

Department of Educational Studies
Central University of Jammu
Core Course: Geography | BA. BEd. Semester VI
Course Title: Human Geography | Code: IBED3C009T

Total Credits: 4(3+1)

Exam Duration: 3hours

Max Marks: 100

Course Introduction: Human Geography is not just a subject it is a lens through which we explore the intricate relationship between humans and their environment

Course Outcomes (COs):

CO1: To equip the learner with the deep understanding with the dynamic interaction of humans and their environment and its implications in a rapidly changing world

CO2: To create an understanding of the concept of Human Geography and analyze the interplay between the people and their environment

CO3: To familiarize the students with the cultural diversity of the world including various races and tribes

CO4: To acquaint the learner with global population dynamics, migration pattern and their determinants

CO5: To create an understanding of the concept of human settlements, types, patterns and the significance of regional planning

CO6: To develop practical skills of the learner through field work, data analysis and report writing to approach geographical studies methodically

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Total (L+T+P)	Examination Scheme				
						CIA	MSE	ESE	Practical	Total Marks
Unit	L	T	P	C	15 Marks	22.5 Marks	37.5 Marks	25 Marks	100 Marks	
I	12	0	0	12						
II	12	0	0	12						
III	12	0	0	12						
IV	12	0	0	12						
V	4	0	8	12						
	52	0	8	60	Total				100 Marks	

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the End-Semester Examination

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Course Content

Unit I: Nature and Concept

- Nature, Scope and Significance of Human Geography
- Concept of Determinism, Possibilism and Neo Determinism
- Quantitative Revolution

Unit 2: World's Races and Tribe

- World Human Race - Basis of Human Race
- Major Tribes of the world and India
- Major Cultural Realms of the world

Unit 3: Demographic Characteristics

- World Population: Growth and Distribution, Factors affecting the spatial distribution of the population
- Demographic Transition Theory
- Migration: Determinants, Types and Consequences

Unit 4: Human Settlement

- Origin and types of Settlement, Locational characteristics of Settlement and Pattern of Settlement
- Central Place Theory
- Concept of Region and types of Region
- Planning for Sustainable Development

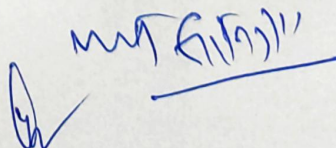
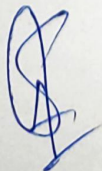
Unit 5: Practical

- Data and Ethics of Field work
- Defining the Field and identifying the Case Study –Rural/Urban/Physical/Human
- Field work in Geographical studies – Role, values and methods
- Designing the Field Report – Aims and Objectives, Methodology, Analysis and Interpretation
- Writing of the Field Report

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, presentation by students, etc.

Proposed Activities for CIA (20 Marks) (Any two)



- Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- Debate on the topics assigned followed by group discussion (10 Marks).
- Quiz related to the concerning topics allotted to the class (10 Marks).

Suggested Readings

1. Hussain, Majid. Human Geography, Rawat Publications, New Delhi.
2. Hussain, Majid, 2012. Evolution of Geographic Thoughts, Rawat Publications.
3. Chandna, R.C., 2010 Geography of Population: Concepts, Determinants and Patterns, Kalyani Publisher
4. Daniel, P.a. and Hopkinson, M.F., 1989. The Geography of Settlement, Oliver and Boyd, London.
5. Siddhartha, K. and Mukherjee, s., 2016. Models and Theories in Geography, Kitab Mahal.

Suggested Readings (Practical)

1. Kullar, D.R., 2017: Essential of Practical Geography, Manjit Singh, New Academic Publishing Co Jalandhar.
2. Singh, R.L. and Duff R.K., Elements of Practical Geography, Kalyani Publishers, New Delhi, 1979.
3. Robinson, A.H., et, al: Elements of Cartography, John Wiley & Sons, USA. 1995
4. Singh, Gopal: Map Work and Practical Geography, Vikas Publisher House Pvt. Ltd. New Delhi.
5. Mishra R.P. and Romesh A., Fundamentals of Cartography, McMillan Co. New Delhi, 1986.

Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme
Semester - VI
Course Title: Making of Modern World
Course Code: IBED3C010T

Total Credits: 04

Exam Duration: 3 hours

L: T: P = 3:1:0

Maximum Marks: 100

Course Outcomes (Cos): On Completion of the course the students will be able to:

CO1: Get acquainted with the basic idea of renaissance, geographical explorations & political ideas in medieval Europe.

CO2: To have an understanding of the reformation, counter-reformation & scientific revolution.

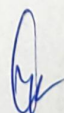
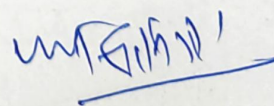
CO3: To enable the students to understand the industrial revolution & transition to parliamentary system

CO4: To develop an understanding of the American revolution, French revolution & Russian revolution.

CO5: Get acquainted with the basic idea of nationalism, unification of Germany & Italy.

Teaching Scheme (Unit-wise Division of teaching sessions)					Examination Scheme			
					CIA	MSE	ESE	Total
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	11	1	0	12				
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
	56	04	0	60	Total			100 Marks

Attendance Requirements: Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination

Course Content

Unit I: Renaissance in Europe

- Geographical Explorations
- Political Ideas: Humanism
- Art & Architecture

Unit II: Reformation & Age of Enlightenment

- Protestantism
- Counter Reformation
- Scientific Revolution

Unit III: English Revolution & Industrial Revolutions

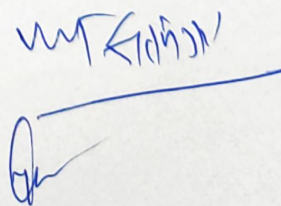
- Industrial Revolution
- Revolutions in 17th century.
- Transition to parliamentary system

Unit IV: Revolutions

- American Revolution
- French Revolution
- Russian Revolution

Unit V: Rise of Nationalism in Europe

- Nationalism: Introduction
- Unification of Germany
- Unification of Italy



Suggested Readings

- Anderson, M. S.: *Europe in the 18th Century*.
- Braudel, Fernand: *Civilization and Capitalism, Vols. I, II, III*.
- Davidson, Basil: *Modern Africa: A Social and Political History*.
- Davis, Ralph: *The Rise of the Atlantic Economies*.
- Elton, G. R.: *Reformation Europe 1517-1559*.
- Findley, John and Rothay, John: *Twentieth-Century World*.
- Hayes, C. J. H.: *A Cultural and Political History of Europe (Vol. I) (1500-1830)*.
- Hill, Christopher: *From Reformation to Industrial Revolution*.
- Hobsbawm, J.: *The Age of Extremes, 1914-1991*.
- Hilton, Rodney: *The Transition from Feudalism to Capitalism*.
- Plumb, J. H.: *The Pelican Book of the Renaissance*.
- Sinha, Arvind: *Europe in Transition*.
- Spence, Jonathan: *The Gate of Heavenly Peace: The Chinese and Their Revolution*.
- Thomson, David: *Europe since Napoleon*.

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Department of Educational Studies

Central University of Jammu

Four Years Integrated B.A. - B.Ed. Programme | Semester: VI

Course Title: International Relations | Course Code: IBED3C011T

Total Credits: 4

Exam Duration: 3 hours

Maximum Marks: 100

Course Outcomes (COs):

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

CO1: understand important concepts which provide the framework for understanding international relations.

CO2: acquaint themselves with various approaches and key concepts to the study of international relations.

CO3: analyse the role of various transnational and supranational actors in the global power struggle

CO4: identify the major determinants of India's foreign policy along with its characteristic features

CO5: understand and critically examine India's relations with major powers like U.S.A, Russia and China

CO6: understand and acquaint themselves with recent developments and emerging issues in the field of International relations.

Teaching Scheme (Unit-Wise Division of Teaching Sessions) *					Examination Scheme			
Unit No.	LT	P		C	CIA	MSE	ESE	Total
I	12	00		12	20 Marks	30 Marks	50 Marks	100 Marks
II	10	10		11				
III	11	00		11				
IV	13	10		14				
V	12	00		12				
Total	58	20		60	Total			100 Marks

*Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Course Content



UNIT – I: Introduction

- Meaning, Nature and Scope of International Relations
- Approaches to the study of International Relations: Idealism, Realism and Liberalism
- Kaplan's System Theory and Game Theory

UNIT – II: National Interest and National Power

- National Interest: Meaning and Instruments
- National Power: Determinants
- Balance of power, Collective Security and Collective Defence

UNIT – III: Structures and Processes in International Relations

- United Nations
- War and its changing character
- International Political Economy: WTO, IMF and World Bank

UNIT – IV: Foreign Policy

- Meaning, Elements and Determinants of Foreign Policy
- India's Neighbourhood Policy
- India's relation with US, Russia and China

UNIT – V: Major contemporary issues in International Politics

- Environmental Issue: Climate Change
- Nuclear Proliferation and Disarmament
- Terrorism and Globalization

Mode of Transaction

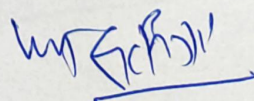
The course will be transacted through an interactive approach including theory lectures, debates, group discussions, self-study, seminars/presentations by students.

Proposed Activities for CIA (20 Marks) (Any Two)

- ✓ Assignment presentation on an allotted topic followed by presentation (10 Marks)
- ✓ Write an analytical review of a notable documentary based on some landmark international event
- ✓ Group discussions on contemporary topics of international relevance

Suggested Readings


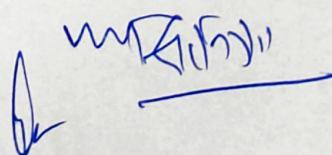
- Andrew Heywood, *Introduction to International Politics*, Chicago, Markham, 1971.
- E. H. Carr, *The Twenty Years' Crisis*, Macmillan, London, 1939.
- Hans J. Morgenthau, *Politics Among Nations*, McGraw-Hill, New York, 1948.
- John Baylis, Steve Smith, and Tim Dunne, *The Globalization of World Politics: An Introduction to International Relations*, Oxford University Press, Oxford, 1997.
- Joshua S. Goldstein, *International Relations*, Pearson, Boston, 2016.
- K. N. Waltz, *Theory of International Politics*, Massachusetts: Addison Wesley 1979.
- M. S. Rajan (ed.), *United Nations at Fifty and Beyond*, New Delhi, Lancer Books 1996.
- Mahendra Kumar, *Theoretical Aspects of International Politics*, New Delhi, 1967.



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- R. A. Falk, *Law, Morality and War in the Contemporary World*, New York, Frederick A Praegar 1963.
- Tim Dunne, Milja Kurki, and Steve Smith, *International Relations Theories: Discipline and Diversity*, Oxford University Press, Oxford, 2007
- V. K. Malhotra, *International Relations*, Anmol Publications, New Delhi, 2012.
- W. D. Coplin, *Introduction to International Politics*, Chicago, Markham 1971.

Department of Educational Studies

Programme: B.A. B.ED. Four Year Integrated Course
Semester-VI

Course Title: Quantitative Methods
Total Credit: 4
Examination Duration: 3 Hours

Course Code: ICBED62004T
Max. Marks: 100

Course outcomes:

Learners will be able to

- Understand the meaning definition and basic Concept of Statistics and Mathematics.
- Understand the use of different tools and techniques of measurement to solve various statistical problems.
- Calculate the coefficient of Correlation
- Analyze the trends in Time series and Index numbers
- Understand various methods and their uses in economics.
- Matrix and Determinants: Various types of matrices. Transpose, adjoin and Inverse of matrices

Scheme of Syllabus

Teaching Scheme (Unit wise Division of Teaching Session)					CIA	MSE	ESE	Total Marks
Unit No.	L	T	P	C				
I	13	3		16	20	30	50	100
II	14	4		18				
III	14	4		18				
IV	15	3		18				
V	16	4		20				
Total	72	18		90				

Unit-I

Introduction to Statistics:

- Basic concepts: Population Sample, Parameter, Frequency Distribution, Cumulative frequency.
- Graphic and diagrammatic representation of data.
- Data Collection: primary and secondary data, methods of collection of primary data and Secondary data
- Sampling Techniques
- Indian Statistics: Statistical system in India. Agriculture, Industrial and Trade Statistics in India.

Unit II

Central Tendency and Dispersion:

- Measures of central tendency: Mean, Median, Mode,
- Measures of dispersion, Range, Mean Deviation, Standard deviation. Coefficient of variation. Quartile deviation.

- Measures of Skewness, Moments and Kurtosis.

Unit –III

Correlation and Regression

- Correlation: Simple Coefficient of Correlation-Karl Pearson and Rank Correlation.
- Regression analysis – Estimation of regression line in a Univariate distribution- Least squares method, Interpretation of regression coefficients.
- Applications of Correlation and Regression in Economics

Unit –IV

Times Series and Index Numbers

- Time Series: definition and components,
- Measurement of Trend- free hand , method of semi-average ,moving average and method of least squares, measurement of seasonal variations
- Index numbers – Concept, price relative, quantity relative, value relative. Laspeyer's, Paasche's and Fisher; Problems in the construction and limitations of index numbers. Tests for ideal index number.

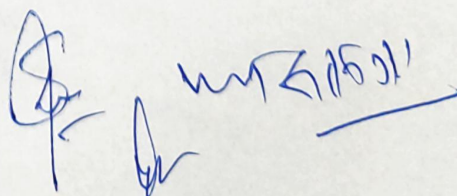
Unit-V

Basics of Mathematics

- Basic Concepts: Variables, Sets, Functions, Equations, Identities, Systems of equations.
- Calculus: Differentiation of a Function: Integration of a function.
- Matrix and Determinants: Various types of matrices. Transpose, adjoin and Inverse of matrices
- Determinants. Inverse of a matrix, Cramer's rule.

Books Recommended

1. Allen, R.G.D. (1974) Mathematical Analysis of Economics Macmillan Press, London.
2. Black, J. and J.F. Bradley (1973). Essential Mathematics for Economists. John Wiley and Sons.
3. Chiang, A.C. (1986) Fundamental Methods of Mathematical Economics (3rd edition) McGraw Hill, New Delhi
4. Croxton, F.E ., D.J. Cowden and S. Klein (1973), Applied General Statistics Prentice Hall, New Delhi
5. Gupta, S.C. Gupta and V.K. Kapoor (1993). Fundamentals of Applied Statistics. S. Chand and Sons, New Delhi
6. Speigal, M.R. (1992) Theory and Problems of Statistics McGraw Hill Book,

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बी. ए. बी. एड. (छठवां सत्र)
शैक्षिक अध्ययन विभाग,
जम्मू केंद्रीय विश्वविद्यालय
प्रयोजनमूलक हिंदी (IBED3C013T)

कुल क्रेडिट : 04

कुल अंक 100

पाठ्यक्रम की उपलब्धियां

1. विद्यार्थी प्रयोजनमूलक हिन्दी के अर्थ और आवश्यकता के बारे में जान सकेंगे।
2. प्रयोजनमूलक हिन्दी के उपयोग क्षेत्र की जानकारी प्राप्त कर सकेंगे।
3. पत्राचार का अर्थ एवं स्वरूप के अलावा पत्र लेखन के प्रकार की जानकारी होगी।
4. अनुवाद की आवश्यकता, अर्थ एवं स्वरूप को समझ सकेंगे।
5. कंप्यूटर पर हिन्दी का उपयोग एवं युनिकोड फॉन्ट के प्रशिक्षण की पूरी जानकारी मिलेगी।

इकाई-1

प्रयोजनमूलक हिंदी : अर्थ एवं स्वरूप, विशेषताएँ, प्रयुक्ति, विविध रूप, सीमाएँ और संभावनाएँ।

इकाई-2

पत्राचार का अर्थ एवं स्वरूप, पत्र लेखन के प्रकार, पत्र लेखन की विशेषताएँ, संक्षेपण, टिप्पण, मसौदा लेखन।

इकाई-3

अनुवाद : अर्थ एवं स्वरूप, अनुवाद के प्रकार, प्रक्रिया, अनुवाद का महत्व, अनुवादक के गुण, सफल अनुवाद की पहचान

इकाई-4

भाषा और कम्प्यूटिंग, कंप्यूटर पर वर्ड प्रोसेसिंग, टेक्स्ट टाइपिंग और डिलीटिंग, डाटा प्रोसेसिंग, यूनिफोड फॉन्ट का उपयोग।


इकाई-5

व्यावहारिक अनुवाद और अभ्यास, बहुप्रयुक्त कार्यालयी शब्द (100 शब्द)।

अनुशंसित ग्रंथ

1. दंगल झाल्टे : प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग, वाणी प्रकाशन, दिल्ली
2. भोलानाथ तिवारी : हिंदी भाषा, किताब महल, नई दिल्ली
3. माधव सोनटक्के : प्रयोजनमूलक हिंदी, लोकभारती प्रकाशन, इलाहाबाद
4. आर त्रिपाठी सी : प्रयोजनमूलक हिंदी, कैलाश पुस्तक महल, भोपाल
5. कमला शंकर त्रिपाठी : प्रयोजनमूलक हिंदी, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ

6. कैलाशचन्द्र भाटिया : प्रयोजनमूलक कामकाजी हिंदी, तक्षशिला प्रकाशन, दिल्ली
7. विनोद गोदरे : प्रयोजनमूलक हिंदी, वाणी प्रकाशन, दिल्ली
8. रवींद्रनाथ श्रीवास्तव (संपा.) : प्रयोजनमूलक हिंदी, केंद्रीय हिंदी संस्थान, आगरा
9. राजमणि शर्मा : अनुवाद विज्ञान : सिद्धांत और प्रयोग, हरियाणा ग्रंथ अकादमी, पंचकूला
10. कैलाशचन्द्र भाटिया : अनुवाद प्रक्रिया और स्वरूप, तक्षशिला प्रकाशन, नई दिल्ली

 महेश्वरी

Department of Educational Studies
Central University of Jammu
Integrated B.A.B.Ed. Semester-VI
Course Title and Code: Indian Popular Literature| Code: IBED3C014T

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

The course aims to introduce students to the basic understanding of the concept of "popular literature" which includes both fiction and non-fiction. Popular culture as a residual category implies to that culture that is left over after stipulating the characteristics of the high culture. It includes cultural texts and practices that are mass-produced commercial culture. The course will assist the students in better understanding of pop literature and elite literature as classified by the guardians of conventional term of "literature".

Course Outcomes (COs): On successful completion of the course, the students will be able to -

CO1: Acquaint the students with distinct genres of Indian Popular Literature.

CO2: Introduce to the various cultures across the country.

CO3: Bring an understanding of Indian poetry.

CO4: Analyze India's cultural and intellectual heritage inclusive of its morality, politics and love.

CO5: Understand the Indian literature that includes myths, epics, and folklore that are part of the country's oral heritage.

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	57	03	0	60	20 Marks	30 Marks	50 Marks	100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the end-semester examination.

Course Content

UNIT – I: Introduction to Indian Popular Literature

- Popular culture, Mass culture and Marketplace
- Genesis of popular culture (idea of Hegemony)
- Genres of Popular culture

UNIT – II: Print media

- Chetan Bhagat: *Five Point Someone*

UNIT – III: Literature and Cinema

- James Monaco “Film as an art” chapter 1 *How to Read a Film. The World of Movies, media and multimedia* (New York OUP 2009, pp24-70)
- 3 Idiots (film directed by Rajkumar Hirani, 2009)

UNIT – IV: Folk and Representation

- *Kantara* Movie (Directed by Rishabh Shetty, 2022)

UNIT – V: “Hindustani” Poetry

- Gulzar: “Faasla” (Distance)
“The Heart Seeks” (nostalgia for yesterday)

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, seminars/presentations by students, etc.

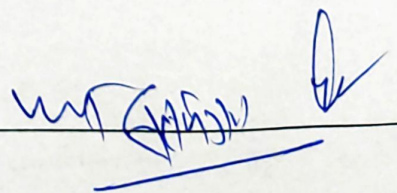
Proposed Activities for CIA (20 Marks) (Any two)

- ✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- ✓ Interpretations of cinematic techniques and narratology of Popular literature
- ✓ Decoding the hidden scripts of scenes in cinematography.

Suggested Readings

- Bashir, Saba Mahmood. “Lamhon Par Baithe Nazmein (Aspects of Language and Form).” *I Swallowed the Moon: the Poetry of Gulzar*. Harpercollins, 2013.
- Bhagat, Chetan. *Five Point Someone*. Rupa & Co. India, 2004.
- *Kantara* movie, directed by Rishabh Shetty. 2022.
- Monaco, James. *How to Read a Film: The World of Movies, Media, Multimedia*. 2000

- "Indian Popular Literature." <https://www.neerajbooks.com.pdfpopularliterature>.
- 3 *Idiots* movie directed by Vidhu Vinod Chopra, India. 2009.



जम्मू केन्द्रीय विश्वविद्यालय
शिक्षा अध्ययन विभाग
समेकित चतुर्वर्षीय बी.ए. बी.एड. कार्यक्रम
विषय : हिन्दी भाषा शिक्षण
विषय क्रमांक: IBED3C0157

कुल क्रेडिट: 04

कुल अंक: 100 (सै द्वांतिक: 75)
(व्यावहारिक: 25)

पाठ्यक्रम के उद्देश्य:

1. भाषा के महत्व और अलग-अलग भूमिकाओं को जानना
2. भाषा के विभिन्न रूपों और संवैधानिक आधार को जानना
3. साहित्यिक व गैर-साहित्यिक मौलिक रचनाओं की समझ व सराहना की योग्यता विकसित करना
4. भाषायी बरीकियों (संदर्भ के अनुसार) के प्रति संवेदनशील होना और प्रयोग करना
5. बच्चों के भाषायी विकास के प्रति समझ बनाना व उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
6. विभिन्न प्रकार की शिक्षण सामग्री जैसे प्रिंट, ऑडियो, विडियो और इंटरनेट आदि का उपयोग करना
7. भाषा सीखने के तरीकों व प्रक्रियाओं को जानना, समझना व सीखना
8. पाठयोजना, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा को बच्चों की समझ के अनुसार ढालना
9. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
10. भाषा के मूल्यांकन की प्रक्रिया को जानना

इकाई 1: भाषा का अर्थ, स्वरूप एवं भाषा की भूमिका

भाषा का अर्थ स्वरूप एवं महत्व, भाषा के विभिन्न रूप- भाषा समझ के माध्यम के रूप में, समूचे पाठ्यक्रम के केंद्र के रूप में (विषय के रूप में भाषा एवं माध्यम भाषा में अंतर और बहु-सांस्कृतिक एवं बहु-भाषिक कक्षा), भाषा और अस्मिता, भाषा और वर्ग, भाषा और जेंडर, हिन्दी भाषा की उत्पत्ति तथा विकास, देवनागरी लिपि की विशेषताएँ एवं सीमाएँ, हिन्दी के विविध रूप, स्वतन्त्रता से पहले और स्वतन्त्रता के बाद हिन्दी, अंतर्राष्ट्रीय स्तर पर हिन्दी, भाषा के संदर्भ में भारतीय संविधान की धारा 343-351, कोठारी कमीशन (1964-66), राष्ट्रीय शिक्षा नीति 1968 और 1986, प्रोग्राम आफ एक्शन 1992, राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एवं राष्ट्रीय शिक्षा नीति 2020 की समीक्षा

इकाई 2: भाषायी व्यवस्था एवं साहित्य

सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना (ध्वनि, अर्थ, रूप, वाक्य के संदर्भ में), सृजनात्मक भाषा के विविध रूप: साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ने-पढ़ाने की आवश्यकता, उद्देश्य व प्रासंगिकता, भाषा-अनुवाद (अर्थ व आवश्यकता), साहित्य: कविता, गद्य, नाटक और मीडिया को पढ़ना-पढ़ाना

इकाई 3: भाषा-शिक्षण व भाषायी कौशल विकास

भाषा-शिक्षण की प्रचलित विधियाँ व प्रणालियाँ एवं उनका विश्लेषण: व्याख्यान, आगमन व निगमन विधियाँ, व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढांचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक प्रणाली, थिमेटिक प्रणाली, अंतर्विषयिक प्रणाली, अंतरानुशास्त्रात्मक प्रणाली, संप्रेषणात्मक प्रणाली, आलोचनात्मक प्रणाली आदि। भाषा सीखने-सीखाने के दार्शनिक, सामाजिक, और मनोवैज्ञानिक आधार (समग्र भाषा दृष्टि, रचनात्मक दृष्टि, बहुभाषिक दृष्टि आदि), भाषायी कौशल: श्रवण कौशल- विकसित करने की विधियाँ, बोलचाल के गुण, अशुद्ध उच्चारण के कारण व निवारण, पठन कौशल-विधियाँ व प्रकार(सूक्ष्म एवं स्थूल), मौन व मुखर पठन का महत्व, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, सुनने-बोलने के कौशल के विकास के स्रोत और सामग्री, कहानी, संवाद, भाषा-लैब व अन्य मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण, पढ़ने के कौशल के विकास में साहित्य (सृजनात्मक व अन्य), थिसारस, शब्दकोश, इंसाइक्लोपीडिया आदि का महत्व व उपयोग। लेखन कौशल- लेखन कौशल का महत्व, अवस्थाएँ, अशुद्धियों के कारण व निवारण।

इकाई 4: हिन्दी भाषा शिक्षण हेतु पाठ-योजना, पाठ्यक्रम व पाठ्य - सामग्रियाँ

पाठ-योजना का स्वरूप, व्याकरण, गद्य, पद्य, छंद तथा अलंकार शिक्षण आदि का पाठ-योजना का स्वरूप, रचनात्मक लेखन एवं अभिव्यक्ति को विकसित करने हेतु पाठ-योजना का स्वरूप, प्रिंट सामग्री जैसे पाठ्य-पुस्तक, अन्य पुस्तकें, पत्रिकाएँ, अखबार आदि, कक्षा-पुस्तकालय, आई-सी.टी. (दृश्य-श्रव्य सामग्री, इंटरनेट,), रेडियो, टेलीविजन, फिल्में आदि, भाषा-प्रयोगशाला, विभिन्न गतिविधियाँ व उनकी रूपरेखा, चर्चा, वाद-विवाद, खेल, कार्यशालाएँ, गोष्ठी आदि

इकाई 5: आंकलन की भूमिका और महत्व

सतत और समग्र मूल्यांकन, स्व-मूल्यांकन, आपसी-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो समस्या-समाधान संबंधी प्रश्न, सृजनात्मक प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि व टास्क, खुले प्रश्न, बहुविकल्पी प्रश्न

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9. राष्ट्रीय पाठ्यक्रिया की रूपरेखा 2005, प्रकाशन विधान, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली

10. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली

11. सावित्री सिंह, हिन्दी शिक्षण, गया प्रसाद ऐन्ड सन्स, आगरा

12. रेणु कश्यप, राजभाषा हिन्दी का स्वरूप विश्लेषण, जिज्ञासा प्रकाशन, पटना

13. सर्वजीत कौर, हिन्दी शिक्षण, कल्याणी पुब्लिकेशन

14. योगेश कुमार, आधुनिक हिन्दी शिक्षण, नई दिल्ली, ए.पी.एच. पब्लिशिंग कॉर्पोरेशन



महेश्वरी



Central University of Jammu
Department of Educational Studies
Four –Year Integrated B. A., B.Ed. Programme (Semester – VI)
Course Title: Teaching of Languages: English
Course Code: IBED3C016T

Credits: 04

Maximum Marks: 100

Exam Duration: 3 hours

Objectives: On completion of this course the target-group will be able to:

- The target-group will be aware of status and functions of English in India as well as World.
- They will be able to comprehend the linguistics components of language and various principles underlying the learning of the English language.
- The target-group will gain some insights about language learners and the learning process from various perspectives (Behaviorist, Cognitivist and Constructivist).
- They will be able to sensitized about the various issues and challenges associated with teaching-learning of English in Indian context.
- The target-group will be able to appraise the aim and objectives of teaching of different texts and its purposes for improving skills.
- The target-group also will get inputs for developing lesson plans for prose and poetry text for effective transaction of the contents in the classroom.
- The target-group will be able understand the purpose of conducting assessment and evaluation procedures and also sensitized about various tool & technique in assessment procedure.

Outcome of the Course:

- The target-group will be able to distinguish linguistics aspects of language and able to practice various principles in learning of the English language.
- The target-group will be able to create classroom learning environment by following perspectives of Behaviorist, Cognitivist and Constructivist in English language teaching-learning process.
- They will be enabled to figure out various challenges and issues associated with teaching-learning of English in the Indian context.
- The target-group will be able to discriminate the aim and objectives of teaching English and the purpose of teaching various texts in English.
- They will be enabled to conduct assessment and evaluation on teaching-learning of English language and also acquainted with various tools and techniques for assessing language skills.

CONTENT OF THE COURSE

Unit I: Language and its nature and Linguistic aspects

- Language: Definition, Importance, language & Society
- Nature and functions of language
- Dialect, standard and Non-standard language, bilingual and multilingual.
- Linguistic structure and aspects of language – phonological, morphological, syntactic and semantic.

Unit II: Language Acquisition and learning process

- Language acquisition and language learning: Behaviorist (Skinner), Cognitive (Jean Piaget) and Constructivist (Vygotsky) Perspectives
- The role and position of English in India, problems of teaching English and their solutions in Indian context.
- Communicative Language teaching (CLT) & Task Based Language Teaching (TBLT)

Unit III: Status of English Language in India and world

- Global Importance of English: English as a lingua franca, English as an Official language, Language of Judiciary, communication, link language (national and international),
- Language Policies and provisions in India: Teaching of English Position paper (NCERT), NPE-2020, Three Languages Formula, Multilingual Education and its issues and challenges
- Curriculum & Syllabus, and textbooks, classroom transaction mode and teacher quality.

Unit IV: Lesson planning, content transaction and integration of Technology

- Teaching of Prose and Poetry: Need and Purpose of designing a lesson, aims and objectives of lesson design.
- Writing lesson plan and its purpose, formats of lesson design in prose, poetry, grammar and development of TLMs.
- Preparing and designing learning experiences for the 5E phases in teaching, Integration of Technology in Language Teaching, Flipped classroom & Blended learning
- Gamification and language activities, Audio visual aids: Importance, Types and limitations.

Unit V: Language Assessment and Evaluation

- Language testing: Types of tests (achievement, diagnostic, proficiency, Placement); criteria of a good test; framing of test items.
- Assessing language skills: strategies –oral & written; peer and group assessment; assessment within and beyond the classroom.
- Continuous and Comprehensive Evaluation (CCE): Implementation and Challenges in Indian Context.

Mode of Transaction of the Content

Lecture-cum-discussion, participatory approach, brainstorming, group discussion, Debate, Language Lab activity, presentations; panel discussions; seminar presentations.

Sessional works: The target-group shall take up the following activities under Continuous Internal Assessment.

- Discussion on role and importance of using First language while teaching English in the classroom.
- Workshop will be conducted on preparation of teaching aids for teaching English.
- Assignments will be taken from prescribed syllabus of the course.
- A survey will be conducted by the target-group on problems & challenges encountered by teaching of English at any specific level.
- Designing Games and Exercises for Developing Listening, Speaking, Writing and Reading Skills

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my friend

Department of Educational Studies
Central University of Jammu
Syllabus (Four Years Integrated B.A.B.Ed. Programme)
Semester-VI
Title: ASSESSMENT FOR LEARNING
Course Code: IBED3C017T

Total credits: 02

Maximum Marks: 50

Course Outcomes: This course is designed to help student teachers to:

- (i) Able to frame objective type, short answer (SA) and essay type questions.
- (ii) Elaborate the procedure of construction of an achievement test.
- (iii) Able to understand and design Interview and observation schedules.
- (iv) Aware about different modes of Online assessment.
- (iv) Understand the importance of assessment in continuous and comprehensive manner.
- (v) Aware about self-assessment and peer assessment.
- (vi) Aware about various modes of reporting students' performance.
- (vii) Understand the role of feedback of stake holders.
- (viii) Identify the strengths & weakness of learners.

COURSE CONTENT:

Unit I

- Writing different forms of questions – (objective type, Short Answer & Essay type) with their merits and demerits.
- Construction of an achievement test- concept, procedure, uses and limitations.
- Meaning & concept of process-oriented tools- Interview and observation schedule.

Unit II

- Online assessment: Concept, tools and feedback mechanisms.
- Concept of continuous and comprehensive evaluation (CCE), need for CCE and its relationship with formative assessment.
- Promoting Self-assessment and Peer assessment – concept and criteria.

Unit III

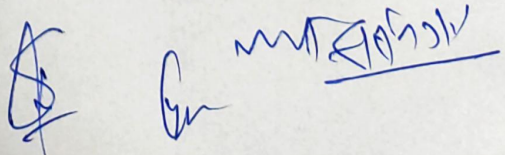
- Reporting students' performance – Progress reports, cumulative records, profiles and their uses, Portfolios, Using descriptive Indicators in report cards.
- Role of feedback to stake holders (Students, Parents, Teachers) to improve teaching– learning process.
- Identifying the strengths & weakness of learners.

Sessional Work:

1. Analysis of report cards - State and Central (CBSE).
2. Analysis of various education commission reports and NCFs for knowing various recommendations on Assessment and Evaluation.

References:


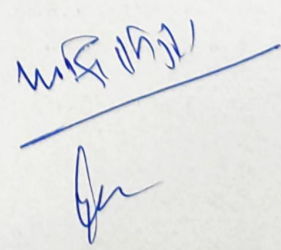
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25. [http://cbse.nic.in/ePub/webcbse/webcbse/Revised%20Compendium%20of%20HYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/Revised%20Tools/Revised%20CHYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/RevisedCompendiumofTools/docs/RevisedCompendiumofTool"ompdium%20of%20Tools/docs/Revised%20Compendium%20of%20Tools.pdf](http://cbse.nic.in/ePub/webcbse/webcbse/Revised%20Compendium%20of%20HYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/Revised%20Tools/Revised%20CHYPERLINKhttp://cbse.nic.in/ePub/webcbse/webcbse/RevisedCompendiumofTools/RevisedCompendiumofTools/docs/RevisedCompendiumofTool)
26. <http://www.cbse.nic.in/cce/index.html>
27. www.ncert.nic.in
28. <http://nroer.in/home/>

Central University of Jammu
Department of Educational Studies
Four-Year Integrated B.A. B.Ed. Programme | Semester - VI
School Management (IBED3CO18T)

Total Credit: 2 Credit (Theory)

Maximum Marks: 50

Examination Duration: One and a Half Hours

Course Outcome (COs): After completion of the course, the learners will be able to -

CO1: understand the basic concept of school management and its needs, objectives, principles, and functions;

CO2: know about the need and approaches to educational planning;

CO3: get acquainted with the significance of time-table and home-work;

CO4: aware of the maintenance of school records management of co-curricular activities; and

CO5: sensitive about the duties of an ideal head-teacher of the school.

Course Outline

UNIT – I Understanding the Concept of School Management

- Meaning, Need, Objectives, and Functions of School Management
- Principles of School Management
- School Management and Administration – Similarities and Differences
- Scope of School Management

UNIT – II Educational Planning

- Concept, Nature, and Need for Educational Planning
- Approaches to Educational Planning (Social Demand Approach, Man-Power Approach, Rate of Return Approach)
- Institutional Planning – Concept and Importance
- Procedure of Planning –Issues and Challenges
- Concept, Need and Significance of School Time Table
- Types of School Time-table
- Principles of Framing School Time-Table

UNIT – III Role of Head Teacher

- Importance of Head Teacher of a School
- Qualities of an Ideal Head Teacher
- Duties and Functions of a Head Teacher
- Problems of Head Teacher
- Concept and Objectives of Maintaining School Records

- Types of School Records
- Advantages of Co-Curricular Activities; and Their Various Types
- Principles for Organising Co-Curricular Activities

Mode of Transaction

- The theory will be transacted through lecture-cum-discussion mode, and the practicum will be through a participatory approach.

Suggested Readings

1. Anjula Singh, (2015). *Educational Management Planning and Finance*. New Delhi: Gullybaba Publishing House (P) Ltd.
2. Bala, M. (1990). *Leadership Behaviour and Educational Administration*. New Delhi: Deep & Deep Publications.
3. Bhatnagar, R.P. and Aggrawal, V. (1987). *Educational Administration: Supervision, Planning and Financing*. Meerut: India Surya Publications.
4. Bush, T. and Bell, L. (2003). *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing. New Delhi: Sage Publications.
5. Chalam, K.S. (2003). *Introduction to Educational Planning and Management*. New Delhi: Anmol Publications Pvt Ltd.
6. Chand, T. & Prakash, R. (1997). *Advanced Educational Administration*. New Delhi: Kanishka Publishers.
7. Chandrasekaran, P. (1994). *Educational Planning and Management*. New Delhi: Sterling Publishers.
8. Hersey, P.H. (2013). *Management of Organizational Behavior: Leading Human Resources*. New Delhi: Prentice Hall India Learning Pvt. Ltd.
9. James, C. Laurence (2010). *Educational Planning and Management*. New Delhi: Rajat Publications.
10. Jayson Bird. (2017). *Educational Planning and Management*. New York: Clanrye International Publications.
11. Khan, N.S. & Khan, M.S. (1980). *Educational Administration*. New Delhi: Ashish Publishing House.
12. Khurana, R. (2010). *Handbook of Leadership Theory and Practice*. Mumbai: Harvard Business School Publishing India Pvt. Ltd.

13. Mohanty, J. (2014). *Educational Management Supervision School Organisation*. Hyderabad: Neelkamal Publications.
14. Mohanty, J. (2005). *Teaching of Human Rights: New Trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.
15. Mukherji, S.N. (1970). *Administration and Educational Planning and Finance*. Baroda: Acharya Book Depot.
16. Nehru, R.S.S. (2013). *Educational Administration, Management and Planning*. New Delhi: APH publishing house.
17. Nirman, P. (2007). *Encyclopedia of Educational Administration and Management*. New Delhi: Anmol publications.
18. Prasad, L.M. (2008). *Organizational Behavior*. New Delhi: Sultan Chand & Sons.
19. Shukla, P.D. (1983). *Administration of Education in India*. New Delhi: Vikas.
20. Singh, C. & Khatri, A. (2016). *Principles and Practice of Management and organizational Behaviour*. New Delhi: Sage Publications India Pvt. Ltd.
21. Sinha, P.S.N. (2002). *Management and Administration in Government*. New Delhi: Commonwealth Publishers.
22. Thakur, D.N. (1996). *Educational Planning and Administration*. New Delhi: Deep and Deep publications.
23. Thakur, D. & Thakur, D.N. (1996). *Educational Planning and Administration*. America: Prentice Hall.

Department Of Educational Studies
Central University Of Jammu
Elective Course: Geography | BA BEd. Semester VI
Course Title: Bio Geography | Course Code: IBED3O007T

Total Credits: 4

Exam Duration: 3hours
Max Marks: 100

Course Introduction: Biogeography is an elective course in the Integrated BA BEd. Programme. Biogeography as a discipline explores the distribution of life forms on earth and the interactions between living organisms and their environment.

Course Outcomes (COs):

- CO1: To provide the learner a thorough understanding of ecological systems, energy flows and profound impact of human activities on the natural world
CO2: To acquaint the learner with the meaning and the scope of Biogeography
CO3: The learner will be able to comprehend the ecosystems and their types while analyzing ecological principles
CO4: To create an understanding of the process of the energy transfer with the ecosystems including food chains, food webs and biogeochemical cycles
CO5: To familiarize the learner about the plant communities, biotic succession and diverse biomes of the world
CO6: To acquaint the learner about human influences, ecosystem including global warming, environmental laws and wildlife policies

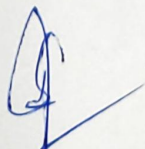

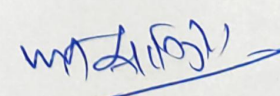
Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)				Total (L+T+P)	Examination Scheme				
					CIA	MSE	ESE		Total Marks
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks		100 Marks
I	12	0	0	12					
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
	60	0	0	60	Total				100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the end-semester examination

Course Content

Unit 1: Biogeography

- Biogeography - Concept and Scope
- Biogeography : Meaning and Components

Unit 2: Ecosystem, and Ecology

- Ecosystem: Definition and Characteristics
- Types of Ecosystem
- Ecology: Concept and Basics of Ecological Principles

Unit 3: Processes of Transfer of Energy

- Food Chains and Food Webs
- Trophic Levels
- Geo- Biochemical Cycle: Hydrological cycle, Oxygen cycle and Nitrogen cycle

Unit 4: Biomes and Biotic Succession

- Plant Community: Concept and Vertical Stratification of vegetation
- Biotic Succession: Meaning and Types
- Biome: Concept and major Biomes of the world

Unit 5: Human's Influence on Ecosystems

- Human Impact on Ecosystems
- Environmental Acts, Laws and Wildlife Policy of India
- Global Warming and Conventions on Climate Change

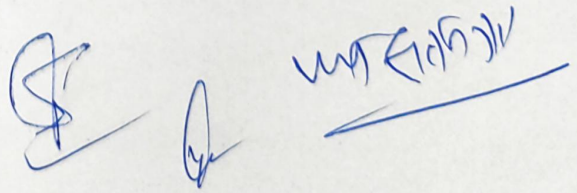
Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, presentation by students, etc.


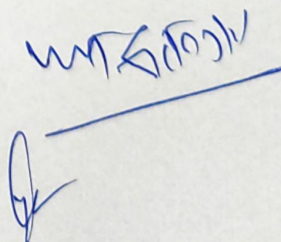
Proposed Activities for CIA (20 Marks) (Any two)

- Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- Debate on the topics assigned followed by group discussion (10 Marks).
- Quiz related to the concerning topics allotted to the class(10 Marks).

Suggested Readings



- Albert, J. S., & R. E. Reis (2011). Historical Biogeography of Neotropical Freshwater Fishes. University of California Press, Berkeley. 424 pp.
- Albert, J.S.; Crampton, W.G.R. (2010). "The geography and ecology of diversification in Neotropical freshwaters". *Nature Education*. 1 (10): 3.
- Cox, C. B. (2001). The biogeographic regions reconsidered. *Journal of Biogeography*, 28: 511–523, .
- Ebach, M.C. (2015). Origins of biogeography. The role of biological classification in early plant and animal geography. Dordrecht: Springer, xiv + 173 pp.,.
- Lieberman, B. S. (2001). "Paleobiogeography: using fossils to study global change, plate tectonics, and evolution". Kluwer Academic, Plenum Publishing, .
- Lomolino, M. V., & Brown, J. H. (2004). Foundations of biogeography: classic papers with commentaries. University of Chicago Press, .
- MacArthur, Robert H. (1972). *Geographic Ecology*. New York: Harper & Row.
- McCarthy, Dennis (2009). Here be dragons: how the study of animal and plant distributions revolutionized our views of life and Earth. Oxford & New York: Oxford University Press. ISBN 978-0-19-954246-8.
- Millington, A., Blumler, M., & Schickhoff, U. (Eds.). (2011). *The SAGE handbook of biogeography*. Sage, London, .
- Nelson, G.J. (1978). From Candolle to Croizat: Comments on the history of biogeography. *Journal of the History of Biology*, 11: 269–305.
- Udvardy, M. D. F. (1975). A classification of the biogeographical provinces of the world. IUCN Occasional Paper no. 18. Morges, Switzerland: IUCN.

Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme
Semester - VI
Course Title: Themes in Early North Indian History
Course Code: UBED00008T

Total Credits: 04

Exam Duration: 3 hours

L: T: P = 3:1:0

Maximum Marks: 100

Course Outcomes (Cos): On Completion of the course the students will be able to:

CO1: Get acquainted with the sources of early Indian history & Harappan civilization.

CO2: To have an understanding of the literature, religion & socio-economic developments of the Vedic Age.

CO3: To enable the students to understand the formation of Mahajanpads & rise of heterodox sects.

CO4: To develop the understanding of the Mauryan Empire, Gupta period & post-Gupta polities.

CO5: Get acquainted with the cultural developments during early period of Indian history.

Teaching Scheme (Unit-wise Division of teaching sessions)					Examination Scheme			
					CIA	MSE	ESE	Total
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	11	1	0	12				
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
	56	04	0	60	Total			100 Marks

Attendance Requirements: Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination

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Course Content

UNIT-I: Early Indian History

- Sources: Literary, Epigraphic and Numismatics
- The Harappan Civilization: Origin & General Characteristics
- Socio-economic life of the Harappans & Decline.

UNIT-II: The Vedic Age

- Vedic Literature.
- Early Vedic Period: Society, Economy & Religion.
- Later Vedic Period: Society, Economy & Religion.

Unit III: Sixth Century BCE

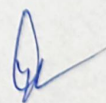
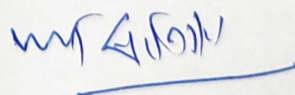

- Rise of Mahajanpads
- Buddhism
- Jainism

UNIT-IV: Changing Political Formations: 4th Century BCE – 7th Century CE

- The Mauryan Empire: Conquests, Administration & Decline
- The Gupta Age: Conquests & Administration
- Post-Gupta Polities: Harshvardhan & his times

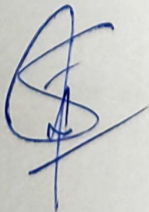
UNIT-V: Cultural Developments

- Art and Architecture
- Literature
- Developments in Religion.




Suggested Readings

- Basham, A. L.: *The Wonder that was India*.
- Chakravarti, Uma: *The Social Dimensions of Early Buddhism*.
- Harle, J. C.: *The Art and Architecture of the Indian Subcontinent*.
- Jha, D. N.: *Ancient India in Historical Outline*.
- Jha, D. N. (ed.): *Feudal Social Formation in Early India*.
- Kosambi, D. D.: *An Introduction to the Study of Indian History*.
- Kosambi, D. D.: *Culture and Civilization of Ancient India*.
- Lal, B. B., and Gupta, S. P. (ed.): *Frontiers of the Indus Civilization*.
- Majumdar, R. C.: *History and Culture of the Indian People, Vols. I, II, and III*.
- Raychaudhuri, H. C.: *Political History of Ancient India*.
- Shastri, K. A. Nilkanta: *A History of South India from Prehistoric times to the fall of Vijayanagar*.
- Singh, Upinder: *A History of Ancient and Early Medieval India*.
- Thapar, Romila: *Ashoka and the Decline of the Mauryas*.
- Thapar, Romila: *History of Early India*.



महेश्वर



Central University of Jammu
Department of Educational Studies
Four Years Integrated B.A. - B.Ed. Programme
Semester: VI

Course Title: State Politics in India

Total Credits: 4

Exam Duration: 3 hours

Course Code: IBED2C018T

Maximum Marks: 100

Course Outcomes:

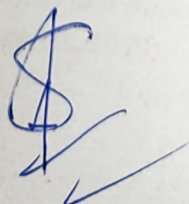

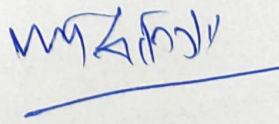
After completion of the course, the learners will be able to:

- CO1: understand the theoretical and constitutional framework with regard to state politics in India.
 CO2: understand the interplay of political parties, electoral politics and state politics in India.
 CO3: understand the various aspects of regional politics in India.
 CO4: understand the interplay of social movements with state politics
 CO5: understand the changing patterns of Economic Reforms and State politics

Teaching Scheme (Unit-Wise Division of Teaching Sessions) *					Examination Scheme			
					CIA	MSE	ESE	Total
Unit No.	LT	P		C	20 Marks	30 Marks	50 Marks	100 Marks
I	12	40		16				
II	12	40		16				
III	14	40		18				
IV	18	60		24				
V	12	40		16				
Total	68	220		90	Total			100 Marks

***Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Course Content

Unit-I Theoretical and Constitutional Framework

- State Politics in India: Constitutional Framework
- Asymmetrical Federalism in India (Article 371, 5th and 6th schedules)
- Linguistic Reorganization of States

Unit-II Politics of Regions in India

- Regions and Regionalism: An Introduction
- Changing Politics of Tamil Nadu and Punjab
- Regional and sub-regional Politics in Assam

Unit-III Political Parties and Electoral Politics in the States

- Congress Party in Uttar Pradesh: From Dominance to Decline
- BJP's Expansion in North India: Identity, Coalition Strategies and Organization
- Regionalization of Indian Politics: Emerging Trends

Unit-IV Social Movements and Politics in the States

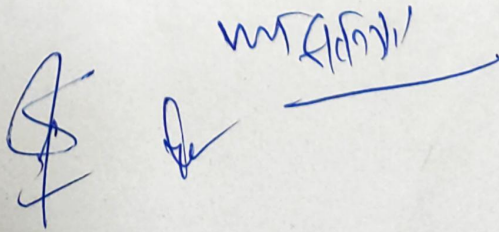
- Agrarian Movements and State Politics: Maharashtra & Punjab
- Caste in state Politics: U.P & Rajasthan
- Tribal assertion and State Politics: Jharkhand

Unit-V Economic Planning and Regional Development


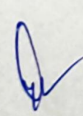
- Regional Disparities: Causes and Consequences
- Green Revolution: Impact on north Indian states
- LPG reforms with special reference to Indian economy

Suggested Readings

- Bardhan, Parnab, *Political Economy of Development in India*, (Oxford University Press, New Delhi, 1998).
- Bombwall, K. R., *The Foundations of Indian Federation*, (Asia Publishing House, Bombay, 1967).
- Brass, Paul R., *Caste, Faction and Party in Indian Politics*, Vol. two, Election Studies, (Chanakya Publications, Delhi, 1985).
- _____, *Ethnicity and Nationalism*, (Sage Publications, New Delhi, 1991).
- _____, *The Politics of India Since Independence*, (Cambridge, 2003)
- Chatterjee, Partha, "Introduction" in Partha Chatterjee, (ed.) *State and Politics in India*, (Oxford University Press, Delhi, 1998).
- Das Gupta, Jyotirindra, *Language Conflict and National Development*, (University of California Press, Berkeley and Los Angeles, 1970).



- Guha, Thakurta, Paranjy and Raghuraman, Shankar., *A Time of Coalitions: Divided We Stand*, (Sage Publications, New Delhi, 2004).
- Kothari, Rajni, *Caste in Indian Politics*, (Orient BlackSwan, New Delhi, 2010)
- Mehta, Pratap Bhanu, *The Oxford Companion to Politics in India*, (Oxford University Press, New Delhi, 2010)
- Hasan, Zoya(ed.), *Parties and Party Politics in India*, (Oxford University Press, Delhi, 2002).

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Course Code: ICBED6E004T

Course Title : Public Economics

Semester : VI

Credits : 04

Rationale

Public Economics explores the role of government in economic activities, focusing on taxation, public expenditure, revenue, and debt management. It helps students understand fiscal policies, their implications for efficiency and equity, and their impact on economic growth. The course equips learners with analytical tools to assess government interventions and economic outcomes.

Course Outcomes

Upon successful completion of this course, candidates will be able to:

CO1: Understand key concepts and theories of public economics.

CO2: Analyse government expenditure and taxation policies.

CO3: Evaluate policy implications for efficiency and equity.

CO4: Examine fiscal policies and their impact on the Indian economy.

CO5: Use economic analysis to assess government interventions on individuals, households, and firms.

Scheme of the Syllabus

of the Syllabus

Teaching scheme (Unit-wise division of teaching sessions) *					Examination Scheme			
					CIA	MST	ETE	Total
Unit	L	T	P	C	20	30	50	100
1	10	1	0	11				
2	10	1	0	11				
3	10	1	0	11				
4	10	1	0	11				
5	10	1	0	11				
Total	50	5	0	55	Total			100

*: Attendance is required

*: Attendance is required

Course Outline

Contents	No. of Lectures
Unit-I Introduction to Public Finance Public Finance: meaning and scope. Classification of goods - merit and public goods, Characteristics of private and public goods. Market failure in case of public goods, optimal provision of public goods. Externalities: The problem and its solution, Principle of maximum social advantage. Market failure and role of government.	10
Unit-II Public Budgets Public Budgets: Kinds of budget. Economic and functional classification of budget. Balanced and unbalanced budgets, Balanced Budget Multiplier. Budget as an instrument of economic policy, Fiscal policy. Deficits: Budget Deficits, Fiscal Deficits, Primary Deficits and Effective Revenue Deficits.	10
Unit-III Public Expenditure Meaning and classification of public expenditure, Principle of public expenditure. Cannons and effect of public expenditure, Causes of growth of public expenditure. Wagner's law of increasing state activities. Peacock-Wiseman hypothesis.	10
Unit-IV Public Revenue Sources of public revenue – Tax and Non-Tax revenue. Taxation- meaning and classification of taxes, Impact and Incidence of Taxes, Division of tax burden. Canons of Taxation, Characteristics of good tax system. Major trends in tax revenue of central and state government in India. Taxation: its economic effects; Deadweight loss and Distortion, Efficiency and Equity consideration, optimal taxation.	10
Unit V Public Debt Meaning of public debt, Sources of public borrowing: Internal and External Borrowing. Debt burden- classical views, Keynesian and post Keynesian view. Shifting – intergenerational equity, Effects of public Debt. Methods of debt redemption. Debt management, Tax versus Debt.	10

Reference Books

- R.A. Musgrave and P.B. Musgrave (1999): *Public Finance in Theory and Practices*. McGraw Hill.
- Bhatia, H.L. (2018): *Public Finance*. Vikas Publishing House.
- *Public Finance in Theory and Practice*, Singh, S.K., Sixth Edition, New Delhi (2004).
- H. Rosen, T. Gayer: *Public Finance*, 9th Edition, McGraw Hill.
- *Economic Survey*, Government of India (latest).
- *A Study of Budget Document*, Government of India (latest).
- *Report of 15th Finance Commission*, Government of India.

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Department of Educational Studies
Central University of Jammu
Integrated B.A.B.Ed. Semester-6th
Course Title and Code: South Asian Literature| Code: IBED30012T

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

The course aims to introduce students to the basic understanding of South Asian Literature that has shaped literary techniques, styles, and movements creating the literary flux of the world. It can provide insight into the history, culture, philosophy, and society of Afghanistan, Bangladesh, India, Indian Sub continent and Sri Lanka at different times. Teaching area based studies allows the students to focus on cultural contexts, regional histories and aesthetic dimensions. This paper will familiarize the students with the socio-political issues that frame contemporary literary discourses in South Asian nations and help to foster regional understanding of common culture and heritage.

Course Outcomes (COs): On successful completion of the course, the students will be able to -

CO1: Understand the history and values of different cultures across nation that has shaped literary techniques.

CO2: Know the South Asian Classics like Arvind Adiga, Bapsi Sidhwa, and Shyam Selvadurai.

CO3: Develop critical thinking skills by teaching them to find hidden meanings and symbolism in everyday life.

CO4: Create an understanding of the beginnings of the literary tradition based chiefly on Indian Sub continental Aesthetics

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	57	03	0	60	20	30	50	100

					Marks	Marks	Marks	Marks
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L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the end-semester examination.

Course Content

UNIT – I: Background to South Asian literature

- Survey of South Asian literature in English
- Postcolonialism
- Literature at the margins

UNIT – II: Indian Literature

- Arvind Adiga: *The White Tiger*

UNIT – III: Indian Subcontinent

- Bapsi Sidhwa: *Ice Candy Man*

UNIT – IV: Sri Lanka

- Shyam Selvadurai: *Funny Boy*

UNIT – V: Bangladesh

- Tasleema Nasreen: *Lajja*

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, seminars/presentations by students, etc.

Proposed Activities for CIA (20 Marks) (Any two)

- ✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- ✓ Activities based on Listening, Speaking and Writing Skills.
- ✓ Review Writing, Extempore, Critical Analysis of any piece of literary work.

Suggested Readings

- Alam, Fakhuri. *Dictionary of Literary Biography: South Asian Writers in English*. Detroit: Thomas Gale, 2006.
- Benson, Eugene & Colly, L.W. *Encyclopedia of Postcolonial Literature in English Vol 1&2*.
- Deen, Hanifa. *The Crescent and the Pen: The Strange Journey of Taslima Nasreen*. Praeger.

- Jayasuriya, Wilfred. *Sri Lankas Modern English Literature: A Case Study in Literary Theory*.
- Maxey, R. *South Asian Atlantic Literature 1970-2010*. Edinburgh: Edinburgh University Press, 2012.

