Syllabus for Four Year Integrated B.A.B.Ed (Compulsory Paper)

Babasaheb Bhimrao Ambedkar Bihar University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Integrated B.Ed. Programme

Rationale and Objectives of Languages

At the Four Year Integrated B.A. B.Ed. Syllabus English and one MIL (Modern Indian Language) are focused as the core of language learning for the teacher students. Here the MIL includes Hindi, Bengali, Oriya and Alternative English. These above languages are also studied as Elective Subjects in the course. The study of languages aims at fulfilling the communicative, aesthetic and interactive needs of the learners.

COMPULSORY ENGLISH
SEMESTER-I
PAPER-I

GENERAL ENGLISH

Contact Hours: 4 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Seasonal : 25 Marks

Objectives: This is essentially a language-based course. It aims at making students read English prose with a view to enlarging their comprehension of the language and encouraging them to develop reading habits. It also aims at giving them basic skills in grammar, widening their vocabulary and teaching them to write simple and correct English.

Scheme of Examination

1. Comprehension and Vocabulary

a. Questions based on content from the prescribed text 10 Marks
b. Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabulary 20 Marks
c. Questions based on an unseen passage to test the candidate's comprehension and vocabulary 10 Marks
(There will be a text of essays and short stories between 100 and 200 pages in length.)

2. Composition

a. Letter/Application writing 10 Marks
b. Paragraph writing/Précis writing 10 Marks
c. Report Writing 10 Marks

3. Translation

The exercise will require candidates to render into English ten simple sentences in Hindi. At least 15 sentences will be set. 10 Marks

4. Grammar and Usage

The Questions in this exercise will be set with the purpose of testing thecandidate's knowledge of grammar and familiarity with correct usage.

A. Elements of sentence 2 Marks
B. Transformation of Sentences including Active and Passive Voice 2 ½ Marks

C. Modals	2 Marks
D. Tense Usage	2 ½ Marks
E. Determiners	2 ½ Marks
F. Common English Errors	2 ½ Marks
G. Phrasal Verbs	3 Marks
H. Idioms	3 Mark

Phrasal Verbs

Break Break away, break down, break off, break up
Bring Bring about, bring in, bring up, bring down
Come Come by, come across, come upon
Carry Carry out, carry on, carry off, carry over
Call Call on, call off, call at
Get Get along, get away with, get by, get through, get over
Give Give up, give away, give in
Hard Hard up, hard of hearing, hard nut to crack, hard to please
Look Look after, look into, look forward to, look up to
Put Put out, put off, put up, put up with
Run Run after, run down, run over, run out of
Take Take after, take up

Idioms

To be born with a silver spoon in one's mouth, to be at daggers drawn, to be at sea, to be in the dark, to be in hot water, to be on the run, to be out of the woods, to be under someone's thumb, to break the ice, to break fresh ground, to make a mountain out of a molehill, to put a spoke in someone's wheel, to put two and two together, to turn a deaf ear, to turn a new leaf, to turn the tables (on someone), to blow one's own trumpet, to burn the candle at both ends, to carry favour, to cut one's coat according to one's cloth, to fish in troubled waters, to hit the nail on the head, to kill two birds with one stone, to know where the shoe pinches, to let the cat out of the bag, to nip something in the bud, to smell a rat, to wash one's hands off something.

The following chapters are prescribed for study:

1. M.K.Gandhi : Training: Literary and Spiritual
2. Kamla Devi Chattopadhyay : Indian Women and the Salt Satyagraha
3. Robert Epstein : Unleash your Creativity
4. Uma Rao : A Special Child
5. Neelam Saran Gour : Personal Friend
6. Vandana Shiva : Women in the Food Chain
7. Boman Desai : Between the Mosque and the Temple

Recommended Books:

1. A.J.Thomson & A.V.Martinet : A Practical English Grammar (OP)
2. S.Pit Corder : Intermediate English Practice Book (O.L.)
3. Bhaskaran and Horsburgh : Strengthen your English (OUP 1973)
4. F.T. Wood : A Remedial English Grammar for Foreign Students (Macmillan 1965)
5. T.L.H.Smith- Pearse : The English Errors of Indian students. OUP

Book Prescribed

Dr. Jasbir Jain (Edt.): The Many Worlds of Literature, Macmillan India Ltd.

SEMESTER-II
ALTERNATIVE ENGLISH
PAPER-II
PROSE

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Prose (Non fiction)

Leh – Andrew Harvey
On Balance – Leila Seth
How are you different – Subroto Bagchi

II. Short stories

Panther's Moon - Ruskin Bond
How much land does a man need - Leo Tolstoy
The Crocodile's Lady – Manoj Das

III. Novel

Train to Pakistan - Khuswant Singh (Non detailed study)

IV. Speeches

Tryst with Destiny – Jawaharlal Nehru
I have a dream – Martin Luther King
A Tiny ripple of hope – John F. Kennedy

V. Appreciation of two unseen prose passages – Approximately 100 words each.

Reference

Train to Pakistan	:	Khuswant Singh
he Non fiction Collection Part-I	:	Penguin India

द्वितीय सेमेस्टर (IInd Semester)

आधुनिक भारतीय भाषा (हिंदी) MIL (HINDI)

संपर्क-घंटे : 4 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

विस्तृत अध्ययन

Unit – I पाठ्य पुस्तक - श्रेष्ठ हिंदी निबंध - सं. डॉ. अजय कुमार पटनायक
शबनम पुस्तक महल, कटक -12

पाठ्य विषय

(क) हजारी प्रसाद द्विवेदी .... कुटज
(ख) रामधारी सिंह 'दिनकर' .... साहित्य और राजनीति
(ग) मोहन राकेश .... विज्ञापन युग

Unit – II पाठ्य पुस्तक - काव्य-सौरभ सं.पुरुषोतम दास मोदी, विश्वविद्यालय प्रकाशन, वाराणसी ।

पाठ्य विषय

(क) कबीर दास .... साखी (1 से 10)
(ख) सूरदास .... भ्रमरगीत (1 से 5)
(ग) तुलसीदास .... धनुर्भंग
(घ) सूर्यकांत त्रिपाठी 'निराला .... संध्या सुन्दरी
(ड) सुमित्रानंदन पंत .... मौन निमंत्रण

Unit - III

सामान्य अध्ययन

पाठ्य पुस्तक - प्रतिनिधि कहनियाँ सं. डॉ. बच्चन सिंह, अनुराग प्रकाशन, वाराणसी ।

(क) प्रेमचंद ..... कफन (ख) उषा प्रियंवदा ..... वापसी
(ग) ज्ञानरंजन .... पिता

Unit – IV शब्दज्ञान

(क) शब्द - शुद्धि (ग) विलोम शब्द

(ख) वाक्य - शुद्धि (घ) अनेक शब्दों के लिए एक शब्द

Unit –V निबंध - लेखन समसामयिक समस्याओं पर आधारित निबंध-लेखन (लगभग 300 शब्दों की सीमा)

अंक-विभाजन

1.	**दो व्याख्याएँ**	(यूनिट I और II से दो-दो व्याख्याएँ दी जाएंगी जिनमें से एक-एक को करना होगा)	2x10 = 20
2.	**दो आलोचनात्मक प्रश्न**	(यूनिट I और II से दो-दो प्रश्न पूछे जाएंगे जिनमें से एक-एक का उतर देना होगा)	2x6 = 12
3.	**एक आलोचनात्मक प्रश्न**	(यूनिट III के पाठ्यक्रम पर आधारित)	1x15 = 15
4.	**पाँच लघूत्तरी प्रश्न**	(यूनिट IV के पाठ्यक्रम पर आधारित)	3x6 = 18
5.	**पाँच विकल्पों में से किसी एक पर निबंध-लेखन**	(यूनिट V के पाठ्यक्रम पर आधारित)	1x15 = 15
			80

संदर्भ - ग्रंथ

1. हिंदी का ज्ञान - डॉ. हरदेव बाहरी, लोकभारती प्रकाशन, इलाहाबाद ।
2. शब्द-सामर्थ्य - डॉ. कैलाशचंद्र भाटिया, प्रभात प्रकाशन, नयी दिल्ली ।
3. आधुनिक हिंदी व्याकरण और रचना - डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना ।
4. शुद्ध हिंदी कैसे सीखें ? - राजेन्द्र प्रसाद सिन्हा, भारती भवन, पटना ।

Semester-V

PEDAGOGY-I MATHEMATICS 1

Contact hours: 4 hours per week

Total marks: 100(Internal25,External,75)

Objectives of the Course

After completion of course the students will be able to

- gain insight on the meaning, nature, scope and objective of mathematics education
- Appreciate mathematics as a tool to engage the mind of every student.
- Appreciate mathematics to strengthen the student's resource.
- Appreciate the process of developing a concept.
- Appreciate the role of mathematics in day-to-day life.
- Learn important mathematics: Mathematics is more than formulas and mechanical procedures.
- Channelize, evaluate, explain and reconstruct their thinking.
- See that mathematics as something to talk about, to communicate through, to discuss among them, to work together on.
- Pose and solve meaningful problems.
- Appreciate the importance of mathematics lab in learning mathematics.
- Construct appropriate assessment tools for evaluating mathematics learning.

Unit- I Nature of Mathematics

- Axiomatic Framework of Mathematics
- Axioms, Postulates, Undefined Terms, Defined Terms, Reasoning, Type of Reasoning, Proofs - Types of Proofs.
- Changing trends and goals of teaching mathematics with reference to NCF-2005

Learning Outcome in Mathematics

Inculcation of specific attitudes like Problem solving, Logical thinking, Drawing inferences, Handling abstraction, Visualising etc. in learner's personality.
Emphasis on use of mathematics in daily life situations.
Role of mathematics in other subject areas – Interdisciplinary approaches

Unit-II Problem posing / solving in Mathematics

Problem posing: Problem posing skill contextualized to recognition of pattern, Extension of pattern, Formulization of conjecture and generalizations through several illustrations drawn from learners immediate environment, Skill development of Process Questioning – that requires more than a simple factual response like yes or no only, can stimulate discussion of an idea, which lead to further exploration and use of oral language to explain and justify a thought.

Problem solving: Understanding of Problem, Splitting the Problem in known and unknown parts, Symbolization and mathematical formulation, Solving problem with multiplicity of approaches- **Probing questions** and **concrete analogies** can be used to initiate the exploration of alternative methods, Attitude build up of internal questioning – learn to ask themselves **key questions** before, during and after the solution process.

Unit-III Construction of concepts

Concept. Its meaning and characterstics,development of concepts

Analysis of concepts coherently in graded ways with s with varied examples, illustrations and activities. Misconception and common errors about concepts. Methods and strategies for teaching mathematical concepts.

Unit-IV Integration of mathematical content with activities through Mathematics Laboratory

Identifying activity in several content areas conducive to the comprehension level of learner.

Inculcating skills in Designing, Demonstrating, Interpreting and drawing inference of activities/concrete models.

Unit-V Pedagogical Analysis of secondary school mathematics

Factonisation of polynomial, Linear equations, profit & loss, compound interest, congruence of triangle & Area of triangle quadrilaterals, Trigonometric ratio

Graphical representation of data

Modes of Assessment

- Presentation and communication skills in mathematics
- Posing conceptual questions from simple situations, interpretation and analysis
- Designing innovative learning situations
- Performance in group activity
- Laboratory experiences
- Reflective written assignment
- Written test on conceptual understanding of specific topics and its pedagogy

Reading Material

The Teaching of Mathematics- Roy Dubisch, John Wiley and Sons INC, New York and London, 1963
Teaching of Mathematics by Butler and Wren, Mc.Graw Hill Book Company, INC, New York and London, 1960
The Teaching of Secondary Mathematics by Claude H. Brown, Harper & Brothers, Publishers, New York (1953)
Teaching Mathematics in the Secondary School, Reinhart & Company INC, New York, 1954
Mathematical Discovery (Volume I and II) , George Polya, John Wiley & Sons, INC, New York and London, 1962 (I), 1965 (II)
Teaching Mathematics in Elementary School by C. G. Corle, The Ronalal Press Company, New York (1964)
Mathematics, Part I and II TEXTBOOK FOR CLASS XII, 2007, NCERT, New Delhi

Mathematics, Part I and II TEXTBOOK FOR CLASS XI, 2006, NCERT, New Delhi

National Curriculum Framework – 2005, NCERT.
Position Paper of NFG on Teaching of Mathematics – 2005, NCERT.
Position Paper of NFG on Habitat and Learning – 2005, NCERT.
Position Paper of NFG on Examination Reforms – 2005, NCERT.
Position Paper of NFG on Aims of Education – 2005, NCERT.
Position Paper of NFG on Gender Issues in Education – 2005, NCERT.
Position Paper of NFG on Education for Peace – 2005, NCERT.

Semester-V

PEDAGOGY-I BIO-SCIENCE 1

Contact hours-4 per week

Marks-100(Internal-25, External,75)

Objectives: After completion of the course the student-teachers will be able to :

- Gain an understanding of the nature and scope and objectives of biological science
- Appreciate biological science as a dynamic body of knowledge understand about the pedagogy in biological sciences
- develop effectives plans for learning biological sciences
- Trace the changing trends in learning of biology
- Explore the possibility of developing scientific attitude values and skills through learning of biology
- Facilitate development of scientific attitudes in learners
- Construct appropriate assessment tools for evaluating science learning

Course Outline

Unit-I : Biological Science as a dynamic body of knowledge

- Nature of knowledge in Biological Science
- Historical and developmental perspectives of biological science
- Major scientific achievements in biological sciences
- Inter relationship of biology and other disciplines of science and their integration

Unit-II : The changing emphasis in learning biological science

- The changing trends in goals/objectives of learning biology
- Development of process skills in science through learning of biology
- Construct meaning and concepts related to biology through observation exploratory activities in the environment

Unit- III : Construction of knowledge Attitude, Skills and Values in Biological Sciences

- Constructivist approach in learning biological sciences
- Misconceptions in biological sciences and their remedies
- Concept mapping of themes related to biology
- Development of scientific attitudes, positive values and Identification and development of skills related to biological sciences
- Non formal channel for learning biological science :Arrangement of science exhibition/fairs including state and national exhibition, Conducting field trips and excursions children's science congress

Unit-IV: Pedagogy in biological sciences

- Pedagogical analysis : Identification of units, themes, concepts/learning point, generalizations and issues/problems
- Strategies of teaching biological sciences : inquiry problem based learning guided discovery, inductive method, co-operative learning and collaboration learning

Unit-V: Professional development of Biological Science Teachers

- Development of professional competencies of biology teacher

- Professional ethics of biology teachers
- Biological science and gender issues
- Biological science and ethical issues
- Impact of biological science on technology and society

Modes of Learning Engagement

Providing opportunities for group discussion on key themes and concepts.

Group/individual presentation

Lecture in interactive manner providing opportuninty for sharing ideas followed by group discussion.

Exposing to exemplar constructivist learning situations in science.

Designing and setting up activities / laboratory work.

Making filed notes /observation.

Visit to State/ National level science exhibition /science centre/ science museum.

Audio visual presentation followed by its analysis and discussion.

Reflective written assignments.

Case studies.

Modes of Assessment

Participation in group

Presentation and communication skills of science

Posing questions, interpretation and analysis of observation

Designing innovative learning situations

Laboratory experience

Field notes

Reading Material

NCERT, National Curriculum Framework – 2005.

NCERT, Position Paper of NFG on Teaching of Science – 2005.

NCERT, Position Paper of NFG on Habitat and Learning – 2005.

NCERT, Position Paper of NFG on Examination Reforms – 2005.

NCERT, Position Paper of NFG on Aims of Education – 2005.

NCERT, Position Paper of NFG on Gender Issues in Education – 2005.

NCERT, Position Paper of NFG on Education for Peace – 2005.

Vaidya, Science Teaching for 21st Century, Deep & Deep Publications (1999).

Dat Poly, Encyclopedia of Teaching Science, Sarup & Sons, New Delhi (2004).

Radha Mohan, Innovative Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd., New Delhi (2002)

Sutton, CR and Hayson JH, The Art of the Science Teacher, MC Graw Hill Book Company Ltd. (1974)

Their, DH, TeachingElementary School Science : A Laboratory Approach Sterling Publication Pvt. Ltd. (1973)

Science & Children (NSTA's peer reviewed journal for elementary teachers)

Science Teach (NSTA's per reviewed journal for secondary science teachers)

Journal of Research in Science Teaching (Wiley-Blackwell)

International Journal of Science Education

Misconceptions in chemistry, Addressing perceptions in Chemical Education, Barke, Hans Dieter, Al Yitbarek, Sileshi, Publication of Springer.

Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching. Routledge, London and New York.

Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)

Web Sites

http://www.tc.columbia.edu/mst/science ed/courses. asp. http://www.edu.uwo.cA

Semester-V

PEDAGOGY-II PHYSICAL SCIENCE -1

Contact Hours -4 per week

Marks-100(Internal-25, External,75)

Objectives

After completion of courser the students will be able to

- Gain insight on the meaning, nature, scope and objective of science education
- Appreciate that science is a dynamic body of knowledge
- Appreciate the fact that every child possesses curiosity about his natural surroundings
- Identify and relate everyday experiences with learning science
- Appreciate various approaches of teaching-learning of science
- Employ various techniques of transaction of science
- Use effectively different activities /demonstrations/laboratory /experiences for teaching-learning of science
- Facilitate development of scientific attitudes in learners
- Construct appropriate assessment tools for evaluating science learning

Course Outline

UNIT-I Nature of Physical Science

- **Learning experiences of physical science in context to life**

Role of physical science in removing ignorance and superstition, bringing socio- economic changes concern to environment, (Poverty, health, equity, peace, environment, gender, concern to aims & objectives of teaching science).

- **Science as a domain of enquiry**
  Observation, process skills, steps in scientific method. Developing scientific attitude.
- **Science as a dynamic body of knowledge**
  Historical and developmental perspective of science, major scientific achievements in the physical sciences: Impact on society, and futuristic views.

UNIT-II Content Specific Pedagogy

- **Pedagogy in physical Science**
  Nature of scientific disciplines. Constructivist approach in learning physical science at various levels of school education. Science as a discourse of interdisciplinary learning. Communication in science learning.

- **Pedagogy specific to disciplines: Constructivists learning situations**
  The theoretical basis of school science education: Thematic approach at elementary and secondary stages with subject specific examples such as Food and Nutrition Air, Energy Water – Natural resources, Habitat; disciplinary approach at higher secondary level with specific examples from physics / chemistry textbook class XI and XII; diffusing disciplinary boundaries (with specific examples like).

UNIT-IIIPhysical Science and learner's development

- Analysis of the organisation of relationships between concepts, laws and theories in physical science (biology/ chemistry/ physics).
- Erroneous concepts of scientific knowledge and remedies: learner's preconception, sources of misconception, language and misconception, effective remedies.

- **Activity / laboratory experiences in learning physics / chemistry**
  Organising activity based class room, use of instructional material (learner participation in developing them), use of physical science laboratories, field experiences

UNIT-IV Resource utilisation:

- **Learning Resources**
  Identification of learning resources from immediate environment, formal and non-formal channels, collection of material (school specific – rural / urban, community), exploring alternative resources, handling hurdles in utilization of resources
- **Resources specific to the children with special need**
  Alternative resources for physically challenged learners; Ensuring partnership in classroom and other activities, socio-economic considerations.

UNIT-V Curricular components: Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress; State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district / state / central agencies; community participation.

Modes of Assessment

- Participation in group
- Presentation and communication skills of science
- Posing questions, interpretation and analysis of observation
- Designing innovative learning situations
- Laboratory experience
- Field notesReading Material

Reading Material

- NCERT, National Curriculum Framework – 2005.
- NCERT, Position Paper of NFG on Teaching of Science – 2005.
- NCERT, Position Paper of NFG on Habitat and Learning – 2005.
- NCERT, Position Paper of NFG on Examination Reforms – 2005.
- NCERT, Position Paper of NFG on Aims of Education – 2005.
- NCERT, Position Paper of NFG on Gender Issues in Education – 2005.
- NCERT, Position Paper of NFG on Education for Peace – 2005.
- Vaidya, Science Teaching for 21st Century, Deep & Deep Publications (1999).
- Dat Poly, Encyclopedia of Teaching Science, Sarup & Sons, New Delhi (2004).
- Radha Mohan, Innovative Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd., New Delhi (2002)
- Sutton, CR and Hayson JH, The Art of the Science Teacher, MC Graw Hill Book Company Ltd. (1974)
- Their, DH, TeachingElementary School Science : A Laboratory Approach Sterling Publication Pvt. Ltd. (1973)
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- Science Teach (NSTA's per reviewed journal for secondary science teachers)
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- International Journal of Science Education
- Misconceptions in chemistry, Addressing perceptions in Chemical Education, Barke, Hans Dieter, Al Yitbarek, Sileshi, Publication of Springer.
- Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching. Routledge, London and New York.
- Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)

Web Sites

1. http://www.tc.columbia.edu/mst/science ed/courses. asp.
2. http://www.edu.uwo.ca

Semester-V

LEARNING TO FUNCTION AS TEACHER-I
(Practice of Teaching Skills)
Micro Teaching

Marks: 50(Internal)

Objective-To develop in pupil teachers mastery in class room teaching skills

Transaction Mode: The theoretical input and practice of following classroom teaching skills will take place in the specified hours through discussion, demonstration and micro teaching session. At the closure of the practice of individual skills a lesson to be delivered

By linking all skills together (For obtaining feedback of each lesson tools will be provided)

- Introducing a lesson/topic: the importance of motivation in teaching, techniques of introducing a lesson to provide motivation, meeting the motivational needs of the disadvantaged learners, movement from familiar to unfamiliar, introduction of dramatic element, strategies for sustaining attention and interest.
- Questioning : its various forms : thought provoking, interpretative questions, questions to measure analytical ability, application ability, rephrasing, question to test judgment ability, synthesis ability,

probing questions distribution and delivery of instruction, suggestions for handling pupil's questions and promoting pupil-pupil interaction in diverse context

- Explaining : Clarity, continuity, relevance to the content, using beginning and concluding statements, covering essential points Illustrating with Examples - simple, interesting and relevant to the points being explained
- Reinforcing : principles of reinforcement, varieties of reinforces and their uses-positive and negative, verbal and non-verbal : guidelines for use of reinforcement
- Stimulus Variation : Meaning, components-movement, gesture, change in voice, stress, focusing change in interaction pattern, pause, pupil participation and aural and visual aids
- Use of Blackboard: techniques of using blackboard in different ways.

Evaluation-The performance in the skill will be observed and evaluated out of 10.The best five performances would be taken in to consideration to assign marks out of 50.

Semester-VI

PEDAGOGY-1

MATHEMEATICS-II

Contact Hours -4 Per week

Marks-100(Internal-25,External,75)

Objectives of the Course

After completion of course the students will be able to

- gain insight on the meaning, nature, scope and objective of mathematics education
- Appreciate mathematics as a tool to engage the mind of every student.
- Appreciate mathematics to strengthen the student's resource.
- Appreciate the process of developing a concept.
- Appreciate the role of mathematics in day-to-day life.
- Learn important mathematics: Mathematics is more than formulas and mechanical procedures.
- Channelize, evaluate, explain and reconstruct their thinking.
- See that mathematics as something to talk about, to communicate through, to discuss among them, to work together on.
- Pose and solve meaningful problems.
- Appreciate the importance of mathematics lab in learning mathematics.
- Construct appropriate assessment tools for evaluating mathematics

Unit-I Exploring learners

Cultivating learner's sensitivity like listening, encouraging learner for probing, raising queries, appreciating dialogue among peer group, promoting the student's confidence.

Place of Mathematics in secondary school curriculum

Unit-II Planning Classroom Strategies

Analysis of textual and supplementary print mataerials, connecting lab/field experiences and suitable planning for classroom interaction.

- Identifying desired outcome i.e., what level of understanding is desired, what essential questions will guide teaching/learning.
- Determining acceptable evidences that show students understanding.
- Integrating learning experiences and instructions – sequence of teaching/learning experiences that enable students to develop/demonstrate desired understanding.
- Developing skills and knowledge required to make appropriate use of technology, learner-teachers will be required to make pedagogical choices critically about when and where technology should be used.
- The role of cooperative learning in mathematics.

Unit-III Assessment and Evaluation

- **Informal creative Evaluation**
  Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem solving and practical performance.

  Appreciating evaluation through overall performance of the child.

  Self and peer evaluation

- **Formal ways of Evaluation**
  Variety of assessment techniques and practices

  Assessing Product vs. Process, Knowing vs. Doing.

  In practice midterm/terminal examination, practicing continuous and comprehensive evaluation to test regular programs/achievement of learner.

Unit-IV Developing Blue print for designing question paper

Identifying and organizing components for developing frame work of question paper at different stages of learning. Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning. Framing of open ended questions providing the scope to learners to give responses in their own words. Framing of conceptual questions from simple questions.

Unit-V Pedagogical Analysis of secondary school mathematics

Quadratic equations, Arithmetic progression, scale of triangles, Distance between two points, Trigonometric identies, problems on Height & distance measures of central tendency

Modes of Learning Engagement

- Providing opportunities for group activities
- Group/individual presentation
- Providing opportunity for sharing ideas
- Exposing to exemplar constructivist learning situations in mathematics
- Designing and setting up models, teaching aids and activities/laboratory work
- Visit to district, state and national level science exhibition
- Audio visual presentation followed by its analysis and discussion
- Reflective written assignments
- Case studies

Modes of Assessment

1. Presentation and communication skills in mathematics
2. Posing conceptual questions from simple situations, interpretation and analysis
3. Design innovative learning situations
4. Performance in group activity
5. Laboratory experiences
6. Reflective written assignment
7. Written test on conceptual understanding of specific topics and its pedagogy

Reading Material

The Teaching of Mathematics-Roy Dubusch, John Wiley and Sons INC, New York and London, 1963

Teaching of Mathematics by Butler and Wren, McGraw Hill Book Company, INC, New York and London, 1960

The Teaching of Secondary Mathematics by Claude H.Brown, Harper & Brothers, Publishers, New York (1953)

Teaching Mathematics in the Secondary School, Reinhart & Company INC, New York, 1954

Mathematical Discovery (Volume I and II), George Polya, John Wiley & Sons, INC, New York and London, 1962 (I), 1965 (II)

Teaching Mathematics in Elementary School by C.G. Corle, The Ronalal Press Company, New York (1964)

Activity for Junior High School and Middle School Mathematics, Volume – II, NCTM, USA, 1999

Geometry – History, Culture and Techniques, J.L.Heilborn, OxfordUniversity Press,-2000

Mathematics, Part-I and II TEXYBOOK FOR CLASS XII, 2007, NCERT, New Delhi

Mathematics, Part-I and II TEXTBOOK FOR CLASS XI, 2006, NCERT. New Delhi

Mathematics, TEXTBOOK FOR CLASS X,2007, NCERT, New Delhi

Mathematics, TEXTBOOK FOR CLASS IX,2006, NCERT, New Delhi

Secondary School Curriculum, 2006, CBSE, New Delhi

Mathematics laboratory in schools – towards joyful learning, 2006, CBSE, New Delhi

Guidelines for mathematics laboratory in schools for class IX, 2006, CBSE, New Delhi

Guidelines for Mathematics laboratory in schools for class X, 2006, CBSE, New Delhi.

Mathematics, FOR CLASS VIII, 2008, NCERT, New Delhi

Mathematics, FOR CLASS VII, 2007, NCERT, New Delhi

Mathematics, FOR CLASS VI, 2006, NCERT, New Delhi

National Curriculum Framework – 2005, NCERT

Position Paper of NFG on Teaching of Mathematics – 2005, NCERT

Position Paper of NFG on Habitat and Learning – 2005, NCERT

Position Paper of NFG on Examination Reforms – 2005, NCERT

Position Paper of NFG on Aims of Education – 2005, NCERT

Position Paper of NFG on Gender Issues in Education – 2005, NCERT

Position Paper of NFG on Education for Peace – 2005, NCERT

Journals:

Teaching Children Mathematics (TCM), NCTM, USA

Mathematics Teaching in the Middle School (MTMS), NCTM, USA

Journal of Mathematics Teacher Education, Springer Netherlands

Web-sites:

1. Mathematical Thinking and Learning, Philadephia, USA
2. http://www.mathforum.org/dr.math
3. http://www.sakshat.ac.in
4. http://web.utk.edu

5. http://www.confluence.org
6. http://www.nationalmathtrail.org
7. http://www.gsh.org/lists/hilites.html
8. http://www.kn.pacbell.com./wired/bluewebn
9. http://www.gsn.org/pr
10. http://www.education-world.com
11. http://www.nctm.org
12. http://www.kn.pacbell.com/wired/bluewebn
13. http://www.ncert.nic.in

Semester-VI

PEDAGOGY-II PHYSICAL SCIENCE-II

Contact Hours-4 per week

Marks-100(Internal-25, External,75)

Objectives

After completion of courser the students will be able to :

- Gain insight on the meaning, nature, scope and objective of science education
- Appreciate that science is a dynamic body of knowledge
- Appreciate the fact that every child possesses curiosity about his natural surroundings
- Identify and relate everyday experiences with learning science
- Appreciate various approaches of teaching-learning of science
- Employ various techniques of transaction of science
- Use effectively different activities /demonstrations/laboratory /experiences for teaching-learning of science
- Facilitate development of scientific attitudes in learners
- Construct appropriate assessment tools for evaluating science learning

UNIT-I Learning process

Exploring learners

Cultivating in student-teacher the habit of listening child, motivating learner to bring her previous knowledge gained through class room / environment / parents and peer group; generating discussion, involving learner in teaching –learning process. Encouraging learner to raise questions, appreciating dialogue amongst peer group.

Evolving learning situation

Analysis of textual and supplementary print materials and suitable planning for connecting lab / field experiences in class room interaction. Identifying desired experience i.e. what level of understanding is desired, what essential questions will guide teaching – learning. Determining acceptable evidences that show students understand. Integrating learning experiences and instructions, steps in teaching – learning experiences that enable students to develop / demonstrate desired understanding. Use of ICT experiences in class room to enable learner to adopt new techniques in teaching – learning process.

UNIT-II Lab experiences

Encouraging learner to collect material to develop/fabricate suitable activity prior to the class(individual or group work) and teacher facilitated activities to generate discussion;

experiences on layout, setting and organising laboratory. Developing content specific (biology/chemistry/physics) project work. Projects on planning and developing instructional materials.

UNIT-III Assessment and Evaluation-

Informal creative evaluation

Encouraging evaluation to assess creativity, problem solving, practical / technological skills. Appreciating evaluation through co-curricular channels. Exploring content areas not assessed in formal examination system through performance based assessment

UNIT-IVFormal ways to evaluate learner

Challenges to test understanding / concept development during in practice mid term / terminal examination, practicing continuous and comprehensive evaluation to test regular progress / achievement of learner, oral presentation, developing performance parameter for qualitative assessment, anecdotal records, rubric portfolio.

UNIT-V Developing Blue print and framing questions

Identifying and organizing components for developing frame work of question paper at different stages of learning. Percentile ranking, reporting performance of learners. Framing questions based on theory, experiments/activities to discourage rote learning and promoting analysis, critical thinking and reasoning. Open ended questions to evaluate creativity and expression of learner.

Modes of Learning Engagement

- Providing opportunities for group discussion on key themes and concepts.
- Group/individual presentation
- Lecture in interactive manner providing opportuninty for sharing ideas followed by group discussion.
- Exposing to exemplar constructivist learning situations in science.
- Designing and setting up activities / laboratory work.
- Making filed notes /observation.
- Visit to State/ National level science exhibition /science centre/ science museum.
- Audio visual presentation followed by its analysis and discussion.
- Reflective written assignments.
- Case studies.

Modes of Assessment

- Participation in group
- Presentation and communication skills of science
- Posing questions, interpretation and analysis of observation
- Designing innovative learning situations
- Laboratory experience
- Field notes Reading Material

Reading Material

- NCERT, National Curriculum Framework – 2005.
- NCERT, Position Paper of NFG on Teaching of Science – 2005.
- NCERT, Position Paper of NFG on Habitat and Learning – 2005.

- NCERT, Position Paper of NFG on Examination Reforms – 2005.
- NCERT, Position Paper of NFG on Aims of Education – 2005.
- NCERT, Position Paper of NFG on Gender Issues in Education – 2005.
- NCERT, Position Paper of NFG on Education for Peace – 2005.
- Vaidya, Science Teaching for 21st Century, Deep & Deep Publications (1999).
- Dat Poly, Encyclopedia of Teaching Science, Sarup & Sons, New Delhi (2004).
- Radha Mohan, Innovative Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd., New Delhi (2002)
- Sutton, CR and Hayson JH, The Art of the Science Teacher, MC Graw Hill Book Company Ltd. (1974)
- Their, DH, TeachingElementary School Science : A Laboratory Approach Sterling Publication Pvt. Ltd. (1973)
- Science & Children (NSTA's peer reviewed journal for elementary teachers)
- Science Teach (NSTA's per reviewed journal for secondary science teachers)
- Journal of Research in Science Teaching (Wiley-Blackwell)
- International Journal of Science Education
- Misconceptions in chemistry, Addressing perceptions in Chemical Education, Barke, Hans Dieter, Al Yitbarek, Sileshi, Publication of Springer.
- Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching. Routledge, London and New York.
- Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)

Web Sites

http://www.tc.columbia.edu/mst/science ed/courses. asp.

http://www.edu.uwo.ca

Semester-VI

PEDAGOGY-II BIOSCIENCE-II

Contact Hours 4 per week
Marks-100(Internal-25,External,75)

Objectives

- Appreciate textbooks of biological science as source of leaving and explore other Resources available
- Explore the resources specific for the leaving of children with special needs
- Understand that evaluation of students can be done in formal and informal way

Unit-I: Planning for learning in Biological Sciences

- Writing learning objectives
- Steps and advantages of designing lessons (for different approaches of learning biology)
- Identification of learning experiences and organizing activities in the classroom use of field experience, laboratory and ICT
- Designing lessons for biology content

Unit-II : Biological Science laboratories and related activities

- Planning and organization of biology laboratory
- Planning and management of practical activities in biology laboratory
- Evaluation of students activities in biology laboratory
- Planning and organization of science club activities

Unit-III: Biological Science Curriculum

- Issues and concern of biological science curriculum
- Various interventions for reformulation of curriculum related to biological science at secondary level in India and abroad.
- Emphasis of NCF-2005 on transaction of curriculum: Going beyond biological science text book, Implementation critical pedagogy in biology classroom, Space for parents and community

Unit-IV: Text book and other learning resource

- Characteristics of a good text book and Evaluation of text book
- Effective use of text book for elaboration of concepts, activities, reflective thinking small group work etc.
- Identification of learning resources from immediate environment and preparation and use of learning materials, evaluation of learning resources ;Science parks, national parks, museum as resources sites for learning biological sciences
- Supplementary materials work sheets, self learning materials use of ICT in learning biology (web sides, interactive web sides, on line learning)
- Alternative resources for physically challenged learners

Unit-V : Formal Evaluation of learner

- Practicing continuous and comprehensive evaluation to test regular progress
- Developing blue print and framing different types of questions, diagnostic testing
- Developing performance parameter for qualitative assessment anecdotal record, portfolio etc.
- Reporting performance of learner

Modes of Learning Engagement

- Providing opportunities for group discussion on key themes and concepts.
- Group/individual presentation
- Lecture in interactive manner providing opportunity for sharing ideas followed by group discussion.
- Exposing to exemplar constructivist learning situations in science.
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Modes of Assessment

- Participation in group
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- NCERT, Position Paper of NFG on Examination Reforms – 2005.
- NCERT, Position Paper of NFG on Aims of Education – 2005.
- NCERT, Position Paper of NFG on Gender Issues in Education – 2005.
- NCERT, Position Paper of NFG on Education for Peace – 2005.

- Vaidya, Science Teaching for 21st Century, Deep & Deep Publications (1999).
- Dat Poly, Encyclopedia of Teaching Science, Sarup & Sons, New Delhi (2004).
- Radha Mohan, Innovative Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd., New Delhi (2002)
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- Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching. Routledge, London and New York.
- Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)

Web Sites

- http://www.tc.columbia.edu/mst/science ed/courses. asp.
  http://www.edu.uwo.cA

Semester-VI
ASSESSMENT FOR LEARNING

Contact Hours: 4 hours per week

Total Marks: 100(Internal-25, External,75)

Course: Assessment is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of what dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

This Course – as its title suggests - proposes that student-teachers become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Objectives:

The Course will thus enable student-teachers to:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)

- Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course Outline

Unit I: Overview of Assessment and Evaluation

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Clarifying the terms
  - assessment, evaluation, test, examination, measurement
  - formative and summative evaluation
  - continuous and comprehensive assessment
  - Grading
- Distinction between 'Assessment of learning' and 'assessment for learning'
- Purposes of assessment in a 'constructivist' paradigm:
  - engage with learners' minds in order to further learning in various dimensions
  - promote development in cognitive, social and emotional aspects
- Critical review of current evaluation practices and their assumptions about learning and development

Unit II: What is to be assessed?

Dimensions and levels of learning

- Retention/recall of facts and concepts; application of specific skills
- Applying tools and symbols; problem-solving; applying learning to diverse situations
- Meaning-making propensity; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection
- originality and initiative; collaborative participation; creativity; flexibility

- Contexts of assessment
  - subject-related ;person-related

Unit IIIAssessment of subject based learning

- Enlarging notions of 'subject-based learning' in a constructivist perspective
- Assessment tools

- kinds of tasks: projects, assignments, performances
- kinds of tests and their construction
- observation of learning processes by self, by peers, by teacher
- self-assessment and peer-assessment
- Constructing Portfolios

Unit-IV Context of Assessment and Evaluation

- Steps in pedagogical analysis of content matter
- Preparation of test item, development of blue print
- Checking of answer scripts-Subjective and objective
- Construction of achievement test-Teacher made and standardized
- Syllabus and textbook analysis

Unit V: Data Analysis and Feedback

Statistical tools- percentage, graphical representation , frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

- Feedback as an essential component of formative assessment
  - use of assessment for feedback; for taking pedagogic decisions
  - Types of teacher feedback (written comments, oral); peer feedback

Modes of Learning Engagement

Some suggested modes of learning are:

- Lecture-cum-discussion
- Readings and presentations
- Group discussions
- Analysis of a range of assessment tools
- Developing worksheets and other tasks for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work and devising rubrics for assessment
- Constructing a test or an examination paper in one's subject area; critical review of these
- Observing, interviewing and writing comprehensive profile of a student
- Simulated exercises in 'marking' and giving feedback to fellow student-teachers (on a written task); critical review of feedback
- Simulated exercise in marking an examination paper in one's subject area; critical review of marking

Modes of Assessment

Suggested modes of assessment are:

- Quality of participation in discussion
- Quality of presentation
- Rating of tasks taken up
- Rating of critical analysis of assessment tools
- Quality of assessment tools constructed
- Portfolio assessment according to the rubrics
- Written test

References

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- Black, P., Harrison, C., Lee, C., Marshall, B, & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86 (1), 8- 21.
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- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

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- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
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- Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication
- Thorndike RL and Hagen (1977). Measurement and Evaluation in Psychology and Education.

Semester-VI

LEARNING TO FUNCTION AS TEACHER-
SCHOOL EXPOSER PROGRAMME (MULTICULTURAL PLACEMENT)
School Obsarvation

Duration-2 weeks
Marks: 50(Internal)

Objectives

The pupil teachers would be exposed to different type of schools such as urban,rural,tribal with a view to

- Develop understanding about the school activities with different cultures
- Develop the process of engaging students in classrooms through observing the process adopted by regular teachers
- Develop understanding to manage a substitute(arrangement class)
- Experience of engaging classroom activities
- Conduct case studies

The institute will identify suitable number of cooperating urban schools, rural schools, and tribal schools, and students will be placed by rotation in all the three types of schools. All activities listed below are to be completed within two weeks during the placement of student teachers in three types of schools in rotation. Each pupil teacher performs the following activities under the guidance of supervisor and prepare reports on all the activities.The report will be evaluated as indicated below.

Activities

Sl.No	Activities	Marks
1	Observing 10 lessons 5 in each method delivered by regular teachers with the help of observation schedule	10
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly	10
3	Availing atleast six substitute teaching opportunities in actual school situation	10
4	Developing two lessons in each method subject and use of learning materials/teaching aids	10
5	Undertaking a case study	10
	Total	50

Syllabus for Four Year Integrated B.A.B.Ed
(Subject specialization)
Hindi(Honours)

Babasaheb Bhimrao Ambedkar Bihar University

Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

प्रथम सेमेस्टर (1st Semester)

हिंदी ½Hindi½

संपर्क-घंटे : 5 प्रति सप्ताह

परीक्षा-अवधि : 3 घंटे

अधिकतम : 100 अंक

सत्र-अंत : 75 अंक

आंतरिक : 25 अंक

मध्यकालीन कविता

विस्तृत अध्ययन

हिंदी काव्य-संग्रह - संपादक, रामवीर सिंह, हेमा ओती, मीरा सरीन, केंद्रीय हिंदी संस्थान, आगरा

निम्नलिखित कविताओं का अध्ययन किया जाना है-

यूनिट - I कबीर - पद सं. (2) रहना नहिं देस बिराना है; (3) माया महा ठगिनि हम जानी;
(5) तोको पीव मिलेंगे; (8) पंडित बाद बदै सो झूठा।

यूनिट - II जायसी - नागमती वियोग-वर्णन (3 से 14)

यूनिट - III सूरदास - पद सं. (6) ऊधो मन माने की बात; (7) ऊधौ मोहि ब्रज बिसरत नाहीं;
(8) ऊधो मन नाहीं दस-बीस; (9) बिनु गोपाल बैरिन भई कुंजैं;
(10) निर्गुन कौन देश को बासी; (11) हमारे हरि हारिल की लकरी।

यूनिट - IV तुलसीदास - भरत – महिमा(1 से 11)

यूनिट - V बिहारी - भक्ति और नीति संबंधी दोहे।

अंक-विभाजन

(1) प्रत्येक यूनिट से एक-एक व्याख्या दी जाएगी
(5 व्याख्याओं में से 3 करनी होंगी) 3x7 = 21

(2) प्रथम और द्वितीय यूनिट से एक दीर्घ उत्तरी प्रश्न, और तृतीय,
चतुर्थ एवं पंचम यूनिट से एक दीर्घ उत्तरी प्रश्न करने होंगे।
इस प्रकार पहले वर्ग में दो प्रश्न और दूसरे वर्ग में तीन प्रश्न
आएंगे और प्रत्येक वर्ग से एक - एक प्रश्न करने होंगे। 2x15 = 30

(3) प्रत्येक यूनिट से एक-एक लघूत्तरी प्रश्न पूछे जाएंगे।
उनमें से तीन के उत्तर देने होंगे। 3x4 = 12

(4) प्रत्येक यूनिट से दो वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
उनमें से छह के उत्तर देने होंगे। 6x2 = 12

संदर्भ-ग्रंथ :

(1) कबीर - आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली

(2) जायसी - डॉ. विजयदेव नारायण साही, हिंदुस्तानी एकेडमी, इलाहाबाद

(3) सूरदास - डॉ. ब्रजेश्वर वर्मा, हिंदी साहित्य सम्मेलन, प्रयाग

(4) तुलसीदास - डॉ. माता प्रसाद गुप्त, लोकभारती प्रकाशन, इलाहाबाद

(5) रीतिकाव्य - डॉ. जगदीश गुप्त, वसुमती प्रकाशन, दारागंज, इलाहाबाद

हिंदी (Hindi)

द्वितीय सेमेस्टर (2nd Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25अंक

आधुनिक कविता
विस्तृत अध्ययन

हिंदी काव्य-संग्रह, संपादक, रामवीर सिंह, हेमा उमेती, मीरा सरीन, केंद्रीय हिंदी संस्थान, आगरा - 5

निम्नलिखित कविताओं का अध्ययन किया जाना है-

यूनिट - ६

(1) मैथिलीशरण गुप्त - 'यशोधरा के विरह गीत' (रे मन आज परीखा तेरी)
(2) जयशंकर प्रसाद - आँसू (छंद 10 से 42 तक)

यूनिट - छ

(1) निराला - भिक्षुक, तोड़ती पत्थर
(2) पंत - गीत विहग

यूनिट - छछ

(1) महादेवी - मैं नीर भरी दुख की बदली
(2) दिनकर - अभिनव मनुष्य

यूनिट - छछ

(1) बच्चन - पथ की पहचान
(2) अज्ञेय - नंदा देवी

यूनिट - ७

(1) नागार्जुन - प्रेत का बयान
(2) धर्मवीर भारती - टूटा पहिया

अंक -विभाजन

(1) प्रत्येक यूनिट से एक-एक व्याख्या
(5 व्याख्याओं में से 3 करनी होंगी) 3x6 = 18
(2) प्रथम और द्वितीय यूनिट से एक दीर्घ उत्तरी प्रश्न, और तृतीय,
चतुर्थ एवं पंचम यूनिट से एक दीर्घ उत्तरी प्रश्न करने होंगे।
इस प्रकार पहले वर्ग में दो प्रश्न और दूसरे वर्ग में तीन प्रश्न
आएंगे और प्रत्येक वर्ग से एक - एक प्रश्न करने होंगे। 2x15 = 30
(3) प्रत्येक यूनिट से एक लघूत्तरी प्रश्न पूछे जाएंगे। उनमे से तीन के उत्तर देने होंगे। 3x5 = 15
(4) प्रत्येक यूनिट से दो वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
उनमें से छह के उत्तर देने होंगे। 6x2 = 12

75

संदर्भ-ग्रंथ :

(1) छायावाद - डॉ नामवर सिंह, राजकमल प्रकाशन, नयी दिल्ली
(2) हिंदी साहित्य और संवेदना का विकास - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, नयी दिल्ली
(3) मैथिलीशरण गुप्त - रेवती रमण, साहित्य अकादमी, नयी दिल्ली।
(4) निराला : आत्महंता आस्था - दूधनाथ सिंह, लोकभारती प्रकाशन, हलाहाबाद।
(5) सुमित्रानन्दन पंत - कृष्णदत्त पालीवाल, साहित्य अकादमी, नयी दिल्ली।

हिंदी ½Hindi½

Paper - III

तृतीय सेमेस्टर (3rd Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

गद्य साहित्य और आलोचना

गद्य-सौरभ-संपादक, सुमन मोदी, विश्वविद्यालय प्रकाशन, वाराणसी।

निबंध (विस्तृत अध्ययन)

यूनिट - I (1) बालकृष्ण भट्ट - रुचि
(2) रामवृक्ष बेनीपुरी - गेहूँ बनाम गुलाब

निबंध (विस्तृत अध्ययन)

यूनिट - II

(1) हजारी प्रसाद द्विवेदी - जीवेम शरद: शतम्
(2) महादेवी वर्मा - चीनी भाई

कहानी

यूनिट - III संपादक - कथांतर, डॉ. परमानंद श्रीवास्तव, राजकमल प्रकाशन, नयी दिल्ली। निम्नलिखित कहानियाँ पढ़नी हैं-

(1) प्रेमचंद - कफन
(2) अमरकांत - दोपहर का भोजन

यूनिट – IV आलोचना

(1) आलोचना का स्वरूप
(2) आलोचना के विविध प्रकार

यूनिट - V आलोचक

(1) आचार्य रामचंद्र शुक्ल की आलोचना - दृष्टि
(2) डॉ. नामवर सिंह की आलोचना-दृष्टि
(3) डॉ. रामस्वरूप चतुर्वेदी की आलोचना-दृष्टि

अंक -विभाजन

(1) प्रथम और द्वितीय यूनिट से एक - एक व्याख्या करनी होगी।
व्याख्या के लिए प्रत्येक प्रश्न में दो विकल्प रखे जाएंगे। 2x7= 14
(2) प्रत्येक यूनिट से एक-एक प्रश्न करने होंगे।
विकल्प के लिए 2 प्रश्न दिये जाएंगे। 5x09 = 45
(3) प्रत्येक यूनिट से वस्तुनिष्ठ प्रश्न पूछे जाएंगे। कुल आठ प्रश्न करने होंगे। 8x2 = 16

75

संदर्भ-ग्रंथ :

(1) हिंदी कहानी की रचना - प्रक्रिया - डॉ. परमानंद श्रीवास्तव, ग्रंथम, कानपुर
(2) हिंदी आलोचना का विकास - डॉ. नंद किशोर नवल, राजकमल प्रकाशन, प्रा.लि., नयी दिल्ली
(3) काव्यभाषा पर तीन निबंध - संपादक - डॉ. सत्यप्रकाश मिश्र, लेखक डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
(4) नामवर सिंह का आलोचना-संसार : सृजन और दृष्टिकोण - मनोज कुमार शुक्ल, साहित्य निकेतन, कानुपर।

हिंदी ½Hindi½

Paper - IV

चतुर्थ सेमेस्टर (4th Semester)

संपर्क-घंटे : 5 प्रति सप्ताह

परीक्षा-अवधि : 3 घंटे

अधिकतम : 100 अंक

सत्र-अंत : 75 अंक

आंतरिक : 25 अंक

नाटक (विस्तृत अध्ययन)

यूनिट - I **आषाढ़ का एक दिन** - मोहन राकेश, राजपाल ऐंड संस, नयी दिल्ली।

एकांकी (विस्तृत अध्ययन)

यूनिट - II **श्रेष्ठ एकांकी** - संपादक, डॉ. विजयपाल सिंह, नेशनल पब्लिशिंग हाउस, नयी दिल्ली - 2

निम्नलिखित एकांकियों को पढ़ना है-

(1) उपेंद्रनाथ अश्क सूखी डाली

(2) लक्ष्मी नारायण लाल मम्मी ठकुराइन

यूनिट - III (1) नाट्य समीक्षा के आधारभूत तत्त्व

(2) नाटक और रंगमंच

यूनिट - IV (1) एकांकी समीक्षा के आधारभूत तत्त्व

(2) नाटक और एकांकी में अंतर

यूनिट - V (1) हिंदी नाटक का उद्भव और विकास

(2) हिंदी एकांकी का उद्भव और विकास

अंक-विभाजन

(1) प्रथम और द्वितीय यूनिट से एक - एक व्याख्या करनी होगी

व्याख्या के लिए प्रत्येक प्रश्न में दो विकल्प रखे जाएंगे। 2x7 = 14

(2) प्रत्येक यूनिट से एक-एक प्रश्न करने होंगे।

विकल्प के लिए दो प्रश्न दिये जाएंगे। 5x9 = 45

(3) प्रत्येक यूनिट से दो - दो वस्तुनिष्ठ प्रश्न पूछे जाएंगे।

कुल आठ प्रश्न करने होंगे। 8x2 = 16

75

संदर्भ-ग्रंथ :

(1) हिंदी नाटक : उद्भव और विकास - डॉ. दशरथ ओझा, राजपाल ऐंड संस, कश्मीरी गेट, दिल्ली।

(2) नाट्यभाषा : डॉ. गोविन्द चातक, तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नयी दिल्ली।

(3) हिंदी नाट्य : प्रयोग के संदर्भ में - डॉ. सुषमा बेदी, पराग प्रकाशन, दिल्ली।

IV Semester हिंदी

चतुर्थ सेमेस्टर, विशेष (SPECIAL)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

जयशंकर प्रसाद

विस्तृत अध्ययन

कामायनी - जयशंकर प्रसाद, प्रसाद प्रकाशन, वाराणसी।

यूनिट - I 'चिंता' सर्ग (आरंभ से 30 छंद)

यूनिट - II 'श्रद्धा' सर्ग (आरंभ से 30 छंद)

यूनिट - III(क) 'चिंता' सर्ग का कथ्य-वर्णन

(ख) 'चिंता' सर्ग का भाषा-वैशिष्ट्य

यूनिट – IV (क) 'श्रद्धा' सर्ग का कथ्य-वर्णन

(ख) 'श्रद्धा' सर्ग का भाषा-वैशिष्ट्य

यूनिट - V (क) छायावाद की प्रमुख प्रवृत्तियाँ

(ख) जयशंकर प्रसाद के काव्य में आनंदवाद

अंक - विभाजन

1. पहली और दूसरी यूनिट से एक-एक व्याख्या (4 व्याख्याओं में से 2 करनी होंगी) 12x2=24
2. तीसरी, चौथी, पाँचवीं यूनिट से एक-एक दीर्घ उत्तरी प्रश्न करने होंगे
   (6 प्रश्नों में से 3 के उत्तर देने होंगे) 17x3=51

75

संदर्भ-ग्रंथ

1. जयशंकर प्रसाद - नंददुलारे वाजपेयी, भारती भंडार, हलाहाबाद
2. प्रसाद-संदर्भ- (सं.) - डॉ. प्रमिला शर्मा, सन्मार्ग प्रकाशन, दिल्ली - 110007
3. प्रसाद का काव्य - डॉ. प्रेमशंकर, भारती भंडार, हलाहाबाद।
4. कामायनी की आलोचना-प्रक्रिया - डॉ. गिरिजा राय, लोकभारती प्रकाशन, हलाहाबाद।

हिंदी इलेक्टिव A

Paper - V

पंचम् सेमेस्टर (5th Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

प्रयोजनमूलक हिंदी

यूनिट - I (क) प्रयोजनमूलक हिंदी : अर्थ एवं स्वरूप

(ख) राजभाषा हिंदी : संवैधानिक प्रावधान

यूनिट - II (क) कार्यालयी पत्र एवं उनके प्रकार

(ख) प्रारूपण एवं टिप्पण

यूनिट - III जनसंचार : विविध प्रकार

(क) समाचार पत्र

(ख) श्राव्य माध्यम (रेडियो)

(ग) श्राव्य-दृश्य माध्यम (टी.वी.)

यूनिट - IV (क) अनुवाद का अर्थ, स्वरूप, उपयोगिता एवं विविध प्रकार

(ख) कंप्यूटर - परिचय, कंप्यूटर के मुख्य भाग

यूनिट - V पारिभाषिक शब्दावली

(क) प्रमुख शब्द

(ख) प्रमुख वाक्यांश

(ग) प्रमुख पदनाम

अंक - विभाजन

(1) यूनिट I, II, III एवं IV प्रत्येक से एक दीर्घ उत्तरी प्रश्न पूछा जाएगा। 1x15 = 15
प्रत्येक का विकल्प प्रश्न भी पूछा जाएगा।
कुल चार दीर्घ उत्तरी प्रश्नों के उत्तर देने होंगे। 3x12 = 36

(2) यूनिट V के दोनों खंडों से (6+6) वस्तुनिष्ठ प्रश्न पूछे जाएंगे।
उनमें 8 (4+4) के उत्तर देने होंगे। 4x3 = 12

4x3 = 12

75

संदर्भ-ग्रंथ :

(1) प्रयोजनमूलक हिंदी - विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली।

(2) प्रयोजनमूलक हिंदी - सिद्धांत और प्रयोग - दंगल, झाल्टे, वाणी प्रकाशन, नयी दिल्ली।

(3) जनसंचार और हिंदी - डॉ. गुलाम मोहनुद्दीन खान, शबनम पुस्तक महल, कटक।

(4) अनुवाद कला - एन. ई. विश्वनाथ अय्यर, प्रभात प्रकाशन, नयी दिल्ली।

हिंदी इलेक्टिव **A**

Paper - VI

छठ सेमेस्टर **(6th Semester)**

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

काव्यशास्त्र

यूनिट - I काव्य का स्वरूप एवं अर्थ, काव्य-प्रयोजन, काव्य-गुण, काव्य-दोष

यूनिट - II शब्दशक्ति अभिधा, लक्षणा, व्यंजना-की परिभाषा एवं उदाहरण रस (परिभाषा एवं भेद) – वात्सल्य, श्रृंगार, हास्य

यूनिट - III **पाश्चात्य काव्यशास्त्र:**
त्रासदी (अरस्तू), उदात्त (लौंजाहनस)

यूनिट - IV **अलंकार** : लक्षण एवं उदाहरण
अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, संदेह, भ्रांतिमान, अतिशयोक्ति

यूनिट - V छंद - लक्षण एवं उदाहरण
दोहा, सोरठा, चौपाई, बरवै, कवित्त, सवैया

अंक- विभाजन

(1) यूनिट I, II, III से दो - दो दीर्घ - उत्तरी प्रश्न पूछे जाएंगे जिनमें से एक - एक के उत्तर देने होंगे। इस प्रकार तीन दीर्घ उत्तरी प्रश्न करने होंगे। 3x17 = 51

(2) यूनिट IV एवं V में प्रत्येक से छः लघु उत्तरी प्रश्न पूछे जाएंगे। उनमें से प्रत्येक यूनिट में चार के उत्तर देने होंगे। 8 x3= 24

75

संदर्भ-ग्रंथ :

(1) भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन - डॉ. सत्यदेव चौधरी, डॉ. शांतिस्वरूप गुप्त, अशोक प्रकाशन, नयी सड़क, दिल्ली - 100006

(2) काव्यशास्त्र - डॉ भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणासी।

(3) हिंदी काव्यशास्त्र - आचार्य शांतिलाल 'बालेंदु', साहित्य भवन, प्रा. लिमिटेड, हलाहबाद

हिंदी इलेक्टिव A

Paper - VII

सप्तम् सेमेस्टर (7th Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

हिंदी साहित्य का इतिहास

यूनिट - I **काल-विभाजन एवं नामकरण**

(क) आदिकाल
(ख) भक्तिकाल
(ग) रीतिकाल
(घ) आधुनिक काल

यूनिट - II (क) आदिकाल :प्रमुख विशेषताएँ
(ख) भक्तिकाल : प्रमुख विशेषताएँ

यूनिट - III (क) भारतेंदुयुगीन काव्य की प्रमुख प्रवृत्तियाँ
(ख) द्विवेदीयुगीन काव्य की प्रमुख प्रवृत्तियाँ

यूनिट - IV (क) आधुनिक काल : प्रमुख काव्य-प्रवृत्तियाँ
(ख) छायावाद, प्रगतिवाद की प्रमुख विशेषताएँ

यूनिट - V **आधुनिक गद्य की प्रमुख विधाएँ : परंपरा और विकास का संक्षिप्त परिचय**

(क) कहानी
(ख) उपन्यास
(ग) निबंध

अंक- विभाजन

(1) पाँच आलोचनात्मक प्रश्न (प्रत्येक यूनिट से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक का उत्तर देना होगा) 5x11 = 55

(2) दस वस्तुनिष्ठ प्रश्न (सभी यूनिट से कुल 15 प्रश्न पूछे जाएंगे जिनमें से दस के उत्तर देने होंगे।) 10x2 = 20

75

संदर्भ-ग्रंथ :

(1) इतिहास और आलोचना - डॉ. नामवर सिंह, राजकमल प्रकाशन, प्रा.लि., नयी दिल्ली।
(2) हिंदी साहित्य का इतिहास - सं. डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
(3) हिंदी साहित्य और संवेदना का विकास - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
(4) इतिहास और आलोचक दृष्टि - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
(5) हिंदी साहित्य का अद्यतन इतिहास - डॉ. मोहन अवस्थी, सरस्वती प्रेस, इलाहाबाद।

हिंदी इलेक्टिव A

सप्तम् सेमेस्टर, विशेष (VII Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

काव्यशास्त्र

यूनिट - I (क)भारतीय दृष्टि से महाकाव्य की विशेषताएँ
(ख) पाश्चात्य दृष्टि से महाकाव्य की विशेषताएँ
(ग) दोनों दृष्टि में समानताएँ और अंतर

यूनिट - II (क)खंडकाव्य की विशेषताएँ
(ख) खंडकाव्य और महाकाव्य में अंतर एवं समानताएँ

यूनिट - III(क)कवि-समय : स्वरूप और उदाहरण
(ख) पुराख्यान : स्वरूप और उदाहरण
(ग) अंतर्कथा

यूनिट - IV(क) रस की परिभाषा, रस के अंग
(ख) साधारणीकरण
(ग) मित्र रस और विरोधी रस

यूनिट - V (क)हास्य रस और उदाहरण
(ख) वीर रस और उदाहरण

अंक - विभाजन

1. पाँच आलोचनात्मक प्रश्न (प्रत्येक यूनिट से दो प्रश्न पूछे जाएंगे जिनमें से एक-एक का उत्तर देना होगा) 5x12=60
2. आठ वस्तुनिष्ठ प्रश्न (सभी यूनिट से कुल 8 प्रश्न पूछे जाएंगे जिनमें से 5 के उत्तर देने होंगे) 5x3=15

80

संदर्भ-ग्रंथ

1. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन - डॉ. सत्यदेव चौधरी, डॉ. शांतिस्वरूप गुप्त, अशोक प्रकाशन, नयी सड़क, दिल्ली, - 100006
2. काव्यशास्त्र - डॉ. भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
3. हिंदी काव्यशास्त्र - आचार्य शांतिलाल 'बालेंदु', साहित्य भवन, प्रा. लिमिटेड, इलाहाबाद।

हिंदी इलेक्टिव A

Paper - VIII

अष्टम् सेमेस्टर (8th Semester)

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

हिंदी भाषा और भाषाविज्ञान

यूनिट - I हिंदी भाषा

(1) भाषा की परिभाषा और उसकी प्रकृति
(2) हिंदी भाषा का विकास (संस्कृत से आज तक)
(3) देवनागरी लिपि की विशेषताएँ

यूनिट - II ध्वनिविज्ञान

(1) स्वर और व्यंजन ध्वनियाँ, स्थान और प्रयत्न की दृष्टि से हिंदी ध्वनियों का वर्गीकरण
(2) ध्वनि - परिवर्तन के कारण और दिशाएँ

यूनिट - III पद-विज्ञान

(1) शब्द और पद में अंतर, संबंध तत्त्व
(2) पद-परिवर्तन के कारण और दिशाएँ

यूनिट - IV अर्थविज्ञान

(1) अर्थ-ग्रहण के आधार
(2) अर्थ - परिवर्तन के कारण और दिशाएँ (अर्थ-विस्तार, अर्थ-संकोच, अर्थादेश)

यूनिट - V वाक्यविज्ञान

(1) वाक्य के प्रकार (अर्थ और रचना की दृष्टि से)
(1) वाक्य - परिवर्तन के कारण और दिशाएँ

अंक- विभाजन

(1) पाँच आलोचनात्मक प्रश्न (प्रत्येक यूनिट से दो प्रश्न पूछे जाएंगे जिनमें से एक का उत्तर देना होगा। $5x11 = 55$
(2) दस वस्तुनिष्ठ प्रश्न (प्रत्येक यूनिट से दो प्रश्न) $10x2 = 20$

75

संदर्भ-ग्रंथ :

(1) हिंदी : उद्भव, विकास और रूप - डॉ. हरदेव बाहरी, किताब महल, इलाहाबाद।
(2) भाषा-विज्ञान - डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद।
(3) भाषा-विज्ञान और भाषा शास्त्र - डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी।
(4) हिंदी भाषा और नागरी लिपि - डॉ. देवेन्द्रनाथ शर्मा, हिंदी साहित्य सम्मेलन, प्रयाग।
(5) भाषानुशासन - भगवान सहाय त्रिवेदी, राजस्थान पत्रिका प्रकाशन, जयपुर।

Syllabus for Four Year Integrated B.A.B.Ed
(Subject specialization)
English Hons &Elective

Babasaheb Bhimrao Ambedkar Bihar
University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

ELECTIVE ENGLISH
SEMESTER-I
PAPER-I
HISTORY OF ENGLISH LITERATURE
Renaissance, Restoration and Romantic Age, Literary forms and Terms

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Unit I. Renaissance - Age of Adventure
Unit II. Restoration - Age of political and religious conflict
Unit III. Romantic - Age of Romantic Revival
Unit IV. Literary forms - Poetry and Drama
Poetry -Epic, Sonnet, Lyric, Ballad, Ode, Satire
Drama -Tragedy and Comedy
Unit V. Literary forms
Alliteration, Simile, Metaphor, Irony, Personification, Oxymoron, Metonymy, Synecdoche, Dramatic Unity, Catharsis, Dramatic conflict.

Reference

An English – Reader's History of England :Anthony Toyne
A social history of England :G. M. Trevelyn
A short history of English Literature :Harry Blamaires
English Literature :R.J. Rees
Modern Critical Terms :Roger Fowler

ELECTIVE ENGLISH
SEMESTER-II
PAPER-II
Indian Writing in English & Indian Literature in Translation

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Historical Background of Indian English Writing
- ❖ Historical formation of Indian English Literature -Binoy Dharwadkar
- ❖ Perishable Empire – Meenakshi Mukherjee

II. The strange case of Billy Biswas – Arun Joshi (Detailed study)

III. Contemporary Indian Short Stories and Indian Poetry :
- ❖ The Eyes are not here – Ruskin Bond
- ❖ A Devoted son – Anita Desai
- ❖ A pair of mustachios – Mulk Raj Anand

Indian Poetry
- ❖ Enterprise – Nissan Ezekiel
- ❖ Autobiography – Dom Moraes
- ❖ Felling of the Banyan Tree – Dilip Chitre

IV. Indian novel in Translation :
- ❖ Chemeen – T.S.S. Pillai (Non detailed)

V. Indian Literature in Translation :

Short Stories :

- Bhadari – Laksminath Bezbarua
- The Talking Plough – P. Varkey
- The Price of flowers – Prabhat Kumar Mukhopadhya

Poems :

- Meaning of poetry – J. P. Das
- Hiroshima – Ajneya
- My Address – Amrita Pritam
- The song I have to sing – Tagore (Gitanjali poem No.13)

ELECTIVE ENGLISH
SEMESTER-III
PAPER-III
HISTORY OF ENGLISH LITERATURE
Victorian, Modern and Contemporary Literary forms and terms

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Unit I. Victorian - Age of Compromise
Unit II. Modern - The two wars and the aftermath
Unit III. Contemporary - The sceptical temper
Unit IV. Literary forms - Novel, Travelogue, Biography, Essays
Unit V. Literary forms - Epistolary, Picaresque, Novel of development (Bildung-Sroman), Stream of Consciousness, Malefaction, Plot, Point of view, focalization, Structure, Narrator, Narratee.

Reference

1. An English Reader's History of English : Anthony Toyne
2. A social history of English : G. M. Trevelyn
3. A short history of English Literature : Harry Blamaires
4. Forms of Literature : R.J Rees
5. Modern Critical Terms : Roger Fowler
6. A glossary of Literary Terms : M.H Abrams

ELECTIVE ENGLISH
SEMESTER-IV
PAPER-IV
Phonetics and Spoken English

Contact Hours: 5 days per week
Exam Duration: :3 Hours

Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Production of speech sounds : Vowels and consonants, Problem sounds for Indian learners

II. Stress : Strong and weak syllables, weak forms problems for Indian learners, Phonetic transcription of words with stress mark.

III. Intonation, Problems and remedial measures

IV. Spoken English :

- ❖ Talking about yourself, family, friends
- ❖ Getting people to do things – request, order, giving direction, prohibit
- ❖ Offering to do something – asking permission, giving permission, giving reasons.
- ❖ Giving opinions – agreeing, disagreeing etc.

V. Spoken English :

- ❖ Describing things, places and people
- ❖ Talking about similarities, differences, making suggestions etc.
- ❖ Complaining, Apologizing, forgiving, expressing disappointment.

Reference

1. Spoken English for India : Bansal and Harrison
2. English Phonetics and Phonology : Peter Roach
3. Ship or sheep : Anne Baker
4. Functions of English : Lee Jones
5. Expressway to English : Dr. B. K. Das
6. Phonetics and spoken English : Bala Subhramanium

SPECIAL PAPERS
Semester IV
English(Special)
Writing Skills

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam: 75 Marks
Sessional: 25 Marks

I : Critical Appreciation of an unseen poem
II Literary Essay (about 400 words)
III. Critical appreciation of an unseen prose piece
IV. Writing a feature/news report
V. Short story writing (to be developed from a given outline)

Reference : Quintessence of Literary Essays – W.R. Goodman
Practical Criticism – I.A. Richards.

SEMESTER-V
ELECTIVE ENGLISH
PAPER-V
Poetry and Drama

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Unit I. **Essays on Poetry :** Preface to the Lyrical Ballads – W. Wordsworth
How does poetry communicate – Cleanth Brooks

Unit II. **Drama :** As you like it – William Shakespeare

Unit III. **Drama :** Waiting for Godot-Samuel Beckett

Unit IV. **Poetry :** Beat, Beat, Drums – Walt Whitman

- The Road not taken – Robert Frost
- Let me not to the marriage oftrue minds-William Shakespeare
- Ode to Autumn – John Keats
- Journey of the Magi – T. S. Eliot
- Fern Hill – Dylan Thomas

Unit V. Critical appreciation of an unseen poem :

SEMESTER-VI
ELECTIVE ENGLISH
PAPER-VI
General Linguistics and Modern English Structures

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Nature of Language :

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

II. Phonology and Morphology :

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

Morphology :

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

III. Syntax and Semantics :

- Descriptive and prescriptive, Grammaticality, sentence structure, Phrase structure rules, Transformational rules.

Semantics :

- Semantic features, Ambiguity, Paraphrase, Antonym and synonyms, Names, Sense and reference, Thematic relations.

IV. Modern Structures :

- ❖ Verbs and verb phases, Nouns and the basic noun phrase, Adjectives and Adverbs

V. Modern structures :

- ❖ Finite and Nonfinite Construction, Co-ordination, Complex sentences, Verb and its complementation, Teaching of Grammar.

Reference

1. Introduction to Linguistics : Friedman
2. Introduction to Linguistics : David Crystal
3. Language and Linguistics : John Lyons
4. Introduction to Linguistics : R. M. Robins
5. A University Grammar of English : Quirk and Greenbaum
6. Introduction to the Grammar of English : Huddlestone
7. Teaching of Grammar : Jeremy Harmer

ELECTIVE ENGLISH
SEMESTER-VII
PAPER-VII
Socio Linguistics and Language Acquisition

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Varieties of Language

- ❖ Language and Dialect , Regional and social dialect, Registers, Diglossia.

II. Varieties of Language :

- ❖ Code switching, Code mixing, Borrowing, Pidgin and Creole

III. Language and politics, Language and media, Language and gender.

IV. Language, Culture and Thought :

- ❖ Linguistics and culture relativity, Language and socialization sapir-whorf hypothesis.

V. Language Acquisition :

- ❖ First Language Acquisition, second language acquisition, Behaviorist school of language and cognitive school of language.

Reference

1. Second Language Acquisition : Rod Ellis
2. Sociolinguistics : Hudson
3. Language, Society and Power :Linda Thomas & Shan Wareing

Special -ENGLISH
Semester VII
American Literature (Spl.)

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I . Poetry

- A noiseless patent spider – Walt Whitman
- Because I couldnot stop for Death – Emily Dickinson
- After Apple picking – Robert Frost

II : Poetry

Vacancy in the Park – Wallace Stevens
Virginal – Ezra Pound
Limited – Carl Sandburg
Nantucket – William Carlos Williams

III : Drama

Death of a Salesman – Arthur Miller

IV : Fiction

The Catcher in the Rye – J.D. Salinger

V : Non fictional Prose

- Self Reliance – Emerson
- Preface to the Leaves of Grass – Walt Whitman

ELECTIVE ENGLISH
SEMESTER-VIII
PAPER-VIII
Fiction Studies

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

I. Essays on fiction :

Aspects of the Novel - E. M. Forster
Chapter – I : Why does the novel matter – D. H. Lawrence

II. Novel

The old man and the sea - E. Hemingway (Detailed)

III. Novel

Chronicle of a Death Foretold - Gabriel Garcia Marcuez
(Non detailed study)

IV. Short Stories

1. Cat in the Rain – Ernest Hemingway
2. The Diamond Maker – H. G. Wells
3. The Rocking Horse Winner – D. H. Lawrence
4. The Trill – Pearl S. Buck

V. How to teach a novel / short story

Syllabus for Four Year Integrated B.A.B.Ed

(Subject specialization)

संस्कृत (प्रतिष्ठा) (Honours)

Babasaheb Bhimrao Ambedkar Bihar University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

Semester -I

संस्कृत (प्रतिष्ठा) -I

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

संस्कृत साहित्य का इतिहास (लौकिक) 50 अंक निर्धारित अंश-महाकाव्य, गद्य-साहित्य,रूपक,कथा-साहित्य,गीतकाव्य और चम्पू। दो आलोचात्मक प्रश्नों के उत्तर अपेक्षित होंगे।

अधोलिखित पुस्तकों के सम्बन्ध में सामान्य ज्ञान अपेक्षित है –

रामायण,महाभारत,पुराण,भगवद्
गीता,अभिज्ञानशाकुन्तलम्,मेघदूत,रघुवंश,मृच्छकटिक,किरातार्जुनीय,शिशुपालवध,उत्तररामचरित,मुद्राराक्षस,नैषधीयचरित,राजतरंगिनीय,नीतिशतक,हर्षचरित,दशकुमारचरित,प्रबोधचंद्रोदय,नाट्यशास्त्र,अष्टाध्यायी,कात्यायनवार्तिक और महाकाव्य। ऊपर की किन्ही दो पुस्तकों से संबंद्ध सामान्य दो प्रश्नो के उत्तर अपेक्षित होंगे। **-12×2=24 अंक**

लघु सिद्धांत कौमुदी प्रारम्भ से अव्यय प्रकरण-पर्यन्त :

किन्ही तीन सूत्रों की व्याख्या **- 5×3=15 अंक**

किन्ही तीन प्रयोग की साधनिका **- 5×3=15 अंक**

सिद्धांत कौमुदी – कारक प्रकरण

किन्ही तीन सूत्रों की व्याख्या **- 5×3=15 अंक**

किन्ही पांच वाक्यों की शुद्धि **- 6अंक**

Semester -II

संस्कृत (प्रतिष्ठा) -II

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

मेघदूत (पूर्वमेघ) **- 75 अंक**

किरातार्जुनीय (प्रथम सर्ग) **- 25 अंक**
शिशुपालवध (प्रथम सर्ग)

प्रत्येक पुस्तक से एक एक आलोचात्मक प्रश्न का उत्तर अपेक्षित है - **- 14×3=42अंक**

प्रत्येक पुस्तक से एक एक पद्य संस्कृत के व्याख्या के लिए दिए जायेंगे जिनमें किन्ही दो की व्याख्या अपेक्षित होगी - **- 10×2=20 अंक**

तथा प्रत्येक पुस्तक से एक –एक पद्य का हिंदी या अन्ग्रेजी में अनुवाद अपेक्षित है - **- 6×3=18 अंक**

अधोलिखित पुस्तकों के निर्धारित अंश का अध्यन अनिवार्य है |

(क) नीतिशतक : 1 से 10 श्लोकों तक

(ख) भग्वद्गीता : द्वितीय अध्याय – 13-25 श्लोकों तक

प्रत्येक पुस्तक से एक-एक पद्द का हिंदी या अन्ग्रेजी में अनुवाद अपेक्षित है - **- 5×3=15 अंक**

Semester -III

संस्कृत (प्रतिष्ठा) -III

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

गद्द काव्य

शुकनासोपदेश कादंबरी :
दशकुमारचरित पंचम उच्छ्वास : पूर्व पीठिका :
सीमा प्रथम तीन कथाएँ -: राजेंद्र मिश्र ०डॉ :

(क) प्रत्येक पुस्तक से आलोचात्मक प्रश्न दिए जायेंगे जिनमे दो पुस्तकों से सम्बन्ध उत्तर अपेक्षित होगा - 10 ×2=20 अंक

(ख) प्रत्येक पुस्तक से गद्दांश दिए जायंगे जिनमे से दो का संस्कृत में व्याख्या तथा एक का हिंदी या अंग्रेजी में अनुवाद अपेक्षित होंगे | - 8x2=16+4=20 अंक

व्याकरण - 40 अंक

लघु सिद्धांत कौमुदी – तिङत से ग्रन्थ की समाप्ति तक (कारक और समास को छोड़कर)

पाँच सूत्रों की व्याख्या - 25 अंक

पाँच प्रयोगों की सनियम सिद्धि - 10 अंक

प्रत्येक प्रश्न के पर्याप्त विकल्प दिए जायंगे |

Semester -IV

संस्कृत (प्रतिष्ठा) -IV

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक

(क) अभिज्ञानशाकुन्तल – कालिदास
आलोचात्मक प्रश्न दो - 15×अंक 30=2
व्याख्यात्मक प्रश्न दो - 2×अं 20=20

(ख) मृच्छकटिक1)से (अंक पर्यंत 4 - 36 अंक

आलोचात्मक प्रश्न एक - अंक 14

व्याख्यात्मक प्रश्न एक - अंक 10

अनुवादात्मक प्रश्न दो - 6x अंक 12= 2

प्रत्येक प्रश्न के पर्याप्त विकल्प दिए जायेंगे -

सहायक पुस्तक : University Guess Paper to Sanskrit (Hons.) IV

संस्कृत (प्रतिष्ठा) Paper (subsidiary)

संपर्क-घंटे:5 प्रति सप्ताह

परीक्षा-अवधि : 3 घंटे

अधिकतम : 100 अंक

सत्र-अंत : 75 अंक

1. **गद्द काव्य** - 20अंक
   शिवराज विजय (प्रथम नि:श्वास)
   अथवा प्रथम) अमर भारती ,नि:श्वास(
   अथवा 35 (रामकरण शर्मा ०डॉ) सीमा ,पृष्ठ तक
   दो आलोचात्मक प्रश्नों के उत्तर देना अपेक्षित है - 12अंक
   दो उद्धरणों के अनुवाद अपेक्षित है - 8अंक
2. **संस्कृत साहित्य का इतहास** - 40 अंक
   पाठ्यांश कथा साहित्य तथा,गद्दकाव्य,पुराण,महाभारत,रामायण ;गीतिकाव्य |
3. **अनुवाद** : 35 अंक
   (क) हिंदी अथवा अंग्रेजी से संस्कृत में - 15अंक
   (ख) संस्कृत से हिंदी अथवा अंग्रेजी में - 10अंक

Semester -V

संस्कृत (प्रतिष्ठा) -V

संपर्क-घंटे : 5 प्रति सप्ताह

परीक्षा-अवधि : 3 घंटे

अधिकतम : 100 अंक

सत्र-अंत : 75 अंक

आंतरिक : 25 अंक

1. देवताओं का सामान्य स्वरुप -12 अंक
   अग्नि,सविता,विष्णु,इन्द्र,रूद्र,वृहस्पति,आश्विन,वरुण,उषा और सोम |
   (किसी एक से संबंद्ध प्रश्न का उत्तर)
2. संवाद सूक्त
   पुरुरवा-उर्वशी यम-यमी सरमा-पणि और विश्वामित्र-नदी

(इनके सामान्य अध्ययन से संबंद्ध एक प्रश्न का उत्तर दें)

सहायक ग्रन्थ : (क) वैदिक देवशास्त्र – डॉ० सूर्यकान्त

(ख) New Vedic Selection – Part I&II Bhartiya Vidya Prakashan, Varanasi.

3. ऋग्यभाष्यसंग्रह – डॉ० देवराज चानना -26 अंक

निर्धारित सूक्त – अग्नि,सविता,उषा,विष्णु और इंद्र

दो मंत्रो की संस्कृत में व्याख्या -10×2=20 अंक

तथा एक मंत्र का हिंदी या अंग्रेजी में अनुवाद - 6 अंक

4. वैदिक साहित्य का इतिहास -30 अंक

वेदों का काल-निर्णय संहिताओं का प्रतिपाद्य,वेदांग,उपनिषद्,ब्राम्हण |

एक आलोचनात्मक प्रश्न - 15 अंक

तथा तीन टिप्पणियाँ -15 अंक

सहाय क ग्रन्थ: वैदिक साहित्य और संस्कृत – आचार्य बलदेव उपाध्याय

5. कठोपनिषद् – प्रथम अध्याय 1 से 3 वल्ली | -20 अंक

एक आलोचनात्मक प्रश्न -12 अंक

एक पद्य की संस्कृत में व्याख्या -8 अंक

प्रत्येक प्रश्न के पर्याप्त विकल्प दिए जायें |

Semester -VI

संस्कृत (प्रतिष्ठा) -VI

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

1. सिद्धांत कौमुदी समास प्रकरण एकशेष पर्यंत - 70अंक

पाँच सूत्रों की व्याख्या - 6×5=30 अंक

सूत्रोल्लेखपूर्वक चार की रूपसिद्धि - 5×4=20 अंक

चार समस्त रूपों के विग्रह-वाक्य - 10 अंक

चार विग्रह वाक्यों के समस्त रूप - 10 अंक

भाषा विज्ञान - 30 अंक

(क) भाषा की उत्पत्ति **(ख)** भाषा और बोली में अंतर (ग) भाषाओं का वर्गीकरण

(घ) भारतीय आर्य भाषाओं की तीन अवस्थाएँ दो प्रश्नों के उत्तर - 15×2=30 अंक

सहायक ग्रन्थ:

1. भाषा विज्ञान की भूमिका – आचार्य देवेन्द्रनाथ शर्मा

2. भाषा विज्ञान - डॉ० भोलानाथ तिवारी

प्रत्येक प्रश्न के पर्याप्त विकल्प दिए जायें |

Semester -VII

संस्कृत (प्रतिष्ठा) -VII

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

1. भावन – काव्यालंकार सूत्रवृत्ति (पंचम प्रायोगिक अधिकरण) को छोड़ कर - 60 अंक
   दो आलोचनात्मक प्रश्न - 16×2=32 अंक
   चार अलंकारों के सोदाहरण लक्षण - 5×4=20 अंक
   तथा एक सूत्र की व्याख्या - 8 अंक
2. संस्कृत काव्यों का इतिहास -20 अंक

अधोलिखित आलंकारिकों में से दो का शास्त्रीय परिचय :
भामह विश्वनाथ और जगन्नाथ,क्षेमेन्द्र,मम्मट,कुन्तक,आनन्दवर्धक,वामन,दण्डी,
सहायक ग्रन्थ:
(क) संस्कृत काव्यशास्त्र का इतिहास – डॉ० पी० वी० काणे
(ख) अलंकर शास्त्र की परंपरा – राजवंश सहाय हीरा
– काव्यात्मक मीमांसा (ग) डॉ० जयमंत मिश्र

3. छंद - 20अंक
   अनुष्टुप आर्या| और उपजाति,हरिणी,भुजंगप्रयात,शार्दूलविक्रीडित,शिखरिणी,मालिनी,मंदाक्रांता,वसन्ततिलका,वंशस्थ,
   चार छंदों के लक्षण – सोदाहरण - 5×4=20 अंक

सहायक ग्रन्थ– वृहतरत्नाकर
प्रत्येक प्रश्न के पर्याप्त विकल्प दिए जायेंग

Semester -VIII

संस्कृत (प्रतिष्ठा) -VIII

संपर्क-घंटे : 5 प्रति सप्ताह
परीक्षा-अवधि : 3 घंटे
अधिकतम : 100 अंक
सत्र-अंत : 75 अंक
आंतरिक : 25 अंक

1. संस्कृत निबंध 15 -× 30=2अंक
   एक निबंधअलंकर शास्त्र से संबंद्ध और एक सामान्य विषयों पर आधारित|
2. अनुवाद
   (क) हिंदी से संस्कृत में | 15-अंक
   (ख) संस्कृत से हिंदी में | 15-अंक
3. संक्षेपण -10 अंक
4. विशदीकरण -10 अंक
5. समाचार पत्र या दूरदर्शन के लिए संवाद लेखन | वार्ता लेखन/ -10 अंक
6. कम्पीहेंशन -10 अंक

प्रत्येक प्रश्न के प्रयाप्त विकल्प दिए जाएं |

Syllabus for Four Year Integrated B.A.B.Ed

(Subject specialization)

History (Hons.)

Babasaheb Bhimrao Ambedkar Bihar

University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

Semester I

History (Hons.) Paper – I

History of Ancient India

Contact Hours: 5 per week

Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

History of Ancient India

1. Sources of Ancient Indian History.
2. Indus valley Civilization with special reference to Town Planning, Feature of material culture, Religion and script, Social stature, Decline and Legacy.
3. Culture pattern 1500 B.C, 600 B.C, Economy, Society, Polity and Ideological Belief as reflected in early and later Vedic literature.
4. New religious movement –material and ideological background, Mahavir Jain. Religion and philosophy, Gautam Buddha, Buddhist Religion and Philosophy.
5. Monarchical and Non- Monarchical forms of Government in the 6th Century B.C., Rise of Magadha as an Empire, Contact with the Persian and Greek World.
6. Age of the Mauryas- The establishment of the first Empire, Administrative organization, Society, Economy, Religion and Art. Ashoka's concept of Dhamma, Decline of Maurya Empire.
7. Development in the Post-Mauryan Period (C.200 B.C.-A.D. 300) Political Development with special Reference to the Shaungas. Kushans and the Satvahans Administrative Instruction, Trade, Commerce and Literature.
8. The age of Guptas: Beginning and Expansion of the empire under Chandragupta I. Samudraguptaii, Administrative System, Cultural Development -Art. Literature, Religion, Science and Technology.
9. Harshvardhan – Conquest and Religious Policy.
10. Origin and role of the Rajputs from 8th century A.D. to 12th Century A.D.
11. South Indian – Pallavas: Their Cultural Contributions. Cholas with special refinance to their administrative system. The Chalukyas of Vatapi.
12. Advent of the Turks- The Gaznavies and the Ghoris.
13. Advent of the Arabs – Its Political and Cultural Impact.

Suggested Readings:

1. H.D. Sankaliya – Pre-History of India.
2. R.K. Verma – Pragaitihasik Bharat (Hindi)
3. H.C. Roy Choudhary-Political History of Ancient India.

Semester II

History

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

History of Great Britain from 1485-1884

Following Topics are Prescribed:-

1. Tudor Despotism 2.Tudor Parliament 3.Reformation 4.Elizabethan Age.
5. Early Stuart Sovereigns –Their Constitutional Conflict with Parliament.
6. Civil war 7.Long Parliament
8.Cromwe II-Constitutional Experiments.
9.Restoration of 1660- Nature and significance, Foreign policy
10.Charles- II 11.James- II
12.Glorious revolution in the 18th Century
13.Cnstitutional Significance of the Reign of George I and George II.
14.Robert Walpole
15.Agricultural Revolution in the 18th Century
16.The Industrial Revolution 17.George III
18. Pitt the Younger 19.Robert Peel 20.Disraeli
21Extention of Franchise 1st, 2nd, 3rd, Reform Act

Suggested Readings:

1. G.M. Trevelyan – History of England.
2. R.K. Sharma- England Ka Itihas (Hindi)

History (Hons.) Paper – III
History of India from 1206-1757

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. Survey of the sources.
2. Establishment of the Turkish Rule (1206- 1290) with special reference to Qut's-ud-din Aibak-Iltutmis and Baldan.
3. Expansion of the Delhi Sultanate (1270-1320)-The Khilji's Administrative and Economic reforms.

4. Delhi sultanate (1320-1398): The Tughalaq with special reference to Muhammad-Bin-Tughal and Feroz Shah Tughlaq Invasion of Taimur.
5. Rise of the Vijaynagar Empire and the Bahmani Kingdom.
6. The Lodis and the advent of the Mugals.
7. Evolution of the Administrative stature of the Delhi Sultanate.
8. Society of religion during the Sultanate period.
9. Establishment of the Mugals Rules: Babar and Huamyu.
10. Shershah, establishment of the Second Afgan Empire, Administration.
11. **Akbar :** Explanation of the Empire; Religious Policy-Relations with the Rajputs,emergence of Composite culture.
12. Mughal Empire under Jahangir, Shahjahan and Aurangzeb, Continuity and change.
    (i) Relations with the Rajputs. (ii) Relation with the Deccan Kingdoms
    (iii) Religious policy with special reference to Aurangzeb.
13. Mughal Empire and the North-West.
14. Rise of Marathas under Shivaji-Shivaji's Administration.
15. Marathas under the Peshvas (1707-1761)
16. Mughal Administration, Theory of State, Administrative structure, Fiscal, resources, land Revenue System.
17. Culture development-Art, Architecture, Literature.
18. Growth of European powers in India, Carnatic and Bengal.

History (Hons.) Paper – IV
History of Modern Europe, 1789-1945

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. The French Revolution-Cause, nature, achievements of the National Assembly Reign of terror.
2. Napoleon Era-Rise of Napoleon, his contribution to France and Europe, Cause of his downfall.
3. Congress of Vienna Concert of Europe.
4. Reaction and Revolutions: Mediterranean Revolution of 1830 and 1848.
5. Napoleon III
6. Rise and growth of capitalism in Modern Europe.
7. Italian and German unifications:
8. Eastern question-The Greek war of independence, The Crimean war, The Berlin Congress.
9. Czar Alexander II of Russia.
10. Germany after 1870-Role of Bismarck.
11. Expansion of Europe in Africa till 1714.
12. World war I-Causes and effects.

13. Russian Revolution of 1917, Causes, nature and effect.
14. The treaty of Versailles.
15. The Lague of Nations-Achievements and failures.
16. Soviet Russia-Estimate of Lenin and Stalin.
17. Rise of Fascism in Italy, achievements of Mussolini.
18. Rise of Nazism in Germany, achievements of Hitler.
19. Second World War Causes.

History (Hons.) Paper – V
History of India, 1757 to 1857

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. India in the middle of the 18th Century-forces of continuity and change.
2. Final victories of the British in Bengal and the Carnatic.
3. Expansion of the British Empire up to 1857. War and Diplomacy as instruments of expansion-relationship with the Marathas, Myssore, Awadh, Central India, Punjab, Sindh, Burma(First Phase)
4. Growth of Administrative Apparatus-Warren Hastings, Cornwallis, Bentinck. Dalhousie.
5. Economic Changes (1757-1857). (a) Land Revenue Settlement-Permanent settlement, Ryotwari. (b) Decline of Indian Industries. (c) Commercialization of agriculture.
6. Introduction of English Education and the rise of the new intelligentsia with special reference of Raja Rammohan Roy.
7. Indian resistance of British Imperial Rule.
   (a) Popular resistance. (b) Revolt of 1857, Cause and nature.

History (Hons) Paper – VI
History of India, 1858-1947 (Special Reference to the Freedom movement)

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. India's relation with Persia, Afghanistan, Nepal, Tibet, Burma.
2. British Policy towards Indian State.
3. **Problems of decentralization:** Separation of judiciary from executive functions, Indianisation of services.

4. **Imperial adjustments:** Administration of Ripon, Morley, Minto Reforms.
5. **Imperial offensives:** Lytton and Curzon.
6. **Imperial adjustments (Next Phase)**- Montague-Chelmsford Reforms.
7. Indian National Movement up to 1919
   (a) Early Political Associations. (b) Indian National Congress. (c) The Moderates, The Extremists, the Revolutionaries in India and abroad.
8. Indian National Movement 1919 to 1939.
   (a) Emergence of M.K. Gandhi (b) Khilafat Movement (c) Non-co-operation movement
   (d) Swarajists (e) Civil Disobedience movement
   (f) **Imperial Responses :** Suppression-cum-conciliations, The Government of India act,1935.
9. India and the Second World War
   (a) Cripps Mission (b) 1942 Movement (c) Cabinet Mission
10. Muslim Politics since 1930 and demand for partition.
11. Independences and Partition.

History (Hons.) Paper – VII
Any one of the followings: (a) History of the far East (China, Japan)
[Mid 19th to mid 20th century]

Contact Hours: 5 per week

Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

CHINA

1. Opium Wars.
2. Taiping Rebellion
3. Boxer Movement
4. The Revolution of 1911.
5. Genesis and Principles of the Kuominatang Party.
6. The career and contribution of Dr. Sun Yat Sen.
7. The Career and contribution of Chiang Kai Shek.
8. Rise and Growth of the communist Movement in China.

JAPAN

9. Opening of Japan
10. Meiji Restoration.
11. Modernization of Japan
12. Sino-Japanese war of 1894-95 and the Russo-Japanese war of 1904-05.
13. Washington Conference.
14. Japan and Manchuria.
15. Rise and fall of Japanese Imperialism.

(B) History of west Asia (Mid 18th to mid 20th Century)
(Turkey, Iran, Iraq, Syria, Lebanon, Palestine, Saudi Arabia)

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

TURKEY

1. Hamidian Despotism.
2. Decline of the Ottoman Empire.
3. Young Turk Movement.
4. Establishment of the republic.
5. Kemalist Transformation of Turkey.
6. Foreign Policy of Turkey Kemal Pasha.

IRAN

7. Condition of Iran before the accession of Reza Shah Pahlavi.
8. Domestic policy of Reza Shah Pahlavi.
9. Foreign policy of Reza Shah Pahlavi.

IRAQ

10. British Mandate in Iraq.
11. Rise of Nationalism of Iraq.

SYRIA, LEBANAN AND PALESTINE

12. French mandate in Syria and Lebanon.
13. Palestinian Problem.
14. Creation of the State of the Israel.

SAUDI ARABIA

15. Rise and growth of Arab Nationalism.
16. Modernization of Saudi Arabia.
17. Achievements of King Ibn Saud.

History (Hons.) Paper – VIII
Any one of the following:
(a) Rise of the Modern West (Mid 15th Century to the American Revolution.)

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. **Renaissance:** Its Social roots, City State in Italy, Crisis in Feudalism, Humanism. New Learning and Artistic Standards.
2. **Early Colonial Empires:** Motives, Voyages, Portuguese and Spanish Empires beginning of the era of colonization.
3. Origin of the European States:
   (a) **France:** Louis XI, Francis X, Charles IX, Decline of the third Estate, ascendancy of king in Council.
   (b) **Spain:** Internal Unification, Charles V, dynastic alliances, Territorial unity, revolts of the Knight (1522) and of the Peasants (1522).
   (c) **Britain:** Tudor Nepotism, Star Chamber, Council, Parliament, Trade and rise of professional Administrators.
   (d) **Russia:** Ivan the Great, Ivan the Terrible, Isolation from the West
4. **Economic Developments of the 16th Century:** (a) Commercial Revolution, (b) Influx of American Silver and the Price-Revolution.
5. **European Reformation:** Origin, Brief course and result, Luther, Calvin and British Compromise, Counter-Reformation, Thirty Years War and the Rise of Sweden.
6. **European Crisis in the 17th century:** Economic and Political aspects.
7. **The English revolution of 1688:** Origin, Social Economic &Political aspects.
8. Nature of British revolutionary Settlement.
9. Rise if Modern Science: Copernicus, Kepler, Galileo, Harvery, scientific method and organization, Bacon, Descrates, Newton.
10. **Mercantilism:** Major outlines as developed by 1648 and practiced for 150 years in the 17th and 18th Centuries.
11. **Economic Development in the 18th century:** Commerce, Industry and Agriculture, Background of the industrial revolution.
12. **American Revolution:** Origin, Result and significance.
13. **Transition from feudalism to capitalism:** Problems and theories.

(b) History of the U.S.A., 1776-1945

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. War of American Independence.
2. Government and Polity under George Washington.
3. Jefforsonian Democracy.
4. U.S. Foreign Democracy.
5. Jacksonian Democracy.
6. Civil War –Factor and impact, with special reference to Abraham Lincon .
7. Reconstruction after civil war.
8. Populist movement.
9. Imperialism and Emergence of the USA as a World Power.
10. Spanish War-causes and effects.
11. Theodore Roosevelt.
12. President Wilson-Domestic policy, Role in World War I, Role in Paris Peace Conference.
13. Isolationism and internationalism of America, 1918 to 1933.
14. Economic Depression (1920-1933).
15. F.D. Roosevelt- New Deal, Foreign policy.
16. Social and Cultural progress in 20th Century.

(c) History of Russia, 1856-1953

Contact Hours: 5 per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

1. Role of Russia in the Eastern Question, Crime and war, Berlin Congress.
2. **Czar Alexander II:** Reforms.
3. Causes and effects of the Russo-Japanese war 1904-05.
4. Triple Entente.
5. Russia and the First World War, Cause of Russian debacle.
6. Menshevik Revolution, March 1917.
7. **Bolshevik Revolution October 1917:** the initial legislation of the new Regime.
8. **The New Economy Policy:** Strategies for the restoration of the national Economy policy, Foreign policy.
9. **The Foundation of Planned Economy:** collectivization of agriculture, Role of the Communist Party, Foreign Policy.
10. Soviet Diplomacy prior to and during the Second World War – The economy.
11. **The Soviet Economy 1943-53:** The Restoration of National Economy and the Programme of communist construction.
12. **Being of the cold war** – Factor and Progress till 1953.

Syllabus for Four Year Integrated B.A.B.Ed
(Subject specialization)

GEOGRAPHY (Honours)

Babasaheb Bhimrao Ambedkar Bihar University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

GEOGRAPHY (Honours) Paper-I **Semester –I**

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Physical Geography

Time-3 Hours **Full Marks - 75**

Unit-I: Origin of the solar system; Internal Stature of the Earth; Views of Partt and Airy of Isostasy.

Unit-II: View of Kober and Holmes on Mountain Building: View of A. Wegener on Continental Drift; Plate Tectonics. Folded and Faulted Topography.

Unit-III: Normal Cycle of Erosion; wind Glacial, Karst Volcanic Topographies and coastal Topography.

Unit-IV: Composition and Stature and Atmosphere; Classification of Air masses and Front, Classification of climate change; Global Warming.

Unit-V: Salinity of Ocean water; Relief of the Indian and Atlantic Ocean Floors; Marin deposits; Coral Reef and Atolls.

GEOGRAPHY (Honours) Semester -II

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 60 Marks
Sessional : 15 Marks
PRACTICAL-25

Geography of Asia

Time-3 Hours **Full Marks – 60**

Section-A

Unit-I: Asia; structure Physiography, Climate, Nature Vegetation and soil.
Unit-II: Asia; Minerals, Power resources, Coal, Petroleum, Hydel Power and Population.

Section-B

Unit-III: China-Physical Regions, Agriculture, Minerals, Industrial development, Population.
Unit-IV: Japan: Agriculture and Fisheries, Industrial Development and Industrial Regions, Population.
Unit-V: Geographical account of Nepal, Bangladesh, Pakistan, Sri Lanka and Myanmar.

PRACTICAL

Time-3 Hours **Full Marks – 25**

Unit-I: Enlargement and reduction of Maps, Compound Bar Diagram, Divide rectangles, Band graph, Proportionate Circle. **10 Marks**

Unit II: Interpretation of Weather maps and Topographical maps. **05 Marks**

Unit-III: Map Projection- Cylindrical Equidistant and Equal area, Simple conial projection with one and two standard parallels –Polar Zemithat Equidistant and equal area Projection. **05Marks**

Unit-IV: Record of practical work and Viva-Voca. **05 Marks**

GEOGRAPHY (Honours) Semester --III

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Time-3 Hours **Full Marks – 25**

India and Bihar

Unit -1: Stature: Physiography, Climate, Origin and Mechanism of Indian Monsoon, Natural vegetation.

Unit –2: Irrigation, Characteristic of Indian Agriculture, Agriculture Problems, crops- Rice, Wheat, Cotton, Sugar –cane.

Unit –3: History of Industrial Development in India, Power Resources, Coal and Petroleum, Factors for localization of Industries, study of the following industries Iron and steel, cotton textile, sugar.

Unit –4: Growth and distribution of population, Population problems, Types of rural settlements, Urban Growth and problem of Urbanization.

Unit –5: Bihar: Structure and relief, agricultural regions, industries and industrial regions.

GEOGRAPHY (Honours) Semester --IV

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 60 Marks
Sessional : 15 Marks
PRACTICAL-25

The course has been divided into five units. There shall be ten questions of which two questions shall be set from each unit. The examinees shall be required to answer five question out of ten selecting three from section A and two from section B. The examination shall be out of three hours duration and shall carry 75 Marks.

Section – A (Economic Geography)

Unit –1: Major Agricultural regions of the world Intensive substance farming, Commercial grain farming, Commercial dairy farming and commercial plantation farming in the world.

Unit –2: Factor of location of Industry, Weber's Theory of Industrial location, iron and steel, Cotton textile, Sugar, Industries, Industrial regions of the world.

Unit –3: Distribution, Production and International trade of wheat, Cotton, Tea and Coffee, North Atlantic trade route, Suez and Panama canals.

Section – B (Resources Geography)

Unit-1: Concept of recourses, Soil recourse-major soil groups of the world, Problems of soil erosion and its conservation, Forest as recourse, major commercial fisheries of the world.

Unit-2: Mineral recourses: Iron ore, bauxite, Manganese and copper power recourses- coal and petroleum.

PRACTICAL

Time-3 Hours **Full Marks – 25**

Unit-1: Cartograms- Climograph, Hythergraph, Isopreth, Isopreth and Choropleth Age and sex Pyramid. -10 Marks

Unit-2: Projection-Bonne's Polyonic, Sinsoidal and Mercator's -05 Marks

Unit -3: Static; Mean, Median, Mode, Quartiles and standard Deviation. -05 Marks

Unit -4: Records of practical work and Viva, Voce. -05 Marks

GEOGRAPHY (Honours) Semester --V

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Geography of India

Unit-1: Physiography, Stature, Climate, Soil and natural Vegetation.

Unit-2: Major Crops-Rice, Wheat, Tea and sugar, Major, Industries-Iron and steel, Cotton Textile and sugar.

Unit-3: Major Minerals, Coal, Petroleum, Iron, Ore, Manganese and Mica, Their Production and Distribution.

Unit-4: Population growth; Distribution of population problem and policy types of rural settlement urban growth.

Unit–5: Bihar-Physiography and stature, Climate, Natural Vegetation, Agriculture, Industries.

GEOGRAPHY (Hons.) Semester -- VI

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 60 Marks
Sessional : 15 Marks
PRACTICAL-25

The course has been divided into five units. There shall be ten question of which two questions shall be set from each unit the examinee shall be required to answer five questions selecting two from section from A and three from section B . The examination shall be of three hour duration and shall Carry 100 marks.

Section –A

Unit-1: Environmental control of human activity, Human activities in mountain environment, Desert environment, Equatorial areas, Monsoon land and temperate grasslands.

Unit-2: Patterns of population distribution, Trends of population growth, Demographic transition and optimum population, Factor of population mobility.

Unit-3: Evolution of Human races, Classification of race, Study of the following races-Santhai, Bhushman, Oraon, Eskima, Major Cultural regoing of the world.

Section –B

Unit-4: House type of India, Rural settlement types and patterns in India, Rural-Urban Migration-Cause and effects with particular reference to India.

Unit-5: Trends of urbanization in India Location and functional classification of towns, Rural Urban continuum. Problems of Urabnisation with special reference to India, Morphology of Indian Cities.

PRACTICAL

Time-3 Hours **Full Marks – 25**

Unit-1: Map projection-Cylindrical equal area equidistant, Zenithal equal area and equidistant, Conical Projection. -10 Marks

Unit-2: Simple static-Mean, Median and Mode -10 Marks

Unit-3: Record of practical work and tour report and viva Voce- -5 Marks

GEOGRAPHY (Hons.) Semester -VII

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Unit- 1: Meaning and Scope of Population geography. Science of demography. Recent trends of population growth with special reference to developed data and developing countries, sources of population data population projection.

Unit- 2: Dynamics of Population-Determination of fertility. Mortality, National and International migrations. Demographic transition and optimum . Population.

Unit- 3: Growth. Distribution and Patterns of world Population. Concept of Population pressure. Problems or Population in the developed and developing countries.

Unit- 4: Population composition- Occupation, Literacy, Age and Sex, Rural-urban composition in India. Population problems and policies in India.

Unit- 5: Growth of Indian population, distribution and density, rural-urban movement of population, problems of urbanization. Urban population characteristics in India.

Group-B (Geology of India)

Unit- I: Definition and Scope of Geology, Standard Stratigraphical scale, Indian Stratigraphical scale aerate, Principal of Correlation, Chronological history of Indian Stratigraphy.

Unit- 2: Classification, Mode of occurrence and distribution of Iron ore, Copper, Bauxite, Manganese, Coal, Petroleum.

Unit- 3: Petrological characteristics, Classification, distribution and economic importance of Dharwar, Vindhyan, Lower Gondwana & Tertiary system.

Unit- 4: Classification of Rocks, Igneous, Sedimentary, Metamorphic rocks, Metamorphism, Igneous activities in India.

Unit- 5: Geological Evolution of Himalayas, Chotanagpur, Rajmahal highlands, Deccan Lave. Aravali.

Group-C (Land Use And Agriculture)

Unit- I: Meaning and scope of land use and agricultural Geography. History of Land Use, Survey of England, World land use survey, Classification of Land Use in India.

Unit- 2: Factors of Land Use- Physical, Cultural and l.ocational, Land capability classification.

Unit- 3: Origin and History of agriculture, Factors of agriculture-Social and techno-economic.

Unit- 4: Types of fanning-Subsistence farming, Commercial grain fanning. Plantation agriculture, Dairy fanning.

Unit- 5: Development of agriculture in India. Crop combination in India, Agricultural regions of India, Agricultural planning in India. Agriculture and food supply in India.

Group-D (Cartography and Map Making)

Unit- I: Definition of astronomical terms and their relations.

Unit- 2 : Determination of latitude with the help of meridian altitude of star, Longitude, with the help of meridian altitude of star, Longitude and solar time, sidereal time, equation of time.

Unit- 3: Principle and nature of map projections, Mathematical construction, Properties and use of the following map projection (but not coordinate). Zenithal-equal area, Genomonic, conical-simple conical projection with one standard parallel, I Bonne's projection, Constant of Cone. Cylindrical-equal area and Mercator.

Unit- 4: Acquaintance with Theodolite, Sextant, Principle of Sextant, Determination of shape and size of the earth, scales and their types scale of sphere and cube, scale of circle & square. Vernier scale, Logarithmic scale.

Unit- 5: Mechanism for the construction of Maps and Atlas Symbols. Format of map, survey of India maps, Modern techniques of map making, Photogrammetry and Interpretation of aerial Photographs.

Group-E (Political Geography)

Unit- I: Meaning and scope of Political Geography, Contributions of Retzel, Haushofer, Mackinder, Mackinder, mahan and Spykmen.

Unit- 2: Concept of state and nations, locations, shape and size of the State, capital and core areas, population growth and size, language and religion.

Unit- 3: Distinction between frontier and boundaries, Evolution of boundaries, Function of boundaries, Delimitation of the territorial water and problems involved, Right to passage, across straits and narrow areas.

Unit- 4: Federation. Unitary System. Power Blocks, Economic Groupings, Political Groupings.

Unit- 5: Tension in the Middle East, South Africa, India's boundary problem Political Geography of the Indian Ocean, National Integration in India.

Group-F (Regional Planning)

Unit- I: Definition, scope and content of regional planning. Methods and technique used in regional surveys, census and sample surveys.

Unit- 2: Planning in India. Regional imbalances and inequalities in India. Five year, Multilevel planning in India.

Unit- 3: Regional Planning in Agriculture-Community Development Projects, Green Revolution, integrated rural development Programme.

Unit- 4: Regional pattern of Industrial development in India. Factors of industrial Location, Rural Industrialization, Service Industries.

Unit-5: Urbanization in India, central places and growth poles, City-Region Concept and Methods of Delimitation, Metropolitan Planning and Development.

Group-G (Urban Geography and Planning)

Unit- 1: Concept and scope of urban geography, Origin and evolution of towns, Site and situation. Locational classification of towns.

Unit- 2: Urban Population growth, Structure and characteristics of Indian towns.

Urban growth concept: theories of Burgess, Hoyt and Harris Ullman.

Unit- 3: Urban land use, urban functions and functional classification, urban morphology.

Unit- 4: Inter-town and town-country relationship. City region and unland concept, core and fringe area concept of metropolitan region, Conurbation.

Unit- 5: Urban and Regional Survey Planning concept, Urban planning, Metropolitan planning and regional planning towns and cities as central places and growth poles, Master plan.

Group-H (Racial and Tribal Geography)

Unit- I: Definition and scope of racial and tribal geography, its relation with Anthropology, Sociology and Psychology, Evolution of man, man's place among primates, emergence of true man, Pre-historic man.

Unit- 2: Concept of Race- Physical determinants, classification of living races of the world, race and culture, races of pre-historic India, Paleolithic and Mesolithic, Controversy regarding classification of Indian races.

Unit- 3: Study of the following Races-Bushmen, Hottentots, Polyesian and Eskimos-their physical, economic and social characteristics.

Unit- 4 : Tribes of India-Habitat, Economy, Society, Economic grading, tribal organisation, social structure and customs.

Unit- 5 : Study of following tribes of Bihar-Munda, Oraon Santhal-their physical, economic; social and political characteristics,Impact of urbanisation and Industrialisation on tribes of Bihar.

GEOGRAPHY (Hons) -VIII

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

PRACTICAL

Time-6 Hours **Full Marks-75**

Unit- I: Plane Table, Resection with Plane Table, Open and Closed Traverse with prismatic compass level. -25 Marks.

Unit- II: Geological Section and Interpretation of Geological sheets. -15 Marks.

Unit- 3: Identification of Rocks and Minerals. -15 Marks.

Unit- 4: Project Report. A short analysis with maps based on field study and collection of data on any topic approved by the Head of the Department. -25 Marks.

Unit- 5: Record of practical Work and Viva-voce. -20 Marks

Environmental issues.

Syllabus for Four Year Integrated B.A.B.Ed
(Subject specialization)
POLITICAL Science (Honours)

Babasaheb Bhimrao Ambedkar Bihar
University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

Semester –I

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Political Theory

A. **Nature and scope of Political Science:**
1. Nature of politics 2. Nature and Scope of Political Science. 3. Inter disciplinary approach to the study of political science

B. **State:** 4. Nature and Elements of the state 5. Functions of the state liberalism, Socialism and welfare state.

C. **Sovereignty:** 6. Monism with special reference to Austin's Views. 7. Pluralism with special reference to Laski and MacIver.

D. **Political Ideas: 8.** Nature and sources of law. 9. Correlation of Liberty and Equality. 10. Laski's theory of Rights. 11. Freedom and Alienation.

E. **Democracy:** 12. Democracy –Requisites and problems. 13. Nature and Role of political Parties. 14. Nature of pressure groups and their role.

F. **Approaches:** 15. Political system- Legitimacy and political culture. 16. System approach and structural functional approach.

G. **Political Obligation and theories of State / Action:** 17. Idealism. 18. Marxism. 19. Gandhism.

Book Recommended:

1. **एस– वर्मा .पी . आधुनिक राजनीति के सिद्धांत**
2. **डॉ० श्यामा प्रसाद दुबे – आधुनिक राजनीतक विचारधाराएँ**

Semester –II

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Comparative Government And Politics

(With special reference to U.L., U.S.A., France, Switzerland & Nepal)

1. **Nature and scope of comparative government and Politics.**
2. **Executive system.**
3. **Legislative system.**
4. **Judicial System**
5. **Federal system**
6. **Procedure of Constitutional changes.**
7. **Party System** **8. Pressure Groups**

Book Recommended:

3. **गेना तुलनात्मक राजनीति –**
4. **जे सी चौधरी तुलनात्मक राजनीति और सरकार –**

Semester –III

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Indian Political System

1. Nature of Indian political system.
2. Preamble
3. Fundamental Rights and Duties.
4. Directive principal of state Policy
5. Union Government –Legislature, Executive and Judiciary.
6. State Government- Legislature, Executive and Judiciary.
7. Amendment Process.
8. Union – State Relation.
9. Base and Determinants of Indian political System-Cast, Regionalism and Communalism.
10. Political-Parties-Feature and Programmes of National Political Parties.
11. Pressure Groups.
12. Voting Behavior and Electoral Reforms.

Semester –IV

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

International Politics

1. Meaning, Nature and Scope.
2. Approach to the study of international Politics-Realist and system approach of Morton Kaplan.
3. Major Land marks of Inter-war period.
   (a) Versailles settlements (b) Locarno Agreement
   (c) Hitler's rise to power. (d) Cause of the Second World War.
   (e) Causes of the failure of the League of Nations.

POST WAR INTERNATIONAL POLITICS

4. Cold war and Detente.
5. Base of foreign policy.
6. Nature of principles of Indian's Foreign Policy.
7. Foreign policy of USA, China.
8. India's Relation with USA, Nepal, Pakistan, Sri Lanka and Bangladesh.
9. U.N.O. Aims and Objective.
10. Main Organ- Specially general Assembly, Security Council & Secretary General.
11. Non-aligned movement.
12. Feature of Post cold war International Politics.
13. Regional System-With Special reference to SAARC.

Semester –V

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Public Administration

1. Nature and scope.
2. Approaches to study of public Administration.
3. Role of public Administration in the Developing Countries.
4. Public and private administration.
5. Organization-Meaning and principles.
6. Forms of organization, Departments, Public Corporations, Independent Regulatory commission.
7. Field-Head Quarter Relationship.
8. **Personnel Administration:** Recruitment, Training and Promotion.

9. **Financial Administration:** Principles of sound Budget, Performance Budget and Budget Making process in India.
10. Role of Chief Executive.
11. Control over Administration-Parliamentary and Judicial.
12. Public Relation and Communication.
13. Problem of Public Administration in India.
14. Generalists Vs Specialists.

Semester –VI

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Political Thought

1. **Plato:** Justice, Education, Communism, Philosopher King and Ideal State.
2. **Aristotle:** Nature and purpose of state, Slavery, Citizenship and Revolution, Critique of Plato.
3. **Kautilya:** Monarchy and Saptang.
4. **Hobbes:** Sovereignty and Individualism.
5. **Locke:** Natural Rights and Liberalism.
6. **Rousseau:** General Will.
7. **Machiavelli:** As a first Modern Political Thinker and Ethics and Morality.
8. **Montesquieu:** General Contribution.
9. **Hegel:** Idealism and State.
10. **J.S. Mill:** Theory of Liberty and as a Utilitarian.

Semester –VII

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Group-B: local Self Government-India & England VII
(With special reference to Bihar)

1. **Nature and Importance of local self government.**
2. **Problems of local self government in India .**

3. Evolution of local self govt. in India.
4. Stature and functional of municipalities and municipal corporations (in the light of 74ts constitutional Amendment).
5. Stature and functional of panchyat raj system with reference to recent changes (Including 73rd constitutional amendment and bihar panchyati raj act, 1993).
6. Regional development Authority.
7. State control over local bodies in India.
8. Chief excutive officer/Special officer for municipalities in bihar.
9. Stature of British local self government (Old and New).
10. Government of London.
11. Role of committees.
12. Municipal finance with particular reference to rates.
13. Control over local bodies.

Semester –VIII

POLITICAL Science

संपर्क-घंटे	: 5 प्रति सप्ताह
परीक्षा-अवधि	: 3 घंटे
अधिकतम	: 100 अंक
सत्र-अंत	: 75 अंक
आंतरिक	: 25 अंक

Group-C: National Movement & Constitutional Development of India

1. Birth of the Indian National congress-Causes and Early politics.
2. Extremists and moderates Method –Ideologies and movements.
3. Rise of communal politics.
4. The First World War and its impact on Indian politics Home rule movement and lucknow pact.
5. Montford reforms, 1919.
6. Non-Cooperation movement.
7. The Simon commission.
8. The civil disobedience movement.
9. The govt. of India Act, 1935
10. Cabinet Mission. Mountbatten Plan, partition of India.
11. Independence to India: Factors and Indian Independence Act, 1947.

Syllabus for Four Year Integrated B.A.B.Ed
(Subject specialization)

ECONOMICS (Hons.)

Babasaheb Bhimrao Ambedkar Bihar University Muzaffarpur (Bihar)

(Based on NCTE Curriculum Framework for Four year Intigrated B.Ed. Programme)

ECONOMICS (Hons.) Semester I

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Micro Economics

1. Nature and scope of Economics, micro and Micro Economics, Static and Dynamic Economics.
2. Micro-Theory of Consumption, Utility and Analysis, Indifference curves and revenue curves Analysis, Elasticity of Demand.
3. Concept of cost of revenue, Analysis of Cost curve and Revenue curves.
4. Production Function-Law of Return, Isoquants.
5. Theory of Price –Price Determination under perfect Competition, Monopoly and monopolistic competition.
6. Distribution- Marginal Productivity, Theory of distribution, Rent-the Ricardian and modern theories. Wages- The demand and supply theory of wages ; wage determination under collective Bargaining ;Interest- The classical and liquidity preference theory of interest; Profit-knight's and Schumpeter's Theory of Profit.

Book Recommended:

1. M.L. Seth – Micro Economics.
2. L.M. Roy – Arthashastra ke Siddhant.

ECONOMICS (Hons) Semester-II

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Micro Economics

1. Money-Role of money in the economy system, Value of money .Transaction and cash – balance approach of the quantity. Theory of Money, Income and expenditure approach. Inflationary gap, method of control inflation, Objective of monetary Policy.
2. National Income, The theory of income determination, Keynesian theory of effective demand, Consumption Function, multiplier Liquidity function. Investment Function.
3. Banking-Principal of commercial Banking, Credit Creation, Function of Central Bank, Method of credit control.
4. International Monetary system, Gold Standard, I.M.F.I.B.R.D., I.F.C. & I.D.A.

5. International-Trade-Role of International Trade in Economy Development, Ricardian Theory and Hacksher Ohlin Formulation-Gains from International trade, Balance of payment and method of correcting adverse of payment.

Books Recommended:

1. M.L. Seth-Macro Economy
2. L.M. Roy Maudrik Arthashashra.

ECONOMICS (Hons.) Semester -III

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Economic Problems of India since Independence

1. Basic Characteristic of the Indian Economy. India's national income and trends in its growth.
2. Size and growth of population policy and programmes.
3. **Agriculture:** Role of agriculture in Economic development. Productivity trends. Instability in Production and Its impact on food supply, green revolution.
4. **Land Reforms:** The need of Reforms, Abolition of intermediaries, Ceiling on land holding, The Size of the land holding and productivity, Co-Operative and collective farming.
5. **Credit:** Source of credit, Co-Operative credit system, Land Development Banks Nationalized commercial banks, Lead Bank Scheme: Rural Bank NABARD.
6. ***Agricultural Labour*:** Wage and living conditions, Minimum wage legislation and its Implementation.
7. **Industries:** Industrial development, large Industries-Iron &Steel. Sugar, cotton, Textile and cement.
8. Small scale Industries their role in economic development, Problem of small scale and cottage industries, small scale industries under Five Year Planes.
9. Industrial Finance, Sources of finance, Working and performance of IFC. SFC & IDBI.
10. Industrial Labour, Trade union Movement in India, labour Welfare and Social Security measure.
11. Foreign Trade: Trends, Composition and direction of India's foreign trade.
12. **Transport:** Role of transport in Economic development Rail and Road under five year plans.
13. **Unemployment:** nature and volume Employment-Programmes under the five year plan, N.R.E.P.
14. Price trends in India since 1951.
15. **Planning in India:** Seventh Five year plan-Objective, Strategy priorities and Financial Recourse-Poverty alleviation programs under 7^{th} five year plan.

ECONOMICS (Hons.) Semester -IV

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Public Economics

1. Nature of public economics.
2. **Public Finance:** Principle of maximum social advantages.
3. Cost and benefit theory of taxation. Ability to pay Principle. Taxable capacity Incidence and effects of taxation.
4. **Type of tax:** Direct and Indirect taxes, Proportional and progressive tax.
5. **Public Expenditure:** Growth of public expenditure, effects of public expenditure.
6. **Public Debt:** Type of public dept, Burden and different forms of debt repayment.
7. Principles of federal finance.
8. **Public enterprises:** Objectives of public enterprises. Type of public enterprises. Forms of management, Price policy of public enterprises, Profitability and accountability of public enterprises, Growth of public sector in India since 1948.Performance of public enterprises in India since and full employment in India.
9. Unemployment and employment in India

ECONOMICS (Hons Semester -V

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Principal of Economic Growth & Planning

1. Meaning and measurement of Economic Growth.
2. **Factor of Economic Growth:** Economic and non-Economic factor .Role of state in economic growth.
3. Characteristics of under-Development economy, Role of state in economics growth.
4. Capital formation and economic growth.
5. Foreign capital and economic growth.
6. Population and economic growth.
7. Technology and economic growth.
8. Stage of economic growth.
9. **Planning:** Need for planning, Objective of planning, Type of Planning, Planning by Inducement and planning by direction, physical and financial planning, capitalist and socialistic planning.
10. **Planning in India:** strategy and technology of Indian Planning, Planning process in India's Planning commission, National Development Council, Decentralized Planning.

ECONOMICS (Hons.) Semester VI

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Economic Development of U.K., USA, U.S.S.R. & JAPAN

Time- 3Hours **Full Marks- 100**

U.K.: Industrial Revaluation: Cause and Consequence, Agricultural Revolution; History of Agriculture science 1850, Commercial Revolution, decline of Economic power of Great Britain.
U.S.A.: American Economy science 1914, American Industry science 1914, Tariff Policy science 1914.
U.S.S.R.: State capitalism, war communism, New Economic policy, Scissor's crisis, Collectivisation of agriculture, Industrial development during post-war period-Tenth and eleventh five year plan of U.S.S.R.
JAPAN: Meiji Restoration: Industrial development and foreign trade science 1714, Economic recovery of Japan after the 2nd world war –small scale Industry in Japan.

ECONOMICS (Hons.) Semester -VII

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Static and Field work

Time- 3Hours **Full Marks- 100**

1. Definition and Scope of Statistics.
2. Measures of central tendency-Mean, Median and Mode.
3. Measures of Dispersion-Mean Deviation and Standard Deviation.
4. Census and sample Method of Investigation.
5. Primary and secondary data.
6. Index Number
7. Correlation.

ECONOMICS (Hons.) Semester -VIII (Special)

Contact Hours: 5 days per week
Exam Duration: :3 Hours
Maximum Marks: 100
Term End Exam : 75 Marks
Sessional : 25 Marks

Time- 3Hours **Full Marks- 75**

In this paper following will be the optional papers, students will have opt one of the following papers-

I. Labour Economics. II. Agriculture Economics. III. Business Organization and Industrial Economics, IV. Mathematical Economics and statics.

I. Labour Economics

Nature and Scope of labour Economics, Labour Market. Characteristic and peculiarities of Labur Migration, requirement and working contestation of Indian Labour Market, nature demand and supply of labour, wage determination, Collective Bargaining. Trade Unionism, Nature and functional and their role in economic development with reference to India.

Labur welfare measurement in India,Social security in India .

Industrial Dispute-Measures for promoting Industrial peace, Conciliation, Arbitration and Workers Participation in management.

II. Agricultural Economics

1. **Nature and Scope of Agriculture Economics:** Role of agriculture in developing economy – Land use pattern-Land reforms-Types of Farming (Peasant Proprietorship, Capitalist, Cooperative and collective) Farm Management Practices.
2. **Agricultural Finance:** Role of instructional financing in agricultural development (With special reference to India)
3. **Marketing Structure and marketing agencies:** The problem of marketable surplus and the problem of price Abroad Market Regulations.
4. **Farm Productivity:** Factor affecting productivity Technology and productivity, Instability in farm productivity, Measures for stabilization of agricultural Productivity.
5. **Agricultural Prices:** Annual, Seasonal, regional and cyclical variation in prices, prices Instability and income instability-Measures of price and income stabilization.
6. **Role of state in Agricultural Development:** New Strategy of agricultural development agricultural Development programmes in India.

III. Business Organization and Industrial Economics

Principal of modern industry: Division of labour, Standardization Scientific Management, Rationalization, Integration and combination-Horizontal Vertical. Factors governing the size of Business Unit, Concept of Optimum Firm, Combination, Factors Leading to Combination Trusts, Cartels, Syndicates, Holding, Companies, Multi-National Organization, of Marketing and Role of Merchant, Forms of Business organization, Industrial ownership-Partnership and joint stock Companies, Managing Agency System, Location of Industry, Monopoly-Causes of growth and effects, Control of Monopoly.

Instructional Study Capitalism and Socialism: Their features, Evils of capitalism, Allocation of resources under Capitalism and Socialism-Problem of Incentive- Workers control and joint control, inequality of income.

Industrial Organization in India-Key industries, Development of important industries during the plan period-Industries on the Private, Public and Joint Sectors. The Stature of public enterprises in India, Management of industries-Industrial Finance in India-State Policy towards industries in India

IV. Business Organization

Equation Function, Limit, Differential Co-Efficient. Determinant, Maries, elasticity of demand and Supply. Price theory and Mathematical analysis, Definition and Scope of statics, Classification and Tabulation of data, Diagrammatic and graphic representation of data Measures of central Tendency, mean, Median, Mode, harmonic Mean and Geometric Mean. Measures of dispersion; Range, Mean. Deviation and standard Deviation, Analysis of Time Series, Correlation. index Numbers Inter-Polation and extra-Polation.