

SEMESTER-I

ABILITY ENHANCEMENT COMPULSORY COURSES ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) -I COMMUNICATIVE ENGLISH - I

Contact Hours: 4 per Week

Credits: 4

Exam Duration: 3 Hours

Maximum Marks: 100 (Internal: 20 and External: 80)

Objectives: At the end of the course the students are expected to :

- understand the Basics of communication
- distinguish between the types of communication and their applications
- observe the various uses of communication
- differentiate between verbal and non-verbal communications
- identify the barriers to communications

Unit-I: Introduction

1. Communication: Meaning and Nature
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine

Unit-II: Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics

Unit-III: Barriers to communication

- Semantic
- Physical
- Physiological
- Cultural
- Organizational
- Personal
- Perceptual
- Socio-psychological

Unit-IV: Communications in Organizations

Internal communication

- External communication
- Writing memos, circulars and notices

Transactinal Strategies:

- Lecture,
- Group Interaction,
- material review and presentation, etc.

Suggested books:

- Communicative English: 1 and 2 – Sanghita Sen (Foundation / Cambridge UP)
- Written and spoken communication in English – Universities Press; First edition (2007)
- Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zellely.
- Business Communication, Orient BlackSwan. 2012
- <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

SEMESTER-I
PE 1: Fundamentals in Education

Teaching Hours: 4 per Week

Credits: 4

End Semester Exam Duration: 3 Hours

Maximum Marks: 100 (Internal: 20 and External: 80)

Introduction

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student teachers. This will enable them to effectively discharge their role in the society with numerous diversities. The teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates.

Objectives:

The course will enable the student teachers to;

- Analyse and understand educational concepts, their premises and contexts that are unique to education
- Understand meaning, nature and process of education from Indian and western perspectives
- Understand philosophical, psychological and sociological foundations of education
- Understand and appreciate educational thoughts of Indian and Western philosophers
- Understand education as sub system of social system and its impact on the sub systems of society

Unit-I: Education: Meaning, Process and Purpose

- Education: derivational meaning, broad and narrow meanings, Oriental and western views on education
- Nature and process: Bipolar, tri-polar and multi-polar; Schooling and life-long process
- Modes: Formal, Informal and Non formal
- Aims of education; aims of education as per the SEC (1952-53), Education Commission (1964-66) and NPE,1986

Unit-II: Foundation of Education

- Philosophical: Relationship between philosophy and education; Aims of education, curriculum, pedagogy, and school organization with reference to Idealism, Naturalism and Pragmatism.
- Sociological: Relationship between sociology and education. Implications of sociology for aims of education, curriculum, pedagogy and school organization.
- Psychological: Relationship between psychology and education; Implications of psychology for curriculum and pedagogy.

Unit-III: Educational thinkers and their contributions

- Educational thoughts of Mahatama Gandhi, Rabindranath Tagore and Shri Aurobindo: their relevance to education.
- Educational thoughts of Rousseau, Plato and Dewey: their relevance to education

Unit-IV Education, Society, Culture and National Development

- Social system: education as sub system of social system and their inter relationship; Social change; Meaning, dimensions and role of education for social change
- Education and Modernization: Meaning, nature and role of education for modernization
- Education and culture: Meaning and role of education for conservation, transmission and promotion of culture. Education as process of culture, acculturation and enculturation
- Education in relation to secularism; National Integration and International Understanding.

Suggested Activities

1. List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education.
2. Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, National Policy on Education (1986).
3. Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching.
4. Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers.
5. Observe society (rural and urban) and prepare report on cultural influence on educational practice
6. Critically analyse nearby locality on criteria of inclusive development and suggest strategy for it.

Suggested Readings

1. Agrawal, A (1995). *Dismantling the Divide Between Indigenous and Scientific Knowledge : Development and Change*, 26:413-39.
2. Ant Weiler, C. (1998). *Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development*. *Anthropos*, 93:46-94.
3. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.

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SEMESTER -1

EPC-1 ICT IN EDUCATION

Teaching Hours:- 2 hrs. per Week

Credits:- 2

Maximum Marks: 50 (Internal: 10 and External: 40)

Introduction :

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning with an aim to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching-learning, administrative and academic support systems, and broader implication for the society. The course will help student-teachers explore comprehensively reflect critically and act responsibly through the use resource. It will show student-teachers how ICTs can be adapted to support decentralized structures and processes as well as build the 'digital public' to make education a participatory and emancipatory process.

Objectives

The course will enable the student teachers to;

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and enhance learning experiences for all types of learners (including differently abled).
- Use various ICTs for project based/problem based constructivist learning environment
- Explain the role of ICT in authentic and alternative assessment
- Understand the social, economic, and ethical issues associated with the use of ICT

Unit I: Introduction to Information and Communication Technology

- Information and Communication Technology: Evolution, meaning, nature and application in education
- Hardware Fundamentals: Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network; Use of digital camera, mobile, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals: Software – Meaning and types; System and Application softwares.
- Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools)

Unit II: ICT and Pedagogy

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Determine appropriate ICT and design a learning plan for a topic; Exploration of ICT resources for teaching learning.
- ICT for Pedagogical Innovations Development of e-content; Meaning, process and applications Web Quest and virtual field trips: Concept, process, and uses in the classroom Open Educational Resources; Meaning and importance, various OER initiatives
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- Role of CIET/SIETs for Integrating ICT in Education; e-pathashala, NROER, MOOC

Unit III: Use of ICT in Assessment and Management

- ICT and Assessment Electronic assessment portfolio – Concept and types; e-portfolio tools
 - Creating and using electronic rubrics for assessment
 - Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators,
 - reflective journal, question bank
 - ICT applications for CCE
- ICT and Management
 - MIS systems for educational management
 - ICT for personnel management: e-mail, task, events, diary, networking
 - ICT for educational management: Scheduling, record keeping, student information, electronic
 - grade book, connecting with parents and community
 - Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and other safe practices .

Field Work: Visit to EDUSAT Center/ICT Studio/NIC

Suggested activities:

- Analysis of school textbook and identify suitable ICT for teaching learning
- Developing ICT integrated lesson plan in any school subject
- Surfing and collecting OER materials relating to school education
- Developing e-portfolio and rubrics

Suggested Readings

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva PriyaVihar, New Delhi.
- David, M. (2009). *Project Based Learning- Using Information Technology*- Second Edition. Viva Books: New Delhi.
- James, K.L. (2003). *The Internet: A User's Guide*. Prentice Hall of India Pvt. Ltd: New Delhi.
- LaxmanMohanty, NeeharikaVora (2008). *ICT strategies for schools- a*

SEMESTER-I

MC -1

HISTORY OF ENGLISH LITERATURE AND FIGURES OF SPEECH

Teaching Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: On completion of this the course the students will be able to have a fairly comprehensive idea on the literary developments through different ages of English literature, and on various figures of speech.

Unit I :

- The Renaissance and the Neoclassical Period

Unit II :

- The Romantic and the Victorian Period

Unit III :

- The Modern Period

Unit IV.:

- Figures Of Speech:
 - Simile, Metaphor, Metonymy, Synecdoche, Allegory, Transferred Epithet, Anti-thesis, Oxymoron,
 - Climax, Anti-climax, Personification, Apostrophe, Invocation, Hyperbole, Pathetic fallacy, Irony,
 - Sarcasm, Litotes, Alliteration, Pun, Onomatopocia.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

- *A Short History of English Literature:* Emile Legouis
- *History of English Literature:* Edward Albert.
- *A Short History of English Literature:* Harry Blamires
- *A Social history of England :* G.M. Trevelyan
- *Modern Critical Terms:* Roger Fowler
- *A Critical History of English Literature:* David Daiches(3Vols.)
- *Pelican Guide to English Literature :*Boris Ford
- *A Glossary of Literary Terms :*M.H.Abrams
- *A Glossary of Literary Terms:* LT Lemon

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SEMESTER-I
MC -2
ENGLISH POETRY

Teaching Hours: 4 (L) + 2 (T) per week
Cr. 4+2 = 6
Exam Duration: 3 Hours
Maximum Marks: 100
Term End Exam : 80 Marks
Sessional : 20 Marks

Objectives: On completion of this the student will be able to reflect and analyze the issues related to various types of English Poetry and appreciate the ages through a literary lens.

Unit-I

- Elizabethan Poetry, Metaphysical Poetry, Pre-Raphaelite Poetry, War Poetry
- Epic, Sonnet, Lyric, Ballad, Ode, Elegy, Pastoral, Dramatic Monologue, Satire

Unit-II

- William Shakespeare - Shall I compare thee to a summer's day
- Philip Sydney - Loving in Truth
- Edmund Spenser - One day I wrote her name upon the strand
- John Donne - The Good Morrow
- Andrew Marvell - To His Coy Mistress

Unit-III

- William Wordsworth - Ode on Intimations of Immortality
- S. T. Coleridge - Kubla Khan
- John Keats - Ode to Autumn
- Lord Alfred Tennyson - Ulysses
- Robert Browning - My Last Duchess

Unit-IV

- W. B. Yeats - The Second Coming
- T. S. Eliot - Preludes
- Wilfred Owen - Strange Meeting
- W. H. Auden - Musee Des Beaux Arts
- Dylan Thomas - A Refusal to mourn the death, by fire, of a child in London

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested readings:

- *The Cambridge History of English Poetry*, Michael O'Neill (Editor), Cambridge University Press, 2015
- *English Poetry from the Elizabethans to the Restoration: An Anthology* – P.K.Nayar, Orient Blackswan, 2012
- *The English Romantic Poets: An Anthology* – Pramod K. Nayar, Orient Blackswan Private Limited - New Delhi, 2013
- *Oxford Book of English Verse*, OUP, UK, C.Ricks. 2000.
- *Palgrave's Golden Treasury*, F.T.Palgrave, OUP, UK, 2002
- *The Oxford Book of Twentieth Century English Verse* , Philip Larkin (Editor)

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SEMESTER-I
MC-I
COLONIALISM AND THE NATIONAL MOVEMENT
IN INDIA (AD 1750-1950)

Teaching Hours: 4(7)+ 2(T) Per Week
Cr. 4+2=6
Exam Duration: 3 Hours
Maximum Marks :100
Term End Exam: 80 Marks
Sessional: 20 Marks

Objectives: On completion of this student shall critically reflect the Idea and History of colonialism and the National Movement in India (AD 1750-1950).

- UNIT-I:**
- Historiography: Understanding Modern India – Colonial, Nationalist and Marxist Approaches.
 - Sources: Gazetters, Administrative Manuals, Government Records, Biographies, Newspapers, Oral Sources.
- UNIT-II :**
- India and the English East India Company: Administrative Reforms.
 - The Rural Agrarian Social Structure – Commercialization of Agriculture
 - Growth of Modern Industries – Drain of Wealth
- UNIT-III :**
- Impact of the British Rule in India – Rise of Modern Education
 - Socio-Religious Reform Movement – Brahma Samaj, Arya Samaj and the Aligarh Movement
 - Colonial Forest Policies and its impact.
- UNIT-IV :**
- National Movement : Revolt of 1857 – Early Nationalists : a) Moderates and b) Extremists
 - The Gandhian Era and the Satyagraha – Non-Cooperation, Civil Disobedience and Quit India Movements.
 - The Indian National Army and Revolutionary Nationalism.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Arnold, David and Ramachandra Guha (eds.), Nature, Culture, Imperialism: Essays on the environmental history of South Asia, (Delhi, OUP, 1995).
- Bandyopadhyaya, Sekhar, From Plassey to Partition: A History of Modern India
- Bayly, CA, Indian Society and the making of the British Empire, (New Cambridge History of India). II. 1
- (Cambridge University Press, 1987).
- Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).

Hist.

SEMESTER-I
MC-2
ROOTS OF MODERN WORLD

Teaching Hours: 4(T)+ 2(T) Per Week
Cr. 4+2=6

Exam Duration: 3 Hours

Maximum Marks :100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect the different aspects of the Roots of Modern World.

- UNIT-I :**
- Transition from feudalism to capitalism : Various issues
 - Early colonial empires: motives, geographical explorations, slave trade and commercial empires in Asia, Colonialisation of South America.
 - Renaissance: Its social roots, humanism in thought and arts.
- UNIT-II :**
- Origin, Course and results of the Reformation in 16th century Europe : rise of Protestantism and its impact
 - Commercial revolution.
 - Scientific revolution
- UNIT-III :**
- The English Revolution: Political and Intellectual currents.
 - Mercantilism in Europe
 - Transition to parliamentary system and idea of representation.
- UNIT-IV :**
- Enlightenment and its Philosophy
 - The American revolution and its consequences
 - The beginning of industrial economy: the factory system and steam power, modern transport and communication, rise of new social classes.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Anderson, Perry, The Lineages of the Absolutist States (Rutledge, Chapman & Hall. 1974).
- Aston, T.H. and C. H. E. Philipin (eds.), The Brenner Debate (Cambridge University. Press. 1987).
- Butterfield, H.. The Origins of Modern Science (Free Press, 1965).
- Cipolla, Carlo O M., Before the Industrial Revolution, European Society and Economy 1000-1700. 3rd edn 1993
- (Norton, 1980).
- Cipolla, Carlo M., Fontana Economic History of Europe, Vols. II and III

Geography

SEMESTER-I MC-I ENVIRONMENT AND ECOSYSTEMS

Teaching Hours: 4(7)+ 2(T) Per Week

Cr. 4+2=6

Exam Duration: 3 Hours

Maximum Marks :100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of the course the student shall critically reflect and analyze the issues related to the Environment and Ecosystems.

UNIT-I: Concept of Environment

- Meaning and concept of Environment-Types of Environment
- Environmental Hazards, Disasters Management
- Environmental Controls: Concept of Tolerance, Controls-Light, Temperature, Water, Wind, Edaphic factors and Biotic factors.

UNIT-II: Environmental Zones

- Concept of Biomes and its classification.
- Forested Biomes and their Characteristics: Equatorial, Temperate
- Intermediate Biomes and their Characteristics: Savanna, Steppe
- Barren Biomes and their Characteristics: Arid, Tundra and Polar

UNIT-III: Function of Ecosystem

- Trophic Level: Food Chain and Food Web
- Energy Flow in Ecosystem: Forest and Marine Ecosystems
- Natural Cycles: Nitrogen, Oxygen, Carbon and Phosphorous

UNIT-IV: Contemporary issues on environment

- Global warming and climate change and UNFMC (United Nations Framework Convention on Climate Change)
- Sea level rise and related problems
- Environmental pollution: Types and pollutants
- Sustainable development: Concepts and approaches

Transactional Strategies:

- Lecture, group interaction, material review, presentation, etc.

References

- Haggett, P. Geography, A modern / Global synthesis
- Singh, S.: Environmental Geography
- Simmons, I. G.: Ecology of Natural Resources

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SEMESTER-I
MC-2
GEOGRAPHY OF INDIA

Teaching Hours: 4(T)+ 2(T) Per Week

Cr. 4+2=6

Exam Duration: 3 Hours

Maximum Marks :100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyze the issues related to the Geography of India.

UNIT-I:

- Physical: Relief, Drainage, Climate, Soil and Vegetation.

UNIT-II:

- Mineral and Power Resources: Iron ore, Manganese, Coal and Petroleum, Hydropower.

UNIT-III:

- Agriculture: Major Agricultural types, Distribution and production of crops (Rice, Wheat, Cotton and Tea), Green Revolution and White Revolution

UNIT-IV:

- Transport systems: Road, Railways, and Waterways & Airways.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference

- R.L. Singh : India- A Regional Geography
- O.H.K. Spate : India, Pakistan and Srilanka
- Khuller : India, A comprehensive Geography
- D.N. Wadia : Geology of India
- Krishnan : Geology of India
- P.K. Das : The Monsoon, NBTI
- Sharma and Coutinho : Economic and commercial Geography of India
- Khuller : India, A comprehensive Geography
- Memoria : Economic & Commercial of India
- Moonis Raza : Transport Geography of India
- P.K. Das : Geography of Air Transport
- Subbarao : Peopling of India
- Sarkar : Races of India
- Raiburman : Socio – Economic Regions of India, Census of India

**SEMESTER-I
MC-I
POLITICAL THEORY-I**

Teaching Hours: 4(T)+ 2(T) Per Week
Cr. 4+2=6
Exam Duration: 3 Hours
Maximum Marks :100
Term End Exam: 80 Marks
Sessional: 20 Marks

CORE COURSE

Objective: This paper intends to introduce the students with the basic concepts and ideas in Political Theory.

Course Contents:

Unit I –

- Meaning, Nature and Scope of Political Science, Approaches: Historical, Institutional, Behavioural and Marxian.

Unit II –

- Relations with other Social Sciences: Geography, Economics, Sociology and History.

Unit III- Theories of the Origin of State: Liberal and Marxist.

Unit IV-

- Concepts: Rights, Liberty, Equality and Justice.

Readings

- Ashirvatham, E., *Political Theory*, New Delhi, S. Chand & Company, 1990.



**SEMESTER-I
MC-2
INDIAN POLITICAL SYSTEM**

Teaching Hours: 4(T)+ 2(T) Per Week
Cr. 4+2=6

Exam Duration: 3 Hours
Maximum Marks :100
Term End Exam: 80 Marks
Sessional: 20 Marks

Objective: This course is designed to elucidate the constitutional framework and the functioning of the Indian political system.

Course Contents:

Unit I –

- The Making of India's Constitution: Government of India Acts 1919, 1935 and Constituent Assembly.

Unit II –

- Ideals: Preamble, Fundamental Rights, Directive Principles of State Policy and
- Fundamental Duties.

Unit III-

- Executive: President, Prime Minister, Governor and Chief Minister.

Unit IV-

- Judicial System: Supreme Court and High Courts, Judicial Review and Judicial Activism.

Readings

- Awasthy, S.S., *Indian Government and Politics*, Har Ananda Publications, 2009.



SEMESTER - I

MC- I

हिन्दी साहित्य का इतिहास - I

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|-----------------------|------------------|
| व्याख्यान | : 4 प्रति सप्ताह |
| ट्यूटोरियल | : 2 प्रति सप्ताह |
| क्रेडिट | : 4 -2 = 6 |
| पूर्णांक | : 100 अंक |
| अभ्यन्तर | : 20 अंक |
| सत्रांत परीक्षा/बाह्य | : 80 अंक |

उद्देश्य :

यह पत्र प्रथम सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये हिन्दी साहित्य के इतिहास के आदिकाल एवं मध्यकाल के सम्यक् ज्ञान से सम्बन्धित है। इसमें विद्यार्थियों से साहित्येतिहास के आदिकाल, भक्तिकाल तथा रीतिकाल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों के बारे में जानकारी अपेक्षित है।

इकाई: 1 आदिकाल:

हिन्दी साहित्येतिहास लेखन की परम्परा ; आदिकाल का सीमांकन एवं नामकरण; आदिकाल की परिस्थितियाँ; आदिकालीन साहित्य का वर्गीकरण तथा उसकी विशेषताएँ, सिद्ध, नाथ, जैन, रासो तथा लौकिक काव्य।

इकाई: 2

भक्तिकाल: प्रमुख रचनाएँ एवं रचनाकार। प्रमुख रचनाकार एवं रचनाएँ : कबीर, सूरदास, जायसी एवं तुलसी।

भक्तिकाल की पृष्ठभूमि; परिस्थितियाँ; वर्गीकरण तथा सामान्य प्रवृत्तियाँ।

इकाई: 3

भक्तिकाल:

निर्गुण एवं संगुण काव्यधाराओं की ज्ञानाश्रयी, प्रेमाश्रयी, कृष्णाश्रयी तथा रामाश्रयी काव्यधाराओं का परिचय तथा विशेषताएँ; भक्तिकाल की उपलब्धियाँ।

इकाई: 4

रीतिकाल:

नामकरण; परिस्थितियाँ; वर्गीकरण; प्रमुख कवि (केशव, बिहारी, घनानन्द, भूषण) एवं उनकी काव्यगत विशेषताएँ।

SEMESTER – I

MC- 2

मध्यकालीन काव्य

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|-----------------------|------------------|
| व्याख्यान | : 4 प्रति सप्ताह |
| ट्यूटोरियल | : 2 प्रति सप्ताह |
| क्रेडिट | : 4 + 2 = 6 |
| पूर्णांक | : 100 अंक |
| अभ्यन्तर | : 20 अंक |
| सत्रांत परीक्षा/वाह्य | : 80 अंक |

यह पत्र प्रथम (प्रतिष्ठा) के विद्यार्थियों के लिये मध्यकालीन काव्य के सम्यक् ज्ञान से सम्बन्धित है। इस पत्र में विद्यार्थियों से कबीर, जायसी, सूरदास, तुलसीदास, रहीम, मीरा, बिहारी तथा घनानन्द के काव्य एवं रचना कौशल की जानकारी अपेक्षित है।

पाठ्य पुस्तक: प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली।

इकाई: 1 कबीर एवं जायसी

(क) कबीर- प्रारम्भ के पाँच सबद । आलोचना : कबीर की भक्ति ; समाज-चेतना

(ख) जायसी- उपसंहार खण्ड ।

आलोचना : जायसी का काव्य – वैभव; सूफी काव्य परम्परा और पद्मावत ।

इकाई: 2 (क) सूरदास:

विनय के पद - 1, 5 ।

भ्रमरगीत प्रसंग- 3,4,5,6,7,8 । आलोचना : सूर की भक्ति; वात्सल्य ।

(ख) मीरा: (पाठ्य पुस्तक- मीराबाई की पदावली, सम्पा.- परशुराम चतुर्वेदी) पद संख्या-

10.17, 18 तथा 35 । आलोचना : मीरा की भक्ति; काव्य-सौष्ठव ।

इकाई: 3 तुलसीदास एवं रहीम

पाठ्यपुस्तक : काव्य-वैभव : सं. दूधनाथ सिंह, लोकभारती प्रकाशन

(क) तुलसी : समस्त पद । आलोचना : काव्यगत विशेषताएँ, समन्वय- भावना ।

(ख) रहीम : समस्त पद । आलोचना : रहीम का साहित्यिक परिचय; काव्यगत विशेषताएँ ।