Wiley, New York, 1994.
4. Dickenson, J.P. et al.: The Geography of the Third World. Routledge, London, 1996.
5. Gourou, P.: The Tropical World, Longman, London, 1980.
6. Jackson, R.H. and Hudman, L.E.: World Regional Geography: Issues for Today. John Wiley, New York, 1991.
7. Kolb, A.: East Asia - Geography of a Cultural Region. Methuen, London, 1977.
8. Minshull, G.N.: Western Europe, Hodder & Stoughton, New York, 1984.
9. Patterson, J.H.: Geography of Canada and the United States. Oxford University Press 1985.
10. Songquiao, Z.: Geography of China. John Wiley, New York, 1994

Course Outcomes (COs):-

After completed the course student will be able to:-

- Develop ability to enhance a good understanding about the regional aspect of geographic understanding.
- Equip the students with different approaches to develop the comprehensive understanding about the different phenomenon of regional geography in the world.
- To understand the distribution pattern of mineral resources and world economic aspect of human activities.
- To understand the emerging concept of economic stages in the world.
- To sharpen the conceptual approach of studying human economic activities and its population dynamics with reference to available resources in the world.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

INTERNATIONAL ECONOMICS

Credit-12(10+0+0+2)

Practice Session-(2)

Objectives:-

On completion of the course the students will be able to

1. To make people teacher understand international economy
2. To make people teacher understand basis of trade in international and inter regional economy .
3. To make people teacher understand about balance of payment.
4. To make people teacher understand terms of trade.
5. To make people teacher understand case of protection.

Unit I: Trade Theories

(Credit-4)

Importance of International Economics – Distinction between inter-regional and International trade – trade and economic development – basis of trade; Absolute Advantage, Comparative Advantage and opportunity cost – Heckscher - Ohlin Theory of Trade, Leontiff paradox; Trade Reforms: Features and Orientation – Export Formation: Policy Initiatives – WTO and India, Foreign Trade in India - Recent changes in the Composition and direction of Foreign trade. Gains from trade – Measurement and distribution, Concepts of terms of Trade and their Importance – Doctrine of Reciprocal demand; Impoortance and Limitations, Offer curves; Singer-Prebisch thesis.

Unit II: Foreign Exchange and Balance of Payments

(Credit-3)

Meaning of foreign exchange; Exchange rate quotations; Exchange rate system: fixed vs. floating exchange rate policy, Purchasing Power Parity theory, Demand and Supply theory; International Monetary system: An historical overview; Crypto currency: Nature and working; Balance of payments: Concept and components, Disequilibrium in balance of payments, Balance of payments adjustment: Expenditure changing policy-monetary and fiscal policy, Expenditure switching policy-Devaluation-Elasticity approach, Exchange control methods; Foreign trade multiplier: concept, working and limitations.

Unit III: Trade Restrictions

(Credit-3)

Free trade and protection: arguments for and against; Methods of protection; Tariff: meaning, types and effects; Quota: meaning, types and effects, Optimum tariff, Effective rate of protection; GATT & WTO: Functions and agreements; IMF: objectives, functions and achievements; World Bank objectives, functions and performance; World Bank and developing Countries; UNCTAD: An overview



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Suggested Readings:

1. M.L. Jhingan, International Economics, Vrinda Publication.
2. Dominick Salvatore, International Economics, Prentice-Hall Publication
3. Selvatore, D L. (1997), *International Economics*, Prentice-Hall, Upper Saddle River, N.J
4. Soderstenm, B O (1991), *International Economics*, Macmillan Press Ltd, London.
5. Aggarwal, M R. (1979), *Regional Economic Cooperation in South Asia*, S Chand and Co., New Delhi
6. Bhagawati, J. (Ed.) (1981), *International Trade, Selected Readings*, Cambridge University Press, Mass.
7. Joshi.V. and I.M.D Little (1998), *India's Economics Reforms, 1991-2001*, Oxford University Press, Delhi.
8. Singh, M. (1964), *Indian Export Trends and the Prospectus for Self-sustained Growth*, Oxford University Press, oxford.

Course Outcomes (Cos)

After completed the course student will be able to

- Pupil teacher will be able to understand international economy
- Pupil teacher will be able to understand basis of trade in international and inter regional economy.
- Pupil teacher will be able to understand about balance of payment.
- Pupil teacher will be able to understand about terms of trade.
- pupil teacher will be able to understand case of protection.
- pupil teacher will be able to understand different types of deficit its causes and effects.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

INDIAN POLITICAL THOUGHT

Credit-12(12+0+0+0)

Objectives:-

On completion of the course the students will be able to

1. The starting of the unit will develop basic understanding about the nature of Indian Political Thought .
2. The paper aims at acquainting the students with the core elements of Ancient , Modern Indian Political Thought.
3. The paper aims at acquainting the students with the ideas of various Indian political thinkers whose work forms the core of Indian Political Philosophy.
4. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.
5. It identifies many political thinkers whose writings have shaped the understanding of ideas like nationalism, peace, justice ,equality ,Justice.
6. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts.

Unit I: Political Thought and its Development

(Credit-4)

Sources of ancient Indian Political thought, Bases of Political thought in Ancient India – Dharma, Varna and Ashrama Dharma, Trivarga (Dharma),theory of State relations, Mandala – Sadguna doctrine, Kautilya and his contributions to ancient Indian political thought, Manu, Kautilya and Shukra .

Unit II: Political thought in the Indian Freedom Movement

(Credit-4)

Political Thought in Modern India: Raja Ram Mohan Roy ,Dayanand Saraswati, Swami Vivekanand , G K Gokhale, Bal Gangadhar Tilak ,Gandhi.

Unit III: Political Thought in India

(Credit-4)

Jawahar Lal Nehru, B R Ambedkar, M.N Roy ,J P Narain Ram Manohar Lohia.

Suggested Readings:

1. New Horizons of Public Administration, Mohit Bhattacharya, Jawahar Publishers, Delhi.
2. Ramratan & Ruchi Tyagi, Indian political thought, Jawahar Book Centre, New Delhi.
3. Brij Kishore Sharma, Indian political thought, Jawahar Book Centre, New Delhi.
4. J.C. Johari, Indian polity, Jawahar Book Centre, New Delhi.
5. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
6. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
7. Vishnuo Bhagwan, Indian political thinkers, Jawahar Book Centre, New Delhi
8. Prem Arora & Brij Grover, Selected western & Indian political thinkers, Jawahar Book Centre, New Delhi.
9. M.Chaturvadi, Representative Indian Political Thought, College Book House (Hindi).

Course Outcomes(COs)

After completed the course student will be able to

- Have in depth knowledge and understanding of Indian Political thinkers like Manu and Kautilya.
- Develop a comparative understanding of various social reformers.
- Identify and describe the key ideas of Raja Ram Mohan Roy and Gandhi.
- Develop an understanding of the ideas of Modern Indian Political



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

INDIA AND THE CONTEMPORARY WORLD 1950 – 2000 A.D.

Credit-14(14+0+0+0)

Objectives: –

On completion of the course the students will be able to

- 1- Understand the nature of Rise and Growth of Indian Republic
- 2- Understand the economic reforms after independence
- 3- Understand the regional and national crisis after independence
- 4- Understand the cold war and their effects on world
- 5- Examine the nature and achievement of national movements in world

Unit I: Rise and Growth of Indian Republic

(Credit-5)

Rise of Indian Republic-effects of Partition-integration of Goa and Pondicherry to Indian Union - the five-year plans with special reference to the growth of Agriculture and Industries.

Unit II : India after Independence

(Credit-5)

Reorganisation of Linguistic States –Political parties- Regionalism and communalism in Modern India-Major crisis-Punjab, Kashmir, Assam, Indian Foreign Policy- India and the Super Powers-India and her neighbours.

Unit III: Coldwar and Power Blocks

(Credit-4)

The Coldwar and the Power Blocks – Stages of Coldwar – the Bandung conference and Non-alignment Movement-The Arab Israeli Wars.

(a) Industrial development of Japan and its impact on Asia and the World -the emergence of Vietnam- ASEAN and India.

(b) Nationalism in Africa and Latin America – Struggle Against Apartheid – Rise of new states in Central Africa – Nelson Mandela and the Republic of South Africa – Fidel Castro and Cuba.

Suggested Readings:

1. B.L.Grover, Modern India.
2. V.D.Mahajan, Europe since 1789AD
3. Teach yourself, World History
4. Sharma R.R. (Ed): The USSR in Transition: Issues and Themes – Atlantic Publication and Distribution, New Delhi, 1995.
5. Parsarathi Gupta, History of Europe
6. Govind Kelkar, China after Mao, Usha Publishers, New Delhi.
7. Hall, D.G.E., History of South-East Asia, MacMillan Education Limited, Hampshire, 1995.
8. Arjun Dev, Contemporary World, NCERT, New Delhi.

Course Outcomes(COs)

After completed the course student will be able to:-

- Understand the need of republic in India
- Learn the causes of partition and their impact after independence
- Understand the economic policy and growth in India after independence
- Understanding the political parties and their ideologies, work and achievements
- Learn the cold war between USA and USSR and result



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

LOCAL ADMINISTRATION

Credit-12(12+0+0+0)

Objecti

On completion of the course the students will be able to-

1. Understand the mining, nature, scope and importance of Local Administration in India.
2. Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
3. Understand the functions Powers and Role of Various kinds of Local-bodies.
4. To understand the organisation & functions of Panchayati Raj Institutions.
5. Acquaint them with the financial Administration of Local Bodies in India.
6. To understand the Personnel Administration in Rural & Urban Governments.

Unit-I (73rd & 74thAct)

Credit: 4

Meaning, Nature, and Significance of Local-self Government in Modern State. Evolution of Local self Government during the Ancient, Medieval and Modern India. 73rd & 74th Act 1992. The Organizational Structure of Urban, Local-self Government in India Composition. Functions Powers and Role of Various kinds of Local-bodies. Municipal Corporations and their Problems of Autonomy and Accountability.

Unit-II (Zila Parishad)

Credit: 4

Theory and Practice of Democratic Decentralisation in India. Organisation & functions of Panchayati Raj Institutions: Zila Parishad, Panchayat Samiti, Village Panchayats and Gram Sabha, MGNREGA. Personnel Administration in Rural & Urban Governments. Problems of Recruitment, Classification, Promotion, Training and Service Conditions of Local govt bodies.

Unit-III (Financial Administration of Local Bodies in India)

Credit: 4

Financial Administration of Local Bodies in India, Strengthening of Local Resources. State Control over Local Bodies in Urban and Rural Mechanism of control over Local Bodies at State Level. The Role of Directorate of Local Bodies and Gramin Vikas & Panchayati Raj Department.

Suggested Readings:

1. Ashok Sharma: Local administration.
2. R. Argel: Municipal Government in India.
3. S.R. Maheswari: Local Government in India.

Course Outcomes(COs)

After completed the course student will be able to:-

- Understand the mining, nature, scope and importance of Local Administration in India.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the functions Powers and Role of Various kinds of Local-bodies.
- Understand the organisation & functions of Panchayati Raj Institutions.
- Acquaint them with the financial Administration of Local Bodies in India.
- Understand the Personnel Administration in Rural & Urban Governments.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

oSfnd ,oa ykSfdd lkfgR;

Credit-12(12+0+0+0)

Unit-I (vfHkKku 'kkdqUrye~ ¼llrvadk%½

Credits: 4

vfHkKku 'kkdqUrye~ ¼llrvadk%½

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Unit-II (izR;; ~)

Credits: 4

izR;; &

d`r izR;;A

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Unit-III (oSfnd lkfgR;)

Credits: 4

oSfnd lkfgR; ¼osn & czkã.k] izeq[kksifu"knk%] vkpk;Z/k;L; lkekU; ifjp;%½A

ykSfdd lkfgR; & ohjdkO;e~ jkek;.k ¼ckydk.M½A

Suggested Readings:

- 1- vfHkKku 'kkdqUrye~] dfo dkfynkl] jek'kad] frokMh] fo'ofok]ky;] okjk.klhA
- 2- vfHkKku 'kkdqUrye~] oklqnsod`.k prqosZnh] egky{eh izdk'ku] vxjxj] mUkj izns'kA
- 3- fdjkrktZuh;e~] izFke lxZ tuknZu % eksrhyky cukjlh] enueksgu ,oa ruStk 'kekZ izFke laxZ] vyadkj izdk'kuA
- 4- laLd`r fu;ye~] MkW- f=os.kh 'kkL=h] txnh'k laL—r iqLrdky;A
- 5- laLd`r lkfgR;sfrgkl] MkW- cynso galjkt vxzoky] pkS[kEck ifCyds'kuA



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

fgUnh x|& II

Credit-12(12+0+0+0)

Unit-I fgUnh lkfgR; dk bfrgkl & ¼vk/kqfud dky ½

Credits: 4

fgUnh lkfgR; dk bfrgkl & ¼vk/kqfud dky ½%

vk/kqfud 'kCn dk vFkZ vkSj Lo:i] vk/kqfud dky oxhZdj.k]
vk/kqfud dky dh izsjd ifjfLFkfr;ka A
vk/kqfud dky % x| ds oSHko vkSj fofo/krk dk dky A

Unit-II (fgUnh ukVd % mn~~Hko vkSj fodkl)

4

Credits:

fgUnh ukVd % mn~~Hko vkSj fodkl

fgUnh esa ukVd dk vkjEHk vkSj HkkjrsUnq ds ukVd] ikjlh ukVd vkSj jaxeap] ukVd vkSj jaxeap dk
IEcU/k] ukVddkj izlkn] leL;k&ukVd vkSj y{ehukjk;.k feJ] ,CIMZ ukVd vkSj Hkqous'oj] ,dakdh ukVddkj
jkedqekj oekZ] fo".kq izHkkdj vkSj jsfM;ks ukVd] ukVddkj txnh'kpUnz ekFkqj] xhfrukV~; vkSj /keZohj
Hkkjrh A

Unit-III (fgUnh fucU/k ~)

4

Credits:

fgUnh fucU/k% Lo#i vkSj 'kSfy;kW] izeq[k fuca/kdkj&ckyd`".k HkV~V% izrkiukjk;.k feJ] pUnz/kj 'kekZ
xqysjh] ckyeqdqUn xq|r] ek/ko izlkn feJ] egkohjizlkn f}osnh] xqykckj;] t;'kadj izlkn] jk;d`".knkl]
oklqns'o'kj.k vxzoky] tSusUnz dqekj] iùflag 'kekZ vkSj 'kjin tks'khA

Suggested Readings:

- 1- gUnh ukVd mn~Hko vkSj fodkl& MkW- v'kksd dqekj xq|rk] eukst dqekj xq|rk& efyd ,.M dEiuh&2011
- 2- fuca/k fuy;&MkW- IR;sanz&ok.kh izdk'ku&deyk uxj fnYyh&1982
- 3- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010
- 4- fgUnh x| dh fofo/k fo/kk,a &izzrkiflag jkBkSM] pUe; izdk"ku A



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LITERARY CRITICISM

Credit-12(12+0+0+0)

Objective:-

On completion of the course the students will be able to-

1. To acquire knowledge,
2. To diagnose the weakness of speaking and writing English,
3. To compare and illustrate linguistic components,
4. To classify the elements of English language,
5. To understand the meaning of prose, poetry, story and drama by reading.

Unit I: Classical and Neo-Classical Criticism

(Credit-4)

Aristotle: *Poetics*

Johnson: *Preface to Shakespeare*

Unit II: Romantic Criticism

(Credit-4)

Wordsworth: *Preface to Lyrical Ballads*

Unit III: Victorian Criticism

(Credit-4)

Mathew Arnold: *The function of Criticism at Present Time, The Study of Poetry*

T S Eliot: *Tradition and Individual Talent*

I A Richards: *Two uses of Language*

Suggested Readings:

1. Hans Bertens : Literary Theory – The Basics, Routledge, London,2001
2. David Lodge : Modern Criticism and Theory, Faber and Faber, London, 1985
3. S Ramaswami and V S Sethuraman - The English Critical Tradition, Macmillan.
4. T S Dorsch – Classical Literary Criticism, Penguin Books. 2002



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5. Winsatt and Brooks – Literary Criticism – A Short History (Vol.I, II, III and IV).
6. Chris Barker – Cultural Studies, Faber Books, London, 2002.

Course Outcomes(COs)

After completed the course student will be able to:-

1. Able to appreciate the nuances of poetry through different forms.
2. Extensive use of grammar like finite, non-finite verbs, clauses, verb patterns etc.
3. Able to enrich vocabulary.
4. Able to transcribe the words phonemically

VII Semester

SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS

Objectives:-

On completion of the course the students will be able to:-

1. To develop the ability of student for good citizenship.
2. To develop the ability of students for independent judgment on all kinds of complicated social, political issues.
3. To enhance the understanding and respect for on other peoples culture
4. To promote love for an loyalty to the nation
5. To build a firm foundation for further education and teaching.

Credit-6(6+0+0+0)

Unit I: Concept, Nature and Purpose of Secondary Education

(Credit-2)

Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages. Problems of teacher training, Role of NCTE and Curriculum Reforms.

Unit II: Status of Secondary Education

(Credit-2)

Present situation of secondary education in the country. Universalisation of secondary education – access, enrolment, retention and learning achievement of students, Structure and systems of schools, Concept of RMSA; Examination Reforms, administration and financing of secondary education.

Unit III: Quality Education at Secondary Level

(Credit-1)

Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic), problems and challenges to quality improvement, through



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setting standards of performance and monitoring, Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.

Unit IV: Secondary School Teacher

(Credit-1)

Issues related to professionalism – code of professional ethics for Teachers; changed role of the teacher in the new millennium – learning facilitator and diagnostician, Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role over load, role stress and strain, accountability of teachers.

Sessional Work:

Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.

Preparing a report on the existing status of the teachers, method of recruitment and salary structure.

Visits to different types of secondary schools and preparation of school profiles.

Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

Visit to alternative education centers at secondary level and preparation of a report.

Survey of educational needs of disadvantaged/disabled.

Suggested Readings:

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi.
2. Cardinal Principles of Secondary Education. a Report of the Commission on the Reorganization of Secondary Education (English) Isha Books.
3. Govt. of India (1966) Abstract and Analysis of the Report of the Indian Education Commission, with Notes, and "The Recommendations" in Full
4. [Shyam Lal Arya](#); National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. Signature Books International.
5. [Neelam Ed Sood](#); Management of School Education in India 2012, pp. 230 (Crown Size) (English) 01 Edition. Aph Publishing Corporations.

Course Outcomes (Cos)

After completed the course student will be able to:-

- Understand the need and importance of secondary education .
- Analyze different issues in Problems of teacher training, Role of NCTE and Curriculum Reforms.



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- Apply different approaches to working conditions and staff morale.
- Construct for nature of secondary education children with special needs.

INCLUSIVE EDUCATION , GUIDANCE AND COUNSELLING IN SCHOOL

Objective :-

On completion of the course the students will be able to:-

1. To develop the ability of different able student.
2. To emphasize on education of all categories of learner.
3. Emphasize on special educations
4. To provide a provision to include differently abled children along with normal children in regular classroom environments.

Credit-6(6+0+0+0)

Unit I: Introduction of Inclusive Education, Educational Strategies and Management

(Credit-2)

Concept meaning scope and challenges of inclusive education Distinction between special education, integrated education and inclusive education and their merits and demerits Creating inclusive environment Importance and need for adaptation Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level Educational measures for effective implementation of inclusive education.

Unit II Nature, needs and Evaluation of SWDN

(Credit-2)

Definition, types and classification of SWDN Characteristics and educational needs of SWDN based on research evidence Supportive resources and services for children with SWDN in inclusive Education Teachers' role in implementing reforms in assessment and evaluation in inclusive education Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs Importance of CCE



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UNIT-III Guidance & Counselling

(Credit-1)

Guidance and Counselling- Meaning, Definitions, Aims, Nature, Principles and Needs. Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Type and relationship between guidance and Counselling - Benefits- Limitations, History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT-IV Guidance Services in Schools

(Credit-1)

Non-testing devices in guidance: Observation, Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc. Testing devices in guidance--Meaning, Definition, Measurement, Uses of psychological tests. Guidance services at different school levels– Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination

Sessional work

1. Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education
2. Tutorial – visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
3. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
4. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.

Suggested Readings:

1. Sophia Dimitriadi ;Diversity, Special Needs and Inclusion in Early Years Education (English) 1st Edition, SAGE Publications India Pvt Ltd
2. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities',
3. Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from www.ssa.nic.in / inclusive_education /ssa_plan_manual
4. Neena Dash ;Inclusive Education for Children With Special Needs.

Course Outcomes:-



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After completed the course the student will be able to:-

- To increasing acceptance and appreciation of diversity.
- To removing discriminate and providing adequate recourses.

VIII SEMESTER

INDIAN CONSTITUTION AND HUMAN RIGHTS

Credit-5(5+0+0+0)

Objectives:-

On completion of the course the students will be able to-

1. Know the importance of this the student teacher will be able to Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.
2. know the important ,preamble and salient features of Indian constitution.
3. Appreciate the significance of fundamental rights, duties and directive principles of state policy
4. Develop an understanding off the strength of the government union.

Unit I: Meaning and Importance of the Constitution

(Credit-3)

5. (a) Preamble, Salient features Constituent Assembly and the Spirit of the Indian Constitution.
6. (b) Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.
7. (c) Union, State and Local Self Governments Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

Unit II: Human Rights

(Credit-2)

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organisations.

Suggested Readings:

1. Madhav Khosla,, THE INDIAN CONSTITUTION (English) Oxford University Press
2. Ghosh, Indian Government and Politics. PHI LEARNING PVT. LTD-NEW DELHI
3. Naseem Ahmad, Indian Public Administration, Anmol Publications Pvt.Ltd.



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4. Jagdish chand, Education In India After Independence : Anshah Publishing House (shipra Pub.), H4-03 Mayurdhwaj, 60 Ip. Extn. Delhi-92
5. C. Naseema, Human Rights in India: Theory and Practice, Shipra Publication.

Course outcome :-

After completed the course the student will be able to

- understand the function of the state government for the unity and the strength of the democracy.
- know the importance of local self government and panchayati raj institution in india
- Know the meaning significance, the going adversary of human right .

CURRICULUM AND SCHOOL

Objectives :-

On completion of the course the students will be able to-

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.

Credit-6(6+0+0+0)

Unit I: Concept and determinants of curriculum

(Credit-2)

□ Meaning of Curriculum; the dynamics of hidden curriculum and its effects; Core curriculum; Spiral curriculum; Determinants of school curriculum; National goals and priorities: Trends in the curriculum of school education at national and state levels (with reference to National Curriculum frameworks); Difference between curriculum Curriculum and syllabus.

Unit II: Curriculum implementation in schools

(Credit-2)

Planning and converting curriculum into syllabus and learning activities. Role of teacher in operationalising curriculum (Concept mapping, Longrange planning, daily lesson Planning, creating learning situations, selecting learning experiences, choice of resources, planning Assessments. Time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources. Planning and use of curricular materials – teachers hand book, sourcebook, work book, manuals, and Other learning materials.

Unit III: School as a system for curriculum implementation

(Credit-2)

Concept of a school; its components; school climate and environment.

School as an organization- mission, vision and core values. Factors influencing school environment. School plant, Physical and academic infrastructural facilities. □ Planning: Types of planning-short term, annual plan; Strategic planning and goal setting; Organization of curricular activities i. Curricular-activities: Management of classroom teaching -learning activities, Managing Examination and Evaluation in school; Reducing stress and strain of students



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facing public examinations and enhancing their chances for better schooling; Classroom management for different types of instructional strategies; Group dynamics and its implications, Instruction in a diverse classroom ii. Co-curricular activities: organizing various cultural and club activities and competitions, school-level, inter-school-level, district and National Level □ Planning School Time table.

Sessional activities

Group work to analyze the curricular concepts school visits to study the factors required for Implementing the curriculum in schools and write reflective experiences.

Review of national curriculum frame works on school education and write a report for presentation and discussion.

Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point Presentations and report submission.

Interviews with class room practitioners and students who are the stakeholders to know their Perceptions about the curriculum and the text books in use.

Readings of certain curriculum reviews and articles bearing significance to the course outlined and Reflections on them.

Suggested Readings:

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing, New Delhi.
2. Buch M B Planning Education, Implementation and Development, NCERT, New Delhi. .
3. Curriculum Planning for better teaching and learning by J.G. saylor and W Alexander (Holt, Rinehart and Winston).
4. Dewey, John (1959): The child and the Curriculum, Chicago, The University of Chicago Press.
5. Eugenia Hepworth Berger (1987), Parents as partners in Education: The school and home Working together.
5. Howson, Geoffrey (1978): Developing a New Curriculum, London: Heinmann.

Course Outcomes (Cos)

After completed the course the student will be able to:-



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- Understand the need and importance of curriculum
- Analyze different issues in curriculum.
- Apply different approaches to curriculum construction.
- Construct curriculum for children with special needs.

ENVIRONMENTAL AND APPLIED GEOGRAPHY

Credit-12(10+0.5+1+0.5)

Objectives:-

On completion of the course the students will be able to-

1. The starting of the unit will develop basic understanding about the foundation and nature of environmental and applied geography in the learner.
2. Learner will gain knowledge about the components of physical environment and significance of applied geographical.
3. The outcome of the entire course will provide the knowledge about the ecosystem, ecology, global warming, natural hazards with reference to India.
4. Learner will be able to assess the entire functioning of ecosystem, biodiversity, natural resources, wild-human conflict, man-environment relation and sustainable development processes.
5. Learner will be able to gain fundamental idea about the geo-spatial technology as aspect of applied geography.
6. Learner will be able to apply his/her knowledge of remote sensing and GIS and its application aspect to solve the geographic problems as well as societal issues with a better representation.

Unit I: Environmental and Applied Geography

(Credit-3)

Definitions, Nature and Scope of Environmental Geography, Components of Environment biotic (forests, wild-life, live-stock, fisheries, agricultural crops) and abiotic (land, water, mineral).

Meaning of Applied Geography Nature, Scope and Significance of Applied Geography.

Unit II: Ecosystem and Physical Environment

(Credit-4)

Structure, Function and Energy Flow in the Ecosystem Ecological Pyramid. Ecological niche, food chain and Web. Major Ecosystem in the World: Forest, Grassland and Desert. Issues related to variations in physical environment: Environmental pollution – Air

water and noise causes, Global warming greenhouse effects, ozone layer depletion and acid rain. Causes, effects and measures of floods, droughts earthquakes, tsunami and landslides with reference of India.

Unit III: Biodiversity and Human Resources

(Credit-4)



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Types and Importance of Biodiversity. Biodiversity at the Local, Regional and Global Level. Causes and Threats to the Biodiversity. Pollution: Air, Water, Soil, Noise. Greenhouse effect. Ozone layer depletion Hazards: Landslides Earthquakes and Tsunami. Floods and Drought. Cyclones. Classification of Environment: Natural and Human. Man-environment interrelations with respect to population size, types of economy, and technology; exploitation of natural resources and environmental hazards. Issues related to human resources; quality vs. numbers; social and demographic issues: diversity and disparity; carrying capacity of the earth; human resource use and manpower planning. Issues related to economy; spatial organization of economic activities: Modern agriculture and associated Problem. Industrialization and associated problem Spatial inequalities: Causes and consequences Sustainable development with man environment relationship.

Suggested Readings:

1. Agarwal, A. et al.: The Citizen's Fifth Report. Centre for Science & Environment, New Delhi, 1999.
2. Singh Savindara; Environmental Geography, Prayag Pustak Bhavan Allahabad.
3. Allen, J.L.; Student Atlas of Environmental issues, Dushkin Pub., 1997.
4. Brown, L.R.: In the Human Interest, East-West Press, New Delhi, 1976.
5. Asthana D Kand Asthana Meera: Environmental Problems and Solutions, S Chand and Co Ltd.
6. Subbarao Shuman Ecology: Issues and Challenges. Rajat Publications New Delhi.
7. Sharma, H.S.: Ravine Erosion in India, Concept New Delhi, 1980.
8. Husain, Majid: Evolution of Geographical Thought, Rawat Publications.
9. James, P.E.: All possible Worlds: A History of Geographical Ideas, Sachin Publication.
10. Dohrs, F.E. and Sommers, L.W. (eds.): Introduction to Geography, Thomas Y. Crowell Co., New York, 1967.
11. Minshull, R.: The Changing Nature of Geography, Hutchinson University Library, London.
12. Johnston, R.J. and Claval, P. (eds.): Geography Since the Second World War, Croom Helm, London/Bernes and Noble, Totowa, N.J.
13. Wooldridge, S.W.: The Geographer as a Scientist, Thomas Nelson and Sons Ltd., London, 1956

Geography Practical (Credit 1)

Geospatial Technology

Elements of GIS

Meaning and Components of GIS, Spatial data entities- Point, line polygon, Sources of spatial data. Census- Topological maps, Aerial photographs, Satellite images. Spatial data structure and management: Vector data structure, Raster data structure, creating database.

Fundamentals of Remote sensing:

Remote sensing as a tool for data generation and mapping; 2. Basic concepts of aerial photographs and satellite imageries; 3. Generating maps (physical and human features) from aerial photographs and remote sensing data products using pocket stereoscope and other aids.

Course Outcomes:-

After completed the course the student will be able to:-

- Develop ability to enhance understanding about the environmental aspect and applications in geography.



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- Equip the students with different modern application tools in geography.
- To understand the distribution and pattern of biotic and a biotic components on earth surface and factors affecting their ecological process.
- To understand the emerging concept of man-nature conflict and natural hazards in the world.
- To sharpen the conceptual and quantitative approach of studying environmental and ecological process of the earth's ecosystem.

QUANTITATIVE ANALYSIS

Credit-12(10+0+0+2)

Objectives:-

On completion of the course the students will be able to-

1. To Make pupil teacher understand different type of equation and their uses
2. To make people teacher understand Matrix and its uses
3. To make people teacher understand graphic method
4. To make people teacher understand different type of sampling, Techniques of data collection, measurement of central tendency etc.
5. To make people teacher understand static method of data analyse.
6. To make people teacher understand about index numbers and There testing.

Practice Session-(2)

Unit I: Basics of Mathematical Economics

(Credit-4)

Variables, Equations: system of equations, Types of equations - Linear and non-linear - application of equations - slope of the line -Calculus, Differentiation of a function, Maxima and Minima, Elasticity, Integration of a function, Equilibrium of a consumer and firm, Relationship among the total, marginal and average cost and revenue, constrained optimization Problem, Consumer's Surplus, Matrix and Determinants - Various types of matrices, Input - Output analysis, concept of linear programming- Graphical and Simplex Method.

Unit II: Introduction to Statistics

(Credit4)

Concepts of Population, Sample, parameter, Frequency Distribution, Cumulative Frequency, Sampling techniques, Methods of Sampling, Techniques of Data collection, Sampling VS Population, Primary and secondary data. Measures of Central Tendency, Mean, Median and Mode, Geometric and Harmonic Mean, Measures of Dispersion, Range, Mean Deviation, Quartile deviation, Skewness, and Kurtosis, Correlation: Sample correlation Coefficient, Karal Pearson Rank Correlation, Partial and Multiple Correlation analysis _ Regression Analysis- Estimation of Regression line - Least Squares- Method. Probablity distribution, Theoretical distribution - Binominal, Poisson and Normal.

UNIT- III Time Series Analysis and Index Number

(Credit-4)



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Time series Analysis, Concepts and Components, Secular Trend, Periodic Movements, Cyclical Movements, Irregular Variations, Index Numbers- Meaning and use of Index Numbers, Methods of Calculating Index Numbers – Laspeyre's Method– Fischer Method, Problems in the Construction and limitations of Index Numbers –Different Price Index Numbers, Tests for Ideal Index Number.

Suggested Readings:

1. R.S Bhardwaj, Mathematics for economics and business, Jawahar Book Centre.
2. [Aditham B.Rao, Quantitative Techniques in Business](#), Jain Book Agency.
3. NP Bali, PN Gupta, CN Gandhi, [A Textbook of Quantitative Techniques](#), Jain Book Agency.
4. [M.P.Gupta & R.B.Khanna, Quantitative Techniques for Decision Making](#), Jain Book Agency.
5. [V.K. Kapoor, Operations Research \(Quantitative Techniques for Management\)](#), Jain Book Agency.
6. Dasgupta, A K. (1985), *Epochs of Economic Theory*, Oxford University Press, New Delhi.
7. Gandhi, M K. (1947), (India of My Dreams, Navajivan publishing House, Ahmedabad.
8. Rao, M N. (1964), *Memories*, Allied Publishing House, Bombay.
9. H. L Bhatia: History of Economic thought. Vikas Publishing House Pvt. Ltd.
10. B.N Ganguli: Indian Economic Thought: A Nineteenth Century

Course Outcomes

After completed the course the student will be able to

- Pupil teacher will be able to understand different type of equation and their uses
- people teacher will be able to understand matrix and its uses
- Pupil teacher will be able to understand graphic method
- pupil teacher will be able to understand different type of sampling ,techniques of data collection, measurement of central tendency etc.
- people teacher will be able to understand a static method of data collection
- pupil teacher will be able to understand about index numbers and their testing.



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INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT Objectives:-

On completion of the course the students will be able to-

1. The starting of the unit will develop basic understanding about the nature and
2. importance of International Politics & Western Political Thought
3. The paper aims at acquainting the students with the issues in international politics.
4. It explores the concepts of National power , Balance of Power, Collective Security , interest ,Diplomacy and war.
5. The paper aims at acquainting the students with the ideas of various western political
6. thinkers whose work forms the core of Political Science as a discipline.
7. It identifies ten political thinkers, from Plato to Marx, whose writings have shaped the
8. understanding of ideas like the nature of state, society and politics.

Credit-12(12+0+0+0)

Unit I: Theory of International Relations, National Power& Foreign Policy

(Credit-4)

Nature and Importance, origin and growth of International Politics, Approaches to the Study of International Politics, Idealistic and Realistic Theories, Nature, elements and limitations of national power, Balance of Power. Collective Security and Diplomacy: Nature, types and functions of Diplomacy, Instrument for the formation of National Interest : War, Propaganda.

Unit II: Ancient, Medieval and Modern Political Thought

(Credit-4)

Plato – his contributions to Greek political thought, Aristotle – his Contributions to Greek political thought, Machiavelli – his contributions to political thought and his political realism.

Unit III: Social Contractualists

(Credit-4)

Hobbes ,Locke, Rousseau – contribution to Social Contract Theory, Utilitarian Thought : J. Bentham –



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His Utilitarian and Legal thought,
J S Mill : Utilitarian & Political Thought
Karl Marx – Class Struggle & Contribution.

Suggested Readings:

1. J.C. Johari, Select World Constitutions, Jawahar Book Centre, New Delhi
2. Ajay K. Mehra, Ren L Vy, (The police, state and society: perspectives from India and France) Jawahar Book Centre, New Delhi.
3. Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.
4. Joshua s. Goldstein, International relations Jawahar Book Centre, New Delhi.
5. E. H. Carr International relations between the two world wars 1919-1939, Jawahar Book Centre, New Delhi.
6. U.r. ghai, Foreign policy of India, Jawahar Book Centre, Delhi.
7. Ved Bhatnagar, Challenges To Indias Integrity: Terrorism, Casteism, Communalis, Rawat Publication
8. V. P. Varma, Modern Indian political thought, Jawahar Book Centre, New Delhi.
9. B.L.Fedia, Wester political thought.
10. V. P. Varma, Ancient & medieval Indian political thought, Jawahar Book Centre, New Delhi.
11. B.L.Fadia, Representative Western political thinkers, Sahitya bhawan publication.

Course Outcomes:

After completed the course the student will be able to

- Understand key concepts and concerns in international Politics , including notably the way power is acquired and used globally and how states and non-state actors interact
- Assess the significance of political ideas of Plato, Aristotle and realist thinkers Like Machiavelli.
- Critically evaluate the theory of Social Contract by Hobbes, Locke and Rousseau and the impact of their philosophy on the Constitutions of different countries.
- Have comprehensive understanding of concepts of utilitarian thinkers like



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Bentham & J.S.

- Mill and writings of Marx and Hegel that have shaped the understandings of society, politics and economy.

History of Europe (From Glorious Revolution up to French Revolution) Credit-12(12+0+0+0)

Objectives:-

On completion of the course the students will be able to-

- 1- Understand the Scientific & American Revolution
- 2- Understand the Revolution in Europe & Asia
- 3- Understand the - World Wars
- 4- Understand the political and economical policy in Europe.
- 5- Understand and examine the nature and achievement of European revolutions.

Unit I: Scientific & American Revolution:

(Credit-4)

Scientific Revolution upto 18th Century; Mercantalism and European Economy in 17th and 18th Century

American War of Independence: Political and Economic Issues and Significance

Unit II: *Revolution in Europe & Asia* :

(Credit-4)

Glorious Revolution, French Revolution Unification of Italy: China since 1800

Unification of Italy – Germany – German Empire after 1871 – Bismark's Domestic and Foreign Policy.
Rise of Dictatorship - Facism and Nazism –China – The Opium Wars – Taiping Revolt – The Boxer Rebellion – Revolution of 1911, Dr.Sun Yatsen – Chiangkai Sheik – The Kumintang Party – Mao-tse Tung and The Communists and Russian Revolution

Unit III: World Wars:

(Credit-4)

First world war: Causes, Results

Second World War: Causes & Results

Suggested Readings:

1. Jain and Mathur, History of Modern World.
2. V.D. Mahajan, Europe since 1789AD.
3. Parsarathi Gupta, History of Europe.
4. Gokhale, B.K, Modern Europe 1848 to 1960, Himalayan Publishing House, Bombay, 1987.
6. H.L. Singh and R.B. Singh: Aadhunik Europe Ka Itihas 1453-1789



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7. Parth Sarthi Gupta (ed.): Aadhunik Paschim ka Uday
8. Minakshi Phukan: Rise of Modern West
9. B.D.Sharma: History of Europe.

COURSE OUTCOMES

After completed the course the student will be able to:-

- Learn and understand the Scientific Revolution upto 18 th Century in Europe
- Learn the American war of independence.
- Understand the Glorious Revolution in England
- learn the Rise of Dictatorship in Europe and effects
- learn the causes of wars and there several effects on modern world

STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION

OBJECTIVES-

On completion of the course the students will be able to-

1. Understand the mining, nature and scope of State administration in India.
2. To understand the Constitutional structure of state Government.
3. To understand the personnel administration.
4. Understand the Police Administration: Organization and working of police at state and district levels.
5. To understand the concept, Meaning, Nature, Scope, Principles and Significance of Social Administration.
6. To understand the central Social Welfare Board.

Credit-12(12+0+0+0)

Unit-I (Constitutional structure of state Government)

Credit: 4

Constitutional structure of state Government: Position of states in Indian, State Secretariat and its working, Cabinet secretariat; Role of chief secretary, Organization and working of special schemes and integrated rural development department: The directorates and their position in state administration, Secretariat-Directorate relationship, organization and role of directorate of college education.

Unit-II (Personnel Administration)

Credit: 4

Personnel Administration: Recruitment of civil services and the role of RPSC, Training and promotion, Rajasthan Civil service Appellate Tribunal. Police Administration: Organization and working of police at state and District levels. Lok Ayukta.

Unit-III (Concept and Significance of Social Administration)

Credit: 4

Concept, Meaning, Nature, Scope, Principles and Significance of Social Administration, Social Legislations in India: Its Inadequacies and Suggestions. Central Social Welfare Board, Its Composition, Functions and Status. Role of National Commission on Human Rights, Significance and Problems of Social Welfare.

Suggested Readings:

1. Surendra Kataria: State Administration in India.
2. Ravindra Sharma: Rajya prashashan.
3. Chandramoli singh avum Anya: Rajasthan mein rajya prashashan.
4. Meena Sogani: The chief secretary of India.
5. R.M.Khandelwal: state level plan administration in India.
6. Satish K.Batra: Legislative control over Public enterprises.



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7. S.K. Kataria: Social Administration.
8. Sachdeva: Social Administration.
9. G.B. Sharma: Social Administration in India.
10. T.N. Chaturevedi: Social Administration.

Course Outcomes:-

After completed the course the student will be able to:-

1. Understand the mining, nature and scope of State administration in India.
2. Understand the Constitutional structure of state Government.
3. Understand the personnel administration.
4. Understand the Police Administration: Organization and working of police at state and District levels.

Hkkjrh; laLd`fr ds rRo ,oa ij lkfgR;

Credit-12(12+0+0+0)

Unit-I (dBksifu"kn~ izFkeks-;/k;&izFkekoYyh~)

Credits: 4

dBksifu"kn~ izFkeks-;/k;&izFkekoYyhA

lwDr & o:.klwDre~ 1-25

Unit-II (Hkkjrh; laLd`fr ds fodkl dh :ijs[kk)

Credits: 4

Hkkjrh; laLd`fr ds fodkl dh :ijs[kk &

iwoZoSfndA

oSfndksÜkjdkyA

e;/dky ,oa vk/kqfud dkyA

Unit-III (Hkkjrh; n`kZu dh izeq[k fopkj/kkjk,as)

Credits: 4

Hkkjrh; n`kZu dh izeq[k fopkj/kkjk,asA

Hkkjrh; laLd`fr dk ekuo dY;k.k esa ;ksxnkuA

Suggested Readings:



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- 1- lkaLd`frd fuf/k] MkW- jkethyky mik/;k;] egkeuqi qjh] okjk.klhA
- 2- f'kojkt fot;] jek'kaM~dj feJ] vfEcdk nÜk O;kl] iqLrdky;] eku efUnj] dka'khA
- 3- dBksifu"kn~] lqjsUnz nso 'kkL=h] pkS[kEck fo|k Hkou] okjk.klhA
- 4- osnp;ue~] fo'oEHkj ukFk 'kkL=h] fo'ofok; izdk'ku] okjk.klhA
- 5- Hkkjrh; laLd`frdkfuf/k] okbZ-,l- jes'k] jpuk izdk'kuA

fgUnh O;kdj.k] lkfgR; fl)kUr ,oa iz;kstuijd fgUnh

(12+0+0+0)

Unit-I (O;kdj.k % vFkZ vkSj Lo:i)

Credits: 4

O;kdj.k % vFkZ vkSj Lo:i

- 'kCn lajpuk %
- 1- laf/k] milxZ izR;; vkSj lekIA
 - 2- 'kCn & izdkj & vFkZ] L=ksr vkSj lajpuk ds vk/kkj ijA

- okD; lajpuk %
- 1- in&ifjp;] lack] loZuke] fo'ks"k.k] fdz;k vkSj fdz;k & fo'ks"k.k ds izdkj ,oa izdk;ZA
 - 2- okD; & izdkj O;kdjf.kd dksfV;ka cpu] fyax] iq:"k dkjd vkSj okP; vkfnA

Unit-II (Hkkjrh; ,o vk/kqfud dkO;"kkL=)

Credits: 4

jl fl)kUr] fo'ys"k.k] jl&fu"ifÜk] lk/kj.khdj.k vkSj lg`n;
vyadkj fl)kUr] jhfrfl)kUr] odzksfDr fl)kUr] vkSfpR; fl)kUr] A
fcEc] izrhd feFkd vkSj QSaVslh A



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Unit-III (iz;kstuijd fgUnh ,oa lapkj ek;/e ~)

Credits: 4

fofo/k lapkj ek;/e % ifjp; ,oa dk;Zfof/k & JO; ek;/e % jsfM;ks JO;&n`'; ek;/e % Vsyhfotu vkSj fQYe rduhdh ek;/e % baVjusV feJ ek;/e % foKkiu AjsfM;ks&ys[ku &jsfM;ks ukVd] vo;o] #i vkSj izfof/kA Vsyhfotu ,oa fQYe ys[ku % MkD;wesaV~zh] VsyhMz~kek] laokn&ys[ku] iVdFkk&ys[ku % izfØ;k vkSj izfof/k A foKkiu&ys[ku % m|s'; vkSj Lo#i A

Suggested Readings:

- 1- Hkk"kkfoKku vkSj fgUnh Hkk'kk foospu & HkksykukFk frokjha Aa
- 2- dkO;"kkL=& HkkxhjFk feJ okjk.klh] fo"ofo/kky; izdk"ku A
- 3- LkfgR;kykspu & ";kelqUnj nkl yksdHkkjrh izdk"ku A
- 4- iz;kstuijd fgUnh& jes"k tSu] izdk"kd& efyd ,.M dEiuh] t;iqj ,oa fnYyh A
- 5- iz;kstuijd fgUnh & fot; dqyJs'B] iap"khya izdk"ku] A

ENGLISH LITERATURE AND POST-COLONIAL FICTION

Credit-12(12+0+0+0)

Objective:-

On completion of the course the students will be able to-

1. It is necessary more than ever to see what impact teaching of literature is making on the young minds in the context of different ideologies being propagated through literature.



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2. The study suggests the need of change impinging on the shift from banking to liberating concept of teaching to help produce liberated minds to make our society more tolerant and a better fit in the comity of civilized nations.
3. student know about English – language use Orient- Occident Hegemony.
4. student know will be about poetry Chinua Achebe: *The Anthills* Margaret Atwood: *The Handmaid's Tale*

Unit I: Re-visioning the Canon

(Credit-4)

Suniti Namjoshi: *Feminist Fables (Stories 1 to 10)*.

C N Srikanthan Nair: *Kanchana Sita (In Retelling Ramayana OUP)*

Virginia Woolf: *Professions for Women*

Alice Walker: *In search of Our Mothers' Gardens*

Jean Rhys: *Wide Sargossa Sea*

Unit II: Introduction to Post-Colonial theory

(Credit-4)

Acculturation, Hybridity

Centre – margin literary tradition Resistance Subversion Writing back Mimicry

Nation – Narration Identity crisis Subaltern

English – language use Orient- Occident Hegemony

Unit III: African and Canadian Fiction

(Credit-4)

Chinua Achebe: *The Anthills of Savanna*

Margaret Atwood: *The Handmaid's Tale*

Suggested Readings:

1. Annette Kolondy – *Dancing through the Mine Field – Some observations on Theory, Practice and Politics of Feminist Literary Criticism*, Penguin, London, 2002.
 2. Kamala Bhasin and Sayed Khan Nikhat, *Feminism in South Asia, Kali for Woman*, 1985.
 3. *Only the Soul knows how to Sing*, Poems by Kamala Das, Current Books, Kottayam, 1994.
 4. Simon De Beovre: *Second Sex (Introduction)*, Macmilan, London, 1970.
 5. Cora Caplan: 'Woman and Language, Feminist Linguistic' A Reader Ed. Deborat, Michigan University, 1988.
 6. Amos *The Palm Wine Drunkard*, Penguin, London, 1991.
 7. Helen Tiffin *The Post Colonial Reader*, Routeledge, London, 2004.
 8. Ngugi *Decolonizing the Mind*, Routeledge, London, 1998.
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9. Tim Wood Post Colonialism, Methuen Books, London, 1999.
10. Leela Gandhi Introduction to Post-Colonial Theory, University of South.
11. Franz Fanon Illinois, 2002.

Course Outcome:-

After completed the course the student will be able to:-

- Create social awareness with regard to society and culture.
- Communicate in English language with proper knowledge of the language.
- Evaluate teaching learning process through various teaching aids.
- Respond to the fecundity of imagination and verisimilitude of life which constitute the cognitive and rational response to society.