

# CURRICULUM



FOR  
SECONDARY STAGE  
FOUR YEARS INTEGRATED TEACHER EDUCATION  
PROGRAMME (ITEP)

SESSION 2023-24 ON WARDS



DEPTT. OF PEOPLE EDUCATION AND MASS COMMUNICATION  
FACULTY OF ARTS  
MAHATMA GANDHI CHITRAKOOT GRAMODAYA  
VISHWAVIDHYALAYA, CHITRAKOOT, SATNA  
(M.P.),

# FIRST SEMESTER

S-I

Credits-20

S. N.	Curricular components	Name of Courses	Credits	Hour's per week	Evaluation		Total Marks
					CFA	ESE	
1	Induction programme	Tow weeks students induction programme	-	18	-	-	-
2	Foundations of education	Evolution of Indian Education	4	6	25	75	100
3	Disciplinary/Inter-disciplinary courses	Two disciplines from any of school curricular areas (as per NEP 2020)	4	6	25	75	100
		<ul style="list-style-type: none"> <li>• Language and literature (Hindi and English)</li> <li>• Social Sciences-History, Geography, Economics, Political Science etc.</li> <li>• Physical Science-Physics, chemistry etc.,</li> <li>• Mathematics</li> <li>• Biological Sciences-Zoology, Botany etc.</li> <li>• Business Studies, Accountancy etc</li> </ul>	4	6	25	75	100
4	Ability enhancement and value-added courses	• Language-1 (as per 8th schedule of constitution of India.	4	6	25	75	100
		• Art and creative experiences (performing and visual art)	2	3	15	35	50
		• Understanding India (Indian ethos and Knowledge system)	2	3	15	35	50
			20	48	130	370	500

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## 2.0 FOUNDATIONS OF EDUCATION

### 2.1 Evolution of Indian Education

Credits: 4  
Semester: S-1

#### 2.1.1 About the Course

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

#### 2.1.2 Learning Outcomes

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

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

#### UNIT - I

##### Ancient Indian Education: Vedic Period

- A. Vision, objectives and salient features of Vedic Education System.
- B. Teaching and Learning Process.
- C. Development of educational institutions: Finances and Management.
- D. Famous Educational institutions and Guru-Shishya.
- E. Education at the time of Epics: Ramayana and Mahabharata.

#### UNIT - II

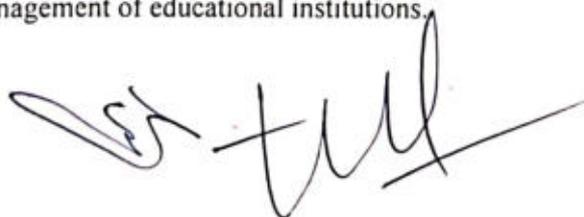
##### Ancient Indian Education: Buddhist and Jain Period

- A. Vision, objectives and salient features of Buddhist and Jain Education System.
- B. Teaching and Learning Process.
- C. Finance and Management of Educational Institutions.
- D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- E. Famous Guru-Shishya.

#### UNIT - III

##### Post-Gupta Period to Colonial Period

- A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- B. Teaching and Learning Process.
- C. Finance and Management of educational institutions.



**UNIT - IV**  
**Modern Indian Education**

**A. Colonial Education in India**

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

**B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)**

**(Bird's eye view of their contribution)**

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

**C. Education in Independent India**

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
  - Qualities of a good citizen.
  - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

**2.1.3 Suggestive Practicum**

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

**2.1.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

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

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

#### **2.1.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

#### **2.1.6 Suggestive Reading Materials**

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

B

24

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

**Credits:** 4  
**Semester:** S-1

### 5.1.1 About the Course

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

### 5.1.2 Learning Outcomes

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

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

## UNIT - I

### Understanding Language, Communication and Cognition

- A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- C. The process of communication, barriers to communication, written and oral

communication, the story of human communication from early times to new age;  
Language variation, Multilingualism.

- D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

## **UNIT - II**

### **Understanding Grammar**

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- D. Sound production in the language; Coining new words, Speech acts.

## **UNIT - III**

### **Reading Skills**

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- C. Reading discipline-based texts; vocabulary development

## **UNIT - IV**

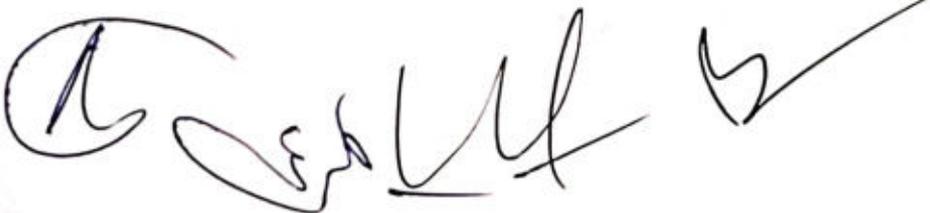
### **Writing Skills**

- A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)
- C. Summarizing and Paraphrasing techniques.

## **UNIT - V**

### **Speaking skills**

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).
- B. Activities for developing speaking, role play; The impact of culture on speaking.
- C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.



## UNIT - VI

### Listening Skills

- A. Why listening is important; kinds of listening; Listening strategies.
- B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
- C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

## UNIT - VII

### Academic writing

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.
- B. Developing Critical, analytical, and interpretive thinking skills.
- C. Learning to analyze.

## UNIT - VIII

### Critical thinking

- A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

#### 5.1.3 Suggestive Practicum

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

#### 5.1.4 Suggestive Mode of Transaction

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

#### 5.1.5 Suggestive Mode of Assessment

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

#### 5.1.6 Suggestive Reading Materials

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



### 5.3 Art Education (Performing and Visual) and Creative Expressions Exemplar 1 - Puppetry

Credits 2  
Semester S-1 and S-7

#### 5.3.1 About the Course

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

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

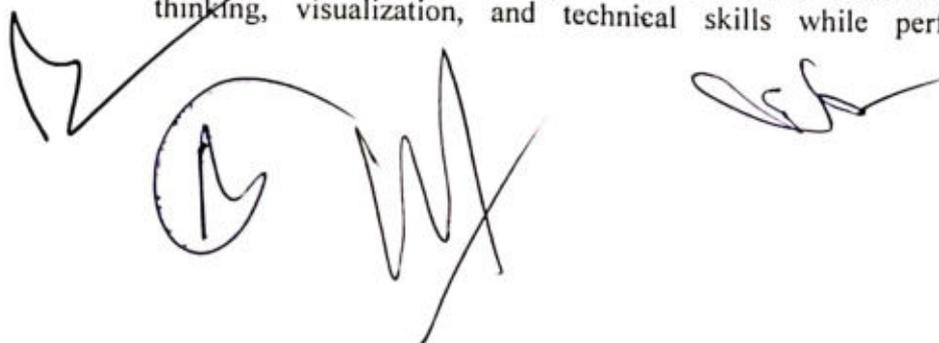
Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative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

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

#### Puppetry

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

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



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

### **Learning Outcomes**

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

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

### **UNIT - I**

#### **Importance of Aesthetics and Art education (2 Sessions)**

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

### **UNIT - II**

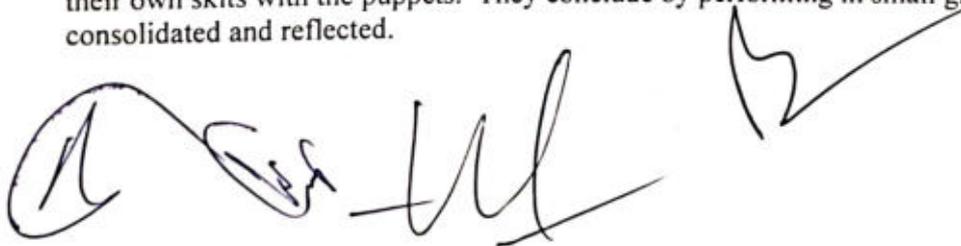
#### **Designing Puppets (6 Sessions)**

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

### **UNIT - III**

#### **Performing the puppets (4 Sessions)**

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



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

### 5.3.3 Pedagogy

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

### 5.3.4 Suggestive Mode of Assessment

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

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

### 5.3.5 Suggestive Reading Materials

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

### 5.3 Arts (Performing and Visual) and Creative Expressions Exemplar 2 - Theatre

Credits 2  
Semester S-1 and S-7

#### 5.3.1 About the Course

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

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

#### Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This course will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

### 5.3.2 Learning Outcomes

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

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

## UNIT - I

### Importance of Aesthetics and Art education (2 Sessions)

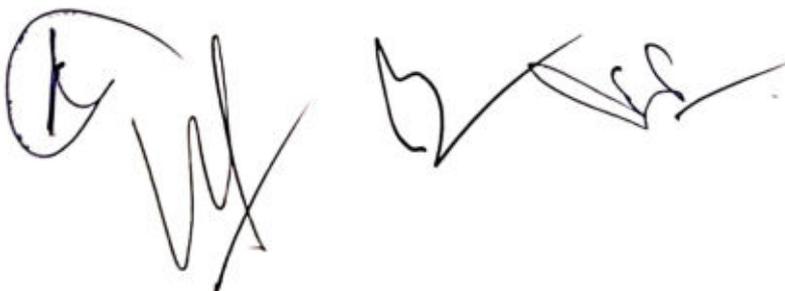
In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the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

## UNIT - II

### Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.



## 5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits 2  
Semester: S-1

### 5.4.1 About the Course

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

### 5.4.1 Learning Outcomes

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

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

### UNIT - I

#### Introduction to the Knowledge of India

- A. Definition & scope; Relevance of this knowledge.
- B. Need to revisit our ancient knowledge, traditions, and culture.

### UNIT - II

#### Culture - Art and Literature

- A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
- C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc).



**UNIT - III**  
**Polity and Law**

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

**UNIT - IV**  
**Economy**

- A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
- C. Land ownership - land grants & property rights, land revenue systems.
- D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

**UNIT - V**  
**Environment & Health**

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

**5.4.3 Suggestive Practicum**

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

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

**5.4.4 Suggestive Mode of Transaction**

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

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

#### 5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

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

#### 5.4.6 Suggestive Reading Materials

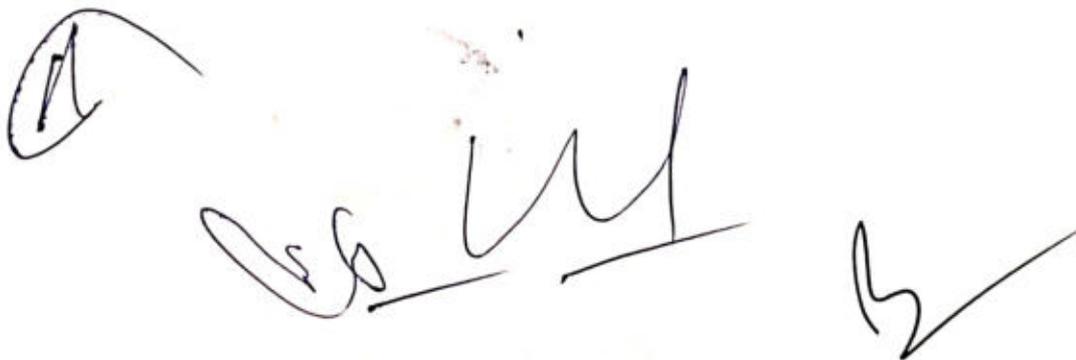
Teachers may suggest books/readings as per the need of the learners and learning content.

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**DISCIPLINARY/INTER-  
DISCIPLINARY COURSES**

**As NEP - 2020**

**4 year Undergraduate programme-  
FYUP**

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## सैद्धांतिक प्रश्नपत्र के पाठ्यक्रम हेतु प्रारूप

भाग ब - परिचय			
कार्यक्रम: प्रमाण पत्र	कक्षा : बी.ए.	वर्ष: प्रथम वर्ष	सत्र: 2021-22
विषय: हिंदी साहित्य			
1	पाठ्यक्रम का शीर्षक	हिंदी काव्य (प्रश्न पत्र 1)	
2	पाठ्यक्रम का प्रकार (कोर कोर्स/इलेक्टिव/जेनेरिक इलेक्टिव/वोकेशनल/.....)	कोर कोर्स	
3	पूर्वापेक्षा (Prerequisite) (यदि कोई हो)	इस कोर्स का अध्ययन करने के लिए, विद्यार्थी ने किसी भी विषय में कक्षा 12वीं प्रमाण पत्र/डिप्लोमा किया हो, पात्र हैं।	
4	पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)	<p>1 इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी काव्य की सुदीर्घ परम्परा से परिचित होंगे।</p> <p>2 प्रसिद्ध रचनाओं के अध्ययन से देश की सामाजिक, सांस्कृतिक एवं राष्ट्रीय पृष्ठभूमि से सुविज्ञ होंगे।</p> <p>3 विद्यार्थियों के व्यक्तित्व का विकास होगा, उनकी जीवन दृष्टि का विस्तार होगा जिससे वह जीवन एवं जीवन मूल्यों को समझने में सक्षम होंगे।</p> <p>4 रचनात्मक कौशल में दक्षता होगी जिससे उन्हें रोजगार की अनेक संभावनायें मिलेगी।</p>	
5	क्रेडिट मान	06	
6	कुल अंक	अधिकतम अंक: 25+75	न्यूनतम उत्तीर्ण अंक 33
भाग ब- पाठ्यक्रम की विषयवस्तु			
व्याख्यान की कुल संख्या- 90 (प्रति सप्ताह घंटे में 02)			
इकाई	विषय	व्याख्यान की संख्या	
इकाई-1	<p>भारतीय ज्ञान परंपरा के अन्तर्गत हिन्दी साहित्य के इतिहास की पृष्ठभूमि एवं प्रमुख कवि</p> <p>I हिन्दी साहित्य के इतिहास की पृष्ठभूमि-</p> <p>1.1. काल विभाजन एवं नामकरण</p> <p>1.2. आदिकाल की सामाजिक एवं सांस्कृतिक पृष्ठभूमि</p> <p>1.3. आदिकालीन काव्य धाराएँ एवं प्रवृत्तियाँ</p> <p>1.4. आदिकालीन कवि</p> <p>II प्रमुख कवि-</p> <p>2.1 गोरखनाथ (व्याख्या एवं समीक्षा)</p> <p>गोरखवानी सबदी- पद सं. 2, 4, 7, 8, 10</p> <p>राग रामली पद 10, 11</p>	16	

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	<p>2.2 चंदबरदाई (व्याख्या एवं समीक्षा)          पृथ्वीराज रासो -          कनकज्जा समय -कवित्त 144,145,146</p> <p>2.3 विद्यापति (व्याख्या एवं समीक्षा)-          पदावली- पद सं. 1, 49, 54, 55, 58</p>	
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इकाई-2	<p>1 भक्तिकाल एवं प्रमुख कवि</p> <p>1.1 भक्ति आंदोलनः सामाजिक, सांस्कृतिक पृष्ठभूमि</p> <p>1.2 काव्य धाराएँ एवं प्रवृत्तियाँ</p> <p>1.3 प्रमुख निर्गुण एवं सगुण कवि, भक्ति काल की प्रवृत्तियाँ</p> <p>2 प्रमुख कवि- निर्गुण मार्गी</p> <p>2.1 कबीरदास (व्याख्या एवं समीक्षा)          साखी- गुरुदेव को अंग- 1, 5, 7, 11, 13          विरह को अंग- 4, 10, 12, 20, 23          पद-</p> <ul style="list-style-type: none"> <li>• दुलहनीं गावहु मंगलचार</li> <li>• पंडित बाद बढते झूठा</li> <li>• लोका मति के भोरा रे</li> <li>• बोलों भाई राम की दुहाई</li> </ul> <p>2.2 मलिक मोहम्मद जायसी (व्याख्या एवं समीक्षा)          मानसरोदक खण्ड- पदसं. 1 से 3</p> <p>3 प्रमुखकवि- सगुणमार्गी</p> <p>3.1 सूरदास (व्याख्या एवं समीक्षा)          पद सं. 21, 23, 25, 85</p> <p>3.2 गोस्वामी तुलसीदास (व्याख्या एवं समीक्षा)          अयोध्याकाण्ड-          मागी नाव न केवटु आना । कहइ तुम्हार मरमु में जाना॥          से          विदा कीन्ह करुनायतन भगति विमल बरु देइ। (102          दोहा तक)</p>	18
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इकाई-3	<p>1 रीतिकाल की पृष्ठभूमि एवं प्रमुख कवि</p> <p>1.1 रीतिकाल की सामाजिक, सांस्कृतिक पृष्ठभूमि</p> <p>1.2 रीतिकालीन साहित्य के प्रमुख भेद- रीतिसिद्ध</p>	10
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	<p>रीतिवद्ध और रीतिमुक्त 1.3 रीतिकाल की प्रवृत्तियाँ 2 प्रमुख कवि 2.1 बिहारी (व्याख्या एवं समीक्षा) दोहा क्र. 1, 16, 18, 20, 21, 25, 27, 28, 37, 46 2.2 भूपण (व्याख्या एवं समीक्षा) शिवा वावनी पद सं. 4, 25, 26 छत्रसाल दशक पद सं. 1, 7</p>	
इकाई-4	<p>1 आधुनिक काल की पृष्ठभूमि एवं प्रमुख कवि 1.1 आधुनिक काल की सामाजिक, सांस्कृतिक पृष्ठभूमि, पुनर्जागरण काल, हिन्दी नवजागरण काल एवं प्रवृत्तियाँ 1.2 भारतेन्दु युगीन साहित्य एवं प्रवृत्तियाँ 1.3 द्विवेदी युगीन साहित्य एवं प्रवृत्तियाँ 1.4 छायावाद युगीन साहित्य एवं प्रवृत्तियाँ 2 प्रमुख कवि 2.1 भारतेन्दु हरिश्चन्द्र (व्याख्या एवं समीक्षा) हिन्दी-भाषा- निज भाषा उन्नति अहे, सव उन्नति को मूल (10 दोहे) 2.2 अयोध्यासिंह उपाध्याय 'हरिऔध' (व्याख्या एवं समीक्षा) काव्य- एक वृद्ध, मीठी बोली 2.3 जयशंकर प्रसाद (व्याख्या एवं समीक्षा) कामायनी के श्रद्धा सर्ग से- "प्रकृति के यौवन का श्रृंगार करेंगे कभी न वासी फूल..... से. खिंची आवेगी सकल समृद्धि" तक का अंश 2.4 सूर्यकान्त त्रिपाठी 'निराला' (व्याख्या एवं समीक्षा) जागो फिर एक बार: भाग 2, वह तोड़ती पत्थर 2.5 महादेवी वर्मा (व्याख्या एवं समीक्षा) मैं नीर भरी दुख की बदली वीन भी हूँ मैं तुम्हारी, रागिनी भी हूँ</p>	20
इकाई-5	<p>1 छायावादोत्तर काव्य धाराएँ एवं प्रमुख कवि 1.1 उत्तर छायावाद की विविध वैचारिक प्रवृत्तियाँ 1.2 प्रगतिवाद साहित्य एवं प्रवृत्तियाँ 1.3 प्रयोगवाद साहित्य एवं प्रवृत्तियाँ 1.4 नईकविता, समकालीन कविता, प्रमुख प्रवृत्तियाँ</p>	20



  
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31.8.2021, 3.12.2021  
मण्डल

2 प्रमुख कवि

2.1 अज्ञेय (व्याख्या एवं समीक्षा)

नदी के द्वीप, यह दीप अकेला

2.2 गजानन माधव 'मुक्तिबोध' (व्याख्या एवं समीक्षा)

में तुम लोगों से दूर हूँ, भूल गलती

2.3 नागार्जुन (व्याख्या एवं समीक्षा)

अकाल और उसके बाद, बादल को घिरते देखा है

2.4 धूमिल (व्याख्या एवं समीक्षा)

रोटी और संसद, बीस साल बाद

3 अभ्यास

3.1 काव्यपाठ (सस्वर)

3.2 सुलेखन

3.3 शुद्धवाचन

सार विंदु (की बर्द) टैग, पुनर्जागरण, नवजागरण, समकालीन सांस्कृतिक पृष्ठभूमि, काव्य प्रवृत्तियाँ

भाग स- अनुशंसित अध्ययन संसाधन

पाठ्य पुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन

अनुशंसित सहायक पुस्तकें /ग्रन्थ/अन्य पाठ्य संसाधन/पाठ्य सामग्री:

पाठ्य पुस्तकें -

1. सं. वड्डवाल, पीतांबरदत्त, "गोरखवानी" प्रकाशन हिन्दी साहित्य मम्मेलन प्रयाग
2. दीक्षित, आनंद प्रकाश, "विद्यापति पदावली" साहित्य मंदिर प्रकाशन ग्वालियर
3. सं. दास, श्यामसुन्दर "कबीर ग्रंथावली" नागरी प्रचारणी सभा वाराणसी
4. शुक्ल आचार्य रामचन्द्र, "जायसी ग्रन्थ आवली" नागरी प्रचारणी सभा वाराणसी
5. शुक्ल, आचार्य रामचन्द्र, "अमरगीत सार" लोक भारती प्रकाशन इलाहबाद
6. गोस्वामी, तुलसीदास, "श्रीरामचरितमानस" गीता प्रेस गोरखपुर
7. रत्न नाकर, जगन्नाथदास, "विहारी रत्नाकर" रत्नाकर पब्लिकेशन वाराणसी
8. मिश्र, विश्वनाथ प्रसाद, "भूषण ग्रंथावली" साहित्य सेवक कार्यालय काशी
9. शर्मा, हेमंत, "भारतेन्दु समग्र" हिन्दी प्रचारक संस्था वाराणसी
10. शाही, सदानन्द, "अयोध्या सिंह उपाध्याय हरिऔध रचनावली" वाणी प्रकाशन नई दिल्ली
11. प्रसाद, जयशंकर, "कमायनी" लोक भारती प्रकाशन इलाहबाद
12. शर्मा, रामविलास, "राग-विराग" लोक भारती प्रकाशन इलाहबाद
13. वर्मा, महादेवी, "परिक्रमा" साहित्य भवन प्रा. लि. इलाहबाद
14. पालिवाल, कृष्णदत्त, "अज्ञेय रचनावली" भारतीय ज्ञानपीठ प्रकाशन नई दिल्ली
15. मुक्तिबोध, गजानन माधव, "चाँद का मुँह टेढ़ा है" राजकमल प्रकाशन नई दिल्ली
16. सिंह, नामवर, "प्रतिनिधि कविताएं नागार्जुन" राजकमल प्रकाशन नई दिल्ली
17. संपादक द्विवेदी, हज़ारिप्रसाद "संक्षिप्त पृथ्वीराज रासो" काशी विश्वविद्यालय, बनारस प्रथम संस्करण 1952 ई.

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## BA I Year: English Literature

Part A Introduction			
Program: Certificate Course		Class: BA	Year: I
Session: 2021-22			
Subject: English Literature (Theory)			
1	Course Code	AI-EL1111	
2	Course Title	Study of Drama (Paper I, Theory)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject English Language/ English Literature in class 12 <sup>th</sup> .	
5	Course Learning outcomes (CLO)	The course will inculcate team work, communicative ability, creativity and aesthetic sense in students, enabling them to understand, in detail, drama and the theatre Through this course, the students will acquire the knowledge of <ul style="list-style-type: none"><li>• Different genres of drama, like comedy, tragedy, epic theatre, and commedia dell'arte</li><li>• Distinctive features of Sanskrit, Greek, English, American, and Indian plays</li><li>• Dramatic techniques and elements like plot, theme character, spectacle and narrative</li></ul>	
6	Credit Value	4 (Theory) + 2 (Practical)	
7	Total Marks	Max Marks 25+75	Min. Passing Marks 33
Part B- Content of the Course			
Total No. of (Theory) Lectures (in hours per week): 02			
Total (Theory) Lectures: 60			
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"><li>• Classical Drama</li></ul> <p>1.1 Sophocles: Oedipus Rex - Story</p> <p><b>Keywords:</b> Sanskrit theatre, Rasa theory, Classical tragedy, Greek tragedy, Greek theatre, Trilogy, Plot structure, Oedipus Complex, Electra Complex, Epic theatre</p>	15	
II	<ul style="list-style-type: none"><li>• Renaissance Drama</li></ul> <p>2.1 Christopher Marlowe: Dr. Faustus</p>	18	

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Dr. G. S. Gantner

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	<p>2 2 William Shakespeare Tragedy in <i>The Merchant of Venice</i></p> <p><b>Keywords:</b> <i>Renaissance, Characteristics of literary renaissance, Elizabethan drama, Elizabethan comedy, Morality plays, Elizabethan Tragedy, Catharsis</i></p>	
III	<p>• Restoration Drama</p> <p>3 1 John Dryden: All for Love</p> <p><b>Keywords:</b> <i>Restoration drama, Restoration comedy, Comedy of manners, Heroic couplet, Restoration of monarchy, Rejection of Puritanism, Satire, Faith and Politics</i></p>	12
IV	<p>• Indian Drama</p> <p>4 1 Girish Karnad: Hayavadana</p> <p><b>Keywords:</b> <i>Indian English Drama, Indian society, Morality, Modern Indian theatre, Regional drama, Gender concern, Mythical and social elements</i></p>	15

**Part C-Learning Resources**

**Text Books, Reference Books, Other resources**

**Suggested Readings:**

Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul Ltd., 1959

Charlton, H.B. *Shakespearean Comedy*: Routledge Kegan and Paul. 1966

Karnad, Girish. *Girish Karnad: Three Plays* New Delhi OUP. 2002

Nicoll, Allardyce *British Drama* Delhi. Doaba House.

Stanivukovic, Goran, and John Cameron *Tragedies of the English Renaissance: An Introduction (Renaissance Dramas and Dramatists)*. 1st ed., Edinburgh University Press, 2018.

Straub, Kristina, et al *The Routledge Anthology of Restoration and Eighteenth-Century Drama*. 1st ed. Routledge, 2017.

**Suggested digital platforms weblinks:**

*[Handwritten signatures and notes]*

Dr. S. G. ...

"Restoration Drama in England | Encyclopedia Com" *Encyclopedia.Com*, 2010.  
[www.encyclopedia.com/humanities/culture-magazines/restoration-drama-england](http://www.encyclopedia.com/humanities/culture-magazines/restoration-drama-england)

Wikipedia contributors. "English Drama" *Wikipedia*, 26 Mar 2021.  
[en.wikipedia.org/wiki/English\\_drama](http://en.wikipedia.org/wiki/English_drama)

Renaissance Drama  
<https://www.enotes.com/homework-help/what-main-characteristic-renaissance-drama->

Restoration Drama Characteristics  
<https://englishsummary.com/restoration-drama/#gsc.tab=0>

Shakespeare Sonnets: Summary & Analysis 154 sonnets with translation  
<https://shakespearequotesandplays.com/shakespeare-sonnets/>

Abhijnanashakuntala work by Kalidasa  
<https://www.britannica.com/topic/Abhijnanashakuntala>

Oedipus Rex Greek mythology  
<https://www.britannica.com/topic/Oedipus-Greek-mythology>

**Suggested equivalent online courses:**

- <https://www.classcentral.com/course/modpo-356> Modern Drama – Free online Drama Course

**Part D-Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Maximum Marks : 100

Continuous Comprehensive Evaluation (CCE) : 25marks , University Exam (UE) 75 marks

<b>Internal Assessment :</b> Continuous Comprehensive Evaluation (CCE):25	Class Tests	15
	Assignment/Presentation	10
<b>External Assessment :</b> University Exam Section:75 Time : 02.00 Hours	Section(A) Three Very Short Questions (50 Words Each)	03 x 03 = 09
	Section (B) : Four Short Questions (200 Words Each)	04 x 09 = 36
		02 x 15 = 30 Total 75

*[Handwritten signatures and dates]*  
 Date: 9/8/21  
 G. G. G. G.

उच्च शिक्षा विभाग, म.प्र. शासन  
स्नातक कक्षाओं के लिए सेमेस्टर अनुसार पाठ्यक्रम  
केंद्रीय अध्ययन मण्डल द्वारा अनुमोदित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित  
सत्र - 2011-12

बी.ए. संस्कृत (अनिवार्य)

प्रथम सेमेस्टर

प्रश्न-पत्र - चंद्र, व्याकरण एवं भाषा नेपुण्य

अधिकतम अंक- 100

- |        |  |    |
|--------|--|----|
| इकाई-1 | वैदिक संहिताओं का परिचय  | 20 |
| इकाई-2 | वेद  | 20 |
|        | (क) ऋग्वेद-अधिसूक्त- 1.1   |    |
|        | (ख) अथर्ववेद-विजयसूक्त- 1.2  |    |
|        | मंत्रों की व्याख्या- (10 अंक)  |    |
|        | आलोचनात्मक प्रश्न- (10 अंक)  |    |
| इकाई-3 | शब्द रूप एवं धातु रूप  | 20 |
|        | शब्द रूप- राम, कवि, भानु, मित्, लता, गति,<br>नदी, वधु, मातृ, फल, वरि, आत्मन्,<br>चाफ्, सर्व, सत्, एतत्, यत्, इदम्, अस्मात् तथा<br>सुभत् (10 अंक) |    |
|        | धातु रूप- पठ्, भू, कृ, अस्, लुध्, क्री, चुर, तथा<br>संक्. (10 अंक)   |    |
|        | केवल पाँच लकार- लट्, लोट्, विधिलिङ्, लङ्,<br>लृट्  |    |
| इकाई-4 | लघुसिद्धान्तकौमुदी-प्रत्याहार, संज्ञा, सन्धि एवं विभक्त्यर्थ   |    |
| इकाई-5 | अनुवाद एवं निबंध   |    |
|        | संस्कृत से हिन्दी एवं हिन्दी से संस्कृत में अनुवाद<br>(5 + 5 = 10 अंक)   |    |

Higher Education, Madhya Pradesh  
Syllabus for B.A. in  
Ancient Indian History, Culture and Archaeology  
04 years UG Program (Annual Pattern)

Part -A Introduction

Program : Certificate course in Faculty	Class : B.A. (1 <sup>st</sup> Year)	Year (1 <sup>st</sup> Year)	Session- 2021-22
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Subject :- Ancient Indian History

1.	Course Code	AI-AIHC 1 T
2.	Course Title	Introduction of Ancient Indian History, Culture and Archaeology
3.	Course Type (core course)	

Unit 1 A. Sources of Ancient Indian History: Archaeological, Literary and Oral Sources

B- Definition of History, Culture, Archaeology and Oral.

Unit 2 A. Introduction of Pre-historical Period

B. Introduction of Proto-historical Period

C. Introduction of historical Period

Unit 3 A. Relation of Archaeology with other Subjects

B. Archaeological Methods

Unit 4 A. Introduction of Palaeography

B. Introduction of Epigraphy

C. Introduction of Numismatics

Unit 5 A. Introduction of Ancient Indian Art

B. Introduction of Ancient Indian Architecture

4. Pre-Requisite If Any NIL.

5. Course Learning Outcome (CLO)

The purpose of this paper is from the sources of ancient Indian history, culture and archaeology. Introduction to the pre-historic period, Proto-historical period, historical period, introduction to the Palaeography, Epigraphy, Numismatics, Relation of Archaeology with Other Subjects Introduction to Archaeological methods of archaeology, introduction to Indian art and architecture. To maintain the glory of ancient history, culture and archeology, it is our plan to present this paper for the awareness of the students and also to reveal the introductory structure of our ancient culture. This paper will help the students to understand the other papers of ancient Indian history. They will be able to grasp the ideas of ancient sites and human landscapes in a much meaningful manner. This paper will also help students make their career planning as Indian History has been a major part of any competitive exam. The most important outcome of this paper is the enhancement in the proper understanding of Indian History, Culture and Archaeology.

6. Credit Value 6

7. Total Marks Max. Marks: 100 (25+75)

Min. Passing Marks: 33

## Part-B. Content of the Course

Total No. of Lectures- Tutorials- Practical (In hours per week) LTP(5+01+00 per week)

Unit-1	A. Sources of Ancient Indian History: Archaeological and Literary Sources B. Definition of History, Culture and Archaeology	18
Unit-2	A. Introduction of Pre-historical Period B. Introduction of Proto-historical Period C. Introduction of historical Period	18
Unit-3	A. Relation of Archaeology with other Subjects B. Archaeological Methods	18
Unit-4	A. Introduction of Palaeography B. Introduction of Epigraphy C. Introduction of Numismatics	18
Unit-5	A. Introduction of Ancient Indian Art B. Introduction of Ancient Indian Architecture	18

**Keywords /Tags:** Archaeology, Culture, Indian History, Palaeography, Epigraphy, Numismatics, Art, Architecture, Rock paintings, Prehistory, Proto history

## Part -C- Learning Resources

**Learning Resources (Text Book, Reference Book, Other Resources)**

## Suggested Readings Books:

- Allchin, B. and F. R. Allchin, *The Rise of Civilization in India and Pakistan*
- वाशम, ए, एल, द वंडर दैट वाज इंडिया
- पांडेय, जय नारायण, पुरातत्व विमर्श (हिंदी में)
- व्हीलर, आर. ई. एम, पृथ्वी से पुरातत्व (अंग्रेजी और हिंदी)
- अग्रवाल, वी.एस., पाणिनिकृत भारत (अंग्रेजी और हिंदी)
- Percy Brown, *Indian Architecture, Vol. 1*
- Mohan Lal Chadhar: *Art Architecture and Archaeology of India, New Delhi*
- Mahesh Chandra Shrivastva: *Ancient History of India*
- Mahesh Chandra Shrivastva: *Archaeology Theory and Practice*
- वाजपेयी, कृष्णदत्त: ऐतिहासिक भारतीय अभिलेख, जयपुर, राजस्थान
- वाजपेयी संतोष कुमार: ऐतिहासिक भारतीय सिक्के, दिल्ली
- विमल चन्द्र पाण्डेय: प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास, इलाहाबाद
- मोहन लाल चढार: प्राचीन भारतीय इतिहास संस्कृति तथा पुरातत्व, नई दिल्ली

Suggested equivalent online courses :

1. [www.ndl.iitkgp.ac.in](http://www.ndl.iitkgp.ac.in)  
(National Digital Library of India)
2. [www.epustkalitya.com](http://www.epustkalitya.com)
3. [www.44books.com](http://www.44books.com)

*[Handwritten signatures and marks]*

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Part- D-Assessment and Evaluation

Maximum Marks 100 : Continuous Compressive Evaluation (CCE) 25 Marks University Exam(UE) 75 Marks

Internal Assessment Continuous Compressive Evaluation (CCE) 25 Marks	Class Test Assessment/Presentation	15 10
External Assessment University Exam(UE) 75 Marks 2;00 Hours	Section -A-Three Very Sort Qustions (50 Word Each)	03x03=09
	Section-B- Four Sort questions (200 Word Each)	04x09=36
	Section- C- Two Long Questions (500 Word Each)	02x15=30 Total 75

*Handwritten signatures and scribbles.*

*Handwritten signature.*

भाग 'अ' - परिचय			
कार्यक्रम: प्रमाण पत्र (सर्टिफिकेट कोर्स)	कक्षा: वी.ए. प्रथम वर्ष	वर्ष: 2021	सत्र: 2021-22
विषय - भूगोल			
1.	पाठ्यक्रम का कोड	1 AI - GEOG1T (1T)	
2.	पाठ्यक्रम का शीर्षक	प्रश्न पत्र-2: मानव भूगोल : वातावरण एवं संस्कृति	
3.	पाठ्यक्रम का प्रकार : (कोर कोर्स/इलेक्टिव/जेनेरिक इलेक्टिव/वोकेशनल/.....)	कोर कोर्स	
4.	पूर्वपिक्षा (Pre-requisite) (यदि कोई हो)	छात्र 12वीं कक्षा उत्तीर्ण होना चाहिए	
5.	पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)	<p>इस पाठ्यक्रम को पूर्ण करने के पश्चात छात्र -</p> <p>i. मानव भूगोल की मुख्य संकल्पनाओं और मूल सिद्धांतों जैसे - स्थान, क्षेत्र, मापन और भूदृश्य का वर्णन एवं विवेचन कर सकेंगे।</p> <p>ii. सांस्कृतिक पृष्ठभूमि की विविधताओं और स्थानों को समझ पायेंगे।</p> <p>iii. स्थान की महत्ता की समझ के द्वारा भौगोलिक परिप्रेक्ष्य में समस्या के समाधान तक पहुंच सकेंगे।</p>	
6.	क्रेडिट मान	सैद्धांतिक- 4	
7.	कुल अंक	अधिकतम अंक : 25+75	न्यूनतम उत्तीर्ण अंक : 33

Kusum  
16.8.21

भाग 'ब' - पाठ्यक्रम की विषयवस्तु  
 व्याख्यान की कुल संख्या (प्रति सप्ताह (घंटे में): 2 घण्टे प्रति सप्ताह  
 कुल व्याख्यान : 60 घण्टे

इकाई	विषय	व्याख्यान की संख्या
I	मानव भूगोल का परिचय: 1. परिभाषा, प्रकृति, उद्देश्य एवं विषय-क्षेत्र 2. मानवभूगोलकाविकास 3. अन्यविज्ञानोंसेमानवभूगोलकाअंतर्संबंध 4. क्षेत्रीयविभिन्नताकीसंकल्पना 5. भारतीयआचार-विचारएवंगूल्म	12
II	मानव, वातावरण एवं संस्कृति: 1. मानवएवंवातावरणसंबंध 1.1. निश्चयवाद, संभववाद एवं नव-निश्चयवाद 2. क्षेत्रवादएवंसंस्कृतिवाद 3. भूगोलमेंद्वैतवाद 3.1. क्रमबद्धबनाम प्रादेशिक 3.2. भौतिकबनाममानव 3.3. सैद्धांतिकबनामप्रायोगिक 4. परिवर्तनवाद एवं व्यवहारवादकीसंकल्पना 5. मानवसंस्कृतिकेबदलते प्रतिरूप	12
III	वातावरण एवं मानवीय अनुकूलन: 1. विश्व के बृहद पर्यावरणीय प्रदेश 2. मानवप्रजातियोंका वर्गीकरण, भारत के विशेष संदर्भ में 3. मानववातावरणअनुकूलन 3.1. एस्किमो - शीतप्रदेश 3.2. दुश्मन - उष्णप्रदेश 3.3. भारतीयजरावाजनजाति- भूमध्यरेखीय प्रदेश 3.4. मध्यप्रदेश की भील, गोंड एवं सहारिया जनजाति	12
IV	जनसंख्या एवं मानव विकास: 1. विश्व जनसंख्या की वृद्धि, घनत्व और वितरण 2. जनसंख्या वितरण को प्रभावित करने वाले भौतिक एवं सांस्कृतिक कारक 3. जनसंख्या स्थानान्तरण एवं अप्रवास के कारण 4. जनसंख्या विस्फोट एवं अनुकूलतम जनसंख्या की संकल्पना 5. मानव विकास की संकल्पना	12
V	मानव अधिवास एवं सांस्कृतिक प्रक्रियाएं: 1. ग्रामीण एवं नगरीय अधिवास के प्रकार एवं प्रतिरूप 2. ग्रामीण अधिवास की पर्यावरणीय समस्याएँ 3. नगरीय अधिवास का पदानुक्रम 4. भारतीय नगरों एवं शहरों की विशिष्ट विशेषताएँ 5. सांस्कृतिक प्रक्रिया: मानव समूहों की अन्तर क्रिया	12

Kusum  
 16 8 21

6. भारत में मानव अधिवास की समस्याएँ

सार बिंदु (कीवर्ड)/टिप: क्षेत्रीय विभिन्नता, भारतीय आचार-विचार, वानावस्था, संस्कृति, परिवर्तनवाद, मानव प्रजाति, मानव विकास, पदानुक्रम

*Kumar*  
16.8.21

अर्थशास्त्र- सैद्धांतिक प्रश्नपत्र पाठ्यक्रम

भाग अ - परिचय			
कार्यक्रम: प्रमाण पत्र	कक्षा: बी.ए. प्रथम	वर्ष: 2021 (1 <sup>st</sup> year)	सत्र: 2021-22
विषय: अर्थशास्त्र			
1	पाठ्यक्रम का कोड	AI-ECONIT	
2	पाठ्यक्रम का शीर्षक	व्यष्टि अर्थशास्त्र( प्रश्नपत्र 1)	
3	पाठ्यक्रम का प्रकार :(कोर्स/इलेक्टिव/जेनेरिक इलेक्टिव/वोकेशनल/.....)	कोर्स कोर्स	
4	पूर्वपिछा (Prerequisite) (यदि कोई हो)	किसी भी संक्राय से 12वीं उत्तीर्ण	
5	पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)	इस पाठ्यक्रम को पूर्ण करने के बाद विद्यार्थी व्यष्टि अर्थशास्त्र के तर्कसंगत व्यवहार और बुनियादी अवधारणाओं को समझने में सक्षम होंगे। वे उपभोक्ता और उत्पादकों के व्यवहार और उनके इष्टतम निर्णयों की व्याख्या एवं फर्मों और उद्योगों द्वारा बाजारों में इष्टतम उत्पादन के निर्णयों के बारे में जान सकेंगे। विद्यार्थी वितरण के सिद्धान्त और आर्थिक कल्याण की अवधारणा को समझ सकेंगे। व्यष्टि अर्थशास्त्र सीखना वास्तविक दुनिया में हमें प्रभावित करने वाले कई कारकों की समझ हासिल करने का एक प्रभावी तरीका है जैसे कि सामान खरीदने के तरीके, उत्पादन मूल्य निर्धारण और साधन मूल्य निर्धारण। अन्ततः अर्थशास्त्र के सिद्धांतों के बारे में जानने के लिये व्यष्टि अर्थशास्त्र को समझना महत्वपूर्ण है।	
6	क्रेडिट मान	6 + 0 = 6	
7	कुल अंक	अधिकतम अंक: 25+75	न्यूनतम उत्तीर्ण अंक: 33
भाग ब- पाठ्यक्रम की विषयवस्तु			
व्याख्यान की कुल संख्या-ट्यूटोरियल- प्रायोगिक (प्रति सप्ताह घंटे में): L-T-P: 03 घंटे			
इकाई	विषय	व्याख्यान की संख्या	
I. अर्थशास्त्र का परिचय	1. अर्थशास्त्र की परिभाषा, क्षेत्र एवं प्रकृति	18	
	2. अर्थशास्त्र का सामाजिक विज्ञान के अन्य विषयों से संबंध		
	3. वास्तविक एवं आदर्शात्मक अर्थशास्त्र		
	4. आर्थिक विघ्नेषण की पद्धतियां- आगमन एवं निगमन विधि		
	5. मूल अवधारणाएं-वस्तु, कीमत, मूल्य, विवेकशील व्यवहार, आर्थिक नियम, आवश्यकता एवं चयन		
	6. अर्थव्यवस्था की केन्द्रीय समस्याएं- उत्पादन संभावना वक्र		

29.5.21 (डॉ. दीप्ति ठवले)

II. उपभोक्ता का व्यवहार	1. गणनावाचक दृष्टिकोण - उपयोगिता, सीमांत व कुल उपयोगिता	18
	2. सीमांत उपयोगिता ह्रास नियम	
	3. समसीमांत उपयोगिता नियम, उपभोक्ता की बचत	
	4. क्रमवाचक दृष्टिकोण - तटस्थता वक्र विश्लेषण अर्थ व विशेषताएं, उपभोक्ता का संतुलन	
	5. व्यवहारवादी दृष्टिकोण- प्रकट अधिमान सिद्धान्त	
	6. मांग का नियम एवं उसके अपवाद - गिफिन वस्तुएं	
	7. मांग की लोच -कीमत, आय व आड़ी लोच।	
III. उत्पादन	1. पूर्ति का नियम एवं पूर्ति की लोच	18
	2. उत्पादन फलन	
	3. परिवर्तनशील अनुपातों के नियम	
	4. पैमाने के प्रतिफल	
	5. समोत्पाद वक्र - अर्थ व विशेषताएं	
	6. उत्पादक का संतुलन	
	7. पैमाने की बचते	
	8. आगम एवम लागत की अवधारणाएं-कुल, औसत व सीमांत	
IV. बाजार एवं मूल्य निर्धारण	1. बाजार का अर्थ एवं वर्गीकरण	18
	2. पूर्ण प्रतियोगिता अर्थ एवं विशेषताएं	
	3. पूर्ण प्रतियोगिता एवं शुद्ध प्रतियोगिता	
	4. पूर्ण प्रतियोगिता में कीमत एवं उत्पादन का निर्धारण	
	5. एकाधिकार में कीमत व उत्पादन का निर्धारण	
	6. एकाधिकार में कीमत विभेद	
	7. एकाधिकृत प्रतियोगिता	
V. साधन कीमत निर्धारण के सिद्धांत	1. वितरण का सीमांत उत्पादकता सिद्धान्त	18
	2. वितरण के सिद्धांत	
	क. लगान	
	ख. मजदूरी	
	ग. ब्याज	
घ. लाभ		
	3. कल्याणवादी अर्थशास्त्र की अवधारणा।	
सार बिंदु (की बर्त) टिगः		
वास्तविक अर्थशास्त्र, आदर्शात्मक अर्थशास्त्र, आगमन-निगमन विधि, उपभोक्ता व्यवहार, उत्पादन फलन, पूर्ण प्रतियोगिता, एकाधिकार, एकाधिकृत प्रतियोगिता, सीमांत उत्पादकता।		
भाग स- अनुशासित अध्ययन संसाधन		
पाठ्य पुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन		
अनुशासित सहायक पुस्तकें / ग्रन्थ/अन्य पाठ्य संसाधन/पाठ्य सामग्री:		

दीप्ति 29.5.21 (डॉ. दीप्ति टवले)

1. आहुजा एच.एल- सूक्ष्म अर्थशास्त्र के सिद्धान्त, एस चांद एण्ड कम्पनी, नई दिल्ली नवीनतम संस्करण।
2. वरला सी.एस. -सूक्ष्म अर्थशास्त्र, नेशनल पब्लिशिंग हाउस, जयपुर नवीनतम संस्करण।
3. ड्रिगन एम .एल.- व्यष्टि अर्थशास्त्र - वृन्दा पब्लिकेशन नई दिल्ली।
4. मिश्रा एस.के. एवं पुरी.वी.के. 2001 उच्चतर व्यष्टि आर्थिक विज्ञापण, हिमालया पब्लिशिंग हाउस मुंबई।
5. सेठ एम.एल.- व्यष्टि अर्थशास्त्र।
6. पंत जे.सी. एवं मिश्रा जे.पी, सूक्ष्मअर्थशास्त्र, साहित्यभवन पब्लिकेशन, आगरा
7. सिन्हा वी.सी. एवं सिन्हा पुष्पा, व्यष्टिअर्थशास्त्र, S.B.P.D. पब्लिकेशन, आगरा
8. Sinha V.C. and SrivastavRitu, (2020-21) S.B.P.D. पब्लिकेशन, आगरा

2. अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=11>
2. <https://vidyamitra.inflibnet.ac.in/index.php/search?subject%5B%5D=&course%5B%5D=Fundamentals+of+microeconomic+theory&domain%5B%5D=Social+Sciences>
3. [https://www.swayamprabha.gov.in/index.php/channel\\_profile/profile/7](https://www.swayamprabha.gov.in/index.php/channel_profile/profile/7)

अनुशंसित समकक्ष ऑनलाइन पाठ्यक्रम: <http://www.mcafee.cc/Introecon/IEA2007.pdf>

भाग द - अनुशंसित मूल्यांकन विधियां:

अनुशंसित सतत मूल्यांकन विधियां:

अधिकतम अंक: 100

सतत व्यापक मूल्यांकन (CCE) अंक : 25 विश्वविद्यालयीन परीक्षा (UE) अंक: 75

आंतरिक मूल्यांकन:	क्लास टेस्ट	15
सतत व्यापक मूल्यांकन (CCE):	असाइनमेंट/प्रस्तुतीकरण (प्रेजेंटेशन)	10
		कुल अंक :25
आकलन :	अनुभाग (अ): तीन अति लघु प्रश्न (प्रत्येक 50 शब्द)	03 x 03 = 09
विश्वविद्यालयीन परीक्षा:	अनुभाग (ब): चार लघु प्रश्न (प्रत्येक 200 शब्द)	04 x 09 = 36
समय- 02.00 घंटे	अनुभाग (स): दो दीर्घ उत्तरीय प्रश्न (प्रत्येक 500 शब्द)	02 x 15 = 30
		कुल अंक 75

कोई टिप्पणी/सुझाव:

दीक्षु  
29.5.21 (डॉ. दीक्षि क्वले)

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### Format for Syllabus of Theory Paper

Part A Introduction			
Program: Certificate/Diploma Degree/	Class: BA I Year	Year: 2021	Session: 2021-22
Subject: Political Science			
1	Course Code	A1-POSCIT	
2	Course Title	Political Theory	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have passed 12 <sup>th</sup> . Student of any subject can study this course.	
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"> <li>1. Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.</li> <li>2. They will be able to explain concept of state and its changing nature.</li> <li>3. They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics.</li> <li>4. They will be able to learn different dimensions of sovereignty and its relation with state.</li> <li>5. They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.</li> <li>6. They will be able to explain different models of democracy and theories of representation.</li> </ol>	
6	Credit Value	6	
7	Total Marks	Max. Marks: 25+75	Min. Passing Marks:33
Part B- Content of the Course			
Total No. of Lectures (in hours per week): 6 Hours per week			
Total Lectures- 90 Hours			
Unit	Topics	No. of Lectures	
1	<b>Understanding Political Theory</b> <ol style="list-style-type: none"> <li>1. Political Theory: Meaning and Significance</li> <li>2. Approaches to study of Politics</li> <li>3. Different terms- Political Science, Political Philosophy, Political Theory, Political Thought and Politics</li> <li>4. Introducing Ideologies</li> </ol>	18	
2	<b>Concept of State</b> <ol style="list-style-type: none"> <li>1. Defining State, Elements of state</li> <li>2. Theories of Origin of State</li> </ol>	15	

**Dr. J/C. Sinha**  
 Professor Political Science  
 Govt. P.G. College Jabua (M.P.)

	3. Changing nature of state	
3	Power, Authority and Sovereignty	15
4	Core Political Concepts 1. Freedom 2. Equality 3. Justice 4. Rights	24
5	The Idea of Democracy	18

## Keywords/Tags:

## Part C-Learning Resources

## Text Books, Reference Books, Other resources

## Suggested Readings:

1. Acharya, A. & Bhargava, R. (Ed.) "Political Theory: An Introduction", Pearson, New Delhi, 2008
2. Arblaster, A., "Democracy: Concepts in the Social Sciences", Open University Press, New York, 1994.
3. Bhargava, R., "What is Political Theory and Why Do We Need It?", Oxford University Press, Oxford, 2010.
4. Barry, N., "An Introduction to Modern Political theory", Macmillan, London, 1981.
5. Held, D., "Models of Democracy", Polity Press, Cambridge, 1991.
6. Farrelly, C.A. "Introduction to Contemporary Political Theory: A Reader", London, Sage, 2004.
7. Gauba, O.P., "An Introduction to Political Theory", Macmillan Publication, Delhi, 2009
8. Heywood, A. "Political Ideologies: An Introduction", Palgrave, London, 2004.
9. Heywood, A. "Politics", Palgrave Macmillan, London, 2013.
10. Mackinnon, C. "Issues in Political Theory", Oxford University Press, New York, 2008.
11. Smits, K. "Applying Political Theory", Palgrave Macmillan, London, 2016.
12. Vincent, A. "The Nature of Political Theory", Oxford University Press, New York, 2004.
13. भार्गव, राजीव एव आचार्य, ए. "राजनीति सिद्धांत: एक परिचय", पीयर्सन इंडिया, नई दिल्ली, 2011.
14. गावा, ओम प्रकाश "राजनीति सिद्धांत की रूपरेखा", नेशनल पब्लिशिंग हाउस, दिल्ली, 2019.