



MAHARSHI DAYANAND UNIVERSITY, ROHTAK
(Established under Haryana Act No. XXV of 1975)
'A+' Grade University accredited by NAAC

No. ACS-I/2024/2468-80
Dated: 13.02.2024

To

1.	Prof. R.P. Garg Dean, Faculty of Education, M.D. University, Rohtak	Chairperson
2.	Prof. Kultaj Singh, H.O.D., Physical Education, M.D. University, Rohtak	
3.	Dr. Neeru Rathee, Head, Department of Education, M.D. University, Rohtak	
4.	Prof. Bhagat Singh, Department of Physical Education, M.D. University, Rohtak	
5.	Prof. Jitender, Department of Education, M.D. University, Rohtak	
6.	Dr. Ranju Malik, Associate Professor, C.R. College of Education, Rohtak	
7.	Dr. Indu Bala Tehlan, Associate Professor, C.R. College of Education, Rohtak	
8.	Dr. Vanita Rose, Asstt. Prof., Department of Education, M.D. University, Rohtak	
9.	Prof. Monika Verma, Department of Education, CDLU, Sirsa	Outside Expert
10.	Prof. D.S. Yadav, Department of Education, Kurukshetra University, Kurukshetra	Outside Expert
11.	Dr. Sanjeev Kumar, Associate Prof., (SFS), MDU, CPAS, Gurugram & Presently working in Deptt. of Physical Education, M.D. University, Rohtak	Special Invitee
12.	Prof. Gulshan Lal Taneja, Registrar, M.D. University, Rohtak	Secretary

Subject: Minutes of the emergent meeting of Faculty of Education held on 08.02.2024 at 12:30 PM

Sir/Madam,

Please find enclosed herewith a copy of Minutes of the emergent meeting of Faculty of Education held on 08.02.2024 at 12:30 PM in the O/o of Director, Sports, M. D. University, Rohtak duly approved by the Vice-Chancellor in anticipation of approval of Academic Council.

Yours faithfully,

Encl: As above.



Dy. Superintendent (Academic)
For Registrar

Endst. No. ACS-I/2024/2481-86

Dated: 13.02.2024

Copy of the minutes of meeting of the Faculty of Education held on 08.02.2024 alongwith related papers are forwarded to the following for information and necessary action:

1. Controller of Examinations, M. D. University, Rohtak.
2. Dy. Registrar/Assistant Registrar (Secrecy, Conduct, R & S), M. D. University, Rohtak.
3. Director, UCC, M. D. University, Rohtak, for uploading the minutes of meeting of the Faculty of Humanities and Arts on the University website. He is also requested to get the Scheme of Examinations, Syllabus and Ordinance of 4 Year ITEP uploaded on the University website for information of the teachers and students.
4. AC-6 set (Academic Branch) for taking necessary action on Point No. 3(ii).


Dy. Superintendent (Academic)
For Registrar

F/x

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

MINUTES OF THE MEETING OF FACULTY OF EDUCATION HELD ON 08.02.2024 AT 12:30 PM IN THE O/O OF DIRECTOR, SPORTS, M.D.UNIVERSITY, ROHTAK.

MEMBERS PRESENT:

1. Prof. R.P. Garg Chairperson
Dean, Faculty of Education, M.D. University, Rohtak
2. Prof. Kultaj Singh,
H.O.D., Physical Education, M.D. University, Rohtak
3. Dr. Neeru Rathee,
Head, Department of Education, M.D. University, Rohtak
4. Prof. Jitender,
Department of Education, M.D. University, Rohtak
5. Dr. Ranju Malik, Associate Professor,
C.R. College of Education, Rohtak
6. Dr. Indu Tehlan, Associate Professor,
C.R. College of Education, Rohtak
7. Dr. Vanita Rose, Asstt. Prof.,
Department of Education, M.D. University, Rohtak
8. Prof. Monika Verma, Outside Expert
Department of Education, CDLU, Sirsa

At the outset, the Dean, Faculty of Education welcomed all the members of the Faculty.

Thereafter, agenda were taken up for discussion.

1. Confirmation of the minutes of previous meeting of Faculty of Education held on 07.07.2023 (Annexure-I, Page 1, already circulated).

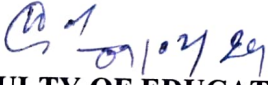
CONFIRMED THE MINUTES OF PREVIOUS MEETING OF THE FACULTY OF EDUCATION DATED 07.07.2023.

2. Follow up action of previous meeting of the Faculty of Education held on 07.07.2023 (Annexure-II, Page 2).

FOLLOW UP ACTION ON PREVIOUS MEETING OF THE FACULTY OF EDUCATION WAS CONSIDERED AND IT WAS RESOLVED THAT THE SYLLABUS AND S.O.E OF B.ED. SPECIAL EDUCATION (MULTIPLE DISABILITIES) AS ALREADY APPROVED WILL REMAIN EFFECTIVE FOR THE COMING YEARS ALSO AND FOR THE SESSION 2024-25. THE EDUCATION DEPARTMENT WILL PREPARE THE S.O.E. AND SYLLABUS AND SUBMIT THE SAME FOR APPROVAL OF THE ACADEMIC COUNCIL.

3. Considered the recommendations of UG Board of Studies in Education made vide Reso. No. 1 and 2 in its meeting held on 09.11.2023(Annexure-III, Page 3, already circulated) that:
 - (i) Scheme and syllabus of 4 year ITEP for 1st year (1st and 2nd Sem.) from the session 2023-24 may be prescribed as per Annexure-IV, Pages 4 to 52(already circulated).

- (ii) Ordinance of 4 year ITEP may be prescribed as per Annexure-V, Pages 53 to 60 (already circulated).
- (i) THE SCHEME AND SYLLABUS OF FOUR YEAR ITEP FOR 1st YEAR (1st AND 2nd SEMESTER) FROM THE SESSION 2023-24 APPROVED WITH MINOR AMENDMENTS IN THE SCHEME OF EXAMINATIONS AS PROVIDED BY THE HOD EDUCATION. THE SCHEME OF EXAMINATION BE GOT VETTED FROM THE CONTROLLER OF EXAMINATION AFTER CONFIRMATION OF THE COURSE CODES FROM THE DIRECTOR, IQAC. FURTHER, THE SCHEME OF EXAMINATION/SYLLABUS BE GOT APPROVED FROM THE VICE-CHANCELLOR IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL. AS THE EXAMS OF FOUR YEAR ITEP ARE SCHEDULED IN NEAR FUTURE.
- (ii) FURTHER, THE ORDINANCE OF FOUR YEAR ITEP APPROVED BY THE FACULTY AND THE SAME MAY BE GOT UPLOADED ON THE UNIVERSITY WEBSITE AFTER APPROVAL FROM THE VICE-CHANCELLOR IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL/ EXECUTIVE COUNCIL. AS THE EXAMS OF FOUR YEAR ITEP ARE SCHEDULED IN NEAR FUTURE.


DEAN, FACULTY OF EDUCATION


REGISTRAR

vetted by COE F/4

**Scheme of Examination (Four Year Integrated Teacher Education Programme)
1st Semester (Session 2023-24)**

S.No.	Subject Code	Course Title	Internal Marks	External Marks	Practical	Total Marks	Credits
1.	23ITEP21C1	Evolution of Indian Education	30	70	---	100	4
2.	23ITEP21C2	Language 1 (As per 8th Schedule of Constitution of India)	30	70	---	100	4
3.	23ITEP21C3	Art Education (Performing and Visual) & Creative Expressions)	15	35	---	50	2
4.	23ITEP21C4	Understanding India (Indian Ethos and Knowledge Systems -I)	15	35	---	50	2
5.	23ITEP21CA	Any One Major discipline from the following:-			---	200 (100+100)	8 (4+4*) *Subject with 4 credits is of 100 marks
Social Sciences					---		
	23ITEP21CA1A	Economics (course – I)	30	70	---	100	4
	23ITEP21CA1B	Economics (course – II)	30	70	---	100	4
	23ITEP21CA2A	History (course- I):- Ancient Indian History (Earliest times to 317 CE)	30	70	---	100	4
	23ITEP21CA2B	History (course – II):- Ancient Indian History (317 to 1200CE)	30	70	---	100	4
	23ITEP21CA3A	Geography (course – I):- Introduction to Physical Geography	30	70	---	100	4
	23ITEP21CA3B	Geography (course – II):- Basics of Human Geography	30	70	---	100	4
	23ITEP21CA4A	Sociology (course – I)	30	70	---	100	4
	23ITEP21CA4B	Sociology (course – II)	30	70	---	100	4
	23ITEP21CA5A	Psychology (course-I):- Fundamentals of Psychology	25	50	25	100	4
	23ITEP21CA5B	Psychology (course – II):- Fundamentals of Social Psychology	25	50	25	100	4
	23ITEP21CA6A	Political Science (course – I) Indian Government and Politics - I	30	70	---	100	4
	23ITEP21CA6B	Political Science (course – I):- International Relations - I	30	70	---	100	4
	23ITEP21CA7A	Business Studies (course – I)	30	70	---	100	4

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23ITEP21CA7B	Business Studies (course – II)	30	70	---	100	4
23ITEP21CA8A	Accountancy (course – I)	30	70	---	100	4
23ITEP21CA8B	Accountancy (course – II)	30	70	---	100	4
23ITEP21CA9A	Arts (Visual and Performing) (course – I)	30	70	---	100	4
23ITEP21CA9B	Arts (Visual and Performing) (course – II)	30	70	---	100	4
23ITEP21CA10A	Physical Education and Yoga (course – I)	30	70	---	100	4
23ITEP21CA10B	Physical Education and Yoga (course – II)	30	70	---	100	4
23ITEP21CA11A	Vocational Education (course – I)	30	70	---	100	4
23ITEP21CA11B	Vocational Education (course – II)	30	70	---	100	4
23ITEP21CA12A	Computer Science (course – I)	30	70	---	100	4
23ITEP21CA12B	Computer Science (course – II)	30	70	---	100	4
23ITEP21CA13A	Agriculture (course – I)	30	70	---	100	4
23ITEP21CA13B	Agriculture (course – II)	30	70	---	100	4
23ITEP21CA14A	Home Science (course – I)	30	70	---	100	4
23ITEP21CA14B	Home Science (course – II)	30	70	---	100	4
Total					500	20

Note:- The students will have to study two papers (Each of 04 Credit) under the selected Major Paper of their Choice.

Master

Scheme of Examination (Four Year Integrated Teacher Education Programme)
2nd Semester Session 2023-24

S.No.		Course Title	Internal Marks	External Marks	Practical	Total Marks	Credits
1.	23ITEP22C1	Language II (As per 8 th Schedule of Constitution of India)	30	70	--	100	4
2.	23ITEP22C2	Teacher and Society	15	35	--	50	2
3.	23ITEP22C3	Understanding India (Indian Ethos and Knowledge Systems) - II	15	35	--	50	2
4.	23ITEP22CA	Any One Major and One Minor discipline from the following:-			---	200 (100+100)	8 (4+4*) *Subject with 4 credits is of 100 marks
Social Sciences							
	23ITEP22CA1A	Economics (course – III)	30	70	---	100	4
	23ITEP22CA1B	Economics (course – IV)	30	70	---	100	4
	23ITEP22CA2A	History (course – III):- Medieval Indian History (1200 to 1526 CE)	30	70	---	100	4
	23ITEP22CA2B	History (course – IV):- Medieval Indian History (1526 to 1707 CE)	30	70	---	100	4
	23ITEP22CA3A	Geography (course -III):- Elementary Geomorphology	30	70	---	100	4
	23ITEP22CA3B	Geography (course -IV):- Introduction to Social Geography	30	70	---	100	4
	23ITEP22CA4A	Sociology (course – III)	30	70	---	100	4
	23ITEP22CA4B	Sociology (course – IV)	30	70	---	100	4
	23ITEP22CA5A	Psychology – Fundamentals of Developmental Psychology	25	50	25	100	4
	23ITEP22CA5B	Psychology – Fundamentals of Experimental Psychology	25	50	25	100	4
	23ITEP22CA6A	Political Science - Indian Government & Politics -II	30	70	---	100	4
	23ITEP22CA6B	Political Science - International Relations -II	30	70	---	100	4
	23ITEP22CA7A	Business Studies (course – III)	30	70	---	100	4
	23ITEP22CA7B	Business Studies (course – IV)	30	70	---	100	4
	23ITEP22CA8A	Accountancy (course – III)	30	70	---	100	4
	23ITEP22CA8B	Accountancy (course – IV)	30	70	---	100	4
	23ITEP22CA9A	Arts (Visual and Performing) (course – III)	30	70	---	100	4

Plan

23ITEP22CA9B	Arts (Visual and Performing) (course – IV)	30	70	---	100	4
23ITEP22CA10A	Physical Education and Yoga (course – III)	30	70	---	100	4
23ITEP22CA10B	Physical Education and Yoga (course – IV)	30	70	---	100	4
23ITEP22CA11A	Vocational Education (course – III)	30	70	---	100	4
23ITEP22CA11B	Vocational Education (course – IV)	30	70	---	100	4
23ITEP22CA12A	Computer Science (course – III)	30	70	---	100	4
23ITEP22CA12B	Computer Science (course – IV)	30	70	---	100	4
23ITEP22CA13A	Agriculture (course – III)	30	70	---	100	4
23ITEP22CA13B	Agriculture (course – IV)	30	70	---	100	4
23ITEP22CA14A	Home Science (course – III)	30	70	---	100	4
23ITEP22CA14B	Home Science (course – IV)	30	70	---	100	4
Total					500	20

Note:- The students will have to study two papers (Each of 04 credit) under the selected Major Paper of their Choice and the students will also have to study One Minor Paper (04 Credit) other then the selected Major Paper.

Arts

FOUNDATIONS OF EDUCATION

Evolution of Indian Education (Code- 23ITEP21C1)

Credits:4
Semester: 1

External Marks- 70
Internal Marks- 30

About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

Learning Outcomes:

After completion of this course, student teachers will be able to:

- Discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- Enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I

Concept of Education and Knowledge

- A. Concept of Education, Various agencies of education and their role in providing education (Family, School, Peer Group, Community, State, Media)
- B. Concept of Knowledge, Characteristics of knowledge, Sources of Knowledge, Knowledge seeking Process, Role of Knowledge in human, social and national development
- C. Teaching and Learning Process.
- D. Role of education in community, individual, national and global development

UNIT - II

Indian Education System from Vedic to Colonial Period - I

- A. Vision and objectives of Education during Vedic, Jain & Colonial periods
- B. Salient features of Education during above said period
- C. Teaching and Learning Process during the above period
- D. Finance and Management of Educational Institutions during the above period

UNIT - III

Educational Institutions

- A. Structure and functioning of educational institutions ; Nalanda, Taxila, Vikramshila, Vallabhi, Nadia
- B. Teacher- Learner Relationship
- C. Colonial Education Policies; Woods's Dispatch, Macauley Minutes
- D. Westernization of Education

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UNIT - IV
Modern Indian Education

A. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers – Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

B. Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education

C. Good Citizens and education

- Qualities of a good citizen.
- Education for fundamental rights and duties.

D. Overview of 20th Century Committees, Commissions and Policies.

- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

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Malika

educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

Wants

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Curriculum and Credit Framework for Integrated Teacher Education Programmes
(Disciplinary/Inter-disciplinary Courses): History

Paper: Ancient Indian History (Earliest Times to 317 CE)-I
(course – I):- Code: 23ITEP21CA8A

Max. Marks	:	100
Theory	:	70
Int. Assessment	:	30
Time	:	3 Hrs.

Note: The paper-setter shall set nine questions in all, taking two questions from each unit and one compulsory question (Q.No. 9), containing seven short answer type questions of two marks each, covering the entire syllabus. The candidate shall attempt five questions in all, selecting one question from each unit and the compulsory question. All questions shall carry equal marks.

Unit-I

1. Sources of ancient Indian History
2. Prehistoric hunters and gatherers
3. Neolithic Revolution: The advent of food production

Unit-II

1. Harappan civilization
2. The Vedic Age
3. Advent of Iron and Painted Grey Ware Culture

Unit-III

1. Janapadas and Mahajanapadas
2. Jainism and Buddhism
3. Rise of Magadhan Empire and the Mauryas

Unit-IV

1. The Satavahanas
2. The Sungas
3. The Kushanas

Recommended Books:

- Arthur Marwick : Nature of History (also in Hindi), Macmillan, London, 1984
B.N. Mukherjee : The Rise and Fall of the Kushan Empire, South Asia Books ,
New Delhi, 1988
B.N.Puri : India under the Kushanas, Munshiram Manoharlal, Delhi
1968
D.D. Koshambi : An Introduction to the Study of Indian History, Popular



- Prakashan, Bombay, 1956
- D.N. Jha & Shrimali (ed.) : Prachin Bharat ka Itihas, Hindi Madhyam Karyanvaya K.M. Nideshalay, Delhi Uni. 2009
- G.L.Possehal(ed.) : Harappan Civilization : A contemporary perspectives, Oxford University Press, New Delhi, 1975
- G. Yazdani : Daccan ka Prachin Itihas, Motilal Banarsidass, Delhi, 1995
- K.A.N. Sastri : A Comprehensive History of India, Vol. I, II, Delhi, 1987
- K.C. Jain : Prehistroy & Protohistory of India, Agamkala Prakashan, New Delhi, 1979
- K.K. Thapalyal & S.P. Shukla : Sindhu Sabhyata, Uttar Pradesh Hindi Sansthan, Lucknow, 1976
- R.K. Mukharjee : Chandragupta Maurya and his times, Motilal Banarsidass, Delhi, 1966
- R. Kochar : The Vedic People, Orient Longman, New Delhi, 1999
- Romila Thapar : Ashoka and the Decline of the Mauryas, Oxford University Press, New Delhi, 2010
- : Interpreting Ancient India, Granth Silpi, New Delhi, 1985
- : Puravakalin Bharat, Hindi Madhyam Karyan- vay Nideshalay, Delhi University, 1967
- : Recent Persepectives of Early India, Oxford University Press, New Delhi, 1995
- R.S. Sharma : Material Culture and Social formation in Ancient India (also in Hindi), Macmillan, Delhi, 1983
- : Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996
- Shereen Ratnagar : Understanding Harappa, Tulika, New Delhi, 2001



Paper: Ancient Indian History (317 to 1200 CE)-I
(course – II):- Code: 23ITEP21CA8B

Max. Marks	:	100
Theory	:	70
Int. Assessment	:	30
Time	:	3 Hrs.

Note: The paper-setter shall set nine questions in all, taking two questions from each unit and one compulsory question (Q.No. 9), containing seven short answer type questions of two marks each, covering the entire syllabus. The candidate shall attempt five questions in all, selecting one question from each unit and the compulsory question. All questions shall carry equal marks.

Unit-I

1. Rise of Gupta Empire
2. The Rise of the Pushpabhutis
3. Maukharis and later Guptas

Unit-II

1. Chalukyas of Badami
2. Pallavas
3. Cholas

Unit-III

1. Palas
2. Pratiharas
3. Rashtrakutas

Unit-IV

1. Chahamanas
2. Paramaras and Gahadwalas
3. Arab and Turkish invasions

Recommended Books:

- B.D.Chattopadhyaya : The Making of Early Medieval India, Asia Book Depot, Calcutta, 1976
- B.N.Puri : History of the Gurjara Pratiharas, Central Asia Book Depot, Bombay, 1957
- G. Yazdani : Daccan ka Prachin Itihas, Motilal Banarsidass, Delhi, 1995
- K.A.N. Shastri : A Comprehensive History of India Vol.I,II., Delhi, 1987
- : The Cholas, University of Madras, 1975
- R.C.Majumdar : The Age of Imperial Kanauj, Popular Prakashan, Bombay, 1995
- R.D.Banerjee : The Age of the Imperial Guptas, Vishavavidalaya Prakashan, Banaras, 1960

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- Romila Thapar (ed) : Recent Perspectives of Early India, Oxford University Press,
New Delhi, 1995
- Vishuddhanand : Uttar Bharat ka Rajnitik Itihas, Uttar Pathak Pradesh Hindi
Samiti, Lucknow, 1973

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Department of Geography
Course I: Introduction to Physical Geography

Course Code	23ITEP21CA9A	Course Credits	4 (L: 4 T: 0)
Max. Marks	100 {External (term-end exam)- 70} (Internal - 30)	Time of end term examination	3 Hours

Note: The question paper will have five units. The first unit shall be compulsory and shall contain eight short answer type questions covering entire syllabus. Rest of the four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. All questions carry equal marks.

Course Objectives:

To describe:

1. basics about solar system, earth and its related characteristics.
2. interior of earth and types of landforms.
3. weather, climate and atmospheric circulation.
4. oceans and their basic characteristics.

Course Outcomes:

Students would be able to understand:

1. the basic concept and relevance of physical geography.
2. the orders of landforms.
3. the global atmospheric circulation.
4. relief and ocean water circulation.

Unit - I

Solar system, solar and lunar eclipse; Earth-shape, movements, formation of day/night and seasons; Latitude-longitude.

Unit - II

Interior of the earth; Volcanism and earthquakes, Weathering and erosion; Brief introduction to first, second and third order landforms.

Unit - III

Weather and climate: Elements and effecting factors; Composition and structure of atmosphere; Atmospheric circulation.

Unit - IV

Relief of oceans; Oceanic water circulation; Ocean resources.

Suggested Readings:

1. Getis Arthur and Bjelland Mark and Getis Victoria, 2014, *Introduction to Geography*, McGraw Hill Education, Noida, UP.
2. Lal, D.S. 1993, *Climatology*, Chaitanya Publishing House, Allahabad
3. Leong, Goh Cheng, 2015, *Certificate Physical and Human Geography*, Oxford University Press, New Delhi.
4. Singh, Savinder, 2006, *Physical Geography*, Pravalika Publications, Allahabad.
5. Strahler Alan and Strahler Arthur, 2005, *Introducing Physical Geography*, John Wiley & Sons, Washington.

Devi
26.10.2023

Lachindia

Bini Samant
26.10.2023

Neelam Singh

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Department of Geography
Course 2: Basics of Human Geography

Course Code	23ITEP2ICA9B	Course Credits	4(1:4):6)
Max. Marks	100{External (term-end exam)- 70} (Internal - 30)	Time of end term examination	3 Hours

Note: The question paper will have five units. The first unit shall be compulsory and shall contain eight short answer type questions covering entire syllabus. Rest of the four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. All questions carry equal marks.

Course Objectives:

To describe:

1. the changing nature of human geography.
2. growth and distribution of population in world.
3. the linkages between birth rate, death rate and population growth.
4. the types of rural and urban settlements and population-resource relationship.

Course Outcomes:

Students would be able to:

1. keep up to date with theoretical aspects and conceptual base of human geography.
2. understand the population dynamics at world level.
3. know about the space-society linkages in term of settlements.
4. understand the linkages between population and resources.

Unit - I

Nature, scope and significance of human geography; Changing man-environment relationship: determinism, possibilism and neo-determinism.

Unit - II

Hunting & food gathering, pastoral nomadism, subsistence farming, industrial societies; Human adaptation to environment: Eskimo and Bushman; Primitive people of India: Bhil and Naga.

Unit - III

Demographic attributes: Growth and distribution of population in world, Types of economic activities; Human migration: causes and types.

Unit - IV

Human Settlements: Types, distribution and affecting factors; Population resource regions; Development and environment conflicts.

Suggested Readings:

1. Blij, H.J. de and Alexander B. Murphy 1999, *Human Geography*, John Wiley, New York.
2. Chandna, R.C. 2010, *Population Geography*, Kalyani Publisher, Ludhiana.
3. Hussain Majid 2018, *Human Geography*, Rawat Publications, Jaipur.
4. Leong G.C. and Morgan Gillian C. 1973, *Human and Economic Geography*, Oxford University Press, Oxford.
5. Hartshorn, Truman A. and John W. Alexander 1998, *Economic Geography*, Prentic Hall of India, New Delhi.

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Name of the Department/Centre/Institute—Department of Psychology
Name of the Major Paper of Psychology--Fundamentals of Psychology

Offered in Semester—1st Semester

Course Code	23ITEP21CA11A	Course Credits	3 (L:3 T:0)
Max. Marks	75	Time of end term examination	3 Hours
Internal Assessment	25		
Theory Examination	50		

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 2.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (10 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

Course Objectives:

1. To familiarize the students with the basic concepts of Psychology.
2. To impart fundamental knowledge of Sensory and Perceptual Processes.
3. To provide the knowledge of theoretical perspectives of Emotion.
4. To orient the students with the factors related to Motivation.
5. To impart knowledge of nature and theories of Intelligence.

Course Outcomes:

1. Students will gain knowledge of basic concepts in the field of Psychology.
2. Students will gain knowledge of Sensory and Perceptual Processes.
3. Students will gain knowledge about various aspects of Emotion.
4. Students will acquire knowledge of factors related to Motivation.
5. Students will develop a conceptual understanding of Intelligence.

Unit - I

Psychology: History, Emergence as Science, Subject matter.
Methods of Psychology: Experimental, Observation, Interview.

Unit - II

Sensory Processes: Visual, Auditory – Structure and Functions of Eye and Ear.
Perception: Nature, Perception of form – Figure and ground, Perceptual Organization, Depth Perception-cues.

Unit - III

Emotion: Nature, Bodily changes. Theories of Emotion: James-Lange, Cannon-Bard and Schachter-Singer.
Motivation: Nature, Biological and Psychological Motives.

Unit - IV

Intelligence: Nature, Theories: Spearman, Thurston, Cattell, Gardener, and Sternberg.
Emotional Intelligence and its Applications.

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Suggested Readings:

1. Atkinson, R.L., & Atkinson, R.L. (1985). *Introduction to Psychology*. New York: HBJ Publishers.
2. Ciccarelli, S.K., & White, J.N. (2018). *Psychology*. New Delhi: Pearson Education.
3. Pingale, V. G., (2023). *Introduction to Psychology*. Jaipur: ABD Publishers.
4. Pundit, S., (2022). *Introduction to Psychology*. New Delhi: Sage Publications.
5. Singh, A.K. (2009). *Ucchatar Samanya Manovigyan*. New Delhi: Motilal Banarsidass.
6. Singh, A.K. (2006). *Adhunik Samanya Manovigyan: Modern General Psychology*. (Hindi, English). New Delhi: Motilal Banarsidass.
7. Singh, A.K. (2007) *Saral Vyavaharik Manovigyan* (Hindi, English). New Delhi: Motilal Banarsidass.
8. Singh, R. & Shyam, R. (2008) *Adhunik Sangyanatmak Manovigyan*. Panchkula: Haryana Sahitya Akadami.

Name of the Department/Centre/Institute—**Department of Psychology**
 Name of the Major Paper of Psychology--**Practicals**
 Offered in semester—**1st Semester**

Course Code		Course Credits	1 (L:0 T:0 P:1)
Max. Marks	25	Time of end term examination	3 Hours
Internal Assessment	05		
Practical Examination	20		

Note:

1. Students have to conduct and report at least **Two (2)** practicals.
2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

List of Practical

1. Verbal Test of Intelligence
2. Performance Test of Intelligence/RPM
3. Observation Test (Speed and Accuracy)
4. Test of Motivation
5. Test of Emotional Intelligence

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Name of the Department/Centre/Institute—Department of Psychology
 Name of the Major Paper of Psychology --Fundamentals of Social Psychology
 Offered in semester—1st Semester

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Course Code	23ITEP21CA11B	Course Credits	3 (L:3 T:0 P:0)
Max. Marks	75	Time of end term examination	3 Hours
Internal Assessment	25		
Theory Examination	50		

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 2.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (10 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

Course Objectives:

1. To familiarize the students with the subject matter and methods of Social Psychology.
2. To orient students with the Group Dynamics and Concept of Leadership.
3. To impart knowledge about the process and agencies of Socialization.
4. To provide theoretical knowledge about Attitudes and Prejudices.
5. To familiarize the students with the concepts of Pro-social Behaviour and Aggression.

Course Outcomes:

1. Students will develop an understanding of the nature and methods of Social Psychology.
2. Students will acquire knowledge of Group Dynamics and the Concept of Leadership.
3. Students will acquire knowledge about the process of Socialization.
4. Students will gain knowledge about the development and change of Attitudes and Prejudices.
5. Students will be apprised of Pro-social Behaviour and prevention of Aggressive Behaviour.

Unit - I

Introduction: Nature and Subject-matter; Methods: Observation, Sociometry and Case study.
 Socialization: Nature, Process and Agents of Socialization.

Unit - II

Group: Types and functions; Social Norms: Meaning, Characteristics and Formation.
 Leadership: Types, Function, Theories- Trait, Situational, and Interactional

Unit - III

Attitudes: Characteristics, Development and Attitude change.
 Prejudice: Nature, Development and Stereotypes.

Unit - IV

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Social Behaviour: Nature, Determinants, Cognitive Model.
Aggression: Nature, Determinants and Prevention.

Suggested Readings:

1. Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2018). *Social Psychology*. New Delhi: Pearson Education.
2. Baranscombe, N. R., (2019). *Social Psychology* (14th Ed.). Noida: Pearson India Education.
3. Baron, R.A., & Byrne, D. (2008). *Samajik Manovigyan* (Hindi Sanskaran). New Delhi: Pearson Education.
4. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2012). *Fundamentals of Social Psychology*. New Delhi: Pearson Education.
5. Crisp, R.J., & Turner, R.N. (2014). *Essentials of Social Psychology*. New Delhi: Sage Pub.
6. Paliwal, S., (2022). *Social Psychology* (2nd Ed.). Jaipur: RBSA Publishers.
7. Rai, B.C. (1989). *Social Psychology*. Delhi: Sultan Pub.
8. Singh, A.K. (2009). *Samaj Manovigyan Ki Rooprekha*. New Delhi: Motilal Banarsidass.
9. Shetgovekar, S. (2017). *An Introduction to Social Psychology*. New Delhi: Sage.

Name of the Department/Centre/Institute—**Department of Psychology**
 Name of the Major Paper of Psychology --**Practicals**
 Offered in semester—**1st Semester**

Course Code		Course Credits	I (L:0 T:0 P:1)
Max. Marks	25	Time of end term examination	3 Hours
Internal Assessment	05		
Practical Examination	20		

Note:

1. Students have to conduct and report at least Two (2) practicals.
2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

List of Practical

1. Sociometry
2. Measurement of Attitude
3. Social Conformity
4. Leadership Styles
5. Aggression / Anger Expression

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MAHARSHI DAYANAND UNIVERSITY ROHTAK
Courses to be offered in the Discipline of Political Science for the Integrated
Teacher Education Programme (ITEP) w. e. f. 2023-24

Semester I		End term	Internal	Time
Paper Nomenclature		Examination	Assessment	
01	Indian Government & Politics-I	70	30	3 Hrs.
02	International Relations-I	70	30	3 Hrs.
Semester-II				
03	Indian Government & Politics-II	70	30	3 Hrs.
04	International Relations-II	70	30	3 Hrs.
Semester-III				
05	Principles of Political Science-I	70	30	3 Hrs.
06	Western Political Thinkers-I	70	30	3 Hrs.
Semester-IV				
07	Principles of Political Science-II	70	30	3 Hrs.
08	Western Political Thinkers-II	70	30	3 Hrs.
Semester-V				
09	Comparative Politics-I	70	30	3 Hrs.
10	Political Sociology-I	70	30	3 Hrs.
Semester-VI				
11	Comparative Politics-II	70	30	3 Hrs.
12	Political Sociology-II	70	30	3 Hrs.



MAHARSHI DAYANAND UNIVERSITY ROHTAK

Discipline of Political Science for Integrated Teacher Education Programme

(ITEP) w. e. f. 2023-24

Indian Government & Politics – I

Course- I Code:- 23ITEP21CA12A

Semester-I (Paper-I)
Credit- 4

External Marks: 70
Internal Assessment: 30

Note: Students are required to attempt five questions in all, selecting one question from each unit. Question No. 9 (Short Answers) will be from entire syllabus and is compulsory. This section will consist of eight short answer questions of 2 marks each.

Unit-I

Indian Constitution-Sources and Features, Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.

Unit-II

Union Executive - President, Prime Minister, Council of Ministers;
State Executive- Governor, Chief Minister and Council of Ministers.

Unit-III

Union Legislature- Parliament-Composition and Functions; Speaker of Lok Sabha
Amendment Process; State Legislature-Vidhan Sabha; Panchayati Raj Institutions,
Basic Features and 73rd Amendment.

Unit-IV

Judiciary-Supreme Court, High Courts, Judicial Review.

Readings :

1. G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
2. D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
3. D.D. Basu and B. Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage 1994.
4. P. Brass, *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
5. B.L. Fadia, *State Politics in India*, 2 vols. New Delhi, Radiant Publishers, 1984.
6. S. Kaushik (ed.), *Indian Government and Politics*, Delhi University, Directorate of Hindi Implementation, 1990.
7. J.R. Siwach, *Dynamics of Indian Government & Politics*, New Delhi, Sterling Publishers, 1985.
8. Singh, M.P. and H. Roy (eds.), *Indian Political System: Structure, Policies, Development*, New Delhi, Jnanada Prakash, 1995.



International Relations-I

Course- II Code:- 23ITEP21CA12B

Semester-I (Paper-II)
Credit- 4

External Marks: 70
Internal Assessment: 30

Note: Students are required to attempt five questions in all, selecting one question from each unit. Question No. 9 (Short Answers) will be from entire syllabus and is compulsory. This section will consist of eight short answer questions of 2 marks each.

Unit-I

Definition, Nature, Scope and Development of International Relations, Autonomy
Debate regarding International Relations.

Unit-II

Approaches and Theories:-

- a) Idealist Approach
- b) Realist Approach
- c) Systems Approach
- d) Marxian Approach

Unit-III

National Power: Definition, Elements and Assessment, Limitations on National Power:
International Law, International Morality and World Public Opinion

Unit-IV

Balance of Power, Collective Security.

Readings

1. John, Baylis and Steve Smith, *Globalization of World Politics*, Oxford, London, 1997.
2. P.Allan and K. Goldman (eds.), *The End of the Cold War*, Dordrecht, Martinus Nijhoff, 1992.
3. S. Burchill et. al., *Theories of International Relations*, Hamsphire, Macmillan, 2001.
4. A.J.R. Groom and M. Lights (eds.), *Contemporary International Relations: A Guide to Theory*, London, Printer, 1993.
5. F. Halliday, *Revolution and World Politics: The Rise and Fall of the Sixth Great Power*, Basingstoke, Macmillan, 1999.
6. F. Halliday, *Rethinking International Relations*, Basingstoke, Macmillan, 1994.
7. S.H. Hoffman, *Essays in Theory and Politics of International Relations*, Boulder
8. R.O. Keohane (ed.), *Neo-realism and Its Critics*, New York, Columbia University Press, 1986.
9. M.P. Sullivan, *Theories of International Politics: Enduring Paradigm in a Changing World*, Hamsphire, Macmillan, 2001.



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Language 1 (As per the 8th Schedule of the Constitution of India)

(Code- 23ITEP21C3)

Credits:4
Semester: 1

External Marks- 70
Internal Marks- 30

About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

Learning Outcomes

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

UNIT - I

Understanding Language, Communication, Cognition and Grammar

- A. Understanding Language: Concept of language (meaning and definition); nature, characteristics and functions of language; Bi/Multilingualism in India; language, culture and society; language learning and skills of language (listening, speaking, reading and writing); language variations, language, dialect and registers; language policy and language planning, standard language.
- B. Understanding Communication: Concept of communication (meaning and definition); nature, characteristics and functions of communication; evolution of communication, principles and process of communication, element of communication (encoding, decoding, feedback and context), types of communication (human and non-human, verbal and non-verbal, formal and informal, written and oral), barriers to communication, skills of communication (opening and closing, turn taking, politeness, etc.) Language as a means of communication. and language as a medium of cognition.
- C. Understanding Cognition: Concept of cognition (meaning and definition), role of language in developing cognition.

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- D. Understanding Grammar: Classification of speech sounds and letters; production of speech sounds in languages; suprasegmentals: stress, pitch, tone, intonation and juncture; parts of speech, identification of morphemes, word formation processes, sentences formation- simple, complex, and compound; vocabulary formation; semantics and pragmatics, speech acts.

UNIT - II

Reading and Writing Skills

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills;
- B. Understanding denotative and connotative aspects of a text, vocabulary development through reading, features that make texts complex.
- C. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- D. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing techniques.

UNIT - III

Speaking and Listening Skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, role playing, illustrations), impact of culture on speaking
- B. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.
- C. Why listening is important; kinds of listening; Listening strategies.
- D. Need for modelling good listening behaviour; listening across the curriculum, notetaking, listening comprehensions and recorded speeches/texts; understanding of various accents.

UNIT - IV

Critical Thinking and Academic Writing

- A. Critical thinking, enhancing critical thinking abilities; critical Interpretation, questioning and challenging your beliefs and values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.
- C. Academic writing and its components, development of academic language; Activities to develop academic writing skills.
- D. Developing Critical, analytical, and interpretive thinking skills, learning to analyze.

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Suggestive Practicum

1. How do you interpret every day and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.


Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.





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Art Education (Performing and Visual) and Creative Expressions
Puppetry

Credits 2
Semester S-1

Course - 1
Code - 231TEP21C4

Total Marks - 50
Theory Marks - 35
Internal Marks - 15

5.3.1 About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level



communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Learning Outcomes

After completion of this course, student teachers will be able to:

- articulate the importance of aesthetics and art in elementary education.
- demonstrate their familiarity with and appreciation of puppetry.
- design puppets.
- practice and create a short puppetry show.

UNIT - I

Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Designing Puppets (6 Sessions)

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III

Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.



Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

5.3.3 Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions			
Sl. no	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups - 3, 4, 5.	Practice	
12	Assignments	Written.	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



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Understanding India (Indian Ethos and Knowledge Systems) - I
(Code- 23ITEP21C5)

Credits:2
Semester: 1

External Marks- 35
Internal Marks- 15

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Introduction to the Knowledge and Culture of India

- A. Definition & scope; Relevance of Indian Knowledge System.
- B. Need to revisit our ancient knowledge, traditions, and culture.
- C. Fine art (traditional art forms, contemporary art, art & spirituality, art and Identity, and art and globalization). Performing Art (Indian dance systems, traditional Indian pieces of music, visual arts, folkarts, etc.,).
- D. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc. (Brief Overview)).

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UNIT - II

Polity and Law

- A. Types of government (Kingship, oligarchies, republics);
- B. Local administration (village administration);
- C. Basis of Law: Dharma (Ethics) & its sources; Criminal Justice: police, jails, and punishments; Lesson from Chanakyaniti;
- D. Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

UNIT - III

Economy

- A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- B. Internal & external trade and commerce, including trade routes,
- C. Temple economy.

UNIT - IV

Environment & Health

- A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.

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- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

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Paper: Medieval Indian History (1200 to 1526 CE)-I
(course – III):- Code: 23ITEP22CA8A

Max. Marks : 100
Theory : 70
Int. Assessment : 30
Time : 3 Hrs.

Note: The paper-setter shall set nine questions in all, taking two questions from each unit and one compulsory question (Q.No. 9), containing seven short answer type questions of two marks each, covering the entire syllabus. The candidate shall attempt five questions in all, selecting one question from each unit and the compulsory question. All questions shall carry equal marks.

Unit-I

1. Survey of the sources of Delhi Sultanate
2. Consolidation and construction of power
3. Sultan-Nobility relations

Unit-II

1. Khalji Revolution
2. Experiments and Reforms Tughlaqs
3. Disintegration of Sultanate and the emergence of regional states

Unit-III

1. Nature of Delhi Sultanate
2. Central Administration
3. Provincial Administration

Unit-IV

1. Land Revenue System
2. Technological Changes
3. A brief Study of Social Structure

Suggested Readings:

- Ashraf, K.M. : *Life and Condition of the People of Hindustan* (also in Hindi) Asiatic Society, Calcutta, 1970
- Chandra, Satish : *Medieval India*, Vol.1 (also in Hindi), Jawahar Publishers and Distributors, Delhi, 1998
- Chattopadhyaya, B.D.: *Representing the Other?: Sanskrit sources and the Muslim:*

- 8th to 14th century, Manohar Publication, Delhi, 1998
- Eaton, Richard : *The Rise of Islam and the Bengal Frontier*, Oxford University Press, Delhi, 2002
- Habib, Irfan : *Medieval India: The Study of a Civilization*, National Book Trust Delhi, 2008
- Habib, Irfan(ed.) : *Madhyakaleen Bharat*, (in Hindi) Vols. 1 to 8, Raj Kamal Publication, Delhi, 1981, 1983, 1990, 1992, 1994, 1999, 2000, 2001
- Habib, M. and : *Comprehensive History of India*, Vol.V, (also in Nizami K.A. Hindi), Macmillan, Delhi, 1994
- Habibullah, A.B.M. : *The Foundation of Muslim rule in India*, (also in Hindi), Oriental Book Depot., Allahabad, 1976
- Hermann, Kulke : *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995
- Jackson, Peter : *The Delhi Sultanate: A Political and Military History*, Cambridge University Press, Cambridge, 1999
- Kumar, Sunil : *The Emergence of the Delhi Sultanate*, Permanent Black Publication, Delhi, 2007.
- Lal, K.S. : *History of the Khaljis (1290-1320)*, third edition, Munshiram Manoharlal, Delhi, 1980
- Majumdar, R.C. : *The Delhi Sultanate*, Vol.6, Bhartiya Vidya Bhawan, Puskalkar, A.D. Bombay, 1960
- Nizami, K.A. : *State and Culture in Medieval India*, Adam Publication, Delhi, 1985
- Tripathi, R.P. : *Some Aspects of Muslim Administration*, Central Book Depot., Allahabad, 1978
- Verma, H.C. (ed.) : *Madhyakaleen Bharat*, Vol.I, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1990
- Wrink, Andre : *The Making of India Islamic World*, Vol.I &II, Oxford University Press, Delhi, 1999.



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Paper: Medieval Indian History (1526-1707 CE)-II
(course – IV):- Code: 23ITEP22CA8B

Max. Marks	:	100
Theory	:	70
Int. Assessment	:	30
Time	:	3 Hrs.

Note: The paper-setter shall set nine questions in all, taking two questions from each unit and one compulsory question (Q.No. 9), containing seven short answer type questions of two marks each, covering the entire syllabus. The candidate shall attempt five questions in all, selecting one question from each unit and the compulsory question. All questions shall carry equal marks.

Unit-I

1. India on the eve of Babur's invasion
2. Humayun and his relations with Sher Shah Suri
3. Sher Shah Suri's contribution to Administration and Revenue System

Unit-II

1. Territorial expansion in time of Akbar and Jahangir
2. Territorial expansion in time of Shah Jahan and Aurangzeb
3. Beginning of crisis –Revolts of Jats and Satnamis

Unit-III

1. Jagirdari
2. Zamindari
3. Mansabdari

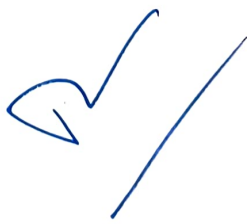
Unit-IV

1. Central Administration
2. Provincial Administration
3. Land Revenue System

Suggested Reading:

- Alam, Muzaffar and : *The Mughal State (1526-1750)*, Oxford University Press, Delhi, Subramanyam, Sanjay 1998
- Chandra, Satish : *Medieval India*, (also in Hindi), Vol. 2, Jawahar Publication and Distribution, Delhi, 1998
- Day, U.N. : *The Mughal Government*, Low Publication House, Delhi, 1989

- Gascoigne, Bamber : *The Great Mughals*, Time Books International, London, 1987
- Habib, Irfan : *Madhyakaleen Bharat* (in Hindi also), Vol. 1 to 8, Raj Kamal Publication, Delhi
- Habib, Irfan : *The Agrarian System of Mughal India*, Oxford University Press, Delhi, 2004
- Marshal, P.J. (ed.) : *The Eighteenth Century in Indian History*, Oxford University Press, Delhi, 2003
- Mukhia, Harbans : *The Mughals of India*, Blackwell Publication, Delhi, 2005
- Prasad, Ishwari : *The Life and Times of Humayun*, Central Book Depot., Allahabad, 1976
- Richard, J.F. : *The Mughal Empire*, Cambridge University Press, Delhi, 2008
- Sharma, Sri Ram : *The Mughal Empire in India*, Lakshmi Narain Agarwal Publication, Agra, 1966
- Spear, Percival : *Twilight of the Mughals*, Cambridge University Press, Delhi, 1951
- Srivastava, A.L. : *The Mughal Empire (1526-1803)*, Lakshmi Narain Agarwal Publication, Agra, 1947
- Streus and Douglas, E. : *The Formation of the Mughal Empire*, Oxford University Press, Delhi, 1989
- Tripathi, R.P. : *Rise and Fall of the Mughal Empire*, Central Book Depot. Allahabad, 1956
- Verma, H.C. (ed.) : *Madhyakaleen Bharat*, Vol.2, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1995



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Department of Geography
Course 3: Elementary Geomorphology

Course Code	23ITEP22CA9A	Course Credits	4(1:41: 0)
Max. Marks	100 { External (term-end exam) - 70 (Internal - 30)	Time of end term examination	3 Hours

Note: The question paper will have five units. The first unit shall be compulsory and shall contain eight short answer type questions covering entire syllabus. Rest of the four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. All questions carry equal marks.

Course Objectives:

To describe:

1. basics about the development of geomorphology.
2. basic concepts of geomorphology.
3. interior of earth and types of landforms.
4. basics of geomorphic processes.

Course Outcomes:

Students would be able to understand:

1. the basic concepts and the relevance of geomorphology.
2. the orders of landforms.
3. the endogenetic processes and resulting landforms.
4. the exogenetic processes and resulting landforms.

Unit - I

Geomorphology: Nature, scope and significance, history and development of geomorphic ideas; Fundamental concepts: Uniformitarianism, geological structure, process and stages.

Unit - II

The Earth's interior: Structure and composition, Plate tectonics- meaning and concept; Plates, plate margins and boundaries; Plate motion; Distribution of plates.

Unit - III

Endogenetic processes: Faulting, folding and their geomorphic expressions. Earthquake: Concept, causes and classification; Volcanism: Concept, mechanism and causes; Volcanoes- classification, volcanic materials and topography associated with vulcanicity.

Unit - IV

Exogenetic processes: Weathering and mass wasting- concept, controlling factors, classification and significance; Dynamics of fluvial, aeolian, and glacial processes and resulting landforms.

Suggested Readings:

1. Bloom, A.L. 1992, *Geomorphology*, Prentice Hall of India, New Delhi.
2. Dayal, P. 1990, *A Text Book of Geomorphology*, Shukla Book Depot, Patna.
3. Husain Majid 2002, *Fundamentals of Physical Geography*, Rawat Publications, Jaipur and New Delhi.
4. Singh, Savinder 2006, *Physical Geography*, Pravalika Publications, Allahabad.
5. Strahler Alan and Strahler Arthur 2005, *Introducing Physical Geography*, John Wiley & Sons, Washington.

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Department of Geography
Course 4: Introduction to Social Geography

Course Code	23 I T E P 22 C A 9 B	Course Credits	4(1:31:0)
Max. Marks	100{External (term-end exam) - 70} (Internal - 30)	Time of end term examination	3 Hours

Note: The question paper will have five units. The first unit shall be compulsory and shall contain eight short answer type questions covering entire syllabus. Rest of the four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. All questions carry equal marks.

Course Objectives:
To describe:

1. basics about the development of social geography.
2. the theoretical, philosophical, conceptual base of social geography.
3. the concepts of social well-being.
4. the gender issues.

Course Outcomes:
Students would be able to understand:

1. the basic concept of social geography.
2. the concepts of society in geographical perspective.
3. social well-being and social change.
4. women empowerment and well-being.

Unit - I

Social Geography: Nature, scope and significance of social geography; Philosophical bases of social geography: Positivism and feminism.

Unit - II

Towards a Social Geography of India: Concept of social differentiation, socio-cultural regions of India; Linguistic elements in India.

Unit - III

Social Well-being: Concepts of social well-being and social change, Human Development Index.

Unit - IV

Gender Issues: Sex ratio, Literacy, Women employment, Women empowerment.

Suggested Readings:

1. Ahmad, Aijazuddin 1999, *Social Geography*, Rawat, New Delhi.
2. Dreze, Jean and Amartya Sen 1996, *Economic Development and Social Opportunity*, Oxford University, Press, New Delhi.
3. Husain, Majid (ed.) 1994, *Social Geography*, Anmol Publications, New Delhi.
4. Del Casino Jr., Vincent J. 2009, *Social Geography*, Sussex, Wiley-Blackwell.
5. Hamnelt, Charish (ed.) 1996, *Social Geography*, London, Arnold.

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Name of the Department/Centre/Institute—Department of Psychology
Name of the Major Paper of Psychology --Fundamentals of Developmental Psychology
Offered in semester—2nd Semester

Adulthood: L
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Course Code	231TEP22CA11A	Course Credits	3 (L: 3 T: 0 P: 0)
Max. Marks	75	Time of end term examination	3 Hours
Internal Assessment	25		
Theory Examination	50		

The examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising of questions from all four units and would contain four short answer questions of 2.5 marks each. The remaining eight questions shall be set by taking two questions (10 marks each) from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

Course Objectives:

1. To familiarize the students with concepts and principles of Human Development.
2. To impart fundamental knowledge regarding Prenatal Stages and Hazards faced during Infancy.
3. To impart knowledge about various aspects of the development of Childhood and Adolescence.
4. To orient the students with the Aging Process.
5. To acquaint the students with concept of death and dying.

Course Outcomes:

1. Students will develop an understanding of the principles of Human Development.
2. Students will gain knowledge of theoretical concepts related to Prenatal and Infancy Stages.
3. Students will acquire knowledge about various aspects of the development of Childhood and Adolescence.
4. Students will gain information about the Aging Process.
5. Students will gain knowledge about the concept of death and dying.

Unit - I

Human Development: Concept and Principles
Factors in Human Development: Biological, Social and Cultural

Unit - II

Prenatal Development: Determinants and Stages.
Infancy: Characteristics, Hazards and Adjustment.

Unit - III

Childhood: Characteristics, Physical, Motor, Emotional, Cognitive Development.

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Adolescents: Characteristics and Problems of Adolescents and Adjustment.
Unit - IV

Adulthood: Early Adulthood, Late Adulthood and Aging- Changing, Patterns and Problems.
Death and Dying: Understanding Attitudes towards death; Bereavement: Coping with the death of a loved one.

Suggested Readings:

1. Berk, L.E. (2004). *Development Through the Life Span*. Delhi: Pearson Education.
2. Chakravarty, M., (2000). *Child Psychology*. New Delhi: Commonwealth Publications.
3. Hurlock, E.B. (2001). *Developmental Psychology: A Life-span Approach*. New Delhi: Tata McGraw Hill.
4. Khatoon, N., (2022). *Child Psychology*. Noida: Pearson Education.
5. Lal, J.N., & Srivastava, A. (2001). *Modern Developmental Psychology*. Agra: Vinod Pustak Bhandar.
6. Sheffer, D.R. & Katherine, K. (2007). *Developmental Psychology: Childhood and Adolescence* NewYork: Thomson Wadsworth;
7. Santrock, J.W. (1997). *Life Span Development*. Dubuque: Brown and Benchmark.

Name of the Department/Centre/Institute—Department of Psychology
Name of the Major Paper of Psychology --Practicals
Offered in semester—2nd Semester

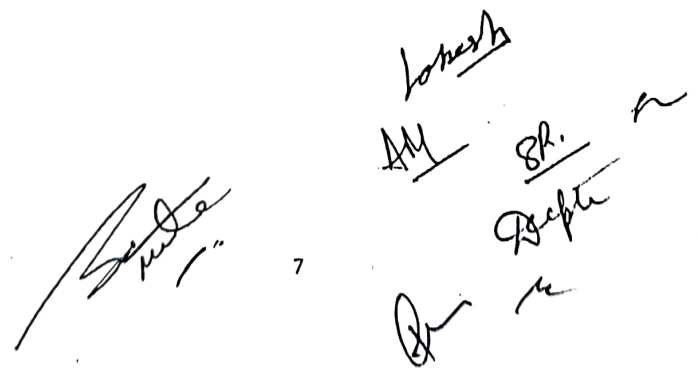
Course Code		Course Credits	1 (L: 0 T: 0 P:1)
Max. Marks	25	Time of end term examination	3 Hours
Internal Assessment	05		
Practical Examination	20		

Note:

1. Students have to conduct and report at least Two (2) practicals.
2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

List of Practical

1. Emotional Maturity Scale
2. Youth Problem Inventory
3. Self-Esteem Scale
4. Parent-Child Relationship
5. Impulsiveness Scale



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Name of the Department/Centre/Institute Department of Psychology
Name of the Major Paper of Psychology Fundamentals of Experimental Psychology

Offered in semester 2nd Semester

Course Code	231TEP22CA11B	Course Credits	3 (1:3 1:0 P:0)
Max. Marks	75	Time of end term examination	3 Hours
Internal Assessment	25		
Theory Examination	50		

Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory, comprising of questions from all four units and would contain four short answer questions of 2.5 marks each. The remaining eight questions shall be set by taking two questions from each unit (10 marks each). The students have to attempt five questions in total, first being compulsory and selecting one from each unit.

Course Objectives:

1. To familiarize the students with the concept of Attention and Psychophysics.
2. To familiarize the students with the Learning Processes.
3. To provide theoretical perspectives of Memory and Forgetting.
4. To enrich the students with the knowledge of measures of central tendencies.
5. To familiarize the students with the knowledge of measures of Variability.

Course Outcomes:

1. Students will gain knowledge of concepts of Attention and Psychophysics.
2. Students will acquire knowledge about the Learning Processes.
3. Students will gain knowledge about the perspectives of Memory and Forgetting.
4. Students will acquire the knowledge about the measures of central tendencies.
5. Students will gain knowledge about the measures of Variability.

Unit - I

Attention: Nature, Characteristics, and Types.
Psychophysics: Problems of Psychophysics and Methods (Classical).

Unit - II

Learning: Meaning, Trial and error learning,
Insight learning, Classical and Operant conditioning.

Unit - III

Memory: Stages, STM and LTM - Methods to Study Memory.
Forgetting: Factors leading to forgetting, Mnemonics.

Unit - IV

Statistics: Frequency Distribution, Graphical Presentation of data, Measures of Central Tendencies.
Measures of Variability: Quartile Deviation, Standard Deviation.

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Prescribed Readings:

Atkinson, R.L., Atkinson, R.L., et al. (1985). *Introduction to Psychology*. N. Y.: HBJ Publishers.
 Chaube, S.P., (2021). *Experimental Psychology* New Delhi: Neelkumal Publications.
 D'Amato, M.R. (2001). *Experimental Psychology: Methodology, Psychophysics and Learning*, New Delhi: McGraw Hill.
 Mayers, A., (2012). *Experimental Psychology (7th Ed.)*, Belmont: Cengage Learning.
 Singh, A.K. (2009). *Uchattar Samanaya Manovigyan*. Delhi: Moti Lal Banarsidas.
 Singh, A. & Singh, U. (1984). *Prayogatamak Manovigyan*. Bhiwani: Vedic Prakashan.
 Singh, R. & Shyam, R. (2008). *Adhunik Sangyanatmak Manovigyan*. Panchkula: Haryana Sahitya Akadami.
 S. Woodworth, R.S., (2022). *Experimental Psychology*. New Delhi: Oxford and IBH Publishing.

Name of the Department/Centre/Institute—**Department of Psychology**
 Name of the Major Paper of Psychology --**Practicals**
 Offered in semester—**2nd Semester**

Course Code		Course Credits	1 (L:0 T:0 P:1)
Max. Marks	25	Time of end term examination	3 Hours
Internal Assessment	05		
Practical Examination	20		

Note:
 1. Students have to conduct and report at least Two (2) practicals.
 2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

List of Practical

1. Retroactive Inhibition
2. AL by Method of Constant Stimuli
3. DL by Method of Limits
4. Muller-Lyer Illusion
5. Span of Attention

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Indian Government & Politics-II

Course- III Code:- 23ITEP22CA12A

Semester-II (Paper-III)

Credit- 4

External Marks: 70

Internal Assessment: 30

Note: Students are required to attempt five questions in all, selecting one question from each unit. Question No. 9 (Short Answers) will be from entire syllabus and is compulsory. This section will consist of eight short answer questions of 2 marks each.

UNIT - I

Federalism and its Working with reference to Centre-State Relations, Demand for State Autonomy; Emerging Trends in Indian Federation.

UNIT - II

Election Commission, Electoral Process and its Defects and Voting Behaviour, Electoral Reforms, Problem of Defection.

UNIT - III

Party System in India: National and Regional Political Parties.

UNIT - IV

Role of Caste, Religion, Language, Regionalism in India, Politics of Reservation.

Reading:

1. G. Austin, The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press, 1966.
2. D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.
3. D.D. Basu and B. Parekh (ed.), Crisis and Change in Contemporary India, New Delhi, Sage, 1994.
4. P. Brass, Politics of India Since Independence, Hyderabad, Orient Longman, 1990.
5. B.L. Fadia, State Politics in India, 2 Vols., New Delhi, Radiant Publishers, 1984.
6. R.L. Hardgrave, India: Government and Politics in a Developing Nation, New York, Harcourt, Brace and World, 1965.
7. N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press, 2001.
8. S. Kaushik (ed.), Indian Government and Politics, Delhi University, Directorate of Hindi Implementation, 1990.
9. J.R. Siwach, Dynamics of Indian Government & Politics, New Delhi, Sterling Publishers, 1985.
10. Singh, M.P. and H. Roy (eds.), Indian Political System: Structure, Politics, Development, New Delhi, Jnanada Prakash, 1995.
11. R. Thakur, The Government & Politics of India, London, Macmillan, 1995.



International Relations-II

Course- IV Code:- 23ITEP22CA12B

Semester-II (Paper-IV)
Credit- 4

External Marks: 70
Internal Assessment: 30

Note: Students are required to attempt five questions in all, selecting one question from each unit. Question No. 9 (Short Answers) will be from entire syllabus and is compulsory. This section will consist of eight short answer questions of 2 marks each. .

Unit-I

Ideology in International Relations
National Interest, Foreign Policy and Diplomacy and their inter-relationship

Unit-II

Cold War, Non-Alignment, End of Cold War.

Unit-III

War : Meaning, Types and Causes
Meaning of Disarmament and Arms-control: Types of Disarmament; History of Disarmament:
Partial Test Ban Treaty, NPT, CTBT.

Unit-IV

New International Economic Order, North-South Dialogue, Globalization, Environmentalism.

Readings

1. John, Baylis and Steve Smith, *Globalization of World Politics*, Oxford, London, 1997.
2. P.Allan and K. Goldman (eds.), *The End of the Cold War*, Dordrecht, Martinus Nijhoff, 1992.
3. S. Burchill et. al., *Theories of International Relations*, Hamsphire, Macmillan, 2001.
4. K.W. Deutsch, *The Analysis of International Relations*, New Delhi, Prentice Hall, 1989.
5. F. Halliday, *Revolution and World Politics: The Rise and Fall of the Sixth Great Power*, Basingstoke, Macmillan, 1999.
6. F. Halliday, *Rethinking International Relations*, Basingstoke, Macmillan, 1994.
7. S.H. Hoffman, *Essays in Theory and Politics of International Relations*, Boulder
8. M.S. Rajan, *Non-Alignment and the Non-Alignment Movement in the Present World Order*, Delhi, Konark, 1994.
9. M.P. Sullivan, *Theories of International Politics: Enduring Paradigm in a Changing World*, Hamsphire, Macmillan, 2001.

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Language 2 (As per the 8th Schedule of the Constitution of India)

(Code- 23ITEP22C2)

Credits: 4
Semester: 2

External Marks- 70
Internal Marks- 30

About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

Learning Outcomes

After completing the course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

UNIT - I

Language, Society, and learning

- Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language.
- Language and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages.
- Language and education; notion of first language, second language and others.

UNIT - II

Speech and Writing

- Writing Systems.
- Speech and writing; arbitrariness in language; types of writingsystems.
- Classification sessions of speech sounds: vowels, consonants, and others;.
- Suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

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UNIT - III

Understanding Grammar

- A. Word and meaning; parts of speech, grammatical categories.
- B. Word formation: affixation, compounding, reduplication, vocabulary building.
- C. Sentence and its constituents: simple, complex, and compound sentences.
- D. Semantics and pragmatics, lexical meaning- synonymy, antonymy, metonymy, grammatical meaning, speech acts.

UNIT - IV

Basic Communication Skills in L2

- A. Pronunciation and listening comprehension skills.
- B. Reading and reading comprehension skills.
- C. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.
- D. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

Suggestive Practicum

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

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Teacher and Society
(Code-23ITEP22C3)

Credits:2
Semester: 2

External Marks- 35
Internal Marks- 15

About the Course

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states "teachers truly shape the future of our children - and, therefore, the future of our nation." "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP in its introductory section states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The

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course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

The course explores the agentic role of a teacher, how it gets influenced and how it influences the education system. It concludes with the re-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

Learning Outcomes

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

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT - I

Understanding the Teacher: Exploring the Personal and Professional Teacher

- A. Teachers' beliefs, values and aspirations, diversity in teacher identity and social contexts.
- B. Exploring the professional teacher: attitude, aptitude, experience and exposure.
- C. Teacher as lifelong learner.
- D. Teacher for collaborative and/or collective engagement with self, others, the social context.

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UNIT - II

Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

- A. Teaching: profession, roles performed by a teacher
- B. Teaching: nurturing teachers for human flourishing.
- C. Holistic teacher development.
- D. Developing an ethic of care in teacher education: nurturing teachers towards a pedagogy of care.

UNIT - III

Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

- A. Teacher agency: individual, cultural and structural dimensions of teacher agency.
- B. Teacher discourses, philosophy, relationships, networks and professional development: shaping teacher agency.
- C. Role of teacher in shaping the educational policy, practice, and reforms.
- D. Challenges and issues in teaching profession.

UNIT - IV

Teacher as an Architect of the New India: Shaping the Society of Tomorrow

- A. Engaging in Critical Education: Dialogues associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- B. Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life.
- C. Growing isolation and impact on mental and social health and well-being.
- D. 'Globalization' and the reconstructed nationalism.

Suggestive Practicum

1. Take up a case study of any one teacher education Institution.
2. Write a biography of any one of your favourite teachers/ Educationists.

5.5.3 Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

• Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.

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Understanding India (Indian Ethos and Knowledge Systems) – II
(Code-23ITEP22C4)

Credits: 2
Semester: 2

External Marks- 35
Internal Marks- 15

About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Philosophy, Ethics & Values: Schools of Philosophy

- A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
- B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita, Vedanta for Well-Being).
- C. Ethics, morality, and moral dilemma and their relevance in today's technologically volatile world, leading an ethical and modern life..
- D. Spirituality and Social Responsibility; Importance of Spirituality in current times.

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UNIT - II Culture- Lifestyle

- A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
- D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - III Science & Technology

- A. Arithmetic and logic.
- B. Natural sciences: math, physics, metallurgy, and chemistry.
- C. Astronomy: India's contributions to the world.
- D. Technology in the economy: agriculture, transportation, etc.

UNIT - IV Linguistic Traditions

- A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
- B. Evolution of Languages over the years
- C. Language: Identity and History.
- D. Language as culture, language as building blocks to different culture and society.

Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic

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Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

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ORDINANCE FOR ITEP (4-Year Integrated B.Ed. Programme)

1. Duration of the course leading to the degree of B.A.B.Ed./B.Com.B.Ed. (ITEP) shall be of four academic years divided into eight semesters. The examination shall ordinarily be held for the 1st, 3rd, 5th, and 7th semesters in the month of May/June and for the 2nd, 4th, 6th and 8th Semesters in the month November/December or on such dates as May be fixed by the Vice-Chancellor from time to time.

A Supplementary examination for odd and even semesters shall be held along with their regular odd and even semester examinations.

The Programme will be conducted for atleast 200 working days each year exclusive of the period of Examination and admission.

2. **Multiple Entry and Exit, and Re-entry Options:** The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications. Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed. Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.A.B.Ed. or B.Sc.B.Ed. or B.Com.B.Ed. etc. upon securing a minimum of 160 credits, including a minimum of 80 credits for the first major (i.e. in education), and a minimum of 48 credits for the second major (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education).
3. The last date for the receipt of Admission form and fee without late fee will be fixed by the Vice-Chancellor and shall be notified to the Head of the University Teaching Department and the colleges concerned.

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4. A candidate's admission form and fee may be accepted after the last date on payment of late fee up to the date mentioned by the University.

Provide that:-

No late fee shall be charged if the Admission Form and fee are received within three working days of grace after the last date for the receipt of the same without late fee.

5. Minimum eligibility conditions for admission to four-year Integrated B.Ed. Programme (ITEP) shall be following:

a) **For B.A.B.Ed. Programme**, Senior Secondary Examination (10+2) with atleast 50% Marks (47.5% marks for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) in aggregate from Board of School Education, Haryana, Bhiwani or any other examination recognized by M.D. University, Rohtak as equivalent thereto.

b) **For B.Com.B.Ed. Programme**, Senior Secondary Examination (10+2) with atleast 50% Marks (47.5% marks for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) in aggregate from Board of School Education, Haryana, Bhiwani or any other examination recognized by M.D. University, Rohtak as equivalent thereto.

Note: The detailed eligibility conditions e.g. percentage of marks in the qualifying examinations, subject (s) combination etc. shall be notified in the Admission Brochure as approved by the Academic Council from time to time.

***Candidates placed under compartment in the qualifying examination shall not be eligible for admission. Those who have done graduation or post graduation shall not be eligible for 4-year ITEP Courses.**

6. The minimum pass marks for passing any examinations shall be as under:

- (i) 40% in each theory paper
(ii) 40% in each practical examination or viva-voce/project/internship/training report/dissertation wherever prescribed.

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(iii) 40% in aggregate of each theory paper and internal assessment (and practical where practical is a component of theory paper).

7. Every candidate shall be examined according to the Scheme of Examination and syllabus as approved by the Academic Council from time to time. However, syllabus for re-appear / failed candidate for the Semester Examination shall be the same according to which they appeared as regular students.

8. 30% marks in each written paper (excluding viva-voce), shall be assigned for internal assessment.

The Head of the Department shall forward the internal assessment marks awarded by the concerned teacher on the basis of class test, written assignment and its Presentation/Seminar and attendance in the classes etc. to the Controller of Examinations as per the following schedule:

- (i) The Internal Assessment/Sessionals marks should be supplied by the Heads of the Departments invariably within 20 days after commencement of the examination.
- (ii) Thereafter, a late fee @ Rs.25/- per candidate per subject shall be charged from the Department.
- (iii) No internal Assessment/Sessionals marks shall be entertained if the same are received in the University after 30 days of the declaration of results. However, vice-Chancellor may condone the delay with late fee after taking into consideration the merit of each case.

9. The Head of the Institution/Department will preserve the records on the basis of which the Internal Assessment awards have been prepared for inspection, if needed by the University, up to three months of the date of declaration of each semester examination results.

10. The examination shall be open to a regular student who:-

i) has passed the requisite examinations as laid down in **Clause-5;**

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ii) has his / her name submitted to the controller of Examinations by the Head of the University Department / Principal of the 'College concerned and produces the following certificates signed by the Head of the University Teaching Department / Principal of the College concerned:-

- (a) of good Character;
- (b) of having remained on the rolls of the University Teaching Department/College for the year proceeding the Examination;
- (c) of having attended not less than 80% for all course work and practicum and 90% for school internship/projects/filed attachment.
- (d) **Note:** Relaxation in shortage of lectures up to 20% will be allowed by the Head of the Department on the following grounds:
 - (i) self-illness;
 - (ii) illness/death of parents, brother, sister or any other close family member; (iii) Any other reason beyond the control of the student to the satisfaction of the Head of the Department.

11. The candidates shall be treated as promoted to next semester/class automatically subject to fulfilment of conditions as laid down in clause-10 of the Ordinance. However, promotion to 7th semester will be allowed only when he/she has cleared the 1st module (1st to 6th semesters).

Note: For the purpose of promotion, each theory and practical in any subject shall be considered as separate paper.

12. A candidate who fails to pass or having been eligible, fails to appear in any semester examination will be allowed to clear the re-appear paper(s) and also for improvement of result after passing a semester examination within a period of **Eight (8) years**. While re-appearing to pass a semester examination, the candidate will be exempted from reappearing in the papers/practicals in which he/she secured 40% pass marks.

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13. A candidate, who fails to pass ITEP Examination within a period of four years of his / her admission to the course, shall be deemed to be unfit for the ITEP course at this University.

14. The amount of examination fee to be paid by the candidate shall be as prescribed by the University from time to time. A candidate who re-appears in one or more paper(s) / practical(s) for the purpose of passing / improvement of division / result shall pay fee as for the whole examination.

15. The medium of instruction shall be English/Hindi. The medium of examination shall be as under:-

- a) the question papers shall be set both in English and Hindi.
- b) the candidates shall write their answers either in English or in Hindi.

16. i) Every candidate shall be required to submit copies of his / her practicum/projects/internship. All the candidates shall be examined in viva-voce on practicum/projects/internship.

ii) The last date for receipt of practicum/projects/internship in the Office of the Controller of Examinations shall be one month before the commencement of the 2nd/4th/6th/8th Semester examination; provided that in exceptional cases, the Vice-Chancellor shall have the power to extend on the recommendation of the Head of the Department, the last date for the receipt of the practicum/projects/internship upto three months. If the candidate fails to submit the practicum/projects/internship even upto the extended period, he/ she will be considered as absent in the end practicum/projects/internship paper and his/her result shall be declared accordingly.

(iii) The practicum/projects/internship shall be evaluated separately by two different external examiners. The external examiner and one internal examiner (the supervisor of the candidate) shall jointly hold the viva-voce examination.

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(iv) A candidate who has submitted practicum/projects/internship, as a part of his/ her examination, may withdraw the same, before it has been examined but once it is examined and the candidate obtained the minimum pass marks, he / she will not be permitted to withdraw it or submit another practicum/projects/internship in lieu thereof. The marks obtained by him/her for practicum/projects/internship shall be taken into account when he/she appears in any future examination for the purpose of passing therein, or for improving the division.

17. The Internal Assessment awards as well as viva-voce awards of a candidate who fails in any semester examination shall be carried forward to the next examination.

18. As soon as possible, after the termination of the examination, the Controller of Examination shall publish the result of the candidates and issue Detailed Marks Cards.

19. The result of the candidate who have passed the examination shall be classified into Grades as under on the basis of the aggregate marks obtained by the candidate and the Grade obtained by the candidate will be stated in his / her degree:-

Suggested Grading System: Letter Grades and Grade Point

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Not Qualified)	0
Ab (Absent)	0

For non-credit courses/activity such as the Student Induction Programme 'Satisfactory' or 'Unsatisfactory' will be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA. The Semester Grade Point Average (SGPA) is a

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measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.

It shall be expressed up to two decimal places. i.e., $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the students.

The universities or the autonomous colleges can decide on the grade or percentage of marks required to pass in a course and the Cumulative Grade Point Average (CGPA) required to qualify for the award of the degree taking into consideration the recommendations of the relevant standard setting body. Cumulative Grade Point Average (CGPA) is a measure of cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses. It is expressed up to two decimal places. i.e.,

$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

20. A candidate who has passed the ITEP Examination from this University may appear in one or more additional paper(s) in which he / she has not already passed. The examination fee for appearing in each paper shall be per rules. A candidate shall, in order to pass in the additional paper(s) be required to obtain at least 40% marks in each paper.

21. A person who has passed the ITEP Examination of this University and is desirous of improving his / her score of marks / division, as the case may be, will be allowed to appear; as an ex-student, in one or more theory papers within a period of four years from the date of admission. The higher score in the paper(s) in which he / she re-appears will be taken into account towards the final result and the result of such a candidate shall be revised only if he / she improve his / her result. The candidate would be allowed to take the examination according to the syllabus in force for the regular students for that examination.

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22. A candidate for an examination in full subjects of this University cannot simultaneously study for, or appear in another examination of this University or of another University / Board. The bar shall not apply to a candidate appearing in an examination of the University for passing or for improvement of division / result of additional subjects, provided that he/she does not take the examination in more than two subjects / papers simultaneously with full subjects of his / her main examinations.

23. The grace marks will be allowed as per University rules.

Head: Dr. J. K. Jaiswal Principal Sign: [Signature]