

Department of Educational Studies
Central University of Jammu
Core Course: Geography | BA. BEd. Semester II
Course Title: Climatology | Code: IBED1C010T

Total Credits: 4(3+1)

Exam Duration: 3 hours
Max Marks: 100

Course Introduction: Climatology is a fascinating subject that explores the dynamics of the atmosphere and their critical role in shaping the earth's environment

Course Outcomes (COs):

CO1: To equip the learner with the knowledge to understand the atmospheric processes, climatic variations and their implications for the human life and the planet

CO2: To make the learner understand the composition and structure of the atmosphere

CO3: To create an understanding of the atmospheric processes and their dynamic nature

CO4: To acquaint the learner to identify climatic differentiation and patterns across the globe

CO5: To familiarize the students with the role of atmospheric processes and making the earth habitable

CO6: To create an understanding, an assessment of the impact of human activities on the atmosphere

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)				Total (L+T+P)	Examination Scheme				
					CIA	MSE	ESE	Practical	Total Marks
Unit	L	T	P	C	15 Marks	22.5 Marks	37.5 Marks	25 Marks	100 Marks
I	12	0	0	12					
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	4	0	8	12					
	52	0	8	60	Total				100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the End-Semester Examination

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Course Content

Unit 1: Elements of Weather and Climate

- Climatology: Nature and scope of Climatology
- Elements of Weather and Climate and their Significance
- Composition and Structure of the Atmosphere

Unit 2: Atmospheric Temperature and Associated Phenomenon

- Insolation: Factors affecting its distribution. Global Heat Budget
- Atmospheric Temperature: Vertical and Horizontal Distribution of Temperature, Seasonal Distribution of Temperature
- Temperature Inversion: Concept, its Causes and Types
- Atmospheric Moisture, Evaporation, Condensation and Precipitation and its types. Clouds - their Formation and types

Unit 3: Atmospheric Pressure and Associated Phenomenon

- Atmospheric Pressure: Vertical and Horizontal distribution of Pressure Belts
- Winds: Planetary, Periodic and Local Winds
- Air Masses and Fronts - Origin, classification and properties

Unit 4: Atmospheric Disturbances and Climatic Classification

- Tropical and Temperate Cyclones, Thunderstorms and Tornadoes. Anticyclones
- ENSO events (El Nino, La Nina and Southern Oscillations)
- World Climatic classification by Koppen

Unit 5: Practical

- Graphs: Line Graph and Polygraph
- Representation of Climate data through Line Graph, Polygraph and Frequency Polygon
- Diagram: Bar Diagram - Simple Bar Diagram, Multiple Bar Diagram, Compound Bar Diagram and Pie Diagram
- Representation of Data through Simple Bar Diagram, Multiple Bar Diagram, Compound Bar Diagram and Pie Diagram

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, presentation by students, etc.

Proposed Activities for CIA (20 Marks) (Any two)

- Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- Debate on the topics assigned followed by group discussion (10 Marks).
- Quiz related to the concerning topics allotted to the class (10 Marks).

W.K. Datta

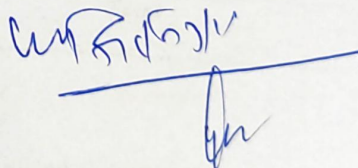
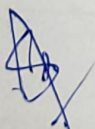
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Suggested Readings

1. Barry, R.G. & Chorley, R.J. Atmosphere, Weather and Climate, Routledge, 1998.
2. Critchfield, H: General Climatology, Prentice-Hall, New York, 1975.
3. Das, P.K.: The Monsoons, National Book Trust, New Delhi., 1968.
4. Lydolph, Paul, E.: The Climate of the Earth, Rowman and Allanheld, Totowa, N.J., 1985.
5. Mather, J.R.: Climatology, McGraw-Hill, New York, 1974.
6. Patterson, S.: Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
7. Stringer, E.T.: Foundation of Climatology, Surjeet Publications, Delhi., 1982.
8. Trewartha, G.T.: An Introduction to Climate, International Students edition, McGrawHill, New York, 1980.

Suggested Readings (Practical)

1. Gopal Singh, Map work and Practical Geography, III(Ed)., Vikas Publishing House, New Delhi.
2. Gupta, K K and Tyagi V C, Working with Maps, Survey of India, Department of Science and Technology, Government of India, DehraDun 1992.
3. Monkhouse F.J. and Wilkinson, H.R., Maps and Diagrams, Mathuen and Co. Ltd., London, 1952.
4. Phyllis Dink, Map work X(Ed) Atma Ram and Sons, Delhi., 1967.
5. Singh, R.L., Elements of Practical Geography, Kalyani



Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme
Semester – II
Course Title: History of Medieval India
Course Code: IBED1C011T

Total Credits: 04

Exam Duration: 3 hours

L: T: P = 3:1:0

Maximum Marks: 100

Course Outcomes (Cos): On Completion of the course the students will be able to:

CO1: Get acquainted with the sources of early medieval Indian history, rise of Rajput kingdoms, Cholas, Rashtrakutas & Palas.

CO2: To have an understanding of the Delhi Sultanate & Vijayanagar Empire.

CO3: To enable the students to understand the nature of Mughal State & Maratha Empire.

CO4: Get students acquainted with the relations between Mughals & local communities such as Rajputs, Sikhs & Jats.

CO5: To enable the students to understand the religion & culture during medieval India.

CO6: Get acquainted with the society, economy, art & architecture during Medieval India.

Teaching Scheme (Unit-wise Division of teaching sessions)					Examination Scheme			
					CIA	MSE	ESE	Total
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	11	1	0	12				
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
	56	04	0	60	Total			100 Marks

Attendance Requirements: Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Course Content

Unit I: Early Medieval India

- Sources: Literary, Epigraphic & Numismatics
- Rise of Rajput Kingdoms in North India
- Rashtrakutas, Palas & Cholas.

Unit II: History of India: 1206 CE – 1526 CE

- Survey of Sources: Persian & Vernacular
- Delhi Sultanate: Khiljis & Tughluqs
- Provincial Dynasties: Vijayanagar Empire

Unit III: History of India: 1526 CE – 1707 CE

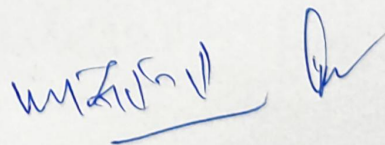
- Mughals: Conquests, Administration & Decline
- Marathas: Conquests & Administration
- Rajputs, Sikhs & Jats

Unit IV: Religion & Culture

- Bhakti Movement in South & North India
- Sufi Movement
- Development of Vernacular Culture

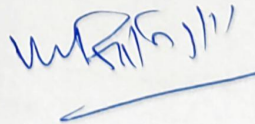
Unit V: Society & Economy

- Land Rights & Revenue System: Zamindars, Peasants & Rural Tension
- Trade Routes: Overseas & Rise of Gujrat
- Medieval Art & Architecture.



Suggested Readings

- Ali, M. Athar: *The Mughal Nobility under Aurangzeb.*
- Asher, Catherine: *Architecture of Mughal India.*
- Chandra, Satish: *Essays on Medieval Indian History.*
- Chandra, Satish: *Medieval India - I.*
- Chandra, Satish: *Parties and Politics at the Mughal Court.*
- Habib, Irfan (ed.): *Akbar and His India.*
- Habib, Irfan (ed.): *Medieval India – I (1200-1750).*
- Habib, Irfan (ed.): *The Agrarian System of Mughal India (1556-1707 AD).*
- Habib, Mohammed: *A Comprehensive History of India, Vol. I.*
- Habib, Mohammed and Nizami, K. A. (eds.): *Comprehensive History of India, Vol. V, The Delhi Sultanate.*
- Hasan, Mohibul: *Historians of Medieval India.*
- Kulke, Harman: *The State in India (1000-1700AD).*
- Mehta, J.L.: *Advanced Study in the History of Medieval India (3 vols.).*
- Moreland, W. H.: *Agrarian System of Moslem India.*
- Moreland, W. H.: *From Akbar to Aurangzeb.*
- Mukhia, Harbans: *The Mughals of India.*
- Rizvi, S. A. A.: *The Wonder that was India Vol. II.*



Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme | Semester: II
Course Title: Western Political Thought | Course Code: IBED1C012T

Total Credits: 4

Exam Duration: 3 hours

Maximum Marks: 100

Course Outcomes (COs):

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

CO1: understand the fundamental contours of classical western political thought.

CO2: understand the basic features of medieval political thought and shift from medieval to modern era.

CO3: understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.

CO4: comprehend the idealist vision of state and the concept of moral freedom.

CO5: acquaint themselves with the idea of Utilitarianism and its impact on governance.

CO6: understand the fundamental terms of different schools of liberal and Marxist streams of western political thought.

CO7: understand the praxis of Marxism and post Marxist thinkers

Teaching Scheme (Unit-Wise Division of Teaching Sessions) *					Examination Scheme			
Unit No.	LT	P		C	CIA	MSE	ESE	Total
I	11	10		12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	00		12				
III	11	00		11				
IV	11	10		12				
V	12	10		13				
Total	57	030		60	Total			100 Marks

***Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Course Content

Unit – I: Classical Tradition

- Political Thought: Meaning, Nature and Significance
- Plato: Idealism and Justice
- Aristotle: Scientific Method, State and Ethics

Unit – II: Early Modern Thinkers

- Machiavelli: Statecraft and Morality
- Hobbes: State of Nature, Natural Rights and Absolutism
- John Locke: State of Nature, Natural Rights and Liberal Constitutionalism

Unit – III: Modern Political Thinkers

- Rousseau: Idealism, Popular Sovereignty and Freedom
- Thomas Hill Green: Positive Liberty and Political Obligation
- Hegel: Dialectical Idealism and State

Unit – IV: Utilitarian Thought

- Introduction to Utilitarianism
- Jeremy Bentham: Theory of State, Ethics and Government
- John Stuart Mill: Qualified Utilitarianism and Democracy

Unit – V: Socialist Thought

- Socialism: An Introduction
- Karl Marx: Historical Materialism, Class Struggle, Revolution and Alienation
- Lenin: Imperialism, Party and Revolution

Mode of Transaction

The course will be transacted through an interactive approach including theory lectures, debates, group discussions, self-study, seminars/presentations by students.


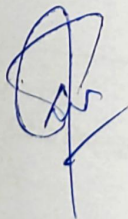
Proposed Activities for CIA (20 Marks) (Any Two)

- ✓ Assignment preparation on an allotted topic followed by presentation (10 Marks)
- ✓ Study a western classical text to understand the essence of political philosophy and write a review.

- ✓ Group discussions on different strands of philosophical traditions.

Suggested Readings:

- Barker, Ernest, *Greek Political Theory*, BL Publishers, Bombay, 1980.
- Bowle, John, *Western Political Thought*, Kegan Paul, London, 1970.
- Dunning, W.A., *A History of Political Theories*, The McMillan Company, London, 1992.
- Ebenstein, *Great Political Thinkers*, Harcourt College Publishers, 2001.
- Gauba, O.P., *Western Political Thought*, National Paperbacks, New Delhi, 2019.
- Mukherjee, Subrata, *History of Political Thought: Plato to Marx*, Prentice Hall India, New Delhi, 2011.
- Nelson, Brian R, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Pr Inclusive, 2015
- Sabine G.H., *A History of Political Theory*, Oxford Publications, New Delhi, 1973.
- Sudha, J.P., *History of Political Thought*, K Nath and Co., Meerut, 2018
- Wayper, C.L., *Teach Yourself Political Thought*, Surjeet Publications, New Delhi, 2018.



शैक्षणिक अध्ययन विभाग

जम्मू केन्द्रीय विश्वविद्यालय

Four Year Integrated B.A.- B.Ed. Programme

Semestar- II

पाठ्यक्रम शीर्षक - कथेतर साहित्य

Open Elective Course/Core Course								
Course Code	Course Title	L	T	P	CH	CR	अधिकतम अंक	100
IBED1C014T	कथेतर साहित्य	4	0	0	4	4	समय	3 घंटे

पाठ्यक्रम प्रतिफल (Course Outcome)

प्रस्तुत प्रश्न-पत्र के अध्ययन से

- CO-1: मानवीय संवेदना एवं संस्कृति के साथ कथेतर साहित्य से परिचित होंगे।
- CO-2: कथेतर साहित्य के विविध रूप एवं तत्वों का ज्ञान होगा।
- CO-3: कथेतर साहित्य की विविध विधाओं की आलोचनात्मक दृष्टि का बोध होगा।
- CO-4: कथेतर साहित्य के भाषिक प्रयोग की निर्मिति की प्रक्रिया का बोध होगा।
- CO-5: कथेतर साहित्य के विश्लेषणात्मक ज्ञान के साथ-साथ इसकी गहरी समझ विकसित होगी।
- CO-6: कथेतर साहित्य के वस्तु एवं शिल्प का बोध होगा।

पाठ्यक्रम की योजना

शिक्षण योजना (शिक्षण सत्रों का इकाई के अनुसार विभाजन)					परीक्षा योजना			
					CIA	MSE	ESE	कुल
इकाई	L	T	P	C	20 अंक	30 अंक	50 अंक	100 अंक
1	11	1	0	12				
2	11	1	0	12				
3	11	1	0	12				
4	11	1	0	12				
5	12	0	0	12	कुल	कुल	कुल	100 अंक
कुल	56	04	0	60				

L = Lecture, T = Tutorial, P = Practical and C = Class

उपस्थिति हेतु अनिवार्यता : सत्रांत परीक्षा में शामिल होने के लिए न्यूनतम 75 प्रतिश की उपस्थिति अनिवार्य है।

अध्ययन- अध्यापन का तरीका

पाठ्यक्रम को सामूहिक चर्चा, स्व-अध्ययन, संगोष्ठी/प्रस्तुतीकरण एवं विद्यार्थियों के लिए अन्य उपयोगी एवं प्रभावी माध्यमों द्वारा संचालित किया जायेगा।
CIA हेतु (20 अंक) के लिए प्रस्तावित गतिविधिया में से किन्हीं दो विकल्प को चुनना अनिवार्य है, जो निम्नलिखित हैं।

- 1- अधिन्यास हेतु निर्धारित विषय की तैयारी और साथ में प्रस्तुति- (10 अंक)
- 2 - सामूहिक चर्चा और प्रश्नोत्तरी में अनिवार्य रूप से भागीदारी- (10 अंक)
- 3 - सुझाई गयी पुस्तक का अध्ययन और कक्षा में अपनी समझ को साझा करना - (10 अंक)

इकाई-1 कथेतर साहित्य का उद्भव और विकास

कथेतर साहित्य का सामान्य परिचय : उद्भव और विकास, विविध रूप, तत्व एवं विशेषताएं।

इकाई- 2 नाटक एवं एकांकी

मोहन राकेश : आधे अधूरे (नाटक)

रामकुमार वर्मा : दीपदान (एकांकी)

इकाई- 3 निबंध

रामचंद्र शुक्ल : ईर्ष्या (निबंध)

हजारी प्रसाद द्विवेदी: भारतीय संस्कृति की देन (निबंध)

इकाई- 4 यात्रा वृत्तांत एवं रिपोर्टाज

अज्ञेय: तो यह पेरिस है (यात्रा वृत्तांत)

रांगेय राघव: तूफानों के विजेता (रिपोर्टाज)

इकाई- 5 संस्मरण एवं जीवनी


विश्वनाथ त्रिपाठी: लकड़ा बुआ (संस्मरण)


शिवरानी देवी : उनकी बहन और वह (जीवनी)

अनुशंसित ग्रन्थ :

- 1- आधे-अधूरे, मोहन राकेश, राधाकृष्ण प्रकाशन, नयी दिल्ली
- 2- दीपदान, रामकुमार वर्मा रचना-संचयन, चयन एवं सम्पादन राजलक्ष्मी वर्मा
- 3- ईर्ष्या, चिंतामणि भाग-1, आचार्य रामचंद्र शुक्ल, सस्ता साहित्य मंडल प्रकाशन
- 4- भारतीय संस्कृति की देन, अशोक के फूल, आचार्य हजारी प्रसाद द्विवेदी, सस्ता साहित्य मंडल प्रकाशन
- 5- तो यह पेरिस है, एक बूंद सहसा उछली, अज्ञेय भारतीय ज्ञानपीठ, काशी
- 6- तूफानों के विजेता, तूफानों के बीच, रांगेय राघव, सरस्वती प्रेस, बनारस
- 7- लकड़ा बुआ, नंगातलाई का गाँव, विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, नयी दिल्ली

- 8- हिंदी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, लोकभारती प्रकाशन इलाहाबाद
9- हिंदी साहित्य का समेकित इतिहास, संपादक-डॉ. नागेन्द्र, डॉ. हरदयाल, मयूर प्रकाशन, दिल्ली
10- प्रेमचंद घर में, शिवरानी देवी, सरस्वती प्रेस, वाराणसी



मम हाकिम 

Department of Educational Studies
Central University of Jammu
Integrated B.A.B.Ed. Semester-II
Course Title and Code: British Literature| Code: IBED1C015T

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

The course aims to introduce students to the basic understanding of British Literature that has shaped literary techniques, styles, and movements creating the literary flux of the world. It can provide insight into the history, culture, philosophy, and society of Britain at different times. Reading British literature offers a glance into the distinctive races, classes and genders in society. British literature includes notable works in every literary genre that are learnt and practiced through this course.

Course Outcomes (COs): On successful completion of the course, the students will be able to -

CO1: Understand the history and values of English culture that has shaped literary techniques.

CO2: Know the British Classics like Chaucer, Shakespeare, and John Milton.

CO3: Develop critical thinking skills by teaching them to find hidden meanings and symbolism in everyday life.

CO4: Create an understanding of the beginnings of the literary tradition based chiefly on Western Aesthetics

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	57	03	0	60	20 Marks	30 Marks	50 Marks	100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the end-semester examination.

Course Content

UNIT – I: Dawn of British Literature

- Geoffrey Chaucer: Selections from Prologue to *The Canterbury Tales*
(Wife of Bath Tale, The Nun Priest's Tale)

UNIT – II: Poetry

- S.T. Coleridge: "Kubla Khan"
- Shakespeare: "My Mistress Eyes are nothing Like the Sun"
"Let me not to the marriage of true minds"
- John Donne: "A Valediction: Forbidden Mourning"

UNIT – III: Prose

- John Milton: *Areopagitica*

UNIT – IV: Drama

- GB Shaw: *Pygmalion*

UNIT – V: Novel

- Charlotte Bronte: *Jane Eyre*

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, seminars/presentations by students, etc.

Proposed Activities for CIA (20 Marks) (Any two)

- ✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- ✓ Activities based on Listening, Speaking and Writing Skills.
- ✓ Review Writing, Extempore, Critical Analysis of any piece of literary work.

Suggested Readings

- Fenton, James in Introduction to English Poetry. Farrar, Straus and Giroux, 2004
- Albert, Edward. *History of English Literature*. 5th Ed. 1979.
- Coleridge, Samuel Taylor. "Kubla Khan".
<http://shsdavisapes.pbworks.com/w/file/attach/115469185/Coleridge.pdf>
- Winson, Christopher. George Bernard Shaw: A Very Short Introduction, OUP, 2020

- Milton, John. *Areopagitica; A Speech of Mr. John Milton for the Liberty of Unlicenc'd Printing, To the Parliament of England*. 1644.
- Bronte, Charlotte. *Jane Eyre: An Autobiography*. 1847.
- William Shakespeare. "Sonnet 116: Let me not to the marriage of true minds" from *Shakespeare's sonnets*. London: G. Eld for T. T. and sold by William Aspley, 1609.
- Chaucer, Geoffrey: https://tigerweb.dowson.edu/duncan/chaucer/duallan_g9.hem
- *Poetical Works of John Donne*, ed. H. Buxton Forman, Crowell publ. 1895.
- Shaw. George Bernard: <https://www.falltextarchive.com/p>

Department of Educational Studies

Programme: B.A.-B.Ed. Four-year Integrated
Course Title: Basics in Education
Credits: 4

Semester – II
Course code: IBED1C016T
Total Marks : 100

Examination: 3 Hours

Course Outcomes:

On successful completion of the course, the students will be able to-

Understand the conceptual framework of education and its functions and process.

Demonstrate various skills to use the social and economical utility in education.

Analyze the significant ideas of great thinker's on education and their relevance in the present context.

Analyze the relationship of education with philosophy and Sociology.

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	15	3	0	18	20	30	50	100
II	12	4	0	16				
III	13	4	0	17				
IV	15	4	0	19				
V	15	5	0	20				
TOTAL	70	20	0	90	20	30	50	100

L=Lecture, T=Tutorial, P=Practical and C=Class

Outline of the Course Unit –

I: Conceptual Framework of Education

- The concept of Education (Indian and Western concepts)
- Aims of Education
- Functions of education
- Process and modes of Education

Unit-II: Philosophical Perspectives of Education

- Meaning of Philosophy
- Meaning of Education
- Relationship between Philosophy and Education
- Impact of Philosophy on Education

Unit-III: Ideas of Great Thinkers on Education

- Swami Vivekanand, Mahatma Gandhi, R.N.Tagore
- Sri Aurobindo and J. Krishnamurthy
- Rousseau and Maria Montessori



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Unit-IV: Major Streams of Educational Philosophy

- Idealism
- Naturalism
- Pragmatism
- Existentialism

Unit-V: Sociological and Economical Perspectives of Education

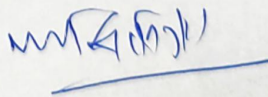
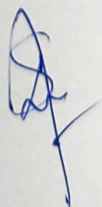
- Concept of Sociology
- Importance of Educational Sociology
- Role of Education in Social Change
- Factors responsible for social change
- Concept of the economics of education
- Education as an instrument of economic change

Sessional /Assignments(20)

- Development of reflective diaries on the latest educational news (05)
- Group discussion and presentation on major streams of educational philosophy (10).
- Debate on social and economic issues in Education(5)

Suggested Readings/Books

1. Aggarwal,J.C.(2000).Landmark in the history of modern Indian Education, Vikash Publishing House Pvt. Ltd., New Delhi.
2. Ahiya Ram(1997).Social Problems in India, Rawat Publications, Jaipur.
3. Brubacher, J.S.Modern Philosophies of Education.
4. Chaube,S.P.andChaube,A.(1999).Education in Ancient and Medieval India.Vikash Publishing.
5. Kilpatrick,W.H.Philosophy of Education.
6. Dash,B.N.Theories of Education in Emerging Indian Society.
7. Dash,B.N.Foundation of Educational Thought and Practice.
8. NCERT. Basics in Education, Text book for B.Ed.Course.



Central University of Jammu
Department of Educational Studies
Four Years Integrated B.A. - B.Ed. Programme
Semester: II

Course Title: Human Rights Education

Course Code: IBED1C017T

Total Credits: 2

Maximum Marks:50

Exam Duration: 2 hours

Course Outcomes (COs):

After completion of this course the learners will become able to:

CO1: Get reflections of human rights perspective.

CO2: Get acquainted with the developments concerning with human rights.

CO3: Understand the role of supranational and intergovernmental agencies in the domain of human rights

CO4: Understand the role of various international treaties and developments in shaping the content of Indian Constitution

Teaching Scheme (Sessions)*				Total(L+T +P)	EXAMINATION SCHEME			
					CIA	MSE	Major	Total marks
Unit	LT	P		C	10 Marks	15 Marks	25 Marks	50 Marks
I	8	20		10				
II	9	20		11				
III	7	20		9				
Total	24	60		30	TOTAL		50 Marks	

***Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

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Course Outline

Unit I: Human rights: Introduction

- Meaning, Evolution and relevance.

Unit II: United Nations & Human Rights

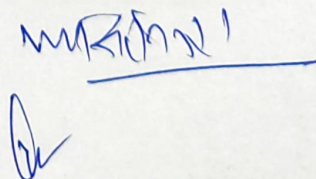
- Universal Declaration of Human (UDHR) 1948; International convention on the rights of the child – 1989; UN High commission for Human Rights as Agency for compliance.

Unit III: Human Rights in India

- Features of Indian constitution, Fundamental Rights & Duties, Directive Principles, National & State Human Right Commissions & other Grievance Redressal Mechanism.

Reading list

1. Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prientice Hall 1994)
2. Baxi, Upendra, Future of Human Rights (2002)
3. Bueren, Geraldine Van, International Law on the Rights of the child (1995)
4. Freeman, Michael, Human Rights: An Interdisciplinary Approach (2002)
5. Gogia, S.P., Law Relating to Human Rights (2000)
6. Gupta D.N. And Singh, Chandrachur, Human Rights and Freedom of Conscience: Some Suggestions for its Development and Application (2001)
7. Nirmal, Chiranjivi J. (Ed.), Human Rights in India: Historical, Social and Political Perspective (2002)
8. Paul, R.C. Situation of Human Rights in India (2000)
9. Peter, S.E. Human Rights: prspective and Challenges (New Delhi: Lancers Books, 1994)
10. Rai, Rahul, Monitoring International Human Rights (2002)
11. Rao, D. Bhaskar (ed.), Human Rights and the constitution: Vision and the Reality (2003)
12. Saksena, K.P. (ed.) Human Rights and the constitution: Vision and the reality (2003)
13. Sen, Sankar, Human Rights and Law Enforcement (2002)
14. Sinha, Manoj Kumar, Implementation fo Basic Human Riths, (1999)
15. Sreekumar, R. Handbook for prison Visitors: Checking; Correcting and preventing in prison (2003)



DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

B.A. B.Ed. Semester-II
Course Code: IBED1C001L

Course Title: Introduction to ICT

Total Credits: 2(Two)

Maximum Marks: 50

Lecture/Tutorial/Practical: 0:0:2

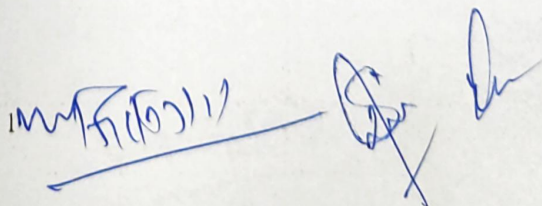
Objectives :

- To acquaint students with concept of Information and communication technology ;
- To familiarize students with the computer software and hardware approaches in education ;
- To help them acquire skills about instructional applications of Internet and web resources;
- To develop competency among students to use Online and Offline electronic resources;
- To empower students in handling applications like MS-Word and MS-Excel;
- To help students to explore the environment of WINDOW Operating System;
- To familiarize students about the applications of computers in instructions, data analysis/ processing and research in education .

Teaching and examination scheme:

Teaching Scheme (Unit wise Division of Teaching Sessions)				Total	Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit	L	T	P	(L+T+P)				
I	-	-	23	23	-	-	50	50 Marks
II	-	-	22	22				
Total	-	-	45	45	-	-	50	

Legends: **L-** Lecture, **T-** Tutorial/Teacher Guided Student Activity, **P-** Practical; **C-** Credit;
CIA- Continuous Internal Assessment, **MTE-** Mid Term Examination and **ETE-** End Term Examination



Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Course Contents

Unit-I:

- Information and Communication Technology: concept, importance, scope and tools of ICT in education, use of multimedia in education.
- Computer System: introduction to computer, need and its importance, computer hardwares and softwares.
- MS-Word: introduction to MS-Word, Parts of Window of MS-word, creation of new documents, saving, opening document, page setup, font properties, alignments, editing text, spell checker, printing a document, mail merge, creating table, entering and editing text in table.
- MS-Excel: Introduction to MS-Excel, components of MS-Excel, creating and saving worksheet, entering & editing data in worksheet and creation of charts.

Unit-II:

- MS-Power Point: Introduction to MS-Power Point, features, components of MS-Power Point, creating, editing and saving slides, using design template to view presentations, slide show (including slider transition and animation), inserting graphic in slide.
- Introduction to Internet: concept, evolution of WWW, features of Internet, creating and communicating with E-mail, Web browsers, Hypertext, Hypermedia, URL, HTML, HTTP, FTP.
- Searching the Web: Use of search engines for the research problems, identifying the legal and ethical aspects of using information on web, restricting the undesirable information on the Web.

Practical Work:

- Identification and familiarization of computer components and its peripherals.
- MS-Windows: Introduction, parts, start menu, taskbar setting, window explore, desktop, icons, screen saver and setting.
- Use of MS-Word: Starting MS-Word, creating, opening, saving, editing, printing and closing document in word.
- Use of MS-Excel: creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.
- Use of MS-PPT: creating, editing and running a Power point with multimedia presentation on some Educational topics.

References

- Adam, D.M.(1995). *Computers and Teacher Training: A Practical guide*. New York:The Haworth Pren, Inc.
- Flynn, Meredith and Rutkosky, Nita(2000). *Advanced Microsoft Office 2000*. New Delhi: Publications.
- Harvest, Douglas (1992). *Excel 4 for Windows: Instant Reference*. Singapore; Tech Publications PTE Ltd.
- Hillman, David (1998). *Multimedia Technology and Applications*. New York: Delmar Publishers.
- Matthews, Martin (1995). *Windows 95 Power Tools*, New York: Random House Electronic Publishing.
- Minasi, Mark; Christiansen, Eric & Shapar, Kristina (1998). *Expert Guide to Windows 98*. San Francisco: Sybex.
- Nagpal, D.P.(2001). *Computer Course*. New Delhi: Wheeler Publishing.
- Oberlin, S.K.; Kervran, P. & Cox, J.(1993). *A Quick Course in Windows 3.1*. Delhi: Jaico Publishing House.
- Rajaraman, V.(1997). *Fundamentals of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Ray, John(1997). *Special Edition Using Microsoft TCP/IP*. New Delhi: Prentice Hall of India Pvt. Ltd.ict
- Rosenberg, M.J.(2001). *E-learning*. New York: McGraw Hill.
- Sanders, Donald H.(1988). *Computers Today*. New York: McGraw Hill Book Co.
- Sansanwal, D.N.(2000). *Information Technology in Higher Education*. University News, Vol. 38, No.46, pp 1-6.
- Sansanwal D.N. & Suri, S.(1996). *Computers in Psychological Testing*. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3.
- Sinha, P.K.(1992). *Computer Fundamentals: Concepts, Systems and Applications*. New Delhi: BPB Publications.