



GOA UNIVERSITY
Sub P.O. Goa University, Taleigao Plateau, Goa- 403206.

B.A.B.Ed. PROGRAMME

Syllabus of B. A. (English) **From the Academic year 2015-16**

For the Academic year 2015-16

Preamble:

The Four-Year Integrated Bachelor of Arts (English) Bachelor of Education Degree Programme of Goa University is aimed at imparting Language and Literature-based learning, by encouraging curiosity and a critical outlook towards the societal reality. It also provides suitable training in soft skills to would-be graduates. With an equal emphasis on Spoken and Written English, during the first four semesters, the programme caters to all students offering English Compulsory courses. However, it simultaneously introduces students aspiring to major in English to literary studies by gradually building up informed interest in genres of literature, literary movements, historical developments and extraneous factors influencing literature. In addition to the specific courses of literary and critical study, for the interested students, this programme offers Allied-to-Major courses, such as Translation Studies, Sociology of Literature, American Studies and Creative Writing. As such, the programme visualizes a fine balance between learning and aptitude, interest and work experience, while it promotes the natural bonding between literature, society, ethics and the philosophy of existence.

Pre-requisites: Having passed the XII Arts Examination of Goa Board, or an equivalent examination of any other recognized Board/Institution, qualifies a candidate to seek admission to the First Semester of the Three-Year B. A. B.Ed. programme.

Number of Semesters: Six. Semester wise distribution of courses is given below.

Project: Students are required to carry out Project Work during Semester-V and Semester-VI and submit the report for evaluation.

SEMESTER-WISE CODING OF PAPERS FOR THE BAED ENGLISH

Semester I: BAEDS1P1ENG: Spoken English (Compulsory Paper)

BAEDS1ENGMAJ01: Introduction to Poetry and Drama (For English Major)

Semester II: BAEDS2P1ENG: Written English (Compulsory Paper)

BAEDS1ENGMAJ02: Introduction to Fiction (For English Major)

Semester III: BAEDS2P1ENG: Functional English (Compulsory Paper)

BAEDS1ENGMAJ03: Nineteenth Century English Literature (For English Major)

Semester IV: BAEDS4P1ENG English Language through Literature (Compulsory Paper)

BAEDS4ENGMAJ04: Twentieth Century English Literature (For English Major)

Allied papers related to course in English Major

- BAEDALDENG01: Sociology of Literature.

- BAEDALDENG02: An Introduction to Translation.

- BAEDALDENG03: American Studies.

-BAEDALDENG04: Creative Writing for Beginners.

Semester V: BAEDS5ENGMAJ01:– Indian Literature in English

BAEDS5ENGMAJ02:- Shakespeare

BAEDS5ENGMAJ03: – New Literatures in English

Semester VI:

BAEDS5ENGMAJ04: – Autobiographical Writings

BAEDS5ENGMAJ05: – Indian Drama in Translation

BAEDS5ENGMAJ06:– Literary Criticism from Aristotle to Leavis

Semester VII: BAEDS5ENGMAJ06:--Modern American Literature

BAEDS6ENGMAJ02:– Goan Writing

BAEDS6ENGMAJ02:– Contemporary Indian Women Novelists

Semester VIII: BAEDS6ENGMAJ04: – Indian Fiction in Translation

BAEDS6ENGMAJ05:– Modern Literary Theory

BAEDS6ENGMAJ06:– Indian Diaspora Writing

Foundation Course paper recommended for BSc.

Semester-III -Communication Skills (F. C.)

Syllabus of BAED Semesters-I & -II

Titles of the Papers:

Semester-I..... BAEDS1P1ENG.**Spoken English** (Compulsory Paper)

Semester-I.....BAEDS1ENGMAJ01**Introduction to Poetry and Drama** (For English Major)

Semester-II..... BAEDS2P1ENG **Written English** (Compulsory Paper)

Semester-II..... BAEDS1ENGMAJ02.**Introduction to Fiction** (For English Major)

SEMESTER-I

BAEDS1P1ENG: Spoken English (Compulsory Paper)

Course Objectives

1. To listen to, understand and convey information;
2. To listen to and respond appropriately to the contributions of others;

3. To understand, order and present facts, ideas and opinions;
4. To articulate experience and express what is thought, felt and imagined;
5. To communicate clearly and fluently;
6. To use grammatically correct language;
7. To use register appropriate to audience and context.

Learning Outcomes

By the end of the term the student should be able to:

1. Describe a visual or an object
2. Explain and give cause and effect
3. Narrate an experience with descriptive detail
4. Provide relevant information
5. Use alternatives to slang
6. Take an active part in group discussion
7. Elicit and show respect for the views of others
8. Disagree, argue and use persuasive speech in appropriate language

Equipment

- 1) A recording room - sound proofed, without classroom furniture, preferably air conditioned.
Colleges that have the facility of a media room or room for audio - visual instruction could utilize the facility. Recording with ceiling fans/standing fans causes continuous disturbance in the recorded cassette/CD.
- 2) Recording equipment - To start with at least 6 tape recorders with empty tapes or recording equipment that can be added on to computers.
- 3) A large screen television with a cable connection.
- 4) A TV tuner card.
- 5) A DVD player
- 6) The library or AV room has to be updated by purchase of books with CD-Roms and on - line training facilities some of which are listed at the end of this syllabus.
- 7) An LCD projector with its own separate computer. (a lap - top always gives better LCD resolution.)
- 8) 5 computers to begin with so that students can use the interactive software and CD-Roms to practice on their own and access on - line training.
- 9) A language laboratory with at least 20 seats within 3 years.

Content

5 lectures of 45 minutes. Each week = 3 hrs 45 minutes. 70/75 lectures in the Semester. *

Note - Colleges may find it practical to explore the idea of having two Spoken English lectures together at least twice a week as it involves movement of students to a hall/ AV room and setting up of audio-visual aids.

Topics to be covered

- ☐ Pronunciation and Enunciation: (Vowels and Consonants and their types) Diction, intonation, phrasing, pausing, emphasis, stress, inflection.
- ☐ Grammar, vocabulary and alternatives to slang
- ☐ Conversation skills: eg. interviews, chat show 'host-guest' situation
- ☐ Presentation skills
- ☐ Discussion skills: leading and participating.
- ☐ Active listening skills
- ☐ Asking and answering questions

- ☐ Requests and explanations
- ☐ Persuasion and Negotiation
- ☐ Expressing opinions
- ☐ Giving and getting advice
- ☐ Cross - cultural communication

There are also skills of

- ☐ Summary
- ☐ Chairing
- ☐ Sustained explanation
- ☐ Keeping to task

Methods

Topics to be taught using interactive teaching and the workshop method:

Some of the purposes for talk are meant to:

Explain.....describe.....narrate
 Explore.....analyse.....imagine
 Discuss.....argue.....persuade

Bibliography

English vocabulary, pronunciation and grammar

English Pronunciation in Use..... Hancock

(Book+ 4 Audio Cassettes Pack) 0- 521-54772-5
 or

(Book+ 4 Audio CD's Pack) 0-52154771-7

Better English Pronunciation..... O' Connor

(Book + Cassettes Set) 0 – 521-78964 – 8

Murphy's English Grammar.....Raymond Murphy

(Book + CD ROM) 0 – 521 – 61663-8

Cambridge Language In Use series St of 4 VCD's

Cambridge English Pronouncing Dictionary, 16th edition Jones

(Book with CD ROM) 0 – 521-60062-

6 All of the above can be ordered from Foundation Books Pvt.Ltd.

www.foundationbooksindia.com (Their books/colleges catalogue has an exhaustive list of books in English Grammar, Pronunciation, Vocabulary, Remedial work, writing speaking, listening)

Plot No. 80 Service Industries, Shirvane, Sector – 1, Nerul, Navi Mumbai-400706. Tel: 27709172,27713810. Fax: 27709173. email: cupbang@cupind.com

Online Resource: The home page of NATE (National Association Of Teaching English) while a national British association, has many resources which are in effect international. Series

English Writing Frames – Copiable books and accompanying CD-ROM'S to support weaker and middle ability students. Could be used in used in conjunction with any language/Communication skills course. A systematic resource, with step – by- step practical exercises and photo-copiable frames to practice with.

English Writing Frames: Genre by Neild, J (edition 2000)

This is available as a book and disk pack ISBN: 184136975

English Writing Frames: Style and Purpose by Neild, J (edition 2000) - also book and disk pack ISBN: 1841636983

..... Publ. by Folens Publishing Limited, Unit 20, Apex Business Centre, Boscombe Road, Dunstable, Bedfordshire, LU5 4RL, U.K. www.folens.com

Heinemann English Programme - a thematically arranged four part series. Teacher resource files accompany the set.

Authors : Seely, J& Kitshen,

Publisher: Heinemann, Harcourt Education Ltd, Halley Court, Jordan Hill, Oxford, OX2 8EJ, U.K. www.heinemann.co.uk

Speaking and listening by Jones, R

-with accompanying cassette ISBN: 0719546699

Publisher : John Murray, Hodder Murray, 338 Euston Road, London, NW1 3BH UK. www.johnmurray.co.uk

New Hodder English

This is a series of three books. Teachers can find a variety of accessible material to simulate speaking and listening activities as well as writing.

New Hodder English – by Hackman, S; Scott, P & Howe, A (edition 2001) 1 ISBN 034077536X

2 ISBN 0340775378

3 ISBN 0340775386

Publisher Hodder & Stoughton Education, Hodder Deadline, 338 Euston Road, London, NW1 3bh, UK

www.hodderheadline.co.uk

Speaking English Effectively by **Krishna Mohan and N. P. Singh**

Macmillan India Ltd

ISBN: 0333925521

Cambridge – Language In Use

Set of 4 graded VCD's

On Line Training and Practice

Clarity Language Consultants Ltd

UK Office : PO Box 625, Godalming, GU7

1ZR, UK Tel: + 44 (0)

8451305627

Fax: + 44 (0) 8451305647

HK Office : PO Box 1763, Sai Kung,

Hong Kong Tel: +852

27911787

Fax: + 852

27916484 Young India

Films

1 – F, Lakshmi Bhawan, 609, Mount Road, Chennai

– 600006 email: yif@vsnl.com

www.younindiafilms.com

SEMESTER-I

BAEDS1ENGMAJ01: Introduction to Poetry and Drama (For English Major)

Objectives and learning outcomes:

By the end of the year the learner should be able to:

1. (a) recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy.
(b) know and identify the following:
 - (i) Rhyme, rhythm and metre.
 - (ii) Pause and overflow
- (c) understand and appreciate the literal sense of a poem, form, imagery, tone, atmosphere, special devices, symbolic meaning if any.
2. (a) recognize and appreciate the various elements of drama such as:
 - (i) plot
 - (ii) character
 - (iii) dialogue
 - (iv) setting
 - (v) theme
 - (vi) act- scene division
- (b) understand two major forms of drama – tragedy and comedy.

Course Material

1. Poetry:

Sonnet:	W.Shakespeare	-When to the Sessions My Mistress's Eyes
	JohnMilton	- When I Consider
Ode:	P.B. Shelley	- Ode to the West Wind
	John Keats	- Ode to a Nightingale; Ode on a Grecian Urn
Elegy:	Thomas Gray	- Elegy Written in a Country Churchyard
Others:	Robert Frost	- Mending Wall
	W.B.Yeats	- Easter 1916
	W.H. Auden	- The Unknown Citizen
	Lawrence	- Snake
	Ted Hughes	- Hawk Roosting
	Langston Hughes-	Dream Deferred
	Sylvia Plath	- Mirror

(from *Five Centuries of Poetry* edited by C. N. Ramchandran and Radha Achar, Macmillan)

2. Drama:

- 1) William Shakespeare -*The Merchant of Venice*
- 2) Henrik Ibsen - *A Doll's House*

Bibliography:

1. M. H. Abrams -*A Glossary of Literary Terms*
2. W.H. Hudson -*An Introduction to the Study of Literature*
3. S.M. Schreiber -*Introduction to Literature*
4. R.J. Rees -*English Literature*
5. Prasad B. -*Background to the Study of English Literature for Indian Students*

SEMESTER-II

BAEDS2P1ENG: Written English (Compulsory Paper)

Course Objectives

The main objectives are:

- a) to enable students to identify main points in an unseen text of an expository, descriptive and narrative nature
- b) to develop students' ability to deduce meaning of unfamiliar words
- c) to equip students with the ability to skim and scan for specific information.

Learning Outcomes

Writing Skills

By the end of the semester the students should be able to, from an unseen text of an expository/ descriptive/ narrative nature, to:

- 1) Identify: a) the main points and
b) relationships through lexical markers or cohesion devices
- 2) Deduce the meaning of unfamiliar words
- 3) Recognise text organization. (eg. Sequence of tenses, sequence of ideas)
- 4) Skim for gist and scan for specific information.
- 5) Prepare notes of an unseen text in a format of their choice.
- 6) Interpret details and express ideas coherently.
- 7) Acquire accuracy in different kinds of writing - descriptive, narrative, expository argumentative, persuasive.
- 8) Prepare a CV and write a job application.
- 9) Write in formal and informal styles.
- 10) Write any kind of composition like diary writing, dialogues, interviews, summarizing.
- 11) Narrate incidents, real and imaginary with descriptive details and in sequence.
- 12) Condense ideas where brevity is of essence.
- 13) Recognise key performance words in a question that determines the nature of an answer.
- 14) Compose and answer keeping in view length and relationship between ideas as required by key question words.
- 15) Reviewing skills – editing an answer before submission
- 16) Time management in an examination.

Course content

- 1 Teaching of grammar should be incorporated in an incidental way
2. Composition - Any kind of composition like diary writing, interviews, dialogues story.
3. Creative writing - on current themes, social issues, environment, art and culture.
4. Note - making/ note taking from written material.
5. Comprehension.
6. Writing a job application and preparing a CV.
7. Paragraph writing.
8. Report writing.

Recommended Text- *English Through Reading* Book 1 by Bhaskar and Prabhu.
Published by Macmillan India.

* **Note:** The text could be used for note - making and comprehension.

Bibliography:

English Writing Frames – Copiable books and accompanying CD-ROM'S to support weaker and middle ability students. Could be used in used in conjunction with any language/Communication skills course. A systematic resource, with step – by- step practical exercises and photo-copiable frames to practice with.

English Writing Frames: Genre by Neild, J (edition 2000)

This is available as a book and disk pack ISBN: 184136975

English Writing Frames: Style and Purpose by Neild, J (edition 2000)

- also book and disk pack ISBN: 1841636983

..... Publ. by Folens Publishing Limited, Unit 20, Apex Business
Centre, Boscombe Road, Dunstable, Bedfordshire, LU5 4RL ,U.K
www.folens.com

BAEDS1ENGMAJ02: Introduction to Fiction (For English Major)

Objectives and learning outcomes:

By the end of the semester the learner should be able to:

(a) understand the different forms of the novel as a genre - (epistolary; picaresque; social; Gothic; historical; bildungsroman; stream of consciousness)

(b) understand the various element of fiction such as plot; character; theme; characterization; thought ; setting; point of view; narrative technique.

Course Material:

1. Jane Austen-*Pride And Prejudice*
2. R.K.Narayan- *The Guide*
3. M.M.Lukose (ed.)-*Images : A Handbook Of Stories*; Publ. by Macmillan

List of Reference Books

1. M. H. Abrams -*A Glossary of Literary Terms*
2. W.H. Hudson -*An Introduction to the Study of Literature*
3. S.M. Schreiber -. -*Introduction to Literature*
4. R.J. Rees -*English Literature*
5. Prasad B. -*Background to the Study of English Literature for Indian Students*
6. Rocco Fumento -*Introduction To The Short Story: An Anthology*

SEMESTER-III

BAEDS2P1ENG: Functional English (Compulsory Paper)

Course Objectives:

The main objectives are:

- a) to enable students to grasp the main points in an unseen text of a subjective, objective and narrative nature.
- b) to develop their ability to find meanings of unseen words and,

- c) to develop in them the ability to do intensive reading for identifying specific information

Learning Outcomes:

The learner should be able to:

- i) locate the main points
- ii) develop proficiency in grammar to grasp the cause and effect relationships
- iii) read between the lines and understand the overt and covert meanings.
- iv) be familiar with new words by understanding the gist of the sentence and,
- v) critically assess ideas in a seen passage.

Writing Skills:

The learner should be able to:

- i) make a précis of an unseen text.
- ii) interpret details and express ideas coherently .
- iii) acquire accuracy in different kinds of writings: descriptive, narrative, expository, argumentative, persuasive etc.
- iv) write letters to the editor/write official letters of inquiry, order, complaints, request letters to government departments and officials using Right to Information Act.
- v) draft notices, agenda, minutes of a meeting and,
- vi) write a representation.

Speaking Skills:

The learner should be able to:

- i) develop courtesy in personal communication and correct etiquette.
- ii) express disagreement in appropriate language elicit and show respect for the views of others and,
- iii) narrate an experience real or imaginary with descriptive details and logical sequence.

Grammar:

The student will learn grammar through incidental and situational approach.

Examination Skills:

The learner should practise the following examination skills:

- i) recognize key performance words in a question that determine the nature of an answer.
- ii) compose an idea keeping in view length and relationship and,
- iii) develop reviewing skills—editing an answer before submission.

Course Content

I (A) Writing Skills

Students to acquire accuracy of expression through.

- i) Précis Writing
- ii) Letter Writing: official letters to the College /University/Panchayat/Municipality/Electricity department etc. Letters of inquiry/complaints/orders, requests and also letters to the editor.
- iii) Notices/Agenda/Minutes of a meeting.
- iv) Writing Representation

(B) Grammar and Vocabulary

- ☐ Reported Speech
- ☐ Idioms
- ☐ Abbreviations
- ☐ Modal Auxiliaries
- ☐ Question Tags
- ☐ Articles
- ☐ Spotting the errors
- ☐ Punctuation
- ☐ Making negatives
- ☐ Phrases/Clauses

II. Speaking Skills

The students should be able to communicate in English by responding orally under time conditions to a variety of printed information. Classroom situation should be created to encourage, facilitate and improve speaking skills among the students.

- i) Dyadic communication i.e. telephonic conversation.
- ii) Speech i.e. Condolence, Vote of thanks, Welcome, Introduction, Farewell, Chairman's Speech, Inaugural etc.

Conversational speech can be taught to students by giving them practice in a conversational class. In this class the students should be encouraged to shed their inhibitions and restraints and, speak out spontaneously.

Note: Speech and Dyadic communication i.e. telephonic conversation is a CIA component.

BAEDS1ENGMAJ03: Nineteenth Century English Literature (For English Major)

Aim:

To acquaint the students with English Literature of the Nineteenth Century.

Objectives:

To enable students to appreciate critically representative literary works of the nineteenth century.

To reveal the impact of socio-economic aspects of the nineteenth century on literature written during the period

To acquaint the students with different stylistic features of works prescribed in the syllabus

To encourage independent reading of literary texts of the period.

Prescribed Texts:

John Ruskin *Unto This Last*

Charles Dickens - *A Tale of Two Cities* Poetry –

1. William Wordsworth: a) Lines Composed A Few Miles Above Tintern Abbey
Ode to Intimations of Immortality
The World Is Too Much With Us
My heart Leaps Up
She Dwelt among The Untrodden Ways
A Slumber Did My Spirit Seal
2. William Blake: a) The Lamb
b) The Tyger

- c) The Nurse's Song (Songs Of Innocence)
- d) The Nurse's Song (Songs Of Experience)
- 3. P. B. Shelley:
 - a) Ozymandias
 - b) Mutability
- 4. John Keats :
 - a) Ode To Autumn
 - b) Ode To a Nightingale
- 7. S. T. Coleridge : a) Rime Of The Ancient Mariner
- 8. A. L. Tennyson : a) Break, Break, Break
 - Tears, Idle Tears
 - Elaine's Song
 - Vivien's Song
 - Tithonus
- 7. Robert Browning:
 - a) The Last Ride Together
 - b) My Last Duchess

Background:

French Revolution, Industrial Revolution, Darwinism
Romanticism, Classicism & Neo Classicism

Bibliography:

Nineteenth Century Literature – R. C. Churchill
Pelican Guide To English Literature – Boris Ford,ed. (vol. 5, 6)
Critical History of English Literature – David Daiches (vol 4)
Dickens At Work – John Butt and Kathleen Tillotson – Methuen & Co. Ltd., London.
Tennyson – Sir Alfred Lyall – S. Chand & Co.
Browning – Roy E. Gridley – Routledge & Kegan Paul in association with Blackie, India.
Robert Browning – A Study Of His Poetry – Thomas Blackburn- Eyre & Spottiswoda, London.
Byron, Shelley & The Liberal – William H. Marshall- University Of Pennsylvania Press – Philadelphia.
Blake – Stanley Gardner(ed.) – Evans Brothers Ltd.
Critics On Keats – ed. Judith O'Neill – George Allen & Unwin Ltd.
The Imagery Of Keats And Shelley : A Comparative Study Richard Harter Fogle – The University Of North Carolina Press, Chapel Hill.
Shelley : His thoughts & Work – Desmond King – Macmillan & Co. Ltd. London.
The Simple Wordsworth : Studies in the poems 1797 – 1807 – John F. Danby – Routledge & Kegan Paul, London.
John Keats : His Mind & Work – Bhabatosh Chatterjee – Orient
 Longman
John Ruskin – Quentin Bell – Oliver & Boyd, Edinburgh & London.
Ruskin Today – Kenneth Clark – Penguin Books.

SEMESTER-IV

BAEDS4P1ENG: English Language through Literature (Compulsory Paper)

Aim:

To introduce the student to the finest aspects of English language through the study of literature in English and, also cultivate an enduring interest in literature by enhancing English language proficiency through an analysis of literary extracts.

Objectives:

- ☐ To introduce and expose learners to different genres of literature
- ☐ To develop the skill of critical appreciation among learners.
- ☐ To encourage creative use of language to express both literary and non- literary ideas

Listening Skills:

- To develop the ability to understand and interpret spoken English.
 - To cultivate a good ear for English language through repetition and practice.
 - To distinguish words that are pronounced similarly.
 - To grasp the meaning of entire sentences.
- ¶ Watch news, weather reports, documentaries on television (preferably on B.B.C., C.N.N., NDTV 24 x 7, Animal Planet / Discovery Channel / Discovery Travel and Living / National Geographic / History Channel) to attune one's ears to various accents, styles of presentation, intonation, emphasis etc.
- ¶ Practical session in the language laboratory.
- ¶ Classroom reading by the instructor.

Speaking Skills:

- To develop confidence among learners to converse in English.
 - To inculcate better presentation skills.
 - To enhance learners' communication skills.
 - To enable learners to use grammatically correct language in a clear, concise and well spoken manner in academic and social situations.
- ¶ The instructor may invite opinions / points of view vis a vis reading material used for listening skills and may lead students to participate in a discussion of the same.
- ¶ Innovative use of charts, OHP and Power Point presentations in the classrooms for explanation and with the purpose of making students familiar with the visual aids .
- ¶ An oral presentation component with the use of OHP/charts/ Power Point in the continuous internal evaluation segment to enhance learners' competence of oral presentation skills using visual aids.

Reading Skills:

- Learners to develop the skill of active reading involving simultaneously thinking and reasoning in the reading process.
- To employ the ability to critically examine the ideas presented and evaluate their value.

- To enhance students' communication skills through building better word power.
- To comprehend complicated writing patterns and difficult vocabulary through the ability to gauge the meaning from the given contexts.
 - ¶ Reading aloud (either individually or along with the instructor) to develop skills of oral presentation.
 - ¶ Techniques to improve reading speed to be introduced and taught.
 - ¶ Reading followed by discussion to encourage comprehension skills.
 - ¶ Reading varied types of material ranging from everyday journalistic news and views to feature articles and literary texts.

Writing Skills:

- Learners to gain confidence to deploy language in formal written English as well as creative writing.
- A thorough knowledge of English grammar to enable learners to identify errors instantly.
- To use appropriate language in specified situations.
- To develop a distinct, individual style of writing that is essentially correct, clear and concise.
 - ¶ To encourage individual writing so as to enable students to write for each other, to comprehend others' writings, to share writing with others and to give and receive positive criticism.
 - ¶ To enable learners to write in detail, to have a focus, to support their ideas and aim their writing at an audience. This may be begun with critical appreciation of literary extracts.
 - ¶ To familiarise students with lexical and structural linkages employed in sentences and paragraphs to convey ideas and emotions used in various narrative styles.
 - ¶ To listen while writing and reading
 - ¶ To write for an audience (imaginary) to bring in clarity and focus in the writing of the students.
 - ¶ To maintain a journal to gauge the growth of skill and competency in English language writing. Maintaining a journal is a component of Continuous Internal Assessment [CIA]

Recommended Text :

***Current English for Language Skills* Edited by: M.L. Tickoo,
A.E. Subramanian Publishers: Macmillan India Ltd.**

Note: The text may be used for note making, comprehension and critical appreciation.

Course Contents:

1. Grammar: Parts of speech, tenses, reported speech, clauses. (Identification through usage in literary texts)
2. Composition; Essay Writing; personal / informal writing as reflected in journal entries and narration of personal experiences
3. Creative Writing: Short Story / Poem etc.

4. Critical Appreciation (Poem, Speech, Prose - Covert & overt meanings, symbolism, figures of speech, tone, humour, voice etc.).
5. Social Letters
6. Social Speeches
7. Writing Copy for Advertisements
8. Writing a middle for newspapers.
9. Feature writing

BAEDS4ENGMAJ04: Twentieth Century English Literature (For English Major)

Aim:

To acquaint the students with English Literature of the twentieth century.

Objectives:

To reveal the impact of theories in fields like Psychology, Economics and Sciences on twentieth century literature

To enable students to appreciate critically representative literary works of the twentieth century

To draw the attention of the students to modern prose styles as well as the new colloquial rhythms of modern poetry

To encourage independent reading of literary texts of the period

To reveal the impact of the World Wars on Literature of the 20th century

Prescribed Texts:

Robert Bolt – *A Man For All Seasons*

Joseph Conrad – *Heart of Darkness*

W. B. Yeats a) *Sailing to Byzantium*

b) *Easter 1916*

c) *The Second Coming*

2. T. S. Eliot a) *The Love Song Of J. Alfred Prufrock*

b) *Journey Of The Magi*

3. Wilfred Owen a) *Strange Meeting*

b) *Futility*

c) *Insensibility*

W. H. Auden a) *The Unknown Citizen*

b) *Sept 1, 1939*

5 Isaac Rosenberg a) *Break Of Day In The Trenches*

6. Siegfried Sassoon a) *The Death - Bed*

7. Hopkins a) *Windhover*

8. Dylan Thomas a) *Do Not Go Gentle Into The Good Night*

Background:

Impact of Charles Darwin, Sigmund Freud and Karl Marx on the literature of the Twentieth century.

Imagism, Surrealism, Existentialism, Impressionism & Expressionism

. Modernism

Stream of Consciousness Technique

.

Bibliography:

Pelican Guide To English Literature – ed. Boris Ford. Vol 7
Critical History of English Literature – David Daiches,. Vol 4
Twentieth Century Literature – A. C. Ward
The Twentieth Century Mind – Cox & Dyson
History Of Modern Poetry- David Perkins, The Belknap Press of Harvard University.
The Novel and the Modern World – David Daiches – The University of Chicago Press. *Casebook Series on T. S. Eliot* – ed. Bernard Bergonzi – Macmillan
A Student's Guide to the Selected Poems of T. S. Eliot – B. C. Southam, Faber & Faber, London.
Reader's Guide to W. B. Yeats – John Untereckar- Thomas & Hudson.
Yeats – Harold Bloom – oxford University Press
A Reader's Guide to W. H. Auden – John Fuller – Thames & Hudson Ltd. London.
Auden – Barbara Everett

ALLIED PAPERS RELATED TO COURSE IN ENGLISH MAJOR

- BAEDALDENG01: Sociology of Literature.
- BAEDALDENG02: An Introduction to Translation.
- BAEDALDENG03: American Studies.
- BAEDALDENG04: Creative Writing for Beginners.

BAEDALDENG01-. Sociology of Literature

Objectives: This paper aims at exploring the relationship between society and literature in sociological terms. Historically speaking, literature has been privileged as an autonomous institution governed by its own internal laws. However, critics who subscribe to sociological perspective challenge this view and argue that literature as an institution is always conditioned by external factors. A writer for instance, is always influenced by equations like race, class and gender.

Course content:

History of Sociology of Literature

Autonomy of Literature : Formalism

Sociology of Literature : (a) Theoretical Perspectives

(b) Marxist Philosophy and Historical Determinism

(c) Feminist Philosophy; Gender as a Historical Construct.

The Sociology of Literary Taste : Reading Public and Literature.

Recent Developments in Sociology of Literature : New Historicism.

Bibliography:

Robert Escarpit, *Sociologie de la literature* (Paris, 1958); expanded and revised as *Das Buch und der Leser: Entwurf einer Literatursoziologie* (Koln, 1961); English translation as *Sociology of Literature*, Trans. Ernest Pick, 2nd ed. (London, 1971).

Levin Ludwig Schucking, *Soziologie der literarischen Geschmacksbildung*, 3rd ed. (Bern, 1961); English trans. E. W. Dicks. *Sociology of Literary Taste*, (London, 1998)
 F.R. Leavis, *The Common Pursuit* (London, 1952);
Literature and Society; The Sociology of Literature
 Lucien Goldmann, *Pour une sociologie du roman* (Paris, 1964); English translation as *Towards a Sociology of the Novel*, tr. Alan Sheridan (London, 1975)
Sociology of Literature and Drama: Selected Readings, Elizabeth and Jeffrey L. Sammons Eds. *Literary Sociology and Practical Criticism: An Inquiry* (Bloomington, 1977)
 John Hall, *The Sociology of Literature* (London, 1979)
 J. P. Ward, *Poetry and the Sociological Idea* (Brighton, 1981)
 Fredric Jameson, *The Political Unconscious: Narrative as a Socially Symbolic Act* (London, 1981)
 P. N. Furbank, *Unholy Pleasure: The Idea of Social Class* (Oxford, 1986)

BAEDALDENG02- An Introduction to Translation

Preamble:

In the present multilingual environment to which young students are exposed thanks to the media, market and mobility/migration, translation has become a desirable faculty to cultivate. Understanding and practising translation will equip young students to cope better with the increasingly diverse and multilingual / multicultural milieu to which they will be exposed in time to come.

Objectives:

To inculcate a sense of linguistic and cultural diversity.
 To create bilingual /multilingual competence in the students. To demonstrate the relationship between language and culture
 To hone the latent skill for trans-lingual communications in the students.
 To reveal the role of translation in communication , education employment and travel.

Course Contents:

- A) General introduction to translation -nature; definition; and, features -role of translation today
 -reading exercises.
- B) The importance of the source and target languages in translation -discussion in groups
 -practical demonstration.
- C) Indian and Western approaches to the idea of translation.
- D) Types of translation : monolingual, bilingual and transmutation.
- E) Challenges in translating poetry
- F) Precautions & difficulties faced in translating literary and scientific matter.

G) Role of creativity, vocabulary; meaning and focus in translation ; pitfalls of literal translation.

H) Significance of meaning and style; fidelity to content and felicity of expression ; guidelines to effective translation

Bibliography:

(1) Baker , M . *In Other Words -- A Casebook on Translation*, New York- London: Routedledge 1997.

(2) Gentzer, Edwin, *Contemporary Translation Theories*, London, Routedledge 1993.

(3) Newmark, Peter, *A textbook of Translation* London Now York Prenticehall 1988.

(4) -----, *Approaches To Translation*, Oxford & New York, Pergamon, 1981.

(5) Savery, T. *The Art of Translation*, London : Johnathan Cape, 1957.

BAEDALDENG03- American Studies

Objectives: This course aims at introducing students to the background of American Literature. This will familiarise the students to the socio-political and intellectual history of American Literature. A study of this course will sensitise students to the context within which to savour American Literature.

Course content:

1. 17th Century : Colonial America : Adopt and adapt to unfamiliar climes, the Indian dilemma, establishment of colonies and settlements, folklore, Puritan work ethic, theocratic writings (allegorical battle of good v/s evil) patterned on British writings of the period, utilitarian writings (biographies, treatises, accounts of voyages, sermons etc.)

2. 18th Century : Slow movement towards secularism, political writings gathering momentum with the fight for independence, the problem of American English, the issue of American literature and the question of Continental acceptance.

The poetry of the American Revolution, beginning of drama and the flourishing of the sentimental novel.

3. 19th Century : Search for identity - William Cullen Bryant, Washington Irving, Janies Fennimore Cooper, Edgar Allan Poe- emphasis on the native idiom, scene and character. The New England Brahmins - Henry Wadsworth Longfellow, Oliver Wendell Holmes and James Russell Lowell - expression of noble sentiments.

Transcendentalism provoked by the rise of the theological system of Unitarianism - Ralph Waldo Emerson, Henry David Thoreau. The Abolition Movement : John Greenleaf Whittier and Harriet Beecher Stowe. Emblem and symbol - Nathaniel Hawthorne, Herman Melville and Walt Whitman. The humour of Mark Twain. Realism : William Dean Howells. The Naturalists - Theodore Dreiser, Stephen Crane, Frank Norris. Stream of Consciousness - Henry James Individual technique - Emily Dickinson.

4. 20th Century : High points of drama - Eugene O'Neill Arthur Miller, Tennessee Williams, Edward Albee, Sam Shepard. The New Poetry - Edwin Arlington Robinson, Carl Sandburg, Vachel Lindsay, Edgar Lee Masters, Robert Frost, William Carlos Williams, Wallace Stevens, Langstons Hughes, Conrad Aiken, Hart Crane, Sylvia Plath, e.e. Cummings.

Post World War I Fiction: Sherwood Anderson, Sinclair Lewis, Ernest Hemingway, F. Scott Fitzgerald, John Dos Passos, James J. Farrell, John Steinbeck, William Falkner, Thomas Wolfe. Post World War Fiction : War novelists : social protest - Norman Mailer, Irwin Shaw, Joseph Heller, Kurt Vonnegut Jr. Black Humour and Absurdist Fantasy - John Barth, Thomas Pynchon, Donald Barthelme, Saul Bellow, Bernard Malamud, Philip Roth. Social realists ---- Isaac Bashevis Singer, John Updike. Black Writers - James Baldwin, Ralph Ellison, Toni Morrison, Alice Walker.

The intellectual current of the 1920s, the great American Dream, the Great Depression, the Southern Experience, the post world war existential angst, the Cultural Revolution and the Literary Reaction of the 60s and 70s, the New Orleans Jazz, Hollywoodisation, disneyfication, Globalisation equated with Americanisation (eg. Coke, McDonald)

Bibliography

1. *The Pelican Guide to American Literature*, Vol. 9 ed. Boris Ford.
2. *The Penguin History of Literature : American Literature since 1900*, ed. Marcus Cunliffe.
3. *Voice of America : Forum Lectures : Modern American Literature*.
4. *Students' Handbook of American Literature*, C. D. Narsimhaiah.

BAEDALDENG04: Creative Writing for Beginners Preamble:

It is often noticed that young students entering the portals of colleges, have a vague awe, even fear, of literature and literary activity. This often leads to their lack of interest in their own latent creativity. A very general introduction to creative writing may help allay fears and tap undiscovered talent.

Objectives:

To provide an introduction to the idea of the creative writing .

To help discover the talent and /or urge for creative writing in young aspirants.

To encourage young students to write/appreciate literature.

To perceive the distinctness of creative writing from other kinds /forms of writing: viz. scientific, critical, journalistic, communicative

To encourage a better response to other papers related to literature and allied domains in the syllabus.

Course Contents:

Art of writing: introduction to types of writing (literary-critical; journalistic; non-literary, theoretic, scientific, communicative) discussing & responding to specimens.

Creative writing: understanding the notion, general/common characteristics; types of creative writing: literary prose, poetry , drama, fiction etc; reading/ presentation of select items; discussion of genre and genre-based characteristics of selected specimen; encouraging the students to write and present their work to the class.

Major components of creative writing ; theme, style, form, structure, vision; discussion of model specimen- (encourage students participation) practical session on identifying subject matter, research for writing; exercise on chosen themes.

Significance of grammar, punctuation, focus & rhythm in creative writing; a brief introduction to the notion of rhyme; lyric, narrative & dramatic modes of writing.

Re-reading/re-writing; self-editing/copy-editing; revision& publication

Bibliography:

- 1) Warkins, F.C and K.E Knight *Write to Write (Readings on the Craft of writing)*. Boston: : Houghton, Mifflin.
- 2) Optner, Ruth L. *Writing from Inside Out*. Harper and Co.
- 3) Brooks and Warren, *Fundamentals of good Writing: A Handbook of Modern Rhetoric*.
- 4) Kiersek, J.M and W. Gibston. Macmillan *Handbook Of English*.

SEMESTER-V

BAEDS5ENGMAJ01:– Indian Literature in English

BAEDS5ENGMAJ02:- Shakespeare

BAEDS5ENGMAJ03: – New Literatures in English

BAEDS5ENGMAJ01 – Indian Literature in English

Objective: Through this paper the student is acquainted with a wide range of Indian fictional and poetic writing in English.

Prescribed Texts:

Amitav Ghosh – The Glass Palace

Anita Desai – Clear Light of Day

Kamala Das – The Old Playhouse

Keki Daruwala – Boat-ride Along The Ganga Adil Jussawala –
On First Approaching Santacruz

Airport

Nissim Ezekiel – a) Goodbye Party for Miss Pushpa T.S. b) Night Of
The Scorpion

Eunice de Souza a) The Road

b) Advice To Women

c) Transcend Self You Say

d) Varca 1942

Dilip Chitre The Seventh Breakfast : News Of The World

(from The First Ten Breakfasts Towards Self – Realization)

Manohar Shetty a) Jigsaw

- b) One Morning
- c) Bearings
- Arun Kolatkar – The Bus
- Sujata Bhatt – A Different History
- Jayanta Mahapatra – a) Life signs
- b) Hunger
- 6) K. Ramanujan – a) Love Poem for A Wife
- Small Scale Reflection On A Great House

Bibliography:

- Indian Literature in English* – Critical discourses. C.L. Khatri; Book Enclave, Jaipur, India.
- Five Indian English Poets* – Shirish Chindhade – Atlantic pubs.
- Nine Indian Women Poets, An Anthology* – ed. Eunice de Souza *Twenty – Five Indian English Poets in English* – Ed. K. S. Ramamurti
- Post Colonial novel – Narratives of Colonial Consciousness* – Om P. Juneja – Creative Bks. N. Delhi.
- Commonwealth Literature – Recent Perspectives* – ed. Post-graduate Dept. of English, C. S. College, Satara - Creative Bks.
- English Studies In India – Widening Horizons* – C. D. Narasimhaiah – Pencraft Intl.
- Colonialism/Postcolonialism* – Ania Loomba – The New Critical Idiom – Routledge. *Indian Writing In English* – ed. Mohit K. Ray – Atlantic.
- Feminist English Literature* – ed. Manmohan K. Bhatnagar – Atlantic. *Indian Writings in English*. ed. Manmohan Bhatnagar – Atlantic. (2vols)
- Spectrum of Indian Writing In English*. – K. A. Agarwal – Book Enclave – N. Delhi.
- Indian Writing In English – A Critical Study* – ed. K. A. Agarwal – Atlantic.
- Contemporary Indian Writings in English* – ed. Jaydipsinh dodiya – Atlantic. *Critical essays on Indian English Literature* – O. P. Budholia – Book Enclave.
- Indian Poetry In English* – ed. Harimohan Prasad & Chakradhan Prasad. *The poetic Art of A. K. Ramanujan* – A. N. Dwivedi – B. K. Pubg. Corp.
- Contemporary Indian Poetry In Eng.* – P. K. Kurup – Atlantic.
- The Poetry of A. K. Ramanujan* – ed. M. K. Bhatnagar – Atlantic.
- The Poetry and Translations of A. K. Ramanujan* – Rama Nait – Prestige
- Indian Eng. Fiction – 1980 – 1990. – An assessment* – ed. Nilufer Bharucha & Vilas Sarang – B. R. Pubg Corp. N. Delhi.
- Twice Born Fiction* – Meenakshi Mukherjee – Pencraft Intl.
- Five Indian Novelists* – V. V. N. Rajendra Prasad – Prestige.
- Indian English Fiction (Post Independence)* – ed. Rajeshwar mittapatti & Hassandro Monti – Atlantic.
- Images of Women in Fiction* – T. S. Anand & Harprasad Sidhu – Creative.
- Indo – English Fiction – The Last Decade* – Indira Nityanandan & Reena Kothari – Creative.
- Six Indian Novelists* – A. V. Suresh Kumar – Creative.
- Feminist Visions - Indian English Women Novelists* – Anita Sinha – Creative.
- Contemporary Indian Fiction In English* – ed. Avdesh K. Singh – Creative.
- Critical Essays on Commonwealth Literature* – R. A. Singh.
- Continuity : Five Indian English Poets* – R. A. Singh.
- Current Indian Creativity In English* – R. S. Tiwari. *Existential Dimensions : A Study of Anita Desai's novella* –

Shashipal.

Essays on Indian Literature in English – R. N. Singh

Poetry Of Keki Daruwalla – R. A. Singh.

Five Contemporary Indian Novelists – P. K. Singh.

BAEDS5ENGMAJ02– Shakespeare

Objective: Through this paper students will be introduced to one of the geniuses of World Literature.

Prescribed Texts

As You Like It

Othello

Antony And Cleopatra

Course content:

-Evolution of Shakespeare's dramatic genius -

Elizabethan Drama and its conventions -

Shakespeare's sources

-Social background of the Elizabethan Age -

Nature of Shakespearean comedy

-Nature of Shakespearean tragedy

-Nature of historical plays of Shakespeare

Bibliography

Preface To Shakespeare – H. Granville Barker – London B. T.

Companion To Shakespearean Study – ed. Granville Barker & G. B. Harrison – Cambridge University Press.

Shakespeare: The Poet And His Background – Peter Quenell.

Essays on Shakespeare and Elizabethan Drama – ed. Richard Hosley – Routledge & Kegan Paul Ltd. London.

The Growth & Structure Of Elizabethan Comedy – M. C. Bradbrook – Chatto & Windus, London.

Shakespeare's Imagery and What It Tells Us – Caroline Spurgeon –Cambridge University Press.

Shakespearean Tragedy – A. C. Bradley – Atlantic Publishers. *Shakespeare In*

His Age – F. E. Halliday. Gerald Duckworth & Co. Ltd.

Shakespeare's Comedies – Bertrand Evans – Oxford At the Clarendon Press.

Shakespeare's Festive Comedies – C. L. Barber – Princeton, New Jersey.

The Development of Shakespeare's Imagery – W. H. Clemen – University Paperbacks. *Essays on Shakespeare & Elizabethan Drama* – ed. Richard Hosley – Routledge & Kegan Paul Ltd. London.

Nature in Shakespearean Tragedy – Robert Spearght – Collier Books, N. Y. *Some*

Shakespearean Themes – L. C. Knight – Chatto & Windus, London. *The Imperial*

Theme – G. Wilson Knight – University Paperbacks.

Shakespeare : His World and His Art – K. R. Srinivasa Iyengar – Sterling Publishers.

BAEDS5ENGMAJ03-- New Literatures in English

Objective: Literature at times is seen as an instrument of establishment because mainstream literature tends to gloss over the voices from the marginalized segments of society. However, of late such voices have succeeded in reaching out to an audience through their brave and refreshingly new writings. This paper aims to expose students to alternative literatures produced by marginalized voices.

Prescribed Texts:

Toni Morrison – *The Bluest Eye*

Wole Soyinka – *The Lion And The Jewel*

Langston Hughes – a) Dinner Guest: Me

b) Black Panther

Countee Cullen - a) Yet Do I Marvel

b) Mood

Paul Laurence Dunbar – We Wear The Mask

Edward Braithwaite – Prelude

Claude McKay a) If We Must Die

b) The Barrier

c) Yet do I Marvel

Imamu Amiri Baraka (Le Roi Jones)

a) At the National Black Assembly

Erica Jong a) At The Edge Of The Body

b) Literature Need Not

c) Woman Enough

Hilarie Lindsay a) The White May Tree

b) Barren Harvest

c) The Importance Of Being Important

d) Monuments of Men – after driving through country towns

Sylvia Plath a) Lady Lazarus

b) Daddy

Maya Angelou a) Phenomenal woman

b) Still I Rise

Irving Layton O Jerusalem

Course content: Harlem Renaissance, The Black Panthers, Feminism, Commonwealth themes, concerns and confusions.

Bibliography:

The Oxford Guide To Contemporary Writing ed., John Sturrock; OUP, 1996.

Women, Love and Power – Literary & Psychoanalytic Perspectives – Elaine Hoffman Baruch, N. Y. University Press.

The Woman Reader – Learning & Teaching Women's Writing – Jean Milloy & Rebecca O'Rourke, Routledge.

Black Identity – Francis E. Kearns – Holt, Rinehart & Winston, N. Y. *Perspectives on the Afro – American Novel* – Tarlochan Singh Anand, ABS Pubs.

Search For Identity In Black Poetry – Nirmal Bajaj, Atlantic Pubs. & Distributors.

The Novels Of Toni Morrison: A Study in Race Gender & Class, K. Sumana – Prestige Bks. New Delhi.

African Literature Today –R. K. Dhawan. Ed., Prestige Books. New Delhi.

Aspects of Commonwealth Literature – Bijay Kumar Das, –Creative Bks. New Delhi. *Articulating Gender*–Anjali Bhelande,Mala Pandurang. Eds.Pencraft International, Delhi.

Commonwealth Literature Today – ed. M. K. Bhatnagar.

Colonial Consciousness in Commonwealth Literature –G. S. Amur, S. K. Desai. Eds. Somaiya Pubs. Bombay.

The African Poetry & Drama – Shyam S. Agarwalla, Ed. Prestige bks. New Delhi.

Commonwealth Literature: Recent Perspectives. Post-graduate Dept. of English, C. S. College, Satara - Creative Books.

Post Colonial Literatures In English–History, Language, Theory. Dennis Walder, Blackwell

Women In African Literature – Roopali Sircar, Creative Books. *Wole*

Soyinka Revisited – Derek Wright, TwaynePubs. N. Y.

The Plays Of Wole Soyinka – M. Pushpa, Prestige

Twentieth Century Canadian Poetry – Manorama Trikha. Ed. Pencraft. Intl.

Critical studies in Commonwealth Literature – K. Venkata Reddy, Prestige.

New Literatures In English – Anisur Rehman, Creative Books.

Spectrum History Of Indian Literature In English – Ram Sewak Singh & Charu Sheel Singh, Atlantic.

Changing Traditions In Indian English Literature –P.K. Rajan.Ed. – Creative Bks.

Kamala Das and her Poetry – A. N. Dwivedi, Doaba House – N. Delhi.

Sylvia Plath: The Poetry of Self – Virendra Kumar, Radha Publins.

Sylvia Plath – Pashupati Jha, Creative Books.

The Fair Voice – A Study of Women Poets in English – Sunanda P. Chavan ,Sterling. *Critical Essays on Post Colonial Literature*. Bijay Kumar Das, Atlantic.

Black Feminist Fiction – Harihar Kulkarni, Creative Books. *Commonwealth Fiction*. 3 vols. – R. K. Dhawan – Classical Publ. N. Delhi.

Colonial Consciousness in Black American, African & Indian Fiction--ABS Publins. Jalandhar.

Colonialism/Postcolonialism – Ania Loomba, The New Critical Idiom Series, Routledge. *Studies in Women Writers in English* (3 vols.) – Mohit K. Ray; Rama Kundu – Atlantic. **Journal:** The Commonwealth Review

SEMESTER-VI

BAEDS5ENGMAJ04: – Autobiographical Writings
 BAEDS5ENGMAJ05: – Indian Drama in Translation
 BAEDS5ENGMAJ06:– Literary Criticism from Aristotle to Leavis

BAEDS5ENGMAJ04- Autobiographical Writings

Objective: Autobiography is the narrative of self. It crystallizes collective self-reflective moments of a great soul. Yet, autobiographical writings are as much an engagement with the self as with history itself. Therefore, they are the legacies left behind by great men and women. The purpose of this paper is to acquaint students with the autobiographical discourses of great minds and noble hearts which negotiate the space between self and history.

Prescribed Texts:

The Story Of My Experiments With Truth – M. K. Gandhi
My Feudal Lord – Tehmina Durrani

The Autobiography Of Benjamin Franklin – Benjamin Franklin

Course content: Autobiography as a Genre

Bibliography:

Barros Carolyn A.; *Autobiography : Narrative of Transformation*. Ann Arbor, University of Michigan Press 1998.

Buckley, Jerome Hamilton ; *The Turning Key: Autobiography and the Subjective Impulse*. Cambridge, Harvard University Press, 1984.

Lejerne Philippe; *On Autobiography* Minneapolis University of Minneapolis University of Minnesota Press. 1988.

Olney James ; *Memory & Narrative : The Weave Of Life Writing*. Chicago & London. The University of Chicago Press, 1998.

Pascal Roy; *Design & Truth In Autobiography*. Cambridge, Harvard University Press. 1960.
Anderson Linda *Autobiography*. London: Routledge, 2001.

Olney James. ed. *Autobiography: Essays Theoretical and Critical* Princeton : Princeton Uni. Press, 1980.

Olney, James *Metaphors of Self: The meaning of Autobiography*. Princeton : Princeton Uni. Press, 1972.

Swindells Julia ed. *The Uses of Autobiography* London: Taylor & Francis, 1995. Marcus Laura *Autobiographical Discourses Manchester*: Manchester Uni. Press, 1994.

BAEDS5ENGMAJ05- Indian Drama in Translation

Objective: This paper aims at exposing the students to Indian drama originally written in Indian languages but available in English translation.

Prescribed Texts:

Girish Karnad – *Nagamandala*

Vijay Tendulkar – *Ghasiram Kotwal*

Mahashweta Devi – *Rudali*

Course content:

Theatre of the Absurd and its Impact on Modern Indian Drama

Theatre of Protest in India

People's Theatre and other Movements in India

Bibliography:

The Plays Of Girish Karnad – Critical Perspectives ed. Jaydipsinh Dodiya – Prestige. *Indian Drama Today – A Study in the Theme of Cultural Deformity* – M. Sarat Babu – Prestige.

BAEDS5ENGMAJ06 – Literary Criticism from Aristotle to Leavis

Objective: This paper aims at offering a broad historical overview of western literary criticism until the advent of modern theory. The paper also introduces students to the classical schools of literary criticism like romanticism and formalism.

Course content:

Platonic Rejection of Literature
 Aristotle's Justification of Literature
 Aristotle's Notion of Imitation,
 Tragedy, Catharsis
 Longinus on the Sublime
 Neo-Classical Criticism : Dryden, Pope and Samuel Johnson
 Romantic Criticism : Wordsworth and Coleridge
 T. S. Eliot
 I. A. Richards
 F. R. Leavis
 American New Criticism

Bibliography:

Brooks, Cleanth; Literary Criticism : A Short History
 Abrams, M. H.; *Mirror and the Lamp*
 Abrams, M. H.; *Glossary of Literary Terms*
 Welleck, Rene; *History of Literary Criticism*
 Welleck, Rene; *Theory of Literature*

SEMESTER-VII

BAEDS5ENGMAJ06:--Modern American Literature
 BAEDS6ENGMAJ02:-- Goan Writing
 BAEDS6ENGMAJ02:-- Contemporary Indian Women Novelists

SEMESTER-VII**BAEDS5ENGMAJ06 -- Modern American Literature**

Objective: This paper aims at acquaint the students with modern American literature with the help of select literary works belonging to the genres of fiction and poetry.

Prescribed Texts:

Saul Bellow -- *Seize the Day*
 Tennessee Williams – *A Streetcar Named Desire*
 Robert Frost- a) Stopping By Woods On A Snowy Evening; b) Bereft
 c) Tree At My Window; d) Acquainted With The Night;
 Carl Sandburg- a) Chicago; b) The People Will Live On; c) Fog
 William Carlos Williams- a) The Red Wheelbarrow; b) Poem
 c) This Is Just To Say; d) To A Poor Old Woman
 e. e. Cummings- a) my sweet old etcetera; b) Buffalo Bill's

Stephen Dunn-	c) this little bride & groom are ; d) Next To Of course God a) The Death Of God ; b) Their Divorce ; c) Odysseus's Secret d) A Postmortem Guide; e) Oklahoma City
Robert Lowell-	a) Man and Wife
Theodore Roethke-	a) My Papa's Waltz; b) Dolor; c) The Waking
Archibald MacLeish-	a) Speech To A Crowd
Ezra Pound-	a) In A Station Of The Metro; b) Alba; c) The Garden

Bibliography:

The New Oxford Book of American Verse, New York, University press, 1976.

Profiles Of modern American Authors – Bernard Dekle; Charles E. Tuttle Co. Rutland, Vermont. (U.K. Prentice-Hall)

The Story of American Literature – Ludwig Lewisohn – The Modern Library, N. Y.

The Territory Ahead – Critical Interpretations in American Literature – Wright Morris – Atheneum; 1957 by Macmillan.

Modern American fiction – Essays in Criticism – ed. A. Walton Litz- OUP – N.Y. 1963.

The Theory of American Literature – Howard Munford Jones – Cornell University Press.

Contemporary American Poetry – Voice Of America Forum Lectures.

Seven Modern American Novelists – ed. William Van O' Connor. Popular Prakashan, Bombay

The American Novel Today – An Anthology compiled by G. G. Urwin Backgrounds of American Literary Thought . 3rd edition. Rod Horton & Herbert w. Edwards.

Boris Ford. Vol 9 . American Literature

American Literature 1890 – 1950 . An Anthology. Ed. Egbert S. Oliver – S. Chand & Co. Ltd. Eurasia Pubg Hse, New Delhi.

Twentieth Century Verse – An Anglo – American Anthology.

The New Pocket Anthology of American Verse – From Colonial Days to the Present. Ed. Oscar Williams – Washington Square Press, Inc. N.Y.

Living Masterpieces Of American Literature – ed. Randall Stewart – Brown University

The Penguin Book Of American Verse – ed. Geoffrey Moore.

Poetry USA – ed. Paul Molloy – Scholastic Book Services.

American Poetry – An Anthology. Ed. Donald Hall.

Current Perspectives on American Literature – S. Prakash Rao – Atlantic Pubs. & Distributors.

Indian Essays in American Literature – ed. Sujit Mukherjee & D. V. K. Raghavacharyulu – (Papers in Honour of Robert E. Spiller)- Popular Prakashan – Bombay.

American Literature Survey – ed. Miton R. Stern & Seymour L. Grass . The 20th Century – Light & Life Pubs. N, Delhi.

20th Century views Series – Ezra Pound – ed. Walter Sutton – Prentice Hall Inc. *20th C Views Series* – Robert Lowell – ed. Thomas Parkison – Prentice Hall Inc. *20thc Views Series* – Wallace Stevens – ed. Marie Burroff – Prentice – Hall Inc.

Modern Drama – Essays in Criticism – ed. Ravis Bogard & William I. Oliver- OUP.

BAEDS6ENGMAJ02-- Goan Writing

Objective: This paper is aims at acquainting the students with the characteristics of Goan writing. With the help of select works of friction representing both original writing in English and writing in translation, it is expected to expose the students to Goan ethos and culture.

Prescribed Texts:

Lambert Mascaranhas – *Sorrowing Lies My Land*
Manohar Shetty (ed) – *Ferry Crossing (Short Stories)*
Pundalik Naik – *Upheaval*

Bibliography:

Gomes, Olivinho J.F *Old Konkani Languages and Literature - The Portuguses Role*.
Chandor Goa : Konkani Sorospot Prakashan 1999.
Sar Dessai, Manohar, *History of Konkani Literature* ,New Delhi : Sahitya Akademi,2000. Issues
of SOD: *Konkani Research Bulletin*, Thomas Stephen Konkani Kendra, Porvorim Goa.
Pereira, Jose *Literary Konkani, A Brief History* : Goa Konkani Academi, 1992.
----- Konkani Mandakini , Dharwad University 1972.

BAEDS6ENGMAJ02--Contemporary Indian Women Novelists

Objective: This paper aims at exposing the students to the contemporary Indian women novelists with the help of two fictional works and an auto-narrative.

Prescribed Texts:

Arundhati Roy – *God Of Small Things*
Shashi Deshpande – *That Long Silence*
Meena Alexander – *Fault Lines*

Bibliography:

Indian English Literature 1980 – 2000: A Critical Survey, M.K. Naik & Shyamala A. Narayan. Pencraft International, 2001.
Indian Women Novelists - 6 vols. R. K. Dhawan – Prestige. *Twice Born Fiction* – Meenakshi Mukherjee – Pencraft Intl
Images of Women in Fiction – T. S. Anand & Harprasad Sidhu – Creative.
Indo – English Fiction – The Last Decade – Indira Nityanandan & Reena Kothari – Creative.
Recent Indian Fiction – ed. R. S. Pathak – prestige.
Contemporary Indian Women Writers in English – A Feminist Perspective – ed. Surya Nath Pandey – Atlantic.
Changing Faces of Women in Indian Writing in English – ed. M. Q. Khan & A. G. Khan – Creative.
Arundhati Roy's The God Of Small Things – Critique & Commentary – R. S. Sharma; Shashi Bala Talwar – Creative Books.
The God Of Small Things – A Saga Of Lost Dreams – K. V. Surendran – Atlantic. *The Critical Studies of Arundhati Roy's The God Of Small Things* – eds. Jaydipsinh Dodiya, Joya Chakravarty – Atlantic.
Arundhati Roy – The Novelist Extraordinary – ed. R. K. Dhawan – Prestige. *Man – Woman Relationship in Indian Fiction* – Seema Suneel – Prestige.]
Feminist Social Thought – An Introduction to Six Key Thinkers – Vidyut Bhagwat – Rawat pubns. N. Delhi.
Who's Who in Contemporary Women's Writing – ed. Jane Eldridge Miller – Routledge. 3

Women Novelists – Essays in Criticism – Ravi Nandan Sinha & Sujit Bose – Book Enclave.
Mothers and Mother Figures in Indo – English Writing – ABS Pubns.
Studies in Women Writers in English (3 vols.) – Mohit K. Ray ; Rama Kundu – Atlantic.

Journal: The Journal Of Indian Writing In English

SEMESTER-VIII

BAEDS6ENGMAJ04: – Indian Fiction in Translation

BAEDS6ENGMAJ05:– Modern Literary Theory

BAEDS6ENGMAJ06:– Indian Diaspora Writing

BAEDS6ENGMAJ04– Indian Fiction in Translation

Objective: This paper aims at acquainting students with fiction in the Indian languages. This should open for them new and hitherto unexplored vistas of pan Indian experiences and thoughts.

Prescribed Texts:

Sanskara – U.R. Ananthamurthy

Gora – Rabindranath Tagore

Tamas – Bhishm Sahani

Bibliography:

The Profile Of Rabindranath Tagore – ed. Rita D. Sil – Khama Pubs. N. Delhi.

Rabindranath Tagore – Masti Venkatesha Iyengar – Jeevana Karyalaya, basavingadi, Bangalore.

Realism and Reality – The Novel and Society in India – OUP.

U.R. Ananthamurthy's Sanskara: A Critical Reader, eds.Kailas B.Baral et al.New Delhi: Pencraft International, 2005.

BAEDS6ENGMAJ05–Modern Literary Theory

Objective: This paper aims at introducing students to some of the major schools of literary theory which have come into prominence after 1960s. The paper also makes an attempt to highlight the contribution made by Karl Marx, Sigmund Freud, Ferdinand Saussure towards the emergence of modern literary theory.

Course content:

Structuralism

Marxist Literary Criticism

Psychoanalysis

Feminism

Bibliography:

Barry, Peter; *Beginning Theory*; Manchester : Manchester United Press, 1995. Bertens, Hans; *Literary Theory : The Basics*; London : Routledge, 2001. Abrams, M H.; *A Glossary Of Literary Terms*; Prism publishers, 1999

Rooby, David & Jefferson, Anne (ed); *A Comparative Introduction To Modern Literary Theories*.

Eagleton, Terry; *Literary Theory : An Introduction*; London; Blackwell, 1983. Selden, Ranan; *A Reader's Guide To Contemporary Literary Theory*, London; Harvester, 1993.

Webster, Roger; *Studying Literary Theory : An Introduction*; London, Arnold publishers, 1990.

Hawthorn, Jeremy; *A Glossary Of Contemporary Literary Theory*; London; Edward Arnold, 1994.

BAEDS6ENGMAJ06–Indian Diaspora Writing

Objective: This paper aims at exposing the students with the notion of Diaspora, and with the help of select texts introduces them to Indian Diaspora writing.

Prescribed Texts:

Kiran Desai – *The Inheritance Of Loss*
Rohinton Mistry – *A Fine Balance*
Gita Mehta – *A River Sutra*

Bibliography:

Critical Studies in Commonwealth Literature – K. Venkata Reddy – Prestige.
Contemporary Indian Writings in English – ed. Jaydipsinh dodiya – Atlantic.
Canadian Literature and Indian Literature – New Perspectives – A. G. Khan – Creative
Dislocations and Multiculturalisms – ed. Jasbir Jain – Rawat Pubs.
Writers of the Indian Diaspora – ed. Jasbir Jain – Rawat Pubs.

FOUNDATION COURSE PAPER [Recommended for BSc. Semester-III]

PAPER- Communication Skills (F. C.)

Objectives:

The main objectives of this course are:

- A) To help students to write logical, coherent and persuasive prose.
- B) To develop their ability to understand spoken English.

- C) To enable them to speak correctly and intelligibly.
- D) To encourage creative use of language.

Learning Outcomes.

Reading skills:

By the end of the semester, the learner should be able to comprehend / identify the following features in an unseen text of an expository, descriptive and narrative nature :

- a) The main points
- b) Relationships through lexical markers or cohesion devices.
- c) Deduce the meanings of unfamiliar words.
- d) Recognize text organization (e.g sequence of tenses, sequence of ideas etc).
- e) Skim for gist and scan for specific information .

Writing Skills:

By the end of the semester, the learner should be able to:

- a) Express ideas coherently and accurately (through grammatically correct sentences)
- b) Express and argue a point of view.
- c) Write pervasive prose evoking emotions in the reader/listener
- d) Prepare a C.V. or fill in details in a specified format, write a job application, letters addressed to the college principal, University and other local authorities.
- e) Expand an idea (e.g essay; dialogues, interviews)
- f) Write in formal and informal styles.
- g) Write official letters of request, orders, complaints and enquiries .
- h) Write reports
- i) Write representations
- j) Write notices/agendas/minutes of a meeting.

Speaking skills

(This is a CIA component e.g. speech, telephone conversation) By the end of the semester, the learner should be able to: Describe a visual or an object.

Explain and give cause and effect.

Narrate an experience, real or imaginary with descriptive details and sequence. Express disagreement in an appropriate language and, elicit and show respect for the views of others.

Grammar:

Incidental and situational approach should be adopted to teach grammar.

Examination Skills:

The learner should practise the following examination skills:

Recognize key performance words in a question that determine the nature of an answer.

Compose an idea keeping in view length and relationship.

Develop reviewing skills—editing an answer before submission.

Course Content: Writing Skills

Students to acquire accuracy of expression through consistent written and oral exercises in paragraph formation--- different kinds of writing: descriptive, narrative, expository, argumentative, persuasive.

Letter-writing—official letters to the college Principal, local bodies, University authorities, editors etc.(Complaints, order, request, enquiries)

Writing a job application and preparing the C. V. Students should be trained in condensation of ideas through practice exercises.

Students should be given practice in writing with formal and informal styles.

The students are exposed to different aspects of writing in the following areas :

- 1) Composition, essay writing, dialogues and interviews
- 2) Agenda/Notices/Minutes of a meeting.
- 3) Report Writing
- 4) Writing Representations.
- 5) Letter Writing- Job application and C.V
- 6) Letters to the editor/Principal/ University/Local bodies etc.

Speaking Skills:

- 4.Pronunciation Skills; Conversation Skills; Presentation Skills;
- 5.Active Listening Skills; Asking and answering questions;
- 6.Request and explanation; Persuasion and Negotiation;
- 7.Expressing opinion; Giving and getting advice

The test in spoken English will require the students to communicate in English by responding orally under time conditions to a variety of printed information.

The teacher should make the students aware of the importance of acquiring proper speaking skills. Classroom situations should be created to encourage, facilitate and improve speaking skills among the students.

Grammar and Vocabulary:

The following aspects of Grammar &Vocabulary to be tested in the Examination: -

- Articles ; Punctuation ; Question tags; Modal auxiliaries; Abbreviations;
- Prepositions; Pronouns; Reported speech;
- Active /Passive Voices; Idiomatic expressions in English Conjunctions

F.Y.B.A.B.Ed.

Semester II

Goan Heritage

1. Heritage: Meaning, Scope, Classification
2. The land and its people
3. Historical background: Prehistory. From the Bhojas to the Adilshah Colonial Rule, Liberation and after

4. Natural Heritage: Geographical, Faunal, Floral, Sacred Groves
5. Built heritage: Domestic, Politico-Military, Religious
6. Cultural heritage: Music, Dance, Folktales, Dress, Cuisine, Religious precepts and practices, Syncretism in Goan Society.
7. Contributions of NGOs, educational institutions, governmental organisations/departments.

Field trips should constitute a part of this paper.

Suggested Readings:

- Hall, Maurice: Window on Goa
- Nunes, Judilia: Monuments of Old Goa
- Goa Heritage Action Group: Parmal
- Claude Alvares(ed.): Fish Curry and rice
- Fonseca, Jose Nicolau da : An Historical and Archeological sketch of the city of Goa.
- Malgaonkar, Mnohar: Inside Goa
- Khedekar, Venayak: Loksarite
- Doshi, Saraju (ed.) : Goa Cultural Patterns
- Goa Heritage Action Group: Walking in and around Panaji
- Kamat, Pratima: Farar Far
- Mitragotri V.R.: Socio-Cultural History of Goa
- Dhume, Anant R: The Cultural History of Goa.
- Bodhe, Gopal: Goa A View from Heaven
- Phaldesai, Pandurang: Kaleidoscope of Goa
- Sakhardande Prajal: Panorama: The Navhind Times Column titled “Pages from the Past History and Heritage of Goa”.
- Costa Cosme Heritage of Govapuri

SEMESTER - I

EE :01: ENVIRONMENTAL EDUCATION - I

UNIT NO.	COURSE CONTENT
I	The Multidisciplinary nature of environmental studies Definition, scope and importance Need for public awareness.
II	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.

	<p>c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies</p> <p>e) Energy resources: Growing energy needs, renewable and non- renewable energy sources use of alternate energy sources. Case studies.</p> <p>f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <p>Role of an individual in conservation of natural resources.</p>
	Equitable use of resources for sustainable lifestyles.
III	<p>Ecosystems</p> <p>Concept of an ecosystem.</p> <p>Structure and function of an ecosystem.</p> <p>Producers, consumers and decomposers.</p> <p>Energy flow in the ecosystem.</p> <p>Ecological succession.</p> <p>Food chains, food webs and ecological pyramids.</p> <p>Introduction, types, characteristic features, structure and function of the following ecosystem:</p> <p>a. Forest ecosystem</p> <p>b. Grassland ecosystem</p> <p>c. Desert ecosystem</p> <p>d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p>
IV	<p>Biodiversity and its conservation</p> <p>Introduction - Definition: genetic, species and ecosystem diversity.</p> <p>Bio-geographical classification of India</p> <p>Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values</p> <p>Biodiversity at global, National and local levels.</p> <p>India as a mega-diversity nation</p> <p>Hot-spots of biodiversity.</p> <p>Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts</p> <p>Endangered and endemic species of India</p> <p>Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</p>

INSTRUCTIONS

1 Maximum thrust may be given to local regional and national examples.

2. Questions should be set with due weightage to all the units as specified above and/or by the university.

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India, Email: mapin@icenet.net (R)
3. Brunner RC., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark RS., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P. Cooper, TH. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p
9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H. & Watson, R.T. 1995 . Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. McKinney, M.L. & Schol, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M.N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p
17. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C. , Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB)
22. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine

(R) Reference

(TB) Textbook

SEMESTER - II

EE:02: ENVIRONMENTAL EDUCATION- II

UNIT NO.	COURSE CONTENT
I	Environmental Pollution a) Definition a) Air pollution b) Water pollution c) Soil pollution d)

	<p>Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards</p> <p>Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</p> <p>Role of an individual in prevention of pollution.</p> <p>Pollution case studies.</p> <p>Disaster management: floods, earthquake, cyclone and landslides.</p>
II	<p>Social Issues and the Environment</p> <p>From Unsustainable to Sustainable development</p> <p>Urban problems related to energy</p> <p>Water conservation, rain water harvesting, watershed management.</p> <p>Resettlement and rehabilitation of people; its problems and concerns. Case studies.</p> <p>Environmental ethics: Issues and possible solutions.</p> <p>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</p> <p>Wasteland reclamation.</p> <p>Consumerism and waste products.</p> <p>Environment Protection Act.</p> <p>Air (Prevention and Control of Pollution) Act.</p> <p>Water (Prevention and control of Pollution) Act</p> <p>Wildlife Protection Act</p> <p>Forest Conservation Act</p> <p>Issues involved in enforcement of environmental legislation.</p> <p>Public awareness</p>
III	<p>Human Population and the Environment</p> <p>Population growth, variation among nations.</p> <p>Population explosion - Family Welfare Programme.</p> <p>Environment and human health.</p> <p>Human Rights.</p> <p>Value Education.</p> <p>HIV; AIDS.</p> <p>Women and Child Welfare.</p> <p>Role of information Technology in Environment and human health.</p> <p>Case Studies.</p>
IV	<p>Field work</p> <p>Visit to a local area to document environmental assets-river /forest/ Grassland/ hill/ mountain</p> <p>Visit to a local polluted site - Urban! Rural! Industrial! Agricultural</p> <p>Study of common plants, insects, birds.</p> <p>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours).</p>

INSTRUCTIONS

1 Maximum thrust may be given to local regional and national examples. 2. Questions should be set with due

weightage to all the units as specified

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India, Emai1: mapin@icenet.net (R)
3. Brunner RC., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark RS., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, TH. Gorhani, E & Hepworth, M. T2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment(R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p

Syllabus of BA B.Ed. (HINDI) Programme

From the academic year 2015-16

A brief description of the course Purpose

The Hindi Syllabus of undergraduate level is framed in such a way that the students will get an in depth knowledge of Hindi literature and language . Functional Hindi, Mass Media is also introduced keeping in mind the job-related importance of the same.

Prerequisites

Before 1985 all colleges was affiliated with Mumbai University

Credits (theory, tutorials, practicals) N.A.

Number of semester, how the courses are distributed

F.Y. semester 1 & 2

SY semester 3 & 4

TY semester 5 & 6

Dissertation - Not applicable

Field work, etc. - is must for project in TY B.A.B.Ed.

Elective & Optional Courses in Hindi

SEMESTER – I F.Y.B.A.B.Ed.

Course code	Course title	Credits
BAEDHNE - 01	काव्य, कथा, व्याकरण एवं रचना Kavya, Katha , Vyakran Evam Rachana	
Semester - II		
BAEDHNE - 02	काव्य, कथा, व्याकरण एवं अनुवाद Kavya, Katha , Vyakran Evam Anuvad	
OPTIONAL COURSES		
Semester I		
BAEDHNO- 1	काव्य, कथा, व्याकरण एवं रचना Kavya, Katha , Vyakran Evam Rachana	
Semester II		
BAEDHNO- 2	काव्य, कथा, व्याकरण एवं रचना Kavya, Katha , Vyakran Evam Rachana	
Semester III (SY BABEd Elective)		
BAEDHNE- 3	काव्य, कथा-साहित्य , अनुवाद एवं व्याकरण Kavya, Katha-Sahitya, Anuvad Evam Vyakran	
Semester IV		

BAEDHNE- 4	काव्य, हनबंध एवं अनुवाद Kavya, Nibandh Evam Anuvad	
Semester III S.Y.BABEd. Hindi Allied to Major		
BAEDHNA- 1	जनसंचार माध्यम- प्रिंट मीडिया Mediums of Mass Communication – Print Media.	
Semester IV		
BAEDHNA- 2	जनसंचार माध्यम- इलेक्ट्रॉनिक मीडिया Mediums of Mass Communication Electronic Media.	
Semester V T.Y.BABEd.		
BAEDHNE- 5	प्रिदी साहित्य : आदिकाल एवं भक्तिकाल Sahitya : Aadikaal Evam Bhaktikaal	Hindi
EDHNE- 6	आधुनिक प्रिदी काव्य Adhunik Hindi Kavya	
BAEDHNE- 7	अनुवाद एवं पत्रलेखन Anuvad Evam Patralekhan	
Semester VI T.Y.BABEd.		
BAEDHNE- 8	साहित्यशास्त्र भाग -1 Sahityashastra Bhag-1	
BAEDHNE- 9	प्रिदी भाषा का इतिहास एवं भाषाशास्त्र	

	Hindi Bhasha Ka Itihas EvamBhashas	
BAEDHNE-10	समकालीन हवमशश एवं अनुददि साहित्य Samkaleen Vimarsh Evam Anudit Sahitya	
Semester VII Fourth.Y.BA BEEd.		
BAEDHNE-11	प्रिदी साहित्य : रीहिकाल Hindi Sahitya : Ritikal	
BAEDHNE-12	आधुहनक प्रिदी गय Adhunik Hindi Gadya	
BAEDHNE-13	हनबंध एवं जनसंचार माध्यम ले Nibandh Evam Janasanchar Madhyam Lekhan	
Semester VIII Fourth.Y.BABEd.		
BAEDHNE-14	साहित्यशास्त्र भाग 2 Sahityashastra Bhag-2	
BAEDHNE-15	प्रिदी व्याकरण Hindi Vyakran	

BAEDHNE-16	भंिा रचनाकार का हवशेष अध्ययन – मन्नू र Rachanakar Ka Vishesh Adhyayan – Mannu Bhandari
------------	---

F.Y.B.A.B.Ed. (Elective) Syllabus

Semester I

BAEDHNE -01- काव्य, कथा, व्याकरण एवं रचना

Kavya, Katha , Vyakran Evam Rachana

- कथा कुं ज- किानी क्र.1 से6 िक
 - काव्य-कलश - कबीर , सूरदास, हनराला , पंि
- शब्दालंकार– अनुिंास, श्लेष और यमक
- व्याकरण एवं रचना- शुध्दलेखन(प्रलग, कारक, काल, वचन, स्थान से संबंहधि) एवं हनबंध
- कथा कुं ज- किानी क्र.1 से2
 - काव्य-कलश - रिम , मिादेवी वमाश,धूहमल

Semester II

BAEDHNE -02- काव्य, कथा, व्याकरण एवं अनुवाद

Kavya, Katha , Vyakran Evam Anuvad

- कथा कुं ज- किानी क्र.7 से12 िक
 - काव्य-कलश - मीराबाई, ददनकर, अज्ञेय

2. अथाशलंकार- उपमा, उत्प्रेक्षा और रूपक
3. व्याकरण एवं अनुवाद
 - i) शुद्धलेखन- प्रलग, कारक, काल, वचन, स्थान से संबंधित
 - ii) अनुच्छेद का अनुवाद-अंग्रेजी से प्रिदी
 - iii) अंग्रेजी से प्रिदी तथा प्रिदी से अंग्रेजी काशब्दोंअनुवाद
4. द्वि पाठ (i) कथा कुंज- किानी क्र.3 से4
 - (ii) काव्य-कलश - दुष्यंति कु मार, वीरेन्द्र हमश्र

हन्धाशररि पाठ्यपुस्तिकें: 1. कथा कुंज- संपादकमंलि, गोवा हवश्चहवयालय 2. काव्य-
कलश-संपादक मंलि, गोवा हवश्चहवयालय

F.Y.B.A.B.Ed. Hindi (Optional) Syllabus

Semester - I

BAEDHNO- 1- काव्य, कथा, व्याकरण एवं रचना

Kavya, Katha , Vyakran Evam Rachana

1. (i) पय भाग - क्र.1 से12 िक

(ii) गय भाग - क्र. 1 से 7 िक

2. व्याकरण - हवलोम शब्द

वाक्छांश के हलए एक शब्द

रचना- भाव-हवस्िार

3. द्वि पाठ (i) कहवि क्र.1 से - क्र.3 िक

(ii) पाठ- रिमान का बेटा ।

Semester - 2

BAEDHNO- 2- काव्य, कथा, व्याकरण एवं रचना

Kavya, Katha , Vyakran Evam Rachana

1. (i) पय भाग - क्र.13 से 22 िक

(ii) गय भाग - क्र. 8 से 13 िक

Rapid Reading (i) Poetry – 4 to 6

(ii) Prose- Maharaj Ka Ilaj

2. व्याकरण - मुिावरे- अथश एवं वाक्यों में िंयोग

i) अनेकाथी शब्द

ii) रचना- वैचारक रटप्पणी

3. द्वि पाठ (i) कहवि क्र.4 से - क्र.6 िक

(ii) पाठ- मिराज का इलाज ।

हनधाशररि पाठ्यपुस्िक: साहित्य सेिु- संपादक मंिल, गोवा हवश्वहवयालय

SY.B.A.B.Ed. Hindi (Elective) Syllabus

Semester III -

BAEDHNE- 3- काव्य, कथा-साहित्य , अनुवाद एवं व्याकरण

Kavya, Katha-Sahitya, Anuvad Evam Vyakran

1. िंाचीन काव्य - क्र.1 से3 िक

i) आधुनक काव्य- क्र.7 से10 िक

ii) द्रुि पाठ- 1, 3, 4

2. गवन (उपन्यास) िंेमचंद(हवयाथी संस्करण)

द्रुि पाठ- साथशक काहनयााँ-सं. दूधनाथ प्रसि

(कोई भी 4 काहनयााँ)

3. अनुवाद- शब्दानुवाद

i) अंग्रेजी से हिन्दी(25 शब्द)

ii) हिन्दी से अंग्रेजी(25 शब्द)

4. संक्षेपण,संवाद-लेखन

1. द्वाि पाठ पर आधाररि आधे घंटे की हलहखि परीक्षा । 2. दिल्ल समीक्षा।

Semester IV

BAEDHNE- 4- काव्य, हनबंध एवं अनुवाद

Kavya, Nibandh Evam Anuvad

िंाचीन काव्य - क्र.4 से6 िक

आधुहनक काव्य- क्र.11 से15 िक

द्वाि पाठ- 2,5,6

2. हनबंध संचयन- सभी 12 हनबंध रिंगे ।

द्वाि पाठ- 3 हनबंध

3. अनुवाद- शब्दानुवाद

i) अंग्रेजी से हिन्दी(25 शब्द)

ii) हिन्दी से अंग्रेजी(25 शब्द)

4. हनबंध- चार हवषयों में से एक

1. द्वाि पाठ पर आधाररि आधे घंटे की हलहखि परीक्षा । 2. साक्षात्कार ।

हनधाशररर पाठ्यपुस्तिक: 1. काव्यालोक – संपादक मंल-गोवा हवश्वहवयालय

2. हनबंध संचयन–

– संपादक मंल-गोवा हवश्वहवयालय

SY.B.A.B.Ed. Hindi Allied to Major Syllabus

Semester III

BAEDHNA- 1- जनसंचार माध्यम- प्रिंट मीहिया

Mediums of Mass Communication – Print Media.

जनसंचार माध्यम– स्वरूप एवं क्षेत्र

- i) संचार– पररभाषा , ित्व एवं िंकार ।
- ii) जनसंचार– पररभाषा , िंकार एवं मित्त्व ।

I) प्रिंट मीहिया

- 2.1 पत्रकारररर - स्वरूप , वगीकरण एवं मित्त्व ।
- 2.2 समाचार-पत्र – स्वरूप एवं िंकाशन -िंदक्रया ।
- 2.3 समाचार के हवहभन्न स्रोि ।
- 2.4 पहत्रकाएँ- िंकार एवं मित्त्व ।
- 2.5 हवज्ञापन - स्वरूप , िंस्िुहिकरण एवं मित्त्व ।
- 2.6 िीचर –लेखन ।

II) प्रिंट मीहिया और समाज

- 3.1 सकारात्मक एवं नकारात्मक िंभाव ।

संदर्भ ग्रन्थ आधुनिक पत्रकारिता- डॉ. अजुशन हिवारी

पत्रकारिता शिक्षण एवं रिसर्च- डॉ. सुजाता वमाश
संयोजनमूलक प्रिदी- डॉ. नरेश हमथ संयोजनमूलक प्रिदी- डॉ. सांसंगिका
एवं पररदृश्य- डॉ. सु. नागलक्ष्मी

मीहिया लेखन- हसध्दां एवं व्यावहार- डॉ. चंद्रिकाश हमथ लोकसंचार माध्यम-
सिंस्तिहि के रचनात्मक आयाम- डॉ. सत्यदेव हत्रपाठी हवज्ञापन हनमाशण और
सिंदक्रिया- डॉ. हनशां प्रसि दूरसंचार की नई ददशाएँ- सी. एल. गगश

SY.B.A.B.Ed. Hindi Allied to Major Syllabus

Semester IV

BAEDHNA- 2- जनसंचार माध्यम- इलेक्ट्रॉनिक
मीहिया

Mediums of Mass Communication – Electronic Media.

इलेक्ट्रॉनिक मीहिया

1.1 स्वरूप , भेद एवं मित्व ।

I) रेहियो

2.1 पररचय एवं मित्व ।

II) हसनेमा

3.1 प्रिदी हसनेमा - स्वरूप , हवकास-यात्रा एवं मित्व ।

2.2 पटकथा-लेखन- स्वरूप एवं सिंदक्रिया ।

III) दूरदशशन

4.1 पररचय, क्षेत्र एवं मित्व ।

IV) संगणक

5.1 पररचय, व्याविररक िंयोग एवं मित्व । (टंकण,
पावर-पॉइन्ट िंेजेन्टेशन, इंटरनेट)

V) इलेक्ट्रॉहनक मीहियाऔर समाज 6.1 सकारात्मक एवं
नकारात्मक िंभव ।

किनी पर आधाररि पटकथा-लेखन, संगणक िंयोग, वृत्तहचत्र हनमाशण(बुहनयादी सुहवधाओं
की उपलब्धिा में) । संदभश ग्र-ंथ

आधुहनक पत्रकाररि- िॉ.अजुशन हिवारी पत्रकाररि िंहशक्षण एवं
िंेस हवहध- िॉ.सुजािा वमाश िंयोजनमूलक प्रिदी-
िॉ.नरेश हमश्र

िंयोजनमूलक प्रिदी- िंासंहगकिा एवं पररदृश्य-िॉ.सु.नागलक्ष्मी मीहिया
लेखन- हसध्दांि एवं व्याविर- िॉ.चंद्रिकाश हमश्र लोकसंचार माध्यम -िंस्िुहि
के रचनात्मक आयाम- िॉ.सत्यदेव हत्रपाठी हवज्ञापन हनमाशण और िंदक्रया-
िॉ.हनशांि प्रसि दूरसंचार की नई ददशाएँ-सी.एल.गगश कं प्युटर और प्रिदी-
िररमोिन कं प्युटर िंयोग और प्रिदी- अमरप्रसि वधान

पटकथा लेखन- एक पररचय - मनोिर श्याम जोशी

T.Y.B.A.B.Ed. Hindi (Elective) Syllabus

Semester V

BAEDHNE- 5- प्रिदी साहित्य : आददकाल एवं भहिकाल Lect. Marks

Hindi Sahitya : Aadikaal Evam Bhaktikaal

1. आददकाल : पररवेश एवं िंवृहत्तयााँ ।

क राजनैहिक, सामाहजक, धार्मिक, सांस्कृतिक पररवेश एवं उनका ित्कालीन साहित्य पर िंभाव ।

ख रासो काव्य – परंपरा एवं िंवृहत्तयााँ ।

ग जैन, हसध्द-नाथ साहित्य : काव्य परंपरा एवं िंवृहत्तयााँ ।

2. भहिकाल : उद्भव, हवकास , पररवेश एवं िंवृहत्तयााँ:

क राजनैहिक, सामाहजक, धार्मिक , सांस्कृतिक पररवेश एवं उनका ित्कालीन साहित्य पर िंभाव ।

ख हनगुशण काव्यधारा(संि एवं सूिी)सामान्द्य िंवृहत्तयााँ ।

ग सगुण काव्य धारा(राम एवं कृ ण्ण) सामान्द्य िंवृहत्तयााँ ।

3. रचना एवं रचनाकार– सामान्द्य पररचय

क पउम चररउ – स्वयंभु, दोिाकोश – सरिपा , गोरखबानी – गोरखनाथ , पृथ्वीराज रासो– चन्द्र बरदाइ

ख कबीर , महलक मुिम्मद जायसी, सूरदास, िुलसीदास, रैदास, मीराबाई ।

ग हवशेष अध्ययन: कबीर के 30 दोिे एवं 15 पद (संदभश– पाठ्य पुस्िक से)

4. द्रुि पाठ– क) मीराबाई के 10 पद । (संदभश पाठ्य पुस्िक) से

संदभश ग्रंथ–

हिन्दी साहित्य का इतिहास – आ.रामचंद्र शुक्ल
हिन्दी साहित्य का वैज्ञानिक इतिहास–
डॉ.गणपतिचंद्र गुप्त हिन्दी साहित्य का दूसरा
इतिहास- डॉ.बच्चन प्रसि

हिन्दी साहित्य –उद्भव एवं विकास- जे.पी.सिंह
हिन्दी साहित्य का इतिहास – डॉ.नगेन्द्र
हिन्दी साहित्य –युग और विवृतताएँ-
डॉ.हृदयकृष्ण शर्मा

हिन्दी साहित्य का समीक्षात्मक इतिहास - वासुदेव प्रसाद

BAEDHNE- 6आधुनिक प्रदी काव्य

Adhunik Hindi Kavya

आधुनिक काल की पूर्वशीर्षिका:(19 वीं शी के आरंभ से)

क) राजनीतिक , सामाजिक , सांस्कृतिक और साहित्यिक पररवेश ।

ख) नवजागरण – (1757- 1857)

आयशा समाज, विंशतिशता समाज, ब्रम समाज, रामकृष्ण हमशन, हथयोसोदिकल
सोसायटी ,

अिमदी आंदोलन, विोटश हवहलयम कॉलेज,1857 का राष्ट्र संघषश ।

(भाषा, हशक्षा और साहित्य के आधुनिकीकरण का संदभश देना आवश्यक) विै ।

1) i) आधुनिक प्रदी काव्य की सामान्य विवृतताएँ:-

भारिन्दु युग, हिन्दी युग,छायावाद , विंगहिवाद,
विंयोगवाद ii)नई कहवि एवं समकालीन काव्य की सामान्य
विवृतताएँ

2) सामान्य पररचय

भारिन्दु िररश्चंद्र, अयोध्याप्रसि उपाध्याय ' िररऔध' , मैहथलीशरण गुप्त, जयशंकर िंसाद, सुहमत्रानंदन पंि, सूयशकांि हत्रपाठी'हनराला' , मिादेवी वमाश, नागाजुशन, अजेय, मुहिबोध, सवेश्वरदयाल सक्त्सेना, कीर्मि चौधरी, अूण कमल, राजेश जोशी ।

3) हवशेष अध्ययन के हलए हनधाशररि कहव की कहवािाँ:

पाठ्य पुस्िक- के दारनाथ प्रसि- िंहिहनहध कहवािाँ

सम्पादक- परमानन्द
श्रीवास्िव , राजकमल
िंकाशन, नई ददल्ली

कहवािाँ-

1. यि पृथ्वी रिगी, 2. मैने गंगा को ,देखा3.बनारस , 4. बोझे, 5. रोटी , 6. िाथ, 7. मुहि,
8. जनहिि का काम , 9.टूटा हुआ रक, 10.बुनाई का गीि, 11.टमाटर बेचनेवाली बुद्रिया,
- 12.एक ठेठ देिािी कायशकिश के, 13िंहि.सन्४७ को याद करि हुए, 14. दो हमनट का

मौन 15.उस आदमी को देखो, 16.ऊँ चाई,17. फ़कश निीं पडिा , 18.एक पाररवाररक िंश्र ,

19.सुई और धागे के बीच , में20.वसन्दि

4. द्रुि पाठ- राजेश जोशी के'दो पंहियों के बीच' काव्य-संग्रि से दकन्दिीं पााँच कहवािाँ का

अध्ययन ।

िंकाशक- राजकमल िंकाशन , नई ददल्ली ।

संदभश ग्रंथ-

हिन्दी साहित्य का इहििास – आ. रामचंद्र शुक्ल
हिन्दी साहित्य का वैज्ञाहनक इहििास-

िंॉ.गणपहिचंद्र गुप्त हिन्दी साहित्य का दूसरा
इहििंास- िंॉ.बच्चन प्रसि हिन्दी साहित्य –उद्भव एवं
हवकास- िजारींसाद हिवेदी हिन्दी साहित्य का
इहििंास – िंॉ.नगेन्द्र

हिन्दी साहित्य –युग और िंवृहत्तयाँ-िंॉ.हशवकु
मार शमाश हिन्दी साहित्य का समीक्षात्मक इहििंास -
वासुदेव प्रसि

BAEDHNE- 7- अनुवाद एवं पत्रलेखन

Anuvad Evam Patralekhan

अनुवाद

क सैध्दांतिक पक्ष:

अनुवाद- अवधारणा, स्वरूप, िंकार एवं िंदक्रिया ।

ख व्यावहारिक पक्ष :

i)शब्दानुवाद : 100 अंग्रेजी शब्दों का हिन्दी में अनुवाद

ii) दस वाक्यों के अंग्रेजी अनुच्छेदों का प्रिदी अनुवाद ।

िंशासहनक अनुवाद, साहित्यिक अनुवाद(गय) , वाहणहययक अनुवाद का व्यावहारिक िंयोग ।

1. पत्राचार –

अ आवेदन पत्र- नौकरी , वेिनवृहद्ध,अवकाश एवं पदोन्नति ।

आ हशकार्यी पत्र - हनजी, सावशजहनक एवं अनुस्मारक ।

इ संपादक के नाम पत्र- रपट, अपील ।

ई कायाशलयीन- हनयुहि-पत्र, पररपत्र , कायशवृत्त, अहधसूचना ।

उ व्यावसाहयक पत्र – पुस्िकादेश,एजेंसी िंाहस के हलएत्र प, माल के आदेश के हलए पत्र आदद ।

संदभश-

विंयोजनमूलक प्रिदी- विं.नरेश हमश्र

विंयोजनमूलक प्रिदी- विं.संहगकि एवं पररदृश्य-
विं.सु.नागलक्ष्मी मीहिया लेखन- हसध्दां विं एवं व्याविर-
विं.चद्रिकाश हमश्र

विंयोजनमूलक हिन्दी- अधुना विन आयाम- विं.अंबादास
देशमुख विंयोजनमूलक हिन्दी- विं.हवनय गोदरे

विं.पूण, रटप्पण और विं.पू वि पठन- विं.हवजय कु लश्रेष्ठ सरकारी
बैंकों एवं कायाशलयों में विंयोजनशील- प्रिदी.अहनल कु मार हिवारी

T.Y.B.A.B.Ed. Hindi (Elective) Syllabus

Semester VI

BAEDHNE- 8- साहित्यशास्त्र भाग -1

Sahityashastra Bhag-1

1.साहित्य : अवधारणा एवं स्वरूप।

i) काव्य : अवधारणा एवं स्वरूप(भारतीय)।

ii) काव्य विंे विं एवं विंयोजन ।

iii) काव्य के रूप- भेद, लक्षण विंथा हवशेषिणाँ।

अ)विंबन्द काव्य - मिाकाव्य एवं खण्िकाव्य
। आ) मुिक- पाठ्य विंथा गेय(गीहिकाव्य)

iv) काव्य गुण- माधुयश, विंसाद एवं ओज का सामान्द्य पररचय ।

2) रस एवं शब्द शहियाँ

रस – अवधारणा एवं स्वरूप ।

- i) भरिमुहक का रसहनष्पहृत्त हसध्दांि
- ii) अवयव एवं िंकार ।
(रस हवषयक मान्दियाओं की जानकारी अपेहक्षि नीं)
- iii) शब्द शहियााँ– अहभधा, लक्षणा एवं व्यंजना का सामान्द पररचय ।

3) आधुहनक गय के हवहवध रूप

i) कथा साहित्य :

अ) किानी एवं उपन्द्वास: अवधारणा एवं ित्व । आ)
किानी एवं उपन्द्वास में अंिर ।

ii) नाटक – अवधारणा एवं स्वरूप (भारीय मान्दियाओं के आधारपर) एवं ित्व ।

iv) हनबंध– अवधारणा , ित्व एवं िंकार।

दुि पाठ– अहभज्ञानशाकुं िलम्(संस्कृ ि नाटक) काहलदास ।
संदभश–

भारीय काव्य शास्त्र .िँ :भगीरथ
हमश्र काव्य के रूप- बाबू गुलाबराय

भारीय एवं पाश्चाच्य काव्यशास्त्र–िँ.देशराजप्रसि भाटी

भारीय काव्य शास्त्र सत्यदेव चौधरी: भारीय
काव्य शास्त्र योगेंद्र िंिाप प्रसि:

BAEDHNE- 9- प्रिदी भाषा का इहिास एवं भाषाशास्त्र

Hindi Bhasha Ka Itihas Evam Bhashashastra

1- प्रिदी भाषा का इहिास

क- संस्कृ, िलौदकक संस्कृ, िपाहल, िंाकृ ि, अपभ्रंश आदद के संदभश में।

ख- आधुहनक भारीय आयश और द्रहवि भाषाएँ

मराठी, कोकणी, गुजरािी, उहड़या, असहमया, पंजाबी, हसन्द्वी, िहमल, िेलगु,
बंगला, कन्नि,
मलयालम।

2- हिन्दी भाषा की बोहलयााँ- स्वरूप एवं भेद।

पहश्चमी हिन्दी, पूवी हिन्दी, हबिारी हिन्दी, राजस्थानी हिन्दी, पिाड़ी हिन्दी।

3. खड़ी बोली प्रिदीीः स्वरूप, हवकास एवं मित्व। हिन्दुस्िानी, उदूश, दहकट्खनी, खड़ी बोली

4. हिन्दी शब्दसमूि-

च - भारीय आयशभाषाओं के शब्द।

छ- भारीय अनायश भाषाओं के शब्द।

ज- हवदेशीभाषाओं के शब्द।

5-भाषाशास्त्र -

भाषा की अवधारणा एवं हवशेषिाएँ।

भाषा पररविशन के आंिरक एवं बाय कारण।

द्वि पाठ- शब्दों का जीवन - भोलानाथ हिवारी ।

संदर्भ-भाषाहवज्ञान
– भोलानाथ हिवारी

भाषा हवज्ञान की भूमिका– िं.ो.देवेंद्रनाथ शमाश

हिन्दी भाषा का इतिहास- िं.के शवदत्त ुवाली हिन्दी भाषा-
स्वूप और हवकास - कै लाशचंद्र भारटया, मोिीलाल चिवेदी
भारि की भाषाएँ-िं.राजमल बोर भाषा और हलहप -
िं.नरेश कु मार

BAEDHNE- 10 समकालीन हवमशश एवं अनुददि साहित्य

Samkaleen Vimarsh Evam Anudit Sahitya

समकालीन हवमशश– अवधारणा एवं स्वूप

i) दहलि हवमशश।

‘सलाम ’ ओमिकाश वाल्मीदक (कानी संग्रि) का हवशेष अध्ययन ।

ii) स्त्री हवमशश । कठगुलाब– मृदुला गगश का
हवशेष अध्ययन ।

2.अनुददि साहित्य: िं.ासंहगकिा एवं मित्व ।

हवशेष अध्द्ययन के हलए अनुददि कृ हियााँ-i)1084 वें की मााँ-मिश्रेिा देवी(बंगला उपन्द्वास)

ii) मंटो की श्रेष्ठ किाहनयााँ-(उदूश
किाहनयााँ)

संपादन- देवेन्द्र इस्सर

द्वि पाठ-

i) कमला – हवजय िेँंिुलकर(मराठी नाटक)

संदभश-दहलि साहित्य का समाजशास्त्र – िररनारायण
ठाकु र परम्परागि वणश व्यवस्था और दहलि साहित्य-
साक्षान्द्ि मस्के दहलि साहित्य का सौंदयशशास्त्र-
ओमिकाश वाल्मीदक औरि: कल, आज और कल –
आशारानी व्िोरा आधी आबादी का संघषश- ममिा
जैिली, श्रीिंकाश शमाश

FOURTH.Y.B.A.B.Ed. Hindi (Elective) Syllabus

Semester VII

- BAEDHNE- 11- प्रिदी साहित्य :
रीहिकाल

Hindi Sahitya : Ritikal

1. रीहिकाल : उद्भव, हवकास, पररवेश एवं सामान्द्य
िंवृहत्तयााँ75

साहित्य पर िंभाव
क राजनैहिक, सामाहजक , धार्ममक एवं सांस्कृ हिक पररवेशित्कालीन ।

2. छंद- माहत्रक- चौपाई, रोला, िररगीहिका वर्मणक – इंद्रवज्रा, उपेन्द्रवज्रा, कहवत्त
, सवैया, भुजंगियाि,दुि हवलंहबि ।

अलंकार- िंिीप, अपह्नुहि, अहिशयोहि, हवरोधाभास, मानवीकरण , भ्रांहिमान ।

3. रचना एवं रचनाकार : सामान्य पररचय

हबिारी, महिराम, देव, पमाकर, घनानंद एवं भूषण हबिारी के
दस दोिे एवं अन्य रचनाकारों के पााँच छंद

4. दुि पाठ- रिम के संकहलि20 दोिे

संदभश ग्रंथ-हिन्दी साहित्य का इहििास – आ.रामचंद्र शुक्ल हिन्दी
साहित्य का वैज्ञाहनक इहििास- िॉ.गणपहिचंद्र गुप्त
हिन्दी साहित्य का दूसरा इहििास- िॉ.बच्चन प्रसि

हिन्दी साहित्य –उद्भव एवं हवकास- िजारीिंसाद
हिवेदी हिन्दी साहित्य का इहििास – िॉ.नगेन्द्र हिन्दी
साहित्य –युग और िंवृहत्तयााँ-िॉ.हशवकु मार
शमाश

हिन्दी साहित्य का समीक्षात्मक इहििास - वासुदेव प्रसि

आधुनिक प्रिदी गय का उद्भव एवं विकास ।

1. i) कथा साहित्य – किानी एवं विकास ।

ii) हनबंध साहित्य ।

iii) नाटक एवं रंगमंच

।

2. हनमहलहखि िंमुख रचनाकार और उनकी रचनाओं का सामान्य पररचय ।

भारिन्दु िररश्चंद्र, मिावीर िंसाद हिवेदी, आचायश रामचंद्र शुक्ल, िंेमचंद, जयशंकर िंसाद, सहचुदानंद िीरानंद वात्स्यायन 'अज्ञेय', िजारी िंसाद हिवेदी, मोिन राके श, कमलेश्वर, राजेन्द्र यादव, मन्नू भंिारी, ऊषा हियंवदा, िंभा खेिान, मृदुला गगश, सुरेन्द्र वमाश, शंकर शेष ।

3. हवशेष अध्ययन के हलए हनधाशररि नाटक ।

कबीरा खड़ा बाजार में- भीष्म सािनी
राजकमल िंकाशन, नई ददल्ली ।

4. द्रुि पाठ - ममि काहलया का 'दौड़' उपन्यास, वाणी िंकाशन, नई ददल्ली ।

संदर्भग्रंथ-हिन्दी साहित्य का इतिहास – आ.रामचंद्र शुक्ल हिन्दी
साहित्य का वैज्ञानिक इतिहास- डॉ.गणपतिचंद्र गुप्त
हिन्दी साहित्य का दूसरा इतिहास- डॉ.बच्चन प्रसाद

हिन्दी साहित्य –उद्भव एवं विकास- विजयिंसदा
हिन्दी हिन्दी साहित्य का इतिहास – डॉ.नगेन्द्र
हिन्दी साहित्य –युग और विवृत्तियाँ-
डॉ.हर्षवर्धन मार शर्मा

हिन्दी साहित्य का समीक्षात्मक इतिहास - वासुदेव प्रसाद

BAEDHNE- 13 हनबंध एवं जनसंचार माध्यम लेखन

Nibandh Evam Janasanchar Madhyam Lekhan

1. हनबंध- राजनैतिक, सामाजिक, साहित्यिक, सांस्कृतिक और विविध उद्देश्यों पर आधारित।
2. विंग्ति शोधन- विंग्ति के भेद, विंग्ति रीति के विश्लेषण, विंग्ति शोधन के हचहन, विंग्ति-पठन का व्यापारिक पक्ष।
3. साक्षात्कार लेखन- स्वरूप (विंग्ति), विंग्ति एवं विंग्ति।
4. पुस्तिक समीक्षा - समीक्षा के विंग्ति एवं विंग्ति सैद्धांतिक एवं व्यापारिक पक्ष
5. समाचार लेखन- विंग्ति (मुद्रण माध्यम)।

6. वृत्तहचत्र- स्वरूप , भेद एवं क्रिया ।

संदर्भग्रंथ-क्रियायोजनमूलक प्रदीप-
डॉ.नरेश हमथ

क्रियायोजनमूलक प्रदीप- ासंहारिका एवं पररदृश्य-
डॉ.सु.नागलक्ष्मी मीहिया लेखन- हसधदांि एवं व्यावहार-
डॉ.चंद्रिकाश हमथ

क्रियायोजनमूलक हिन्दी- अधुनांि आयाम- डॉ.अंबादास देशमुख
क्रियायोजनमूलक हिन्दी- डॉ.हवनय गोदरे

क्रियााूपण, रटप्पण और िंूि पठन- डॉ.हवजय कु
लश्रेष्ठ पटकथा लेखन- एक पररचय – मनोिर श्याम
जोशी

FOURTH .YEAR .B.A.B.Ed. Hindi (Elective) Syllabus

Semester VIII

BAEDHNE- 14 साहित्यशास्त्र भाग 2

Sahityashastra Bhag-2

1. साहित्य – अवधारणा एवं स्वरूप ।(पाश्चात्य मान्दियाओं के आधार पर) i)काव्य-
अवधारणा एवं स्वरूप(पाश्चात्य मान्दियाओं के अनुसार)

ii) काव्य के भेद- विंबंध काव्य- मिाकाव्य , मुिक (। पाश्चात्य मान्दियाओं के अनुसार)

iii) प्रबब, विंिीक, हमथक : अवधारणा एवं स्वरूप ।

2 नाटक : अवधारणा , स्वरूप एवं ित्व ।(पाश्चात्य मान्दियाओं के आधार पर)

3 व्यंग्य: अवधारणा एवं स्वरूप ।

4 गय की विंकीणश हवधाएँ-

क यात्रा साहित्य - स्वरूप एवं िंकार ।

ख आत्मकथा – अवधारणा एवं स्वरूप ।

ग संस्मरण- अवधारणा एवं स्वरूप ।

5. द्रुि पाठ- मेरी हिय व्यंग्य रचनाएँ- िररशंकर परसाई ।

संदभश ग्रंथ-

पाश्चात्य काव्यशास्त्र- भगीरथ हमश्र
काव्य के रूप- बाबू गुलाबराय

भारतीय एवं पाश्चात्य काव्यशास्त्र- िॉ. देशराजप्रसि भाटी
हिन्दी साहित्य का इहििास – िॉ. नगेन्द्र

BAEDHN

E- 15 प्रिदी व्याकरण

Hindi Vyakran

1. हिन्दी वणशमाला एवं हलहप

i) स्वर और व्यंजन: उच्चारण , स्वरूप एवं वर्गीकरण

ii) हलहप : स्वरूप एवं िंकार

2. शब्द एवं पद : अवधारणा , स्वरूप एवं भेद शब्दसाधन
– वर्गीकरण, ूपांिर िथा व्युत्पहत्त

3. संज्ञा, प्रलग, वचन, कारक, सवशनाम: स्वरूप एवं भेद

4. वाक्य संरचना- स्वरूप एवं भेद

i)हवशेषण– स्वरूप एवं िंकार

ii दक्रया - स्वरूप एवं िंकार

5. समास : स्वरूप एवं िंकार

6. उपसगश, िंत्यय, एवं हवराम हचहन: स्वरूप एवं िंयोग

7. पाठ- साहित्यक मुंावरा लोकोहि कोश- िरवंशराय वमाश
संदभश- ग्रंथ

हिन्दी व्याकरण- कामािंसाद गुु हिन्दी
व्याकरण एवं रचना- िंा.कृ.ज.वेदपाठक
हिन्दी व्याकरण- िॉ.उमेशचंद्र शुक्ल

KONKANI

LIST OF COURSES AT B.A.B.ED

Another language Group

F.Y.BAED KN(AL)-01 -Functional Konkani & Essays (Part-I and II)

Sr.No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Essays(Text) 14 No	30	-	-	32
2	Grammar	10	-	-	12
3	Letter Writing	12	-	-	12
4	Translation	10	-	-	12
5	Terminology	11	-	-	12
6	I.S.A	02	-	-	20
	Total: 75				

Note:

Part-I : For Semester I

Part-Ii: For Semester II

L=Lectures

T=Tutorials

P= Practicals /Project Lectures

LIST OF COURSES AT BAED**Major Group****FYBA - KN (MJ) -01 Short Story as a literary Form (Part-I & II)**

Sr.No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Stories(Text) 13 No	40	-	-	40
2	Theory	13	-	-	16
3	Grammar	12	-	-	12
4	Translation	08	-	-	12
5	I.S.A	02	-	-	20
	Total	75		Total	100

LIST OF COURSES AT BAED**Major Group****SYBA KN(MJ)-03 &4- Poetry as a Literary form (Part-I and II)**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Konkani Poetry(Sem-II)& Konkani one act play (Sem –IV)	36	-	-	40
2	Theory	16	-	-	16
3	Translation	10	-	-	12
4	Orthography	11	-	-	12
5	ISA	02	-	-	20
	Total			Total	100

LIST OF COURSES AT BAED**Allied to Major****SYBA - (KN) (AM) -03 & 04 - Titles as per syllabus**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Text	38	-	-	40
2	Theory	20	-	-	28
3	Translation/Transliteration	15	-	-	12
4	I.S.A	02	-	-	20
	Total	75			Total
	100				

LIST OF COURSES AT BAED

Major group (6 Units)

T.Y.BAED –KN(MJ)-05 -Functional Konkani (Part-I and II)

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Office Drafts	39	-	-	32
2	Application writing	18	-	-	24
3	Print media Drafts	08	-	-	12
4	Interviews & Advertisement	08	-	-	12
5	I.S.A	02			20
	Total	75			Total
	100				

LIST OF COURSES AT BAED**Major Group (6 Units)****TYBA –KN (MJ)-06 – Novel as a Literary Form (Part-I & II)**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Text Study (Novel)	30	-	-	24
2	Theory	43	-	-	28
4	ISA	02	-	-	20
	Total	75		Total	100

LIST OF COURSES AT BAED**Major Group (6 Units)****T.Y.BAED – KN (MJ)-07 - History of Konkani Language & Literature (Part-I & II)**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Origin of Konkani	20	-	-	28
2	Literary works of Missionaries	20	-	-	28
3	Downfall of Konkani Language & Literature	17	-	-	12
4	Resurrection of Konkani	16	-	-	20
5	I.S.A	02			20
	Total	75		Total	100

LIST OF COURSES AT BAED**Major Group (6 Units)****TYBA – KN (MJ) 08 - Introduction to Konkani Linguistics (Part-I & II)**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	marks
1	Nature of Language	39	-	-	32
2	Dialects & standardization	18	-	-	24
3	Types of Studies of a language	08	-	-	12
4	Phonetics/Linguistics /Nasal Words	08	-	-	12
5	I.S.A	02	-	-	20
	Total	75		Total	100

LIST OF COURSES AT BAED**Major Group (6 Units)****T.Y.BAED –K N (MJ)- 09 - Indian Poetics**

Sr. No	Name of the Course	Lectures	Tutorials	Practical	Marks
1	Kavya Lakshan	20	-	-	28
2	Kavya Prayojan	20	-	-	28
3	Kavya Karan	17	-	-	12
4	Shabda Shakti	16	-	-	12
5	I.S.A	02	-	-	20
	Total	75		Total	100

LIST OF COURSES AT BAED

Major Group (6 Units)

T.Y .B. A –K N (MJ) – 10 - Study of Konkani Drama

Sr. No	Name of the Course	Lectures	Tutorials	Practical	Marks
1	Theory of Drama as a Literary Form	20	-	-	28
2	History & Origin of Drama	20	-	-	28
3	Indian & Western Theatre	17	-	-	12
4	History of Konkani Drama/Tiatre	16	-	-	12
5	I.S.A	02	-	-	20
	Total	80			Total
	100				



Goa University
TALEGAON PLATEAU, TISWADI, GOA - 403 206

BACHELOR OF ARTS

साहित्य-निष्णात

Syllabus

अभ्यासक्रम

PRESCRIBED TO

DEPARTMENT OF MARATHI

IN COLLEGES AFFILIATED TO GOA UNIVERSITY

उद्दिष्टे : विद्यार्थ्यांना -

1. पोर्तुगीजपूर्व काळातील मराठी भाषा व साहित्य, व्याकरणशास्त्र, भाषाशास्त्र व भाषाविज्ञान, गौमन्तकाची संस्कृती तसेच,
2. आधुनिक मराठीतील पाठ्यपुस्तकांच्या आधारे मध्यवर्ती अन् गौमन्तकीय कविता, कथा, मराठी ललित गद्य, विज्ञान साहित्य तसेच व्यावहारिक मराठी या विषयांशी निगडित सैद्धान्तिक स्वरूप आणि ज्ञानवाद घेण्यासाठीची प्रक्रिया उमजून घेता यावी यासाठी पाठ्यक्रम निश्चित करण्यात आला आहे.
3. तदनुसार उपयोजित लेखनाच्या दृष्टिकोनातून स्वाध्याय व शोधनिबंध लिहून घेण्यासाठीचेही आयोजन करण्यात येते.

FIRST YEAR BACHELOR OF ARTS (F. Y. B. A. Ed.)

(FOR THE ACADEMIC YEARS 2009-10, 2010-11, 2011-12, 2012-13) - 2015-16 onwards

OC-45.3 COURSE STRUCTURE :

OC-45 : EACH INSTRUCTIONAL PERIOD MENTIONED HEREIN SHALL BE OF 45 MINUTES DURATION AND EACH PAPER SHALL HAVE FIVE INSTRUCTIONAL PERIODS PER WEEK.

BAEDS1MAR-1
SEMESTER - I PAPER (OPTIONAL) - I

मराठी : एक अन्य भाषा

मराठी ललित गद्य, निबन्धलेखन व वाक्य-रचना

BAEDS2MAR-2
SEMESTER - II PAPER (OPTIONAL) - II

मराठी : एक अन्य भाषा

आधुनिक मराठी कविता, उतान्यावरील प्रश्न व सारांश लेखन

BAEDS1MAR-3
SEMESTER - I PAPER (MARATHI AS MAJOR) - I

मराठी : एक प्रमुख भाषा

मराठी कथा, कल्पना-विस्तार व तत्कारपर पत्रलेखन

BAEDS2MAR-4
SEMESTER - II PAPER (MARATHI AS MAJOR) - II

मराठी : एक प्रमुख भाषा

BAEDS1MAR-5
SEMESTER - I PAPER (FOUNDATION COURSE) - I

मराठी : पायाभूत पाठ्यक्रम

BAEDS2MAR-6
SEMESTER - II PAPER (FOUNDATION COURSE) - II

पोर्तुगीजपूर्व काळातील गौमन्तकाची संस्कृती

मराठी : पायाभूत पाठ्यक्रम

पोर्तुगीजकाळातील गौमन्तकाची संस्कृती

BAEDS1MAR-7 OR
SEMESTER - I PAPER (FOUNDATION COURSE) - I

मराठी : पायाभूत पाठ्यक्रम

मराठी पत्रकारिता

BAEDS2MAR-8
SEMESTER - II PAPER (FOUNDATION COURSE) - II

मराठी : पायाभूत पाठ्यक्रम

पत्रकारितेचे धोरण



Goa University
TALEGAON PLATEAU, TISWADI, GOA - 403 206

BACHELOR OF ARTS

साहित्य-निष्णात

Syllabus

अभ्यासक्रम

TO BE PRESCRIBED TO
DEPARTMENT OF MARATHI
IN COLLEGES AFFILIATED TO GOA UNIVERSITY

SECOND YEAR BACHELOR OF ARTS (S. Y. B. A) *BAED*
(FOR THE ACADEMIC YEARS 2010-11, 2011-12, 2012-13) - 2015-16 onwards

QC-45 : EACH INSTRUCTIONAL PERIOD MENTIONED HEREIN SHALL BE OF
45 MINUTES DURATION AND EACH PAPER SHALL HAVE FIVE INSTRUCTIONAL PERIODS PER WEEK

SEMESTER - III	<i>BAED 53 MAR - 9</i> PAPER (MARATHI AS MAJOR) - III	मराठी : एक प्रमुख भाषा कादम्बरी, निबन्ध-लेखन आणि प्रयोग-विचार
SEMESTER - IV	<i>BAED 54 MAR - 10</i> PAPER (MARATHI AS MAJOR) - IV	मराठी : एक प्रमुख भाषा कविता, अलंकार आणि कार्यालयीन पत्रव्यवहार-लेखन
SEMESTER - III	<i>BAED 53 MAR - 11</i> PAPER (FOUNDATION COURSE) - III	मराठी : पायाभूत पाठ्यक्रम वृत्तलेखन
SEMESTER - IV	<i>BAED 54 MAR - 12</i> PAPER (FOUNDATION COURSE) - IV	मराठी : पायाभूत पाठ्यक्रम कालोपत्र
SEMESTER - III	<i>BAED 53 MAR - 13</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - I	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम साहित्य आणि समाज
SEMESTER - IV	<i>BAED 54 MAR - 14</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - II	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम साहित्याच्या अभिरुचीचे सामाजिक स्वरूप
SEMESTER - III	<i>BAED 53 MAR - 15 OR</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - I	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम नियतकालिके - स्वरूप व मांडणी
SEMESTER - IV	<i>BAED 54 MAR - 16</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - II	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम वर्तमानपत्र - स्वरूप व मांडणी
SEMESTER - III	<i>BAED 53 MAR - 17 OR</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - I	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम वाचन कला
SEMESTER - IV	<i>BAED 54 MAR - 18</i> PAPER (MARATHI AS AN ALLIED TO MAJOR LANGUAGE) - II	मराठी : प्रमुख भाषेशी संलग्न पाठ्यक्रम वाचनानन्द



Goa University

TALEIGAOH PLATEAU, TISWADI, GOA - 403 206

BACHELOR OF ARTS

साहित्य-निष्णात

Syllabus

अभ्यासक्रम

TO BE PRESCRIBED TO

DEPARTMENT OF MARATHI

IN COLLEGES AFFILIATED TO GOA UNIVERSITY

OPTION - I GENERAL COURSE (THREE PAPERS)
AND

OPTION - II - GENERAL COURSE (SIX PAPERS)

(THREE PAPERS FROM OPTION - I AND THREE PAPERS FROM OPTION - II)

THIRD YEAR BACHELOR OF ARTS (T. Y. B. A.)

(FOR THE ACADEMIC YEARS 2011-12; 2012-13; 2013-14; 2015-16)

QC-45: EACH INSTRUCTIONAL PERIOD MENTIONED HEREIN SHALL BE OF 45 MINUTES DURATION AND EACH PAPER SHALL HAVE FIVE INSTRUCTIONAL PERIODS PER WEEK

OPTION - I GENERAL COURSE (THREE PAPERS)

SEMESTER - V PAPER (MARATHI AS MAJOR) - V मराठी वाङ्मयाचा इतिहास - प्रारंभ ते १६५०

SEMESTER - V PAPER (MARATHI AS MAJOR) - VI काव्यशास्त्र

SEMESTER - V PAPER (MARATHI AS MAJOR) - VII प्रसारमाध्यमांसाठीची लेखनकला

OPTION - II - GENERAL COURSE (SIX PAPERS)

SEMESTER - V PAPER (MARATHI AS MAJOR) - VIII भाषाशास्त्र

SEMESTER - V PAPER (MARATHI AS MAJOR) - IX मराठी वाङ्मयाची सांस्कृतिक पार्श्वभूमी

SEMESTER - V PAPER (MARATHI AS MAJOR) - X

आधुनिक मराठी साहित्य प्रकार - प्रवृत्ती आणि प्रवाह (आत्मचरित्र आणि प्रादेशिक कादंबरी)

OPTION - I GENERAL COURSE (THREE PAPERS)

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XI मराठी वाङ्मयाचा इतिहास - १६५१ ते १८१८

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XII रससिद्धान्त आणि साहित्य-समीक्षा

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XIII प्रसारमाध्यमांसाठीची लेखनकौशल्ये

OPTION - II - GENERAL COURSE (SIX PAPERS)

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XIV मराठी व्याकरण

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XV

SEMESTER - VI PAPER (MARATHI AS MAJOR) - XVI गौमन्तरीय मराठी वाङ्मयाची सांस्कृतिक पार्श्वभूमी

आधुनिक मराठी साहित्य प्रकार - प्रवृत्ती आणि प्रवाह (ऐतिहासिक कादंबरी आणि विज्ञान साहित्य)

B.A.B.ED. SYLLABUS IN THE SUBJECT OF HISTORY (Semester System)

Purpose: The B.A.B.ED.HISTORY.. Degree programme aims at imparting historical knowledge and related skills to the students. It educates students on various areas of history like political, economic and socio-cultural, and provides values useful to them.

Prerequisites: Students who have qualified in the Higher Secondary level examinations or equivalent examinations can apply for admission.

Semesters and Courses: The courses of the programme are finalised taking into consideration the areas to be studied, historiographical developments and the guidelines given in the Curriculum of the University Grant Commission. The duration of the programme is of three years, and there will be two Semesters per year (total of six semesters). The Programme is offered only in the Colleges (fourteen) affiliated to Goa University.

The B.A.B.ED.HISTORY.. programme includes various courses in History along with Foundation Courses and Applied Component Courses. The students have to complete all the Foundation level and Applied courses at the First and Second Years, and will study History as a three unit subject along with another subject, or History as a major subject of six units. Also in the third year, the students are required to complete the Project Work. The Foundation level courses impart knowledge on important themes or issues relevant to students and the society at large. (Examples: History of India's Struggle for Freedom, India's Culture and Heritage, etc.) The Applied component course emphasises on the significance of Goan Heritage and its conservation. The Project Work introduces students to new topics, and enables them to do investigations by carrying out field work, interview, study of original and secondary literature, etc.

The various courses taught at the B.A.B.ED.HISTORY.. level cover a wide range of History. They include courses on Indian History, Maratha History, Goan History, European History, American History, World History, History of China, History of Japan, etc.

The sources of History, issues of political, economic and social importance are included in the syllabi. Recent developments in the subject are also incorporated.

F.Y.B.A.B.ED.HISTORY..

Major: History

Semester I

Paper I : History of Goa (from Pre-Historic Times to 1987) – I

1. Goa: Etymology. The land and its people.
2. Early Goa:
 - 1) Pre-history. Mhadei-Dudhsagar-Kushavati River Valley Culture
 - 2) Pre-Kadamba dynasties: Bhojas, Chalukyas, Konkan Mauryas and Shilaharas.
3. Goa from 1000 A.D. to 1510 A.D.
8. Kadambas: Foundation-Shastha Deva II.
9. Consolidation: Jayakeshi I, Jayakeshi II, and Shivachitta Permadideva.
10. Administration: Central and Provincial.
- (d) Goa under Vijayangara, Bahamanis and Adil Shah.
4. Goan Society, Economy and Culture (1000 A.D. to 1510 A.D.)

- 9. Social Structure – Caste System, Family, Status of Women.
- 10. Education- Religion- Art and Architecture.
- (c) Economy- *Gaunkari*, Industry, Trade and Commerce, Ports.

5. The Portuguese Rule in Goa:

- 1) 'Old Conquests'. 'New Conquests'.
- 2) Administration under Absolute Monarchy: Nature and features. Religious Policy. Pombaline Reforms.
- 3) The Liberal-Constitutional Period, 1821-1910.
The contributions of Bernardo Peres da Silva,
Francisco Luis Gomes, Fr. A.F.X. Alvares, Luis Menezes Bragança.
- (d) Republic Period. Salazarist Dictatorship (1932-1961).

NOTE: Field trips constitute a part of this paper.

F.Y.B.A.B.ED.HIS..

Major: History

Semester II

Paper II : History of Goa (from Pre-Historic Times to 1987) – II

- 1. Impact of the Portuguese Rule on Goa.
 - (a) Society – Social Groups, Status of Women, Portuguese Civil Code of 1867 and its Republican amendments, Education, Language, Food and Dress, Art and Architecture.
 - (b) Economy- *Comunidades*. Trade and Commerce. Anglo-Portuguese Treaty of 1878.
- 2. Resistance Movements in Goa
 - (a) Mhall Pai, Cuncolim revolt.
 - (b) Mateus de Castro. 'Conspiracy' of 1787.
 - (c) Revolts of the Ranis.
- 3. Goa's Struggle for Freedom
 - (a) 18th June 1946 Movement. Satyagraha Movement (1954-55).
 - (b) Contributions of Goa Congress Committee, National Congress (Goa), *Azad Gomantak Dal*.
 - (c) Operation Vijay and the Liberation of Goa (1961).
- 4. Goa since Liberation, 1961-1987:
 - 1) MGP and Congress Rule in Goa
 - 2) Opinion Poll
 - (c) Statehood.

NOTE: Field trips constitute a part of this paper.

F.Y. Foundation Course Paper

Semester I

HISTORY OF INDIA'S STRUGGLE FOR FREEDOM - I

1. The Nature of British Colonialism in India –
the Contradictions of British Rule – British rule:
 - (i) as a modernizing project
 - (ii) as an exploitative agency.
2. British Economic Policy in India
 - a) British Commercial Policy
 - b) British Revenue Policy
 - c) Impact on economy and society
3. Indian Awakening
 - 1) Socio-religious Reform Movements-
Their impact on society and religion
 - 2) Growth of English Education – Macaulay's Minute –
the growth of Middle Class.
4. Revolt of 1857 – Nature, Causes and Consequences

F.Y. Foundation Course Paper

Semester II

HISTORY OF INDIA'S STRUGGLE FOR FREEDOM – II

1. Rise of Indian Nationalism
 - a) Factors leading to rise of nationalism
 - b) Indian National Congress - Genesis, Moderates, Extremists.
2. Indian National Movement and Constitutional Development:
 10. Partition of Bengal
 11. Growth of Revolutionary Movement
 12. Rise of Communalism
 - d) Dyarchy (1919) and Provincial Autonomy (1935)
3. Struggle for Freedom:
 18. Non-Cooperation Movement
 19. Civil Disobedience Movements.
 20. Quit India Movement.
 - d) *Azad Hind Fauj*
4. Towards Independence:
 23. Cabinet Mission Plan and Mountbatten Plan
 24. Indian Independence Act
 25. Integration of Princely States.
 - d) Liberation of the French and Portuguese Possessions.

NOTE: This Course will be taught and evaluated by History Teachers only.

F.Y. Foundation Course Paper

Semester I

INDIAN CULTURE AND HERITAGE - I

- 1 a) Culture: Meaning and Significance.
 - b) Influence of Geography on Indian culture.
 - c) Unity in Diversity.
2. Religion and Philosophy - Ancient Period.
 - 1) Harappan Religion
 - 2) Vedic Religion and Philosophy, *Varnasharama Dharma*, *Purusharthas*, Theory of *Karma*. *Yoga*.
 - 3) Jainism and Buddhism
 - d) Vaishnavism, Shaivism and Virashaivism
- (vi) Religion and Philosophy – Medieval and Modern Periods
3. Zoroastrianism
4. Islam and its impact.
5. *Bhakti* and *Sufi* Movements.
6. Sikhism.
7. Christianity and its impact.
8. Indian Renaissance – Socio-Religious reform movements in the 19th Century.

- g) Social and ethical views of Gandhi and B.R. Ambedkar.
- 4 a) Literature – Religious and Secular. Vedic literature, Epics, *Puranas, Dharmasastras, Pitakas, Jatakas, Arthasastra, Sangam literature and Bakhars.*
- b) Nationalist Literature: Works of Bankim Chandra Chatterjee, Rabindranath Tagore, Muhammad Iqbal, Subrahmanya Bharati, T.B. Cunha, F.L. Gomes.

**F.Y. Foundation Course Paper
Semester II**

INDIAN CULTURE AND HERITAGE - II

4. Education:
Gurukula system.
Takshashila, Nalanda and Kanchi Universities.
Muktab and Madrasas.
- (d) Impact of Western Education.
2. Art and Architecture.
- (a) Harappan
 - (b) Mauryan
 - (c) Gandhara
 - (d) Gupta
 - (e) South Indian
 - (f) Indo-Islamic
 - (g) Indo-European
3. (a) Classical Art forms of Music and Dance.
(b) Folk art and festivals of Goa.
4. Science and Technology
- a) Ancient Scientific works – Medicine, Mathematics, Astronomy.
 - b) Modern Science and Technology and their impact on Indian culture.

NOTE: This Course will be taught and evaluated by History Teachers only.

Semester I

HISTORY OF SCIENCE, ARTS AND CULTURE - I

1. Meaning, Nature and Scope of study.
- 2 (a) Science in Ancient Egypt and Mesopotamia.
 9. Development of Science in ancient India and China with special reference to: Bhaskaracharya, Varahamihra, Aryabhata.
 10. Graeco-Roman contribution to Astronomy, Mathematics, Medicine with special reference to the works of :
 - Aristotle
 - Pythagoras
 - Archimedes
 - Euclid
 - Hippocrates
 - Ptolemy
 - (vii) Galen
3. Growth of Science in Medieval Europe and Arab world in Astronomy, Mathematics and Medicine. ---16 lectures
4. Science in the Modern period.
 - (a) The Copernican Revolution – Galileo, contribution to Navigation and Cartography.
 - (b) The Age of Enlightenment – Descartes and Newton.
 - (c) Industrial Revolution – Inventions and Technological developments.
 - (d) Science in contemporary times:
 - (i) Max Planck, Einstein, C.V. Raman, Stephen Hawking.
 - (ii) Nuclear power – Radioactivity and its applications in medical diagnosis, therapy of radiation, medical technology, radio carbon dating, generation of power and nuclear weapons.
 - (iii) Rocketry
 - (a) Contributions of Konstantine Tsiolkosky, Robert Goddard and Wernher Von Braun.
 - (b) Space Programme of USA and Russia.
 - (c) ISRO.
 - (iv) Computer Applications

F.Y. Foundation Course Paper

Semester II

HISTORY OF SCIENCE, ARTS AND CULTURE - II

- 1 Art – Development of Art in ancient Egypt, Greece and Rome.
2. Art and Architecture in Medieval Europe and Islamic World.
 - V) Renaissance Art – Michaelangelo and Leonardo da Vinci – Flemish School.
 - W) Major Religions of the World – Hinduism, Jainism, Buddhism, Confucianism, Christianity and Islam.
 - X) Great Philosophers: Socrates, Plato, Aristotle, Adi Shankaracharya, Augustine, Aquinas, Hegel and Marx.

NOTE: This Course will be taught and evaluated by History Teachers only.

F.Y. Foundation Course Paper

Semester I

HISTORY OF HUMAN CIVILISATION - I

1. Evolution of Humankind : Pre-history and Proto-history. Paleolithic , Neolithic and Chalcolithic Cultures..

2. a. Basis of Civilisation – Fire – Wheel – Tools – Habitation – Clothing – Monumental Architecture – Modes of Food Production – Transport.

b. Cultures of the Ancient World: Egyptian. Harappan–Vedic. Mesopotamian. Chinese. Hellenic. Roman. Aztec. Inca. Mayan. Africa – Salient Features.

c. Islamic Civilisation in West Asia, North Africa and Europe.

3. Feudalism in Medieval Europe – Its Political, Economic and Social Aspects. Crusades. 20

F.Y. Foundation Course Paper

Semester II

HISTORY OF HUMAN CIVILISATION - II

- vii) Renaissance, Reformation and the European Voyages of Exploration.
- viii) Revolutions : English – American – French – Industrial – Russian – Chinese and Cuban.
Their
Significance.
- 3. a. Modern Ideologies : Nationalism – Liberalism – Fascism – Socialism – *Satyagraha* and *Ahimsa*.
- iv) Progress in Science, Technology and Communication in the 20th century.
- v) Empowerment of Women and the Marginalised Groups (Anti-Apartheid Movement – Growth of the Black Consciousness and the Dalit Movements).
- 4. Challenges of the Modern Age :
 - iv) Poverty – Population and Disease.
 - v) Religious Fundamentalism and Terrorism.
- c. Environmental Problems.

NOTE: This Course will be taught and evaluated by History Teachers only.

Web Resources.

F.Y.B.A.B.ED.HIS..

Major: History

Semesters I and II

**Paper I : History of Goa (from Pre-Historic Times to 1987) – I
and**

Paper II : History of Goa (from Pre-Historic Times to 1987) – II

Suggested Readings:

- I Ali B. Sheikh, (ed.), *Goa Wins Freedom Reflections and Reminiscences*, Goa University Publication, 1986.
- I Boxer, C.R., *The Portuguese Seaborne Empire 1415-1825*, London, Hutchinson, 1969.
- I Costa, Anthony da, *The Christianisation of the Goa Islands 1510-1567*, Bombay, Heras Institute, 1965.
- I Cunha, T.B., *Goa's Freedom Struggle*, Bombay, Dr. T.B. Cunha Memorial Committee, 1961.
- I de Souza, T.R., (ed.), *Essays in Goan History*, New Delhi, Concept, 1989.
- I _____, (ed.), *Goa Through the Ages*, Vol. 2, *Economic History*, New Delhi, Concept, 1990.
- I _____, *Medieval Goa*, New Delhi, Concept, 1979.
- I D' Souza B.G., *Goan Society in Transition A Study in Social Change*, Bombay, Popular Prakashan, 1975.
- I Esteves, Sarto, *Politics and Political Leadership in Goa*, New Delhi: Sterling, 1986.
- I Fernandes, Aureliano, *Cabinet Government in Goa, 1961-93*.
- I Fonseca, Jose Nicolau da, *An Historical and Archaeological Sketch of the City of Goa*, New Delhi, Asian Educational Services, 1986.
- I Gune, V.T., *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*, Part I, *Goa*, Panaji Government Press, 1971.
- I Kamat, Pratima, *Farar Far: Popular Resistance To Colonial Hegemony In Goa, 1510-1961*, Panaji, Institute Menezes Braganza, 1999.
- I Mhamai, S.K. *The Sawants of Wadi*. New Delhi: Concept Publishing Company
- I Mhamai, S.K. *The Mhamais of Goa*.
- I Mitragotri, V.R. *Socio-Cultural History of Goa from Bhojas to Vijayanagar*. Panaji: Institute Menezes Braganza, 1999.
- I Moraes G.M., *Kadamba Kula*, New Delhi, Asian Educational Services, 1989.
- I Pereira, Antonio, *The Makers of Konkani Literature*, Pilar, Xavierian Press, 1982.
- I Pereira, Gerald, *An Outline of Pre-Portuguese History of Goa*, Panaji, *Diario da Noite* Press, 1973.
- I Pissurlencar P.S.S., *The Portuguese and the Marathas*, translated by P.R. Kakodkar, Bombay State Board, 1975.
- I Priolkar, A.K., *The Goa Inquisition*, Bombay, 1961.
- I Rao, R.P., *Portuguese Rule in Goa 1510-1961*, New York, Asian Publishing House, 1963.
- I Rubinoff, Arthur G, *The Construction of a Political Community: Integration and Identity in Goa*.
- I Saksena, R.N., *Goa: Into the Mainstream*, New Delhi: Abhinav Publications, 1974.
- Shastry, B.S., (ed.), *Socio-Economic Aspects of Portuguese Colonialism in Goa 19th and 20th Centuries*, Belgaum, Yermal, 1990.
- B _____, (ed.), *Goan Society Through the Ages*, New Delhi, Asian Publication Services, 1987.
- X Varde, P.S., *History of Education in Goa from 1510 to the Present Day*.

F.Y. Foundation Course Paper

Semesters I and II

HISTORY OF INDIA'S STRUGGLE FOR FREEDOM - I and HISTORY OF INDIA'S STRUGGLE FOR FREEDOM - II

Suggested Readings:

- ☐ Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2004.
- ☐ Chand, Tara, *History of the Freedom Movement in India*, 4 vols., Govt. of India, New Delhi, 1983.
- ☐ Chandra, Bipan, *Communalism in Modern India*, Vikas, New Delhi, 1984.
- ☐ _____, *Rise and Growth of Economic Nationalism in Modern India*, People's Publishing House, New Delhi, 1982.
- ☐ _____ et.al., *India's Struggle for Independence*, Penguin Books, New Delhi, 1989.
- ☐ _____ et.al., *India After Independence*, Viking, New Delhi, 1999.
- ☐ Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1982.
- ☐ _____, ed. *Peasant Struggles in India*, OUP, New Delhi, 1985.
- ☐ Desikacharya, R.V., *Readings in the Constitutional History of India 1757-1947*, Indian Book Centre, Delhi, 1987.
- ☐ Durgadas, *From Curzon to Nehru and After*, London, Collins, 1969.
- ☐ Gopal S., *British Policy in India 1858-1905*, Cambridge, 1965.
- ☐ Gupta, D.C., *Indian National Movement and Constitutional Development*, Vikas, New Delhi, 1970.
- ☐ Handa, R.L., *History of Freedom Struggle in Princely States*, Delhi, 1988.
- ☐ Jones, Kenneth, W., *Socio-Religious Reform Movements in British India*, Cambridge, 1994.
- ☐ Majumdar, R.C. ed., *British Paramountcy and Indian Renaissance and Struggle for Freedom*, Bharatiya Vidya Bhavan, Bombay, 1969.
- ☐ _____, *History of Freedom Movement in India*, Firma L.K. Mukhopadhyay, Calcutta, 1962-63.
- ☐ Masselos, Jim, *Indian Nationalism: An History*, Sterling, New Delhi, 1985.
- ☐ Menon V.P., *Integration of the Indian States*, Orient Longman, Hyderabad, 1985.
- ☐ Palme Dutt, R., *India To-Day*, Manisha Granthalaya, Calcutta, 1986 Reprint.
- ☐ Pandey, B.N., *The Break-up of British India*, Macmillan, London, 1969.
- ☐ Sarkar, Sumit, *Modern India 1885-1947*, Macmillan, New Delhi, 1983.

F.Y. Foundation Course Paper

Semesters I and II

INDIAN CULTURE AND HERITAGE

Suggested Readings:

- ☐ Basham, A.L., *The Wonder That Was India*, London, 1967.
- ☐ _____ ed., *A Cultural History of India*, OUP, Delhi, 1975.
- ☐ Bhandarkar R.G., *Vaishnavism, Shaivism and Minor Religious System*, Strassburg, 1913.
- ☐ Ghosh, Aurobindo, *Foundations of Indian Culture*, Pondicherry, 1972.
- ☐ Ghoshal, U.N., *Studies in Indian History and Culture*, Orient Longman, Calcutta, 1965.
- ☐ Jatin, N., *Studies in Jaina Philosophy*, Bombay, 1951.
- ☐ Kabir, Humayun, *The Indian Heritage*, Asia Publishing, Bombay, 1964.
- ☐ Kosambi, D.D., *The Culture and Civilization of Ancient India in Historical Outline*, Vani Books, New Delhi, 1966.
- ☐ Kulkarni, Chidambara, *Vedic Foundations of Indian Culture*, Sri Dvaipayana Trust, Bombay, 1973.
- ☐ Limaye, Madhu, *Manu, Gandhi and Ambedkar and Other Essays*, Gyan Publishing House, New Delhi, 1995.
- ☐ Mahadevan T.M.P., *Outlines of Hinduism*, Bombay, 1960.
- ☐ Majumdar, R.C., *Races and Cultures of India*, Bombay, 1964.
- ☐ _____ et.al., *An Advanced History of India*, Macmillan, Madras, 1978.
- ☐ Radhakrishnan, S., *The Hindu View of Life*, London, 1957.
- ☐ Raman, Varadaraja V, *Glimpses of Indian Heritage*, Popular, Bombay, 1989.
- ☐ Rawlinson, H.G, *India: A Short Cultural History*, London, 1965.
- ☐ Shastri, K.A.N., *Aspects of Indian History and Culture*, 1974.
- ☐ Stein, Burton, *A History of India*, Blackwell, 1998.
- ☐ Thapar, Romila, *A History of India*, Vol. I, Penguin Books, 1985 edition.

F.Y. Foundation Course Paper

Semesters I and II

HISTORY OF SCIENCE, ARTS AND CULTURE – I and HISTORY OF SCIENCE, ARTS AND CULTURE - II

Suggested Readings:

- ☐ Barnes, H.E., *The History of Western Civilisation*, Harcourt Brace, 2 vols. 1935.
- ☐ Bailey C. and Others, *The Legacy of Rome*, Oxford, 1929.
- ☐ Cheney, S., *A World History of Art*, Viking, 1937.
- ☐ Collins, R.W., *A History of Medieval Civilisation*, Ginn, 1936.
- ☐ Cotterill, H.B., *Ancient Greece: A Sketch of its Art, Literature and Philosophy viewed in connection with its External History*, Stokes, 1913
- ☐ Dietz, D. *The Story of Science*, Dodd Mead, 1934 .
- ☐ Durant, *The Story of Civilisation*.
- ☐ Freidell, E., *A Cultural History of the Modern Age*, Knopf, 1930-32.
- ☐ Gardner, H. *Art Through the Ages*, Harcourt Brace, 1926.
- ☐ Haskin, C.H., *Studies in Medieval Culture*, Oxford, 1929.
- ☐ Hiriyanna, M., *Outline of Indian Philosophy*
- ☐ Lenard, P. *Great Men of Science*, Macmillan, 1933.
- ☐ Porter, A.K., *Medieval Architecture*, Baker and Taylor, 1909, 2Vols.
- ☐ Swain, J.E., *A History of World Civilisation*, Eunasia Publishing House, New Delhi.
- ☐ Singer, C. *A Short History of Medicine*, Oxford, 1928 .
- ☐ Smith V.A., *A History of Fine Art in India*, Oxford, 1930.
- ☐ Sarton, G., *Introduction to the History of Science*, William and Wilkins, 1927-31, 2vols.
- ☐ Smith, P. *History of Modern Architecture*.
- ☐ Smith, P. *History of Modern Culture*, Holt, 1930-34, 2 Vols.

Web Resources.

F.Y. Foundation Course Paper

Semesters I and II

HISTORY OF HUMAN CIVILISATION – I and HISTORY OF HUMAN CIVILISATION - II

Suggested Readings :

- ☐ Basham, A.L., (ed.), *A Cultural History of India*, Delhi, 1975.
- ☐ Burns and Ralph, *World Civilization*, Vols. I and II, Norton & Co., New York, 1974.
- ☐ Charles, Moraze (ed.), *The 19th Century*, Vol. V, No.4, UNESCO Civilization Series, George Allen & Unwin, 1975.
- ☐ Childe, Gordon, *Man Makes Himself*, London, 1965.
- ☐ Garraty and Gay (ed.), *History of the World*, Harper&Row, 1981.
- ☐ Judd, *History of World Civilisation*
- ☐ Paul, Johnson, *History of the Modern World*, Weidenford & Nicholson, 1984.
- ☐ Lewis, Morgan, *Ancient Society*, Cambridge, 1964.
- ☐ Redfield, Robert, *The Primitive World and Its Transformations*, London, 1953.
- ☐ Taylor, Edward, *Anthropology : An Introduction to the Study of Man and Civilisation*, New York, 1960.
- ☐ Wiet and Elisseeff, *The Great Medieval Period*, Vols. III, 1&2.
- ☐ Will and A. Durant, *The Story of Civilisation*.
- ☐ Swain, J.E., *History of World Civilisation*.
- ☐ William H. Mc Neill, *Rise of the West*.

Web Resources.

S.Y.B.A.B.ED.HIS.. HISTORY

Major: History Semester I

Paper III : History of India (From Earliest Times to 1526) - I

1. (a) Sources for the study of Ancient Indian history.
(b) Influence of Geography on Indian history.
(c) Pre-history, Proto-history and historic periods –
Definitions- Paleolithic, Mesolithic and Neolithic cultures.
2. (a) Harappan Culture – Origin, Major Sites, Town Planning,
Economy, Society, Political Organization, Religion,
Script, Theories regarding decline.
(b) Vedic Culture – Pastoralism- Agricultural Production –
Social Stratification – Polity, Economy, Religion.
3. (a) Expansion of agriculture – Trade – Second Urbanisation in
the Gangetic Valley in the 6th century B.C.
(b) Rise of Heterodox Religions and Sects –
Jainism and Buddhism - Doctrines.
(c) Impact of Greek and Persian Invasions.
(d) Rise of Territorial States.
4. (a) Mauryan Empire – Foundation, Ashoka's
dhamma, its Political connotation.
(b) Nature of Mauryan State- Administration – Mauryan Art
(c) Post-Mauryan Period – Kanishka's contribution to Buddhism.

S.Y.B.A.B.ED.HIS..

Major: History

Semester II

Paper IV: History of India (From Earliest Times to 1526) - II

1. (a) Age of the Guptas – Nature of the State,
Economy and Society – Land grants and the
Emergence of feudal tendencies.
(b) Religion, Learning and Literature, Sciences,
Art and Architecture.
2. Post-Gupta Period
(a) Harshvardhana's contribution to Religion and Literature.
(b) Rajput Society and Culture.
3. South India
(a) South Indian Polity – Chola and Vijayanagara States.
(b) Development of Literature, Art and Architecture.
(c) Extension of Indian Culture to South and Southeast Asia.
4. State and Society under the Delhi Sultanate (1206-1526):
Polity and Administration – Turko-Afghan elements –
Economy – Bhakti Movement – Sufism –
Indo-Islamic Art and Architecture.

S.Y.B.A.B.ED.HIS..

**Semester IV
Goan Heritage**

8. Heritage: Meaning, Scope, Classification
9. The land and its people
10. Historical background: Prehistory. From the Bhojas to the Adilshah
Colonial Rule, Liberation and after
11. Natural Heritage: Geographical, Faunal, Floral, Sacred Groves
12. Built heritage: Domestic, Politico-Military, Religious
13. Cultural heritage: Music, Dance, Folktales, Dress, Cuisine, Religious precepts and
practices, Syncretism in Goan Society.
14. Contributions of NGOs, educational institutions, governmental
organisations/departments.

Field trips should constitute a part of this paper.

S.Y.B.A.B.ED.HIS..

**Semester IV
Goan Heritage**

Suggested Readings:

- Hall, Maurice: Window on Goa
- Nunes, Judilia: Monuments of Old Goa
- Goa Heritage Action Group: Parmal
- Claude Alvares(ed.): Fish Curry and rice
- Fonseca, Jose Nicolau da : An Historical and Archeological sketch of the city of Goa.
- Malgaonkar, Mnohar: Inside Goa
- Khedekar, Venayak: Loksarite
- Doshi, Saraju (ed.) : Goa Cultural Patterns
- Goa Heritage Action Group: Walking in and around Panaji
- Kamat, Pratima: Farar Far
- Mitragotri V.R.: Socio-Cultural History of Goa
- Dhume, Anant R: The Cultural History of Goa.
- Bodhe, Gopal: Goa A View from Heaven
- Phaldesai, Pandurang: Kaleidoscope of Goa
- Sakhardande Prajal: Panorama: The Navhind Times Column titled “Pages from the Past History and Heritage of Goa”.
- Costa Cosme Heritage of Govapuri

S.Y.B.A.B.ED.HIS..

Major: History

Semesters I and II

Paper III: History of India (From Earliest Times to 1526) – I and

Paper IV: History of India (From Earliest Times to 1526) – II

- ☐ Altekar, A.S, *State and Government in Ancient India*, Delhi, Motilal Banarasidas, 1958.
- ☐ Basham, A.L, *The Wonder That was India*, London, 1954.
- ☐ _____, (ed.), *A Cultural History of India*, OUP, Delhi, 1975.
- ☐ Chand, Tara, *Influence of Islam on Indian Culture*, Allahabad, Indian Press, 1946.
- ☐ Grewal, J.S, *Muslim Rule in India*, Calcutta, 1961.
- ☐ Habib, Irfan, *Agrarian System of Mughal India*, Bombay, Asia Publishing House, 1963.
- ☐ Jha, D.N, *Ancient India An Introductory Outline*, New Delhi, 1977.
- ☐ Kosambi, D.D, *An Introduction to the Study of Indian History*, Popular Prakashan, Bombay, 1985.
- ☐ _____, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas Publishing House, New Delhi, 1982.
- ☐ Kulke, Hermann, (ed.), *The State in India, 1000-1700*, Delhi, OUP, 1995.
- ☐ Lal, K.S, *Early Muslims in India*, New Delhi, Books and Books, 1984.
- ☐ Mehta, J.N, *History of Medieval India* 2 vols., Sterling, 1981.
- ☐ Maity, S.K. *Economic Life in Northern India in the Gupta Period*, Calcutta, 1970.
- ☐ Majumdar, R.C, *Classical Accounts of India*, Firma K.L.Mukhopadhyay, Calcutta, 1960.
- ☐ _____ (ed.), *The History and Culture of the Indian People*, Vol. II, *The Age of Imperial Unity*, Bharatiya Vidya Bhavan Bombay, 1960.
- ☐ _____ (ed.), *The Gupta-Vakataka Age*, Lahore, 1946.
- ☐ _____ and K.K.Dasgupta, (ed.), *A Comprehensive History of India*, Vol. III, Part I, (A.D. 300-985) New Delhi, 1981.
- ☐ Rayachaudhury, Tapan and Irfan Habib (eds.), *The Cambridge Economic History of India, 2: c.1200-c.1750*. Cambridge: Cambridge University Press, 1982.
- ☐ Shastri, K.A.N., *The Age of Nandas and Mauryas*, Benaras, 1952.
- ☐ _____, *A History of South India*, OUP, Madras, 1975.
- ☐ Sharma R.S., *Indian Feudalism*, Calcutta, 1965.
- ☐ Sharma, S.R, *Mughal Empire in India*, Agra, 1966.
- ☐ Shrivastava, A.L, *The Mughal Empire 1526-1803*, Agra, 1969.
- ☐ Stein, Burton (ed.), *Peasant, State and Society in Medieval South India*, New Delhi, OUP, 1980.
- ☐ Thapar, Romila, *A History of India*, Vol. I, Penguin Books, 1985.
- ☐ _____, *Asoka and the Decline of the Mauryas*, OUP, 1985.
- ☐ -----, *Early India from the Origins to A.D. 1300*, 2002.

**T.Y. B.A.B.ED.HIS.. SYLLABUS IN HISTORY
MAJOR**

SEMESTER - V

Paper - V: History of the Mughals

Chapter I

Foundation of the Mughal Empire:

- a) Literary Sources, Babur and Humayun.
- b) Sher Shah Sur – Reforms.

Chapter II

Consolidation of the Empire:

- a) Akbar – Manasabdari System, revenue Reforms and Religious Policy.
- b) Jahangir and Shahjahan – An estimate of their character; Mughal Administration – Central and Provincial.

Chapter III

Downfall of the Mughals:

- a) Aurangzeb - Religious Policy
- b) Causes for the Decline of the Mughals

Chapter IV

Socio – Economic Conditions:

- a) Social Structure – Slavery, Position of Women, Education.
- b) Art and Architecture, Agriculture, Industry, Trade and Commerce.

Book for Study:

- Banerjee, Anil Chandra, A New History of Medieval India, 1986. S. Chand & Company Ltd., New Delhi.
- Bhatia, H.S., Moghul Empire in India.
- Edwards, S.M. and Garrette, H.L.O., Mughal Rule in India, Delhi, S. Chand & Co., 1962.
- Habib, Irfan, Agrarian System of Mughal India, Bombay Asia Publishing House, 1963.
- Malleson, G.B., Founders of Mughal Empire.
- Mehta, J.L., Advanced Study in the History of Medieval India, Vol. 2. The Moghul Empire: 1526 – 1707, 1984, Sterling Publishers Pvt. Ltd., New Delhi.
- Mitra, S. and Bakshi, S.R., Medieval India.
- Om Prakash, Mutiny and Aftermath. 2004, Anmol Publications Pvt. Ltd., New Delhi.
- Poole, S.L., Aurangzed and the Decay of the Mughal Empire.
- Sharma, S.R., Mughal Empire in India, Agra, 1966.
- Srivastava, A. L., The Mughal Empire, 1526 – 1803, Agra, Agrawal & Co., 1969.

Books for Reference:

- Alam, Muzaffar, and Sanjay Subrahmanyam (eds.) The Mughal State, Delhi. 1998.
- Alam, Muzaffar, The Crisis of Empire in Mughal North India. Awadh and the Punjab 1707 – 1748, Delhi, OUP, 1986.
- Ali, M. Athar, The Mughal Nobility under Aurangazeb, London, 1966.
- Fox, Richard G., Kin, Clan, Raja and Rule, University of California Press, 1971.
- Fukazawa, Hiroshi, The Medieval Deccan. Peasants, Social Systems, and States. Sixteenth to Eighteenth Centuries, New Delhi, OUP, 1991.
- Grewal, J.S., The Sikhs of the Punjab, Cambridge, 1990.
- Gordon S., Marathas 1600-1818, 1993.
- Marathas, Marauders and State Formation in Eighteenth Century India, Delhi, OUP, 1994.
- Ahmad, Aziz, Studies in Islamic Culture in the Indian Environment, Oxford, 1964.
- Ali, M.A., Mughal Nobility under Aurangazeb, Bombay, 1966.
- Chicherov, A.I. Indian Economic Developments 16 to 18 centuries, Moscow, 1971.
- Chitins, K.N., Socio–Economic History of Medieval India. Delhi, Atlantic Publishers, 2002.
- Chopra, P.N., Some Aspects of Social Life during the Mughal Age (1526-1707) Jaipur, 1963.
- Kaye, John, India A History, New York, 2000.
- Kosambi, D.D., An Introduction to the Study of Indian History. Bombay, Popular Prakashan.
- Kulke, Herman (ed)., The State in India 1000-1700. Delhi, OUP. 1995.
- Majumdar, R.C.(Ed.), History and Culture of the Indian People, Bharatiya Vidhya Bhavan Volumes.
- Majumdar, R.C. et.al., An Advanced History of India. London, 1960.
- Majumdar, R.C., The Age of Imperial Unity, Bombay, 1951.
- Mukhia, Harbans (ed). Perspectives on Medieval History. New Delhi, Vikas, 1993.
- Penderel, Moon, The British Conquest and Dominion of India. London, 1989.
- Richards, John F., The Mughal Empire, Cambridge, 1993.
- Rizvi, S.A.A, The Wonder That was India, 2nd edition. London, 1987.
- Spear, Percival, Oxford History of India, Oxford, 1958.

- Tripathi, R, Some Aspects of Muslim Administration. Allahabad, 1964.
- Habib, Irfan, The Agrarian System of Mughal India, 1556 – 1707. New York, Asia, 1973.
-(ed.), Medieval India 1: Researches in the History of India 1200-1750. New Delhi, OUP, 1992.
- Hodivala, S., Studies in Indo-Muslim History, Bombay, 1939.
- Moreland, W.H, From Akbar to Aurangzeb, London, 1923.
- Moreland., W.H., The Agrarian System of Moslem India, Cambridge, 1929.
- Mukherji, R.K., The Economic History of India 1600-1800. Allahabad, 1945.
- Naqvi, N.K., Urban Centers and Industries in Upper India, Bombay, 1968.
- Pearson, M.N., Coastal Western India, New Delhi, 1981.
- Prasad, Ishwari, History of Medieval India. Allahabad, 1952.
- Rayachaudhury, Tapan and Irfan Habib, The Cambridge Economic History of India, 2: C. 1200-C. 1750. Cambridge, Cambridge University Press, 1982.
- Rizvi, S.A.A., Religious and Intellectual History of the Muslims in Akbar's Reign, New Delhi, 1975.
- Sarkar, R.S., Indian Society Historical Probings, in Memory of D.D. Kosambi. New Delhi, 1974.

Semester V

Paper - VI: Indian National Movement up to 1905

Chapter I

- a) Causes for the Rise of Nationalism
- b) Revolt of 1857 – Causes, Nature and Consequences

Chapter II

- a) Socio – Religious Reform Movement – Brahmo Samaj, Prathana Samaj, Arya Samaj, Ramakrishna Mission, Theosophical Society and Satyashodhak Samaj.
- b) Muslim Reform Movement

Chapter III

- a) English Education – Macaulay's Minute, Wood's Dispatch, Hunter Commission, Indian Universities Act 1904.

Chapter IV

- 3. Early Associations, Foundation of Indian National Congress
- 4. Moderate Phase – Methods and Issues
- c) Causes for the rise of Extremism

Books for Study:

10. Chanchreek, K.L. Social Reform Movement and Jyotibha Phule.
11. Chandra, Bipan and others, India's Struggle for Independence.
12. Chopra, P.N. et al, A Social, Cultural and Economic History of India, 3 vols, Delhi, Macmillan, 1979.
13. Forrest, G.W. A History of Indian Mutiny (3 Vols).
14. Guatam, Pankaj, Indian Education System under British Empire.
15. Gopal, S., British Policy in India 1858-1905, Madras, Orient Longman, 1984.
16. Kem Deepka. Social History.
17. Majumdar, R.C., et. al, An Advanced History of India, 4th ed., Bombay, Macmillan, 1985.
18. Majumdar, R.C., (ed.) History and Culture of the Indian People, vols. 9 to 11, Bharatiya Vidya Bhavan, Bombay, 1963.
19. Mukherje, S.N., History of Eductaion in India (Modern Period) Baroda, Acharya Book Depot, 1966.
20. Narulla, S. and Naik J.P., History of Education in India during the British period, London, 1943.
21. Natarajan, S., A Century of Social Reforms in India, Madras, Asia Publishing, 1959.
22. Pandey, B.N., A Centenary History of Indian National Congress, 3 vols. New Delhi, Indian National Congress 1985.
23. Raj Kumar (ed). Essays on Social Reform Movement.
24. Sarkar, Sumit, Modern India 1885-1947, Madras, Macmilan, 1983.
25. Sen, S.N., Eighteen Fifty Seven, Delhi, Ministry of Information and Broadcasting, 1957.
26. Thakur Minni. Raja Ram Mohan Roy.

Books for Reference:

- (δ) Jones, Kenneth W., Socio-Religious Reform Movements in British India, (Cambridge, 1994).
- (ε) Kumar, Kapil, Congress and Classes: Nationalism, Workers and Peasants, (New Delhi, South Asia Books, 1988).
- (φ) Kumar, Ravinder, Essays in the Social History of Modern India, (Delhi OUP, 1983).
- (γ) Low, D.A., (ed), Congress and the Raj : Facets of the Indian Struggle 1917-47. (New Delhi, OUP, Reprint 2004).
- (η) Majumdar, R.C., History of the Freedom Movement in India, 3 vols. (Calcutta, Firma L.K. Mukhopadhyay, 1962 - 63).
- (ι) _____ (ed.), Struggle for Freedom (HCIP), (Bombay, Bharatiya Vidya Bhavan, 1979).
- (φ) Masselos, Jim, Indian Nationalism : An History, (New Delhi, Sterling, 1985).
- (κ) Mehrotra, S.R. The Emergence of Indian National Congress, (Delhi Vikas, 1971).
- (λ) Metcalf, Thomas R., The Aftermath of Revolt: India, 1857-1870, (Princeton, 1965).
- (μ) Mukherjee, Rudrangshu, Awadh in Revolt 1857-58 : A Study of Popular Resistance, (New Delhi, OUP, 1984).
- (ν) Nanda, B.R., Gokhale, The Indian Moderates and the British Raj, (Delhi 1977).
- (ο) _____ (ed), Essays on Modern Indian History, (New Delhi, OUP, 1983).
- (π) Rothermund, D., The Phases of Indian Nationaliam and Other Essays, (Bombay, Nachiketa Publications, 1970).
- (θ) Roy, Tirthankar, The Economic History of India, 1857-1947, (New Delhi, OUP, 2000).
- (ρ) Sarkar, Sumit, The Swadeshi Movemnet in Bengal (1903-08), (New Delhi, 1973).
- (σ) _____, Modern India 1885-1947, (New Delhi, Macmillan, 1983).
- Seal, Anil, the Emergence of Indian Nationalism, (Cambridge, 1968).

Semester - V

Paper - VII: World Revolutions

Chapter I

Glorious revolution – Causes and Significance

Chapter II

G) American War of Independence – Causes

H) Main Events – Boston Tea Party; Philadelphia Congress; Declaration of Independence; Rights of Man.

c) Consequences

Chapter III

The French Revolution

I) Causes

J) Main Events – Tennis Court Oath; Fall of Bastille; Constituent Assembly; Reign of Terror; Rise of Napoleon

Chapter IV

Russian Revolution

(6) February – March Revolution. Causes and consequences.

(7) Role of Lenin - April Theses; July Crisis; Bolshevik Revolution.

Books for study:

5. Ashton, T.S, The Industrial Revolution, 1760-1830, 1984.
6. Madelin, L, The French Revolution, 1928.
7. Matiez, A, The French Revolution, 1928.
8. Page, W. Stanely, Lanin and World Revolution, 1959.
9. Sen, S.N. Europe and the World.
10. Swain, J.E. History of World Civilization.
11. Thompson, J.M, The French Revolution, 1945.
12. Toynbee, Arnold, The Impact of the Russian Revolution : The Influence of Bolshevism in the World Outside Russia, 1967.
13. Travellyan, G.M., The English Revolution, 1688 – 1689, 1939.

Book for Reference :

5. Brinton, Crane, The Anatomy of Revolution, 1953.
6. _____, A Decade of Revolution, 1934, Baltimore : Johns Hopkins University Press, 1999.
7. Brown, J.S., and Paul Duguid, The Social Life of Information, Boston, Harvard Business School Press, 2000.
8. Cairncross, Francis, The Death of Distance, London, Orion, 1997.
9. Carr, E.H., The Bolshevik Revolution, 1917 -1923, 4 vols., 1950 – 1954.
10. Chamberlin, W.H, The Russian Revolution, 1917 – 1921, 2 vols., 1952.
11. Davenport, T.R.P, Birth of the New South Africa, University of Toronto Press, 1998.
12. Debroey, Steven, South Africa Under the Curse of Apartheid, Rowman and Littlefeed, Pub – inc., 1990.
13. Dukes, Paul, October and the World, 1979.
14. Fitzgerald, C.P., Revolution in China, 1952.
Kuo, P.C., China : New Age and New Outlook, 1956.

Semester - V

Paper - XI: Ancient Civilizations: Egypt, China, Greece and Rome

(Earliest times to 500 A.D.)

5) Egyptian Civilization

Location, Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses II.
Contribution to: Science, Religion, Art and Architecture, Script.

2. Chinese Civilization

A. Location, Main Dynasties: Chin - Shih Hwang-Ti, Han-Wu-Ti.
B. Contribution to: Economy, Science, Philosophy, Art and Architecture.

3. Hellenic Civilization

A. Location, Athenian Democracy; Spartan Militarism.
B. Contribution to: Science, Philosophy, Literature, Art and Architecture.

4. Roman Civilization

A. Location, Main Rulers: Julius Caesar, Augustus Caesar.
B. Contribution to: Law, Literature, Art and Architecture.

Books for Reference:

Allechin, Bridget and Raymond, The Rise of Civilization in India and Pakistan
Cambridge, 1982.

Boardman, Griffin and Murry (ed) : The Oxford History of the Classical World, Vol. I
Grace and the Hellenistic world.

Boardman, Griffin and Murry (ed) : The Oxford History of the Classical World, Vol. II :
The Roman World.

Boughton, Christoper and Wolf : Civilization in the West.

Bowles, John, A New Outline of World History: From the Origins to the 1st Century,
London.

Breasthead J.H., History of Egypt.

Breasthead James Henry, A Brief History of the World : Ancient Times, London 1947.

Burns, Edward Mc Nell and Ralph Philip Lee, World Civilization From Ancient to
Contemporary, Vol. I.

Burns Edward Mc Nell, Western Civilisation : Their History and their Culture, New
York, 1963.

Bury, J.B. The Hellemstic Age.

Cambridge Ancient History, Vol.I.

Cartledge, Paul (ed.) Ancient Greece, Cambridge.

Childe, Gordon V., The Dawn of European Civilisation.

Cotteral, Arthur, The Pimlico Dictionary of Classical Civilization. Random House,
London.

D'Cruz, Edward, A Survey of World Civilisation, Bombay, 1970.

Davis, H.A., An Outline of the History of the World, London,
1959. Durant, Will and Ariel, Caesar and Christ.

Durant, Will and Ariel, Our oriental Heritage.

Durant, Will and Ariel, Life of Greece.

Finley, M.L. (ed.) The Legacy of Greece: A New Appraisal.

Freeman, Charles, Egypt, Greece and Rome Civilisation of the Ancient Mediterranean,
O.U.P. Oxford.

Freeman, Charles, World History.

Garstang.J., The Hittite Empire, Long and Smith. Gibbon,
Edward, Decline and Fall of the Roman Empire.

Hayes, C. J. H., History of Western Civilisation, New York, 1962. Jha, D.N. Outline of Ancient Indian History. Delhi, 1982.

Kent C.F, History of the Hebrew People, vols. I and II.

Loon, Hendrick, Story of Mankind.

Lucas Henry, A Short History of Civilization.

Lumiya B.N., Everton of Indian Culture, Agra .

Mackenzie Donald A. Ancient Civilisations from the Earlier times to the Birth of Christ. Mcnell and , Western Civilisation.

Norman and Cantor. Western Civilization: Geneses and History. Possehl, Gregory, Ancient Cities of the Indus. New Delhi. Singhal. D.P. India and World , Calcutta 1993.

Swain J.E. History of World Civilisation.

Sykes, P.M. History of Persia. Vol.I and II. Thorndike, I., History of Civilisation.

Williams, Monier, Religious life in Ancient India.

Semester – V

Option – A

Paper - XII : Goa Since Liberation (1961-2006)

1. A. Integration : Military Rule and the Transition to Democracy.
B. Government and Politics (1963 - 1979).

2. A. Government and Politics (1980 - 1990).
B. Coalition politics and Role of Governors.

3. Socio – Economic Conditions:
A. Agriculture and Tenancy Reforms, Mining,
Industrial Development, Tourism.
B. Status of Women and Children, Developments in Education.

8. Issues and Movements

Opinion Poll, Ramponkar Movement,
Students Agitation, Politics of Language, Demand for
Statehood, Konkan Railway, Nylon 6 - 6,
Mhadei Issue, Heritage Movement, Goa Bachao Abhiyan.

Books for Reference:

- Alvares, Claude, ed., Unwanted Guest-Goan v/s Dupont, Mapusa: The Other India Press, 1991.
- Alvares, Claude, Fish, Curry and Rice: A Citizen's Report On The Goan Environment. Mapusa. The Other India Book Press, 2001.
- Angle, P, Goa: An Economic Review, Bombay: Goa Hindu Association, 1983.
- Angle, P, Goa: Concepts and Misconcepts Bombay: (The Hindu Association, 1994).
- Cabral e Sa, ed. Redefining Horizons Goa: Four Decades of Freedom, Panaji: Directorate of Information and Publicity, Government of , 2002.
- Dantas, Norman, ed., 2%e Transforming of Goa, Mapusa: The Other India Press, 1999.
- D'Souza, B.G. Goon Society in Transition A Study in Social Change, Bombay: Popular Prakashan, 1975.
- Economic Survey 2002-2003, Panaji: Directorate of Planning, Statistics and Evaluation, Government of Goa, 2003.
- Esteves, Sarto, Goa and Its Future, Bombay: Manaktalas, 1966.
- Esteves, Sarto, Politics and Political Leadership in Goa, New Delhi: Sterling, 1986.
- Feraandes, Aureliano, Cabinet Government in Goa, 1961-93.
- Gune V.T., ed. Gazetteer of Goa, Daman and Diu, vol. I, Panaji: Gazetteer Department, 1979.
- Newman, Robert S, Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society, Mapusa : The Other India Press, 2001.
- Priolkar, A.K., Goa Rediscovered, Bombay: Bhatkar Book International, 1967.
- Robinson, Rowena, Conversion, Continuity and Change: Lived Christianity in Southern Goa, New Delhi: Sage, 1998.
- Rubinoff, Arthur G, The Construction of a Political Community: Integration and Identity in Goa.
- Saksena, R.N., Goa: Into the Mainstream, New Delhi: Abhinav Publications, 1974.
- Sousa, T,R. de, ed., Indo-Portuguese History: Old Issues, New Questions, New Delhi: Concept, 1985.
- Techno-Economic Survey of Goa, Daman and Diu, New Delhi: NCAER, 1964.

Semester - V,VI,VII and VIII

Option - B

Paper - XII : Rise of the Modern West

Chapter I

Europe in the 15th Century:

- a) Feudalism in Europe.
- b) Early Colonial expansion, motives – voyages – exploration – conquest of the Americas.

Chapter II

Renaissance :

- a) Genesis and features.
- b) Its impact on languages and literature, art and architecture, Science and religion.

Chapter III

Reformation:

- a) Origin, Course, main Reformers (Martin Luther, Huldreich Zwingli and John Calvin) – Consequences;
- b) Anglican Church; Counter Reformation.

Chapter IV

Europe in the 17th and 18th Centuries:

- a) Age of Reason – Emergence of European Nation States – Spain, France, England, Russia – Enlightened Monarchy (Peter the Great, Frederick the Great, Louis XIV)
- b) Genesis and impact of Industrial Revolution - Rise of Capitalism.

Books for Reference:

- ☐ Cheney, S., A World History of Art, Viking, 1937.
- ☐ Collins, R.W., A History of Medieval Civilisation, Ginn, 1936.
- ☐ Cotterill, H.B., Ancient Greece: A Sketch of its Art, Literature and Philosophy viewed in connection with its External, Stokes, 1913.
- ☐ Dietz, D. The Story of Science, Dodd Mead, 1934.
- ☐ Dietz, D. The Story of Science Civilisation.
- ☐ Freidell, E. A Cultural History of the Modern Age, Knowof, 1930-32.
- ☐ Gardner, H. Art Through the Ages, Harcourt Brace, 1926.
- ☐ Haskin, H.H., Studies in Medieval Culture, Oxford, 1929.
- ☐ Hiriyan, M, Outline of Indian Philosophy.
- ☐ Lenard, P. Great Men Science, Macmillan, 1933.
- ☐ Porter, A. K., Medieval Architecture, Baker and Taylor, 1909. 2Vols.
- ☐ Swain, J.E., A History of World Civilisation, Eunasia Publishing House, New Delhi.
- ☐ Singer, C.A. Short History of Medicine, Oxford, 1928.
- ☐ Smith V.A., A History of Fine Art in India, Oxford, 1930.
- ☐ Sarton, G., Introduction to the History of Science, William and Wilkins, 1927-31, 2vols.
- ☐ Smith, P. History of Modern Architecture.
- ☐ Smith, P. History of Modern Culture, Holt, 1930 -34, Vols.
- ☐ Basham, A.L., (ed), A Cultural History of India, Delhi, 1975.
- ☐ Burns and Ralph, World Civilisation, Vols. I and II, Norton & Co., New York, 1974.
- ☐ Charles, Moraze (ed), The 19th Century, Vol. V, No.4, UNESCO Civilisation Series, George Allen & Unwin, 1975.
- ☐ Childe, Gordon, Man Makes Himself, London, 1965.
- ☐ Garraty and Gay (ed), History of the World, Harper & Row, 1981.
- ☐ Judd, History of World Civilisation.
- ☐ Paul, Johnson, History of the Modern World, Weidenford & Nicholson, 1984.
- ☐ Lewis, Morgan, Ancient Society, Cambridge, 1964.
- ☐ Redfield, Robert, The Primitive World and its Transformations, London, 1953.

Semester - V,VI,VII and VIII

Paper - XIII : History of Modern Japan (1850 - 1963)

I. Japan and the West:

- a) Opening of Japan to the West.
- b) Meiji Restoration.
- c) Meiji Constitution.
- d) Economic and Social Developments.

II. Japan between 1894 and 1945:

- a) Economy.
- b) Militarism and Imperialism.

III. Post war Japan:

- a) American occupation - MacArthur' s Constitution.
- b) Political and Economic Reconstruction.

IV. Foreign policy of Japan

- a) U.S.A. and Russia
- b) Role of Japan in the U.N.O.

Books for Reference:

Dore, Japan Internationalization and The UN.

Perez, Louis G., A History of Japan (Greenwood).

Mason, R. .H. P. , A History Of Japan (Turtle Publisher).

James, L. McClain, Japan A Modern History (W W Nort).

Nitobe, Inazo, The Japanese Nation (Simon Publisher).

Totman, Conrad, A History of Japan (Blackwell).

Bailey, Paul, Postwar Japan: 1945 to the Present (Blackwell).

Menton, Linda K., The Rise Of Modern Japan.

Mccargo Duncan, Contemporary Japan (Palgrave M.)

Jansen, Marins, The Emergence of Meiji Japan (Cambridge).

Meyer, Milton W., Japan : A Concise History.

Eccleston, Bernard, State And Society In Post War Japan (Polity Press).

Semester - V,VI,VII and VIII

Paper – VIII : History of the Marathas

Chapter I

Rise of the Maratha Power:

- a) Literary Sources; Factors Contributing to the foundation of Swarajya.
- b) Career and Conquests of Shivaji; Civil and Military Administration.

Chapter II

The Maratha War of Independence:

- a) Sambhaji, Rajaram, Tarabai.
- b) Maratha - Goa Relations.

Chapter III

Rise of the Peshwas:

- a) Balaji Vishwanath and Baji Rao I.
- b) Third Battle of Panipat - Causes and Consequences; Revival of Maratha Power under Peshwa Madhav Rao I.
- c) Maratha Society and Economy.

Chapter IV

Decline of the Marathas:

- a) Barabhai Council, Nana Phadnavis, BajiRao II.
- b) Causes for the downfall of the Marathas.

Books for Reference :

- ☐ Apte, B.K. (ed.), Chattrapati; Shivaji's Coronation Tercentenary Volume. Bombay: University of Bombay, 1974-75.
- ☐ Apte, B.K., A History of the Maratha Navy and Merchant Ships, Bombay: State Board Literature and Culture, 1973.
- ☐ Bal Krishna, Shivaji the Great, Kolhapur :Arya Book Depot, 1940.
- ☐ Chitnis, K.N., Socio-Economic Aspects of Medieval India, Poona: Poona, 1979.
- ☐ Chitnis, K.N., Glimpses of Medieval Indian Ideas and Institutions.
- ☐ Gune, V.T., Judicial System of the Marathas, Poona: S.M. Katre, 1953.
- ☐ Kamble, B .R.(ed.), Studies in Shivaji and His Times, Kolhapur, 1982.
- ☐ Kulkarni A.R., Maharashtra in the Age of Shivaji, Poona : Deshmukh and Co., 1969.
- ☐ Pissurlekar Pandurang: Portuguese-Maratha Sambhandh.
- ☐ Majumdar, R.C. (ed.), The History and Culture of the Indian People, vol. VIII. Bombay; Bharatiya Vidya Bhavan, 1977.
- ☐ Mate, M.S., Maratha Architecture.
- ☐ Mahajan, T.T., Industrial, Trade and Commerce Under the Peshwas, Jaipur: Criteria Publishers.
- ☐ Pagdi, S.M., Eighteenth Century Deccan, Popular, Bombay, 1963.
- ☐ Pawar, A.G. (ed.), Maratha History Seminar Papers, Kolhapur: Shivaji University.
- ☐ Ranade, M.G., Rise of the Maratha Power, Publication Division, Govt. of India, New Delhi, 1974.
- ☐ Sen, S.N., Administrative System of the Marathas, Calcutta; R.P. Bagchi, 1976.
- ☐ Sen, S.N., Military System of the Marathas, Bombay: Orient Longmans, 1958.
- ☐ Sardesai, G.S., Main Currents of Maratha History, Bombay: KB. Dhavale, 1949.
- ☐ Sardar, G.B., Saint Poets of Maharashtra, New Delhi: Orient Longmans, 1969.
- ☐ Sherwani, H.K and P.M. Joshi, History of Medieval Deccan, 2 vols., Hyderabad: Govt. of Andhra Pradesh, 1973.
- ☐ Gordon. S. Marathas 1600-1818. 1993.
- ☐ Marathas, Marauders, and State Formation in Eighteen Century India. Delhi, OUP. 1994.

Semester - V,VI,VII and VIII

Paper - IX: Towards Freedom (1905-1947)

Chapter I

Nationalist Movement (1905 -1918):

- a) Partition of Bengal, Growth of Militant Nationalism, Swadeshi and Boycott Movements, Home Rule Leagues.
- b) Growth of Communalism : Muslim League and Hindu Mahasabha.

Chapter II

Nationalist Movement (1918-1935):

- a) Emergence of Gandhi : Concept of Satyagraha - Non Co-operation movement.
- b) Simon Commission - Role of Revolutionaries - Civil Disobedience Movement- Round Table Conferences – Poona Pact.

Chapter III

Nationalist Movement (1935-1942):

- a) India and World War II - Demand for Pakistan.
- b) August Offer - Cripps Proposals.

Chapter IV

Final Phase (1942-1947):

- a) Quit India Movement - Wavell Plan - INA.
- b) Transfer of Power : Cabinet Mission Plan - Mountbatten Plan - Indian Independence Act.

Books for Study:

- Agarwal, R. C., Constitutional Development and National Movement of India, 1996, S. Chand and Company, New Delhi.
- Aggarwala, R. N., National Movement and Constitutional Development of India, 12th ed., 1985, Metropolitan Book Co., New Delhi.
- Bhatia, H. S. Genesis of British Power in India.
- Chhabra, G. S., Advanced Study in the History of Modern India, 2 vols., 1987, Sterling Pub. Pvt. Ltd., New Delhi.
- Chopra P.N., Puri, B.N., Das, M.N., A Social, Cultural and Economic History of India, 3 vols., 1994, Macmilan India Press, Madras.
- Gopal, S., British Policy.
- Khanna Kailas, History of Indian Freedom Struggle.
- Metcalf, T. R. The New Cambridge History of India.
- Patil, V. T., Jawaharlal Nehru and Indian Freedom Struggle.
- Singh Anshu, National Movement and Communal Strife in India.
- Tailor, W. C. A Popular History of British India.

Books for Reference:

- Bandyopadhyay, Sekhar, From Plassey to Partition : A History of Modern India, (New Delhi, Orient Longman, 2004).
- Brown, Judith M., Gandhi's Rise to Power : Indian Politics 1915-1922, (Cambridge, 1972).
- Chand, Tara, History of the Freedom Movement in India, 4 Vols., (New Delhi, Govt. of India, 1983).
- Chandra, Bipan, Nationalism and Colonialism in Modern India, (New Delhi, Orient Longman, 1979).
- _____ Rise and Growth of Economic Nationalism in Modern India, (New Delhi, People's Publishing House, 1982).
- _____, Communalism in Modern India, (New Delhi, Vikas, 1984).
- Chandra, Bipan and others, India's Struggle for Independence, (New Delhi, Penguin Books, 1989).
- Desai, A.R., Social Background of Indian Nationalism, (Bombay, Popular Prakashan, 1982).
- _____ (Ed.), Pasant Struggles in India, (New Delhi, OUP, 1985).
- Dutt, R.P., India To-Day (Calcutta, Manisha Granthalaya, 1986 reprint).
- Engineer, Asghar Ali and Moin Shakir, Communalism in Modern India, (Delhi, 1988 reprint).
- Gallagher, Johnson and Anil Seal (eds.), Locality, Province and Nation : Essays on Indian Politics 1870-1940, (1973).
- Gopal, S., British Policy in India 1858-1905, (Cambridge, 1965).
- Guha, Ranajit (ed.), Subaltern Studies, 6 vols., (New Delhi, OUP, 1982-89) and Subaltern Studies, vols. VII to X. (1993 - 2000).
- Handa, R.L., History of Freedom Movement in Princely States, (Delhi, 1968).
- Jones, Kenneth W., Socio-Religious Reform Movements in British India, (Cambridge, 1994).
- Kumar, Kapil, Congress and Classes : Nationalism, Workers and Peasants, (New Delhi, South Asia Books, 1988).
- Kumar, Ravinder, Essay in the Social History of Modern India, (Delhi, OUP, 1983).

- Low, D.A., (ed.), Congress and the Raj: Facets of the Indian Struggle 1917- 47. (New Delhi OUP, Reprint 2004).
- Majumdar, R.C., History of the Freedom Movement in India, 3vols., (Calcutta, Firma L.K. Mukhopadhyay, 1962-63).
- _____ (ed.), British Paramountcy and Indian Renaissance (HCIP), (Bombay, Bharatiya Vidya Bhavan, 1974).
- _____ (ed.), Struggle for Freedom (HCIP),(Bombay, Bharatiya Vidya Bhavan, 1979).
- Masselos, Jim, Indian Nationalism : An History, (New Delhi Sterling, 1985
- Mehrotra, S.R., The Emergence of Indian National Congress, (Delhi Vikas.1971).
- Metcalf, Thomas R., the Aftermath of Revolt: India, 1857-1870, (Princeton, 1965).
- Mukherjee, Rudrangshu, Awadh in Rvolt 1857-58: A Study of Popular Resistance. (New Delhi OUP, 1984).
- Nanda, B.R., Gokhale, The Indian Moderates and the British Raj, (Delhi 1977).
- _____ (ed.), Essays on Modern Indian History, (New Delhi OUP, 1983).
- Pandey, B.N., The Break-up of British India, (London, Macmillan, 1969).
- Panikkar, K.N. (ed.), National and Left Movements in India, (New Delhi 1980).
- Rothermund.D., The Phases of Indian Nationalism and Other Essays, (Bombay, Nachiketa Publications, 1970).
- Roy, Tirthankar, The Economic History of India.1857-1947, (New Delhi OUP, 2000).
- Sarkar, Sumit, The Swadeshi Movement in Bengal (1903-08), (New Delhi 1973).
- _____, Modern India 1885-1947, (New Delhi Macmillan, 1983).
- Seal, Anil, The Emergence of Indian Nationalism,(Cambridge, 1968).
- Shakir, Moin, Khilafat to Partition - A Study of Major Political Trends among Indian Muslims during 1919 -1941, (Delhi 1983).
- Stokes, Eric, Peasant and the Raj, (Cambridge, 1978).
- Wolpert, Stanley, Jinnah of Pakistan, (New York, 1984).

Semester - V,VI,VII and VIII

Paper - X: History of Modern Europe (1815-1945)

Chapter I

- a) Age of Reaction : Congress of Vienna – Age of Metternich – July Revolutions.
- b) February Revolution of 1848 and its impact on Europe.

Chapter II

Emergence of Nationalism:

- a) Unification of Germany - Bismark's System of Alliances.
- b) Unification of Italy.

Chapter III

- a) New Imperialism - Causes and Consequences.
- b) World War I - Causes and Consequences.

Chapter IV

Rise of Dictatorships

- a) Nazism and Fascism.
- b) World War II - Causes and Consequences.

Books for Study:

- ☐ Albrecht-Carrie, R., Diplomatic History of Europe since the Congress of Vienna.
- ☐ Bhandari, D. R., History of European Political Philosophy.
- ☐ Bhattacharjee, A., History of Europe 1453 -1789. Vol. I.
- ☐ Bhattacharjee, A. History of Europe (1789 -1945). Vol. II.
- ☐ Clough, S.B. & others. Economic History of Europe. 20th Century.
- ☐ Collingwood, R.G. Ruggiero, Guido (Translators). History of European Liberalism.
- ☐ Fisher H.A.L., History of Europe.
- ☐ Hayes, C.J.H. & Baldwin, M.W . History of Europe. Vol.1.
- ☐ Mowat, R.B., History of European Diplomacy. 1914-25.
- ☐ Taylor, G., Sketch-map History of Europe 1789-1914.

Semester - V,VI,VII and VIII

Paper - XIV: History of the United States of America (1861 - 1963)

1. A. Civil War : Causes, Role of Abraham Lincoln - Consequences.
B. Reconstruction : Problems - Plans - Legacy.
2. USA as a Global Power:
A. Economy – Industry and Agriculture.
B. Contributions of W. McKinley, Theodore Roosevelt and Woodrow Wilson.
3. A. The Great Depression: Causes – Role of Hoover – Consequences.
B. The New Deal.
4. A. Cold War and the Policy of Containment in Europe and Asia (China, Korea).
B. Civil Rights Movement.

Books for Study:

Bailey, T. A., The American Pageant : A History of the Republic, 1987.

Bailyn, Gernard and others. The Great Republic : A History of the American People, New Delhi, Oxford, 1982.

Morison, S.E. The Oxford History of the American people. New York, OUP, 1965.

Parks, H.B. The United States of America, Calcutta, Prentice Hall, 1964.

Perkins D and Creussen, G.G. Van. The United States of America, New York, Macmillan, 1968.

Barch, O.T. and Slake N.H. Since 1900 : A; History of the United States in our Times, New York, 1965.

Billington R.A. American History, Peterson, 1963.

Current R.N. and others, American History: A Survey, New York, 1979.

Dulles, R.F., America's Rise to World Power, London, Hamilton, 1955.

Franklin, J.H., From Slavery to Freedom, Chicago, 1966.

Gaikwad, D.S, Civil Rights Movement in America, Deep & Deep Publications, New Delhi, 1987.

Books for Reference :

Bailey, T.A. A Diplomatic History of the American People. New York, Appleton Century, 1969.

Conde, Alexander de, A History of American Foreign Policy, 3rd ed., 1978.

Faulkner, America's Economic History.

Morison S.E. and Commager H.S. The Growth of the American Republic, 2 vols, New York, OUP.

Pratt, J.W.A., A History of the United Sates Foreign Policy, New Jersey, 1965. Bannon, J.F. History of the Americas. New York, 1963.

Banner , L. Women in Modern America, 1974.

Beard, C.A. and Beard M.R. New Basic History of the United States, New York, 1968.

Blake, N.M. History of American Life and Thought, New York, Mc Cloy, 1952.

Harlow R.V. The United States: From Wilderness to World Power, New York, 1961.

Holton G.T, The Advancement of Science and Its Burdens, Cambridge University Press, 1986.

Johnson T.H. The Oxford Companion to American History, OUP, 1966.

Merli , F.J. Makers of American Diplomacy from Benjamin Franklin to Henry Kissinger, New York, Sribner,

Owsley, F.L. and others. The American People : A Short History, New York, 1955.

Patterson J.T. America's Struggle Against Poverty 1900-1985, Harvard University Press, 1986.

Rothman D.J., Social History and Social Policy, Academic Press, 1981.

Semester - V,VI,VII and VIII
Paper - XV: India Since Independence

1. The Nehru Era (1947-1964):
 - A. Integration of States.
 - B. Making of the Constitution.
 - C. Nehru's Domestic and Foreign Policy: Five Year Plans; India's Role in NAM.
2. India from 1964-1984:
 - A. Lal Bahadur Shastri.
 - B. Domestic Policy of Indira Gandhi. Emergency.
 - C. Role of the Janata Party.
 - D. Indo- Pak Wars.
3. India from 1984-1996:
 - A. Domestic Policy: New Educational Policy, New Economic Policy (1991), 73rd and 74th Constitutional Amendments.
 - B. Indo- Pak Relations - India's Role in SAARC.
4. Towards the 21st Century:
 - A. Coalition Politics: Causes and Impact.
 - B. Social and Environmental Movements: Narmada Bachao Andolan, Gender and Dalit Movements.
 - C. Science and Technology.

Books for Reference :

- Appadorai, A., Contemporary India: Essays on Domestic and Foreign Policy, (Delhi, Indian Books Centre, 1987).
- Appadorai, A. and Rajan, M.S., India's Foreign Policy and Relations, (New Delhi, 1985).
- Basu, D.D. Introduction to the Constitution of India,(New Delhi, 1984, 8th edition).
- Benevalensky, Non-Aligned Movement : From Belgrade to Delhi, (Bangalore, Navakarnataka Publications, 1985).
- Brass, Paul R., The Politics of India Since Independence, (New Delhi, 1992).
- Chandra, Bipan and others, India After Independence, (New Delhi, Viking, 1999).
- Chandra, Bipan, Essays on Contemporary India,(New Delhi, 1993).
- Chakravarty, Sukhamoy, Development Planning : The Indian Experience, (Oxford,1987).
- Chopra, Surendra (ed.), Studies in India's Foreign Policy, (Amritsar,1980).
- De Souza, Peter Ronald (ed.), Contemporary India - transitions, (New Delhi, Sage, 2000).
- Dutt, V.P., India's Foreign Policy, (New Delhi, Vani Educational Books for Vikas Publishing House, 1984).
- Engineer, Asghar Ali, Communal Riots in Post-Independence India, (Hyderabad, Sarigam, Books, 1984).
- Forbes, Geraldine, Women in Modern India, (Delhi, 1998).
- Gadgil, Madhav and Ramachandra Guha, The Fissured Land:An Ecological History of India, (Delhi, OUP, 1997).
- Guha, Ramachandra and Madhav Gadgil, Ecology and Equity, (New Delhi, OUP, 1996).
- Gupta, D.C., Indian Government and Politics 1947-1981, (New Delhi, Vikas, 1985).
- Haksar, P.N., India's Foreign Policy and Its Problems, (Delhi, Indian Books Centre, 1989).
- Jalan, Bimal (ed.), The Indian Economy: Problems and Prospects, (New Delhi, 1989).
- Kothari, Rajni, Politics in India, (New Delhi, 1986).
- Kumar, Dharma (ed.), The Cambridge Economic History of India, vol. II, (Delhi, 1983).
- Madan, G.R., India's Social Transformation, Vol.1, Problems of Economic Development, (New Delhi, Allied, 1979).
- Menon, V.P., Transfer of Power in India, (New Delhi, Sangam Books, 1979).
- _____, Integration of Indian States, (Hyderabad, Orient Longman, 1985).
- Nanda, B.R. (ed.), Indian Foreign Policy: The Nehru Years, (Delhi, 1986).
- Pandey.J.N., Constitutional Law of India, (Central Law Agency, Allahabad, 1998 edition).
- Patil, V.T. (ed.), Studies on Nehru, (Delhi, 1988).
- Prasad, Bimal (ed.), India's Foreign Policy: Studies in Continuity and Change,(Vikas, New Delhi, 1979).
- Prashad, Vijay, Untouchable Freedom: A Social History of a Dalit Community, (Delhi, OUP, 2000).
- Pylee, M.V., India's Constitution, (New Delhi, S.Chand & Co., 1994).
- Rao, B.Shiva (ed.),The Framing of India's Constitution : A Study,CNew Delhi, 1968).
- Rao, M.S.A. Social Movements in India, 2 Vols., (New Delhi, Manohar, 1979).
- Ray, S.K., Indian Economy,(New Delhi, Prentice Hall of India, 1989).
- Robb, Peter, Dalit Movements and the Meaning of Labour in India, (Delhi, OUP, 1993).
- Sarkar, Tanika, Hindu Wife, Hindu Nation : Community, Religion and Cultural Nationalism, (London, Hurst & Co., 2001).
- Singh, Yogendra, Modernisation of Indian Tradition, (Jaipur, Rawat Publications, 1988).

- Srinivas, M.N., Social Change in India, (Bombay, Orient Longman, 1972).
- ____ (ed.), Dimensions of Social Change in India, (Bombay, Allied, 1978).
- ____ (ed.), Caste: Us Twentieth Century Avatar,(New Delhi, Viking, 1996).
- Thorner, Daniel, The Shaping of Modern India,(New Delhi Allied, 1980).
- Tomlinson,B.R.,The Economy of Modern India, 1860 - 1970, (The New Cambridge History of India, Cambridge, 1993).
- Vanaik, Achin, The Furies of Indian Communalism : Religion, Modernity and Secularisation, (New York, Verso, 1997).
- Zavos, J., The Emergence of Hindu Nationalism in India, (New Delhi, OUP, 2000).
- Zelliot, E., From Untouchable to Dalit: Essays on Ambedkar Movement, (New Delhi, Manohar, 1992).

Semester - V,VI,VII and VIII

Paper - XVI: History of Modern China (1839-1976)

I. China and the West:

- a) Opium Wars - Boxer Uprising - Open Door Policy.
- b) Sino-Japanese War - Russo - Japanese War.
- c) Sun Yat-Sen and the Revolution of 1911.

II. The Chinese Republic (1911-1928) :

- a) The Early Republic - Relations with Japan in World War I.
- b) Warlordism

III. China between 1928 -1949 :

- a) KMT vs. CCP.
- b) Achievement and failures of Chiang Kai-Shek's regime.
- c) The Communist Revolution of 1949.

IV. People's Republic of China:

- a) Political, Economic, and Social reconstruction.
- b) Cultural Revolution.

Books for Reference :

- J. A. G. Roberts, A History Of China. Palgrave Macmillan.
- Edgar R. Snow, Red Star Over China. Grove / Atlantic.
- Jian Bozan, A Concise History of China, University Press of The Pacific.
- Wolfram Eberhard, A History Of China, Biblie Bazar.
- Meisner Maurice, A History of the People's Republic. Third Edition, Free Press.
- Fairbank John King, A New History . Enlarged Edition. Belknap Press.
- Weinung Tu, China in Transformation, Harvard University.
- Grass June, From The Opium Wars To World Power, East Gate.
- Bailey Paul, China in the Twelfth Century, Blackwell,
- Ebrey Patricia B, China. Cambridge.
- Gernet Jacques, A History of Chinese Civilisation, Cambridge.
- Sheridan James E., The Republican Era in Chinese History, 1912-1949. Free Press.

History of China and Japan

Books for Study:

- Allen G.C., Japan's Economic Expansion , O.U.P., London, 1965.
- Boyd, R.G. Communist China's Foreign Policy, New York, 1962.
- Clyde P.H. and Beers B.F. The Fast: A History of Western Impact and Eastern Response 1830-1965. 6th ed., Prentice Hall of India., New Delhi, 1976.
- Club, Edmund . The 20th Century China, Colombia University Press, New York, 1964.
- Hu Chang and others, Chaina : Its peoples Its Society Its Culture, New Haven, 1960.
- HSU, I.C.Y. The Rise Modern China, O.U.P., London 1975.
- Latourette, K.S. A Short History of the Far East, 3rd ed., Macmillan and Co., New York, 1957.
- Latourette, K.S. The History of Japan, American Institute of Pacific Relations, New York,

1948.

Maetin, E.M. The Allied Occupation of Japan, American Institute of Pacific Relations, New York, 1948.

Norman, E.H. Japan's Emergence as a Modern State, American Institute of Pacific Relations, New York, 1940.

Reischauer E.O. Japan : Past and present, revised 3rd ed., New York, 1964.

Story, Richard, The History of Modern Japan, Penguin, Baltimore 1963.

Winfield, G.F. China ; The Land and the People, revised ed., New York, 1950.

Beckman, G.M. The Modernization of China and Japan, Harper and Row, New York, 1962. Buss, Claude A. Asia in the Modern World : A History of China, Japan, South and South East Asia.

Borton, Hough, Japan's Modern Century, The Ronald Press Co., New York, 1955. Yoshida, S. Japan's Decisive Century 1867-1967, F.A. Praeger, London, 1967.

Books for Reference:

Sansom, G.B. Japan : A Short Culture History, revised ed., New York, 1962.

Beasley, W.G. The Modern History of Japan, 3rd ed., Widenfled and Nicholson, London, 1971.

Butow, R.J.C. Japan's Decision to Surrender, Stanford Uni. Press, 1954.

Cowan, C.D. (ed.) The Economic Development of China and Japan, London 1964. Doak

Barnett, A Communist China in Perspective, New York, 1962.

Fitzerald, C.P. Revolution in China, London, 1952. Hudson, G.F.

Europe and China, Boston, 1961. Fairbank, East Asia – Modern Transformation.

Jones A.C. Japan's New Order in East Asia, O.U.P., New York, 1954.

Michael F.H. and Taylor C., The Far East in the Modern World, revised ed., Rinehart and Wingston, 1964.

Mc Aleary, Henry, The Modern History of China, Wiederfeld and Nicholson, London, 1971. Olson, L. Japan in Post-war Asia, Pall Mall press 1970.

Snow, Edgar, The Other Side of the River : Red China Today, New York 1962. Mackarras China - The Impact of the Revolution.

Livingston-Moor - The Japan Reader I, 1800-1946 , Old Father.

Reischaner E.G. Fairbank, China : Tradition and Transformation.

Beasley, Modern Japan : Aspects of History and Society.

Schuman - China Reader (1911-1949). Schell.

Lucien, Origin of Chinese Revolution. Bianco.

Harold - Tragedy of Chinese Revolution.

Vinacke, Harold M. , History of the Far East.

F.Y.B.A.B.Ed.
SEMESTER - I
BAEDGP-01: INTRODUCTION TO MAN'S PHYSICAL WORLD

OBJECTIVE:

This introductory paper is intended to acquaint the students with distinctiveness of Geography as a field of learning. The philosophy of the subject is to be taught in order to develop a keen interest in the subject and to pursue it for higher studies.

UNIT NO.	COURSE CONTENT
I	Evolution of geography as a discipline, definition, meaning, nature and scope of geography; Geography as interdisciplinary science recent trends in geography. Major divisions of geography: 1. General v/s Regional 2. Physical v/s Human Geography, Regional and Systematic geography. Geographical perspective; Imperatives for the future; Career opportunities for geographer.
II	Major themes and sub-themes; Geography as a study of Man and Environment relationship; Ecology and Ecosystem; Environmental Determinism, Possibilism, Neo-Determinism (stop and Go Determinism)
III	The Universe, Galaxies, Stars, Theories of origin of the Solar System and the Earth (Nebular, Tidal, Binary Star, (Coppler) of Earth & Moon i.e. Rotation, Revolution, Eclipse, Phases of Moon
IV	Domains of Geography: Meaning and Definition of Lithosphere, Atmosphere, Hydrosphere and Biosphere. Lithosphere: Distribution of oceans and continents. Scheme of endogenic and exogenic forces. Orders of relief - I, II, III. Types of mountains, plateaus and plains. Ocean Relief: Continental shelf, Slope, Deep Sea Plain and Trenches. Soils: Formation of soil, soil profile, factors affecting soil profile, classification of soils.
V	Atmosphere: Weather and Climatic elements, Insolation, Electromagnetic spectrum, factors affecting insolation. Temporal and Spatial distribution. Pressure belts and planetary wind systems. Hydrosphere: Hydrological cycle, evaporation, condensation and precipitation, types of rainfall and distribution of water: ground and surface.

INSTRUCTION

- 3) Maximum thrust to be given to local and national examples.
- 4) Questions should be set with due weightage to all the units as specified above and/or on university.

REFERENCES

11. Dikshit R.D.: The Arts, Science of Geography, Integrated Readings Prentice Hall of India, New Delhi, 1994
12. Dikshit R.D.: Geographical Thought - A Contextual History of Ideas. Prentice Hall of India Pvt. 2000
13. Hartshorne, Richard: perspective on Nature of Geography, Rand McNally and Co, Chicago, 1959.
14. Harvey, David: Explanation in Geography, Edward - Arnold, London, 1972.
15. Hussain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984
16. Lal . D. S. : Climatology, Pushtak mahal, Allahabad.
17. Goh Cheng Leong : Certificate Physical and Human geography , Oxford university press, New Delhi.
18. Das Gupta and Kapoor: Principles of Physical geography.
19. Leong and Morgan: Human and Economic Geography
20. Brook and Webb: Geography of Mankind,
21. Perpillou A, Human Geography, Longman Press, London.
12. Savindra Singh: Environmental geography.

PRACTICAL-I

INTRODUCTION TO CARTOGRAPHY – I

OBJECTIVE: To impart training on map making techniques with Field and Laboratory Exercises/data.

UNIT NO.	COURSE CONTENT
I	Introduction to Cartography: its significance in geography; shape of the Earth; location of places on the globe, latitude, longitude and time, time zones.
II	Globe and map; enlargement and reduction of maps, Maps: maps as an integral part of geography, Definition, Classification of maps, Base maps, format of a map. Finding directions, measurement of distances and area on the map. Scale and its types - plain, linear, statement - diagonal and comparative, representative Fraction. Conversion of scale, times and distance scale.
III	Journal & Viva

INSTRUCTIONS

11. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercise in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.
12. A batch shall consist of not more than 20 students.
13. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch).
14. The duration of practical exam: 3 hrs carrying 50 marks. (weighted finally to 25)
15. Practical examination is to be conducted at the end of Semester prior to the Theory (exam) in Geography laboratory or exclusively designated place.

REFERENCE

- 4) Gopal Singh : Map works and practical Geography
- 5) Singh and Kanaujia : Elements of Practical Geography
- 6) Monkhouse F. J. : Maps and Diagrams
- 7) Raise: Principles of Cartography
- 8) Mishra R. P. and Ramesh : Fundamentals of Cartography

SEMESTER - I

BAEDFC:01: RESOURCE GEOGRAPHY OF GOA

OBJECTIVE:

The main objective of the papers is to orient the students of first and second year level of degree courses to know about the physical and cultural setting of the state and enable them to appreciate the prospects of the state of Goa and the problems, if any. The content of the paper would also enable the students to visit places of interest in the state and write the details in the form of a report, which may enable the policy matters to implement the suggestions, if any.

UNIT NO.	COURSE CONTENT
I	Location and extent: Latitudinal, Longitudinal and areal extent, bordering states, seas, structure, relief, geology, physical divisions: mountain, plains, plateaus, drainage (river system), climate (temperature, humidity, wind systems, rainfall, seasons). General description of climate and its influence on economic activities in Goa), Soils: laterite, alluvial, sandy coastal, wet/marshy and saline. Natural vegetation – types and regions, geographical factors contributing to these variations and their economic importance.
II	Human resources: Qualitative & quantitative aspects of population, number, distribution, density, growth, age-sex structure, literacy and education, rural-urban composition, internal and external migration, occupational structure and future of population

III	<p>Geography of Resource Utilization:</p> <p>Infrastructural facilities for resource utilization, power, transport, communication (traditional & modern), major factors associated with resource utilization, stages of socio-economic development (pre-independence & post independence), technology, quality of population, levels of development (high, medium and low) in coastal, mid-land and western regions, factors responsible for variation in levels of development.</p>
-----	--

INSTRUCTIONS

- 3) Maximum thrust may be given to local regional and national examples.
- 4) Questions should be set with due weightage to all the units as specified

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials

REFERENCE:

- 3) Gazetteer of Goa, Daman & Diu, Govt. Printing Press, Panaji-Goa
- 4) An economic review of Goa – Angle P.S.
- 5) Goa through the ages – Vol I, II & III, Goa University Publications.
- 6) Geography of India – C.B. Mumoria
- 7) Regional plan for Goa 2001, Govt. of Goa (1988) Govt. Printing Press, Panaji, Goa.
- 8) Statistical Pocket Books, Govt. of Goa, Govt Printing Press, Panaji .
- 9) Fish Curry and Rice, An Eco-Farm Publication.
- 10) Techno Economic Survey of Goa by NCAER (Govt Printing Press, Panaji)
- 11) Thirty years of Economic Development by Goa Chamber of Commerce and Industry, 1992, Panaji.
- 12) Daily newspapers published from Goa (Publication House).

SEMESTER - I

BAEED :01: ENVIRONMENTAL EDUCATION - I

UNIT NO.	COURSE CONTENT
I	<p>The Multidisciplinary nature of environmental studies</p> <p>Definition, scope and importance</p> <p>Need for public awareness.</p>
II	<p>Natural Resources: Renewable and non-renewable resources:</p> <p>Natural resources and associated problems.</p> <p>a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</p> <p>b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.</p> <p>c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies</p> <p>e) Energy resources: Growing energy needs, renewable and non- renewable energy sources use of alternate energy sources. Case studies.</p> <p>f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <p>Role of an individual in conservation of natural resources.</p>

	Equitable use of resources for sustainable lifestyles.
III	<p>Ecosystems</p> <p>Concept of an ecosystem.</p> <p>Structure and function of an ecosystem.</p> <p>Producers, consumers and decomposers.</p> <p>Energy flow in the ecosystem.</p> <p>Ecological succession.</p> <p>Food chains, food webs and ecological pyramids.</p> <p>Introduction, types, characteristic features, structure and function of the following ecosystem:</p> <p>a. Forest ecosystem</p> <p>b. Grassland ecosystem</p> <p>c. Desert ecosystem</p> <p>d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p>
IV	<p>Biodiversity and its conservation</p> <p>Introduction - Definition: genetic, species and ecosystem diversity.</p> <p>Bio-geographical classification of India</p> <p>Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values</p> <p>Biodiversity at global, National and local levels.</p> <p>India as a mega-diversity nation</p> <p>Hot-spots of biodiversity.</p> <p>Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts</p> <p>Endangered and endemic species of India</p> <p>Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</p>

INSTRUCTIONS

- 1 Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified above and/or by the university.

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Pub!. Ltd. Bikaner.
13. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India, Email: mapin@icenet.net (R)
14. Brunner RC., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
15. Clark RS., Marine Pollution, Clanderson Press Oxford (TB)
16. Cunningham, W.P. Cooper, TH. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Pub!. House, Mumbai, 1196p
17. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
18. Down to Earth, Centre for Science and Environment(R)
19. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p
20. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, VH & Watson, R.T. 1995 . Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, VM. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- 3+12. McKinney, M.L. & SchocJ', R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
21. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
22. Miller TG. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
23. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
24. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Pub!. Co. Pvt. Ltd. 345p
25. Sharma B.K., 2001. Environmental Chemistry. Goel Pub!. House, Meerut

26. Survey of the Environment, The Hindu (M)
27. Townsend C. , Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
28. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
29. Trivedi R.K. and P.K.Goel, Introduction to air pollution, Techno-Science Publications (TB)
30. Wagner K.D.,1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine

(R)Reference

(TB)Textbook

SEMESTER – II

BAEDGP:02: GEOGRAPHY OF CULTURAL ENVIRONMENT

OBJECTIVE:

- 1.To understand the evolution and distribution of man in relation to his environment
- 2.To understand cultural diversity in the world

UNIT NO.	COURSE CONTENT
I	Introduction to culture, Environment and regions. Basis of classification of cultural regions, Approaches to cultural geography and major themes.
II	Geography of Language-Global linguistic mosaic origin and characteristic, diffusion of languages and linguistic classification in India.
III	Geography of religion-Origin and distribution of religions, Religion Culture and Conflict. Case study- Global and India.
IV	Geography and development-Types of economies (LDC AND MDC) on social economic and demographic patterns
V	Contemporary Issues- Gender and inequality, Race-ethnicity and equality, Nutrition health and disease.

INSTRUCTIONS

- 1 Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojana and Other relevant materials.

REFERENCE

- 4) Bergwan, Edward E.: Human Geography: Culture, Connections and Landscapes, Prentice Hall, N.J.
- 5) Carr M. : Pattern, Processes and Change in Human Geography, Macmillan, London.
- 6) Fellman J. L. : Human Geography: Landscapes of Human Activities, Brown & benchman, Usa.
- 7) De Blij H. J.and Alexandar: Human Geography, Culture, Society and Space, John Wiley, New York.
- 8) Majid Hussain : Human Geography, Rawat Publishers, Jaipur.

PRACTICAL-II
PRACTICALS IN HUMAN GEOGRAPHY

OBJECTIVE:

To impart training on map-making techniques in geomorphology with laboratory exercises

UNIT NO.	COURSE CONTENT
I	Cartographic Representation of Population Data- Line and Bar Graph and its types; Pie Diagram; Age-Sex Pyramid and types; Urban-Rural pyramid; Ergo-graph (Circular), Tri-Linear Chart, Flow Diagrams.
II	Cartograms - Dot Maps, Choropleth, Proportional circles, Spheres, Pictograms and chorochromatic maps.
III	Journal and Viva

Weightage: 25.

INSTRUCTION

1. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercises in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.
3. A batch shall consist of not more than 20 students.
4. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch).
5. The duration of practical exam: 3 hrs carrying 50 marks. (finally weighted from 25)
6. Practical examination is to be conducted at the end of Semester prior to the Theory (exam)

REFERENCE

- * Gopal Singh: Map works and practical Geography
 - * Singh and Kanaujia: Elements of Practical Geography
 - * Monkhouse F. J: Maps and Diagrams
 - * Raisz: Principles of Cartography
- 1 Mishra R. P. and Ramesh: Fundamentals of Cartography.

SEMESTER - II
BAEDFC: 02: ECONOMIC DEVELOPMENT OF GOA

OBJECTIVE:

The main objective of the papers is to orient the students of first and second year level of degree courses to know about the physical and cultural setting of the state and enable them to appreciate the prospects of the state of Goa and the problems, if any. The content of the paper would also enable the students to visit places of interest in the state and write the details in the form of a report, which may enable the policy matters to implement the suggestions, if any.

UNIT NO.	COURSE CONTENT
I	Land use- Agriculture-major characteristics and associated problems, crops their association and distribution under natural and human conditions, cereal crops (Rice, millets), cash crops (cashew, sugarcane), garden crops (coconut, Betel nut, spices) Livestock resources – Live stock products (Dairy, poultry) and distribution, its place in economy. Fishery resource, types, season, species, fishing points, marketing, problems and prospects.
II	Mineral Resources and Manufacturing minerals: Distribution and production of Iron ore, Manganese, Bauxite and their place in the economy (Goan/ Indian). Manufacturing: Major, medium and small industries and their association with different natural and human factors. Industrial estates and household industries, Extractive industries, sugar, chemicals, fertilizers, shipbuilding,

	dairy and forest based industries. Industrial development and environmental problems, environmental movements and their bearing on industrialization in Goa.
III	Tertiary sector Tourism: Types, Tourist centers, tourist season, benefits and problems. Transport: Development of transport network, modes and their functional significance (air, land and water routes), problems of transport system. Trade: Internal and external, composition and changes, trade centers, permanent and seasonal. Ports: Marmugao and Panaji and their hinterlands, prospects and problems.
IV	Study tour and report* Local study tour to a place of physical, social, economic and cultural importance is compulsory.

INSTRUCTIONS

- d) Maximum thrust may be given to local regional and national examples..
- e) Questions should be set with due weightage to all the units as specified.
- f) Wherever field trip is mentioned in the curriculum in the practical programme, the workload per day is considered for 5 hours. The field trip is to enable the students to undergo authentic geographic environment for data collection.
- g) Duration of Local trip is not more than two days for FY/SY B.A.B.Sc
Duration for long tour for TYBA/B.Sc will not be more than 3 to 12 days.
The Deputed faculty members will be entitled for the T.A/D.A.

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials

REFERENCE:

1. Gazetteer of Goa, Daman & Diu, Govt. Printing Press, Panaji-Goa
2. An economic review of Goa – Angle P.S.
3. Goa through the ages – Vol I, II & III, Goa University Publications.
4. Geography of India – C.B. Mumoria
5. Regional plan for Goa 2001, Govt. of Goa (1988) Govt. Printing Press, Panaji, Goa.
6. Statistical Pocket Books, Govt. of Goa, Govt. Printing Press, Panaji.
7. Fish Curry and Rice, An Eco-Farm Publication.
8. Techno Economic Survey of Goa by NCAER (Govt. Printing Press, Panaji)
9. Thirty years of Economic Development by Goa Chamber of Commerce and Industry, 1992, Panaji.
10. Daily newspapers published from Goa (Publication House).

SEMESTER - II

BAEED:02: ENVIRONMENTAL EDUCATION- II

UNIT NO.	COURSE CONTENT
I	Environmental Pollution a) Definition a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides.
II	Social Issues and the Environment From Unsustainable to Sustainable development Urban problems related to energy Water conservation, rain water harvesting, watershed management.

	<p>Resettlement and rehabilitation of people; its problems and concerns. Case studies.</p> <p>Environmental ethics: Issues and possible solutions.</p> <p>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</p> <p>Wasteland reclamation.</p> <p>Consumerism and waste products.</p> <p>Environment Protection Act.</p> <p>Air (Prevention and Control of Pollution) Act.</p> <p>Water (Prevention and control of Pollution) Act</p> <p>Wildlife Protection Act</p> <p>Forest Conservation Act</p> <p>Issues involved in enforcement of environmental legislation.</p> <p>Public awareness</p>
III	<p>Human Population and the Environment</p> <p>Population growth, variation among nations.</p> <p>Population explosion - Family Welfare Programme.</p> <p>Environment and human health.</p> <p>Human Rights.</p> <p>Value Education.</p> <p>HIV; AIDS.</p> <p>Women and Child Welfare.</p> <p>Role of information Technology in Environment and human health.</p> <p>Case Studies.</p>
IV	<p>Field work</p> <p>Visit to a local area to document environmental assets-river /forest/ Grassland/ hill/ mountain</p> <p>Visit to a local polluted site - Urban! Rural! Industrial! Agricultural</p> <p>Study of common plants, insects, birds.</p> <p>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours).</p>

INSTRUCTIONS

- 1 Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
11. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India, Email: mapin@icenet.net (R)
12. Brunner RC., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
13. Clark RS., Marine Pollution, Clanderson Press Oxford (TB)
14. Cunningham, W.P. Cooper, TH. Gorhani, E & Hepworth, M.T 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
15. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
16. Down to Earth, Centre for Science and Environment(R)
17. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p

9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
 10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
 11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
 12. McKinney, M.L. & Schoc', R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
 13. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
 14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
 15. Odum, E.P. 1971. Fundamentals of Ecology. W.B.Saunders Co. USA, 574p
 16. Rao M.N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt.Ltd.
 17. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
 18. Survey of the Environment, The Hindu (M)
 19. Townsend C. , Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
 20. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
 21. Trivedi R.K. and P.K.Goel, Introduction to air pollution, Techno-Science Publications (TB)
 22. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
- (M) Magazine
(R)Reference
(TB) Textbook

**S.Y.B.A
GEOGRAPHY**

**SEMESTER – III
BAEDGP:03: GEOGRAPHY OF NATURAL RESOURCE DEVELOPMENT**

OBJECTIVE:

To acquaint the students with the bases of spatial and temporal aspects of economic activity.

UNIT NO.	COURSE CONTENT
I	Economic Geography Today: Bases of world Economy- Physical, Cultural and Technological, Economic bases of Economic activities. Classification of Economic activities.
II	Historical Evolution of world economic systems. Medieval feudal economies. The rise of Mercantilism & its economic benefits. Emergence of colonialism & its economic benefits. Mechanism of modern economic systems.
III	World Agriculture: Types of Agriculture- a) Intensive and Extensive farming b) Subsistence and commercial farming, c) Mixed and Plantation Agriculture. Crops: Cereals - Rice & Wheat Cash Crops: Beverages-Tea, Coffee Industrial Crops: Cotton, Sugarcane.
IV	A) World Fisheries: factors & distribution of major fishing grounds B) Forest Resources: Tropical & Temperate Forestry. C) Forest Products.
V	Natural Resources: Distribution and Development of a) Metallic: Ferrous - Iron Ore Mining, Non-Ferrous - Bauxite Mining b) Fuel & Power resources: Fossil Fuels - Coal, Petroleum Renewable: Hydel power. c) Non-Conventional Energy Resources - Solar, Tidal, Wind & Geothermal

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
3. Due weightage for maps, a diagram in teaching as well as in paper setting is mandatory.

REFERENCE

1. Boesch, H: A Geography of World Economy, Van Nostrand Co., New York, 1964.
2. Chapman J. D.: Geography and Energy, Longman, London, 1989.
3. Hartshorne T.N. & Alexander J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
4. Jones C. F. and Darkenwald G.G: Economic Geography, Macmillan & Co, New York, 1975
5. Smith, D. M: Industrial location: An Economic Geographical Analysis, John Wiley, New York, 1971.
6. Bengston & Van, G. H. Royan: Fundamentals of Economic Geography, Prentice Hall, New Delhi, 1988
7. G.C. Leong & G. H. Morgan - Human and Economic Geography, Oxford University Press - New York.

SEMESTER – III PRACTICALS – III

S.Y.B.A.

PRACTICALS IN CARTOGRAPHIC TECHNIQUES

UNIT	COURSE CONTENTS
I	a) Projections: Definition, classification of projection, Uses and properties. b) Construction of zenithal projection, zenithal gnomonic projection, zenithal stereographic projection, zenithal orthographic projection, zenithal equal projection. c) Construction of conical projection: Simple conical projection with one standard parallel; Simple conical projection with two standard parallel. d) Construction of cylindrical projection: Cylindrical equidistant/simple cylindrical projection; Cylindrical equal area projection e) Choice of projection.
II	Methods of Representation of Relief features – spot heights, Bench Marks, Hachures, Hill shading Contours diagrams – hills, plateaus, mesa, cliff, V-shaped valley, waterfall, escarpment, spur, U-shaped valley, Hanging Valley, Volcano with crater, Ria coast, Fiord coast, Profile drawing and types.
III	Journal and viva voce

INSTRUCTION

1. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercises in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.
2. A batch shall consist of not more than 20 students.
3. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch).
4. The duration of practical exam: 3 hrs carrying 50 marks. (finally weighted to 25)
5. Practical examination is to be conducted at the end of Semester prior to the Theory (exam)

REFERENCE

- i Gopal Singh : Map works and practical Geography
4. Singh and Kanaujia : Elements of Practical Geography
5. Monkhouse F. J. : Maps and Diagrams
6. Raisz: Principles of Cartography

SEMESTER -III
BAEDFC: 03: POPULATION GEOGRAPHY-I

OBJECTIVES:

The course is meant to provide an understanding of spatial and structural dimensions of population and the emerging issues. The course is further aimed at familiarizing the students with global and regional level problems and also equip them for comprehending the Indian situation.

UNIT NO.	COURSE CONTENT
I	Nature, scope and contents of Population Geography, source of data.
II	Spatial pattern of distribution - distribution, density and growth of population; determinants of world regional patterns, the Indian Scene.
III	Composition of Population: Age and Sex composition; rural-urban composition, economic composition; determinants; world regional patterns; composition of population in India.

REFERENCES

1. Beaujeu-Garnier, J. : Geography of Population (Translated by Beaver, S. H.) Longmans, London, 1966.
2. Census of India 2001 Series - I India Provisional Population Totals, Published by Registrar General & Census Commissioner, India, 2001.
3. Census of India, 1991 India: A State profile Published by office of the Registrar General of India, Census Operations, New Delhi.
4. Chandna, R.C. : Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi, 2000.
5. Clark J. I: Population Geography, Permagon Press, New York, 1965.
6. Sundaram K.V. & Nangia Sudesh, (editors): Population Geography, Heritage Publishers, delhi, 1986.
7. Peters: G.L. and Larkim R.P: Population Geography: Problems, Concepts and Prospects Kendele-Hunt Iowa, 1979.
8. Srinivasan K. and M. Viasoff Population Development nexus in India: challenges for the new millennium. Tata McGraw Hill Publishing Co Ltd., New Delhi 2001.
9. Trewartha, G.T. : The More Development Realm: A Geography of its Population Pergamon Press, Oxford, 1978.
10. Trewartha, G. T.: The Less Developed Realm - A Population Geography, McGraw Hill, New York, 1972.
11. Trewartha, G.T. : A Geography of Population : World Patterns, John Wiley & Sons Inc., New York, 1969.
12. UNDP: Human Development Report, Oxford University Press 2001.
13. Zelinsky, W.: A Prologue to Population Geography, Prentice-Hall, Englewood Cliffs, 1966.

SEMESTER - III
AC:01: TOURISM GEOGRAPHY - I

OBJECTIVES:

- a) Imparting knowledge of tourism and its fields.
- b) Studying of Tourism as a multidisciplinary subject.
- c) Develop skill orientation amongst the students.
- d) Enhance confidence level of the students to achieve gainful employment.

UNIT NO.	COURSE CONTENT
I	Leisure, Recreation and Tourism:

	Concept of Leisure, Recreation and Tourism Tourism in the past and its growth, Motivators of tourism, types of tourism, Tourism as an industry.
II	Basics of tourism: Dynamics of tourism, factors influencing tourism - historical, natural, socio-cultural, economic and political. Elements of tourism.
III	Geography and Tourism. Tourism as spatial affinity, areal and Locational dimensions, Emerging in tourism with special reference to eco-tourism, responsible tourism and sustainable tourism, case study of coastal, adventure, hill station tourism, national and international tourism.
IV	Impacts of Tourism Positive and negative impacts - Social, economic, political and environmental. Case study of coastal/environmental degradation.

INSTRUCTION

1. Maximum thrust may be given to local regional and national examples.
3. Questions should be set with due weightage to all the units as specified
- Unit VIII carries 20 marks and the remaining units carry equal weightage of marks.

REFERENCE

Neumeyer, M.H. and Neumeyer, E. S. (1949), "Leisure and Recreation", A.S. Burnes and Company, New York.

- 1) Robinson, H. (1976), "A Geography of Tourism", Macdonald and Evans, London.
- 2) Cosgrove, I and Jackson, R. (1972), "The Geography of Recreation and Leisure", Hutchinson, London.
- 3) Bhatiya, A. K. (1991) " International Tourism - Fundamentals and Practices", Sterling, New Delhi.
- 4) Kaul, R.K. (1985) "Dynamics of Tourism and Recreation Inter - India, New Delhi.
- 5) Singh, J.C. (1975) "Tourism and Tourist Industry", New Height, Delhi.

Books for further reading:

- 1) Larvery, P (1971) "Recreational Geography", Douglas David and Charles Ltd. Vancouver.
- 2) Singh, S.N. (1986) "Geography of Tourism and Recreation" Inter-India, New Delhi.
- 3) Meyer, H. D and Brightbill, C.K. (1956) "Community Recreation" - Prentice Hall Inc., Englewood Cliffs, N.J.
- 4) Kaur, J (1985) "Himalayan Pilgrimages and New Tourism", Himalayan Books, New Delhi.
- 5) Miles, C. W. N and Seabrooke, W. (1977) "Recreational and Management" E & F. N, Span Ltd. London.
- 6) Fesenmaker, L (1983) "Recreation Planning and management" ventures Publications, USA.
- 7) Douglas, P. " Tourism Today: A Geographical Analysis.
- 8) Pearce, D.G.: Towards Geography of Tourism.

SEMESTER - IV

BAEDGP:04: GEOGRAPHY OF SECONDARY AND TERTIARY ACTIVITIES

UNIT NO.	COURSE CONTENT
I	Manufacturing theories & trends, Manufacturing processes & locations, Classical locations principles- 1) Least Cost Theory 2) Profit Maximization Theory 3) Behavioural Location Theory. 4) Structural Approach.

II	Changing order in Textile Apparel Production, Capital-intensive Steel & Automobile Industry. Knowledge intensive high technology activities: Electrical, Electronic, Biotechnology & Telecommunication industry
III	Cities as service centres: World City patterns, Rank Size Rule, Central Place Theory, Break Point Theory, Trade areas analysis, Changing physical structures-emerging polycentric city ribbon corridors, metropolitan hierarchies, Wholesale and Retail structures.
IV	World Transport System: Land (Road & Railways) Water (North Atlantic and Suez Routes) (Canals; Suez & Panama) Air Transportation Communication System: Importance of Media, Newspaper, Radio, T.V., Satellite, Remote Sensing, IT Revolution
V	World Trade: Geography of International Business: Dynamics, Strategies, changing form of international business, Free trade initiatives and GATT

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
4. Due weightage for maps, diagrams in teaching as well as in paper setting are mandatory.

REFERENCE

1. Boesch, H: Geography of World Economy, Van Nostrand Co., New York, 1964.
2. Chapman J. D.: Geography and Energy, Longman, London, 1989.
3. Hartshorne T.N. & Alexander J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
4. Jones C. F. and Darkenwald G.G: Economic Geography, Macmillan & Co, New York, 1975
5. Smith, D. M : Industrial location: An Economic Geographical Analysis, John Wiley, New York, 1971.
6. Bengston & Van, G. H. Royan : Fundamentals of Economic Geography, Prentice Hall, New Delhi, 1988
7. G.C. Leong & G. H. Morgan - Human and Economic Geography, Oxford University Press - New York.

SEMESTER – IV

PRACTICALS – IV

S.Y.B.A.

PRACTICALS IN CARTOGRAPHIC TECHNIQUES

UNIT NO.	COURSE CONTENT
I	Sampling Techniques: Significance in Research & Data collection vs Census method, Types: i) Random Sampling ii) Systematic Sampling iii) Stratified sampling iv) Cluster Sampling v) Purpose in Sampling.
II	Representation of Agricultural, Industrial and transport data by statistical methods – Graphs and Diagrams.
III	Field survey: Socio-economic (a report of the field survey to be attached with the journals)

INSTRUCTION

1. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercises in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of

the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.

2. A batch shall consist of not more than 20 students.

3. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch). 4. The duration of practical exam: 3 hrs carrying 50 marks.

5. Practical examination is to be conducted at the end of Semester prior to the Theory (exam)

REFERENCE

- i Gopal Singh : Map works and practical Geography
- 2) Singh and Kanaujia : Elements of Practical Geography
- 3) Monkhouse F. J. : Maps and Diagrams
- 4) Rais: Principles of Cartography
- 5) Mishra R. P. and Ramesh : Fundamentals of Cartography

BAEDFC: 04: POPULATION GEOGRAPHY-II

OBJECTIVES:

The course is meant to provide an understanding of spatial and structural dimensions of population and the emerging issues. The course is further aimed at familiarizing the students with global and regional level problems and also equip them for comprehending the Indian situation.

UNIT NO.	COURSE CONTENT
I	Migration: Classification, determinants and consequences of migration; world regional patterns; migration in India.
II	Population and environment interface: Cause-effect syndrome; global and Indian profile.
III	Field/Trip /Report: A Case Study on any one of the relevant topics of the above course for one day (local).

REFERENCES

- 1) Beaujeu-Garnier, J.: Geography of Population (Translated by Beaver, S. H.) Longmans, London, 1966.
- 2) Census of India 2001 Series - I India Provisional Population Totals, Published by Registrar General & Census Commissioner, India, 2001.
- 3) Census of India, 1991 India: A State profile Published by office of the Registrar General of India, Census Operations, New Delhi.
- 4) Chandna, R.C.: Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi, 2000.
- 5) Clark J. I: Population Geography, Permagon Press, New York, 1965.
- 6) Sundaram K.V. & Nangia Sudesh, (editors): Population Geography, Heritage Publishers, Delhi, 1986.
- 7) Peters: G.L. and Larkim R.P: Population Geography: Problems, Concepts and Prospects Kendele-Hunt Iowa, 1979.
- 8) Srinivasan K. and M. Viasoff Population Development nexus in India: challenges for the new millennium. Tata McGraw Hill Publishing Co Ltd., New Delhi 2001.
- 9) Trewartha, G.T.: The More Developed Realm: A Geography of its Population Pergamon Press, Oxford, 1978.
- 10) Trewartha, G. T.: The Less Developed Realm - A Population Geography, McGraw Hill, New York, 1972.
- 11) Trewartha, G.T.: A Geography of Population: World Patterns, John Wiley & Sons Inc., New York, 1969.
- 12) UNDP: Human Development Report, Oxford University Press 2001.
13. Zelinsky, W.: A Prologue to Population Geography, Prentice-Hall, Englewood Cliffs, 1966.

SEMESTER - IV
AC:02: TOURISM GEOGRAPHY - II

OBJECTIVES:

- 5) Imparting knowledge of tourism and its fields.
- 6) Studying of Tourism as a multidisciplinary subject.
- 7) Develop skill orientation amongst the students.
- 8) Enhance confidence level of the students to achieve gainful employment.

UNIT NO.	COURSE CONTENT
I	Infrastructure and support system Accommodation and supplementary accommodation, travel agencies and tour operators, tour planning, role of guides.
II	Geographical aspect of tourism and Goa Tourism resources of Goa-natural and cultural: climate, physiography, Water resources, places of worship, culture and folklore, cuisine.
III	Tourism Development: Spatio-temporal aspects, promotion of tourism, current thrust areas, sustenance of tourism: problems and prospects.
IV	Mini Project Report/field work involving aspects of tourism.

INSTRUCTION

1. Maximum thrust may be given to local regional and national examples.
2. Q. No. 1 being objective it should include questions from all units of the term.
3. Questions should be set with due weightage to all the units as specified

REFERENCE

- (C) Neumeyer, M.H. and Neumeyer, E. S. (1949), "Leisure and Recreation", A.S. Burnes and Company, New York.
- (D) Robinson, H. (1976), "A Geography of Tourism", Macdonald and Evans, London.
- (E) Cosgrove, I and Jackson, R. (1972), "The Geography of Recreation and Leisure", Hutchinson, London.
- (F) Bhatiya, A. K. (1991) "International Tourism - Fundamentals and Practices", Sterling, New Delhi.
- (G) Kaul, R.K. (1985) "Dynamics of Tourism and Recreation Inter - India, New Delhi.
6. Singh, J.C. (1975) "Tourism and Tourist Industry", New Height, Delhi.

Books for further reading:

- 1) Larvery, P (1971) "Recreational Geography", Douglas David and Charles Ltd. Vancouver.
- 2) Singh, S.N. (1986) "Geography of Tourism and Recreation" Inter-India, New Delhi.
- 3) Meyer, H. D and Brightbill, C.K. (1956) "Community Recreation"- Prentice Hall Inc., Englewood Cliffs, N.J.
- 4) Kaur, J (1985) "Himalayan Pilgrimages and New Tourism", Himalayan Books, New Delhi.
- 5) Miles, C. W. N and Seabrooke, W.(1977) "Recreational and Management" E & F. N, Span Ltd. London.
- 6) Fesenmaker, L (1983) "Recreation Planning and management" ventures Publications, USA.
- 7) Douglas, P. " Tourism Today: A Geographical Analysis.
- 8) Pearce, D.G.: Towards Geography of Tourism.

**T.Y.B.A.B.ED
GEOGRAPHY**

OPTION I – 3 UNITS (GENERAL)

SEMESTER V

BAEDGP: 05: PRINCIPLES OF GEOMORPHOLOGY

OBJECTIVE:

The objective of this course is to introduce the latest concepts in physical geography, essentially geomorphology to the students of geography in a brief but adequate manner.

UNIT NO.	COURSE CONTENT
I	Distribution of Oceans and continents, Interior of the earth. Formation and structure of continents and ocean basins. Wegner's continental drift hypothesis and isostatic-equilibrium - the concept of Plate tectonics; Shield areas and Mobile zones.
II	Earth movements - orogeneic and epeirogenic, Structural landforms, earthquakes, volcanoes; Volcanic landforms, e.g. The Deccan trap Landscape, Materials of the earth crust; Minerals and rocks - rock types and their mode of formation. Denudation and weathering and types; weathering landforms. Mass wasting processes and landform effects climate and landforms; Morphogenetic regions.
III	Geomorphic agents and processes: Geomorphological landscapes: River moulded landscapes - Glacial landscapes in mountains and plains, Aeolian landscape in hot desert; karst landscape, coastal land forms in relation to sea-level changes and wave action.
IV	Major geomorphological cycle concepts of (excluding slope analysis) W.M. Davis, Penck. Geomorphology and development, its relevance to mining and agricultural land use.
V	Applied Geomorphology Application of Geomorphology in environment management, transport development and urbanization.

INSTRUCTION

- 4) Treatment in this paper will be with reference to India; Regional and local examples may be chosen wherever possible.
- 5) The objective of this course is to introduce the latest concepts in Geomorphology in a brief but adequate manner. The main thrust is to highlight the place of Geomorphology as a main discipline in order to understand Geo-physical processes responsible for initial development of landforms with different concepts or theories and their processes responsible for sculpturing the landscapes as to stress applied aspects of Geomorphology.

REFERENCE

- 1) Strahler, A.H. Modern Physical Geography, John Wiley and Sons, 1983.
- 2) Strahler A. M. and Stratler A.H. - Elements of Physical Geography, John Wiley and Sons, 1983.
- 3) Bunnett R.B. - Physical geography in Diagrams (Longmans, 1993)
- 4) Tikka - R.N. - Physical Geography.
- 5) Monkhouse, F.J. - Physical Geography (Latest Edition).
- 6) Dayal, P. - A text Book of Geomorphology, Shukla Book Dept, Patna.
- 7) Sharma V.K. - Geomorphology: Processes and Forms, Tata McGraw Hill, New Delhi.
- 8) A. Holmes - Principles of Physical Geology (ELPS Thomas Nelson).
- 9) A. K. Lobeck - Geomorphology (McGraw Hill)
- 10) C.R. Twidale - Analysis of Landforms (J. Wiley, 1976)
- 11) P. Birot general Physical Geography (Longmans, Green & Co)

SEMESTER - V
BAEDGP: 06: GEOGRAPHY OF INDIA

OBJECTIVE:

- 2 To acquaint students with Indian Geography Resource potential development and disparities in regional development and future vision.

UNIT NO.	COURSE CONTENT
I	Location: a) The kaleidoscope of Time-Space Relation, India & its neighbours. b) Unity in Diversity of physical & cultural environment. c) Triple Tectonic Divisions/Morphological divisions. d) Water Resources without referring Drainage System e) Climate: Factors, Seasons, Regional characteristics of Monsoons.
II	Resource Bases: a) Natural Resources - Soil, Forest, Mineral, Power Production and Conservation problems. b) Population resources, Composition and distribution, Racial, Religious & Ethnic Groups, Urban-Rural, Worker - Non-Worker Structure, Trends of Migration.
III	A) Resource development-Indian Agriculture 1.Traditional agriculture and present transformation before and after Independence (1947). 2. New Technology and Green Revolution Achievements. B) Regional Cropping pattern-Food-Non Food Grains, Agriculture types & problems, Growth and fluctuation Spatio-temporal trend.
IV	Manufacturing Industries 1. Contemporary Behavioral & Structural Approach 2. Changing Order: Textile, Capital Intensive, Iron & Steel & Automobile Industry. 3. Knowledge Intensive High Technology Activity: Electrical, Electronic
V	Transport & Communication: Modes of transport, development of transport system, Transportation Planning.

INSTRUCTION

- 1.Maximum thrust may be given to local regional and national examples.
- 2.Questions should be set with due weightage to all the units as specified

REFERENCE

1. Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi, 1992.
2. Learmonth, A.T.A. et.al(ed): Man and Land of South Asia Concept, New Delhi.
3. Mitra, A.: levels of Regional Development India Census of India, Vol.I, Part I-A (i) and (ii) New Delhi,1967.
4. Routray, J.K.: Geography of Regional Disparity Asian Institute of technology, Bangkok, 1993.
5. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
6. Singh, R.L.(ed): India: A Regional Geography. National Geographical Society. India, Varnasi, 1971.
7. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
8. Valdiya, K.S.: Dynamic Himalaya, University Press, Hyderabad, 1998.
9. Wadia, D.N.: Geology of India, McMillan & Co., London, 1967.
10. Economic and Commercial Geography of India, Sharma and O.Coutinho.

SEMESTER V**BAEDGP: 07: PRACTICALS-V: MAP ANALYSIS AND INTERPRETATION**

UNIT NO.	COURSE CONTENT
I	<p>A) Topographical Sheets: Introduction/comparison with respect to types, scales, grid reference, signs and symbols and colour schemes of SOI, Ordinal maps of UK / United States Geological Survey Maps (USGS).</p> <p>B) Topographical map interpretation Study and interpretation of Indian topographical maps of survey of India (Series - 1: 50000 or 1: 25000), Four maps of coastal plateau Mountainous and plain or desert landscapes, (detail study of topography, drainage, vegetation, landuse pattern, settlements, transport and communication and other aspects).</p>
II	<p>Weather maps interpretation Study and interpretation of Indian daily weather report, Weather report of four seasons i) Summer seasons ii) S.W Monsoons iii) Retreating Monsoons iv) Winter Season. v) Weather forecasting-Practical aspect. Preparation of weather Station Model.</p>
III	Journal & Viva

INSTRUCTION

1. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercises in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.
2. A batch shall consist of not more than 20 students.
3. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch).
4. The duration of practical exam: 4 hrs carrying 100 marks.
5. Practical examination is to be conducted at the end of Semester prior to the Theory (exam).

SEMESTER – V**(Skilled Based Course)****BAEDSBP: 1: FIELD SURVEY TECHNIQUES-I****OBJECTIVE:**

The main objective of the fieldwork is to conduct an extensive survey of a contiguous wider region and identify salient landforms; their genesis and their impact on human life, flora and fauna. It also provide the students with the understanding of ground reality of a chosen village/town by observation; mapping of land quality, land use and cropping pattern and conducting Socio-economic survey of the households with the help of a specially prepared questionnaire.

UNIT NO.	COURSE CONTENT
I	<p>Introduction to Field Survey Meaning, Definition, Importance and scope utility to social sciences, course work v/s field study, Subjects involving field study.</p>
II	<p>Requirements for field study: Planning, Resources, Manpower, number of days (Minimum-Maximum), Sources of expenditure, incentives for field study, weightage, Grade, Marking v/s experience</p>
III	<p>Planning for Field Study in Geography: Statement of purpose/Project, collection of background information, Location on maps, globes, Toposheets.</p>

Routes, days, batch formation, distribution of responsibilities, selection of places, selection of Routes, Accommodation, Rules and Regulations during tour, items to be carried, items not to be carried, equipments and infrastructures, local acquaintance administrative requirements.

Suggested Reading

1. Research Methodology by C.P. Kothari - John Wiley.
2. Research Methodology in Geography by R.P. Mishra.
3. Statistical Methods in Geography by A. Ahmed.
4. Practical Geography by B. Ramesh
5. Field Survey Manuals.

SEMESTER VI BAEDGP: 08: CLIMATOLOGY AND OCEANOGRAPHY

UNIT NO.	COURSE CONTENT
I	Atmosphere in general: Weather and climate; Meaning and definition and Significance of climatology, Climatic elements. The Atmosphere - its composition & structure, Insolation: Horizontal & Vertical Distribution.
II	Factors affecting temperature: Temporal distribution of temperature, inversions horizontal heat transport, Theories of precipitation and spatio-temporal patterns of precipitation.
III	Dynamics of Atmosphere. Atmospheric motion: Laws of horizontal motion, types of winds, Divergences, vertical motion; local winds, global pressure variations and wind belts; seasonal shifts, recent views on circulation: Jet streams; Air masses, Fronts and Depressions: Concept, classification, properties, frontogenesis, warm and cold fronts, Occlusions, Zones of frontal development - frontal depressions.
IV	Atmospheric Disturbances: Tropical Weather; climate; Tropical and temperate cyclones: characteristics, origin and tracks with special reference to Indian seas. The Asian and Indian monsoon: recent views, jet stream. Classification: Basis of Koppen's and Thornthwaite's climatic classification and types.
V	Oceanography Oceans: Their configuration and relief, A detailed study of Indian Ocean relief. Water characteristics; salinity, density, temperature, their regional and global distributional patterns. Ocean Circulations: Waves, tides, currents, their effects, tide theories. Surface current, circulation of the Pacific, Atlantic and Indian Oceans; deep-water circulation, natural catastrophes of Lithosphere, Atmosphere, Hydrosphere.

INSTRUCTION

1. Treatment in this paper will be with reference to India; Regional and local examples may be chosen wherever possible.
2. The objective of this course is to introduce the latest concepts in Climatology in a brief but adequate manner. The main thrust is to highlight the place of Climatology as a main discipline in order to understand the Land-Atmosphere-Oceans interactions with different concepts or theories and their processes responsible for changes in their interactions.

REFERENCE

- Strahler, A.H. Modern Physical Geography, John Wiley and Sons, 1983.
- Strahler A. M. and Strahler A.H. - Elements of Physical Geography, John Wiley and Sons, 1983.
- Bunnett R.B. - Physical geography in Diagrams (Longman, 1993)
- Tikka - R.N. - Physical Geography.
- Monkhouse, F.J. - Physical Geography (Latest Edition).
- P. Birot, General Physical Geography (Longman, Green & Co)
- Trewartha - Introduction to climate
- Critchfield - General Climatology
- Barry & Charley - Atmosphere, weather & climate
- Lal - Climatology
- Stringer - Foundation of Climatology
- Tikka - Physical Geography
- Negi - Climatology & Oceanography
- Gerald - General Oceanography
- King - Oceanography
- Sharma & Vetal - Oceanography for geographers.

SEMESTER VI BAEDGP: 09: REGIONAL DEVELOPMENT OF INDIA

OBJECTIVE:

- To acquaint students with Indian Geography Resource potential development and disparities in regional development and future vision.

UNIT NO.	COURSE CONTENT
I	Regional Development: Need and Concept A) Concept of development Planning regions, Multilevel Planning.
II	Regions of regional disparity: Physical & Cultural bases. 1) North-Eastern States 2) Jammu & Kashmir 3) Jharkhand
III	A) Case studies of selected area 1) Metropolitan Regions: Mumbai Metropolitan Region 2) River Project: Narmada Project, Damodar Valley Corporation, North-Eastern States, Hydel Power Projects, Tehri project 3) Rural Development/Reconstruction e.g. Anand Dairy Farming, Narmada Bachav Andolan. 4) Tribal Development Block - Bastar Plateau
IV	A) Regional Development and Contemporary Issues 1) Globalization 2) Border issues 3) Water Disputes. 4) Socio -Ethnic Tension
V	Regional Development: Future Vision 1) Indian Suez Canal 2) Konkan Railway Corporation Plans. 3) Golden Quadrangle 4) Oil and gas Pipe Line (Iran and India). 5) River-Linking Projects 6) Antarctica Expeditions

INSTRUCTION

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified

REFERENCES

- Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi, 1992.
- Learmonth, A.T.A. et.al(ed) : Man and Land of South Asia Concept, New Delhi.
- Mitra, A. : levels of Regional Development India Census of India, Voll, Part I-A (i) and (ii) New Delhi,1967.
- Routray, J.K.: Geography of Regional Disparity Asian Institute of technology, Bangkok, 1993.
- Singh, R.L.(ed): India: A Regional Geography. National Geographical Society. India, Varnasi, 1971.
- Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
- Valdiya, K.S.: Dynamic Himalaya, University Press, Hyderabad, 1998.
- Economic and Commercial Geography of India, Sharma and O.Coutinho.

SEMESTER –VI

BAEDGP: 10: PRACTICALS-VI: REMOTE SENSING AND GIS

UNIT NO.	COURSE CONTENT
I	Basics of Remote Sensing - Definition, nature and scope of remote sensing, Evolution of remote sensing, Application of remote sensing, Aerial photography and its components scale, Resolution, stereo model and mosaic, Angle of photograph, Interpretation of Aerial photographs- landuse study (2 photographs to be interpreted).
II	a) Satellite imageries - Components of EMR-Electro Magnetic Radiation and remote sensing systems, types of satellites. b) Introduction to GIS-definition & development of GIS, Application of GIS, Components of GIS, Hardware & Software. Elements of GIS, Data Models.
III	Field Work/Field Tour, Journal & Viva

INSTRUCTION

1. Every candidate shall complete the laboratory course prescribed by the University entering all the experiment exercises in the laboratory journal, which shall be produced at the time of Practical Examination along with a certificate signed both by the course Teacher and the Head of the Department of Geography of the concerned college to the effect that he/she has completed the prescribed course in a satisfactory manner.
2. A batch shall consist of not more than 20 students.
3. Workload - one lab session of 2 hrs (i.e. 3 lectures per week per batch).
4. The duration of practical exam: 4 hrs carrying 100 marks.
5. Practical examination is to be conducted at the end of Semester prior to the Theory (exam).
6. Duration of Local trip is not more than two days for FY/SY B.A.B.Sc
Duration for long tour for TYBA/B.Sc will be between 3 to 12 days. The Deputed faculty members will be entitled for the T.A/D.A

References:

- a) Ian Haywood, Sarah Cornelius and Steve Carver (2000), An introduction to Geographical Information System, Addison Wesley Longman Ltd., New York.
- d) Arnoff, S. (1991), Geographic Information Systems - A management perspective, WDL Publications, Ottawa, Canada.
- e) Kang Tsung Chang (2002), Introduction to Geographical Introduction Systems, Tata McGraw Hill Publishing Co. Ltd., New Delhi.
- f) Star, J. and J.E. Estes, (1990), Geographical Introduction Systems: An introduction, New Jersey, Prentice Hall.
- g) David J. Maguire, Michael F. Goodchild and David W. Rhind ed. (1991), Geographical Introduction Systems, Longman Scientific and Technical Co. Published in the USA with John Wiley and Sons, Inc., New York
- h) Pail J. Gibson, (2000), Introductory Remote Sensing, Routledge, New York.
- i) Lillesand, T. and Keifer (2000), Introduction to Remote Sensing and Image Interpretation, John Wiley and Sons, Inc., New York.
- j) Avery, T.E. and G. L. Berlin (1992), Fundamentals of Remote Sensing and Air Photo Interpretation, McMillan Publishing Co., New York.

- b) James B. Campbell (1996), Introduction to Remote Sensing, Taylor & Francis, London.
- c) Rampal, K.K. (1999), Handbook of Aerial photography and interpretation, Concept Publishing Co., New Delhi.
- d) Jensen, J.R. (2003), Remote Sensing of the Environment, Pearson Education Ltd., Delhi.
- e) Joseph, G. (2003), Fundamentals of Remote Sensing, Universities Press, Hyderabad.

SEMESTER – VI
(Skilled Based Course)
BAEDSBP: 1: FIELD SURVEY TECHNIQUES-II

UNIT NO.	COURSE CONTENT
I	Preparation of Questionnaire, Schedule, Pilot Study, Coding, Tabulation, use of computer, field book. Social mapping. Field experience, Diary maintenance during field visits, Random checking, code of conduct of field study, Photography Slides.
II	Analysis of the field data, Report writing, Presentation of Draft report, finalization of the report, ground updation, submission of the Report. Layout of a field/Project report. Conduct of Viva voce or interview. Preparation of map, flow chart, presentation of photography.
III	Application of field Data in planning and Administration, Marketing of products, future prospects study. Corrective measures, limitations of field survey

Suggested Reading

- 5. Research Methodology by C.P. Kothari - John Wiley.
- 6. Research Methodology in Geography by R.P. Mishra.
- 7. Statistical Methods in Geography by A. Ahmed.
- 8. Practical Geography by B. Ramesh
- 9. Field Survey Manuals.

OPTION II – 6 UNITS (GENERAL)
SEMESTER –VII
BAEDGP: 11 (A): GEOGRAPHY OF RURAL SETTLEMENT

OBJECTIVES:

- 27. To acquaint the students with the spatial and structural characteristics of human settlements.
- 28. To bring about awareness of/on special issues related to urban and rural settlements.

UNIT NO.	COURSE CONTENT
I	Definition, Nature, approaches and scope of geography of rural settlements. Development of geography of rural settlements.
II	Evolution of Rural settlements and the process of settling. (With special reference to India).
III	Spatial organization of rural settlements: size, shape, distribution and hierarchy of settlements.
IV	Settlement sites, internal morphology and functions, house types and field patterns.
V	Salient features of rural settlements in Goa. Impact of urbanization on rural settlements and changing face of rural India. Need for planning.

INSTRUCTION

- 1. Maximum thrust may be given to local regional and national examples.

2. Q. No. 1 being objective it should include questions from all units of the term.
3. Questions should be set with due weightage to all the units as specified

REFERENCE BOOKS

- (t) Clout R.D.: Rural geography, London, Pergamon Press 1970.
- (u) Money D.C.: Patterns of Settlements: Evan Brothers, London, 1972
- (v) Mukherjee R. K.: Man and his habitation, Popular books, Bombay.
- (w) Singh R.L. et al: Reading in rural settlement: Geography Varnasi.
- (x) Misra H.N.: Rural development Heritage Publishers, New Delhi.
- (y) Perdillon A.: Human Geography: Longman, London, 1966.
- (z) Carter, Harold: The study of Urban Geography; Edward Arnold, London, 1972.
- (aa) Johnson J.H.: Urban Geography: An Introductory Analysis.
- (bb) Meyer. H.M. & Kohn C.F.: Readings in Geography
- (cc) Nangia Sudesh: Delhi Metropolitan Region
- (dd) Singh R.L.: Varnasi - Tara Publications, Varnasi.

FOURTH .Y.B.A.B.ED GEOGRAPHY SEMESTER VII

BAEDGP: 11 (B): AGRICULTURAL GEOGRAPHY-I

OBJECTIVES:

- I) To familiarize the students with the concept, origin, and development of agriculture; to examine the role of agricultural determinants towards changing cropping patterns, intensity, productivity, diversification and specialization. The course further aims to familiarize the students with the application of various theories, models and classification schemes of cropping patterns and productivity;
- 9) To discuss environmental, technological and social issues in agricultural sector with special reference to India.

UNIT NO.	COURSE CONTENT
I	Nature origin & dispersal of Agriculture
II	Agricultural Activity: Physical & Cultural Environment. The Agricultural Systems of the World
III	The Agricultural Regions of the World - (Whittlesey's Scheme). Classification of Agricultural Regions: Land use & Land use capability, Landuse Efficiency.
IV	Regional Agricultural Specialization: Models/Theories of Agricultural location - Von Thunen Landuse theory, Landuse Analysis in India.
V	Land use pattern: Approaches & References, Selected Agricultural concepts a) Measurements of Agricultural Productivity, Crop Combinational Analysis, Crop Diversification Analysis. b) Measurement of Regional Disparities in Agricultural production.

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified

REFERENCES

- K) Bayliss Smith, T.P.: The Ecology of Agricultural Systems. Cambridge University Press, London, 1987.
- L) Berry, B.J.L. et. al.: The Geography of Economic Systems. Prentice Hall, New York, 1976.
- M) Brown, L. R.: The Changing World Food Prospects - The Nineties and Beyond. World Watch Institute, Washington D.C., 1990.
- N) Dyson, T.: Population and Food - Global Trends and Future Prospects. Routledge, London, 1996.
- O) Gregor, H.P.: Geography of Agriculture. Prentice Hall, New York, 1970.

P) Grigg, D.B.: The Agricultural Systems of the World. Cambridge University Press. New York 1974.

- (8) Hartshorne, T.N. and Alexander, J.W.: Economic Geography. Prentice Hall, New Delhi, 1988.
- (9) Mannion, A. M.: Agriculture and Environment Change. John Wiley, London, 1995.
- (10) Morgan W. B. and Norton, R.J.C. : Agricultural Geography. Mathuen, London, 1971.
- (11) Morgan, W. B.: Agriculture in the Third World - A Spatial Analysis. Westview Press, Boulder, 1978.
- (12) Sauer, C. O.: Agricultural Origins and Dispersals. M.I.T. Press, Mass, U.S.A., 1969.
- (13) Singh, J and Dhillon, S.S.: Agricultural Geography, Tata McGraw Hill Pub.; New Delhi, 1988.
- (14) Tarrant, J.R.: Agricultural Geography. Wiley, New York, 1974.

SEMESTER VII
BAEDGP: 11 (C): POLITICAL GEOGRAPHY-I

OBJECTIVES:

14. To facilitate students with geographical factors which have a bearing on the political and administrative organizations of space.

To enhance an awareness of multidimensional nature of geo-political space

UNIT NO.	COURSE CONTENT
I	Nature, scope and subject matter of political geography. A new perspective: scope, redefined and recent trends
II	Organic states, Geopolitik and Geopolitics Conceptual states: i) Spencer and Scclafle ii) Friedrich Ratzel iii) Rodolf Kjella Geopolitik and Geopolitics - a new dimension
III	Approaches to the study of political geography and its contemporary relevance 1) Law- Landscape approach of Whittlesey 2) Functional approach of Hartshorne 3) Political partitioning model of Gottmann 4) Unified field theory of Jone
IV	Concept of Territoriality, state, nation, nationalism, nation building 1) Location, size, shape of states 2) Spatial functions of states
V	Frontiers and Boundaries Concept of frontiers and distinction between frontiers and boundaries

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
3. Wherever possible Indian examples should be given first priority with world reference.

REFERENCES

1. Bhagwati, J.N. (ed): New International Economic Order - The North-South Debate, M.I.T. Press, London, 1976.
2. Dikshit, R.D. : Political Geography: A Contemporary Perspective, Tata McGraw-Hill Publishing Co., New Delhi, 1982 (also latest edition).
3. Glassner M. I. : Political Geography, John Wiley, New York, 1993.
4. Panikkar, K.M. Geographical factors in Indian History. Bharatiya Vidya Bhavan, Bombay, 1956
5. Pounds N.T.: Political Geography Mc Graw Hill, New York, 1972.
6. Prescott, J.R.V.: Political Geography, Methuen & Co., London, 1972.
7. Schwartzberg, J.E.: A Historical Atlas of South Asia, University of Chicago press, U.S.A. 1993.
8. Short, J.R.: An Introduction to Political Geography, Routledge and Kegan Paul, London, 1982.
9. Sudeepta Adhikari, Political Geography, Rawant Publications, Jaipur, New Delhi.
10. Taylor P.J (ed): Political Geography of the 20th Century - A Global Analysis. New York, 1993.
11. Taylor, Peter: Political Geography, Longman, London, 1985.
12. William C. H. (ed): Political Geography of the New World Order Halsted Ben, New York, 1993.

SEMESTER VII
BAEDGP: 12: PRINCIPLES OF REGIONAL PLANNING
(CONCEPTS AND APPLICATIONS)

OBJECTIVES:

- To understand and evaluate the concept of region in geography and its role and relevance in region planning;
- To identify the issues relating to the development of the region through the process of spatial organization of various attributes and their inter relationship.
- To identify the causes of regional disparities in development, perspectives and policy imperatives.

UNIT NO.	COURSE CONTENT
I	Philosophy of Planning - need and scope, concept of space, area of locational attributes. Areal basis of planning: Economic, Social, Demographic Ecological implications.
II	Regional Planning - Definition, Scope & Significance Geography and Planning: Sectoral/areal: Physical/perspective, Planning unit on the basis of the river basins; nodal regions, resource regions - Land use planning.
III	Regions: Formal/functional - Regions for planning criteria, Methods of regionalisation; agglomerative, divisive.
IV	Regional policy and Regional Planning, Planning at various level; National, State, Local Planning.
V	Case Study - U.K., China, Cuba

INSTRUCTIONS

Major thrust should be given for the local and regional environment.

REFERENCE

3. Gadgil D.R. : Planning in India. Asia Publishing House Bo
4. Mishra R. P. Regional Planning: A Reader; Concepts Tools, Techniques and case studies, Mysore University Pr
5. Chand, Mahesh and Puri K.: Regional Planning in India: All Publishers, New Delhi - 1983.
6. Glicksen .A. : Regional Planning and Development: Leiden, Hagle, 1955
- 5) Freeman T.W. : geography and Planning, (Hutchinsen University , London 1958)
- 7) Sundaram K.V.: Urban and Regional Planning in India (Vikash Publishing House, New Delhi 1977).
- 8) Sengupta P. & Edasyuk Galina: Economic Regionalisation of India Problems & Approaches, Monograph Series. Vol I No.8 Indian Census, Delhi 1968)
- 9) Prakas Rao V.L.S.: Regional Planning.

SEMESTER – VII
BAEDGP: 13:PRACTICALS VII:
QUANTITATIVE TECHNIQUES IN GEOGRAPHY- I

OBJECTIVES:

1. To introduce students with some basic statistical techniques, relevant to geographical research as the Project/Dissertation is compulsory at UG/PG level.
2. To acquaint students about their potentials & utilization: The knowledge of drawing inferences using the geographical database.
3. To provide students for an understanding and appreciation of the mutual dependence of different techniques and their relevance.
4. Data related to course content of all the theory papers must be used to co-related theory & practical aspects.

UNIT NO.	COURSE CONTENT
I	Geographical Database a) The Nature of Geography b) Areal limits on geographical data-base c) Geographical research and Statistical Techniques.
II	A) Measurement – scales in statistical geography. Nominal, ordinal, interval and ratio scale/ measurements B) Descriptive Statistics-I a) Classification, Tabulation and types b) Tabulation, (format) and types of table c) Graphical presentations, Frequency distribution and typical pattern of frequency distribution: Histogram and Frequency Polygon
III	Measures of central tendency and partition values, Arithmetic & Geometric Mean, Median, Mode, Quartiles, Deciles, Percentiles (Grouped & Ungrouped data)
IV	Descriptive statistics - II (Measures of Dispersion) a) Absolute measures of dispersion and skewness: Range, Quartile Deviation, Mean Absolute Deviation, Standard Deviation, Variance and Combined mean.
V	Relative measures of dispersion: Coefficient of variation (C.V.), Lorenz curve, and standard distance.

INSTRUCTION

1. Maximum stress must be given to Indian statistical database related to other theory papers.
2. The weekly workload for this paper should be two labs. Two Sessions of two hours each (3 lectures each).
3. The University examination will be of four hours consisting 90 marks & Journal viva 10 marks i.e. total 100 marks.
4. Question No.1 is of objective type (15 marks) and then Q. No.2 to 6 each will carry 15 marks with sub questions.

REFERENCE

4. Dr. Negi B.S.: Statistical Geography: Kedarnath- Ramanath, Meerut
5. Gregory: Statistical methods and the Geographer, Longman S. London, 1963.
6. Gupta S.P.: practical statistics
7. Johnson R.J. : Multivariate statistical Analysis in Geography, Longman
8. Khan Z.A: Text book of practical Geography – New Delhi-1998
9. Pal Saroj K.: Statistical Techniques: A basic approach to Geography: Tata –Mc Graw Hill, New Delhi.
10. P.K. Majumda : STATISTICS: A Tool for Social Sciences, Rawat Publications: Jaipur & New Delhi.
11. Rastogi R.S.: Elementary Statistics: Rohit Publications – Delhi-110 006
12. Succheti D.C. and Kapoor V.K. - statistics (theory, methods and application)

SEMESTER – VII
BAEDSBP: III: SKILLS IN PHYSICAL GEOGRAPHY-I

OBJECTIVES:

- 2 The course content allows students who need to acquaint with a different presentation of Earth Science than they have seen/perceived in the class.
- 3 It is less as a textbook, but more as skilled presentation.
- 3) Since important connections of natural surroundings are lost in the dry facts and abstract concepts the discussion with example orientation will give the reader a complete knowledge.
- 4) It supplements the classroom teaching and experiences.
- 5) Practice questions & exercises designed to reinforce a new way of learning with new material/technical data. Ultimately a firm grasp of the concepts of how and why our world works makes us partners in a relationship with nature as we are all immersed in every day as we are neither foreign objects or subjects rather than victims of it.

UNIT NO.	COURSE CONTENT
I	Introduction to Earth Science: Observation & Inferences, Patterns of change, Metric measurements, Density, Gradient rate & time, Percent deviation.
II	Dimensions of the Earth: Shape and size of earth, parts of the earth, Positions on the earth, Use of contour maps.
III	Minerals and Rocks: Minerals, Rock formation. Types of rocks - Igneous, Sedimentary, Metamorphic.
IV	Earthquakes & volcanoes: Movements of the crust, plate boundaries, plate tectonics, Earthquakes & analysis of seismic waves, finding the epicentre of the earthquakes.
V	Weathering & Erosion: Physical & Chemical weathering, Weathering rates, Erosion, Stream erosional-Depositional Systems, Other erosional depositional systems.

INSTRUCTION

1. The teachers can refer all the books related to practicals in Geography, both related to Cartography & Statistical Analysis

SEMESTER –VIII
BAEDGP: 14 (A) GEOGRAPHY OF URBAN SETTLEMENT

OBJECTIVE:

1. To acquaint the students with the spatial and structural characteristics of human settlements.
2. To bring about awareness of/on special issues related to urban and rural settlements.

UNIT NO.	COURSE CONTENT
I	Nature, approach and scope of urban geography. Development of urban geography. Definition of urban places, problems of defining urban places.
II	Site and situations of urban places (towns and cities) functional classification of towns.
III	Hierarchy of Urban settlements, Urban morphology, theories related to urban landuse. City- Region, concept, urban systems; rank size and Private City Model.
IV	Trends and patterns of urbanization - India and Goa. Case study metropolitan i.e. Mumbai, Kolkata, Delhi (any one suggested by BOS)

V	Problems of urbanization with special reference to slums, pollution, urban climate, garbage management. Urban planning and sustainable development of cities.
---	---

INSTRUCTION

1. Maximum thrust may be given to local regional and national examples.
2. Q. No. 1 being objective it should include questions from all units of the term.
3. Questions should be set with due weightage to all the units as specified

REFERENCE BOOKS

1. Clout R.D.: Rural Geography, London, Pergamon Press 1970.
2. Money D.C.: Patterns of Settlements: Evan Brothers, London, 1972
3. Mukherjee R. K.: Man and his habitation, Popular books, Bombay.
4. Singh R.L. et al: Reading in rural settlement: Geography Varnasi.
5. Misra H.N.: Rural development Heritage Publishers, New Delhi.
6. Perdillon A.: Human Geography: Longman, London, 1966.
7. Carter, Harold: The study of Urban Geography; Edward Arnold, London, 1972.
8. Johnson J.H.: Urban Geography: An Introductory Analysis.
9. Meyer. H.M. & Kohn C.F.: Readings in Geography
10. Nangia Sudesh: Delhi Metropolitan Region
11. Singh R.L.: Varnasi - Tara Publications, Varnasi.

SEMESTER VIII

BAEDGP: 14 (B): AGRICULTURAL GEOGRAPHY-II

OBJECTIVE:

- To familiarize the students with the concept, origin, and development of agriculture; to examine the role of agricultural determinants towards changing cropping patterns, intensity, productivity, diversification and specialization. The course further aims to familiarize the students with the application of various theories, models and classification schemes of cropping patterns and productivity;
- To discuss environmental, technological and social issues in agricultural sector with special reference to India.

UNIT NO.	COURSE CONTENT
I	Agricultural Transformation in India since 1947, Green Revolution, White Revolution
II	Cropping Patterns: Food Crops & Non- food Crops, Spatio-Temporal Analysis.
III	Contemporary issues, Spatio-temporal growth & fluctuation in production. Agricultural policy.
IV	Components of Agro meteorological study: Agro climatic Regions of India.
V	Green Revolution and New techniques: Case Study of India.

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified

REFERENCES

1. Bayliss Smith, T.P.: The Ecology of Agricultural Systems. Cambridge University Press, London, 1987.
2. Berry, B.J.L. et. al.: The Geography of Economic Systems. Prentice Hall, New York, 1976.
3. Brown, L. R.: The Changing World Food Prospects - The Nineties and Beyond. World Watch Institute, Washington D.C., 1990.
4. Dyson, T.: Population and Food - Global Trends and Future Prospects. Routledge, London, 1996.
5. Gregor, H.P.: Geography of Agriculture. Prentice Hall, New York, 1970.

6. Grigg, D.B.: The Agricultural Systems of the World. Cambridge University Press. New York 1974.
7. Hartshorne, T.N. and Alexander, J.W.: Economic Geography. Prentice Hall, New Delhi, 1988.
8. Mannion, A. M.: Agriculture and Environment Change. John Wiley, London, 1995.
9. Morgan W. B. and Norton, R.J.C. : Agricultural Geography. Mathuen, London, 1971.
10. Morgan, W. B.: Agriculture in the Third World - A Spatial Analysis. Westview Press, Boulder, 1978.
11. Sauer, C. O.: Agricultural Origins and Dispersals. M.I.T. Press, Mass, U.S.A., 1969.
12. Singh, J and Dhillon, S.S.: Agricultural Geography, Tata McGraw Hill Pub.; New Delhi, 1988.
13. Tarrant, J.R.: Agricultural Geography. Wiley, New York, 1974.

SEMESTER VIII

BAEDGP: 14 (C): POLITICAL GEOGRAPHY-II

OBJECTIVES:

- 1) To facilitate students with geographical factors which have a bearing on the political and administrative organizations of space.
- 2) To enhance an awareness of multidimensional nature of geo-political space

UNIT NO.	COURSE CONTENT
I	Elements of Spatial structural state. The core area & capital cities.
II	Territorial sea and maritime boundaries. Territorial sea and maritime boundaries jurisdiction zone. Delimitation of maritime boundaries, measurement of the territorial seas. The median line boundaries, continental sea, the EEZ.
III	Global Strategic views 1. The views of Mackinder (Heartland), Spykman (Rimland) 1744. Critical assessment of Heartland & Rimland Model.
IV	Federalism: (World with special reference to India) Federalism as a geographical phenomenon. Desirability development pattern of Federalist, Concept of symmetry & Asymmetry Model of federalist.
V	Underdevelopment International Policies, North-South Dialogues, New International Economic Order. International tensions identification-factors consisting to such tensions. Case study of West Asia, Indian Ocean Region, Regionalism & International relations.

INSTRUCTIONS

1. 1.Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
3. Wherever possible Indian examples should be given first priority with world reference.

REFERENCES

1. Bhagwati, J.N. (ed): New International Economic Order - The North-South Debate, M.I.T. Press, London, 1976.
2. Dikshit, R.D. : Political Geography: A Contemporary Perspective, Tata McGraw-Hill Publishing Co., New Delhi, 1982 (also latest edition).
3. Glassner M. I. : Political Geography, John Wiley, New York, 1993.
4. Panikkar, K.M. Geographical factors in Indian History. Bharatiya Vidya Bhavan, Bombay, 1956
5. Pounds N.T.: Political Geography Mc Graw Hill, New York, 1972.
6. Prescott, J.R.V.: Political Geography, Methuen & Co., London, 1972.
7. Schwartzberg, J.E.: A Historical Atlas of South Asia, University of Chicago press, U.S.A. 1993.
8. Short, J.R.: An Introduction to Political Geography, Routledge and Kegan Paul, London, 1982.
9. Sudepta Adhikari, Political Geography, Rawant Publications, Jaipur, New Delhi.
10. Taylor P.J (ed): Political Geography of the 20th Century - A Global Analysis. New York, 1993.
11. Taylor, Peter: Political Geography, Longman, London, 1985.
12. William C. H. (ed): Political Geography of the New World Order Halsted Ben, New York, 1993.

SEMESTER – VIII
BAEDGP: 15: REGIONAL PLANNING IN INDIA

UNIT NO.	COURSE CONTENT
I	Regional Planning: Need in India context & Strategy.
II	Manpower Planning In India. Planning problems, Objectives and priorities in India.
II I	Indicies of economic development, Resource regionalisation of India - Industrial regions.
I V	Growth centre strategy; District Planning. Metropolitan Planning. Case study of 2 regional plans of two contrast regions.
V	Planning in Goa. Tribal and coastal region, drought and flood region, Local Government and Planning.

INSTRUCTIONS

Major thrust should be given for the local and regional environment.

REFERENCE

1. Gadgil D.R. : Planning in India. Asia Publishing House Bo
2. Mishra R. P. Regional Planning: A Reader; Concepts Tools, Techniques and case studies, Mysore University Pr
3. Chand, Mahesh and Puri K.: Regional Planning in India: All Publishers, New Delhi - 1983.
4. Glicksen .A. : Regional Planning and Development: Leiden, Hagle, 1955
5. Freeman T.W. : geography and Planning, (Hutchinsen University , London 1958)
6. Sundaram K.V.: Urban and Regional Planning in India (Vikash Publishing House, New Delhi 1977).
7. Sengupta P. & Edasyuk Galina : Economic Regionalisation of India Problems & Approaches, Monograph Series. Vol I No.8 Indian Census, Delhi 1968)
8. Prakas Rao V.L.S. : Regional Planning.

SEMESTER - VIII
BAEDGP: 16: QUANTITATIVE TECHNIQUES IN GEOGRAPHY- II

OBJECTIVES

1. To introduce students with some basic statistical techniques, relevant to geographical research as the Project/Dissertation is compulsory at UG/PG level.
2. To acquaint students about their potentials & utilization: The knowledge of drawing inferences using the geographical database.
3. To provide students for an understanding and appreciation of the mutual dependence of different techniques and their relevance.
4. Data related to course content of all the theory papers must be used to co-related theory & practical aspects.

UNIT NO.	COURSE CONTENT
I	Non- Parametric Statistics Co-relation and Regression analysis a) Scatter Diagram b) Karl Person's Co-efficient correlation c)

	Spearman's rank correlation d) Kendall's rank correlation regression analysis.
II	Parametric Statistics Sampling Techniques a) Significance in research and data collection. b) Sampling Plan c) Methods of sampling d) Sampling estimates Non-Parametric Hypothesis testing a) Meaning, types of hypothesis b) Testing of hypothesis i) Chi-square test ii) Variance analysis.
III	Matrices & Indices c) Elementary introduction to geographic matrices d) Index numbers: unweighted, weighted indices and cost of living index
IV	Application of Computer Cartography Simple exercises for representation of geographic data.
V	Field trip & Survey Report. Journal and viva voce

INSTRUCTIONS

1. Maximum stress must be given to Indian statistical database related to other theory papers.
2. The weekly workload for this paper should be two labs. Two Sessions of two hours each (3 lectures each).
3. The University examination will be of four hours consisting 90 marks & Journal viva 10 marks i.e. total 100 marks.
4. Question No.1 is of objective type (15 marks) and then Q. No.2 to 6 each will carry 15 marks with sub questions.

REFERENCES

1. Dr. Negi B.S.: Statistical Geography: Kedarnath- Ramanath, Meerut
2. Gregory: Statistical methods and the Geographer, Longman S. London, 1963.
3. Gupta S.P.: practical statistics
4. Johnson R.J. : Multivariate statistical Analysis in Geography, Longman
5. Khan Z.A: Text book of practical Geography – New Delhi-1998
6. Pal Saroj K.: Statistical Techniques: A basic approach to Geography: Tata –Mc Graw Hill, New Delhi.
7. P.K. Majumda : STATISTICS: A Tool for Social Sciences, Rawat Publications: Jaipur & New Delhi.
8. Rastogi R.S.: Elementary Statistics: Rohit Publications – Delhi-110 006
9. Succheti D.C. and Kapoor V.K. - statistics (theory, methods and application)
10. Zamir Alvi: Statistical Geography: Method and Applications Rawat Publications, New Delhi

SEMESTER – VIII

BAEDSBP: IV: SKILLS IN PHYSICAL GEOGRAPHY-II

OBJECTIVES:

- 1) The course content allows students who need to acquaint with a different presentation of Earth Science than they have seen/perceived in the class.
- 2) It is less as a textbook, but more as skilled presentation.
- 3) Since important connections of natural surroundings are lost in the dry facts and abstract concepts the discussion with example orientation will give the reader a complete knowledge.
- 4) It supplements the classroom teaching and experiences.
- 5) Practice questions & exercises designed to reinforce a new way of learning with new material/technical data.
- 6) Ultimately a firm grasp of the concepts of how and why our world works makes us partners in a relationship with nature as we are all immersed in every day as we are neither foreign objects or subjects rather than victims of it.

UNIT NO.	COURSE CONTENT
I	Meteorology and Energy in the Atmosphere: Structure & Composition of Atmosphere, Atmospheric temperature, Pressure, Moisture, Winds, Air masses and Storms.
II	Water Cycle & climate: Hydrological Cycle, Water budget, ground water, Water Divides.
III	Motions of the Earth: Earth's rotation & revolution.
IV	Astronomy: Eclipses, The moon, tides, solar system
V	Scientific Notations (exercises).

INSTRUCTION

1. The teachers can refer to all the books and instruments related to practicals in Geography, Cartography & Statistical Analysis.

OPTION III – 8 UNITS (HONOURS)

SEMESTER V

BAEDGP: 17 - DISASTER MANAGEMENT AND PLANNING-I

UNIT NO.	COURSE CONTENT
I	Definition of Disaster, Natural Disasters: Earthquake, Flood, Landslide, Drought, Desertification, Snowfall, Hail Storms, Climatic disorders, Avalanches. Extreme climate disasters, Cloud Burst, Incessant rain, Cyclones, High Tides, Tsunamis, Hurricanes, Volcanic eruption,
II	Global warming, congestion, pollution, accidents, deforestation, Drug abuse, Moral degradation, ethical erosion. Insecurity, AIDS, HIV, Genetic diseases, Health disorders, and terrorism, Fanaticism.
III	Causes of the natural and human disasters, two examples of each of the devastating natural human calamities. (self assessment and reported causes).
IV	Consequences of the natural and human disasters, one case study of each of the disasters, disaster prone areas in the world, India and Goa. Disaster Mapping.
V	Field Trip / Case Study on natural disasters

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
3. Due weightage for maps, diagrams in teaching as well as in paper setting are mandatory.

Suggested Reading

1. Natural Disasters - R.B. Singh, Ashis Publication, Delhi.
2. Human Geography - Majid Hussain, Rawat Publication, Jaipur.
3. Earthquake - Visaria
4. Natural Disasters Mitigation Measures - IIRS, Dehradun.
5. Human Resource Development - UNESCO Measures.

SEMESTER VIII
BAEDGP: 18 – DEVELOPMENT OF GEOGRAPHICAL THOUGHT

Objective: To have an elementary knowledge of evolution of Geography since its inception till date.

UNIT NO.	COURSE CONTENT
I	Nature of Geography, Geography as a scientific discipline. Its relation to other sciences. Scientific explanations.
II	Evolution of Geography: Ancient period, Dark ages, Age of exploration, Consolidation period (1750-1950) and Modern Era (1950- till date).
III	Modern Geographical thought-Alexander Von Humboldt, Carl Ritter, Charles Darwin
IV	Schools of Geographical thought-French, German, British, Possibilism, Determinism, Neo Determinism.
V	Geography as a study of man-Environment relationship, Areal differentiation and spatial organization. Dualism and dichotomies and Quantitative Revolution.

Reference:

1. Abler, Ronald: Adams, John S. Gould, Peter: Spatial Organization : The Geographer's View of the World, Prentice Hall, N.J., 1971.
2. Ali S.M. : The Geography of Puranas, Peoples Publishing House, Delhi, 1966.
3. Amedeo, Douglas: An Introduction to Scientific Reasoning in Geography, John Wiley, U.S.A. 1971.
4. Dikshit, R.D.(ed.): The Art & Science of Geography integrated Readings, Prentice Hall of India, New Delhi, 1994.
5. Hartshorne, R.: Perspectives on nature of Geography, Rand McNally & Co.,1959.
6. Hussain, M. : Evolution of Geographic Thought, Rawat Pub. Jaipur, 1984.
7. Johnston, R.J.: Philosophy and Human Geography, Edward Arnold, London, 1983.
8. Johnston, R.J. : The Future of Geography, Methuen, London, 1988.
9. Minshull, R. : The Changing Nature of Geography, Hutchinson University Library, London,1970.

SEMESTER VIII
BAEDGP: 19 - DISASTER MANAGEMENT AND PLANNING-II

UNIT NO.	COURSE CONTENT
I	Meaning and Definition of Disaster Management, Importance of past data, scientific study of potential zones through traditional and modern techniques. (Introduction to Social mapping U.S., Remote Sensing, GIS, BAEDGPS, Radar, Satellite etc). Role of media.
II	Precautionary measures, formation of groups, forecasting measures, Role of the Government, People's Participation, Rescue and relief operations, Agencies to be contacted and concerned.
III	Disaster Mitigation: Meaning and Definitions, Mitigation measures, What to do and what not to do, Rehabilitation programmes, Review and Redressal of Rescue and Rehabilitation, Corrective Measures.
IV	Local Field Trip / Report: A Case Study –Human disasters

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified
3. due weightage for maps, diagrams in teaching as well as in paper setting are mandatory.

Suggested Reading

1. Natural Disasters - R.B. Singh, Ashis Publication, Delhi.
2. Human Geography - Majid Hussain, Rawat Publication, Jaipur.
3. Earthquake - Visaria
4. Natural Disasters Mitigation Measures - IIRS, Dehradun.
5. Human Resource Development - UNESCO Measures.

SEMESTER VIII

BAEDGP: 20 - COMPUTER APPLICATIONS IN GEOGRAPHY

UNIT NO.	COURSE CONTENT
I	Introduction to Computers: Data input, data representation, instructing Computer, disc and tape, Operating system/DOS, Introduction to software.
II	Computer and Geographic data: Scale of measurement, location data, data structure,
III	Computers in Cartography: Hardware for computer mapping, software for Computer mapping.
IV	Application of Computer Cartography: simple exercises for representation of Geographic data.
V	Journal

References:

- 1) Cole & King (1968): Quantitative Geography, Mathuen, London.
- 2) Haggett Peter (1990): Geography & Modern synthesis, Harper International, New York.
- 3) Hammond R. Mc. Cullagh P. (1974): Quantitative techniques in Geography Calrendon Press, Oxford.
- 4) Maguire David J. (1989): Computers in Geography, Longman scientific & Technical, London.
- 5) Mather Paul M. (1993): Computer application in Geography John Willy & Sons, New York, USA.

EDUCATION COMPONENT

Semester I

BSBAEDU 05: School and Classroom Management

Course Objectives

- To enable students to understand the use of management principles for improving quality of education at secondary level
- Understand the managerial practices in school- human and physical resources management.
- Understand importance of classroom management
- Describe approaches to classroom management

- Understand ways of preventing problems in managing a classroom
- Explain the role of teachers and the principal in ensuring a vibrant school and classroom climate

Unit 1 School management

- 1.1 Concept of quality management and excellence in education
- 1.2 Managing Human resources
- 1.3 Concept and training of human resource development,
- 1.4 Concept of leadership, Styles of leadership
- 1.5 Functions and qualities of a) teacher b) Headmaster
- 1.6 Managing Physical resources
 - Physical resources in a school - physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, and staffrooms, rest rooms, etc.
- 1.7 Management of physical resources - Cleanliness, appropriate use of each with an intent or schedule
 - Streamlining ways of using the facilities: coordination, sharing School records, Kinds of school records, School Calendar, Log book, Cash book, cumulative record,
- 1.8 Minimum requirements of physical and human resources in secondary schools as per Goa Education Act, RTE and other rules applicable for secondary school teachers in Goa.

Unit 2 School and Classroom Environment

- 2.1 School as an institution with an environment of its own
- 2.2 Leadership style of the headmaster and its influence on teacher role performance
- 2.3 Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access, both among teachers and between teachers and students
- 2.4 Promoting self-esteem among students
- 2.5 Team work and transparency in functioning among teachers
- 2.6 Classroom climate – concept and components.
- 2.7 Factors affecting classroom climate
- 2.8 Classroom climate and pupil achievement.

Unit 3 – CLASSROOM MANAGEMENT

- 3.1 Preparing for effective Classroom management
- 3.2 Elements of effective classroom management
- 3.3. Preventive Classroom management- Establishing Rules and Procedures, Teaching Rules and Procedures, Dealing with external disruptions, maintaining momentum during the lesson.
- 3.4 Techniques of preventive Classroom management

Unit 4-Managing Inappropriate Behaviour

- 4.1 Causes of pupil Misbehavior
- 4.2 Dealing with inappropriate behavior
- 4.3 Assertive Discipline
- 4.4 Working towards Self-management

References

- 1) Arends, Richard. (1998) learning to Teach (4th Ed), New Delhi, Mc Graw Hill.
- 2) Alka, Kalra (1977) Efficient School Management and Role of Principals, APH Publishing Corporation, New Delhi.
- 3) Agarwal . J C, School Organisation , Administration and Management, Doba House , Delhi.
- 4) Biehler and Snowman. (7th ed) (1993) *Psychology Applied to Teaching*. Boston:Houghton Mifflin Company
- 5) Buch, T (et al) (1980) Approaches to School Management, Harper & Row Publishers,London.
- 6) Campbell, R F., Corbally, J E and Nystrand, R O (1983) Introduction to Educational Administration, (6th ed), Allyn and Bacon, Inc., Boston Blumberg, A & Greenfield, w (1986) The effective principal, Allyn & Bacon, London.
- 7) Daniel Muijs and David Reynolds(2007) Effective Teaching , 3rd Edition,Sage Publication Ltd, London
- 8) Gupta, S K and Gupta S (1991) Educational Administration and Management, Manorama Prakashan, Indore.
- 9) Good L. Thomas and Brophy E.Jerry(1987)Looking in Classrooms, Harper and Row publishers,New York.
- 10) Khan, M S (1990) Educational Administration, Asia, Publishing House, New Delhi.
- 11) Naik, J P (1970) Institutional Planning, Asia Institute for Educational Planning and Administration, New Delhi.
- 12) Rai B.C , School Organisation and Management , Prakashan Kendra, Luknow
- 13) Sushi, T et al (1980) Approaches to school management, London : Harper & Row
- 14) Vashist, Savita (Ed)(1998) Encyclopedia of School Education and Management, New Delhi, Kamal Publishing House.
- 15) Wootan.C.Frederic(2010) No fear in my classroom, Aadam's media, Avon, Massachusetts.

Semester II

BSBAEDU 04: TEACHING: APPROACHES AND STRATEGIES

On completion of the course the student teacher will be able to

- Demonstrate his/her understanding of the changing concept of teaching
- Understand the relationship between teaching and learning

- Use instructional skills/strategies effectively.
- Use reflective practices in improving teaching and learning

Unit 1 Understanding Teaching

- Changing concept of teaching, teaching different from training and indoctrination, teaching as a planned activity.
- Teachers 'assumptions on teaching and its impact on planning and teaching.
- Impact of one's own socialization process on 'becoming a teacher and its limitation(impact of their early experiences as student , as student teacher)
- Proficiency in teaching: Skills, Competencies and Commitment.

Unit 2. Instructional approaches and strategies

- Teacher Controlled Instruction-Lecture method, Demonstration, Team teaching and Activity based instruction.
- Learner Controlled Instruction-Self learning, Forms of self learning-Programmed Instruction, Computer Assisted Instruction, and Project based learning.
- Small group and Whole group Instruction: Cooperative learning , Brain storming, Role play, Dramatization, Group discussion, Simulation, Debate, Quiz and seminar

Unit 3. Developing self study strategies in students

- Importance of developing study strategies in students
- Types of learning strategies
- Rehearsal strategy: underlining , marginal notes
- Elaboration strategies: Note taking, Use of analogies,PQ4R method.
- Organization strategies: Outlining, Mapping Mnemonics, Chunking, Acronyms, Link words.
- Meta-cognitive strategies: Direct Instruction and reciprocal teaching

Unit 4. Reflective Practice in Teaching

- Meaning of Reflective teaching.
- Characteristics of a reflective teacher
- Process of Reflection- Journal/ Diary writing, Self evaluation/reflection, Learner achievement as a feedback for evaluating teacher effectiveness.
- Developing a personal philosophy of teaching
- Limitations of reflective practices.

References:

1. Arends, Richard, I (1998) learning to Teach (4th Ed), New Delhi, Mc Graw Hill.

2. Malderez Angi and Wedell Martin (2007) Teaching Teachers, London, Continuum.
3. Martinez-Pons, Manuel(2001) The Psychology of teaching and Learning, London, Continuum.
4. Norton, Lin S.(2009) Action Research in Teaching and Learning, London, Routledge.
5. Overall Lyn and Sangster Margaret (2003) Secondary Teachers' Handbook (2nd Ed) London, Continuum.
6. Pollard Andrew (2006) Reflective teaching, 2nd Edition , London, Continuum.
7. Reynolds David (2011) Effective Teaching (3rd Ed), London, Sage.
8. Rowntree Derek (1986) teaching through Self Instruction, London, Kogan Page.

SEMESTER III

BSBAEDU 12: Action Research

Objectives:

After going through the course the teacher trainees will

- Understand the concept of action research
- Understand the importance of action research
- Learn how to maintain and use a research diary
- Able to prepare an action research plan
- Acquire the knowledge of collecting, analyzing and interpreting data.
- Acquire the knowledge of research report writing

Unit 1: Selecting an Action Research Problem

1.1 Meaning and characteristics of Action research

1.2 Difference between Action research and Educational research

1.3 Need of action research in schools.

1.4 Sources of research problems

1.5 Characteristics of a researchable problem

1.6 Role of research diary in selecting and defining a research problem

- Suggestions for writing research diary
- Entries in a research diary- observation, feeling, reaction, interpretation, reflection, ideas and explanation

1.7 Preparing a research plan: need and components

Unit 2: Methods of Action Research

2.1 Designs of research: Experimental action research (Pre-test Post test one group design),

Survey research and Case study

2.2 Data gathering Instruments

2.2.1 Observation

- Developing observation schedule
- Its advantages and limitations

2.2.2 Interview

- Types (structured, unstructured, and focused group)
- Developing interview schedule
- Stages of conducting interview
- Advantages and limitations

2.2.3 Questionnaire

- Types of questions (Open ended, closed ended)
- Designing questionnaire
- Advantages and limitations

Unit 3. Data Analysis and Interpretation

3.1 Quantitative data analysis

3.1.1 Frequency counts, Percentage, Mean, Standard Deviation: their use only)

3.1.2 Correlation

- Rank difference method and product movement method of calculation
- Interpretation of correlation

3.2 Analyzing qualitative data from open ended questionnaire, observation and interview

Unit 4: Writing the Action Research Report

4.1 Format of a research report

4.2 Style of writing research report

4.3 Use of tables and figures

4.4 Use of quotations and citation

4.5 Writing Bibliography

References:

1. Altrichter H., Posner P. and Somekh B. (2000) *Teachers investigate their work*, New York: Routledge.
2. Denscombe M (1999) *The Good Research Guide*, New Delhi: Viva Books.
3. Denzin N.K. and Lincoln Y.S. (2000) *The SAGE Handbook of Qualitative Research*, London: SAGE.
4. Hopkins D. (1997) *Improving Education through Action Research*, CA: Crown Press.
5. McNiff J., Lomax P. and Whitehead J. (2000) *You and Your Action Research Project*, New York: Routledge.
6. Miles M.B. and Huberman A.M. (1994) *Qualitative Data Analysis*, London: SAGE.

BSBAEDU 14: A) LIFE SKILLS

INTERPERSONAL SKILLS

- a) Characteristics of social skills
- b) Practicing social manners and mannerisms that appeal to healthy personal relationships
- c) Conflict Management

COOPERATION, TEAM-WORK AND LEADERSHIP SKILLS

- a) Meaning of cooperation and team-work -ability to work effectively and respectfully with diverse teams making necessary compromises to accomplish a common goal
- b) Cooperation versus Competition
- c) Characteristics of a team-player and Leader - assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- d) Influencing and Persuasion

SELF-MANAGEMENT SKILLS

- a) Maintaining a reflective diary.
- b) SWOT Analysis
- c) Using SWOT analysis to measure present status and plan future action.

STRESS MANAGEMENT

- a) **Managing feelings** (Anger, grief and anxiety, loss, abuse, trauma)
- b) **Managing stress** (Time management, Positive thinking, Relaxation techniques)
- c) Self evaluation / Self assessment / Self-monitoring

CODE OF CONDUCT

- a) Integrity and ethical behavior in using influence and power; in personal, workplace, and community contexts
- b) Acting responsibly with the interests of the larger community in mind demonstrating ethical behavior

References

- 1) Jones, Lawrence K. (2013). The Foundation Skills.
- 2) Fensterheim, Herbert, Jean Baer. (1975). Don't Say 'Yes' When You Want to Say 'No'. Dell Publishing: New York.
- 3) Smith, Manuel J. (1975). When I say no, I feel guilty. Bantam Books: New York.
- 4) Dr Xavier Alphonso S.J . (2004) We Shall Overcome- A Textbook on Life Coping Skills Sri Venkateshwar Printers, Chennai.
- 5) Stephen R. Covey. (1989) Seven Habits of Highly Effective People, Simon & Schuster Ltd., West Garden Place, Kendal Street, London W2 2AQ
- 6) P.S. Bright, Think Positive Act Positive. Bright Careers Institute, 1525, Nai Sarak, Delhi
- 7) Jack Canfield & Mark Victor Hansen (1999) Chicken Soup for the Soul. Vol 1,2 and 3. Westland Books Pvt. Ltd, 62-A, Ormes Rd., Kilpauk, Chennai
- 8) Matthew McKay, Ph. D. & Patrick Fanning (2002) Self-Esteem Master Mind Books, Bangalore
- 9) Zig Ziglar. (2000) See you at the Top Magna Publishing Co. Ltd., Magna House, Mumbai
- 10) Shiv Khera. (1999), You Can Win, Rajiv Beri, Macmillan India Ltd. New Delhi.
- 11) Angela Thody & Dereck Bowden. (2005) Getting Organized Continuum, London
- 12) Robert Heller, Tim Hindle --- et al 2008 The Winners Manual Series 1-5, Dorling Kindersley Ltd., London

SEMESTER IV

BSBAEDU 03: LEARNING RESOURCES

Objectives:

The student develops an understanding about

1. the significance of communication in the teaching-learning encounter
2. facilitative and inhibitive factors and ways to enhance/overcome them
3. the role of audio, visual and audio-visual learning media
4. self-learning and methods to employ
5. the role of a teacher in designing learning materials based on curricular objectives
6. ICT as an integral part of modern day facilitative learning
7. new technologies which accelerate learning knowing that the modern learner is a 'digital citizen'
8. managing the learning resources in a school to maintain and sustain learning
9. the significance of hands-on learning to foster learning

Unit 1. Educational Communication

1.1 Concept of Communication

- Meaning
- Components
- Communication cycle
- Types (verbal and non-verbal: meaning, characteristics, merits and limitations)
- Modes (speaking, writing, visualizing)

1.2 Significance of communication in teaching-learning

- Reflective communication (both the teacher and student)
- Interpersonal communication

1.3 Classroom communication – an analysis of its facilitative and Inhibitive nature

- Strategies to enhance communication
- Strategies to overcome inhibitive factors

1.4 Abstractness or concreteness provided by different learning experiences

- Meaning of learning experiences
- Dales cone of experiences
- Using Multiple Intelligences to plan effective communication materials

Unit 2 Multisensory Learning Media for Classroom Teaching

(Meaning, characteristics, selection, guidelines for use, merits and limitations of the following learning media)

2.1 Classification of learning media as audio, visual and audio-visual media

2.2 Audio media

- Disc based audio,
- educational radio,
- audio conference,
- podcasts, and;
- streaming audio

2.3 Visual Media

2.3.1 Print media (illustrated books, magazines, newspapers, periodicals, comic strips, cartoons and encyclopedia)

2.3.2 Projected media (digital visualizer, films)

2.3.3 Non-projected media (graph, map, chart, poster, images, diagrams, models and material)

2.3.4 Three dimensional media (realia, 3D models, specimens, puppets)

2.4 Audio-visual Media

- streaming video,
- Television/Educational Television,
- COMPUTER

Unit 3 Resources for promoting Self-learning and Learning to Learn Skills

3.1 Concept of learning to learn skills: self-learning

3.2 Principles of self – learning

3.3 Methods to promote self-learning (Computer Aided Instruction using ready-to-use learning packages, personalized system of instruction, learning centers, mini courses, modular instruction)

3.4 Merits and limitations of self-learning

Unit 4 Designing Self-learning materials (the ADDIE model to be applied in the design process)

4.1 Concept, characteristics and importance of designing self-learning materials

4.2 Steps in designing worksheets

4.3 Steps in designing 3D objects/models

4.4 Steps in designing a self-learning material (create a video material using FOSS)

4.5 Role of the teacher in designing self-learning materials

4.6 Designing a checklist to measure the effectiveness of the created self-learning material

Unit 5 Technology Enhanced Learning

5.1 Educational media and technology standards: SITE, ISTE, AECT

5.2 E-learning: Concept, Approaches (Enhanced Approach also known as face-to-face F2F, Blended Approach and Online Approach), merits, limitations

- 5.3 ICT and Multimedia as technology enhanced communication devices in teaching-learning
- 5.4 Impact of ICT on learning and achievement- national and local scenario
- 5.5 Computer as a learning resource for presentation, documentation, word processing, evaluation
- 5.6 Internet as an Information Resource: Characteristics, merits and limitations
- 5.7 Concept, characteristics and guidelines to use offline and online resources in teaching
- 5.8 Types of digital resources (simulations, educational games, tutorials, drill and practice, encyclopedia). Their characteristics, guidelines for use, merits and limitations
- 5.9 An introduction to Free and Open Source Software (FOSS)
- 5.10 Types of FOSS that can be applied to education (audio, visual, audio-visual)

Unit 6 Emerging Technologies to facilitate learning

- 6.1 Meaning, characteristics, merits and limitations of the following technologies. A practical demonstration on using cellular phones, audio/video streaming/social media/cloud storage in teaching must be compulsorily undertaken.
 - Interactive/Smart boards
 - Cellular phones
 - Collaborative learning through wikis, LMS (Moodle)
 - Language lab
 - Social media
 - Cloud storage
 - Virtual tours/field trips
 - Videoconferencing (VC)
 - Webconferencing (WC)
- 6.2 Role of the teacher in an ICT enabled environment
- 6.3 Managing School Learning Resources
 - Learning resources in a school: laboratories, IT laboratory, library (need, characteristics)
 - Managing the use of these resources: Role of the teacher

References:

- Aggarwal, J.C (2009) Essentials of educational Technology. Noida, Vikas Publishing House Pvt Ltd
- Bhatnagar, R.P and Bhatnagar, Meenakshi (2007) Educational Technology and Management. Meerut, Loyal Book Depot

- Brown, Lewis and Harclerod,(1977) A.V. Instruction Technology, Media & Methods.New York,McGraw Hill Book Company
- Bhushan,Anand abd Ahuja,Malvinder(2007)Educational Technology.Patiala,Bawa Publications
- Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford
- Haas,Kenneth B and Packer,Harry Q(1960).Preparation and use of audio visual aids. Englewood, Prentice hall
- Jones, F & Jones. B.(2000). Tools for teaching. Fredric Jones and Associates
- Kemp, Jerrold E. and Smellie, Don C. Planning Producing & using Instructional Media
- Kemp, Jerrold E. and Dayton, Deane K. Planning & producing Instructional Media
- Kerry,Trevor (1982) Effective Questioning.London,Macmillan Educational Limited
- Mohanty,jagannath(2007)Modern trends in educational Technology. New Delhi ,Neelkamal Publications Pvt Ltd
- Presnsky, M. (2010). Teaching digital natives: Partnering for real learning.16th Ed. Corwin Publishers
- Richardson, W. (2006), Blogs, wikis, podcasts and other powerful web tools for classroom.6th Edition. Corwin Publishers
- Roisin D & Fiona McSweeney (2008). Applied e-Learning and e-Teaching in Higher Education
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook forTeachers. UNESCO
- Sharma,R.A(2005) Essentials of Instructional Technology. Meerut.R.Lall Book Depot
- Sampath, K., Pannirselvam, A. and Santhanam, S (1990) Introduction to Educational Technology. New Delhi,Sterling Publihsers Private limited
- Vanaja M and Varnasi,Lalini(2007) Educational Technology. New Delhi,Neelkamal Publications Pvt Ltd
- Wittich,Walter Arno and Schuller,Charles Francis(1953)Audio Visual Materials: Their Nature and Use. New York,Harper and Brothers Publishers

SEMESTER V

BSBAEDU 01: FOUNDATIONS OF EDUCATION

Objectives:

By the end of the course the student-teacher will be able to:

- understand how education derives its relevance from social, cultural, economic and political contexts.
- identify the contribution to education of western and eastern thinkers.
- understand the relationship between education and development : at individual and national levels.
- examine the changing emphases on Education in the context of Globalisation, Liberalisation and Privatisation.
- develop an insight into educational funding.
- understand the importance of universalisation of secondary education and the constitutional provisions for realizing it.
- identify the various causes for inequality in schooling.
- realize the importance of Right to Education and the provisions made for realizing it.
- develop the skills required to contribute towards a Knowledge Society.
- understand the importance of educational planning and administration.
- understand the need and importance of education for peace and the national and international efforts towards it.
- explore the strategies for sensitising the learners towards environmental conservation.

Unit-1: The Social, Cultural and Political Contexts of Education

- 1.1 Sources of the Aims of Education: - social, cultural, economic and political contexts and their impact on education.
- 1.2 Education as an instrument of Social Change.
- 1.3 Socialisation - influence of society, family, peer groups, media and new age technologies on education.
- 1.4 Emerging trends in societies and their repercussions on education: liberalisation, privatisation, globalisation and internationalisation of education.
- 1.5 The Right to Education Act of 2009.
- 1.6 Educational Provisions in the Constitution of India

Unit-2: Contributions of Great Educators

The contributions to education of:

- 2.1 Jean Jacques Rousseau,
- 2.2 John Dewey,
- 2.3 Rabindranath Tagore,
- 2.4 Swami Vivekananda,
- 2.5 Mahatma Gandhi,
- 2.6 Jiddu Krishnamurthy
- 2.7 Paulo Freire

Unit 3: Education and Development

- 3.1 The Evolving Concept of Development.
- 3.2 The Right of the Child Act of 2005
- 3.3 Equity and Equality in Education – meaning, nature and forms of inequality (i) dominant and minor groups (ii) gender (iii) public and private schools (iv) rural and urban schools.
- 3.4 The Elusive Triangle of Indian Education: Equality, Quantity and Quality.
- 3.5 The Financing of Education
- 3.6 Educational Planning and Administration.

Unit-4: Education in a ‘knowledge society’

- 4.1 Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories.
- 4.2 Emerging knowledge base in education for a ‘Knowledge Society’.
- 4.3 Promoting an interdisciplinary approach to education.
- 4.4 Shift in learning environments: Unimodal to multi-mediated, school based to community linked, and real to virtual learning environments.
- 4.5 The open-distance learning environment.
- 4.6 The teacher as a knowledge worker.

Unit 5: Contemporary Concerns and Issues in Secondary Education

- 5.1 Universalisation of Secondary Education (USE): issues and concerns
- 5.2 The Salient Features of UNESCO’s Education Commission Report: Education in the 21st Century (Jacques Delors)
- 5.3 Population Education
- 5.4 Education of the marginalised.
- 5.5 The importance of promoting “secularism” in education.
- 5.6 Pluralism in Education.

Unit 6: The Education System in Indian Society

- 6.1 Role of Government of India in Education
- 6.2 The policies framed by the Central Advisory Board of Education (CABE)
- 6.3 The perspective of education for national development in: the Education Commission (1964-66),
- 6.4 The NPE 1986, The Ramamurthi Education Commission 1990 and the modified NPE 1992 with its (POA)
- 6.5 Updating the National Curriculum Framework (NCF) by NCERT.
- 6.6 The Teacher’s Commitment to (i) the learner, (ii) the society, (iii) the profession and (iv) the basic values.

References:

1. Delors J., (1996). "Learning the treasure within": UNESCO's Education Commission Report for the 21st century.
2. Khanna S. D. (1994) Kothari Commission Report 1964-66, Bhoba House Publication.
3. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
4. Hassan Taj (2005) Current Challenges in Education, Neelkamal
5. Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
6. Narayan P. S. (2012-13) The Right of Children to Free and compulsory Education Act 2009, Gogic Law Publication.
7. Sharma, Ram Nath. (2000) Textbook of Educational Philosophy. New Delhi: Kanishka Publishers Distributors.
8. Hallinan, Maureen T. (Ed.) (2000) Handbook of the Sociology of Education, Springer e-books, springer Book Archives.
9. Chaube and Chaube (1994) Foundations of Education, Vikas Publishing House Pvt. Ltd.
10. Krishnamurthi J. (1974) Krishnamurthi on Education, Krishnamurthi Foundation India
11. Govt. of India (1992). NPE with its Programme of Action, Min. of HRD.
12. Naik J. P. and Nurullah Syed (1974, 6 ed.) A Students' History of Education in India, Macmillan
13. Freire Paulo (1973) NY: Education for Critical Consciousness – A Continuum Book
14. Freire Paulo (1985) The Politics of Education: Culture, Power and Liberation: Houndmill, Basingstoke, London Macmillan Publisers.
15. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
16. JandhyalaBalaGangadharaTilak (2003) Financing Education in India: Current Issues and Changing Perspectives, Ravi Books for NUEPA.
17. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
18. Datta, D.M. (1972). *Six ways of Knowing*. Calcultta University Press, Calcultta.
19. Margaret, K.T. *The open Classroom*, Orient Longman: New Delhi, 1999.
20. Hirst. Paul, (1975) Knowledge and the Curriculum, Routledge & K Paul
21. Prema Clarke (2001). *Teaching & Learning: The Culture of pedagogy*, Sage Publication, New Delhi.
22. Ziyauddin and Kasi (2009) Dimensions of Social Exclusion: Ethnographic Explorations (of the marginalised). Cambridge Scholars Publishing
23. Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
24. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
25. Mittal M. L. (2009) Education in the Emerging Indian Society, International Publishing House.
26. Dash B. N. (2004) Theories of Education & Education in the Emerging Indian Society, Dominant Publishers and Distributors, New Delhi
27. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.

28. Moonis Raza (1985) EDUCATIONAL PLANNING: A LONG-TERM PERSPECTIVE
Concept, New Delhi, NUEPA
29. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
30. Lunenburg F. and Ornstein A. C. (2011) Educational Administration: Concepts and Practices, Wadsworth Pub.; 6th edition

BAEDUM 07-08: Methodology of Teaching English.

OBJECTIVES

By the end of the course the student-teacher will:

1. Acquaint themselves with what motivations learners have for learning English.
2. Take into account factors of contexts/situations for language learning
3. Consider strategies for their continuing professional growth
4. Differentiate between teaching listening and reading comprehensions,
5. Learn to select texts and perform an effective model reading,
6. Distinguish between teaching language and literature,
7. Develop an understanding for teaching relevant study and reference skills.
8. Apply the approaches, methods and techniques for teaching speaking and writing skills
9. Ensure that students are able to acquire proficiency in the productive skills.
10. Teach the new grammar of English inductively.
11. Plan and implement project work and write a project report.
12. Construct and administer a Unit Test
13. Acquaint oneself with the skills of preparing rubrics and using portfolio assessment
14. Conduct intervention programmes for remediation and enrichment.

Unit 1: The English Language Teacher

Unit 1.1 Language Statuses of English in India

Unit 1.2 Types of Syllabuses, Approaches, Methods and Techniques in English Language Teaching (ELT)

Unit 1.3 Thinking Skills for the English Language Teacher

Unit 1.4 Continuous Professional Development of the ELT Teacher

Unit 2: Teaching the Receptive Skills

Unit 2.1 Teaching Listening

- 2.1.1 What is listening?
- 2.1.2 Techniques and Activities for Teaching Listening.

Unit 2.2 Teaching Reading

- 2.2.1 What is Reading?
- 2.2.2 Techniques and Activities for Teaching Reading.

Unit 2.3 Teaching Literature

- 2.3.1 Teaching Prose and Poetry
- 2.3.2 Teaching Drama, the Novel and the Short Story

Unit 2.4 Teaching Reference Skills

- 2.4.1 Use of Receptive Dictionaries
- 2.4.2 Effective use of the Library

Unit 3: Teaching the Productive Skills

Unit 3.1 Teaching Speaking

- 3.1.1 Concepts of Pronunciation, Articulation, Intonation and Diction
- 3.1.2 Techniques and Activities for Teaching Speaking

Unit 3.2 Teaching Writing

- 3.2.1 Types of Writing Activities
- 3.2.2 Techniques for Teaching Writing

Unit 3.3 Teaching Grammar for Language Use

- 3.3.1 Prescriptive, Descriptive and Pedagogic Grammars
- 3.3.2 Teaching Grammar Using Communicative Methodology

Unit 3.4 Non Verbal Communication

- 3.4.1 Types of Non Verbal Communication

3.4.2 Effective Use of Body Language

Unit 4: Planning in ELT

Unit 4.1 Planning for Integration of Language Skills

- 4.1.1 Objectives for the Language Teaching-Learning Process
- 4.1.2 Differentiating between Hierarchic and Non-Hierarchic Objectives

Unit 4.2 The Unit Plan and The Annual Plan

- 4.2.1 Designing the Unit Plan for ELT
- 4.2.2 Designing the Annual Plan for ELT

Unit 4.3 Lesson Planning for Activity Based Learning (ABL)

- 4.3.1 Stages of Lesson
- 4.3.2 Activities for realising the Objectives of a Lesson Plan

Unit 4.4 Resources in ELT

- 4.4.1 Effective Use of Audio-Visual Devices
- 4.4.2 Computer Assisted Language Learning (CALL)

Unit 5: Evaluation in ELT

Unit 5.1 Testing Procedures

- 5.1.1 Teacher made criteria and instructions for testing
- 5.1.2 Test Administration

Unit 5.2 The Unit Test

- 5.2.1 The Blueprint and the Test Paper
- 5.2.2 The Answer Key, the Marking Scheme and the Grade Sheet

Unit 5.3 Continuous Comprehensive Evaluation

- 5.3.1 Using tools such as Rubrics and Portfolios
- 5.3.2 Alternative Assessment – assignments and projects

Unit 5.4 ELT for Remediation and Enrichment

5.4.1 Diagnostic Testing for Planning Remedial Programmes

5.4.2 Creative Activities for the Gifted Language Learners

References:

1. Brown, Douglas. (2001). Principles of language learning and teaching. (4th ed). New York: Longman, Inc.
2. Larsen Freeman, Diane (2000) Techniques and principles in language teaching. Oxford: Oxford University Press. (OUP)
3. Howatt, A.P.R., A History of English Language Teaching, OUP, 2nd Ed 2004
4. Littlewood William, Communicative Language Teaching, 1981 (CUP)
5. Barber Charles, The English Language, CUP
6. Doff, Adrian, Teach English, CUP, 1988
7. Richards and Rogers, Approaches and Methods in Language Teaching, CUP, 1986
8. Tudor, Ian, Learner-centredness in Language Education, CUP, 1996
9. De Bono, Edward, (1) Teaching Thinking (1992) (2) New Thinking for the New Millennium, (2000)Penguin
10. Bruce R. Joyce, Marsha Weil, Emily Calhoun, *Models of Teaching*, My Lab School Edition (8th Edition) Prentice Hall, 2009.
11. Tickoo M. L. , Teaching and Learning English, Orient Black Swan, 2009
12. White G., Listening, OUP, 1998
13. Underwood M., Teaching Listening, Longman, 1989
14. Wallace C., Reading (OUP), 1992
15. Aebersold & Field, From Reading to Reading Teacher, CUP, 1997
16. Brumfit & Carter, Literature and Language Teaching, OUP, 1986
17. Quirk Randolph, Longman Language Activator, 2nd Ed. Longman,2002
18. McIntosh Collin et al, Oxford Collocations Dictionary for students of English, 2nd Ed. OUP, 2009
19. Joanna Turnbull, Oxford Advanced Learner's Dictionary, 8th Ed. OUP, 2013
20. Hedge Tricia, Teaching and Learning in the Language Classroom, OUP, 2000
21. Bygate M., Speaking, OUP, 1987
22. Malamah-Thomas A., Classroom Interaction, OUP, 1987
23. O'Connor J. D., Better English Pronunciation, CUP 2nd Ed, 1980
24. Hedge T., Writing, OUP, 1988
25. Brooks & Grundy, Writing for Study Purposes. CUP, 1990
26. Sinclair J., Collins COBUILD Grammar, Harper-Collins, 1990
27. Geoffrey Leech & Jan Svartvik, A Communicative Grammar of English, OUP, 3rd Ed.

28. Andersen, Peter. (2007). *Nonverbal Communication: Forms and Functions* (2nd ed.) Waveland Press.
29. Argyle, Michael. (1988). *Bodily Communication* (2nd ed.) Madison: International Universities Press.
30. Matt Purland, Talk a Lot: Spoken English Course , My Ebook Publishing House, 2012
31. Tickoo Champa, Writing With A Purpose, OUP, 1997
32. Lado Robert , Teaching English Across Cultures, McGraw Hill, 1988
33. Hubbard, Peter et al, A Training Course for TEFL, OUP, 1983
34. Jeremy Harmer, The Practice of English Language Teaching with DVD (4th Edition) 2003
35. Richards & Renandya, Methodology in Language Teaching: An Anthology of Current Practice, CUP, 2002
36. The Communicative Approach to Language Teaching, OUP, 1979
37. Ur & Wright, Five-minute activities, CUP, 1992
38. Ur P., Grammar Practice Activities, CUP, 1988
39. Woodward Tessa, Planning Lessons and Courses, CUP, 2001
40. Cameron L., Teaching English to Young Learners, CUP, 2001
41. Tomlinson, C. How to Differentiate Instruction in Mixed Ability Classrooms. Upper Saddle River, NJ: Prentice Hall, 2004.
42. Black and William, Inside *the Black Box*: Raising Standards Through. Classroom Assessment, Granada Learning, 1998.
43. Roberta B. Wiener, Literacy Portfolios: Using Assessment to Guide Instruction, 1st Ed. Prentice Hall, 1997
44. Marshall and William, English Inside the Black Box, NFER Nelson, 2006
45. Brown, Douglas. H. Language Assessment Principles and Classroom Practices. White Plains, New York: Longman, Pearson Education, 2004.
46. Scott Thornbury, An A-Z of ELT, Macmillan, 2006
47. Neeta Sharma, Together With Continuous Comprehensive Evaluation (CCE) In English Language & Literature. Rachna Sagar, 2011
48. Mathew Rama and Smith Kari, Exploring Alternatives in Assessment, Delhi University, Dept. of Education, 2007.
49. Bolton & Goodey, English Grammar in Steps, Richmond, 2008
50. Thomson & Martinet, Oxford Pocket English Grammar, OUP, 1990
51. Swan Michael, Basic English Usage, OUP, 1995
52. Swan Michael, Practical English Usage, 3rd Ed. OUP, 2005
53. Inthira S R, Enrich Your English: Communication Skills Book (s), OUP, 1997.
54. Inthira S R, Enrich Your English: Academic Skills Book (s), OUP, 1997
55. Greenbaum Sidney, Oxford Grammar of English, OUP, 1996
56. John Ellison Kahn, How to Write and Speak Better, Reader's Digest Association, Canada, 1991
57. Jones Daniel et al, English Pronouncing Dictionary, 18th Ed., with CD, 2012, CUP
58. Edmonds David, The Oxford Reverse Dictionary, OUP, 2002

59. Ellis, Rod. Second Language Acquisition. Oxford: Oxford University Press, 2000
60. Marks Jonathan, English Pronunciation in Use, 2007

BAEDUM 07-08: Methodology of Teaching Hindi
ihndI BaaYaa AQyaapana iSaxaNa : paopar 7

GaTk 1 : ihndI BaaYaa AQyaapana paQdita

- 1.1 ihndI BaaYaa kI pahcaana
- 1.2 ihndI BaaYaa ka mahtva
- 1.3 ihndI BaaYaa AQyaapana ko saU~a
- 1.4 ihndI BaaYaa AQyayana-AQyaapana ko tatva
- 1.5 ihndI iSaxak

GaTk 2 : AQyaapana ko ivaivaQa GaTk AaOr paaz inayaaojana

- 2.1 saaihtya pa`karaom kI pahcaana
 - 2.1.1 gaV
 - 2.1.2 paV
 - 2.1.3 rcanaa
 - 2.1.4 vyaakrNa| (vata_nal , SauQdlaoKana)
- 2.2 AQyaapana ko paaz pa`kar :
 - ❖ paaz inayaaojana
 - 2.2.1 gadya paaz
 - 2.2.2 padya paaz
 - 2.2.3 rcanaa paaz
 - 2.2.4 vyaakrNa paaz
- 2.3 paaz inayaaojana ka mahtva
- 2.4 GaTk inayaaojana
- 2.5 vaaiYa_k inayaaojana

GaTk 3 : paazyapaustak AaOr AQyaapana paQditayaa*

- 3.1 paazyapaustak ka mahtva AaOr inakYa
 - 3.1.1 AMtarMga
 - 3.1.2 baihrMga
- 3.2 naaTyalkrNa , BaUimaka paalana|
 - 3.3 pa`klpa paQdita
 - 3.4 caca_ paQdita / pairsaMvaad
 - 3.5 BaaiYak Kaola

GaTk 4 : BaaiYak maUlyaaMkna

- 4.1 maaOiKak maUlyaaMkna
 - 4.1.1 maaOiKak maUlyaaMkna ka mahtva
 - 4.1.2 maaOiKak parlxaa ko pa`kar
- 4.2 ilaiKata maUlyaaMkna
 - 4.1.1 ilaiKata maUlyaaMkna ka mahtva
 - 4.1.2 ilaiKata parlxaa ko pa`Sna pa`kar
 - 4.1.3 talna Aayaamal taÁtaa taqaa nalla pai~aka
- 4.3 pa`Sna pai~aka kl rcanaa
- 4.4 pa`Sna ivaSlaoYaNa
- 4.5]ttar pai~aka

GaTk 5 : SaOixak saaQana taqaa BaaYaa]pak`ma

- 5.1 saMklpanaa,mahtva,pa`kar,]payaaoga
- 5.2 Eaavya saaQana , dRk saaQana
- 5.3 dRk – Eaavya saaQana
- 5.4 svaaQyaaya : saMklpanaa, mahtva, pa`kar
- 5.5 AQyayanaanauvatal_]pak`ma: saMklpanaa, mahtva, pa`kar

sandBa_ saUica : (References)

- iSaxaNa pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr ,Da#.pauYpaa vaaskr (AavaRi<a :2002)
- ihndI iSaxaa - ek AaQauinak dRiYTkaona : pa`a#. bal.DI. paaTIIa, pa`a#. ivanaaod paaTIIa
- iSaxak pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr , Da#.pauYpaa vaaskr(AavaRi<a 2009)
- [Midra gaaMiQa mauÁta ivaVapalz : bal.eD.pa`aoga`ama paazyak`ma (ES-345)

BAEDUM 07-08: Methodology of Teaching Konkani

kaoMkNal BaaSaa AQyaapana iSaxaNa

JiXSTaM: 1. ivaVaQyaa_Mk kaoMkNal BaaSaocal(AavayaBaasa) vaLKa, sau~aaM, tatvaaM. mahtva samajaupaak Aadar idtalaoM.

2. ivaVaQyaa_Mk kaoMkNal BaaSaocyaa iSaxakacao gaUNa AapaNaavapaak madta krtalao.

3. ivaVaQyaa_Mk kaoMkNal AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojanaacalM taM~aaM samajaupaak Aadar idtalaoM.

4. ivaVaQyaa_Mk GaTk inayaaojana Aanal vasau_kl inayaaojanaaivaSaIM Aaklana jaatalaMo.

5. ivaVaQyaa_Mk kaoMkNal paazyapaustakacaoM mahtva Aanal inakSa haMcaoM iganyaana maolTlaoM.

6. AQyaapanaacyaa ivaMgaD-ivaMgaD paQdtalMcaoM Aaklana jaatalaoM Aanal Jpayaaojana krpaak Aadar idtalaoM.

7. ivaVaQyaa_Mk maaOiKak maUlyaaMkna Aanal ilaiKata maUlyaaMknaacalM taM~aaM samajaupaak Aanal Jpaoga krpaak madta jaatala.

8. kaoMkNalcaoM AQyaapana krtanaa garjaopa`maaNaa ivaMgaD-ivaMgaD SaOxaiNak saaQanaaM vaaparpaak iSaktalalM.

9. kaoMkNalcaoM AQyaapana krtanaa ivaMgaD-ivaMgaD AByaasaanauvatal_ Jpak`maaMcaoM Aayaaojana krpaak iSaktalalM.

10. BaaSaocaor Aadarlta inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal

GaTk 1 : kaoMkNal BaaSaa AQyaapana Aanal iSaxak.

1.1 kaoMkNal BaaSaocal vaLKa/sadyaacal isqatal Aanal idka.(BaaSaocao pa`saar-pa`caar)

1.2 kaoMkNal BaaSaocaoM AByaasak`maatalaoM mahtva.

1.3 kaoMkNal BaaSaocalM AQyaapana sau~aaM.

1.4 kaoMkNal BaaSaocalM AQyayana-AQyaapana tatvaaM.

1.5 kaoMkNal BaaSaocao iSaxak.

GaTk 2 : AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojana :

2.2 AByaasak`ma ivaSaya-vastaU Aanal jiddSTaM :

2.1.1 gaV.

2.1.2 paV

2.1.3 rcanaa.(inabaMd,pa~a,AapajalNa,kaNal-ica~aaM Aanal maud\dyaaMcaor Aadarlta, saMvaad)

2.1.4 vyaakrNa (SauwlaoKana)

2.2 ivaMgaD- ivaMgaD paazaMcaoM inayaaojana Aanal mhtva.

2.2.1 gadya paaz.

2.2.2 padya paaz.

2.2.3 rcanaa paaz.

2.2.4 vyaakrNa paaz.

2.3 GaTk inayaaojana.

2.4 vasau_kl inayaaojana Aanal mhtva.

GaTk 3 : kaoMkNal BaaSaa paazyapaustak Aanal AQyaapana taM~aaM/pawtal/pa`itamaana

3.1 **paazyapaustakacaoM mhtva Aanal inakSa.**

3.1.1 AMtarMga.

3.1.2 baihrMga.

3.2 kaoMkNal BaaSaa Aanal AQyaapana taM~aaM/pawtal/pa`itamaana.

3.2 naaTyalkrNa Aanal BaUimaka paalana.(mhtva , gauNadaoSa)

3.3 pa`klpa pawta.

3.4 caca_ pawta - pairsaMvaad, bauiwmaMqana, saMBaaSaNa

3.5 jdgaamal Aanal Avagaamal pa`Naalal.

3.6 kRtal-koMd`Ita AQyaapana.

3.7 AQyaapanaacao pa`itamaana- saMklpanaa pa`aptal, saja_naatamak ivakasa.

GaTk 4 : BaaSalk maUlyaaMkna

4.1 **maaOiKak maUlyaaMkna.**

4.2.1 maaOiKak maUlyaaMknaacaoM mahtva.

4.1.2 maaOiKak parlxaocao pa`kar.

4.3 **ilaKalta maUlyaaMkna.**

4.2.1 ilaKalta maUlyaaMknaacaoM mhtva.

4.2.2 ilaKalta pairxaocao pa`sna-pa`kar.

4.2.3 talna Aayaamal taAtaao vaa nalla-pai~aka.

4.2.4 pa`sna pai~akocal rcanaa.

4.2.5 pa`snaaMcal caaval.

4.2.6 pa`sna ivaSlaoSaNa.

4.3 satata sava_samaavaoSak maUlyaaMkna.

GaTk 5 : iSaxaNalk saaQanaaM Aanal BaaSaa]pak`ma

5.1 **iSaxaNalk saaQanaaM:-** saMklpanaa, mhtva,]paoga.

5.1.1 dRk saaQana-(fLao, ica~aaM, nakasaao, SabdpaT\Tyaa/xaNadiSa_ka, KaoLNalM, vata_maanaapa~aaMtalalM katarNaaM, pa`itakRtal, Aalao-caaT_)

5.1.2 Eaavya saaQana-(roiDyaa, isaDI, iDvalDI,)

5.1.3 dRk -Eaavya saaQana-(laGaupaT, ica~apaT, calaica~a, Ba`maNaQvanal, saMgaNak)

5.2 **BaaSaa]pak`ma:-**

5.2.1 svaaQyaaya - saMklpanaa, mhtva, maaga_dSa_k tatvaaM, maUlyamaapana.

5.2.2 BaaSalk KaoL- saMklpanaa, mhtva, pa`kar.

5.2.3 AByaasaanauvatal_]pak`ma: saMklpanaa, mhtva, pa`kar.

GaTk 6 : BaaSalk kaOSalya daoSa, iSaxaNalk inadana Aanal]pacaarl iSaxaNa

6.1 BaaSalk daoSa

6.1.1 EavaNa daoSa- karNaaM Aanal]paaya.

6.1.2]ccaarNa daoSa- karNaaM Aanal]paaya.

6.1.3 vaacana daoSa- karNaaM Aanal]paaya.

6.1.4 laoKana daoSa- karNaaM Aanal]paaya.

6.2 : iSaxaNalk inadana Aanal]pacaarl iSaxaNa.

6.2.1 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal saMklpanaa Aanal mhtva.

6.2.2 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal pa`ik`yaa.

6.2.3 inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal.

AadravaL :

1. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao. lavaMdo.
2. kaoMkNal BaaSaocaoM vyaakrNa – sauroSa baaorkr.
3. karbaarl kaoMkNal – BaUYaNa Baavao, pa`kaSa vajarIkar, pa`kaSa payao_kar.
4. kaoMkNal ivaSvakaoSa – KaMD 1,2,3,4,
5. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.
6. marazl BaaYaocao AQyaapana – Aakaolakr.
7. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.
8. Educational Technology- Usha Rao.

BAEDUM 07-08 Methodology of Teaching Marathi
marazl BaaYaa AQyaapana iSaxaNa

JiXSToM:-

ivaVaqyal_ iSaxakasa :-

1. marazl BaaYaa AQyaapanaacao mah<va JiXYTo, saU~ao samajaNyaasa madta krNao.

2. BaaYaa iSaxakacao Apaoixata gauNaivaSaoYa samajaNyaasa va tao AMgal baaNavaNyaasa madta krNao.

3. marazl BaaYaa AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana pa`karaMcal AaoLKa GaDivaNao.

4. GaTk inayaaojana va vaaiYa_k inayaaojana ksao kravao yaaivaYayal madta krNao.

5. marazl paazyapaustakacaoM mah<va AaiNa inakYa laxaata AaNaUna doNao.

6. AQyaapanaacyaa ivaivaQa pawtaIMcal AaoLKa GaDivaNao va tyaaMcao Jpayaaojana krNyaasa p`avaR<a krNao.

7. maUlyaaMknaacaIM taM~ao samajaNyaasa va Jpayaaojana krNyaasa madta krNao.

8. marazlcaoo AQyaapana krtaanaa garjaonauaar ivaivaQa SaOxaiNak saaQanao_vaaparNyaasa pao`irta krNao.

9. marazlcyya AQyaapanaata vaogavaogaLyaa AByaasaanauvatal_ Jpak`maaMcaoM Aayaaojana krNyaasa madta krNao

10.naOdainak ksaaOTI AaiNa saMpaadna caaMcanaI tayaar krNyaasa madta krNao

GaTk 1 : marazl BaaSaa AQyaapana AaiNa iSaxak

1.1 marazl BaaYaocao mah<va.

1.2 marazl BaaYaa iSaxaNaacal JiXYTo

1.2.1 p`aqama BaaYaa- marazl

1.2.2 taRtalya BaaYaa- marazl

1.3 marazl BaaYaa AQyaapanaacal saU~ao.

1.4 marazl BaaYaa-AQyayanaacal saamaanya ta<vao.

1.5 marazl BaaYaocao_iSaxak.

GaTk 2 : AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana

2.3 saaihtya pa`karaMcal AaoLKa.

2.1.1 gaV.

2.1.5 paV.

2.1.6 rcanaa.

2.1.7 vyaakrNa AaiNa SauwlaoKana

2.2 paaz inayaaojana

2.2.1 gadya paaz.

2.2.2 padya paaz.

2.2.3 rcanaa paaz.

2.2.4 vyaakrNa paaz.

2.3 paaz inayaaojanaacao mah<va.

2.4 GaTk inayaaojana.

2.5 vaaiYa_k inayaaojana.

GaTk 3 : paazyapaustak AaiNa AQyaapana pawtal

3.1 paazyapaustakacao mah<va AaiNa inakYa.

3.1.1 AMtarMga.

3.1.2 baihrMga.

3.2 ivaivaQa AQyaapana pawtal

(gauNadaoYa, mah<va)

3.2.1 naaTyalkrNa AaiNa BaUimaka paalana.

3.2.2 pa`klpa pawtal

3.2.3 caca_ pawtal

3.2.4 vyaaKyaana pawtal

3.2.5 pairsaMvaad

3.2.6 bauiwmaMqana

3.2.7 saMBaaYaNa

3.2.8 BaaiYak KaoL

GaTk 4 : BaaiYak maUlyaaMkna

4.1 maaOiKak maUlyaaMkna.

4.3.1 maaOiKak maUlyaaMknaacao mah<va.

4.1.2 maaOiKak parlxaoceo pa`kar.

4.4 ilaiKata maUlyaaMkna.

4.1.2 ilaiKata maUlyaaMknaacao mah<va.

4.1.2 ilaiKata parlxaoceo pa`Sna -pa`kar.

4.1.4 nalla pai~aka AaiNa talna Aayaamal ta>a.

4.1.4 pa`Sna pai~akocal rcanaa.

4.1.5 pa`Sna ivaSlaoYaNa.

4.1.6]ttar pai~aka.

4.3 satata sava_samaavaoYak maUlyaaMkna.

GaTk 5 : SaOxaiNak saaQanao AaiNa BaaYaa]pak`ma

5.1 saMklpanaa, mah<va, pa`kar,]payaaoga.

5.2 dRk saaQanao ,

5.3 Eaavya saaQanao.

5.4 dRk – Eaavya saaQanao.

5.5 svaaQyaaya : saMklpanaa, mah<va, pa`kar.

5.6 AByaasaanauvatal_]pak`ma: saMklpanaa, mah<va, pa`kar.

GaTk 6 : BaaiYak daoYa, SaOxaiNak inadana AaiNa]pacaarl iSaxaNa

6.1 BaaiYak daoYa

6.1.1 EavaNa daoYa, karNao va tyaavarlla]paaya.

6.1.2]ccaarNa daoYa, karNao va tyaavarlla]paaya.

6.1.3 laoKana daoYa, karNao va tyaavarlla]paaya.

6.2 : SaOxaiNak inadana AaiNa]pacaarl iSaxaNa.

6.1.1 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal saMklpanaa Aanal mahtva.

6.1.2 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal pa`ik`yaa.

6.1.3 naOdainak ksaaOTI AaiNa saMpaadna caaMcaNal.

saMdBa :

9. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.

10. marazl BaaYaocao AQyaapana – Akaolakr.

11. iSaxak pa`iSaxaNa - Da#. vaasaMtal fDko.

12. AaSAYayauÁta AQyaapana pawtal - Da#. h.naa. jagataapa

13. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.

14. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao.
lavaMdo.

15. Educational Technology- Usha Rao.

BAEDUM 07-08 : Methodology of Teaching Geography

Objectives:

1. To develop an understanding and reveal importance of Geography.
2. To have an overview and integrate the knowledge drawn from various sources History, Geography, Environment, Science and Mathematics.
3. To acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Geography.
4. To utilize community resources and educational inputs.
5. To equip pupils with the evaluation skills.
6. To develop the skills of using different tools in Teaching of Geography
7. To develop the skill and attitude necessary to make pupils appreciate the natural environment in which they live
8. To explain various associated concepts of geography in the context of human beings interaction with them.

9. To develop an understanding of major Physical divisions, types of climate and different natural vegetation's of India.

Unit 1: Geography and its Fundamental Considerations

- 1.1 The Meaning and definitions of Geography.
- 1.2 Nature of Geography.
- 1.3 Contributors of Geography
- 1.4 Place of local Geography in Teaching.
- 1.5 Geography as a basic discipline, its importance in day today life.
- 1.6 Instructional Objectives of Teaching Geography at Secondary Level.

Unit 2: Learner Centered Approaches in Teaching Geography

- 2.1 Correlation method (Environment, History, Science and Maths)
- 2.2 Regional method
- 2.3 Discovery Method
- 2.4 Problem solving Method
- 2.5 Project method
- 2.6 Excursion
- 2.7 Concept Attainment Model
- 2.8 Inquiry Training Model

Unit 3: Planning and Transactional Strategies

- 3.1 Preparation of lesson plan, unit plan, year plan.
- 3.2 Teaching aids (Projected and Non projected)
- 3.3 Geography Laboratory
- 3.4 Bulletin board
- 3.5 Geography Exhibition
- 3.6 Use of community Resources

Unit 4: Evaluation

- 4.1 Content analysis
- 4.2 Writing instructional objectives in behavioral terms
- 4.3 Preparing a blue print
- 4.4 Developing test item for Cognitive and non-cognitive outcomes
- 4.5 Setting a good question paper.
- 4.6 Tools of evaluation in Geography

Unit 5: Tools of Teaching Geography

- 5.1 Concept of Map
- 5.2 Scales, Symbols and Direction
- 5.3 Concepts of Latitudes and Longitudes
- 5.4 Types of Maps and their uses
- 5.5 Concept of Globe and uses of a Globe

References:

- Aggarwal (2008): *Teaching of Social studies: A Practical Approach (4th Edition)*, Vikas Publishing House Pvt Ltd. New Delhi.
- *General Geography*, NCERT New Delhi
- Kunal A.K.(1983): *Why and How of Geography Teaching*, Ambani Publication Srinagar, New Delhi
- Machel (2008): *Teaching of Geography*, Oxford University Press, Bombay
- Norman Graves (1972): *New Moments in the Study and Teaching of Geography*, Mawerice Temple Sunith Ltd. Australia.
- Rao, M.S. (1993): *Teaching of Geography*, Anmol publications, New Delhi.
- Siddiqui M.H. (2009): *Teaching of Geography*, APH Publishing Corporation, New Delhi
- Srivastva, H.S. & Menon Kamala (1989): *Handbook of Evaluation in Geography*, Sterling Publishers, New Delhi.
- S.K.Kochar: *The Teaching of Social Studies*.
- Source book for teaching of Geography, Unesco Publications.
- Verma O.P. & Vedanayagam (1988): *Geography Teaching*, Sterling Publishers, New Delhi.

BAEDUM 07-08: METHODOLOGY OF TEACHING HISTORY

Objectives:

This course would aim at –

- a. Making students understand the meaning of history and history curriculum in their broader perspectives.
- b. Equipping students with the knowledge and skill of making unit portfolios
- c. Helping students to integrate ICT and relevant instructional materials in teaching and learning of history.

- d. Helping students to select and use appropriate teaching methods for developing historical understanding.
- e. Equipping students with the knowledge and skill of selecting and preparing evaluation tools and techniques.
- f. Making them understand the needs and means of professional development in teaching.
- g. Helping in preparing instructional strategies in the units of History textbooks.

Unit 1. Understanding History and History curriculum

- 1.1 Concept of history, Nature of historical knowledge
- 1.2 Need of teaching History in secondary school
- 1.3 National curriculum (from std. 6th to 10th): Structure, purpose, approach, how it is different from earlier curriculum.
- 1.4 Curriculum design in history as it practiced in India, controversies in curriculum design, role of state government in curriculum design.
- 1.5 Comparison of History curriculum of Goa with that of Karnataka and Maharashtra, any private board like ICSE.
- 1.6 Correlation of history with geography, Political science, literature, sciences.

Unit 2. Planning for Teaching

- 2.1 Making an Unit plan
- 2.2 Lesson planning, planning lesson based on discussion, dramatization, storytelling, sources,
- 2.3 Teaching strategy
- 2.4 Use of textbooks in teaching.
- 2.5 Use of ICT in lesson planning, lesson execution, evaluation. ICT based assignment

Unit 3. Developing historical understanding

- 3.1 Developing historical empathy
- 3.2 Teaching values through history
- 3.3 Developing historical concepts/ understanding
 - Teaching chronology/time
 - Cause, effect and consequence
 - Change and continuity
 - Historical significance
 - Historical interpretations

3.4 Methods and techniques of teaching: Teaching with Sources Storytelling, dramatization, assignment, questioning, discussion

Unit 4. Assessment in History

- 4.1 Question paper pattern in SSC exam and its analysis
- 4.2 Revised Bloom's Taxonomy w.r.t. History, preparing items for different levels of objectives.
- 4.3 Preparing different types of questions in History (with reference Goa Board))
- 4.4 Comparison of History question papers of different Boards (Goa, CBSE, Maharashtra)

Unit 5. Professional development of history teacher

- 5.1 Special characteristics of a good history teacher
- 5.2 Knowing your beliefs, attitude and values of teaching history
- 5.3 Self assessment as a history teacher
- 5.4 Assessment by students
- 5.5 Developing best practices in teaching history using action research.
- 5.6 Association of history teachers

References

1. Hyden, Tarry., Arthur, James and Hunt, Martin.(2001) Learning to teach history in the secondary school (2nd ed.) London, Routledge.
2. Phillips, Rob (2002) Reflective Teaching of History 11-18,London, Continuum.
3. Phillips, Ian (2008) Teaching History: Developing as a Reflective Secondary Teacher, London, Sage.
4. Kochhar, S. K. (2005) Teaching of History, New Delhi, Sterling
5. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> (National Curriculum Framework 2005)
6. George, Alex M and Madan Amman (2009) Teaching Social Science in Schools: NCERT'S New Textbook Initiative, New Delhi, Sage.

SEMESTER VI

BSBAEDU 09: ASSESSMENT AND EVALUATION

Objectives:

1. The student teachers will be able to understand the nature of assessment and

evaluation and their role in teaching-learning process.

2. Understand the perspectives of different schools of learning on learning assessment
3. Realise the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners performance in schools
9. Develop indicators to assess learners performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Unit 1 Perspectives on Assessment and Evaluation

- 1.1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- 1.1.2 Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation
- 1.1.3 Objectivist and Constructivist approach to assessment
- 1.1.4 Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- 1.2 Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external)
- 1.3 Concept of Continuous comprehensive Evaluation
- 1.4 School based Assessment and Authentic Assessment.

Unit 2 Assessment of Learning

- 2.1 Dimensions of learning: cognitive, affective and performance
- 2.2 Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment
- 2.4 Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- 2.5 Assessment of Performance: tools and techniques for assessment of skills
- 2.6 Grading: Concept, Types, Grading as practised in the schools of Goa.

Unit 3 Assessment for Learning

- 3.1 Assessment information as an input for learning, meta-cognition and development – need for continuous formative and diagnostic assessment
- 3.2 Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices
- 3.3 Developing Performance Tasks (Subject Specific)
- 3.4 Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills
- 3.5 Portfolio Assessment – its meaning, scope and uses;
- 3.6 Planning, development and assessment Self, Peer and Teacher Assessments

Unit 4 Construction of achievement tests.

- 4.1 Instructional Objectives (Revised Bloom's Taxonomy)
- 4.2 Consideration of what and why to assess (content and objectives)
- 4.3 Differentiation between instructional, learning and assessment objectives
- 4.4 Stating of Assessment Objectives - Need for integrated objectives.
- 4.5 Deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blueprint, question wise analysis,
- 4.6 Construction/selection of items; Guidelines for construction of test items:
- 4.7 Essay type: Extended response and restricted response types
- 4.8 Objective types-Alternate response, multiple-choice and matching exercises.
- 4.9 Assembling the test items, Guidelines for test administration

Unit 5 Scoring, Analysis and Reporting of Assessment

- 5.1 Scoring procedure – manual and electronic; Development of Rubrics
- 5.2 Analysis and Interpretation of Students' Performance: Norm Referenced Interpretations and Criterion Referenced interpretation
- 5.3 Processing test performance: calculation of percentages; measures of central tendency ; measures of variability- Range and Standard deviation,; graphical representations; and interpreting performance
- 5.4 Reporting Student Performance – content and formats; Progress reports- Remarks/Comments by teachers on students' performance , Cumulative records, Profiles, and Open house
- 5.5 Using feedback for reporting to different stakeholders – students, parents, and administrators
- 5.6 Use of Feedback for teachers' self-improvement

Unit 6 Issues, Concerns and Trends in Assessment and Evaluation

- 6.1 Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys
- 6.2 Management of assessment and examinations wrt CCE, Use of question bank
- 6.3 Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity in assessment.
- 6.4 Impact of entrance test and public examination on teaching and learning – the menace of coaching
- 6.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- 6.6 Trends in assessment and evaluation: Online examination, Computer-based examination, Open book exam, Exam on demand(meaning and uses only)and other technology based examinations
 - Standards based assessment – international practices

References

1. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA:Corwin.
7. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
8. Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour,New Dlehi: Association of Indian Universities.
9. NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT.
10. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass
11. Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ:Prentice Hall.
12. Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
13. Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication

14. Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy*. New York. Longman Publishing.

BAEDUM 07-08: METHODOLOGY OF TEACHING ENGLISH.

OBJECTIVES

By the end of the course the student-teacher will:

15. Acquaint themselves with what motivations learners have for learning English.
16. Take into account factors of contexts/situations for language learning
17. Consider strategies for their continuing professional growth
18. Differentiate between teaching listening and reading comprehensions,
19. Learn to select texts and perform an effective model reading,
20. Distinguish between teaching language and literature,
21. Develop an understanding for teaching relevant study and reference skills.
22. Apply the approaches, methods and techniques for teaching speaking and writing skills
23. Ensure that students are able to acquire proficiency in the productive skills.
24. Teach the new grammar of English inductively.
25. Plan and implement project work and write a project report.
26. Construct and administer a Unit Test
27. Acquaint oneself with the skills of preparing rubrics and using portfolio assessment
28. Conduct intervention programmes for remediation and enrichment.

Unit 1: The English Language Teacher

Unit 1.1 Language Statues of English in India

Unit 1.2 Types of Syllabuses, Approaches, Methods and Techniques in English Language Teaching (ELT)

Unit 1.3 Thinking Skills for the English Language Teacher

Unit 1.4 Continuous Professional Development of the ELT Teacher

Unit 2: Teaching the Receptive Skills

Unit 2.1 Teaching Listening

- 2.1.1 What is listening?
- 2.1.2 Techniques and Activities for Teaching Listening.

Unit 2.2 Teaching Reading

- 2.2.1 What is Reading?
- 2.2.2 Techniques and Activities for Teaching Reading.

Unit 2.3 Teaching Literature

- 2.3.1 Teaching Prose and Poetry
- 2.3.2 Teaching Drama, the Novel and the Short Story

Unit 2.4 Teaching Reference Skills

- 2.4.1 Use of Receptive Dictionaries
- 2.4.2 Effective use of the Library

Unit 3: Teaching the Productive Skills

Unit 3.1 Teaching Speaking

- 3.1.1 Concepts of Pronunciation, Articulation, Intonation and Diction
- 3.1.2 Techniques and Activities for Teaching Speaking

Unit 3.2 Teaching Writing

- 3.2.1 Types of Writing Activities
- 3.2.2 Techniques for Teaching Writing

Unit 3.3 Teaching Grammar for Language Use

- 3.3.1 Prescriptive, Descriptive and Pedagogic Grammars
- 3.3.2 Teaching Grammar Using Communicative Methodology

Unit 3.4 Non Verbal Communication

- 3.4.1 Types of Non Verbal Communication
- 3.4.2 Effective Use of Body Language

Unit 4: Planning in ELT

Unit 4.1 Planning for Integration of Language Skills

- 4.1.3 Objectives for the Language Teaching-Learning Process
- 4.1.4 Differentiating between Hierarchic and Non-Hierarchic Objectives

Unit 4.2 The Unit Plan and The Annual Plan

- 4.2.3 Designing the Unit Plan for ELT
- 4.2.4 Designing the Annual Plan for ELT

Unit 4.3 Lesson Planning for Activity Based Learning (ABL)

- 4.3.3 Stages of Lesson
- 4.3.4 Activities for realising the Objectives of a Lesson Plan

Unit 4.4 Resources in ELT

- 4.4.1 Effective Use of Audio-Visual Devices
- 4.4.2 Computer Assisted Language Learning (CALL)

Unit 5: Evaluation in ELT

Unit 5.1 Testing Procedures

- 5.1.1 Teacher made criteria and instructions for testing
- 5.1.2 Test Administration

Unit 5.2 The Unit Test

- 5.2.1 The Blueprint and the Test Paper
- 5.2.2 The Answer Key, the Marking Scheme and the Grade Sheet

Unit 5.3 Continuous Comprehensive Evaluation

- 5.3.1 Using tools such as Rubrics and Portfolios
- 5.3.2 Alternative Assessment – assignments and projects

Unit 5.4 ELT for Remediation and Enrichment

- 5.4.1 Diagnostic Testing for Planning Remedial Programmes

5.4.2 Creative Activities for the Gifted Language Learners

References:

61. Brown, Douglas. (2001). Principles of language learning and teaching. (4th ed). New York: Longman, Inc.
62. Larsen Freeman, Diane (2000) Techniques and principles in language teaching. Oxford: Oxford University Press. (OUP)
63. Howatt, A.P.R., A History of English Language Teaching, OUP, 2nd Ed 2004
64. Littlewood William, Communicative Language Teaching, 1981 (CUP)
65. Barber Charles, The English Language, CUP
66. Doff, Adrian, Teach English, CUP , 1988
67. Richards and Rogers, Approaches and Methods in Language Teaching, CUP, 1986
68. Tudor, Ian, Learner-centredness in Language Education, CUP, 1996
69. De Bono, Edward, (1) Teaching Thinking (1992) (2) New Thinking for the New Millennium, (2000)Penguin
70. Bruce R. Joyce, Marsha Weil, Emily Calhoun, *Models of Teaching*, My Lab School Edition (8th Edition) Prentice Hall, 2009.
71. Tickoo M. L. , Teaching and Learning English, Orient Black Swan, 2009
72. White G., Listening, OUP, 1998
73. Underwood M., Teaching Listening, Longman, 1989
74. Wallace C., Reading (OUP), 1992
75. Aebbersold & Field, From Reading to Reading Teacher, CUP, 1997
76. Brumfit & Carter, Literature and Language Teaching, OUP, 1986
77. Quirk Randolph, Longman Language Activator, 2nd Ed. Longman,2002
78. McIntosh Collin et al, Oxford Collocations Dictionary for students of English, 2nd Ed. OUP, 2009
79. Joanna Turnbull, Oxford Advanced Learner's Dictionary, 8th Ed. OUP, 2013
80. Hedge Tricia, Teaching and Learning in the Language Classroom, OUP, 2000
81. Bygate M., Speaking, OUP, 1987
82. Malamah-Thomas A., Classroom Interaction, OUP, 1987
83. O'Connor J. D., Better English Pronunciation, CUP 2nd Ed, 1980
84. Hedge T., Writing, OUP, 1988
85. Brooks & Grundy, Writing for Study Purposes. CUP, 1990
86. Sinclair J., Collins COBUILD Grammar, Harper-Collins, 1990
87. Geoffrey Leech & Jan Svartvik, A Communicative Grammar of English, OUP, 3rd Ed.
88. Andersen, Peter. (2007). *Nonverbal Communication: Forms and Functions* (2nd ed.) Waveland Press.

89. Argyle, Michael. (1988). *Bodily Communication (2nd ed.)* Madison: International Universities Press.
90. Matt Purland, Talk a Lot: Spoken English Course , My Ebook Publishing House, 2012
91. Tickoo Champa, Writing With A Purpose, OUP, 1997
92. Lado Robert , Teaching English Across Cultures, McGraw Hill, 1988
93. Hubbard, Peter et al, A Training Course for TEFL, OUP, 1983
94. Jeremy Harmer, The Practice of English Language Teaching with DVD (4th Edition) 2003
95. Richards & Renandya, Methodology in Language Teaching: An Anthology of Current Practice, CUP, 2002
96. The Communicative Approach to Language Teaching, OUP, 1979
97. Ur & Wright, Five-minute activities, CUP, 1992
98. Ur P., Grammar Practice Activities, CUP, 1988
99. Woodward Tessa, Planning Lessons and Courses, CUP, 2001
100. Cameron L., Teaching English to Young Learners, CUP, 2001
101. Tomlinson, C. How to Differentiate Instruction in Mixed Ability Classrooms. Upper Saddle River, NJ: Prentice Hall, 2004.
102. Black and William, Inside *the Black Box*: Raising Standards Through. Classroom Assessment, Granada Learning, 1998.
103. Roberta B. Wiener, Literacy Portfolios: Using Assessment to Guide Instruction, 1st Ed. Prentice Hall, 1997
104. Marshall and William, English Inside the Black Box, NFER Nelson, 2006
105. Brown, Douglas. H. Language Assessment Principles and Classroom Practices. White Plains, New York: Longman, Pearson Education, 2004.
106. Scott Thornbury, An A-Z of ELT, Macmillan, 2006
107. Neeta Sharma, Together With Continuous Comprehensive Evaluation (CCE) In English Language & Literature. Rachna Sagar, 2011
108. Mathew Rama and Smith Kari, Exploring Alternatives in Assessment, Delhi University, Dept. of Education, 2007.
109. Bolton & Goodey, English Grammar in Steps, Richmond, 2008
110. Thomson & Martinet, Oxford Pocket English Grammar, OUP, 1990
111. Swan Michael, Basic English Usage, OUP, 1995
112. Swan Michael, Practical English Usage, 3rd Ed. OUP, 2005
113. Inthira S R, Enrich Your English: Communication Skills Book (s), OUP, 1997.
114. Inthira S R, Enrich Your English: Academic Skills Book (s), OUP, 1997
115. Greenbaum Sidney, Oxford Grammar of English, OUP, 1996
116. John Ellison Kahn, How to Write and Speak Better, Reader's Digest Association, Canada, 1991
117. Jones Daniel et al, English Pronouncing Dictionary, 18th Ed., with CD, 2012, CUP
118. Edmonds David, The Oxford Reverse Dictionary, OUP, 2002

119. Ellis, Rod. Second Language Acquisition. Oxford: Oxford University Press, 2000
120. Marks Jonathan, English Pronunciation in Use, 2007

BAEDUM 07-08: METHODOLOGY OF TEACHING HINDI
ihndI BaaYaa AQyaapana iSaxaNa : paopar 7

GaTk 1 : ihndI BaaYaa AQyaapana paQdita

- 1.1 ihndI BaaYaa kI pahcaana
- 1.2 ihndI BaaYaa ka mahtva
- 1.3 ihndI BaaYaa AQyaapana ko saU~a
- 1.4 ihndI BaaYaa AQyayana-AQyaapana ko tatva
- 1.5 ihndI iSaxak

GaTk 2 : AQyaapana ko ivaivaQa GaTk AaOr paaz inayaaojana

- 2.4 saaihtya pa`karaom kI pahcaana
 - 2.4.1 gaV
 - 2.4.2 paV
 - 2.4.3 rcanaa
 - 2.4.4 vyaakrNa| (vata_nal , SauQdlaoKana)
- 2.2 AQyaapana ko paaz pa`kar :
 - ❖ paaz inayaaojana
 - 2.2.1 gadya paaz
 - 2.2.2 padya paaz
 - 2.2.3 rcanaa paaz
 - 2.2.4 vyaakrNa paaz
- 2.3 paaz inayaaojana ka mahtva
- 2.4 GaTk inayaaojana
- 2.5 vaaiYa_k inayaaojana

GaTk 3 : paazyapaustak AaOr AQyaapana paQditayaa*

- 3.1 paazyapaustak ka mahtva AaOr inakYa
 - 3.1.1 AMtarMga
 - 3.1.2 baihrMga
- 3.2 naaTyalkrNa , BaUimaka paalana|
 - 3.3 pa`klpa paQdita
 - 3.4 caca_ paQdita / pairsaMvaad
 - 3.5 BaaiYak Kaola

GaTk 4 : BaaiYak maUlyaaMkna

- 4.1 maaOiKak maUlyaaMkna
 - 4.4.1 maaOiKak maUlyaaMkna ka mahtva
 - 4.1.2 maaOiKak parlxaa ko pa`kar
- 4.5 ilaiKata maUlyaaMkna
 - 4.1.3 ilaiKata maUlyaaMkna ka mahtva
 - 4.1.2 ilaiKata parlxaa ko pa`Sna pa`kar
 - 4.1.5 talna Aayaamal taÁtaa taqaa nalla pai~aka
- 4.3 pa`Sna pai~aka kl rcanaa
- 4.4 pa`Sna ivaSlaoYaNa
- 4.5]ttar pai~aka

GaTk 5 : SaOixak saaQana taqaa BaaYaa]pak`ma

- 5.1 saMklpanaa,mahtva,pa`kar,]payaaoga
- 5.2 Eaavya saaQana , dRk saaQana
- 5.3 dRk – Eaavya saaQana
- 5.4 svaaQyaaya : saMklpanaa, mahtva, pa`kar
- 5.5 AQyayanaanauvatal_]pak`ma: saMklpanaa, mahtva, pa`kar

sandBa_ saUica : (References)

- iSaxaNa pa`iSaxaNa AaOr ihndl AQyaapana : Da#. AanaMd vaaskr ,Da#.pauYpaa vaaskr (AavaRi<a :2002)
- ihndl iSaxaa - ek AaQauinak dRiYTkaona : pa`a#. bal.Dl. paaTlla, pa`a#. ivanaaod paaTlla
- iSaxak pa`iSaxaNa AaOr ihndl AQyaapana : Da#. AanaMd vaaskr , Da#.pauYpaa vaaskr(AavaRi<a 2009)
- [Midra gaaMiQa mauÁta ivaVapalz : bal.eD.pa`aoga`ama paazyak`ma (ES-345)

kaoMkNal BaaSaa AQyaapana iSaxaNa

JiXSTaM: 1. ivaVaqaayaa_Mk kaoMkNal BaaSaocal(AavayaBaasa) vaLKa, sau~aaM, tatvaaM. mahtva samajaupaak Aadar idtalaoM.

2. ivaVaqaayaa_Mk kaoMkNal BaaSaocyaa iSaxakacao gaUNa AapaNaavapaak madta krtalao.

3. ivaVaqaayaa_Mk kaoMkNal AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojanaacalM taM~aaM samajaupaak Aadar idtalaoM.

4. ivaVaqaayaa_Mk GaTk inayaaojana Aanal vasau_kl inayaaojanaaivaSaIM Aaklana jaatalaMo.

5. ivaVaqaayaa_Mk kaoMkNal paazyapaustakacaoM mahtva Aanal inakSa haMcaoM iganyaana maolTlaoM.

6. AQyaapanaacyaa ivaMgaD-ivaMgaD paQdtalMcaoM Aaklana jaatalaoM Aanal Jpayaaojana krpaak Aadar idtalaoM.

7. ivaVaqaayaa_Mk maaOiKak maUlyaaMkna Aanal ilaiKata maUlyaaMknaacalM taM~aaM samajaupaak Aanal Jpaoga krpaak madta jaatala.

8. kaoMkNalcaoM AQyaapana krtanaa garjaopa`maana ivaMgaD-ivaMgaD SaOxaiNak saaQanaaM vaaparpaak iSaktalalM.

9. kaoMkNalcaoM AQyaapana krtanaa ivaMgaD-ivaMgaD AByaasaanauvatal_ Jpak`maaMcaoM Aayaaojana krpaak iSaktalalM.

10. BaaSaocaor Aadarlta inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal

GaTk 1 : kaoMkNal BaaSaa AQyaapana Aanal iSaxak.

1.1 kaoMkNal BaaSaocal vaLKa/sadyaacal isqatal Aanal idka.(BaaSaocao pa`saar-pa`caar)

1.2 kaoMkNal BaaSaocaoM AByaasak`maatalaoM mahtva.

1.3 kaoMkNal BaaSaocalM AQyaapana sau~aaM.

1.4 kaoMkNal BaaSaocalM AQyayana-AQyaapana tatvaaM.

1.5 kaoMkNal BaaSaocao iSaxak.

GaTk 2 : AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojana :

2.5 AByaasak`ma ivaSaya-vastaU Aanal JiddSTaM :

2.1.1 gaV.

2.1.8 paV

2.1.9 rcanaa.(inabaMd,pa~a,AapajalNa,kaNal-ica~aaM Aanal maud'dyaaMcaor Aadarlta, saMvaad)

2.1.10 vyaakrNa (SauwlaoKana)

2.2 ivaMgaD- ivaMgaD paazaMcaoM inayaaojana Aanal mhtva.

2.2.1 gadya paaz.

- 2.2.2 padya paaz.
- 2.2.3 rcanaa paaz.
- 2.2.4 vyaakrNa paaz.

- 2.3 GaTk inayaaajana.
- 2.4 vasau_kl inayaaajana Aanal mhtva.

GaTk 3 : kaoMkNal BaaSaa paazyapaustak Aanal AQyaapana taM~aaM/pawtal/pa`itamaana

- 3.1 **paazyapaustakacaoM mhtva Aanal inakSa.**
 - 3.1.1 AMtarMga.
 - 3.1.2 baihrMga.
- 3.2 kaoMkNal BaaSaa Aanal AQyaapana taM~aaM/pawtal/pa`itamaana.
- 3.2 naaTyalkrNa Aanal BaUimaka paalana.(mhtva , gauNadaoSa)
 - 3.3 pa`klpa pawta.
 - 3.4 caca_ pawta - pairsaMvaad, bauiwmaMqana, saMBaaSaNa
 - 3.5 jd'gaamal Aanal Avagaamal pa`Naalal.
 - 3.6 kRtal-koMd`lta AQyaapana.
 - 3.7 AQyaapanaacao pa`itamaana- saMklpanaa pa`aptal, saja_naatamak ivakasa.

GaTk 4 : BaaSalk maUlyaaMkna

- 4.1 **maaOiKak maUlyaaMkna.**
 - 4.5.1 maaOiKak maUlyaaMknaacaoM mahtva.
 - 4.1.2 maaOiKak parlxaoao pa`kar.
- 4.6 **ilaKalta maUlyaaMkna.**
 - 4.2.1 ilaKalta maUlyaaMknaacaoM mhtva.
 - 4.2.5 ilaKalta pairxaocao pa`sna-pa`kar.
 - 4.2.6 talna Aayaamal taÁtaao vaa nalla-pai~aka.
 - 4.2.7 pa`sna pai~akocal rcanaa.
 - 4.2.5 pa`snaaMcal caaval.
 - 4.2.6 pa`sna ivaSlaoSaNa.
- 4.3 satata sava_samaavaoSak maUlyaaMkna.

GaTk 5 : iSaxaNalk saaQanaaM Aanal BaaSaa]pak`ma

- 5.1 **iSaxaNalk saaQanaaM:-** saMklpanaa, mhtva,]paoga.
 - 5.1.1 dRk saaQana-(fLao, ica~aaM, nakasaao, SabdpaT\Tyaa/xaNadiSa_ka, KaoLNalM, vata_maana~aaMtalalM katarNaaM, pa`itakRtal, Álaao-caaT_)
 - 5.1.2 Eaavya saaQana-(roiDyaa, isaDI, iDvalDI,)
 - 5.1.3 dRk –Eaavya saaQana-(laGaupaT, ica~apaT, calaica~a, Ba`maNaQvanal, saMgaNak)
- 5.2 **BaaSaa]pak`ma:-**

5.2.1 svaaQyaaya - saMklpanaa, mhtva, maaga_dSa_k tatvaam,
maUlyamaapana.

5.2.2 BaaSalk KaoL- saMklpanaa, mhtva, pa`kar.

5.2.3 AByaasaanauvatal_]pak`ma: saMklpanaa, mhtva, pa`kar.

GaTk 6 : BaaSalk kaOSalya daoSa, iSaxaNalk inadana Aanal]pacaarl iSaxaNa

6.1 BaaSalk daoSa

6.1.1 EavaNa daoSa- karNaaM Aanal]paaya.

6.1.2]ccaarNa daoSa- karNaaM Aanal]paaya.

6.1.3 vaacana daoSa- karNaaM Aanal]paaya.

6.1.4 laoKana daoSa- karNaaM Aanal]paaya.

6.2 : iSaxaNalk inadana Aanal]pacaarl iSaxaNa.

6.2.1 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal saMklpanaa Aanal
mhtva.

6.2.2 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal pa`ik`yaa.

6.2.3 inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal.

AadravaL :

16. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao. lavaMdo.

17. kaoMkNal BaaSaocaoM vyaakrNa – sauroSa baaorkr.

18. karbaarl kaoMkNal – BaUYaNa Baavao, pa`kaSa vajarlkar, pa`kaSa
payao_kar.

19. kaoMkNal ivaSvakaoSa – KaMD 1,2,3,4,

20. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.

21. marazl BaaYaocao AQyaapana – Aakaolakr.

22. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.

23. Educational Technology- Usha Rao.

BAEDUM 07-08 METHODOLOGY OF TEACHING MARATHI

marazl BaaYaa AQyaapana iSaxaNa

]iXSToM:-

ivaVaqqal_ iSaxakasa :-

1. marazl BaaYaa AQyaapanaacao mah<va]iXYTo, saU~ao
samajaNyaasa madta krNao.

2. BaaYaa iSaxakacao Apaoixata gauNaivaSaoYa samajaNyaasa
va tao AMgal baaNavaNyaasa madta krNao.

3. marazl BaaYaa AByaasaÂmaacao vaogavaogaLo GaTk AaiNa
paaz inayaaojana pa`karaMcal AaoLKa GaDivaNao.

4. GaTk inayaaojana va vaaiYa_k inayaaojana ksao kravao yaaivaYayal madta krNao.
5. marazl paazyapaustakacaoM mah<va AaiNa inakYa laxaata AaNaUna doNao.
6. AQyaapanaacyaa ivaivaQa pawtaIMcal AaoLKa GaDivaNao va tyaaMcao]payaaojana krNyaasa p`avaR<a krNao.
7. maUlyaaMknaacalM taM~ao samajaNyaasa va]payaaojana krNyaasa madta krNao.
8. marazlcaoo AQyaapana krtaanaa garjaonauaar ivaivaQa SaOxaiNak saaQanao_vaaparNyaasa pao`irta krNao.
9. marazlcyya AQyaapanaata vaogavaogaLyaa AByaasaanauvatal_]pak`maaMcaoM Aayaaojana krNyaasa madta krNao
10. naOdainak ksaaOTI AaiNa saMpaadna caaMcaNal tayaar krNyaasa madta krNao

GaTk 1 : marazl BaaSaa AQyaapana AaiNa iSaxak

- 1.1 marazl BaaYaocao mah<va.
- 1.2 marazl BaaYaa iSaxaNaacal JiXYTo
 - 1.2.1 p`aqama BaaYaa- marazl
 - 1.2.2 taRtalya BaaYaa- marazl
- 1.3 marazl BaaYaa AQyaapanaacal saU~ao.
- 1.4 marazl BaaYaa-AQyayanaacal saamaanya ta<vao.
- 1.5 marazl BaaYaocao_iSaxak.

GaTk 2 : AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana

- 2.6 saaihtya pa`karaMcal AaoLKa.
 - 2.1.1 gaV.
 - 2.1.11 paV.
 - 2.1.12 rcanaa.
 - 2.1.13 vyaakrNa AaiNa SauwlaoKana
- 2.2 **paaz inayaaojana**
 - 2.2.1 gadya paaz.
 - 2.2.2 padya paaz.
 - 2.2.3 rcanaa paaz.
 - 2.2.4 vyaakrNa paaz.

- 2.3 paaz inayaaojanaacao mah<va.
- 2.4 GaTk inayaaojana.
- 2.5 vaaiYa_k inayaaojana.

GaTk 3 : paazyapaustak AaiNa AQyaapana pawtal

3.1 paazyapaustakacao mah<va AaiNa inakYa.

- 3.1.1 AMtarMga.
- 3.1.2 baihrMga.

3.2 ivaivaQa AQyaapana pawtal

(gauNadaoYa, mah<va)

- 3.2.1 naaTyalkrNa AaiNa BaUimaka paalana.
- 3.2.2 pa`klpa pawtal
- 3.2.3 cacia_ pawtal
- 3.2.4 vyaaKyaana pawtal
- 3.2.5 pairsaMvaad
- 3.2.6 bauiwmaMqana
- 3.2.7 saMBaaYaNa
- 3.2.8 BaaiYak KaoL

GaTk 4 : BaaiYak maUlyaaMkna

4.1 maaOiKak maUlyaaMkna.

- 4.6.1 maaOiKak maUlyaaMknaacao mah<va.
- 4.1.2 maaOiKak parlxaoacao pa`kar.

4.7 ilaiKata maUlyaaMkna.

- 4.1.4 ilaiKata maUlyaaMknaacao mah<va.
- 4.1.2 ilaiKata parlxaoacao pa`Sna -pa`kar.
- 4.1.6 nalla pai~aka AaiNa talna Aayaamal ta>a.
- 4.1.4 pa`Sna pai~akocal rcanaa.
- 4.1.5 pa`Sna ivaSlaoYaNa.
- 4.1.6]ttar pai~aka.

4.3 satata sava_samaavaoYak maUlyaaMkna.

GaTk 5 : SaOxaiNak saaQanao AaiNa BaaYaa]pak`ma

- 5.1 saMklpanaa, mah<va, pa`kar,]payaaoga.
- 5.2 dRk saaQanao ,
- 5.3 Eaavya saaQanao.

5.4 dRk – Eaavya saaQanao.

5.5 svaaQyaaya : saMklpanaa, mah<va, pa`kar.

5.6 AByaasaanauvatal_]pak`ma: saMklpanaa, mah<va, pa`kar.

GaTk 6 : BaaiYak daoYa, SaOxaiNak inadana AaiNa]pacaarl iSaxaNa

6.1 BaaiYak daoYa

6.1.1 EavaNa daoYa, karNao va tyaavarlla]paaya.

6.1.2]ccaarNa daoYa, karNao va tyaavarlla]paaya.

6.1.3 laoKana daoYa, karNao va tyaavarlla]paaya.

6.2 : SaOxaiNak inadana AaiNa]pacaarl iSaxaNa.

6.1.1 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal saMklpanaa Aanal mahtva.

6.1.2 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal pa`ik`yaa.

6.1.3 naOdainak ksaaOTI AaiNa saMpaadna caaMcaNal.

saMdBa :

24. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.

25. marazl BaaYaocao AQyaapana – Akaolakr.

26. iSaxak pa`iSaxaNa - Da#. vaasaMtal fDko.

27. AaSayayauÁta AQyaapana pawtal - Da#. h.naa. jagataapa

28. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.

29. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao.

lavaMdo.

30. Educational Technology- Usha Rao.

BAEDUM 07-08: METHODOLOGY OF TEACHING GEOGRAPHY

Objectives:

10. To develop an understanding and reveal importance of Geography.

11. To have an overview and integrate the knowledge drawn from various sources
History, Geography, Environment, Science and Mathematics.

12. To acquire knowledge and develop understanding about the various pedagogical
principles involved in teaching of Geography.

13. To utilize community resources and educational inputs.

14. To equip pupils with the evaluation skills.

15. To develop the skills of using different tools in Teaching of Geography

16. To develop the skill and attitude necessary to make pupils appreciate the natural environment in which they live
17. To explain various associated concepts of geography in the context of human beings interaction with them.
18. To develop an understanding of major Physical divisions, types of climate and different natural vegetation's of India.

Unit 1: Geography and its Fundamental Considerations

- 1.7 The Meaning and definitions of Geography.
- 1.8 Nature of Geography.
- 1.9 Contributors of Geography
- 1.10 Place of local Geography in Teaching.
- 1.11 Geography as a basic discipline, its importance in day today life.
- 1.12 Instructional Objectives of Teaching Geography at Secondary Level.

Unit 2: Learner Centered Approaches in Teaching Geography

- 2.9 Correlation method (Environment, History, Science and Maths)
- 2.10 Regional method
- 2.11 Discovery Method
- 2.12 Problem solving Method
- 2.13 Project method
- 2.14 Excursion
- 2.15 Concept Attainment Model
- 2.16 Inquiry Training Model

Unit 3: Planning and Transactional Strategies

- 3.7 Preparation of lesson plan, unit plan, year plan.
- 3.8 Teaching aids (Projected and Non projected)
- 3.9 Geography Laboratory
- 3.10 Bulletin board
- 3.11 Geography Exhibition
- 3.12 Use of community Resources

Unit 4: Evaluation

- 4.7 Content analysis
- 4.8 Writing instructional objectives in behavioral terms
- 4.9 Preparing a blue print

- 4.10 Developing test item for Cognitive and non-cognitive outcomes
- 4.11 Setting a good question paper.
- 4.12 Tools of evaluation in Geography

Unit 5: Tools of Teaching Geography

- 5.6 Concept of Map
- 5.7 Scales, Symbols and Direction
- 5.8 Concepts of Latitudes and Longitudes
- 5.9 Types of Maps and their uses
- 5.10 Concept of Globe and uses of a Globe

References:

- Aggarwal (2008): *Teaching of Social studies: A Practical Approach (4th Edition)*, Vikas Publishing House Pvt Ltd. New Delhi.
- *General Geography*, NCERT New Delhi
- Kunal A.K.(1983): *Why and How of Geography Teaching*, Ambani Publication Srinagar, New Delhi
- Machel (2008): *Teaching of Geography*, Oxford University Press, Bombay
- Norman Graves (1972): *New Moments in the Study and Teaching of Geography*, Mawerice Temple Sunith Ltd. Australia.
- Rao, M.S. (1993): *Teaching of Geography*, Anmol publications, New Delhi.
- Siddiqui M.H. (2009): *Teaching of Geography*, APH Publishing Corporation, New Delhi
- Srivastva, H.S. & Menon Kamala (1989): *Handbook of Evaluation in Geography*, Sterling Publishers, New Delhi.
- S.K.Kochar: *The Teaching of Social Studies*.
- Source book for teaching of Geography, Unesco Publications.
- Verma O.P. & Vedanayagam (1988): *Geography Teaching*, Sterling Publishers, New Delhi.

BAEDUM 07-08: Methods of Teaching History

Objectives:

This course would aim at –

- h. Making students understand the meaning of history and history curriculum in their broader perspectives.
- i. Equipping students with the knowledge and skill of making unit portfolios
- j. Helping students to integrate ICT and relevant instructional materials in teaching and learning of history.
- k. Helping students to select and use appropriate teaching methods for developing historical understanding.
- l. Equipping students with the knowledge and skill of selecting and preparing evaluation tools and techniques.
- m. Making them understand the needs and means of professional development in teaching.
- n. Helping in preparing instructional strategies in the units of History textbooks.

Unit 1. Understanding History and History curriculum

- 1.7 Concept of history, Nature of historical knowledge
- 1.8 Need of teaching History in secondary school
- 1.9 National curriculum (from std. 6th to 10th): Structure, purpose, approach, how it is different from earlier curriculum.
- 1.10 Curriculum design in history as it practiced in India, controversies in curriculum design, role of state government in curriculum design.
- 1.11 Comparison of History curriculum of Goa with that of Karnataka and Maharashtra, any private board like ICSE.
- 1.12 Correlation of history with geography, Political science, literature, sciences.

Unit 2. Planning for Teaching

- 2.6 Making an Unit plan
- 2.7 Lesson planning, planning lesson based on discussion, dramatization, storytelling, sources,
- 2.8 Teaching strategy
- 2.9 Use of textbooks in teaching.
- 2.10 Use of ICT in lesson planning, lesson execution, evaluation. ICT based assignment

Unit 3. Developing historical understanding

- 3.4 Developing historical empathy
- 3.5 Teaching values through history
- 3.6 Developing historical concepts/ understanding

- Teaching chronology/time
- Cause, effect and consequence
- Change and continuity
- Historical significance
- Historical interpretations

3.4 Methods and techniques of teaching: Teaching with Sources Storytelling, dramatization, assignment, questioning, discussion

Unit 4. Assessment in History

- 4.5 Question paper pattern in SSC exam and its analysis
- 4.6 Revised Bloom's Taxonomy w.r.t. History, preparing items for different levels of objectives.
- 4.7 Preparing different types of questions in History (with reference Goa Board))
- 4.8 Comparison of History question papers of different Boards (Goa, CBSE, Maharashtra)

Unit 5. Professional development of history teacher

- 5.7 Special characteristics of a good history teacher
- 5.8 Knowing your beliefs, attitude and values of teaching history
- 5.9 Self assessment as a history teacher
- 5.10 Assessment by students
- 5.11 Developing best practices in teaching history using action research.
- 5.12 Association of history teachers

References

1. Hyden, Tarry., Arthur, James and Hunt, Martin.(2001) Learning to teach history in the secondary school (2nd ed.) London, Routledge.
2. Phillips, Rob (2002) Reflective Teaching of History 11-18,London, Continuum.
3. Phillips, Ian (2008) Teaching History: Developing as a Reflective Secondary Teacher, London, Sage.
4. Kochhar, S. K. (2005) Teaching of History, New Delhi, Sterling
5. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> (National Curriculum Framework 2005)
6. George, Alex M and Madan Amman (2009) Teaching Social Science in Schools: NCERT'S New Textbook Initiative, New Delhi, Sage.

SEMESTER VII

BSBAEDU 02: LEARNER AND LEARNING

Objectives:

After going through the course the teacher trainee will:

1. Understand the growth and development of the learner through the different stages of Childhood and Adolescence and its importance in the learning process.
2. Develop an understanding of areas of Individual Differences among learners.
3. Develop an understanding of exceptional learners and with Differently abled learners.
4. Develop an understanding of skills for handling Exceptional learners and Differently abled learners.
5. Understand the concept of adjustment, maladjustment and the causes of maladjustment.
6. Develop understanding about factors affecting learning
7. Understand the concept of learning process
8. Understand and apply the different learning theories in the classroom.
9. Understand the role of Guidance and Counseling.
10. Develop the skill in the use of psychological tests and performing experiments

Unit 1: Learner as a Developing Individual (Childhood and Adolescence)

- 1.1 Concept of growth and development: principles, role of heredity and environment
- 1.2 Developmental characteristics of the learner, developmental tasks and their implications (physical, cognitive, social, emotional and moral aspects).
- 1.3 Contemporary concerns: physical appearance, sexuality, drug abuse, ragging, peer influence, suicide, negative impact of media)
- 1.4 Role of teachers and parents in handling adolescents.

Unit 2: Understanding Learner Diversity

- 2.1 Individual Differences: Meaning and Types.
- 2.2 Areas of Learner differences with regard to: learning styles, attitude, aptitude, personality, interest, values, intelligence and creativity.

2.3 Understanding Differences: Meaning, identification and educational provisions for

- Exceptional Learner (gifted, slow learners)
- Differently-abled Learner.

2.4 Educational Implications of the following:

- Jean Piaget: Cognitive Development
- Daniel Goleman: Emotional Intelligence
- Howard Gardner: Multiple Intelligences
- Lawrence Kohlberg: Moral Development

Unit 3: Learning (20%)

3.1 Concept and nature of the Learning Process

3.2 Relevance of Learning Theories and Classroom implications:

- Trial & Error learning and laws of learning
- Classical conditioning
- Operant conditioning
- Gestalt
- Gagne's hierarchy of learning.
- Social Learning theory

3.3 Constructivist Approach to Learning

Unit 4: Factors Influencing Learning and Classroom implications

4.1 Perception (Sensation, Processes- *selection, organization, interpretation*) and Attention

4.2 Motivation (Concept, Types: intrinsic & extrinsic motivation, strategies to motivate students)

4.3 Transfer of Learning

4.4 Problem Solving

4.5 Thinking: Critical and Creative

Unit 5: Learning through Information Processing

5.1 Structure of Information Processing- (Sensory Register, Short Term Memory, Long Term Memory)

5.2 Memory Process - registration, retention, recall and recognition

5.3 Forgetting- causes

5.4 Classroom implications: ways of enhancing memory

Unit 6: Development of an Integrated Personality

- 6.1 Adjustment vs. Maladjustment: Meaning and Characteristics
- 6.2 Adjustment Strategies.
- 6.3 Characteristics of an Integrated Person.
- 6.4 Role of Guidance and Counseling in the development of an integrated personality
- 6.5 Role of Teachers and Parents in the area of Guidance and Counseling Services

References:

- Ashcraft, M.H. (1994). Human memory and cognition (2nd Ed.). NY: Harper Collins.
- Biehler and Snowman (7th ed) (1993) *Psychology Applied to Teaching*. Boston: Houghton Mifflin Company
- Benjafied, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
- Brown, J. S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning*, Educational Research; 32-42.
- Brown, H. Douglas (1987). Principles of Language Teaching and Learning (2nd Ed.). Englewood Cliffs, NY: Prentice-Hall
- Denise Pope (2001), *Doing School: How we are creating a Generation of Stresses Out, Materialistic and Miseducated Students*. New Haven: Yale University Press.
- Gardner Howard (1985). *Frames of Mind. The theory of Multiple Intelligences*, Basic Books, New York.
- Goleman, D (1999) *Working with Emotional Intelligence*, London: Bloomsbury
- Hurlock, E. B. *Child Development*, New Delhi: Tata McGraw Hill
- Omrod, Jeanne Ellis et al (2010). *Principles of Educational Psychology*, Toronto, Pearson.
- Omrod, Jeanne Ellis et al. *Educational Psychology: Developing Learners*. 4th Edition.
- Jeffery Arnett (2007). *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd Ed.) Upper Saddle River, N.J. Pearson.
- Patricia A. Alexander, Philip H. Winnie (2006) *Handbook of Educational Psychology*

Plotnik, R.(1999). *Introduction to Psychology*, New York, Brooks/cole

Sarangapani M. Padma (2003), *Constructing School Knowledge: An Ethnography of Learning in an Indian Village*, Sage Publication.

Strut Mary, Oakden, E. C. (1999) *Modern Psychology and Education*, Routledge.

Woolfolk, A.E.(2009) *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall

Mangal, S.K (1997) *Advanced Educational Psychology*. New Delhi: Prentice Hall of India

Krick, S.A (1962) *Educating Exceptional Children* .Oxford and ISH Publishing, New York.

Kochar, S.K (1993) *Educational and Vocational Guidance in Secondary Schools*. New York : Sterling Publishers

Ewen, R.B (1984) *Psychology of Adolescence*.New York : Prentice Hall Inc.

Skinner, C.E. (Ed) (1995) *Psychology of Adolescence*. New Delhi: Prentica Hall of India

BAEDUM 07-08: Methodology of Teaching English.

OBJECTIVES

By the end of the course the student-teacher will:

29. Acquaint themselves with what motivations learners have for learning English.
30. Take into account factors of contexts/situations for language learning
31. Consider strategies for their continuing professional growth
32. Differentiate between teaching listening and reading comprehensions,
33. Learn to select texts and perform an effective model reading,
34. Distinguish between teaching language and literature,
35. Develop an understanding for teaching relevant study and reference skills.
36. Apply the approaches, methods and techniques for teaching speaking and writing skills
37. Ensure that students are able to acquire proficiency in the productive skills.
38. Teach the new grammar of English inductively.
39. Plan and implement project work and write a project report.
40. Construct and administer a Unit Test

41. Acquaint oneself with the skills of preparing rubrics and using portfolio assessment
42. Conduct intervention programmes for remediation and enrichment.

Unit 1: The English Language Teacher

Unit 1.1 Language Statuses of English in India

Unit 1.2 Types of Syllabuses, Approaches, Methods and Techniques in English Language Teaching (ELT)

Unit 1.3 Thinking Skills for the English Language Teacher

Unit 1.4 Continuous Professional Development of the ELT Teacher

Unit 2: Teaching the Receptive Skills

Unit 2.1 Teaching Listening

- 2.1.1 What is listening?
- 2.1.2 Techniques and Activities for Teaching Listening.

Unit 2.2 Teaching Reading

- 2.2.1 What is Reading?
- 2.2.2 Techniques and Activities for Teaching Reading.

Unit 2.3 Teaching Literature

- 2.3.1 Teaching Prose and Poetry
- 2.3.2 Teaching Drama, the Novel and the Short Story

Unit 2.4 Teaching Reference Skills

- 2.4.1 Use of Receptive Dictionaries
- 2.4.2 Effective use of the Library

Unit 3: Teaching the Productive Skills

Unit 3.1 Teaching Speaking

- 3.1.1 Concepts of Pronunciation, Articulation, Intonation and Diction
- 3.1.2 Techniques and Activities for Teaching Speaking

Unit 3.2 Teaching Writing

- 3.2.1 Types of Writing Activities
- 3.2.2 Techniques for Teaching Writing

Unit 3.3 Teaching Grammar for Language Use

- 3.3.1 Prescriptive, Descriptive and Pedagogic Grammars
- 3.3.2 Teaching Grammar Using Communicative Methodology

Unit 3.4 Non Verbal Communication

- 3.4.1 Types of Non Verbal Communication
- 3.4.2 Effective Use of Body Language

Unit 4: Planning in ELT

Unit 4.1 Planning for Integration of Language Skills

- 4.1.5 Objectives for the Language Teaching-Learning Process
- 4.1.6 Differentiating between Hierarchic and Non-Hierarchic Objectives

Unit 4.2 The Unit Plan and The Annual Plan

- 4.2.5 Designing the Unit Plan for ELT
- 4.2.6 Designing the Annual Plan for ELT

Unit 4.3 Lesson Planning for Activity Based Learning (ABL)

- 4.3.5 Stages of Lesson
- 4.3.6 Activities for realising the Objectives of a Lesson Plan

Unit 4.4 Resources in ELT

- 4.4.1 Effective Use of Audio-Visual Devices
- 4.4.2 Computer Assisted Language Learning (CALL)

Unit 5: Evaluation in ELT

Unit 5.1 Testing Procedures

- 5.1.1 Teacher made criteria and instructions for testing
- 5.1.2 Test Administration

Unit 5.2 The Unit Test

- 5.2.1 The Blueprint and the Test Paper
- 5.2.2 The Answer Key, the Marking Scheme and the Grade Sheet

Unit 5.3 Continuous Comprehensive Evaluation

- 5.3.1 Using tools such as Rubrics and Portfolios
- 5.3.2 Alternative Assessment – assignments and projects

Unit 5.4 ELT for Remediation and Enrichment

- 5.4.1 Diagnostic Testing for Planning Remedial Programmes
- 5.4.2 Creative Activities for the Gifted Language Learners

References:

121. Brown, Douglas. (2001). Principles of language learning and teaching. (4th ed). New York: Longman, Inc.
122. Larsen Freeman, Diane (2000) Techniques and principles in language teaching. Oxford: Oxford University Press. (OUP)
123. Howatt, A.P.R., A History of English Language Teaching, OUP, 2nd Ed 2004
124. Littlewood William, Communicative Language Teaching, 1981 (CUP)
125. Barber Charles, The English Language, CUP
126. Doff, Adrian, Teach English, CUP, 1988
127. Richards and Rogers, Approaches and Methods in Language Teaching, CUP, 1986
128. Tudor, Ian, Learner-centredness in Language Education, CUP, 1996
129. De Bono, Edward, (1) Teaching Thinking (1992) (2) New Thinking for the New Millennium, (2000) Penguin
130. Bruce R. Joyce, Marsha Weil, Emily Calhoun, *Models of Teaching*, My Lab School Edition (8th Edition) Prentice Hall, 2009.
131. Tickoo M. L., Teaching and Learning English, Orient Black Swan, 2009
132. White G., Listening, OUP, 1998
133. Underwood M., Teaching Listening, Longman, 1989
134. Wallace C., Reading (OUP), 1992

135. Aebersold & Field, *From Reading to Reading Teacher*, CUP, 1997
136. Brumfit & Carter, *Literature and Language Teaching*, OUP, 1986
137. Quirk Randolph, *Longman Language Activator*, 2nd Ed. Longman, 2002
138. McIntosh Collin et al, *Oxford Collocations Dictionary for students of English*, 2nd Ed. OUP, 2009
139. Joanna Turnbull, *Oxford Advanced Learner's Dictionary*, 8th Ed. OUP, 2013
140. Hedge Tricia, *Teaching and Learning in the Language Classroom*, OUP, 2000
141. Bygate M., *Speaking*, OUP, 1987
142. Malamah-Thomas A., *Classroom Interaction*, OUP, 1987
143. O'Connor J. D., *Better English Pronunciation*, CUP 2nd Ed, 1980
144. Hedge T., *Writing*, OUP, 1988
145. Brooks & Grundy, *Writing for Study Purposes*. CUP, 1990
146. Sinclair J., *Collins COBUILD Grammar*, Harper-Collins, 1990
147. Geoffrey Leech & Jan Svartvik, *A Communicative Grammar of English*, OUP, 3rd Ed.
148. Andersen, Peter. (2007). *Nonverbal Communication: Forms and Functions* (2nd ed.) Waveland Press.
149. Argyle, Michael. (1988). *Bodily Communication* (2nd ed.) Madison: International Universities Press.
150. Matt Purland, *Talk a Lot: Spoken English Course*, My Ebook Publishing House, 2012
151. Tickoo Champa, *Writing With A Purpose*, OUP, 1997
152. Lado Robert, *Teaching English Across Cultures*, McGraw Hill, 1988
153. Hubbard, Peter et al, *A Training Course for TEFL*, OUP, 1983
154. Jeremy Harmer, *The Practice of English Language Teaching with DVD* (4th Edition) 2003
155. Richards & Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, CUP, 2002
156. *The Communicative Approach to Language Teaching*, OUP, 1979
157. Ur & Wright, *Five-minute activities*, CUP, 1992
158. Ur P., *Grammar Practice Activities*, CUP, 1988
159. Woodward Tessa, *Planning Lessons and Courses*, CUP, 2001
160. Cameron L., *Teaching English to Young Learners*, CUP, 2001
161. Tomlinson, C. *How to Differentiate Instruction in Mixed Ability Classrooms*. Upper Saddle River, NJ: Prentice Hall, 2004.
162. Black and William, *Inside the Black Box: Raising Standards Through Classroom Assessment*, Granada Learning, 1998.
163. Roberta B. Wiener, *Literacy Portfolios: Using Assessment to Guide Instruction*, 1st Ed. Prentice Hall, 1997
164. Marshall and William, *English Inside the Black Box*, NFER Nelson, 2006

165. Brown, Douglas. H. Language Assessment Principles and Classroom Practices. White Plains, New York: Longman, Pearson Education, 2004.
166. Scott Thornbury, An A-Z of ELT, Macmillan, 2006
167. Neeta Sharma, Together With Continuous Comprehensive Evaluation (CCE) In English Language & Literature. Rachna Sagar, 2011
168. Mathew Rama and Smith Kari, Exploring Alternatives in Assessment, Delhi University, Dept. of Education, 2007.
169. Bolton & Goodey, English Grammar in Steps, Richmond, 2008
170. Thomson & Martinet, Oxford Pocket English Grammar, OUP, 1990
171. Swan Michael, Basic English Usage, OUP, 1995
172. Swan Michael, Practical English Usage, 3rd Ed. OUP, 2005
173. Inthira S R, Enrich Your English: Communication Skills Book (s), OUP, 1997.
174. Inthira S R, Enrich Your English: Academic Skills Book (s), OUP, 1997
175. Greenbaum Sidney, Oxford Grammar of English, OUP, 1996
176. John Ellison Kahn, How to Write and Speak Better, Reader's Digest Association, Canada, 1991
177. Jones Daniel et al, English Pronouncing Dictionary, 18th Ed., with CD, 2012, CUP
178. Edmonds David, The Oxford Reverse Dictionary, OUP, 2002
179. Ellis, Rod. Second Language Acquisition. Oxford: Oxford University Press, 2000
180. Marks Jonathan, English Pronunciation in Use, 2007

BAEDUM 07-08: Methodology of Teaching Hindi
ihndI BaaYaa AQyaapana iSaxaNa : paopar 7

GaTk 1 : ihndI BaaYaa AQyaapana paQdita

- 1.1 ihndI BaaYaa kl pahcaana
- 1.2 ihndI BaaYaa ka mahtva
- 1.3 ihndI BaaYaa AQyaapana ko saU~a
- 1.4 ihndI BaaYaa AQyayana-AQyaapana ko tatva
- 1.5 ihndI iSaxak

GaTk 2 : AQyaapana ko ivaivaQa GaTk AaOr paaz inayaaojana

- 2.7 saaihtya pa`karaoM kl pahcaana

- 2.7.1 gaV
- 2.7.2 paV
- 2.7.3 rcanaa
- 2.7.4 vyaakrNa| (vata_nal , SauQdlaoKana)

2.2 AQyaapana ko paaz pa`kar :

❖ paaz inayaaojana

- 2.2.1 gadya paaz
- 2.2.2 padya paaz
- 2.2.3 rcanaa paaz
- 2.2.4 vyaakrNa paaz

2.3 paaz inayaaojana ka mahtva

2.4 GaTk inayaaojana

2.5 vaaiYa_k inayaaojana

GaTk 3 : paazyapaustak AaOr AQyaapana paQditayaa*

3.1 paazyapaustak ka mahtva AaOr inakYa

3.1.1 AMtarMga

3.1.2 baihrMga

3.2 naaTyalkrNa , BaUimaka paalana|

3.3 pa`klpa paQdita

3.4 caca_ paQdita / pairsaMvaad

3.5 BaaiYak Kaola

GaTk 4 : BaaiYak maUlyaaMkna

4.1 maaOiKak maUlyaaMkna

4.7.1 maaOiKak maUlyaaMkna ka mahtva

4.1.2 maaOiKak parlxaa ko pa`kar

4.8 ilaiKata maUlyaaMkna

4.1.5 ilaiKata maUlyaaMkna ka mahtva

4.1.2 ilaiKata parlxaa ko pa`Sna pa`kar

4.1.7 talna Aayaamal taÁtaa taqaa nalla pai~aka

4.3 pa`Sna pai~aka kl rcanaa

4.4 pa`Sna ivaSlaoYaNa

4.5]ttar pai~aka

GaTk 5 : SaOixak saaQana taqaa BaaYaa]pak`ma

5.1 saMklpanaa,mahtva,pa`kar,]payaaoga

5.2 Eaavya saaQana , dRk saaQana

5.3 dRk – Eaavya saaQana

5.4 svaaQyaaya : saMklpanaa, mahtva, pa`kar

5.5 AQyayanaanauvatal_]pak`ma: saMklpanaa, mahtva, pa`kar

sandBa_ saUica : (References)

- iSaxaNa pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr ,Da#.pauYpaa vaaskr (AavaRi<a :2002)
- ihndI iSaxaa - ek AaQauinak dRiYTkaona : pa`a#. bal.DI. paaTIIa, pa`a#. ivanaaod paaTIIa
- iSaxak pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr , Da#.pauYpaa vaaskr(AavaRi<a 2009)
- [Midra gaaMiQa mauÁta ivaVapalz : bal.eD.pa`aoga`ama paazyak`ma (ES-345)

BAEDUM 07-08: Methodology of Teaching Konkani

kaoMkNal BaaSaa AQyaapana iSaxaNa

JiXSTaM: 1. ivaVaQyaa_Mk kaoMkNal BaaSaocal(AavayaBaasa) vaLKa, sau~aaM, tatvaaM. mahtva samajaupaak Aadar idtalaoM.

2. ivaVaQyaa_Mk kaoMkNal BaaSaocyaa iSaxakacao gaUNa AapaNaavapaak madta krtalao.

3. ivaVaQyaa_Mk kaoMkNal AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojanaacaIM taM~aaM samajaupaak Aadar idtalaoM.

4. ivaVaQyaa_Mk GaTk inayaaojana Aanal vasau_kl inayaaojanaaivaSaIM Aaklana jaatalaMo.

5. ivaVaQyaa_Mk kaoMkNal paazyapaustakacaoM mahtva Aanal inakSa haMcaoM iganyaana maolTlaoM.

6. AQyaapanaacyaa ivaMgaD-ivaMgaD paQdtalMcaoM Aaklana jaatalaoM Aanal]payaaojana krpaak Aadar idtalaoM.

7. ivaVaQyaa_Mk maaOiKak maUlyaaMkna Aanal ilaiKata maUlyaaMknaacaIM taM~aaM samajaupaak Aanal]paoga krpaak madta jaatalaI.

8. kaoMkNalcaoM AQyaapana krtanaa garjaopa`maana ivaMgaD-ivaMgaD SaOxaiNak saaQanaaM vaaparpaak iSaktalalM.

9. kaoMkNalcaoM AQyaapana krtanaa ivaMgaD-ivaMgaD AByaasaanauvatal_]pak`maaMcaoM Aayaaojana krpaak iSaktalalM.

10.BaaSaocaor AadarIta inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal

GaTk 1 : kaoMkNal BaaSaa AQyaapana Aanal iSaxak.

1.1 kaoMkNal BaaSaocal vaLKa/sadyaacal isqatal Aanal idka.(BaaSaocao pa`saar-pa`caar)

1.2 kaoMkNal BaaSaocaoM AByaasak`maatalaoM mahtva.

1.3 kaoMkNal BaaSaocalM AQyaapana sau~aaM.

1.4 kaoMkNal BaaSaocalM AQyayana-AQyaapana tatvaaM.

1.5 kaoMkNal BaaSaocao iSaxak.

GaTk 2 : AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaojana :

2.8 AByaasak`ma ivaSaya-vastaU Aanal JiddSTaM :

2.1.1 gaV.

2.1.14 paV

2.1.15 rcanaa.(inabaMd,pa~a,AapajaINa,kaNal-ica~aaM Aanal maud'dyaaMcaor AadarIta, saMvaad)

2.1.16 vyaakrNa (SauwlaOKana)

2.2 ivaMgaD- ivaMgaD paazaMcaoM inayaojana Aanal mhtva.

2.2.1 gadya paaz.

2.2.2 padya paaz.

2.2.3 rcanaa paaz.

2.2.4 vyaakrNa paaz.

2.3 GaTk inayaojana.

2.4 vasau_kl inayaojana Aanal mhtva.

GaTk 3 : kaoMkNal BaaSaa paazyapaustak Aanal AQyaapana taM~aaM/pawtal/pa`itamaana

3.1 **paazyapaustakacaoM mhtva Aanal inakSa.**

3.1.1 AMtarMga.

3.1.2 baihrMga.

3.2 kaoMkNal BaaSaa Aanal AQyaapana taM~aaM/pawtal/pa`itamaana.

3.2 naaTyalkrNa Aanal BaUimaka paalana.(mhtva , gauNadaoSa)

3.3 pa`klpa pawta.

3.4 caciaa_ pawta - pairsaMvaad, bauiwmaMqana, saMBaaSaNa

3.5 jd'gaamal Aanal Avagaamal pa`Naalal.

3.6 kRtal-koMd`Ita AQyaapana.

3.7 AQyaapanaacao pa`itamaana- saMklpanaa pa`aptal, saja_naاتمك ivakasa.

GaTk 4 : BaaSalk maUlyaaMkna

4.1 **maaOiKak maUlyaaMkna.**

4.8.1 maaOiKak maUlyaaMknaacaoM mahtva.

4.1.2 maaOiKak parlxaoceo pa`kar.

4.9 ilaKalta maUlyaaMkna.

4.2.1 ilaKalta maUlyaaMknaacaoM mhtva.

4.2.8 ilaKalta pairxaocao pa`sna-pa`kar.

4.2.9 talna Aayaamal taÁtaao vaa nalla-pai~aka.

4.2.10 pa`sna pai~akocal rcanaa.

4.2.5 pa`snaaMcal caaval.

4.2.6 pa`sna ivaSlaoSaNa.

4.3 satata sava_samaavaoSak maUlyaaMkna.

GaTk 5 : iSaxaNalk saaQanaaM Aanal BaaSaa]pak`ma

5.1 iSaxaNalk saaQanaaM:- saMklpanaa, mhtva,]paoga.

5.1.1 dRk saaQana-(fLao, ica~aaM, nakasaao, SabdpaT\Tyaa/xaNadiSa_ka, KaoLNalM, vata_maanaapa~aaMtalalM katarNaaM, pa`itakRtal, Álaao-caaT_)

5.1.2 Eaavya saaQana-(roiDyaa, isaDI, iDvalDI,)

5.1.3 dRk –Eaavya saaQana-(laGaupaT, ica~apaT, calaica~a, Ba`maNaQvanal, saMgaNak)

5.2 BaaSaa]pak`ma:-

5.2.1 svaaQyaaya - saMklpanaa, mhtva, maaga_dSa_k tatvaam, maUlyamaapana.

5.2.2 BaaSalk KaoL- saMklpanaa, mhtva, pa`kar.

5.2.3 AByaasaanauvatal_]pak`ma: saMklpanaa, mhtva, pa`kar.

GaTk 6 : BaaSalk kaOSalya daoSa, iSaxaNalk inadana Aanal]pacaarl iSaxaNa

6.1 BaaSalk daoSa

6.1.1 EavaNa daoSa- karNaaM Aanal]paaya.

6.1.2]ccaarNa daoSa- karNaaM Aanal]paaya.

6.1.3 vaacana daoSa- karNaaM Aanal]paaya.

6.1.4 laoKana daoSa- karNaaM Aanal]paaya.

6.2 : iSaxaNalk inadana Aanal]pacaarl iSaxaNa.

6.2.1 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal saMklpanaa Aanal mhtva.

6.2.2 iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal pa`ik`yaa.

6.2.3 inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal.

AadravaL :

31. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao. lavaMdo.

32. kaoMkNal BaaSaocaoM vyaakrNa – sauroSa baaorkr.

33. karbaarl kaoMkNal – BaUYaNa Baavao, pa`kaSa vajarlkar, pa`kaSa payao_kar.

34. kaoMkNal ivaSvakaoSa – KaMD 1,2,3,4,

35. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.

36. marazl BaaYaocao AQyaapana – Aakaolakr.

37. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.

38. Educational Technology- Usha Rao.

BAEDUM 07-08 Methodology of Teaching Marathi
marazi BaaYaa AQyaapana iSaxaNa

JiXSToM:-

ivaVaqyal_ iSaxakasa :-

1. marazi BaaYaa AQyaapanaacao mah<va JiXYTo, saU~ao samajaNyaasa madta krNao.
2. BaaYaa iSaxakacao Apaoixata gauNaivaSaoYa samajaNyaasa va tao AMgal baaNavaNyaasa madta krNao.
3. marazi BaaYaa AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana pa`karaMcal AaoLKa GaDivaNao.
4. GaTk inayaaojana va vaaiYa_k inayaaojana ksao kravao yaaivaYayal madta krNao.
5. marazi paazyapaustakacaoM mah<va AaiNa inakYa laxaata AaNaUna doNao.
6. AQyaapanaacyaa ivaivaQa pawtaIMcal AaoLKa GaDivaNao va tyaaMcao Jpayaaojana krNyaasa p`avaR<a krNao.
7. maUlyaaMknaacalM taM~ao samajaNyaasa va Jpayaaojana krNyaasa madta krNao.
8. marazlcao AQyaapana krtaanaa garjaonauaar ivaivaQa SaOxaiNak saaQanao_vaaparNyaasa pao`irta krNao.
9. marazlcya AQyaapanaata vaogavaogaLyaa AByaasaanauvatal_ Jpak`maaMcaoM Aayaaojana krNyaasa madta krNao
10. naOdainak ksaoTI AaiNa saMpaadna caaMcanaI tayaar krNyaasa madta krNao

GaTk 1 : marazi BaaSaa AQyaapana AaiNa iSaxak

- 1.1 marazi BaaYaocao mah<va.
- 1.2 marazi BaaYaa iSaxaNaacal JiXYTo
 - 1.2.1 p`aqama BaaYaa- marazi
 - 1.2.2 taRtalya BaaYaa- marazi
- 1.3 marazi BaaYaa AQyaapanaacal saU~ao.
- 1.4 marazi BaaYaa-AQyayanaacal saamaanya ta<vao.
- 1.5 marazi BaaYaocao_iSaxak.

GaTk 2 : AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana

2.9 saaihtya pa`karaMcal AaoLKa.

2.1.1 gaV.

2.1.17 paV.

2.1.18 rcanaa.

2.1.19 vyaakrNa AaiNa SauwlaoKana

2.2 paaz inayaaojana

2.2.1 gadya paaz.

2.2.2 padya paaz.

2.2.3 rcanaa paaz.

2.2.4 vyaakrNa paaz.

2.3 paaz inayaaojanaacao mah<va.

2.4 GaTk inayaaojana.

2.5 vaaiYa_k inayaaojana.

GaTk 3 : paazyapaustak AaiNa AQyaapana pawtal

3.1 paazyapaustakacao mah<va AaiNa inakYa.

3.1.1 AMtarMga.

3.1.2 baihrMga.

3.2 ivaivaQa AQyaapana pawtal

(gauNadaoYa, mah<va)

3.2.1 naaTyalkrNa AaiNa BaUimaka paalana.

3.2.2 pa`klpa pawtal

3.2.3 cacia_ pawtal

3.2.4 vyaaKyaana pawtal

3.2.5 pairsaMvaad

3.2.6 bauiwmaMqana

3.2.7 saMBaaYaNa

3.2.8 BaaiYak KaoL

GaTk 4 : BaaiYak maUlyaaMkna

4.1 maaOiKak maUlyaaMkna.

4.9.1 maaOiKak maUlyaaMknaacao mah<va.

- 4.1.2 maaOiKak parIxaocao pa`kar.
- 4.10 **ilaiKata maUlyaaMkna.**
- 4.1.6 ilaiKata maUlyaaMknaacoo mah<va.
- 4.1.2 ilaiKata parIxaocao pa`Sna -pa`kar.
- 4.1.8 nalla pai~aka AaiNa talna Aayaamal ta>a.
- 4.1.4 pa`Sna pai~akocal rcanaa.
- 4.1.5 pa`Sna ivaSlaoYaNa.
- 4.1.6]ttar pai~aka.
- 4.3 **satata sava_samaavaoYak maUlyaaMkna.**

GaTk 5 : SaOxaiNak saaQanao AaiNa BaaYaa]pak`ma

- 5.1 saMklpanaa, mah<va, pa`kar,]payaaoga.
- 5.2 dRk saaQanao ,
- 5.3 Eaavya saaQanao.
- 5.4 dRk – Eaavya saaQanao.
- 5.5 svaaQyaaya : saMklpanaa, mah<va, pa`kar.
- 5.6 AByaasaanauvatal_]pak`ma: saMklpanaa, mah<va, pa`kar.

GaTk 6 : BaaiYak daoYa, SaOxaiNak inadana AaiNa]pacaarl iSaxaNa

- 6.1 **BaaiYak daoYa**
- 6.1.1 EavaNa daoYa, karNao va tyaavarIla]paaya.
- 6.1.2]ccaarNa daoYa, karNao va tyaavarIla]paaya.
- 6.1.3 laoKana daoYa, karNao va tyaavarIla]paaya.
- 6.2 : **SaOxaiNak inadana AaiNa]pacaarl iSaxaNa.**
- 6.1.1 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal saMklpanaa Aanal mahtva.
- 6.1.2 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal pa`ik`yaa.
- 6.1.3 naOdainak ksaoTI AaiNa saMpaadna caaMcaNal.

saMdBa :

39. marazI BaaYaocao AQyaapana - ma.vaa. kuMDIao.
40. marazI BaaYaocao AQyaapana – Akaolakr.
41. iSaxak pa`iSaxaNa - Da#. vaasaMtal fDko.
42. AaSAYayauÁta AQyaapana pawtal - Da#. h.naa. jagataapa
43. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.
44. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao.
IavaMdo.
45. Educational Technology- Usha Rao.

BAEDUM 07-08: Methodology of Teaching Geography

Objectives:

19. To develop an understanding and reveal importance of Geography.
20. To have an overview and integrate the knowledge drawn from various sources History, Geography, Environment, Science and Mathematics.
21. To acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Geography.
22. To utilize community resources and educational inputs.
23. To equip pupils with the evaluation skills.
24. To develop the skills of using different tools in Teaching of Geography
25. To develop the skill and attitude necessary to make pupils appreciate the natural environment in which they live
26. To explain various associated concepts of geography in the context of human beings interaction with them.
27. To develop an understanding of major Physical divisions, types of climate and different natural vegetation's of India.

Unit 1: Geography and its Fundamental Considerations

- 1.13 The Meaning and definitions of Geography.
- 1.14 Nature of Geography.
- 1.15 Contributors of Geography
- 1.16 Place of local Geography in Teaching.
- 1.17 Geography as a basic discipline, its importance in day today life.
- 1.18 Instructional Objectives of Teaching Geography at Secondary Level.

Unit 2: Learner Centered Approaches in Teaching Geography

- 2.17 Correlation method (Environment, History, Science and Maths)
- 2.18 Regional method
- 2.19 Discovery Method
- 2.20 Problem solving Method
- 2.21 Project method
- 2.22 Excursion
- 2.23 Concept Attainment Model
- 2.24 Inquiry Training Model

Unit 3: Planning and Transactional Strategies

- 3.13 Preparation of lesson plan, unit plan, year plan.
- 3.14 Teaching aids (Projected and Non projected)
- 3.15 Geography Laboratory
- 3.16 Bulletin board
- 3.17 Geography Exhibition
- 3.18 Use of community Resources

Unit 4: Evaluation

- 4.13 Content analysis
- 4.14 Writing instructional objectives in behavioral terms
- 4.15 Preparing a blue print
- 4.16 Developing test item for Cognitive and non-cognitive outcomes
- 4.17 Setting a good question paper.
- 4.18 Tools of evaluation in Geography

Unit 5: Tools of Teaching Geography

- 5.11 Concept of Map
- 5.12 Scales, Symbols and Direction
- 5.13 Concepts of Latitudes and Longitudes
- 5.14 Types of Maps and their uses
- 5.15 Concept of Globe and uses of a Globe

References:

- Aggarwal (2008): *Teaching of Social studies: A Practical Approach (4th Edition)*, Vikas Publishing House Pvt Ltd. New Delhi.
- *General Geography*, NCERT New Delhi
- Kunal A.K.(1983): *Why and How of Geography Teaching*, Ambani Publication Srinagar, New Delhi
- Machel (2008): *Teaching of Geography*, Oxford University Press, Bombay
- Norman Graves (1972): *New Moments in the Study and Teaching of Geography*, Mawerice Temple Sunith Ltd. Australia.
- Rao, M.S. (1993): *Teaching of Geography*, Anmol publications, New Delhi.
- Siddiqui M.H. (2009): *Teaching of Geography*, APH Publishing Corporation, New Delhi

- Srivastva, H.S. & Menon Kamala (1989): *Handbook of Evaluation in Geography*, Sterling Publishers, New Delhi.
- S.K.Kochar: *The Teaching of Social Studies*.
- Source book for teaching of Geography, Unesco Publications.
- Verma O.P. & Vedanayagam (1988): *Geography Teaching*, Sterling Publishers, New Delhi.

BAEDUM 07-08: Methods of Teaching History

Objectives:

This course would aim at –

- o. Making students understand the meaning of history and history curriculum in their broader perspectives.
- p. Equipping students with the knowledge and skill of making unit portfolios
- q. Helping students to integrate ICT and relevant instructional materials in teaching and learning of history.
- r. Helping students to select and use appropriate teaching methods for developing historical understanding.
- s. Equipping students with the knowledge and skill of selecting and preparing evaluation tools and techniques.
- t. Making them understand the needs and means of professional development in teaching.
- u. Helping in preparing instructional strategies in the units of History textbooks.

Unit 1. Understanding History and History curriculum

- 1.13 Concept of history, Nature of historical knowledge
- 1.14 Need of teaching History in secondary school
- 1.15 National curriculum (from std. 6th to 10th): Structure, purpose, approach, how it is different from earlier curriculum.
- 1.16 Curriculum design in history as it practiced in India, controversies in curriculum design, role of state government in curriculum design.
- 1.17 Comparison of History curriculum of Goa with that of Karnataka and Maharashtra, any private board like ICSE.
- 1.18 Correlation of history with geography, Political science, literature, sciences.

Unit 2. Planning for Teaching

- 2.11 Making an Unit plan

- 2.12 Lesson planning, planning lesson based on discussion, dramatization, storytelling, sources,
- 2.13 Teaching strategy
- 2.14 Use of textbooks in teaching.
- 2.15 Use of ICT in lesson planning, lesson execution, evaluation. ICT based assignment

Unit 3. Developing historical understanding

- 3.7 Developing historical empathy
- 3.8 Teaching values through history
- 3.9 Developing historical concepts/ understanding
 - Teaching chronology/time
 - Cause, effect and consequence
 - Change and continuity
 - Historical significance
 - Historical interpretations
- 3.4 Methods and techniques of teaching: Teaching with Sources Storytelling, dramatization, assignment, questioning, discussion

Unit 4. Assessment in History

- 4.9 Question paper pattern in SSC exam and its analysis
- 4.10 Revised Bloom's Taxonomy w.r.t. History, preparing items for different levels of objectives.
- 4.11 Preparing different types of questions in History (with reference Goa Board))
- 4.12 Comparison of History question papers of different Boards (Goa, CBSE, Maharashtra)

Unit 5. Professional development of history teacher

- 5.13 Special characteristics of a good history teacher
- 5.14 Knowing your beliefs, attitude and values of teaching history
- 5.15 Self assessment as a history teacher
- 5.16 Assessment by students
- 5.17 Developing best practices in teaching history using action research.
- 5.18 Association of history teachers

References

1. Hyden, Tarry., Arthur, James and Hunt, Martin.(2001) Learning to teach history in the secondary school (2nd ed.) London, Routledge.
2. Phillips, Rob (2002) Reflective Teaching of History 11-18,London, Continuum.
3. Phillips, Ian (2008) Teaching History: Developing as a Reflective Secondary Teacher, London, Sage.
4. Kochhar, S. K. (2005) Teaching of History, New Delhi, Sterling
5. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> (National Curriculum Framework 2005)
6. George, Alex M and Madan Amman (2009) Teaching Social Science in Schools: NCERT'S New Textbook Initiative, New Delhi, Sage.

SEMESTER VIII

BSBAEDU 11: Inclusive Education

Objectives:

By the end of the course, the student will be familiar with,

- a) The philosophy of inclusive education
- b) The legal provisions for inclusive education (international and national)
- c) Challenges faced by children with disabilities (five disabilities specified)
- d) Curriculum modifications necessary to include children with disabilities mentioned in the paper
- e) Creating an inclusive environment in the school

Unit 1: Concept of Inclusive Education

1.1 Historical background of Inclusion

- a) Normalization
- b) Models of Inclusion (Medical, Social – Rights based Approach)

1.2 Definition& Principles of Inclusive Education

1.3 Benefits of Inclusive Education

1.4 Challenges of Inclusive Education (Disability specific)

- a) Attitudinal
- b) Environmental

1.5 Inclusive Education – Rights Based Model

- a) International Perspectives of Inclusive Education (UNCRPD 2006, UNESCO)
- b) National Perspectives of Inclusive Education (NPE 1986, Inclusive Educational Program and Schemes, RTI Act)
- c) State Level Perspective of Inclusive Education (Goa Children's Act 2003)

Unit 2: Types of Disabilities: Characteristics and Educational Challenges

2.1 Specific Learning Disability

23.2 Sensory Impairment

a) Hearing Impairment

b) Visual Impairment

2.3 Autism

2.4 Scholastic Backwardness

2.5 Locomotor Disabilities

a) Cerebral Palsy

b) Muscular Dystrophy

Unit 3: Curriculum Modification

3.1 Text Book Modification

3.2 Differentiated Instruction

3.3 Alternative Evaluation System

3.4 Adaptation of co-curricular activities

3.5 Alternative subject Choice

Unit 4: Modifying School for Inclusive Education

4.1 Sensitization

4.2 Physical structure

4.3 Life Skills Resource Rooms

4.4 Academic Skills Resource Rooms

4.5 Social Inclusion

References:

1. Das and Das. (2013) *Inclusive Education: A contextual working model*: Concept Publication Co.
2. Inclusive Education : Orientation Package for Teacher Education NCERT

3. Hegarty, S (2002). *Education & Children with Special Needs: From Segregation to Inclusion* Sage Publications
4. LoremanT, Depler J, Harvey D. (2005) *Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom*. Psychology Press,
5. Jha, Mohan M. (2000). *Schools, 2002 Without Walls: Inclusive Education For All*, Pearson Education
6. NCERT – Review of Existing Instructional Adaptations
7. Norwich B. (2000), *Dilemmas of Difference, Inclusion and Disability: International Perspective on Future Directions*, RoutledgeFalmer
8. Clough P, Corbett J, (2000). *Theories of Inclusive Education: A Student's Guide*, Athenaeum Press Limited
9. NindM, RixJ, Sheehy K, Simmons K, (2005). *Curriculum Pedagogy in Inclusive Education: Values into Practice*, RoutledgeFalmer

EDU VI: CAPACITY DEVELOPMENT

INSTRUCTIONS:

SKILL COURSE III: CLASSROOM MANAGEMENT

- a) Preparing for effective Classroom management
- b) Preventive Classroom management- Establishing Rules and Procedures, Teaching Rules and Procedures.
- c) Techniques of Classroom management
- d) Preventing and Managing Deviant Behaviour
- e) Assertive Discipline
- f) Working towards Self-management
- g) Time and Space Management (utilise time and manage workload efficiently)

References

- 16) Arends, Richard. (1998) *learning to Teach* (4th Ed), New Delhi, Mc Graw Hill.
- 17) Biehler and Snowman. (7th ed) (1993) *Psychology Applied to Teaching*. Boston: Houghton Mifflin Company
- 18) Classroom Management Strategies: Gaining and Maintaining Students Cooperation - James S
- 19) Rethinking Classroom Management: Strategies for Prevention, Intervention, and Problem Solving - Patricia Sequeira Belvel , Maya Marcia Jordan

- 20) Ultimate Classroom Control Handbook: A Veteran Teachers On-The-Spot Techniques for Solving Adolescent Student Misbehavior - Dave Foley

SKILL COURSE IV: MEDIA LITERACY

- a) Media Literacy
 - i. The meaning, need, functions and relevance of Media Literacy.
 - ii. Examining how media messages are constructed.
 - iii. Identifying ideological messages embedded within all media.
 - iv. Identifying the negative messages communicated through the media.
 - v. Deconstructing media texts using the 'Media Triangle' (Eddie Dick)
 - vi. Identifying the 'story' *not being told* in various media.

- b) Objectification
 - i. Meaning of 'Objectification', gender stereotypes and roles.
 - ii. Critically analysing Media Advertisements for examples of objectification.

- c) Critical Thinking
 - i. Meaning need and function of critical thinking.
 - ii. Characteristics of critical thinkers.
 - iii. Critically analysing various media for bias, prejudice, misinformation and/or disinformation.

- d) Applying Media Literacy
 - i. Creating 'media messages' of different kinds (text, audio, and video).
 - ii. Expressing dissent by writing 'letters to the editor', writing articles or presenting street-plays.

References

- **Objectification Theory**, Psychology of Women Quarterly, 21 (1997), 173-206.
- **Sexual Objectification of Women: Advances to Theory and Research**. (2011). Dawn M. Szymanski, Lauren B. Moffitt, and Erika R. Carr. The Counseling Psychologist. 39(1) 6– 38.
- **Media and Information Literacy –Curriculum for Teachers**. (2011). Wilson, Carolyn, Alton Grizzle, Ramon Tuazon, Kwame Akyempong and Chi-Kim Cheung. Published by UNESCO. Paris, France.
- **Media Literacy and New Humanism**. (2010). José Manuel Pérez Tornero and Tapio Varis. Published by the UNESCO Institute for Information Technologies in Education.
- **Media Literacy Project** (1993).
- Packard, Vance. **Hidden Persuaders**.

- Paul, Richard. **Thirty-Five Dimensions of Critical Thinking.**
- Langrehr, John. (1995). **Become a Better Thinker.** Wright Books Pvt. Ltd.: Victoria
- **The Miniature Guide to Critical Thinking – Concepts & Tools.**
[Available at: <http://www.d.umn.edu/~jetterso/documents/CriticalThinking.pdf>]
- **Handbook of Critical Thinking Resources.** Prince George Community College. (2004).
[Available at: <http://academic.pg.cc.md.us/~wpeirce/MCCCTR/handbook.pdf>]

SKILL COURSE V: (A) EVENT MANAGEMENT

- a) Introduction to Event planning and management,
- b) Event Production, Role of event planner
- c) Skills of good event organiser
- d) Importance of organizing events and its components,
- e) Techniques, Selections, Coordination, Creativity, Designing, Sponsorships,
- f) Event Gadget Management
- g) Public Relations
- h) Evaluation of organising an Event.

REFERENCES:

1. Event Planning by Jude Allen
2. Event Management by Lynn Van Der Wagen and Brenda Carlos
3. The Art of Successful Event Management by Tanaz Basrur
4. Successful Event Management – A Practical Handbook by Anton Shone & Bryn Parry 2nd Edition
5. Event Coordination by National Institution of Event Management (NIEM)

SKILL COURSE V (B): DISASTER MANAGEMENT

This Course focuses on Natural disasters, Preparedness, Response, First Aid and Fire Fighting.

- a) Terminology: Disaster, Hazard, Vulnerability, Risk
 - a. Meaning, differences and classifications
- b) Disaster Risk Management and Disaster Preparedness & Response
 - a. Meaning of DRM and Disaster Risk Reduction

- c) Natural Hazards
 - i. Types, causes, effects (Earthquakes, Tsunami, Cyclone, Flood, Drought, landslide)
 - ii. Mitigation Measures of each of the six hazards
- d) Policy Documents related to Disaster Management
(Disaster Management Act, 2005; National Disaster Management Framework, 2011; National Policy on Disaster Management, 2009; National Disaster Management Guidelines, 2007)
 - i. Objectives
 - ii. Agencies – National and State
- e) Identifying the role that the individual can play in Disaster Management at the grassroots level.
 - i. First Aid and Fire Fighting *

*(These courses will be conducted by professional agencies set up for the same)

References:

1. Alexander, D. (1993) Natural Disasters, ULC press Ltd, London.
2. Carter, W. N. (1991) Disaster Management: A Disaster Management Handbook, Asian Development Bank, Bangkok.
3. Disaster Management in India, Ministry of Home Affairs, Government of India, New Delhi, 2011.
4. National Policy on Disaster Management, NDMA, New Delhi, 2009.
5. Disaster Management Act. (2005), Ministry of Home Affairs, Government of India, New Delhi.
6. District Disaster Management Plan-Model Template, NIDM, New Delhi, 2005.
7. A Global Report - Reducing Disaster Risk, A Challenge for Development; UNDP Publication, 2004.
8. Good practices in community based disaster risk management; GoI-UNDP Disaster Risk Management Programme; 2002 – 09.
9. Chakrabarty, U. K. Industrial Disaster Management and Emergency Response, Asian Books Pvt. Ltd., New Delhi 2007.
10. Parasuraman, S & Unnikrishnan, P. V. (ed.), India Disasters Report Towards a policy initiative. Oxford, 2000.
11. Valdiya, K. S., Environmental geology Indian context. Tata McGraw Hills, 1987.

Documents

- **National Disaster Management Framework.** (2011). Government of India. Ministry of Home Affairs. New Delhi.
- **National Policy on Disaster Management.** (2009). NDMA, Government of India. New Delhi.
- **National Disaster Management Guidelines – Preparation of State Disaster Management Plans** National Disaster Management Authority, Government of India. (July, 2007).

Disaster Management Act. (2005). Ministry of Home Affairs, Government of India, New Delhi, 2005.