

**SEMESTER-V**  
**MC-9**  
**QUANTITATIVE TECHNIQUES IN GEOGRAPHY**

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 analyze the issues related to the quantitative techniques in geography.

**UNIT-I: Geographical Data**

- Characteristics of Geographical Data: Its Nature, Scope and Methods of Collection.
- Type of Spatial Data: Positional, Linear, Areal and Volumetric.
- Scale – Meaning, types and conversions.
- Measurement of Phenomena: Nominal, Ordinal, Interval and Ratio Scales
- Distribution of Data: Raw data, Group data, construction of Histogram and Frequency Polygon,
- Cumulative Frequency Curve (Ogives)-More than type and Less than type.

**UNIT-II: Measures of Central Tendencies and Measures of dispersion**

- Measures of Central Tendency: Mean, Median and Mode (Both for Grouped and Ungrouped Data).
- Graphical Determination of Median by constructing Ogive.
- Measures of Dispersion: Mean Deviation, Standard Deviation, Coefficient of variation.

**UNIT-III: Statistical Relationships**

- Bi-variate Relationships: Scatter Diagram
- Correlation: Spearman's Rank Correlation, Karl Pearson's Product Moment Correlation, Test of Significance

**UNIT-IV: Regression Analysis**

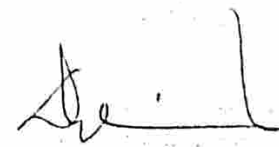
- Computation of Regression Equation by Least Square Method, Placement of Regression Line on Scatter Diagram.

**Transactional Strategies:**

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

**Reference**

- Mehmood, A : Statistical Methods in Geography
- Pal, S.K. : Statistical Techniques – A Basic Approach to Geography
- Gupta, S.C. : Fundamentals of Statistics
- Blalock, M : Social Statistics

  
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SEMESTER-V  
MC-10

OCEANOGRAPHY

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 course the student shall critically reflect and analyze the issues related to the Oceanography.

**UNIT-I:**

- Definition of Oceanography and significance of study.
- Bottom relief of Atlantic, Pacific and Indian Oceans.

**UNIT-II:**

- Temperature of oceans and seas: controlling factors and global variation.
- Salinity of oceans and seas: controlling factors and global variation.
- Circulation of oceanic waters: Tides (Types & causes); Currents (Types & causes) and distribution; Currents of the Atlantic, Pacific and Indian oceans.

**UNIT-III:**

- Marine deposits – Origin and classification.
- Coral reef – Origin and classification.

**UNIT-IV:**


- Marine biological environment: bio-geochemical cycles in the ocean, bio zones.
- Types of Organisms:  
Planktons, Nektons and Benthos; Food and mineral resources of the sea.

**Transactional Strategies:**

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

**References**

- Anikouchine, W.A. and Sternberg, R.W. : The world Oceans – An introduction to Oceanography, Englewood cliff, N.J. 1973
- Gerald, S.: General Oceanography – An introduction, John Wiley & Sons, New York 1980
- Garrison, T.: Oceanography, Wadsworth.com. USA 1998
- King, C.A.M.: Beaches and Coasts, E. Arnold, London, 1972
- King, C.A.M.: Oceanography for Geographers E. Arnold, London
- Sharma, R.C. Vital, M.: Oceanography for Geographers, Chetnya publishinghouse Aliahabad, 1970
- Shephard, F.P.: Submarine Geology, Harper & Sons, New York 1948
- Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merrill publishing Co. 1984
- Weisberg. J. and Howard: Introductory Oceanography, McGraw-Hill Book Co. New York, 1976



## SEMESTER - V

MC- 9

प्रयोजनमूलक हिन्दी

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

उद्देश्य : यह प्रश्न पत्र पंचम सत्र हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिए है। इस पत्र में विद्यार्थियों को प्रयोजनमूलक हिन्दी, हिन्दी भाषा, हिन्दी पत्रकारिता एवं पत्र-लेखन के संबंध में समझ विकसित कराया जाएगा।

इकाई: 1 प्रयोजनमूलक हिन्दी: परिभाषा और स्वरूप; प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताएँ।  
राष्ट्रभाषा, राजभाषा का स्वरूप : सम्पर्क भाषा: स्वरूप; सम्पर्क भाषा के रूप में हिन्दी का राष्ट्रीय एवं सामाजिक परिप्रेक्ष्य; स्वाधीनता संग्राम में हिन्दी की भूमिका; पूर्वोत्तर भारत में सम्पर्क भाषा के रूप में हिन्दी के प्रचार और प्रसार की उपयोगिता; प्रचार में आने वाली समस्याएँ, समाधान और इसके समाधान के सुझाव।

इकाई: 2 राजभाषा  
राजभाषा: अर्थ एवं स्वरूप; हिन्दी की संवैधानिक स्थिति ; अनुच्छेद 343 तथा 351; राजभाषा नियम 1976 यथा संशोधित 1987; राजभाषा के रूप में हिन्दी के प्रयोग में आने वाली समस्याएँ और सुझाव।

इकाई: 3 हिन्दी पत्रकारिता एवं संचार माध्यम  
पत्रकारिता- हिन्दी पत्रकारिता के विकास का संक्षिप्त परिचय; साहित्यिक पत्रकारिता; हिन्दी पत्रकारिता की वर्तमान स्थिति।  
संचार माध्यम- हिन्दी भाषा और साहित्य के विकास में आकाशवाणी, दूरदर्शन एवं चित्रपट का योगदान; रेडियो लेखन की कला।

इकाई 4 पत्र लेखन: सूचना, ज्ञापन, आदेश, टिप्पणी, अनुस्मारक, प्रतिवेदन, तथा विज्ञापन लेखन।  
अनुवाद एवं पारिभाषिक शब्दावली: परिभाषा; अनुवाद के प्रकार; अनुवाद: समस्याएँ और समाधान। पारिभाषिक शब्दावली: स्वरूप एवं परिभाषा; 100 पारिभाषिक शब्द।



निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा।  
15 X 4 = 60 अंक
2. चारों इकाईयों से एक-एक टिप्पणी पूछी जायेगी जिनमें से किन्हीं दो के उत्तर देने होंगे।  
5 X 2 = 10 अंक
3. पाठ्यक्रम में निर्धारित 100 पारिभाषिक शब्दों में से दस पारिभाषिक शब्द परीक्षा में पूछे जायेंगे।  
1 X 10 = 10 अंक

कार्य-सम्पादन- पद्धति

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

सहायक ग्रन्थ:

1. राजभाषा हिन्दी प्रचलन- डॉ. रामेश्वर प्रसाद
2. हिन्दी पत्रकारिता- डॉ. वेदप्रताप वैदिक
3. व्यवहारिक राजभाषा- डॉ. नारायणदत्त पालीवाल
4. अनुवाद: सिद्धान्त और प्रयोग- गोपीनाथ
5. हिन्दी शब्द-अर्थ प्रयोग- डॉ. हरदेव बाहरी
6. पूर्वोत्तर में हिन्दी प्रचार-प्रसार- चित्र महन्त
7. प्रयोजनमूलक हिन्दी- डॉ. महन्त
8. प्रयोजनमूलक हिन्दी- डॉ. रवीन्द्रनाथ श्रीवास्तव
9. अरुणाचल प्रदेश में हिन्दी: अध्ययन के नये आयाम- डॉ. श्यामशंकर सिंह

- |                |                            |
|----------------|----------------------------|
| 1. Abandonment | - परित्याग                 |
| 2. Ability     | - योग्यता                  |
| 3. Abolition   | - उन्मूलन, अंत             |
| 4. Abridge     | - संक्षेप करना, न्यून करना |
| 5. Absence     | - अनुपस्थिति               |
| 6. Absolve     | - विमुक्त करना             |
| 7. Absorb      | - अवशोषण करना, समाहवत करना |
| 8. Abstract    | - सार                      |
| 9. Absurdity   | - अर्थहीनता, बेतुकापन      |
| 10. Academic   | - शैक्षणिक                 |

SEMESTER - V

MC- 10

प्रेमचन्द

व्याख्यान

ट्यूटोरियल

क्रेडिट

पूर्णांक

अभ्यन्तर

सत्रांत परीक्षा/बाह्य

: 4 प्रति सत्र

: 2 प्रति सत्र

: 4 + 2 = 6

: 100 अंक

: 20 अंक

: 80 अंक

यह प्रश्नपत्र पंचम सत्र में हिन्दी (प्रतिष्ठा) के परीक्षार्थियों के लिये है। चार इकाइयों में विभक्त यह पत्र प्रेमचन्द के विशेष अध्ययन से सम्बन्धित है। इस प्रश्नपत्र में विद्यार्थियों से प्रेमचन्द के उपन्यासों, कहानियों और निबन्धों से सम्बन्धित विशिष्ट ज्ञान अपेक्षित है।

इकाई: 1 उपन्यास:

पाठ्य उपन्यास- 'कर्मभूमि'

आलोचना : हिन्दी उपन्यास और प्रेमचन्द; चरित्र-चित्रण; स्वाधीनता आन्दोलन और कर्मभूमि; कर्मभूमि और किसान समस्या।

इकाई: 2 उपन्यास:

पाठ्य उपन्यास: गबन

आलोचना : चरित्र-चित्रण; शिल्प; नारी समस्या का व्यापक चित्रण।

इकाई: 3 कहानिया:

पाठ्य-पुस्तक: प्रतिनिधि कहानियाँ; प्रकाशक- राजकमल प्रकाशन, दिल्ली।

पाठ्य कहानियाँ-

(क) बड़े भाई साहब

(ख) नशा

(ग) नमक का दरोगा

(घ) शतरंज के खिलाड़ी

(ङ) पंच परमेश्वर।

इकाई: 4 निबन्ध:

पाठ्य पुस्तक : प्रेमचन्द के विचार (खण्ड-एक); सरस्वती प्रेस, इलाहाबाद।

पाठ्य-निबन्ध-

- (क) स्वराज्य से किसका अहित होगा;
- (ख) डण्डा;
- (ग) स्वराज्य संग्राम में किसकी विजय हो रही है;
- (घ) दमन की सीमा।

कार्य-सम्पादन- पद्धति

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

निर्देश:

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

सहायक ग्रन्थ:

1. प्रेमचन्द और उनका युग- डॉ. रामविलास शर्मा
2. प्रेमचन्द: जीवन और कृतित्व – हंसराज रहबर
3. प्रेमचन्द कोश- डॉ. कमलकिशोर गोयनका
4. कमल के सिपाही- अमृतराय
5. प्रेमचन्द- डॉ. गंगाप्रसाद विमल
6. प्रेमचन्द और यथार्थवाद- डॉ. नगेन्द्रप्रताप सिंह
7. हिन्दी की चर्चित कहानिया: पुनर्मूल्यांकन- डॉ. कुसुम वर्ण्य

**SEMESTER-V**  
**MC - 9**  
**AMERICAN LITERATURE**

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 appreciate American Literature and analyze the issues related to the American society, culture, politics and Literature.

**Unit-I**

A Short History of American Literature

**Unit-II Poetry and Non-Fiction**

- A Noiseless Patent Spider – Walt Whitman
- Because I could not stop for Death – Emily Dickinson
- After Apple picking – Robert Frost
- Preface to Leaves of Grass - Walt Whitman

**Unit- III**

- Arthur Miller: *Death of a Salesman*

**Unit- IV**

- Hemingway: *The Old Man and the Sea*

**Transactinal Strategies:**

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

**Suggested readings:**

- *American literature* (A pelican guide to English literature) – Boris Ford, Penguin Books; 2nd Revised edition (1988)
- *American Literature* – Nandana Dutta, Pramod K. Nayar, Orient BlackSwan 2016
- Arthur Miller: *Death of a Salesman*, Penguin USA (1976)
- Hemingway: *The Old Man and the Sea*, RHUK (1994)
- *Studying Literature*: P.K.Nayar, Orient BlackSwan 2013
- *Cambridge Companion to American Novelists*: CUP, T.Parrish, 2012
- *Cambridge Companion to Modern American Poetry*: CUP, W.Kalaidjian, 2015



**SEMESTER-V**  
**MC - 10**  
**CONTEMPORARY LITERARY THEORY**

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 have a firm grasp of the basics and the issues related to various literary theories.

**Unit-I:**

- Russian Formalism, Archetypal criticism, New Criticism, Phenomenological criticism

**Unit-II :**

- Structuralist criticism, Feminist criticism, Stylistics

**Unit-III :**

- Marxism, Anxiety of influence, Deconstruction, Discourse Analysis, Reader-Response criticism, Reception
- theory, Semiotics, Speech Act theory

**Unit-IV:**

- Dialogic criticism, New Historicism, Cultural Studies, Postcolonial studies, Queer theory, Eco-criticism

**Transactinal Strategies:**

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

**Suggested Reading:**

- Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*, University of Minnesota Press; 3rd Revised edition (2008)
- David Robey and Anne Jefferson, *Modern Literary Theory*, Batsford, 1986
- Jonathan Culler, *Literary Theory: A Very Short Introduction*, OUP, 1997
- Peter Barry, *Beginning Theory*, Manchester UP, 2008 /4<sup>th</sup> Edition, Viva Books Pvt. Ltd.(2018)
- Tony Bennett, *Formalism and Marxism*, Routledge; 2 edition (2003)
- Christopher Norris, *Deconstruction: Theory and Practice*, Routledge; 3 edition (2002)
- *A Companion to Literary Terms*, Padmaja Ashoki, Orient Blackswan, 2015
- Veenser H. Aram (ed), *The New Historicism Reader*, Routledge; 1 edition (1994)



**SEMESTER-V**  
**MC-9**  
**CONTEMPORARY 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 course seeks to familiarize the students with the contemporary issues in International Relations.

**Course Contents:**

**Unit I-**

- Changing International Order: New World Order and Polarity Question.

**Unit II-**

- International Political Economy: Globalisation and WTO, Debates on Sovereignty and Territoriality.

**Unit III-**

- Disarmament and Arms Control: CTBT and NPT.

**Unit V-**

- Global Concerns: Migration, Environment, Human Security and Terrorism.

**Readings**

- Baylis, John and Steve, Smith (ed.), *The Globalisation of World Politics*, New Delhi, OUP, 2013.
- Emmers, Ralf, *ASEAN and the Institutionalisation of East Asia*, Routledge, 2011.
- Goldstein, Joshua S., *International Relations*, Pearson Education, 2013.

**SEMESTER-V**  
**MC-10**  
**WESTERN POLITICAL THOUGHT**

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 the Western Political Philosophy.

**Course Contents:**

**Unit I-**

- Plato: Theory of Justice, Communism, Ideal State
- Aristotle: Theory of State and Government, Revolution, Slavery

**Unit II-**

- Machiavelli: Religion, Republicanism and Statecraft.
- Hobbes: Human nature, State of Nature and Social Contract

**Unit III-**

- John Locke: Laws of Nature, Natural Rights and Property.
- Rousseau: Social Contract, General Will and Collectivism

**Unit IV-**

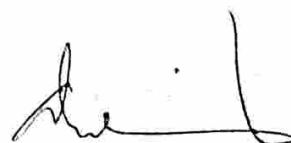
- Jeremy Bentham: Theory of State; Utilitarianism
- Karl Marx: Dialectical Materialism; Historical Materialism; Theory of State

**Transactional Strategies:**

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

**Recommended Books**

- John Plamenatz – Man and Society (Machiavelli to Marx)
- Jyoti Prasad Suda – A History of Political Thought
- (Bentham to Recent Times)
- Lane W. Lancaster – Master of Political Thought
- R. P. Sharma – Modern Western Political Thought
- C. L. Wayper – Teach Your Self Political Thought
- Sukhbir Singh – History of Political Thought (Vol. – I & II)
- K. Mukhopadhyay – Western Political Thought



Johny J. J.  
Rajy G. G.

**SEMESTER-V**  
**MC-9**  
**HISTORY OF EAST ASIA- JAPAN (1868-1945)**

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 main issues related to the

**History of East Asia-Japan (1868-1945).**

**Unit-I. Japan (c.1868-1945)**

- Transition from feudalism to capitalism:
- Crisis of Tokugawa Bakuhau system
- Meiji Restoration and Reforms :Its nature and Significance, Limitations

**Unit-II. Japanese Imperialism**

- China
- Manchuria
- Korea

**Unit-III. Democracy and Militarism/Fascism**

- Popular/People' s Rights Movement
- Nature of political parties
- Rise of Militarism-Second World War, Nature and significance

**Unit-IV. Post-War Changes**

- Japan's Colonization: March First Movement
- Growth of Korean nationalism; in situational transformation 1910-1945

**Transaccional Strategies:**

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

**ESSENTIAL READINGS**

- George Allen, A Short Economic History of Japan.
- G. Beasley, The Modern History of Japan.
- John K. Fairbank, et al., East Asia: Modern Transformation
- Mikiso Hane, Modern Japan: A Historical Survey.
- Y. Immanuel Hsu, The Rise of Modern China.
- Jon Livingstone, et. al., The Japan Reader ( Imperial Japan : 1800 to 1945), Vol. I
- E.H. Norman, Japan's Emergence as a Modern State.
- Nathaniel Pfeffer, The Far East: A Modern History.
- Kenneth B. Pyle, The Making of Modern Japan.
- Chow Tse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
- Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009

**SUGGESTED READINGS**



**SEMESTER-V**

**MC-10**

**NATIONAL LIBERATION MOVEMENTS IN 20TH CENTURY WORLD**

**Objectives:** On completion of this the student shall critically reflect and analyse the issues related to the National liberation movements in 20<sup>th</sup> century World.

**Unit-I :** Nationalism: Theory and Practice.

**Unit-II :** Nature of Imperialism and colonialism

**Unit-III :** National Movements in Africa and Latin America.

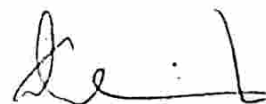
**Unit- IV:** National Movement in Asia—China, Indonesia, India.

**Transactinal Strategies:**

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

**References:**

- Lucian Bianco, Origins of the Chinese Revolution, 1915-1946.
- A.J.Temu&Roger Owen eds, Studies in the theory of Imperialism, 1970.
- E.F.Penrose,ed, European Imperialism the partition of Africa,1980.
- Milton Osborne, Southeast Asia: An Introductory History.
- SumitSarkar, Modern India, Macmillan, 1984.
- IGNOU Booklets on Modern World, History of Europe.





## SEMESTER V

### CPS 2: Pedagogy of First Language (Hindi) (Part – I) (Question Paper will be prepared separately for each Language)

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Teaching Hours: 4 per Week

Credits: 4

End Semester Exam Duration: 3 Hours

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

#### Introduction

The Four Year Integrated B.A B.Ed syllabus for pedagogy of language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus Hindi language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

#### Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian
  - o context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

#### Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- First Language(Natural/Native/MT): Meaning, Importance and characteristic
- Linguistic structure and aspects of First language (Hindi) – phonological , morphological, syntactic and semantic.

#### Unit II: Acquisition and Learning of First Language

- Difference between language acquisition and language learning: Difference between first language acquisition and learning with reference to their meaning and process.

- Approaches/Theories of First Language Acquisition (FLA): Behaviourist (Watson & Skinner), Nativist/Mentalist (N. Chomsky) and Social Interactionist (Piaget & Vygotsky)
- Factors influencing FLA: Age, Language input, Language anxiety, Language aptitude, Language ego & motivation.
- Language input rich classroom environment facilitating language acquisition and language learning

### Unit III: Hindi as First Language in School Curriculum

- Policies and provisions relating to languages: Article 343-351, 350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance and place of first language at different stages in school curriculum: compulsory subject, medium of instruction and examination etc.
- Objectives of teaching first language at elementary and secondary levels with reference to NCF 2005.
- Current challenges of teaching – learning first language in schools: multi-lingual context, language
- background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

### Unit IV: Developing language skills in First Language (Hindi)

- Listening and Speaking: Sub skills, types and strategies
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, and contextual learning.
- Facilitating integration of listening and speaking skills while using first language in real life situations
- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive; Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels: Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech etc.

### Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on 'English Language in India'.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.



## Semester-V

### CPS 2: Pedagogy of Language (English) (Part-I)

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Teaching Hours: 4 per Week

Credits: 4

End Semester Exam Duration: 3 Hours

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

#### Introduction

The Four Year Integrated B.A B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

#### Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary
- Identify methods, approaches and materials for teaching English at various levels in the Indian context
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

#### Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- Factors affecting language skills in L2
- Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic.

#### Unit II: Acquisition and Learning of Second Language

- Difference between language acquisition and language learning
- Psychology of language acquisition and learning – behaviouristic, cognitive and constructivist views.
- Language acquisition and language learning in L2- meaning and process
- Language context and input rich classroom environment facilitating language acquisition and language learning
- Challenges of teaching – learning of L2 in multicultural classroom context.

### Unit III: English as L2 in School Curriculum

- Policies and provisions relating to languages: Article 343-351, 350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance of English language in India and the world today. Official language, language of judiciary, trade and commerce, communication link language (national and international), library language, passport for employment, language of ICT etc.
- Importance and place of English in school curriculum: compulsory subject, medium of instruction and examination etc.
- Current challenges of teaching – learning English in schools: multi lingual context, syllabus and textbooks, classroom transaction mode and teacher quality.

### Unit IV: Developing Language Skills in English

- Listening and Speaking: Sub skills and types
- Activities for developing listening and speaking skills: storytelling, dialogues, role plays, simulations, speech, games, contexts etc.
- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive, Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels: Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, speech, advertisement etc.
- Reference skills and Higher order skills in reading and writing.

### Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on 'English Language in India'.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.



- Difference between language acquisition and language learning
- Psychology of language acquisition and learning – behaviouristic, cognitive and constructivist views.
- Language acquisition and language learning in L2- meaning and process
- Language context and input rich classroom environment facilitating language acquisition and language learning
- Challenges of teaching – learning of L2 in multicultural classroom context.

### Unit III: English as L2 in School Curriculum

- Policies and provisions relating to languages: Article 343-351, 350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance of English language in India and the world today. Official language, language of judiciary, trade and commerce, communication link language (national and international), library language, passport for employment, language of ICT etc.
- Importance and place of English in school curriculum: compulsory subject, medium of instruction and examination etc.
- Current challenges of teaching – learning English in schools: multi lingual context, syllabus and textbooks, classroom transaction mode and teacher quality.

### Unit IV: Developing Language Skills in English

- Listening and Speaking: Sub skills and types
- Activities for developing listening and speaking skills: storytelling, dialogues, role plays, simulations, speech, games, contexts etc.
- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive, Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels: Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, speech, advertisement etc.
- Reference skills and Higher order skills in reading and writing.

### Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on 'English Language in India'.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.

**Semester-V**  
**CPS 3: Pedagogy of Social Science (Part-I)**

Teaching Hours: 4 per Week

Credits: 4

End Semester Exam Duration: 3 Hours

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

### **Introduction**

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. Social Sciences as an integrated area of study. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

### **Objectives**

The course will enable the student teachers to;

- Develop an understanding of the nature of Social Sciences, both of individual discipline and as an integrated/ interdisciplinary area of study
- Identify, prepare, collect different teaching-learning resource materials and use effectively in the classroom
- Examine the prevailing pedagogical practices in classrooms while facilitating learning of social sciences
- Acquire basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life
- Develop lesson plans by integrating it with life, nature, mathematics, science and technology for effective teaching-learning in social sciences
- State the concepts of History, Geography, Political sciences and Economics included in the secondary curriculum and make pedagogical analysis of these concepts

### **Unit-I: Status and Issues in Social Science**

- Meaning, Nature, Scope and Importance of Social Sciences, Correlation of social sciences with allied disciplines



**SEMESTER- V**  
**EPC-2**  
**Learning for Teaching Effectiveness**

Teaching Hours:- 2 hrs. per Week

Credits:- 2

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

**Introduction :**

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

**Objectives :**

The course will enable the student teachers to;

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs. The following process based skills are essential for secondary school teachers to be taken up.
- Content analysis
- Content organization through concept mapping
- Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources
- Use of ICT
- Critical thinking and reflection,
- Managing diversity in learning
- Contextualization
- Organization of group activity/project

**Guidelines for Assessment:** The above stated process-based skills will be practised by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.



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Semester	MC	GE-1	GE-2	AECG	DSE	CBC*	SEC	Education (PEC)	Total
I	MC-1: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-2: 100m 4(L)+2(T)=6 TH Cr: 4+2=6	GE-1: 100m 4(L)+2(T)=6TH Cr: 4+2=6	DSE-2.1:100m 4(L)+2(T)=6TH Cr: 4+2=6	AECG-1:100m 4TH Cr: 4				PE-1:100 EPC-1:50 TH:4.2 Cr: 4.2	Marks:500+150=650 Teaching Hours: 28+4=32 Cr: 28+4=32
II	MC-3: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-4: 100m 4(L)+2(T)=6 TH Cr: 4+2=6	GE-1.2:100m 4(L)+2(T)=6TH Cr: 4+2=6	DSE-2.2:100m 4(L)+2(T)=6TH Cr: 4+2=6	AECG-2:100m 4TH Cr: 4+2=6				PE-2:100 CPGS-1:50 TH:4.2 Cr: 4.2	Marks:500+150=650 Teaching Hours: 30+6=36 Cr: 28+6=34
ID	MC-5: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-6: 100m 4(L)+2(T)=6 TH Cr: 4+2=6	GE-1.3:100m 4(L)+2(T)=6TH Cr: 4+2=6	DSE-2.3:100m 4(L)+2(T)=6TH Cr: 4+2=6	AECG-3:100m 4TH Cr: 4				PE-3:100 PE-4:100 TH:4.4 Cr: 4.4	Marks:500+200=700 Teaching Hours: 30+8=38 Cr: 28+8=36
IV	MC-7: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-8: 100m 4(L)+2(T)=6 TH Cr: 4+2=6	GE-1.4:100m 4(L)+2(T)=6TH Cr: 4+2=6	DSE-2.4:100m 4(L)+2(T)=6TH Cr: 4+2=6				SEC-1 MILAIE Eng 100m 4(L)=4TH Cr: 4	PE-5:100 PE-6:50 TH:4.2 Cr: 4.2	Marks:500+150=650 Teaching Hours: 28+6=34 Cr: 28+6=34
V	MC-9: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-10: 100m 4(L)+2(T)=6 TH Cr: 4+2=6							CPSS-1:100 CPSS-1:100 EPK2:50 TH:4.4 Cr: 4.4	Marks:300+250=550 Teaching Hours: 18+12=30 Cr: 18+9=27
VI	MC-11: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-12: 100m 4(L)+2(T)=6 TH for language and 4TH-T/Seminar for Social Sc.) Cr: 4+2=6				DSE : (Language) 100m 4(L)+2(T)=6TH Cr: 4+2=6	CBC*: 100m 4(L) Cr: 4		CPSS-2:100 CPSS-2:100 FE-1:50 TH:4.4,2W Cr: 4.4,2	Marks:200+250=450 Teaching Hours: 12+10+2W=22+2W(Lang) 10+10+2W=20+2W(Soc. Sc.) Cr: 12+10=22
VII								PE-7:100EPC-1:50 EPC4:50 FE-2:35OTH4, 2W,2W,16WCr: 4.2,2.14	Marks:000+550=550 Teaching Hours: 4+20W Cr: 0+22=22
VIII	MC-13: 100m MC-14: 100m 4(L)+2(T)=6 TH Cr: 4+2=6 MC-14: 100m 4(L)+2(Sem)=4 TH Cr: 4+2=6							PE-8:100 EPC-5:50 EPC-6:50EPC7:50 FE-3:30C2W)TH 4,4,2,2,2,2W Cr: 4,2,2,2,2	Marks:200+300=500 Teaching Hours: 13+14+2W=27+2W Cr: 12+16=28
Total	Marks 14x100=1400m TH:32(L)+30(T) for language and 48(L)+32 T/Seminar=80 for Social Sc. Total Credit:-	Marks 4x100=400m TH:16(L)+8(T)=24 CH Credit:-16+8=24	Marks 4x100=400m TH:16(L)+8(T)=24 CH Credit:-16+8=24	Marks 3x100=300m 12TH: Cr:12	Marks 100m 4(L)+2(T)=6TH Cr: 2+4=6	CBC* 1X100 4(L) Cr: 4*	SEC-1 MIL 100m 4(L)=4TH Cr: 4	Marks:200 TH 56+24W Cr: 80	Marks: 2700+2000=4700+100* Teaching Hours: 154+56+24W=216+24W Cr: 154+4*80=234+4*

MC-1 Here is equivalent to GE-1.1 and GE-2.1, MC-3 is equivalent to GE-1.2 and GE-2.2, MC-5 is equivalent to GE-1.3 and 2.3, MC-7 is equivalent to GE-1.4 and GE-2.4

\* To be considered as an add on course to the four –year integrated B.A. B.Ed. Programme

MC= Major Course, GE= Generic Elective, DSF= Discipline Specific Elective, AECC=Ability Enhancement Compulsory Course, SEC= Skill Enhancement Course, CBC= Choice Based Course,