

SEMESTER-III

MC -5

GENERAL LINGUISTICS AND MODERN ENGLISH STRUCTURES

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 critically reflect and analyse the issues related to general linguistics and modern English structures.

Unit-I. Nature of Language :

- What is language, Linguistic as a scientific study of language, Language and Animal Communication,
- Branches of Linguistics

Unit II. Phonetics

- Production of speech sounds: Vowels and consonants, Problem sounds for Indian learners
- Stress: Strong and weak syllables, weak forms problems for Indian learners, Phonetic transcription of words with stress mark.
- Intonation, Problems and remedial measures

Unit-III Phonology

- Minimal pairs, Distinctive features, form and meaning, syllable structure, Assimilation rules, Dissimilation
- rules, feature addition, segment deletion and addition.

Unit- IV- Morphology:

- Word classes, Morpheme – Bound and free, Derivational Morphology, Compound stress pattern, Meaning of
- compounds Inflexional morphology, Morphophonemics.

Transactinal Strategies:

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

References

- *English Phonetics and Phonology:* Roach, Cambridge University Press, 2009
- *Ship or sheep:* Anne Baker, Cambridge University Press, 2006
- *Phonetics and Spoken English:* Bala Subramaniam, Macmillan Publishers, 2012
- *Linguistics: An Introduction:* Chaskar, Pagare, Jadhav, Orient, 2014
- *5. An Introduction to the Pronunciation of English:* A. C. Gimson, (Third edition) Edward Arnold, London, 1980
- *Better English Pronunciation:* J.D.O'connor, Cambridge University Press, 1980
- *English pronunciation in use – advanced:* Martin Hewings Cambridge University Press; 2007
- *Cambridge Encyclopedia of Language,* Cambridge University Press, 2010
- *An Introduction to English Morphology,* Andrew Carstairs-MMCathy, Edinburgh University Press, 2001

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SEMESTER-III

English

MC -6

READING AND APPRECIATING DRAMA

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 critically reflect and analyse the issues related to reading and Appreciating English Drama.

Unit- I History of British Drama: Shakespeare to 20th century

- Tragedy, comedy, plot, climax, catharsis, chorus, comic relief, closet drama, soliloquy, three unities, tragicomedy, farce, conflict.
- Mystery miracle and morality plays, the interludes, Elizabethan drama, revenge tragedy, domestic tragedy, heroic tragedy, comedy of manners, problems plays, poetic drama, absurd plays, trends in contemporary English drama.

Unit-II

- William Shakespeare- *Othello*

Unit-III

- G.B. Shaw- *Arms and the Man*
- (Orient Blackswan)

Unit-IV

- Bertolt Brecht – *Mother Courage and her Children*

Transactinal Strategies:

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

Suggested Readings:

- *Modern British Drama: The Twentieth Century*, C.Innes, Cambridge University Press (2002)
- *British Drama – A. Nicoll*, Barnes & Noble Books; 6th edition (1978)
- *The Social History of England – Padmaja Ashok*, Orient Blackswan (2011)
- *Othello- William Shakespeare* (New Clarendon Shakespeare), Oxford University Press (1975)
- *Arms and the Man - G.B. Shaw*, Orient Blackswan pvt ltd.-New Delhi(2011)
- *Mother Courage and her Children - Bertolt Brecht*, Bloomsbury Publishing India Pvt Ltd. (2014)
- *7.Understanding Brecht* (Trans. by Anna Bostock) - Walter Benjamin, London: Verso (1983)
- *The Brecht Commentaries, 1943–1986 - Eric Bentley*. New York: Grove Press (1987).
- *9. Brecht: Mother Courage and Her Children - Peter Thomson*, Cambridge: CUP

Hist

SEMESTER-III
MC-5
SOCIAL FORMATION AND CULTURAL PATTERN OF
THE PRE-MODERN TIMES

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 the student shall critically reflect and analyse the issues related to Social formation and Cultural pattern of the Pre-modern times.

UNIT-I :

- Evolution of Homo Sapiens, Paleolithic and Mesolithic Cultures.
- Food Production: beginning of agriculture and domestication of animals
- Bronze Age Culture: i) Economy, ii) Social Stratification, iii) State structure in reference to Mesopotamia (upto Akkadian Empire).

UNIT-II :

- Subsistence Economy to feudal states in Europe from 7th to 15th AD Centuries,
- Origin of feudalism and crisis of feudalism

UNIT-III :

- Religion and culture in medieval Europe: i) Rise of Papacy, ii) monastic revival, iii) family organization, iv) demographic changes

UNIT-IV :

- Rise of Islam in Central Asia – the tribal background
- The caliphate – society and state
- Religious development – the origin of Shariah, Sufism

Transactional Strategies:

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

ESSENTIAL READINGS

- Perry Anderson, Passages from Antiquity to Feudalism.
- J. D. Bernal, Science in History. Vol I.
- Marc Bloch. Feudal Society. 2 Vols.
- Burns and Ralph, World Civilizations, Vol. A, B, C.
- Cambridge History of Africa
- Cambridge History of Islam
- V. Gordon Childe, What Happened in History
- V. Gordon Childe, Social Evolution.
- G. Clark, World Prehistory, A New Perspective
- Georges Duby. The Early Growth of the European Economy.
- Glyn Daniel, First Civilizations
- B. Fagan, People of the Earth.
- Amar Farouqi, Early Social Formations (2001)
- M. I. Finley, The Ancient Economy.
- Fontana Economic History of Europe. Vol.I. Hauser. A Social History of

Hist.

SEMESTER-III
MC-6
THEMES IN MEDIEVAL INDIAN HISTORY (AD 650 - 1750)

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 Themes in Medieval Indian history (AD

650-1750).

UNIT-I:

- Historiographical considerations: Features of Colonial Writings on Medieval Indian History.
- Features of Nationalist Writings on Medieval Indian History
- Sources : Literature, epigraphic and numismatic

UNIT-II :

- Political structure of the Delhi Sultanate – Central Administration and Military Organization
- Economic system under the Sultanate : Market Regulations and the Iqta system,
- Disintegration of the Sultanate : causes

UNIT-III :

- Religion and Culture : Sufism–Silsilahs and practices
- Bhakti movements : Role of Kabir, Nanak, and the South Indian Tradition
- Cultural Developments : Art Architecture and growth of literature

UNIT-IV :

- The Mughal state : The Nobility and Zamindars; The Mughal Administration and the Mansabdari system
- The State and Religion: Akbar's religions policy; Din-i-Ilahi and Sul-hi-Kul.
- Agrarian systems under the Mughals : Revenue and Jagirsystem

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc. 29

Suggested Readings

- AlamMuzaffar and Subramanyam. Sanjay (ed.). The Mughal State (Delhi. OUP. Oxford India Paperback. 2000.
- BangaIndu,(ed.) The City in Indian History: Urban Demography, Society and Politics (Delhi. Manohar, 1991.
- Champakalaxmi. R.. Trade. Ideology and Urbanization: South India 300 BC to AD 1300 (Delhi. OUP. 1997).
- Chaudhuri K.N. Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to ,1750 (Delhi. MunshiramManoharal. 1985).
- Dilbagh Singh. The State, Landlords and the Peasants: Rajasthan in the 18th Century (Delhi. Manohar. 1990).
- Fukazawa, Hiroshi. The Medieval DeMCan: Peasants, Social Systems and States-Sixteenth to Eighteenth

SEMESTER-III

ABILITY ENHANCEMENT COMPULSORY COURSES ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) -III (Environmental Studies)

Contact Hours: 4 per Week

Credits: 4

Exam Duration: 3 Hours

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

Objectives

On completion of this course, the student-teachers shall be able to

- Understand environment as an integral part of what they are learning and doing
- Develop sensitivity to and appreciation of the tremendous diversity in the natural and human world, as adding richness to every aspects of life and learning
- Understand the structure and functions of different ecosystems and the principle of cycling associated with it.
- Conserve natural resources and use it judiciously.
- Follow eco-friendly practices and work for environmental sustainability
- Understand environmental laws and associated legislations.
- Participate in environmental protection and its improvement
- Attend the skills for solving environmental problems.
- Acquire the social values including strong feelings of concern for the environment and motivating for actively participating in its protection and improvement.

Unit 1: Environment and Environmental Education:

- Environment and its importance (Atmosphere, Hydrosphere, Lithosphere and Biosphere)
- Environmental Education: Definition, Multidisciplinary nature, Environmental education with special reference North East India.
- Ecology: Ecosystem and its structure species and community, Major ecosystems, Energy flow in ecosystem, Food chain, Food web, Ecological pyramid). Biogeochemical Cycles, Factors affecting Environment.
- Environmental Crisis: Pollution, Soil erosion, Green house effect (Global warming), Acid rain, Extinction of Species. Energy crises.

Unit 2: Biodiversity and Natural Resources, Environmental Movements, Laws and Acts in India

- Concept of Biodiversity (Types, Importance, Threats and Conservation

of Biodiversity).

- Natural Resources: Classification and Management of Natural Resources, Conservation of Forest and Wild life, Urbanization and its effect on Society;
- Environmental movements in India, Role of women in Environmental movements, Environmental Laws and Acts (Central Pollution Control Board, State Pollution Control Board, Green Tribunal, Wild life Protection Act 1972, Water Act 1974, Air Act 1981, Forest Conservation Act 1980, Environmental Protection Act 1986, Biodiversity Act 2002).

Unit 3: Curriculum, Methods and Technologies of Teaching Environmental studies

Designing and Developing Strategies of Environmental Education,

Curriculum Evaluation for Environment Education, and Resource Materials

- Study Tours and Field Visits
- Role Play
- Poster Presentation
- Quiz
- Debate and Discussions
- Enquiry based method
- Project Method

Unit 4: Promotion of Environmental Education and Value Development

- Role of Mass Media and Technology in Developing awareness about Environment and its protection.
- Role of NGOs and Government organizations in Developing Environmental Education, Eco clubs, Museum of Natural History.
- Specially designed strategies for cleanings; "Swachh Bharat Abhiyan"
- Role of Education, Education for Sustainable Development
- Text book evaluation for context on Environmental issues
- Visit to Nature Park, Environmentally Sensitive Areas

References

- Purohit, S.S. and Ranjan, R. (2007) Ecology, Environment and Pollution. Agrobios Publication.
- Sharma, P.D. (2014). Ecology and Environment. 12th edition. Rastogi Publication.
- Hussain, M. (2014). Environment and Ecology. 3rd edition. Access Publication.
- Odum, E. (2004). Fundamentals of Ecology. 5th edition. Cengage Learning India Pvt.Ltd.
- Kormondy, E.J. (1995). Concepts of Ecology. 4th edition. Prentice Hall Publication.
- Satapathy, M.K. (2007). Education, Environment and Sustainable Development, Shipra Publications, New Delhi.

Comm.

B.A B.Ed

General (Edn.)

SEMESTER-III
PE 3: Teaching Learning Process

Teaching Hours: 4 per Week

Credits: 4

End Semester Exam Duration: 3 Hours

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

Introduction

This course brings together the perspectives from many other courses and draws upon theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyze notions of learning and teaching on the basis of their own experiences and to move beyond them. Student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyze and discuss complex nature of teaching. They will analyze teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

Objectives

The course will enable the student teachers to;

- Develop an understanding about the differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Differentiate learning as transmission and reception Vs. learning as construction
- Understand different theoretical perspectives of learning including the constructivist perspective
- Understand nature and strategy of meaningful and concept learning, role of multiple intelligence in it.
- Develop understanding about teaching as profession

Unit I: Understanding Learning

- Learning: Meaning, nature and types
- Learning styles of elementary and secondary level students and its implications for teachers
- Different viewpoints on learning and their classroom implications: Behaviourist (Skinner), Cognitivist (Piaget), Humanist (Roger) and Constructivist (Piaget and Vygotsky)
- Factors affecting learning: individual differences, conditions of learning and methods.

Unit II: Learning in 'Constructivist' Perspective

- Learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' - differences
- Understanding processes facilitating 'construction of knowledge': Experiential learning and Reflection, Social mediation, Cognitive negotiation, situated learning and Cognitive apprenticeship, Meta-cognition.

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- Facilitative learning environment: teachers' attitude, expectation- enhancing motivation, positive emotion, self-efficacy, collaborative and self-regulated learning.

Unit III: Meaningful and Concept Learning

- Meaningful learning: Nature and characteristics, Views of Ausubel and Bruner; Facilitating meaningful learning in and outside school-strategies and role of teacher
- Gardner's theory of multiple intelligence: Implications for meaningful learning
- Learning as meaning-making: concept, process, learner as meaning maker- characteristics of the learner; role of inquiry in meaning making
- Concept Learning: Meaning, prototypes and exemplars: strategies for teaching concepts-concept map.

UNIT-IV: Teaching and Learning

- Teaching: Meaning and Nature-Teaching as Instructing Vs. Teaching as facilitating learning, teaching as empowering learners, Phases of teaching: preactive, interactive and post active; levels of teaching-memory, understanding and reflective
- Characteristics of effective teachers: content knowledge, pedagogical knowledge and technological knowledge, professional attitude, reflective practice
- Action research: meaning, nature and importance for improvement of teaching learning process
- Teacher's professional ethics and accountability-meaning, importance and dimensions;

Suggested Activities

- Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there.
- Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner.
- Read few diaries written by teachers, analyse their text in the context of teaching activities.
- Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

Suggested Readings

- Bhutt, H. *The dairy of a school teacher*: AnAzim Premji University publications, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making sense of education: An introduction to the philosophy and theory of education and teaching*, Routledge.
- Delpit, L (2006). *Other people's children, cultural conflict in the classroom*. The New press.
- Dhar, T.N. (Ed). 1996. *Professional status of Teachers*, NCTE, New Delhi.
- Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching.: Research based methods*, Boston: Allyn and Bocan

SEMESTER-III
PE 4: Schooling Process

Teaching Hours: 4 per Week
Credits: 4
End Semester Exam Duration: 3 Hours
Maximum Marks: 100 (Internal: 20 and External: 80)

Introduction:

Schools, apart from transmitting curricular knowledge and skills, serve as crucial sites for processes of socialization and transmission of value frameworks that are more often than not, unexamined. Schooling may thus be seen as a key ingredient in the socialization of the young. This socialization ultimately contributes to and results in the formation of identity. However, children who attend school have, already, been socialized into certain value frame by the time they enter school. The value-frame, sense of self, and identity imbibed by the child at home and in the wider society, interacts in complex ways with school and its socialization processes, more often than not being in conflict. This is furthermore also true of adult learners who join teacher education. Therefore, this course, precisely, intends to analyze and critique the way self and its identities are constructed through socialization process within as well as outside the school. In the process of analyzing the self and identity critically, the course deliberately brings in the social categories such as, caste, class, gender, religion, as well as other factors that are at work in constructing the self and identity of individuals and collectives.

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of an individual in societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies.

Further, the course intends to provide opportunities to contest the value frame emanating from these processes of socialization. An understanding of the multiple processes that form the self and identity ought to result in a capacity to reflect on one's own self and identity, putting this under critical scrutiny. In becoming conscious of the many factors that influence identity and self, the student-teachers should become more sensitively aware of these and begin to 'free' themselves from limiting conceptions of self and identity, thus becoming proactive in shaping their own identities as 'teachers' and 'professionals'.

Objectives

The course will enable the student teachers to;

- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations



- Understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles.
- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.
- Critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallizing and limiting of one's identity as a teacher and a human being.
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

Unit I: Socialization and Development of Self

- Socialization: Meaning, nature, process and impact of Socialization
- Role of social institutions :Family-impact of parenting style, Community-neighbourhood, extended family, and their socialization functions; School as a social institution; value-formation in the context of schooling;
- Development of self: Meaning of self, dimensions and impact of socialization.

Unit II: Emergence of 'Person' and 'Identity'

- Emergence of multiple identities in the formation of a person placed in various social and institutional contexts
- Determinants of identity formation in individuals and groups: Social categories such as caste, class, gender and religion
- The influence of peer group, media, technology, and globalization on identity formation in contemporary society

Unit III: Socialization Processes: Gender, School and Society

- Gender Bias, Gender Stereotyping and Empowerment of women
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Patriarchy: Meaning and Characteristics;
- Feminism : Meaning and Waves Of Feminism
- Gender Identities and Socialization Practices in different types of families in India.
- Assertion of identities, oppression, conflict and violence ;Addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions

Unit IV: Evolving Identity as a Teacher

- Teacher's 'professional identity: concept and various dimensions
- Choosing to be a teacher: Role of family and schooling
- Teacher identity formation: Role of pre-service and in-service teacher education

Prof. Scimman

SEMESTER-III
MC-5
INTERNATIONAL RELATIONS

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

Objective: This paper intends to acquaint the students with the basic concepts and dimensions in international relations.

Course Contents:

Unit I –

- International Relations: Meaning, Nature and Scope, Approaches: Liberalism and Realism.

Unit II –

- Concepts in International Relations: National power and National interest.

Unit III –

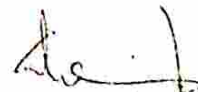
- United Nations: Principal Organs - their Role and Significance.

Unit: IV-

- NAM: Role and Relevance.

Readings

- Bandhopadhaya, K., *North Over South: A Non-Western Perspective of International Relations*, New Delhi, South Asia Publishers, 1982.
- Baylis, John and Steve, Smith (ed.), *The Globalisation of World Politics*, New Delhi, OUP, 2003.
- Burchill, S.et.al, *Theories of International Relations*, Hamsphire, Macmillan, 2001.
- Claude, I., *Power and International Relations*, New York, Random House, 1962.
- Coplin, W.D., *Introduction to International Politics*, Chicago, Markham, 1971.
- Deutsch, K.W., *The Analysis of International Relations*, New Delhi, Prentice Hall, 1989.
- Elias, J., *International Relations: The Basics*, 2nd ed., Routledge, 2007.



Prof. G. S. G. S.

SEMESTER-III
MC-6
PUBLIC ADMINISTRATION

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 acquaint the students with the basic concepts and dimensions in Public Administration.

Course Contents:

Unit I-

- Public Administration: Meaning, Nature and Significance, Public and Private Administration, New Public Administration.

Unit II-

- Theories of Organization: Human Relations and Scientific Management, Bureaucratic.

Unit III-

- Personnel Administration: Recruitment, Training and Promotion, and Role of Union Public Service Commission.

Unit IV-

- Financial Administration: Budget and Performance Budget.

Readings



SEMESTER – III
MC- 5
हिन्दी साहित्य का इतिहास- 2

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

यह पत्र तृतीय सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये हिन्दी साहित्य के इतिहास के आधुनिक काल के सम्यक् ज्ञान से सम्बन्धित है। इसमें विद्यार्थियों से साहित्येतिहास के आधुनिक काल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों तथा गद्य के विधाओं के बारे में जानकारी अपेक्षित है।

इकाई: 1 आधुनिक काल:

पृष्ठभूमि, सामान्य परिचय, परिस्थितियाँ तथा प्रवृत्तियाँ।

इकाई: 2 आधुनिककालीन कविता (क) :

भारतेन्दु युग, द्विवेदी युग, छायावाद तथा राष्ट्रीय काव्यधारा।

इकाई: 3 आधुनिककालीन कविता (ख) :

प्रयोगवाद, प्रगतिवाद, नई कविता, साठोत्तरी कविता एवं समकालीन कविता।

इकाई: 4 आधुनिककालीन गद्य :

- क. गद्य की विभिन्न विधाओं- नाटक, एकांकी, उपन्यास, कहानी, निबन्ध, आलोचना, जीवनी, रेखाचित्र, और संस्मरण का उद्भव और विकास।
ख. हिन्दी पत्र-पत्रिकाओं का उद्भव तथा विकास।

निर्देश:

1. पाठ्यक्रम की चारो इकाइयों से एक-एक काव्यांश व्याख्या हेतु दिया जायेगा। उनमें से किन्हीं दो काव्यांशों की व्याख्या परीक्षार्थियों को करनी होगी। 10X2= 20 अंक
2. सम्पूर्ण पाठ्यक्रम से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। 15X4=60 अंक

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

SEMESTER - III

MC- 6

हिन्दी गद्य साहित्य

ट्यूटोरियल	: 2
क्रेडिट	: 4
पूर्णांक	: 100
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र तृतीय सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। इस प्रश्नपत्र में परीक्षार्थियों से गद्य की विभिन्न विधाओं की जानकारी अपेक्षित है। इस पत्र में उपन्यास तथा कहानी, अध्ययन हेतु निर्धारित की गयी हैं।

इकाई: 1 हिन्दी गद्य का इतिहास ; कहानी : परिभाषा, स्वरूप एवं तत्व; लोक कथा, कहानी एवं नई कहानी का अन्तर , हिन्दी कहानी का उद्भव और विकास
उपन्यास : अर्थ एवं स्वरूप; उपन्यास के तत्व; हिन्दी उपन्यास का उद्भव और विकास।

इकाई : 2 उपन्यास:
सेवासदन- प्रेमचंद

इकाई: 3 (क) कहानी:
पाठ्य-पुस्तक: हिन्दी की प्रतिनिधि कहानियाँ, सं : डॉ. सूरज प्रसाद मिश्र, अमन प्रकाशन, कानपुर।
पाठ्य कहानियाँ
उसने कहा था - चन्द्रधर शर्मा गुलेरी
चीफ़ की दावत : भीष्म साहनी।
दोपहर का भोजन- अमरकान्त

इकाई: 4

कहानी :

पाठ्य पुस्तक : हिन्दी की प्रतिनिधि कहानियाँ सं : डॉ. सूरज प्रसाद मिश्र, अमन प्रकाशन,

कानपुर।

पाठ्य कहानियाँ :

पूस की रात - प्रेमचन्द्र

परदा - यशपाल

प्रायाश्चित - भगवती चरण वर्मा

निर्देश:

1. पाठ्यक्रम की चारो इकाइयों से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। उनमें से किन्हीं दो गद्यांशों की व्याख्या परीक्षार्थियों को करनी होगी। $10 \times 2 = 20$ अंक
2. सम्पूर्ण पाठ्यक्रम से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। $15 \times 4 = 60$ अंक

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

SEMESTER-III
MC-5
GEOMORPHOLOGY

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

Exam Duration: 3 Hours

Maximum Marks :100

Term End Exam: 60 Marks

Sessional: 15Marks

Practical=25

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

UNIT-I: Meaning, scope and development of Geomorphology

- Meaning and scope
- Approaches
- Contributions of G. K. Gilbert and J. Tricart.
- Quantitative revolution in Geomorphology.

UNIT-II: Fundamental Concepts

- Uniformitarianism.
- Landscape evolution concepts: W. M. Davis and L. C. King.
- Dynamic Equilibrium: J. T. Hack.
- Time in Geomorphology: Cyclic, graded and steady time.

UNIT-III: Geomorphic Processes

- Weathering
- Mass wasting
- Denudation
- Aggradation

UNIT-IV: Tectonic Geomorphology

- Endogenetic forces: Convective current (Holmes), Sea floor spreading (Harry Hess).
- Continental Drift Theory & Plate tectonics.
- Mountain Building theories (Kober, Holmes).
- Isostasy (Airy and Pratt).

Transactional Strategies:

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

Reference

- Singh, Savinder: Physical Geography, Geomorphology
- Thurnbury, W.D.: Principles of Geomorphology
- Lobeck: Geomorphology
- Wooldrige & Morgan: An outline of Geomorphology
- Strahler & Strahler.: Physical Geography
- Trewartha, Robiunson: Fundamentals of Physical Geography

PRACTICAL

Objectives: On completion of this the student shall draw the various profiles related

to different relief features and landforms.

Practical: 25 Marks

UNIT-I: Depletion of relief

- Drawing of profiles: Serial, Superimposed, Composite and Projected.
- Satellite imagery and aerial photographs, Fundamentals of GIS, GPS, Remote sensing

UNIT-II: Study of Landforms

- Interpretation of toposheet to study physical and cultural components.
- Slope analysis by Wentworth's method.
- Ordering of stream by R. F. Horton's and Strhler's techniques.
- Stream frequency and density measurement.

Transactional Strategies:

- Conducting practicals.

Reference

- Monkhouse, F.J. : Maps & Diagrams
- Singh, R.L. & R.P.B. Singh : Practical Geography
- Heyward : Geographical information system

Geo.

Geo

SEMESTER-III
MC-6
ECONOMIC GEOGRAPHY

Teaching Hours: 4(T)+ 2(T) Per Week
Cr. 4+2=6
Exam Duration: 3 Hours
Maximum Marks :100
Term End Exam: 60 Marks
Sessional: 15Marks
Practical=25

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

UNIT-I: Basic concepts

- Meaning and Scope of Economic Geography
- Economic Activities and their types, Primary, Secondary & Tertiary

UNIT-II: Geography of Resources

- Resources: Concepts and classification of Resources.
- Mineral resources: Distribution and production (Iron ore and Bauxite). Energy resources, Thermal Power,
- Nuclear power, Hydro Power.

UNIT-III: Economic Activities

- Agriculture: Factors influencing agriculture, types of agriculture and their global distribution.
- Industry: Classification of industries, factors influencing the location of industries, world distribution of major industries (Iron & Steel, aluminum, Petro-Chemicals).

UNIT-IV: Location Theories

- Central place theory of Christaller.
- Theories of industrial location: Weber and Smith.
- Theory of Agriculture location: Von Thunen.

Transactional Strategies:

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

Reference

- Goh, Cheng, Leong: Human and Economic Geography
- Zimmerman: World resources and industries
- Roy, P.: Economic Geography
- Alexander, J.W.: Economic Geography
- Sadhukhan, S.K.: Economic Geography

PRACTICAL (Economic Geography)

Objectives: On completion of this the student shall draw various cartographic diagrams and maps related to Economic geography.

Practical: 25 Marks

- Spatial distribution of different crops, land uses and occupational structure using Bar diagram, Wheel (Pie) diagram and Proportional symbols etc.
- Distribution of mineral resources and industries through choropleth maps.
- Measurement of density of movement of goods and passengers by using flow diagrams.