

स्वामी विवेकानंद वि वविद्यालय,सिरोंजा सागर म.प्र.
**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**Four-year (Eight Semester)
Bachelor of Arts in Education
(B.A. B.Ed.) Integrated
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



SCHEME

ि शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ आर्ट्स इन एज्यूके ान

**Faculty of Education
B.A. B.Ed. Examination
I, II, Sem**

कुलसचिव
स्वामी विवेकानंद वि वविद्यालय, सिरोंजा, सागर (म.प्र.)

2018-19



B.A. B.Ed. FOUR YEAR COURSE
1ST SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 101	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 102	English	35	13	05	02	40	14	-	-		
	BABED FC 103	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 101	History	85	31	15	05	100	36	-	-	100	36
	BABED ECO 101	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED BED 101	Childhood and Growing up	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE

1ST SEMESTER

SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 101	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 102	English	35	13	05	02	40	14	-	-		
	BABED FC 103	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED ECO 101	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Economics	85	31	15	05	100	36	-	-	100	36
	BABED BED 101	Childhood and Growing up	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
1ST SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 101	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 102	English	35	13	05	02	40	14	-	-		
	BABED FC 103	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED ECO 101	Economics	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Criminology	85	31	15	05	100	36	-	-	100	36
	BABED BED 101	Childhood and Growing up	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
1ST SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 101	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 102	English	35	13	05	02	40	14	-	-		
	BABED FC 103	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 101	Geography	64	23	11	04	75	36	25	09	100	36
	BABED ECO 101	History	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED BED 101	Childhood and Growing up	75	30	25	10	100	40	-	-	100	40
Total			429	-	96	-	525	-	25	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
1ST SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 101	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 102	English	35	13	05	02	40	14	-	-		
	BABED FC 103	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 101	Geography	64	23	11	04	75	36	25	09	100	36
	BABED ECO 101	History	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED BED 101	Childhood and Growing up	75	30	25	10	100	40	-	-	100	40
Total			429	-	96	-	525	-	25	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
2nd SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min		
Foundation course	BABED FC 201	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 202	English	35	13	05	02	40	14	-	-		
	BABED FC 203	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 201	History	85	31	15	05	100	36	-	-	100	36
	BABED ECO 201	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED BED 201	Education in India-Status Problems & Issues	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
2nd SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 201	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 202	English	35	13	05	02	40	14	-	-		
	BABED FC 203	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 201	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED ECO 201	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Economics	85	31	15	05	100	36	-	-	100	36
	BABED BED 201	Education in India-Status Problems & Issues	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
2nd SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 201	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 202	English	35	13	05	02	40	14	-	-		
	BABED FC 203	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 201	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED ECO 201	Economics	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Criminology	85	31	15	05	100	36	-	-	100	36
	BABED BED 201	Education in India-Status Problems & Issues	75	30	25	10	100	40	-	-	100	40
Total			450	-	100	-	550	-	-	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)
2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
2nd SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 201	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 202	English	35	13	05	02	40	14	-	-		
	BABED FC 203	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 201	Geography	64	23	11	04	75	36	25	09	100	36
	BABED ECO 201	History	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Sociology	85	31	15	05	100	36	-	-	100	36
	BABED BED 201	Education in India-Status Problems & Issues	75	30	25	10	100	40	-	-	100	40
Total			429	-	96	-	525	-	25	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)



B.A. B.Ed. FOUR YEAR COURSE
2nd SEMESTER
SCHEME

Subject Code		Subject Name	Theory						Practical		Total	
			Paper		CCE		Total Marks					
			Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
Foundation course	BABED FC 201	Moral Values & Language-1	50	18	10	04	60	22	-	-	150	36
	BABED FC 202	English	35	13	05	02	40	14	-	-		
	BABED FC 203	Development of Entrepreneurship	35	13	15	05	50	18	-	-		
Compulsory subject	BABED POL 201	Geography	64	23	11	04	75	36	25	09	100	36
	BABED ECO 201	History	85	31	15	05	100	36	-	-	100	36
	BABED CRI 101	Political Science	85	31	15	05	100	36	-	-	100	36
	BABED BED 201	Education in India-Status Problems & Issues	75	30	25	10	100	40	-	-	100	40
Total			429	-	96	-	525	-	25	-	550	-

Note- 1 - B.A. – Minimum Passing Marks in 36% (As it is / Running B.A. Courses)

2 - B.Ed. – Minimum Passing Marks in 40% (As it is / Running B.Ed. Course)

स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)

**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**As per model syllabus of U.G.C. New Delhi, drafted by
Central Board of Studies and Approved by Higher
Education and the Governor of M.P.**



**कला एवं समाज विज्ञान संकाय
Faculty of Arts & Social Science
Syllabus & Prescribed Books
Subject-Sociology**

**B.A. Semester Examination 2016-17
I & II Semester
(10+2+3)**

**कुलसचिव
स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)**

विषय – समाजशास्त्र

सत्र-2016-17

प्रथम, द्वितीय, तृतीय, चतुर्थ, पंचम एवं षष्ठ सेमेस्टर
के लिये अंकों के वितरण का प्रस्ताव

प्रश्न पत्र –100 अंक

मुख्य परीक्षा का प्रश्न पत्र – 85 अंक
सी.सी.ई. – 15 अंक

5 दीर्घ उत्तरीय प्रश्न – $5 \times 10 = 50$
(प्रत्येक इकाई से एक प्रश्न)

5 लघु उत्तरीय प्रश्न – $5 \times 4 = 20$
(प्रत्येक इकाई से एक प्रश्न)

15 वस्तुनिष्ठ प्रश्न – 15 वस्तुनिष्ठ प्रश्न – $15 \times 1 = 15$
(प्रत्येक इकाई से तीन प्रश्न)

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise single paper syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.

उच्च शिक्षा विभाग, म.प्र. उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये एकल प्रश्न पत्र प्रणाली अनुसार सेमेस्टर पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
(Session-2016-17)

Class / कक्षा :	B.A. I
Semester / सेमेस्टर :	Semester First
Subject / विषय :	Sociology
Title of Subject Group :	समाजशास्त्र का परिचय
विषय समूह का शीर्षक :	
Compulsory / अनिवार्य या Optional	Compulsory
Max. Marks अधिकतम अंक :	85 CCE Marks : 15

Particulars / विवरण

Unit-1	Meaning of Sociology, Definition Subject Matter, Scope and Importance, Nature of Sociology, Sociological Perspective, Sociology and other Social Sciences, The scientific and humanistic orientations to sociological study.
इकाई – 1	समाजशास्त्र का अर्थ, परिभाषा, विषयवस्तु, क्षेत्र एवं महत्व, समाजशास्त्र की प्रकृति, समाजशास्त्रीय परिपेक्ष्य, समाजशास्त्र एवं अन्य समाज विज्ञान, समाजशास्त्र का वैज्ञानिक एवं मानवीय उन्मुखीकरण
Unit-2	Society, Community, Institutions, Associations, Social Group, Status-and Role Social structure, Culture.
इकाई – 2	समाज, समुदाय, संस्था, समिति, सामाजिक समूह, प्रस्थिति एवं भूमिका, सामाजिक संरचना, संस्कृति
Unit-3	Relationship between individual and society, Sociolization Social Control, Values and Norms Social Stratification and Social mobility – Meaning, forms and theories
इकाई – 3	व्यक्ति एवं समाज में सम्बन्ध, समाजीकरण, सामाजिक नियंत्रण, मूल्य एवं आदर्श नियम, सामाजिक स्तरीकरण, सामाजिक गतिशीलता – अर्थ, स्वरूप (Forms) एवं सिद्धांत.
Unit-4	Social Change- Meaning and type, factors of social change and theories. Evolution and Development, Progress, revolution.
इकाई – 4	सामाजिक परिवर्तन – अर्थ एवं प्रकार, सामाजिक परिवर्तन के कारक एवं सिद्धांत, उद्विकास तथा विकास, प्रगति, क्रान्ति,
Unit-5	Introduction to Applied Sociology, Sociology and social problems, Professional Utility of Social Welfare and Social Security, The Role of Sociology in the formation of Policy and its Implementation.
इकाई – 5	व्यवहारिक समाजशास्त्र (Applied Sociology) का परिचय, समाजशास्त्र एवं सामाजिक समस्याएँ, सामाजिक कल्याण एवं सामाजिक सुरक्षा की व्यावसायिक उपादेयता, समाजशास्त्र की नीति निर्माण एवं क्रियान्वयन में भूमिका

Recommended Books:

1. आर.जी.सिंह
2. धर्मवीर महाजन
3. एम.एल.गुप्ता एवं डी.डी. शर्मा
4. जी.के. अग्रवाल
5. डी.एस. बघेल
6. टी.बी.बॉटोमोर

समाजशास्त्र परिचय
समाजशास्त्र का परिचय
यूनिफाइड समाजशास्त्र
यूनिफाइड समाजशास्त्र
यूनिफाइड समाजशास्त्र
समाजशास्त्र

म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल
विवेक प्रकाशन, नई दिल्ली
साहित्य सदन, आगरा
साहित्य भवन, आगरा
कैलाश पुस्तक सदन, भोपाल
भारतीय संस्करण, मुम्बई

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise single paper syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.

उच्च शिक्षा विभाग, म.प्र. उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये एकल प्रश्न पत्र प्रणाली अनुसार सेमेस्टर पाठ्यक्रम
केन्द्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
(Session- 2016-17)

Class / कक्षा :	B.A. I
Semester / सेमेस्टर :	Semester Second
Subject / विषय :	Sociology
Title of Subject Group :	भारतीय समाज
विषय समूह का शीर्षक :	
Compulsory / अनिवार्य या Optional / वैकल्पिक:	Compulsory
Max. Marks अधिकतम अंक :	85 CCE Marks : 15

Particulars / विवरण

Unit-1	Religion, Varna, Ashram, Karma, Purushartha and Sanskar, Field based Studies and their importance.
इकाई-1	धर्म, वर्ण, आश्रम, कर्म, पुरुषार्थ तथा संस्कार, क्षेत्र आधारित अध्ययन एवं उनका महत्व
Unit-2	The structure of Indian Society- Villages, Cities, Rural Urban Continuum, Unity in Cultural Diversity of Indian Society.
इकाई-2	भारतीय समाज की संरचना – गाँव, नगर, ग्रामीण नगरीय सातत्य, (Continuum) भारतीय समाज की सांस्कृतिक विविधता में एकता.
Unit-3	Problems and Solutions of Scheduled Caste, Scheduled Tribe and other Backward Classes, Problems of Women and Women Empowerment.
इकाई – 3	अनुसूचित जाति, अनुसूचित जनजाति एवं अन्य पिछड़ा वर्ग की समस्याएँ एवं समाधान, महिलाओं की समस्याएँ एवं महिला सशक्तीकरण
Unit-4	Changing Status of Basic Institutions in Indian Society: Caste, Kinship, Family , and Marriage.
इकाई – 4	भारतीय समाज में आधारभूत संस्थाओं की परिवर्तनशील स्थिति; जाति, नातेदारी, परिवार एवं विवाह
Unit-5	Change and transformation in Indian society, Nation building Tradition and Modernity, Impact of Globalization.
इकाई – 5	भारतीय समाज में परिवर्तन तथा रूपांतरण, राष्ट्र निर्माण, परम्परा तथा आधुनिकता, भूमण्डलीकरण का प्रभाव.

Recommended Books:

1. आर.जी.सिंह
2. धर्मवीर महाजन
3. एम.एल.गुप्ता एवं डी.डी. शर्मा
4. जी.के. अग्रवाल
5. डी.एस. बघेल
6. टी.बी.बॉटोमोर
7. पाटिल एवं भदौरिया
8. सिंह राम गोपाल

समाजशास्त्र परिचय
समाजशास्त्र का परिचय
यूनिफाइड समाजशास्त्र
यूनिफाइड समाजशास्त्र
यूनिफाइड समाजशास्त्र
समाजशास्त्र
भारतीय समाज
भारतीय समाज

म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल
विवेक प्रकाशन, नई दिल्ली
साहित्य सदन, आगरा
साहित्य भवन, आगरा
कैलाश पुस्तक सदन, भोपाल
भारतीय संस्करण, मुम्बई
म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल
म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल 2011.

Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the
Governor of M.P.

उच्च शिक्षा विभाग म.प्र.शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम केदीय अध्ययन मण्डल द्वारा अनुशंसित तथा
म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2018-2019

Subject code	: FC 101
Class	: B.A./B.Sc./B.Com./B.Sc. (Home Science) BCA/B.A. (M gt.) 1 Year
Semester	: I
Subject	: Foundation Course (आधार पाठ्यक्रम)
Paper	: I
Title of Paper	: नैतिक मूल्य औ र भाषा (Moral Values & Language)
Compulsory/Optional	: Compulsory
Max. Marks	: 85 (Moral Education -15, Hindi – 35, English -35)

Particulars / विवरण

Part - A

Unit - 1	नैतिक मूल्य 1. नैतिक मूल्य परिचय एवं वर्गीकरण- डॉ. शशि राय 2. आचरण की सम्भता - सरदार पूर्ण सिंह	15
Unit - 2	हिन्दी भाषा 1. स्वतंत्रता पुकारती (कविता) - जयशंकर प्रसाद 2. जाग तुझको दूर जाना (कविता) - महादेवी वर्मा 3. उत्साह (निबंध) - रामचन्द्र शुक्ल 4. शिरीष के फूल (ललित निबंध) - हजारी प्रसाद द्विवेदी 5. वाक्य संरचना और अशुद्धियाँ (संकलित)	17
Unit- 3	हिन्दी भाषा 1. नमक का दारोगा (कहानी) - प्रेमचन्द्र 2. हार की जीत (कहानी) - सुदर्शन 3. भगवान बुद्ध (निबंध) - स्वामी विवेकानंद 4. लोकतंत्र एक धर्म है (निबंध) - सर्वपल्ली राधाकृष्णन 5. पर्यायवाची- विलोम शब्द, एकार्थी-अनेकार्थी शब्द, शब्दयुग्म (संकलित)	18

Part - B

Unit- 4	English Language 1. John Keats : Ode to a Nightingale 2. Rabindra Nath Tagore : Where the Mind is Without Fear 3. Rajgopalachari : Preface to the Mahabharata 4. J.L. Nehru : Tryst with Destiny	17
Unit- 5	English Language Comprehension/ Unseen Passage Composition and Paragraph writing (Based on the expansion of an idea) Basic language skills : vocabulary, synonyms, antonyms, word formation, prefixes, suffixes, confusing words, misused words, similar words with different meanings. proverbs Basic language skills : Grammer and Usage, Tenses, Prepositions, determiners, countable/ uncountable nouns, verbs, articles and adverbs.	18

* सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 85 (15+35+35) अंक और आन्तरिक मूल्यांकन (सीसीई) हेतु पृथक से 15 (5+5+5) अंक निर्धारित है।

Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the
Governor of M.P.

उच्च शिक्षा विभाग म.प्र.शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम केदीय अध्ययन मण्डल द्वारा अनुशंसित तथा
म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2018-2019

Subject code	: FC 101
Class	: B.A./B.Sc./B.Com./B.Sc. (Home Science) BCA/B.A. (M gt.) 1 Year
Semester	: I
Subject	: Foundation Course (आधार पाठ्यक्रम)
Paper	: II
Title of Paper	: उद्यमिता विकास
Compulsory/Optional	: Compulsory
Max. Marks	: 50 (Theory 35+CCE 15)

Particulars / विवरण

Particulars

इकाई - 1	उद्यमिता-परिभाषा, विशेषताएँ एवं महत्व, एक उद्यमी के प्रकार एवं कार्य, उद्यमिता अभिप्रेरणा घटक।	
इकाई - 2	<p>अ) लक्ष्य प्राप्ति की प्रेरणा एवं विचारों की स्थापना।</p> <p>लक्ष्य निर्धारण एवं चुनौती का सामना।</p> <p>समस्या समाधान एवं सृजनात्मकता।</p> <p>क्रमबद्ध योजना एवं क्षमता की दिशाबद्धता।</p> <p>आत्मविश्वास का विकास।</p> <p>ब) सम्प्रेषण कला। शब्दिक व अशब्दिक सम्प्रेषण प्रभावित करने की क्षमता।</p> <p>सम्प्रेषण की आधुनिक तकनीक</p>	
इकाई - 3	<p>अ) परियोजना प्रतिवेदन</p> <p>चुनी हुई प्रक्रिया का मूल्यांकन</p> <p>विस्तृत परियोजना प्रतिवेदन- आवश्यकता एवं प्रासंगिकता परियोजना प्रपत्र के प्रमुख भाग, परियोजना प्रतिवेदन तैयार करना।</p> <p>ब) संगठन के प्रकार का चयन-एकाकी व्यवसाय, साझेदारी एवं सहकारी समिति का अर्थ एवं विशेषताएँ संगठन के चयन को प्रभावित करने वाले घटक।</p> <p>स) आर्थिक प्रबंधन</p> <p>वित्तीय संस्थान एवं बैंको की भूमिका, बैंकिंग, वित्तीय योजना, कार्यशील पूँजी-मूल्यांकन तथा प्रबंधन, लागत व मूल्य निर्धारण तथा लाभ का मूल्यांकन, आर्थिक लेखा-जोखा रखना।</p>	

इकाई - 4	<p>अ) उत्पादन का प्रबंधन, कच्चा माल क्रय करने की प्रक्रिया</p> <p>चल सम्पत्ति/माल का प्रबंधन</p> <p>गुणवत्ता प्रबंधन</p> <p>कर्मचारी प्रबंधन</p> <p>पैकिंग</p> <p>ब) विपणन प्रबंधन</p> <p>विक्री एवं बेचने की कला</p> <p>बाजार की समझ एवं विपणन नीति</p> <p>उपभोक्ता प्रबंधन</p> <p>समय प्रबंधन</p>	
इकाई - 5	<ol style="list-style-type: none"> नियामक संस्थाओं की भूमिका-जिला उद्योग केन्द्र, प्रदूषण निवारण मंडल, खाद्य एवं औषधि प्रशासन, विद्युत विभाग तथा नगर निगम का विशेषअध्ययन। विकासात्मक संस्थाओं की भूमिका, खादी एवं ग्रामीण आयोग/बोर्ड, मध्यप्रदेश वित्त निगम, अनुसूचित बैंक, मध्य प्रदेश का महिला आर्थिक विकास निगम। स्वरोजगार मूलक योजनाएँ - प्रधानमंत्री रोजगार योजना, स्वर्ण जयंती शहरी रोजगार योजना, रानी दुर्गावती स्वरोजगार योजना, दीनदयाल स्वरोजगार योजना। विभिन्न अनुदान योजनाएँ- लागत पूँजी अनुदान, ब्याज अनुदान, प्रवेश कर से छूट, परियोजना प्रतिवेदन, प्रतिपूर्ति अनुदान आदि। महिला उद्यमियों हेतु विशेष प्रेरणाएँ, संभावनाएँ एवं समस्याएँ। मध्य प्रदेश आदिवासी वित्त विकास निगम की योजनाएँ, म.प्र. अन्त्यावसायी निगम की योजना, म.प्र. पिछड़ा वर्ग एवं अल्पसंख्यक वित्त विकास निगम की योजनाएँ। 	

* सैद्धान्तिक परीक्षा हेतु उपरोक्तानुसार 35 अंक और आन्तरिक मूल्यांकन (सीसीई) हेतु 15 अंक निर्धारित हैं।

स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)

**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**As per model syllabus of U.G.C. New Delhi, drafted by
Central Board of Studies and Approved by Higher
Education and the Governor of M.P.**



**कला एवं समाज विज्ञान संकाय
Faculty of Arts & Social Science
Syllabus & Prescribed Books
Subject-History**

**B.A. Semester Examination 2016-17
I & II Semester
(10+2+3)**

**कुलसचिव
स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)**

Department of Higher Education, Govt. Of M.P.,
Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the Governor of M.P.
उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2016-2017

Subject Code	: HIS 101
Class / कक्षा	: B.A
Semester / सेमेस्टर	: प्रथम
Subject / विषय	: इतिहास
Title of Subject Group /	: History of India – from Earliest Time to 1200 A.D.
विषय समूह का शीर्षक	: भारत का इतिहास – प्रारंभ से 1200 ई. तक
Max. Marks / अधिकतम अंक:	: 85 Note : CCE-15 Marks

Particular / विवरण

Unit	Syllabus	Periods
Unit I	(English) History- its concept, nature, scope and significance. Survey of sources, land, environment and people. Indian Pre historic age, Palaeolithic culture – traditions and geographical distribution. Mesolithic culture, Distribution, Cultural developments with special reference to Rock art.	6hrs
	(हिन्दी) इतिहास की अवधारणा, स्वरूप, क्षेत्र एवं महत्व। इतिहास के स्रोतों का सर्वेक्षण। भूमि, पर्यावरण व जन, भारतीय प्रागैतिहासिक काल, पुरापाषाण कालीन संस्कृति— परम्परा एवं भौगोलिक विस्तार। मध्य पाषाणकालीन संस्कृति—विस्तार, सांस्कृतिक विकास, शैल चित्रकला के विशेष संदर्भ में।	
Unit II	(English) Saraswati / Sindhu Civilization (Harapan Civilization) - origin, extent & decline. Saraswati / Sindhu Civilization – Social, Economic & Cultural life, Vedic Culture - Society, Polity, economy, culture and religion, Iron age - culture in India / Development of Science and Technology, Vedic Culture-Social Condition—Varna, Jati, Occupational categories, marriage, Sixteen sansakars and Four purusharthas.	6hrs

	(हिन्दी)	सरस्वती /सिन्धु सभ्यता (हड़प्पा सभ्यता)–: उदय, विस्तार एवं पतन, सरस्वती /सिन्धु सभ्यता का सामाजिक, आर्थिक एवं सांस्कृतिक जीवन, वैदिक सभ्यता: राजनैतिक, एवं आर्थिक दशा, धर्म एवं संस्कृति, भारत में लौहयुगीन संस्कृति; विज्ञान एवं तकनीकी; वैदिक कालीन सामाजिक दशा–वर्ण, जाति, व्यावसायिक श्रेणियाँ, विवाह, सोलह संस्कार एवं चार पुरुषार्थ।	
Unit III	(English)	Sixteen Mahajanpads, Rise of new religious movements in North India. Buddhism and Jainism - its principles, rise and fall; Alexander's invasion and its impact; The Mauryan Empire – Administration and economy, Ashoka's "Dhamma" Mauryan art and architecture. Post Mauryan Period: Sungas, Kshatrapas. Sathavahanas and Kushanas - Political social, economic and cultural condition.	6hrs
	(हिन्दी)	सोलह महाजनपद, उत्तर भारत में नये धार्मिक आन्दोलनों का उदय, बौद्ध एवं जैन धर्म के सिद्धांत, उत्थान और पतन। सिकंदर का आक्रमण एवं उसके प्रभाव, मौर्य साम्राज्य–प्रशासन और अर्थ व्यवस्था, अशोक का 'धम्म', मौर्य कला एवं स्थापत्य। मौर्योत्तर युग:– शुंग, क्षत्रप, सातवाहन एवं कुषाण–राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन	
Unit IV	(English)	Gupta Empire - Political, social, economic and cultural life. Harsha Vardhan and his times. Important dynasties of the north: Social, Economic and Cultural conditions during Gurjar Pratihara, Kalchuries, Chandelas, and Permaras age.	6hrs
	(हिन्दी)	गुप्त साम्राज्य–राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक जीवन। हर्ष एवं उसका युग; उत्तर भारत के प्रमुख राजवंश –गुर्जर–प्रतिहार, कलचुरि, चन्देल एवं परमार कालीन, सामाजिक, आर्थिक, एवं सांस्कृतिक परिस्थितियाँ।	
Unit V	(English)	Important dynasties of south: Rastakutas, cholas, Pallavas and chalukyas – socio - economic and cultural life. Sangam Age India's relations with South East Asian countries and Srilanka , Arab invasion - Mohammad bin Qasim: - Mahmud Gazanavi and Mohammad Ghorī - Its impact.	6hrs

	(हिन्दी)	<p>दक्षिण भारत के प्रमुख राजवंश—राष्ट्रकूट चोल, पल्लव, चालुक्य—सामाजिक आर्थिक सांस्कृतिक जीवन। संगम युग। भारत के पड़ोसी देशों से सम्बन्ध— दक्षिण—पूर्वी एशिया, और श्रीलंका के साथ संबंध।</p> <p>अरब आक्रमण—मोहम्मद—बिनकासिम। महमूद गजनवी और मोहम्मद गौरी के आक्रमण व प्रभाव।</p>	
--	----------	--	--

Recommendation of Book	हिन्दी	<ul style="list-style-type: none"> • व्ही.डी. महाजन — प्राचीन भारत का इतिहास • बी.एन. लूनिया — प्राचीन भारत का इतिहास • ए.के. मजूमदार — प्राचीन भारत का इतिहास • एल.पी. शर्मा — प्राचीन भारत का इतिहास • ए.एल. बाशम — अद्भुत भारत • सत्यकेतु विद्यालंकार — वृहत्तर भारत • राजबली पाण्डेय — प्राचीन भारत का इतिहास • श्रीनेत्र पाण्डेय — प्राचीन भारत का इतिहास • दीनानाथ वर्मा — प्राचीन भारत का इतिहास • जवाहरलाल नेहरू — डिस्कवरी ऑफ इंडिया • Romila Thapar - History of India Vol I • D.N Jha - Ancient India- An Introductory Outline of Ancient Indian History • R.C. Majumdar, H.C. Raychoudhari, Kalikinkar Datta- An Advanced History of India • L.Mukharjee- Ancient India
---------------------------------------	--------	---

Department of Higher Education, Govt. Of M.P.,
Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the Governor of M.P.
उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2016-2017

Subject Code	: HIS 201
Class / कक्षा	: B.A
Semester / सेमेस्टर	: द्वितीय
Subject / विषय	: इतिहास
Title of Subject Group /	: Western World (Mid 15th Century to 1870)
विषय समूह का शीर्षक	: पाश्चात्य विश्व (15वीं शताब्दी के मध्य से 1870 ई. तक)
Max. Marks	: 85
	Note: CCE- 15 Marks

Particular / विवरण

Unit	Syllabus	Periods
Unit I	(English) The Beginning of Modern Era - Renaissance, Decline of Feudalism. Reformation and Counter Reformation - Rise of the Absolute State - Spain, France and Britain.	6hrs
	(हिन्दी) आधुनिक युग का प्रारंभ— पुनर्जागरण, सामन्तवाद का पतन। धर्म सुधार एवं प्रतिधर्म सुधार, निरंकुश राज्यों का उदय—स्पेन, फ्रांस, ब्रिटेन ।	
Unit II	(English) Economic Revolution of the Modern West – Mercantilism and Commercial Revolution. Beginning of Colonialism. Industrial Revolution and Emergence of New Social Classes.	6hrs
	(हिन्दी) आधुनिक पश्चिम की आर्थिक क्रांति— वाणिज्यवाद और व्यापारिक क्रांति, उपनिवेशवाद का प्रारम्भ। औद्योगिक क्रांति एवं नवीन सामाजिक वर्गों का उदय ।	
Unit III	(English) Glorious Revolution of 1688 A.D., American Revolution (1776 A.D.) – Nature, Causes and Impact. French Revolution (1789), Nature, Causes and Results.	6hrs

	(हिन्दी)	सन् 1688 ई. की वैभवपूर्ण क्रान्ति, अमेरिका की क्रान्ति (1776 ई.) – प्रकृति, कारण एवं प्रभाव । फ्रांसीसी क्रांति (1789 ई.) – प्रकृति, कारण एवं प्रभाव ।	
Unit IV	(English)	Age of Napoleon Bonaparte - Rise and Fall, Vienna Congress (1815), Age of Metternich, Concert of Europe, Revolution of 1830 and 1848 A.D. and their impact over Europe, Eastern Question upto Crimean war.	6hrs
	(हिन्दी)	नेपोलियन बोनापार्ट का युग – उसका उत्थान और पतन, वियना कांग्रेस (1815 ई.), मेटर्निख युग, यूरोप की संयुक्त व्यवस्था। सन् 1830 ई. और 1848 ई. की क्रान्ति और यूरोप पर प्रभाव, पूर्वी समस्या क्रीमिया युद्ध तक ।	
Unit V	(English)	Age of Conservatism, European exploitation of Asia and Africa, Liberalism in England – Act of 1832 and Chartist Movement, Act 1867 A.D. American Civil War, Napoleon III. Unification of Italy. Unification of Germany.	6hrs
	(हिन्दी)	अनुदारवादी युग, एशिया और अफ्रीका का यूरोप द्वारा शोषण, इंग्लैण्ड में उदारवाद। सन् 1832 ई का अधिनियम, चार्टिस्ट आन्दोलन 1867 ई का अधिनियम। अमेरिका का गृह युद्ध, नेपोलियन III, इटली का एकीकरण। जर्मनी का एकीकरण।	

Recommendation of Books	(हिन्दी)	<ul style="list-style-type: none"> • सी.डी. हेजन – यूरोप का इतिहास • ग्रान्ट एवं टेम्परले – यूरोप का इतिहास • दीनानाथ वर्मा – यूरोप का इतिहास • भटनागर एवं गुप्त – अर्वाचीन यूरोप का इतिहास • डॉ. विमल चंद्र पाण्डेय – यूरोप का इतिहास • डॉ. मनाजिर अहमद – यूरोप का इतिहास • बालकृष्ण पंजाबी – फ्रांस की क्रांति • डॉ. भगवान सिंह वर्मा – विश्व इतिहास • मथुरालाल शर्मा – यूरोप का इतिहास भाग 1-2 • पार्थसारथी एवं गुप्ता – यूरोप का इतिहास • देवेन्द्र सिंह चौहान – यूरोप का इतिहास • सी,डी,एम कैकल्बी- आधुनिक यूरोप
--------------------------------	----------	---

स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)

**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**As per model syllabus of U.G.C. New Delhi, drafted by
Central Board of Studies and Approved by Higher
Education and the Governor of M.P.**



**कला एवं समाज विज्ञान संकाय
Faculty of Arts & Social Science
Syllabus & Prescribed Books
Subject- Political Science**

**B.A. Semester Examination 2016-17
I & II Semester
(10+2+3)**

**कुलसचिव
स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)**

Department of Higher Education, Govt. of M.P.,
Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the Governor of M.P.
उच्च शिक्षा विभाग, म.प्र. शासन
Lukrd d{kkvka dsfy; s l etVj vuq kj i k B; Øe
dnh; v/; ; u e. My }kjk vuqkkl r rFkk e-izdsjkT; iky }kjk vuqkknr
(Session-2016-2017)

Subject Code	: POL 101
Class / कक्षा	: B.A I
Semester / सेमेस्टर	: First Semester/ प्रथम सेमेस्टर
Subject / विषय	: Political Science / राजनीति विज्ञान
Title of Subject Group /	: Political Theory
विषय समूह का शीर्षक	: राजनीतिक सिद्धांत
Max. Marks : अधिकतम अंक	: 85
	CCE Marks : 15

Particular / विवरण

Unit-I	Political Science – Definition, nature and scope Nature and significance of Political Theory. Methods: Traditional and Modern ; Relations with other social sciences : Sociology , History, Economics, Psychology and Geography.
इकाई—I	राजनीति विज्ञान – परिभाषा, प्रकृति एवं क्षेत्र। राजनीतिक सिद्धांत – प्रकृति एवं महत्व। अध्ययन पद्धति – परंपरागत एवं आधुनिक। अन्य सामाजिक विज्ञान से संबंध – इतिहास, अर्थशास्त्र, मनोविज्ञान एवं भूगोल।
Unit-II	State – Origin, Development and Elements. Power and Authority, Sovereignty; Pluralist Criticism; Citizenship and Civil Society. Globalization and State.
इकाई—II	राज्य – उद्भव विकास और तत्व। शक्ति और सत्ता। सम्प्रभुता: बहुलवादी आलोचना; नागरिकता एवं नागरिक समाज। वैश्वीकरण और राज्य।
Unit-III	Rights and Duties; Liberty, Equality and Justice. Democracy: Meaning, Types and Theories of Democracy, Theories of Representation and Welfare state.
इकाई—III	अधिकार और कर्तव्य । स्वतंत्रता, समानता और न्याय। लोकतंत्र – अर्थ, प्रकार एवं सिद्धांत, प्रतिनिधित्व के प्रजातंत्र के सिद्धांत, विकास एवं लोक कल्याणकारी राज्य।
Unit-IV	Legislature, Executive and Judiciary. Theory of Separation of Powers. Constitution: Meaning and types.
इकाई—IV	व्यवस्थापिका, कार्यपालिका एवं न्यायपालिका। शक्ति पृथक्करण का सिद्धांत, संविधान: अर्थ एवं प्रकार।
Unit-V	Concepts: Feminism, Human Rights. Corruption , Castism, Regionalism.
इकाई—V	अवधारणाएं : स्त्रीत्ववाद, मानव अधिकार, भ्रष्टाचार, जातिवाद एवं क्षेत्रवाद।

Suggested Readings :

1. Ashirvadam E0 Modern Political Theory
2. Sir E. Barker- Principles of Social and Political Theory Calcutta Oxford University 1976
3. Loski H.J. – A Grammar of Poltics0 London Allan University
4. D Held- Political Theory Cambridge Polity Press
5. Tripti Jain- Foundation of Politics – College Book Depot.
6. Verma S.P. – Modern Political Theory New Delhi Vikas 1983
7. Prof. A.D. Panth- Basis of Political Science Allahabad Publisher.
8. Dr. Om Nagpal- Fundamentals of Political Science, Kamal Publisher Indore.

Department of Higher Education, Govt. of M.P,
Under Graduate Semester wise Syllabus
As recommended by Central Board of Studies and approved by the Governor of M.P.
उच्च शिक्षा विभाग, म.प्र. शासन
स्नातक कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
Session- 2016-17

Subject Code	: POL 201
Class / कक्षा	: B.A I
Semester / सेमेस्टर	: Second Semester/ द्वितीय सेमेस्टर
Subject / विषय	: Political Science / राजनीति विज्ञान
Title of Subject Group /	: Indian Government and Politics
विषय समूह का शीर्षक	: भारतीय शासन एवं राजनीति
Max. Marks : अधिकतम अंक	: 85 CCE Marks : 15

Particular / विवरण

Unit-I	Brief History of the Indian National Movement The Making of Indian Constitution and its sources. Preamble of Indian Constitution. Basic Features of the Indian Constitution.
इकाई—I	भारतीय राष्ट्रीय आंदोलन का संक्षिप्त इतिहास। भारतीय संविधान का निर्माण एवं इसके स्रोत, भारतीय संविधान की प्रस्तावना, भारतीय संविधान की प्रमुख विशेषताएँ।
Unit-II	Fundamental Rights and Duties. Directive Principles of State Policy. Union Executive : President, Cabinet , Prime Minister
इकाई—II	मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निर्देशक सिद्धांत संघीय कार्यपालिका: राष्ट्रपति, मंत्रिमण्डल, प्रधानमंत्री
Unit-III	Indian Parliament : Lok Sabha, Rajya Sabha. The Supreme Court; Centre-State Relations; Election Commission
इकाई—III	भारतीय संसद – लोक सभा, राज्य सभा। सर्वोच्च न्यायालय, केन्द्र – राज्य सम्बंध, चुनाव – आयोग
Unit-IV	The State Government Executive Governor, Council of Ministers and Chief Minister State Legislature : Legislative Assembly and Legislative Council.
इकाई—IV	राज्य सरकार – कार्यपालिका – राज्यपाल, मंत्रिपरिषद एवं मुख्यमंत्री राज्य व्यवस्थापिका – विधानसभा एवं विधान परिषद।
Unit-V	Political Parties: National and Regional Parties. Major issues in Indian politics: Roll of Caste, Religion, Language, Region in Politics. Poverty – Alleviation and Electoral Reforms.
इकाई—V	राजनीतिक दल – राष्ट्रीय एवं क्षेत्रीय दल भारतीय राजनीति में जाति, धर्म, भाषा, क्षेत्रीयता की भूमिका गरीबी उन्मूलन एवं चुनाव सुधार

Suggested Readings :

1. A.G. Norani- Constitutional Questions in India the President Parliament and the State, Delhi, Oxford University Press 2000
2. J.C. Johari- Indian Government and Politics; Orient Longmans Publication, New Delhi
3. Rajani Kothari- Caste and Politics in India Orient Longmans Publication New Delhi.
4. Rajani Kothari- Politics of India, Orient Longmans Publicational Development of India.
5. Prof. R.N. Agrawal- National Movement and Constitutional Development of India.
6. Prof. Bipin Chandre- Indian National Movement, Vikas Publisher, New Delhi
7. D.D. Basu- Constitution of India, Vikas Publisher, New Delhi.
8. Prof. R.C. Agrawal- Indian National Movement and Indian Constitution

स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)

**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**As per model syllabus of U.G.C. New Delhi, drafted by
Central Board of Studies and Approved by Higher
Education and the Governor of M.P.**



**कला एवं समाज विज्ञान संकाय
Faculty of Arts & Social Science
Syllabus & Prescribed Books
Subjest- Economics**

**B.A. Semester Examination 2016-17
I & II Semester
(10+2+3)**

**कुलसचिव
स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)**

उच्च शिक्षा विभाग, मध्यप्रदेश सरकार की स्नातक सेमेस्टर पाठ्यक्रम एकल प्रश्नपत्र प्रणाली के तहत
केन्द्रीय अध्ययन मंडल से अनुशंसित और मध्यप्रदेश के राज्यपाल द्वारा अनुमोदित

**B. A. I Semester
(2016-2017)**

Subject Code	: ECO 101
Class	: B.A.
Semester	: FIRST
Subject	: ECONOMICS
Title of Subject Group	: Micro Economics
Max. Marks	: 85 Note C.C.E.- 15

Particulars /विवरण

Unit-1

Definition, Evolution, Scope & Nature of Economics, Methods of Economic Analysis -
Inductive & Deductive – Logic, Merits & Demerits.
Basic Concepts – Law of Demand and Supply.

इकाई- 1

अर्थशास्त्र की परिभाषा, उद्भव, क्षेत्र एवं प्रकृति, आर्थिक विश्लेषण की पद्धतियाँ—आगमन एवं निगमन—तर्क
गुण एवं दास्य ।
आधारभूत अवधारणाएँ – मांग एवं पूर्ति का नियम ।

Unit-2

Utility – Cardinal and Ordinal Approaches, Elasticity of Demand – Price, Income & Cross
Elasticity, Indifference Curve Analysis – Meaning, Characteristics, Consumer Equilibrium,
Consumer's Surplus.

इकाई- 2

mi ; kfsrk & x.kukokpd , o a Øeokpd n f"Vdksk] ekx dh ykp & dher] vk; , oavkMh ykp] rVLFkr
oØ fo'yšk.k&vFk] fo'kskrk, j mi HkkDrk dk l rgyu] mi HkkDrk dh cprA

Unit-3

Production – Laws of Production, Law of Variable Proportions, Return to Scale, Economies of
Scale, Iso-quants – Meaning and Characteristics, Concepts of Cost and Revenue – Total,
Marginal & Average.

इकाई- 3

mRi knu& mRi knu ds fu; e] i f joruZkhy vuq krka dk fu; e] i Økus ds i frQy] i Økus dh cpra l ek&i kn
oØ&vFk] fo'kskrk, j ykxr , o avkxe dh vo/kkj.kk, & dgy] l hekar , oavk] rA

Market – Concepts and Classification. Demand-Supply equilibrium.

Perfect Competition – Characteristics, Price and Output Determination for Firm and

Industry. Monopoly – Characteristics, Price and Output Determination.

Monopolistic Competition - Characteristics, Price and Output Determination.

इकाई- 4

Chk tkj & vo/kkj.kk, j , oaoxhZdj.kA ek&i frZ l kE; A

i w kʰ fr; kʰ xrk & fo' kʰ krk, w Qeʔ, oam | x s d s f y, dher , oam Ri knu fu / kʰ j . kA , d k f / k d j & fo' kʰ krk, j
dher , oam Ri knu fu / kʰ j . kA , d k f / k d j k R e d i f r; kʰ xrk & fo' kʰ krk, j dher , oam Ri knu fu / kʰ j . kA

Unit-5

Factor Pricing - Theory of Marginal Productivity of Distribution, Classical and Modern Theories of Wages, Rent, Interest and Profit.

इकाई- 5

साधन कीमत – वितरण का सीमांत उत्पादकता का सिद्धांत। मजदूरी, लगान, ब्याज एवं लाभ के प्रतिष्ठित एवं आधुनिक सिद्धांत।

Recommended Books:

Varian.H.R. Micro Economics: A modern Approach.

Mc Conenell & Brue Micro Economics Principal, problems & policies. McGrawHills Professional Publication.

Ahuja H.L.	Advance Economictheory
JainK.P.	Advance Economictheory
Jhingan M.L.	Modern Micro Economics
Seth M L	Micro Economics
झिंगन एम.एल	आधुनिक व्यष्टिक अर्थशास्त्र
सेठ एम.एल	माइक्रो अर्थशास्त्र

उच्च शिक्षा विभाग, मध्यप्रदेश सरकार की स्नातक सेमेस्टर पाठ्यक्रम एकल प्रश्नपत्र प्रणाली के तहत केन्द्रीय अध्ययन मंडल से अनुशंसित और मध्यप्रदेश के राज्यपाल द्वारा अनुमोदित

**B. A. II Semester
(2016-2017)**

Subject Code	: ECO 201
Class	: B.A.
Semester	: Second
Subject	: ECONOMICS
Title of Subject Group	: Indian Economy
Max. Marks	: 85 Note C.C.E.- 15

Particulars /विवरण

Unit-1

Structure of Indian Economy – Primary, Secondary & Tertiary Sectors. Basic features - Natural Resources, Land, Water, Forest and Mineral Resources.

इकाई- 1

भारतीय अर्थव्यवस्था की संरचना – प्राथमिक, द्वितीयक एवं तृतीयक क्षेत्र। बुनियादी विशेषताएँ – प्राकृतिक संसाधन, भूमि, जल, वन एवं खनिज संसाधन।

Unit-2

Human Infrastructure of Indian Economy – Health, Nutrition, Education, Knowledge & Skills, Housing and Sanitation.

Demographic Features (As per Census 2011) – Population, Size, Sex, Rural-Urban Classification, Population Distribution.

इकाई- 2

भारतीय अर्थव्यवस्था की मानव अधो: संरचना – स्वास्थ्य, पोष्टिकता, शिक्षा, ज्ञान एवं कौशल, आवास एवं स्वच्छता।

जनाकंकीय विशेषताएँ (2011 की जनगणना) – जनसंख्या, आकार, लिंग, ग्रामीण-शहरी वर्गीकरण, जनसंख्या वितरण।

Unit-3

Agriculture – Nature and Importance, Land Reforms, Green Revolution, Rural Finance. Agriculture Marketing and Mechanisation.

Basic Features of Madhya Pradesh Economy, Main features of Agriculture in Madhya Pradesh.

Ńf'k & iŃfr , oaegRo] Hkne l qkk] gfjr Økfr] xkeh.k foRr] Ńf'k foi.ku , oa; a=hdj.kA e/; iŃs'k dh vFk&O; oLFkk dh eq[; fok'kSkrk, j e/; iŃs'k Ńf'k dh fok'kSkrk, A

Major Industries in India – Iron & Steel, Textile, Sugar, Cement, Auto-Mobiles, Information Technology.

भारत में प्रमुख उद्योग— लोह एवं इस्पात, कपड़ा, चीनी, सीमेंट, ऑटोमोबाइल, सूचना—प्रौद्योगिकी।

Hkkjr eafu; kstu& mnns;] 0; y jpu] y{; ikfir , oavl Qyrk, A orëku ipo"khz ; kst uk dk fo'yšk. kA

मध्य,प्रदेश हिन्दी ग्रंथ अकादमी की पुस्तके

स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)

**Swami Vivekanand University, Sironja,
Sagar (M.P.)**

**As per model syllabus of U.G.C. New Delhi, drafted by
Central Board of Studies and Approved by Higher
Education and the Governor of M.P.**



**कला एवं समाज विज्ञान संकाय
Faculty of Arts & Social Science
Syllabus & Prescribed Books
Subject- Geography**

**B.A. Semester Examination 2016-17
I & II Semester
(10+2+3)**

**कुलसचिव
स्वामी विवेकानंद विश्वविद्यालय, सिरोंजा, सागर (म.प्र.)**

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise Syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.

mPp f'k{kk foHkx] e-iz 'kkI u
 Lukrd d{kkvka ds fy; s l ætVj vuq kj i kB; dæ
 dnh; v/; ; u e.My }kjk vuqkål r rFkk e-iz ds jkT; iky }kjk vuqkÅr
Session ¼ =½ 2016-2017

Subject Code	:	G 101
Class / d{kk	%	B.A./B.Sc.
Semester / l ætVj	%	I
Subject / fo"k;	%	Geography
Title of Paper	%	Physical Geography (Lithosphere)
Compulsory / vfuok; l	%	Compulsory@vfuok; l
Max. Marks vf/kdre v	%	Theory -64, CCE-11 = 75

Particulars / fooj.k

- Unit-1** The nature and scope of Physical Geography. Interrelation of Physical Geography with other branches of earth sciences. Age of the earth; the geological time scale. The Origin of the earth: important theories-Nebular, Tidal, planetesimal, Supernova, Ottoschmid
- Unit-2** Earths interior, Wegner's theory of Continental Drift; Plate Tectonics. Earth movements-Faults and folds, origin of mountains and their types
- Unit-3** Isostasy, earthquakes and volcanoes. Rock-types, origin and composition of rocks; weathering; formation of regolith and soils.
- Unit-4** Geomorphic agents and processes: mass wasting. Evolution of landforms, concept of cycles of erosion, views of Davis and Penck, interruptions of cycles of erosion.
- Unit-5** Fluvial, Arid, Glacial, Karst and Coastal landforms. Application of Geomorphology to human activities: settlements, transports, land use, mining, environmental hazards and resource evaluation.

इकाई – 1 भौतिक भूगोल की प्रकृति तथा विषय वस्तु, भौतिक भूगोल का अन्य भूविज्ञानों से अंतर्संबंध। पृथ्वी की आयु, भूवैज्ञानिक समय मापनी। पृथ्वी की उत्पत्ति संबंधी मुख्य सिद्धांत – निहारिका, ज्वारीय, गृहाणु, नवतारा; नोवा तथा ऑटोश्मिड सिद्धांत।

इकाई – 2 भूगर्भ की संरचना, वेगनर का महाद्वीपीय विस्थापन सिद्धांत तथा प्लेट-विवर्तनिकी। भूपर्पटी के संचलन, भ्रंशन तथा बलन; पर्वतों की उत्पत्ति तथा प्रकार

इकाई – 3 भूसंतुलन, भूकंप तथा ज्वालामुखी। चट्टान-प्रकार, उत्पत्ति तथा संरचना। अपक्षय, मिट्टी की संरचना तथा जमाव।

इकाई – 4 भूआकृतिक प्रक्रम तथा प्रक्रिया, वृहद क्षरण। भूआकृतियों की उत्पत्ति, अपरदन चक्र की संकल्पना, डेविस तथा पेंक महोदय के विचार। अपरदन चक्र की बाधाएँ।

इकाई – 5 नदी, वायु, हिमानी, कार्स्ट एवं तटीय भूआकृतियाँ। मनुष्यों के कियेकलापों पर भूआकृतियों का प्रभाव। बस्तियाँ, परिवहन, भूमि उपयोग, खनन, पर्यावरण प्रकोप एवं संसाधन मूल्यांकन।

Suggested Readings :

1. Kale V. and Gupta, A. Element of Geomorphology, Oxford University press, Calcutta, 2001.
2. Monkhouse F.J.: Principal of physical Geographology. Hodder and Stoughton, London, 1960.
3. Sharma, H.S.: Tropical Geomorphology. Concept, New Delhi, 1987
4. Singh, S.: Geomorphology, Longmans, London, 1960.
5. Small R.J.: The Study of Landforms. McGraw Hill. New York, 1985
6. Sparks, B.W.: Geomorphology Longmans, London. 1960.
7. Steers, J.A.: The Unstable Earth. Some recent views in geography, Kalyani publishers, New Delhi, 1964.
8. Strahler, A. N. and Strahler, A.H. : Modern physical Geography : John Wiley & Sons, Revised edition 1992.
9. Thornbury, W.D.: principal of Geomorphology Wiley Eastern, 1969.
10. Wooldridge, S.W. and Morgan, R.S.: The physical Basis of Geography-An Outline of Geomorphology, Longman Green & Co. London, 1959.
11. Wooldridge, S.W. The Geographer as Scientist Thomas Nelson and Sons Ltd. London, 1956.
12. Dayal P.: A Text book of Geomorphology. Shukul Book depot Patna 1996.
13. Derry, G.H.: The Face of the Earth, Penguins, 1980.
14. Emst, W.G. : Earth systems. Process and Issues. Cambridge University Press. 2000.
15. ICSSR : A survey of Research in Physical Geography. Concept. New Delhi, 1983.
16. Kale V. and Gupta, A : Element of Geomorphology. Oxford University Press, Calcutta, 2001.
17. Monkhouse F.J. : Principles of Physical Geography. Hodder and Stoughton, London, 1960.
18. Sharma, H.S. : Tropical Geomorphology, Concept, New Delhi, 1987.
19. Singh, S. : Geomorphology, Longmans, London, 1960.
20. Small, R.J. : The Study of Landforms, Mc Graw Hill, New York, 1985.
21. Sparks, B. W. : Geomorphology, Longmans, London, 1960.
22. Steers, J.A. : The Unstable Earth. Some recent views in geography, Kalyani Publishers, New Delhi, 1964.
23. Strahler, A.N. : Environmental Geo-Science, Hamilton Publishing, Santa Barbara, 1973.
24. Strahler, A.N. and Strahler, A.H. : Modern Physical Geography : John Wiley & Sons, Revised edition 1992.
25. Summerfield, M.A. : Global Geomorphology, Longman. 1991.
26. Thornbury, W.D. : Principles of Geomorphology Wiley Eastern, 1969.
27. भौतिक भूगोल—अलका एवं गौतम, रामप्रसाद एंड संस, बाज विहार, हमीदिया रोड भोपाल.
28. भौतिक भूगोल—सविन्द्र सिंह, वसुधरा प्रकाशन गोरखपुर।

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise Syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.
 मध्य प्रदेश उच्च शिक्षा विभाग
 अधीन स्नातकोत्तर सेमेस्टर विषय सूची
 केन्द्रीय बोर्ड ऑफ स्टडीज द्वारा सिफारिश की गई
 और राज्यपाल द्वारा मंजूरी प्राप्त
Session IV = 2016-2017

Subject Code	:	G 102
Class / d{k	%	B.A./B.Sc.
Semester / l e{Vj	%	I
Subject / fo"k;	%	Geography (Practical)
Compulsory / vfuok;l	%	Compulsory@vfuok;l
Max. Marks vf/kdre v{d	%	25

Particulars / f00j.k

Unit-1 The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Plain, Comparative and Diagonal; Enlargement and Reduction of map.
Unit-2 Drawing of Climograph and Hythergraph and their interpretation.
Unit-3 Representation of temperature, pressure and rainfall data by line and Bargraphs.
Unit-4 Surveying-Basic Principles of Surveying.
Unit-5 Types of Surveying by Chain and Tape Survey.

इकाई – 1 मानचित्र विज्ञान की प्रकृति एवं विषय क्षेत्र, मापनी—कथनात्मक मापनी, प्रदर्शक भिन्न, रेखीय मापक, साधारण, तुलनात्मक एवं विकर्ण मापनी, मानचित्र का विवर्धन एवं लघुकरण।
 इकाई – 2 क्लाइमोग्राफ एवं हीटरग्राफ का चित्रांकन एवं उसकी व्याख्या।
 इकाई – 3 तपमान, दाब एवं वर्षा के आंकड़ों का रेखीय एवं दण्ड आरेख द्वारा प्रदर्शन।
 इकाई – 4 सर्वेक्षण : सर्वेक्षण के आधारभूत सिद्धान्त।
 इकाई – 5 चेन एवं टेप सर्वेक्षण, सर्वेक्षण के प्रकार।

Suggested Readings :

1. Misra, R.P. and Ramesh, A. Fundamentals of Cartography, Mc. Milian Co., New Delhi. 1986.
2. Pal, S.K. Statistics for Geoscientists—Techniques and Applications. Concept, New Delhi. 1998.
3. Robinson. All etal.: Elements of Cartography, John Wiley & Sons, U.S.A. 1985.
4. Sarkar. A.K. Practical Geography: A Systematic Approach Oriental Longman, Calcutta, 1997.

mPp f' k{k fHkx} e-i: 'kkl u
 Lukrd d{k k v k d s fy; s l e t Vj vuq kj i k B; de
 dnh; v/; ; u e. My } j k vu' k l r r F k e-i: d s j k T; i k y } j k vu e k r
Session ¼ = ½ 2016-2017

Acad emic Session	Semester	Nomenclature	Marks
B.A./B.Sc.	II	Introducti on to Geography & Human Geography	64+11=75
		Practical Geo graphy-Surveying	25
		Total	100

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise Syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.
 mPp f'k{kk foHkx] e-iz 'kkI u
 Lukrd d{kkvka ds fy; s l ætVj vuq kj i kB; dæ
 dnh; v/; ; u e.My }kjk vuqkål r rFkk e-iz ds jkT; iky }kjk vuqkfnr
Session ¼ =½ 2016-2017

Subject Code	:	G 201
Class / d{kk	%	B.Sc.
Semester / l ætVj	%	II
Subject / fo"k;	%	Geography
Title of Paper	%	Introduction to Geography & Human Geography
Compulsory / vfuok; l	%	Compulsory @vfuok; l
Max. Marks vf/kdre vð	%	Theory -64, CCE-11 = 75

Particulars / fooj.k

- Unit-1** The Nature of geography-definition, scope and approach, objectives and relevance. Place of geography in the classification of sciences; geography and other disciplines. Geography as the study of environment; man-environment relationship.
- Unit-2** Ecology and ecosystem; environmental determinism, possibilism, neodeterminism. Dualism in Geography Systematic / Regional, Physical/human, complementary.
- Unit-3** A brief historical over view of geography as a discipline; recent trends in geography with special reference to India; imperatives for future; career opportunities for geographers. Geopolitical conflicts, Frontiers and Boundaries, Indian Ocean and World politics.
- Unit-4** Nature and scope of human Geography. Branches of human geography. Division of mankind into racial groups-their characteristics and distribution. Human Adaptation to the environment : (i) cold region- Eskimo; (ii) hot region-Bushman, Beduin; (iii) plateau – Gonds, Masai, (iv) mountain-Gujjars, nomads, (v) regions of recurrent floods, droughts and other natural hazards; Adaptation in modern society-agricultural, urban and metropolitan;

Unit-5 Distribution of population - world distribution pattern Physical, economic and social factors influencing spatial distribution. Population growth; Migration-internal and international. Population conflicts and conflict resolution in developed and developing countries. Settlements - Rural and urban: Patterns and World distribution.

इकाई — 1 भूगोल की प्रकृति—परिभाषा, विषयक्षेत्र एवं उपागम, उद्देश्य तथा सार्थकता। विज्ञान के वर्गीकरण में भूगोल का स्थान, भूगोल तथा अन्य विज्ञान। भूगोल पर्यावरण के अध्ययन के रूप में मानव—वातावरण संबंध।

इकाई — 2 पारिस्थितिकी एवं परिस्थितिक तंत्र, वातावरण निश्चयवाद, संभववाद, नवनिश्चयवाद। भूगोल में द्वैतवाद—क्रमबद्ध बनाम प्रादेशिक, भौतिक बनाम मानव, परिपूरकता।

इकाई — 3 भूगोल का एक विषय के रूप में संक्षिप्त ऐतिहासिक परिदृश्य भारत के विशेष संदर्भ में भूगोल की नूतन प्रवृत्तियाँ, भविष्य की आवश्यकताएँ भूगोलवेत्ताओं की व्यवसायिक संभावनाएँ। भूराजनैतिक विवाद, सीमांत एवं सीमाएँ, हिन्द महासागर एवं विश्व राजनीति।

इकाई — 4 मानव भूगोल की प्रकृति एवं विषय क्षेत्र, मानव भूगोल की शाखाएँ, मानव का प्रजातीय वर्गों में विभाजन— उनकी विशेषताएँ एवं वितरण। प्रकृतिक वातावरण से मानव का अनुकूलन 1—शीत प्रदेश — एस्किमो, 2—उष्ण प्रदेश—बुशमैन, बद्दू 3—पठार—गोंड , नसाई 4—पर्वत—गुज्जर, घुमक्कड़ 5—बाढ़, सूखा तथा अन्य प्राकृतिक आपदाओं से ग्रस्त प्रदेश, आधुनिक समाज में अनुकूलन—कृषि, नगरीय तथा महानगरीय।

इकाई — 5 जनसंख्या का वितरण—विश्ववितरण प्रतिरूप — भौतिक, आर्थिक तथा सामाजिक कारकों का स्थानिक वितरण पर प्रभाव। जनसंख्या वृद्धि, प्रवास—आंतरिक एवं अंतर्राष्ट्रीय। विकसित तथा विकासशील देशों में जनसंख्या विवाद और विवाद समाधान। अधिवास—ग्रामीण एवं नगरीय प्रतिरूप एवं विश्व वितरण।

SUGGESTED READINGS :

1. Contemporary American Geography; Routledge New Jersey. 1992.
2. Dikshit R.D. Geographical Thought - A contextual History of Ideas. Prentice Hall of India Pvt. Ltd. 2000.
3. Dohrs. F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Co. Chicago, 1959
4. Harvey. David: Explanation in Geography Edward -Arnold, London, 1972
5. Holt -Jensen, A: Geography: Its History and Concepts, Longmans, 1980
6. Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984
7. James, P.E.: All Possible Worlds: A History of Geographical Ideas. Sachin Publication, Jaipur
8. Johnston, P.J. and Claval, P. (eds.): Geography Since the Second World War. Croom Helm. London/Bernes and Noble, N.J. 1984.
9. Jones, P.A.: Fieldwork in Geography, Longmans, 1968.
10. Lowndesburg. J.F. and Aldrich, F.T.: Introduction to Geographical Methods and Techniques, Charles Merrill, Columbus, 1979.
11. Minshull, R: The changing Nature of Geography. Hutchinson University Library, London, 1970.
12. Wooldridge S.W.: The Geographer As Scientist, Thomas Nelson and Sons Ltd. London. 1956.
13. Bergman, Edward E : Human Geography; Culture. Connections and landscape, Prentice Hall, New Jersey, 1995.
14. Carr, M : Patterns, Process and Change in Human Geography, MacMillan Education, London, 1987.
15. Fellman, J. L. : Human Geography - Landscapes of Human Activities. Brown and Benchmark Pub., U.S.A., 1997.
16. Deblij H. J. : Human Geography Culture, Society and Space, John Wiley, New York, 1995.
17. Johnston, R.J. (editor). : Dictionary of Human.
18. Hksrd Hksy l etvj ii - vydk , oa xksre] jkeid kn , M +d] cky fogkj] gehfn; k jkm Hksky
19. Hksrd Hksy & l folnz fl g ol qkj i zk'ku xkj [ki gA

Department of Higher Education, Govt. of M.P.
Under Graduate Semester wise Syllabus
as recommended by Central Board of Studies and approved by the Governor of M.P.
 mPp f'k{kk foHkkx] e-i z 'kk l u
 Lukrd d{kkvks ds fy; s l ætVj vuq kj i kB; dæ
 dnh; v/; ; u e.My }kj k vuqkål r rFkk e-i z ds jkT; i ky }kj k vuqkÅnr
Session ¼ =½ 2016-2017

Subject Code	:	G 202
Class / d{kk	%	B.A./B.Sc.
Semester / l ætVj	%	II
Subject / fo"k;	%	Geography
Title of Paper	%	Practical Geography
Compulsory / vfuok; l	%	Compulsory@vfuok; l
Max. Marks vf/kdre vð	%	25

Particulars / fooj.k

- Unit-1** Methods of Showing relief- hachures, shading, contours and layer tints Representation of different landforms by contours.
- Unit-2** Contour: interpolation, drawing of profiles: cross and longitudinal profiles.
- Unit-3** Relevance of Profiles in landform mapping and analysis.
- Unit-4** Diagrammatic Representation of Geographical data, types of diagram. Bar and Coloumn charts, Line graph.
- Unit-5** Circle diagram. Sector diagram, Pie diagram.

इकाई – 1 उच्चावच को प्रदर्शित करने की विधियाँ – हैशयूर, छाया, समोच्च रेखा, स्तर वर्ण विधि समोच्च रेखाओं द्वारा विभिन्न भू-आकृतियों का प्रदर्शन।

इकाई – 2 समोच्च रेखाओं का अंतर्वेशन, परिच्छेदिकाओं का निर्माण, त्रिर्यक एवं अनुर्द्ध्य परिच्छेदिकाएँ

इकाई – 3 स्थल रूपों के मानचित्रण एवं विश्लेषण में परिच्छेदिकाओं की उपयोगिता।

इकाई – 4 भौगोलिक आकड़ों का आरेखीय प्रदर्शन, आरेखों के प्रकार, दण्ड आरेख एवं स्तम्भ चार्ट, रेखीय आरेख।

इकाई – 5 वृत्तारेख, खण्ड आरेख, पाइ आरेख।

Suggested Readings :

1. Misra, R.P. and Ramesh, A. Fundamentals of Cartography, Mc. Milian Co., New Delhi. 1986.
2. Robinson. All etal.: Elements of Cartography, John Wiley & Sons, U.S.A. 1985.
3. Sarkar. A.K. Practical Geography: A Systematic Approach Oriental Longman, Calcutta, 1997.
4. ~~iz-ksRed H-ky & ts-ih 'kel& jLrkx idk'ku] ejB~~

Bachelor of Education (B.Ed.) Course Compulsory

Paper Semester – I

CC 1: Childhood & Growing Up

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT

Unit 1: Perspectives in Development

- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget

- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs • Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Essential Readings

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development,

Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.

- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

CC 2. Education in India- Status, Problems and Issues

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System.
- Agencies of Education – Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit -3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.

- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organisation in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In- service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

Reference:

Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society*
NCERT New Delhi.

Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York

Delors, Jacques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century* UNESCO.

Dewey I (1952) *Experience in Education*, Collier Macmillan.

Dewey S (1956) *Democracy in Education* New York: Macmillan.

Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.

Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.

Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.

Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.

Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.

Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.

- Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.
- Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- Naik J. P. (1975) *Equality, Quality & Quantity: The Elusive Tringle of Indian Education* Bombay : Allied Publishers.
- NCTE (1988) *Gandhi on Education* , New Delhi
- Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

CC 3. Curriculum Development & School

OBJECTIVES:

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:

- Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing Curriculum.

UNIT II:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development.

UNIT III:

- Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
Reviewing of Syllabus/Books

UNIT V: Curriculum Models

- Different Curriculum Models-open university, Open School, etc.

REFERENCES

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.

- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Orosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

CC 4: Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1:THEORETICAL PERSPECTIVES ON LEARNING **Marks-15**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING **Marks-15**

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE **Marks-15**

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship

(v) Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

Marks-15

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.

UNIT 5: Learner based on Cognitive Abilities

Marks-15

- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).

CC 5 – Gender, School and Society

Course Objectives:

To enable the Student Teacher to:

- a. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- b. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- c. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- d. To help student teachers to develop abilities to handle notion of gender and sexuality.

Course Contents:

UNIT I Gender Issues: Key Concepts

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

UNIT II Gender Challenges and Education

1. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
2. Representation of gendered roles, relationships and ideas in textbooks and curricula.
3. Schools nurture or challenge creation of young people as masculine and feminine selves.

UNIT III Gender Issues and Role of Teacher

1. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)

UNIT IV- Sex Education:

1. Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
2. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

UNIT V -Role of the Media and Life Skills Education

1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
2. Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
3. Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

Assignment:

1. Group Discussion:

B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. Group work& activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open

verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

3. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups and

CC 6: CREATING AN INCULSIVE SCHOOL

Objectives:

On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs .
2. Understand the nature of special needs their psycho educational characteristics and functional limitation.
3. familiarize with assessment and placement procedure for children with special needs.
4. develop understanding about accommodating special needs in regular classroom.
5. appreciate the education of children with special needs.

Course Content:

Unit 1- Special needs and education

- Concept and types of special needs.
- education of children with special needs and its implication for universalization of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in India.
- policies schemes and legislations about the education of children with special educational needs.

Unit 2- nature ,types and characteristics of children with special needs

- psycho-social and educational characteristics functional limitations with reference to-
- +locomotors impairment
- +hearing impairment
- +visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

Unit III- Inclusive Education

- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counseling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools

UNIT IV- Identification of children with special educational needs

- Concept and techniques of assessment
- Identification and functional assessment of children with special needs
- implicating of assessment for instructional planning and curriculum.
- curriculum ,adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:

UNIT V- Assessment of children with special educational needs

- comparative learning ,peer tutoring ,behavior modification, multisensory approach, perceptual strategy and system approach.
- Individual educational program (IEP) and use of emerging technology
- Adaptation in evaluation procedures.

Practicum: Any one of the following :

(suggested practicum but more activities can be take up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test
5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.
6. List out the resources for effective implementation of integration

programmed with reference to any one category of special needs.

Apart from the above similar activities from the five units will be identified and given.

REFERENCES:

1. Montgomery, D. (1990), special need in ordinary schools: children with learning difficulties, Cassel Educational limited, London
2. Ainscow, M. (1990) special needs in the classroom: A Teacher education resource pack UNESCO
3. Hallahan and Kuffman J.M. (1984) exceptional children, Prentice hall
4. Haring N.G. (1986) Exceptional Children and youth Ohio: Columbus Charles E Mendl Publishing Co. A Bell and Howell Co.
5. Hegarty S. and Mithu Alur (2002) Education and children with Special

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

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Unit 1 : Fundamentals of Computer

1.1 History and Generations of Computer

1.2 Meaning, Definition and Characteristics of Computer

1.3 Basic Functions of Computer - Input-Process-Output Concepts

1.4 Anatomy of Computer

1.5 Classification of Computers:

1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)

1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization: Hardware and Software

2.1 Input Devices:

2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board

2.2 Central Processing Unit:

Arithmetic and Logic Unit, Control Unit and Memory Units.

2.3 Memory Devices (Storage devices):

2.3.1 Primary memory Devices : RAM, ROM, PROM, EPROM and EEPROM.

1.3.2 Secondary memory Devices: Hard Disk, CD-Rom , DVD, OpticaDisk,Pendrive

- 2.4 Output Devices:
Monitor, Printer, Plotter, Speaker
- 2.5 Operating System:
 - 2.1.1 Needs and Functions of Operating System
 - 2.1.2 Types of Operating System – single user and multi user
- 2.6 Programming Languages: Types of Languages – LLL and HLL
- 2.7 Computer Software:
System Software, Application Software and Operating System
- 2.8 Computer Virus and its prevention.

Unit 3: Microsoft Windows (System Software)

- 3.1 Introduction to MS-Windows
Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer
- 3.2 Application Programme: MS-OFFICE (Application Software) MS-WORD, MS-EXCEL AND MS- POWERPOINT.
- 3.3 **Microsoft Word :**
 - 3.3.1 Parts of Ms-Word windows,
MS-Word Standard, Formatting, Drawing Toolbars.
 - 3.3.2 Starting Ms-Word, Opening a new document. Opening old document, Naming the new document, Saving the document using save and save as commands.
 - 3.3.3 Formatting the Document
Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing.
Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings.
Page Setup: Paper orientation, Margin and Paper size. Alignment: Centre, Left, Right, Justified
 - 3.3.4 Editing the Document
Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

- 3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time
- 3.3.6 Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula
- 3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip horizontal, rotate right, reshape
- 3.3.8 Page setting and printing the document and Mail merge
- 3.3.9 Educational based applications : Preparation of lesson plans using Ms Word

3.4 Microsoft Excel :

- 3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
- 3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.
- 3.4.2 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.
- 3.4.3 Preparation of School Time Table, Marks list, Salary Bill etc.

3.5 Microsoft Power Point :

- 3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.
- 3.5.2. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc
- 3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc
- 3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard SlideShow, Animation, etc.
- 3.5.5. Educational based application, use of the Power Point.

Unit 4 :Applications Information and Technology in Education

- 4.1 Introduction to ICT : Meaning, Need and importance of ICT.
- 4.2 Introduction to Multi Media :
 - 4.2.1 Meaning of Multi media

- 4.2.2 Scope of Multi media
- 4.2.3 Components of Multi media
- 4.2.4 Pre-requisites of Multi media PC
- 4.2.5 Graphic Effects and Techniques
- 4.2.6 Sound and Music
- 4.2.7 Uses of Multi media for teaching
- 4.2.8 Developing a lesson plan using a multimedia package
- 4.3 Introduction to Internet
 - 4.3.1 Meaning of Internet
 - 4.3.2 Characteristics of Internet
 - 4.3.3 Uses of Internet
 - 4.3.4 Educational based applications of Internet

Unit 5 :Communication Technology in Education

- 5.1 Computer Application in Education
 - 5.2 Computer Assisted Instruction : Concept, Characteristics, Modes, Merits and demerits.
 - 5.3 Computer Assisted Testing : concept, characteristics, modes, merit and demerits
 - 5.4 Computer Managed Instruction : concept, characteristics, modes, merits and demerits Introduction to/ website –meaning and importance
 - 5.5 Social websites (Blog/Twitter/facebook)

Requirements :

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience atleast one hour per week. College is free to design the practical time table.
3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practicals.)

4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

Assignments: (Any One Uniform pattern)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E- mail Id.

Reference:

- & Balaguruswamy E. (2001) , Programming in Basic, New Delhi: Tata McGraw Hill Publishing Company Limited.
- & Casanova and Molina (1996), Multi media : Production, Planning and Delivery, New Delhi : Prentice-Hall of India Private Limited.
- & Gupta, Vikas (1997) , Micro soft Windows, New Delhi : Pustak Mahal.
- & Gupta, Vikas (1997), Rapidex Computer Course, New Delhi : Pustak Mahal.
- & Harley, Hahn (1996) , The Complete Internet Reference, New Delhi: Tata McGraw Hill Publishing Company Limited.
- & Hayes, J.P. (1998), Computer Architecture and Organization, New Delhi: Tata McGraw Hill Publishing Company Limited.
- & Jain, V.K. (1997), Computer for Beginners, New Delhi : Pustak Mahal.
- & Leon, Alexis and Mathews (1998), E mail in a Nutshell, Chennai : Leon Tech World.
- & Leon, Alexis and Mathews (1999), Fundamentals of Information Technology, Chennai : Leon Tech World.
- & Milan, Milenkovic (1987), Operating System - Concept and Design, New Delhi: Tata McGraw Hill Publishing Company Limited.
- & Rajaraman V. (1992) , Fundamentals of Computer, New Delhi : Prentice-Hall of India Private Limited.

& Ron, Mansfield (1994), The Compact Guide to Microsoft
Office, New Delhi: B.P.B Publication.

& Singh, Vishnu Priya and Singh, Meenakshi (1998), Multimedia Illustrate,
N
ew Delhi: Prentice-Hall of India Private Limited.

& Subramanian N. (1986) , Introduction to Computer Fundamentals, New
Delhi: Tata McGraw Hill Publishing Company Limited.

Practical : Understanding of ICT

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

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Practicum :

1. **Computer Fundamental**

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

2. **Exercise in Ms-Word**

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. **Exercise in Ms-Excel**

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

4.

Exercise in Ms-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound word art, clipart, and the other available tools with animation.

5.

Exercise in Information and Communication Technology

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia
- Receiving/Sending of E mail and attachment