

Department Of Educational Studies
Central University Of Jammu
Core Course: Geography | BA BEd. Semester IV
Course Title: Geography Of India | Code: IBED2C010

Total Credits: 4(3+1)

Exam Duration: 3hours
Max. Marks: 100

Course Introduction: Geography of India uncover the natural and cultural wonders that make India a land of unparalleled diversity

Course Outcomes (COs):

CO1: To know and understand the Physical divisions of India

CO2: To highlight and understand the physical characteristics of India comprising Drainage, Climate, Natural Vegetation and Soil of India

CO3: To identify the various Mineral Resources of India and analyze the main Industrial Regions of India

CO4: To know about Green Revolution in India and understand Indian Agriculture and learn about Major Crops of India

CO5: To understand the concept of Urbanization, Population Distribution, Population Density and Population Growth of India

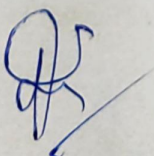
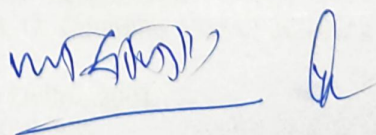
Scheme of the Syllabus

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

Course Content

Unit 1: Physical Characteristics of India

- Locational Characteristics of India
- Physiographical Divisions of India
- Drainage Systems. Major River System of India
- Soil: Characteristics, Types and Distribution in India
- Natural Vegetation, its Classification and distribution

Unit 2: Climate of India

- Factors influencing climate of India.
- The mechanism of Monsoon
- Climatic regions of India

Unit 3: Indian Agriculture

- Green Revolution
- Indian agriculture and its challenges
- Major crops: Rice, Wheat, Cotton, Sugarcane and Tea

Unit 4: Mineral Resources and Population

- Mineral Resources: Distribution, Reserves and Production of Iron ore, Manganese, Bauxite, Mica, Gold and Silver.
- Major Industrial regions of India
- Urbanization, Population Distribution, Population Density and Population Growth of India

Unit 5: Practical

- Data – concept, types, sources of data, data compilation and processing of data
- Measures of Central Tendency: Mean, Median and Mode
- Standard Deviation

Mode of Transaction

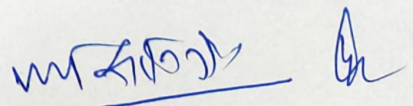
The course would be transacted through a participatory approach including group discussion, self-study, presentation by students, etc.

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).

Suggested Readings:

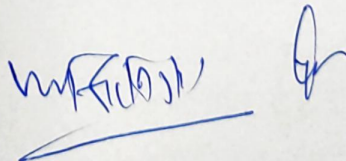
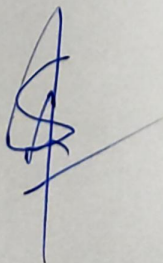
1. Deshpande C.D. India-A Regional Interpretation, Northern Book Centre, New Delhi.1992.
2. Sharma T C. Economic and Commercial Geography of India, O. Coutinho Vikas Publishing House Pvt. Ltd. New Delhi. -14.
3. Govt. of India. India –Reference Annual, 2001 Pub. Div, New Delhi., 2001.
4. Govt. of India. National Atlas of India, NATMO Publication, Calcutta.



5. Govt. of India. The Gazetteer of India, Vol I & III Publication Division, New Delhi., 1965.
6. Learmonth, A.T.A. et.al(ed.). Man and Land of South Asia Concept, New Delhi.
7. Mitra A. Levels of Regional Development India, Census of India, Vol I, Part I- A(i) and (ii) New Delhi., 1967.
8. Shafi, M. Geography of South Asia, McMillan & Co. Calcutta, 2000.
9. Singh R.L. (ed.). India: A Regional Geography, National Geographical Society. India, Varanasi, 1971.
10. Spate O.H.K. and Learmonth A.T.A. India and Pakistan- Land, People and Economy, Methuen & Co. London, 1967.
11. Valdiya K.S. Dynamic Himalaya, University Press, Hyderabad, 1998. 12. Wadia D.N. Geology of India, McMillan & Co., London, 1967.

Suggested Readings (Practical):

1. Mahmood Aslam, Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi, 2002
2. Pal S.K, Statistics for Geoscientists- Technique and Application, Concept publishing company, New Delhi, 1998
3. Singh R.L and Dutt R.K, Elements of Practical Geography, Kalyani Publisher, New Delhi, 1979
4. Ishtiaque M, A Textbook of Practical Geography, Heritage Publishers, Ansari Road, Daryaganj, New Delhi



Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme
Semester – IV
Course Title: History of Post Independent India
Course Code: IBED2C011T

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 students acquainted with the socio-economic impact of partition & formation of Indian Constitution.

CO2: To have an understanding of integration of princely states & linguistic re-organization of states.

CO3: To enable the students to understand the Nehruvian era, foreign policy & land reforms.

CO4: To develop an understanding of rise of regional parties, emergency period & Janta Party.

CO5: Get acquainted with the economic policies, religion & politics in the 1990s & era of coalition politics.

CO6: To have an understanding of the contemporary issues including identity politics, tribal assertion & caste in Indian politics.

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: India at the Dawn of the Independence.

- Partition & its socio-economic Impact
- Formation of Indian Constitution & its Significance.
- Integration of Princely States & Linguistic Re-organization of States.

Unit II: Political Development & Foreign Policy

- The Nehruvian Era & Formation of Mixed Economy
- India's Foreign Policy & Non-Alignment
- Land Reforms & Green Revolution

Unit III: Political Changes of 1960s and 1970s

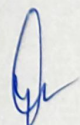
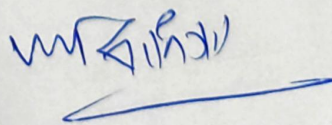
- Rise of Regional Parties
- Indira Gandhi & Emergency
- Janata Party: Rise and Disarray

Unit IV: Identity, Economic Policies & Development

- Economic Reforms of 1991: Impact
- Religion & Politics in 1990s
- Rise of Coalition Politics

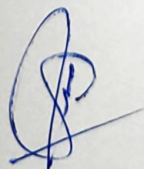
Unit V: Contemporary Issues & Challenges

- Regionalism & Identity Politics: Punjab
- Caste & Indian politics: Uttar Pradesh
- Tribal Assertion: Assam



Suggested Readings

- Bardhan, Pranab: *Political Economy of Development in India*.
- Bose, Sugata & Jalal, Ayesha: *Modern South Asia*.
- Brass, Paul: *The Politics of India Since Independence*.
- Brown, Judith: *Nehru: A Political Life*.
- Chandra, Bipan: *India after Independence*.
- Chandra, Bipan: *Rise and Growth of Economic Nationalism in India*.
- Chatterji, Joya: *The Spoils of Partition: Bengal and India, 1947-67*.
- Frankel, Francine: *India's Political Economy*.
- Gadgil, D. R.: *Planning and Economic Policy in India*.
- Guha, Ramachandra: *India after Gandhi*.
- Hodson, H.V. (ed.): *The Great Divide: Britain, India, Pakistan*.
- Kothari, Rajni: *Politics in India*.
- Mishra, K.P. (ed.): *Readings in Indian Foreign Policy*.
- Phadnis, Urmila: *Towards Integration of Indian States*.



Department of Educational Studies
Central University of Jammu
Four Years Integrated B.A. - B.Ed. Programme | Semester: IV
Course Title: Comparative Politics | Course Code: IBED2C012T

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 meaning, nature and scope of comparative politics
 CO2: acquaint themselves with the different approaches of comparative politics and learn their application to the study of political processes
 CO3: develop a comprehensive understanding of key political concepts with the insights from different scholars
 CO4: explore the idea of constitutionalism and trace its evolution in different countries of the world
 CO5: acquaint themselves with various aspects and agencies of political process in different systems.
 CO6: understand and assess the working of different political organisations

Scheme of the Syllabus

Teaching Scheme (Unit-Wise Division of Teaching Sessions) *					Examination Scheme			
					CIA	MSE	ESE	Total
Unit No.	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	11	1	0	12				
II	13	0	0	13				
III	11	1	0	12				
IV	13	0	0	13				
V	10	0	0	10				
Total	58	2	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: Comparative Politics

- Meaning of Comparative politics
- Nature and Scope
- Evolution of Comparative Politics

Unit-II: Major Approaches

- Traditional Approaches: Philosophical, Historical and Institutional
- Modern Approaches: Behavioural, Post Behavioural and Marxian
- Models of Political Analysis: Systems Analysis, Structural Functional Analysis

Unit-III: Major Concepts

- Political socialization: Meaning and Agents
- Political Culture: Meaning, Components and Concept of Secularisation
- Political Development: Meaning and Lucian Pye's concept of Developmental Syndrome

Unit-IV: Constitutionalism

- Meaning of constitutionalism
- Constitutionalism in England, France and America
- Constitutionalism in India

Unit-V: Political Parties and Pressure Groups

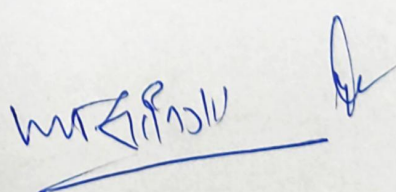
- Meaning and Nature of Political Party: Liberal Versus Marxist Perspective
- Party System: A Typological Illustration
- Pressure Groups and their techniques

Mode of Transaction

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

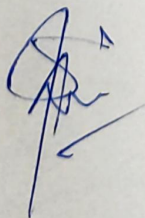
Proposed Activities for CIA (20 Marks) (Any Two)

- ✓ Assignment preparation on an allotted topic followed by presentation (10 Marks)
- ✓ Simulate an election campaign and design a party manifesto
- ✓ Group discussions on comparative analysis of different political systems



Suggested Readings:

- Almond, G. A., *Comparative Politics: A Developmental Approach*, Addison-Wesley, Boston, 1970.
- Almond, G. A., and Verba, S., *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton University Press, Princeton, 1963.
- Boix, C., and Stokes, S. C., *The Oxford Handbook of Comparative Politics*, Oxford University Press, Oxford, 2007.
- Chilcote, R. H., *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Routledge, New York, 1994
- Ishiyama, J. T., and Breuning, M., *Comparative Politics: A Reader*, Routledge, New York, 2009.
- Johari, J.C., *Comparative Politics*, Sterling Publications, New Delhi, 1982.
- Martin, Rod Hague, *Comparative Government and Politics*, 10th ed. Macmillan, 2016.
- Wiarda, J., Howard, Skelly, Esther M., *Comparative Politics Approaches and Issues*, Rowman and Little Field, 2007.



W. F. R. K.



Money, Banking and Financial Institutions

Course Code: ICBED4C011T

Course Title : Money, Banking and Financial Institutions

Semester : IV

Credits : 04

Rationale

The course "**Money, Banking, and Financial Markets**" explores the fundamental concepts of money, demand, supply, and banking systems. It enables students to understand financial institutions, central banking policies, and financial markets. By analysing economic theories and real-world applications, learners gain insights into financial stability, market dynamics, and economic development.

Course Outcomes

Upon successful completion of this course, candidates will be able to:

CO1: Understand the evolution, meaning, and functions of money.

CO2: Analyse different theories of demand for money and their significance.

CO3: Evaluate the role of commercial and central banking in financial systems.

CO4: Examine financial institutions, NBFCs, and their economic impact.

CO5: Interpret financial market structures, instruments, and regulatory frameworks. Assess RBI's monetary policies and credit control mechanisms.

Scheme of the Syllabus

Teaching scheme (Unit-wise division of teaching sessions) *					Examination Scheme			
					CIA	MST	ETE	Total
Unit	L	T	P	C	20	30	50	100
1	10	1	0	11				
2	10	1	0	11				
3	10	1	0	11				
4	10	1	0	11				
5	10	1	0	11	Total	Total	Total	100
Total	50	5	0	55				

*: Attendance is required

Course Outline

Contents	No. of Lectures
Unit-I Introduction to Money and Demand for Money Barter System – Defects of Barter System, Evolution of Money, Kinds of Money, and Near Money, Bitcoins. Meaning, Nature, and Functions of Money, Theoretical Definition of Money. Components of Money Supply: Base Money, Reserve Money, and High-Powered Money. RBI's Concepts – M1, M2, M3, M4.	10
Unit-II Demand for Money <ul style="list-style-type: none"> Classical Approach – Cambridge Approach Keynesian Approach – Liquidity Preference Milton Friedman's Approach – Wealth Theory 	10
Unit-III Commercial and Central Banking Definition & Functions of Commercial Banks, Process of Credit Creation by Commercial Banks. Portfolio Management, Non-Performing Assets (NPA), New Trends in Banking – E-Banking, ATM, Core Banking, Personal Banking. Central Bank – Functions, Credit Control Policy, RBI's Policy of Credit, Since 1991.	10
Unit-IV Development Banks and Non-Banking Financial Intermediaries Development Financial Institutions in India: Industrial Development Bank of India (IDBI), National Bank for Agriculture and Rural Development (NABARD), National Small Industries Corporation (NSIC), Infrastructure Development Finance Company (IDFC). Non-Banking Financial Intermediaries in India: Loan and Investment Companies, Hire Purchase Companies, Merchant Banks, Mutual Funds, Leasing Companies, Venture Capital, Housing Finance, Factoring Services – Definition and Functions.	10
Unit V Financial System and Financial Markets Financial System: Definition, Components, and Functions, Financial Markets – Definition, Types, and Functions, Structure of Financial Markets, Debt and Equity Markets, Primary and Secondary Markets and Exchanges, Over-the-Counter Markets Money Market: Features, Importance & Functions, Characteristics of Developed and Underdeveloped Money Markets, Components of Money Market, Call Money Market, Commercial Bill Market, Treasury Bill Market, Repo & Reverse Repo Markets. Capital Market: Definition, Functions, Types, and Characteristics, Developed and Underdeveloped Capital Markets, Components of Capital Market, Money Market and Industrial Securities Market, Distinction Between Primary & Secondary Market, Features, Role & Functions of the Stock Market.	10

Reference Books

- Suraj B. Gupta, Monetary Economics: Institutions, Theory & Policy (S. Chand & Co.)
- G. S. Gurusamy – Indian Financial System (Tata McGraw Hill)
- L. M. Bhole & J. Mahakud – Financial Institutions and Markets (McGraw Hill)
- R. R. Paul – Monetary Economics (Kalyani Publishers)
- M. Y. Khan – Indian Financial System: Markets and Institutions (Pearson Education)
- Frank J. Fabozzi, Franco Modigliani, Frank J. Jones & Michael G. Ferri – Foundations of Financial Markets and Institutions (Pearson Education)

बी.ए.बी.एड.

आधुनिक कविता

पाठ्यक्रम प्रतिफल

प्रस्तुत प्रश्न-पत्र के अध्ययन से

- छायावादोत्तर काव्य, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता की वैचारिक पृष्ठभूमि से परिचित हो सकेंगे।
- छायावादोत्तर काव्य, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता के सौंदर्यशास्त्रीय मूल्यों से परिचय प्राप्त होगा।
- छायावादोत्तर काव्य, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता के प्रमुख रचनाकारों से परिचित हो सकेंगे।
- छायावादोत्तर काव्य, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता के काव्य शिल्प का बोध होगा।

इकाई: 1

मैथिलीशरण गुप्त: नर हो न निराश करो मन को, सोहनी (भारत भारती)

राम नरेश त्रिपाठी: स्वदेश प्रेम, पथिक

इकाई: 2

जयशंकर प्रसाद: ले चल वहां भुलावा देकर, बीती विभावरी जाग री (लहर)

सूर्यकांत त्रिपाठी 'निराला': तोड़ती पत्थर, स्नेह निर्झर बह गया है, बांधो न नाव (राग विराग)

इकाई: 3

माखन लाल चतुर्वेदी: पुष्प की अभिलाषा

सुभद्रा कुमारी चौहान: झांसी की रानी

रामधारी सिंह दिनकर: दिल्ली (स्वतंत्रता पुकारती)

इकाई: 4

नागार्जुन: अकाल और उसके बाद, शासन की बंदूक (प्रतिनिधि कविताएं)

सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय': कलगी बाजरे की, नदी के द्वीप (सन्नाटे का छंद)

इकाई: 5

सर्वेश्वर दयाल सक्सेना: देशगान, भेड़िया (प्रतिनिधि कविताएं)

गजानन माधव मुक्तिबोध: भूल गलती, चकमक की चिंगारियां (चांद का मुंह टेढ़ा है)

सुदामा पांडे धूमिल: अकाल दर्शन (संसद से सड़क तक) रोटी और संसद (कल सुनना मुझे)

अनुशासित ग्रंथ

1. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, लोकभारती प्रकाशन।

2. हिंदी साहित्य और संवेदना का विकास, रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन।

3. हिंदी साहित्य: उद्भव और विकास, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन।
4. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन।
5. आधुनिक हिंदी साहित्य का इतिहास, बच्चन सिंह, लोकभारती प्रकाशन।
6. जयशंकर प्रसाद, नंददुलारे वाजपेई, लोकभारती प्रकाशन ।
7. निराला, रामविलास शर्मा, राजकमल प्रकाशन।
8. नई कविता का आत्मसंघर्ष, मुक्तिबोध, राजकमल प्रकाशन।
9. आधुनिक साहित्य की प्रवृत्तियां, नामवर सिंह, राजकमल प्रकाशन।
10. छायावाद, नामवर सिंह, राजकमल प्रकाशन।
11. कविता के नए प्रतिमान, नामवर सिंह, राजकमल प्रकाशन।

Department of Educational Studies
Central University of Jammu
Integrated B.A. B.Ed. Semester-IV
Course Title and Code: Indian Literature in English| Code: IBED2C015T

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

The course aims to introduce students with the literary achievements of some of the significant Indian writers whose works are available in English Translation. The course acquaints the students with modern movements in Indian thought to compare the treatment of different themes and styles in the genres of short story, autobiography, fiction, poetry and drama as reflected in the prescribed translations.

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

CO1: Understand the nature and scope of Indian English literature.

CO2: Know the Anglo-Indian writers who contributed towards the scope of Indian English literature

CO3: Comprehend different phases and influence of the contemporary social and political situations.

CO4: Trace the impact of westernization on the cultural ideology of Indian masses.

CO5: Reflect upon the development of drama, poetry, prose and novel in Indian context of literature.

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 Indian Literature in English

- Literary and Intellectual background of genesis and development of Indian writing in English.

UNIT – II: Poetry

- Sri Aurobindo: “Bride of the Fire”
“Life and Death”
- Toru Dutt: “Sita”

UNIT – III: Drama

- Mohan Rakesh: *Halfway House*

UNIT – IV: Novel

- Premchand: *Nirmala*

UNIT – V: Prose

- Amrita Pritam: *The Revenue Stamp* (autobiography)

Mode of Transaction

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

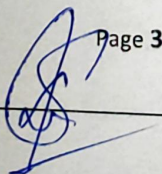
Proposed Activities for CIA (20 Marks) (Any two)

- ✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).
- ✓ Creative writing session involving any work of art-poem, short story or flash fiction (time bound).
- ✓ Oration and articulation of dialogue structures.

Suggested Readings

- Sri Aurobindo. *The Renaissance in India*. Pondicherry: Sri Aurobindo Ashram Trust, 1973.
- Iyengar, K.R.S. *The Indian Contribution to English Literature*. Bombay: Karnatak Publishing House, 1954.
- Toru Dutt, by Padmini Sen Gupta by Padmini Sathianadhan Sengupta Indo-Anglian Poetry by Amar Nath Dwivedi.
- *Symbolism in the Poetry of Sri Aurobindo Ghosh* by Kaushal Kishore.
- Premchand, Munshi. *Nirmala*. Noida: Maple Press, Print.

- "Amrita Pritam's The Revenue Stamp critical study." Shodhganga.inflibnet. Shodhganga, n.d. web . 16 Jan, 2017.
- Pritam, Amrita. The Revenue Stamp: An Autobiography, Trans. Krishna Gorowara. New Delhi: Times Group Books, 1994.
- Rakesh, Mohan. *Adhe-Adhure: A Play in Two Acts*. Rupa & Co.: 1993. Print.
- Noel, Katharine. Halfway House. Atlantic Monthly Press: 2006. Print.



Programme: B.A. B.ED. Four Year Integrated Course

Semester-IV

Course Code: ICBED4E001T

Max. Marks: 100

Course Title: Disaster Management

Total Credit: 4

Examination Duration: 3 Hours

Course Outcomes:

Learners will be able to:

Understand the meaning, definition and basic understanding of Disaster.

Understand the different types of disaster

Analyze the risk and vulnerability related to disaster

Understand the concept and different modes of disaster preparedness

Understand the concept and different modes of disaster response

Analyze and highlight the different means of rehabilitation, reconstruction and recover

after disaster

Scheme of Syllabus

Teaching Scheme (Unit wise Division of Teaching Session)					CIA	MSE	ESE	Total
Unit No.	L	T	P	C				
I	13	3		16	20	30	50	100
II	14	4		18				
III	14	4		18				
IV	15	3		18				
V	16	4		20				
Total	72	18		90				

Unit I

Introduction of Disaster

Different Types of Disaster A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc

B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures Building and Bridge), War & Terrorism etc. , Causes, effects and practical examples for all disasters.

Unit II

Disaster Management and Planning

Nature and Scope of Management Process, Policy of Disaster Management, Types of Plans: Management by Objectives, SWOT Analysis, Hazard and Vulnerability analysis, Organizational structure of disaster Management, Roles, Skills and Competencies for effective disaster management. Importance of control process and Team Building in Disaster Management

Unit III

Disaster Preparedness

Disaster Preparedness Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warning and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International agencies and NGO Bodies.

Unit IV

Disaster Response

Introductions to Disaster Response, Disaster Response Plan, Communication, Participation, and activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management. Role of Government, International and NGO Bodies

Unit V

Rehabilitation, Reconstruction and Recovery

Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness.

References

Dr. Mrinalini Pandey Disaster Management. Wiley India Pvt. Ltd.

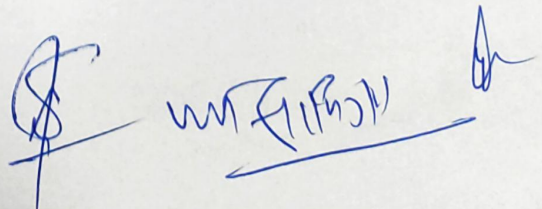
Tushar Bhamacharya: Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd

Jagbir Singh: Disaster Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd

J.P. Singhal Disaster Management, Laxmi Publications., Shailesh Shukla, Shamna Hussain: Biodiversity, Environment and Disaster Management, Unique

Publications

C. K. Rajan Navale Pandharinath: Earth and Atmospheric Disaster Management: Nature and Manmade, BS Publication.



Dept. of Educational Studies
Central University of Jammu
B.A.B.Ed. IV: LEARNING AND TEACHING
Course Code: IBED2C017T

Credits: 4 credits

Marks: 100

Course Outcomes: The student teacher will be able to:

- (i) Understand the concept and nature of learning.
- (ii) Aware about the various approaches to learning.
- (iii) Understand the different components of learning.
- (iv) Understand the process of learning.
- (v) Aware about related factors/ approaches of teaching as a profession.

Unit I: Concept and Nature of Learning

- Factors Associated with Learning
- Maxims of Learning and their Educational Implications
- Types of Learning-Concept Learning, Skill Learning, Verbal Learning, Learning of Principles and Problem Solving

Unit II: Approaches to Learning

- Approaches to Learning (Concept, Principles and Educational Implications)
- Associative Learning (Classical and Instrumental Conditioning)
- Insight and Constructivist Learning Approach

Unit III: Understanding the Components of Learning

- Attention-Meaning, Factors Influencing Attention, Strategies for Enhancing Attention;
- Process of Memory- Sensory Registration, Retention(Storing), Recognition, Recall; Factors Influencing Retention; Strategies for Enhancing Memory.
- Transfer of Learning- Concept, Types, Theories; Strategies for Enhancing Positive Transfer of Learning

Unit IV: Understanding the Process of Teaching-Learning

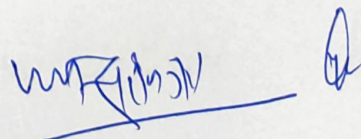
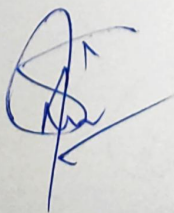
- Teaching as a Profession, Teaching as an Art and Science and Understanding the Process of Teaching as a Profession
- Reflective teaching/ practice, Skillful teaching
- Role of teacher in identifying classroom related problems

Unit V: Teacher and Teaching as a profession

- Various Approaches to Teaching: Behaviourist, Cognitivist, Constructivist, Connectionist
- Teacher as a Facilitator and Guide/Philosopher/Friend, Professional Characteristics of Teacher in Classroom Management.
- Skills & Competencies of a Teacher Communication: Meaning, mode: input/process/output

Practicum

Conducts Projects on – Identifying the Learning Difficulties of Students in Different School Subjects and the Possible Reason for them; Providing Remedial Instruction to the Students with Learning



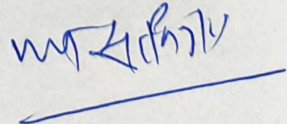
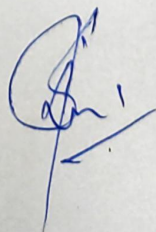
Difficulties; Study the Qualities of Effective Teachers through observation, interview, case study etc., Visiting Model Schools and Prepare Reports

References

1. Benjamin S., Bloom et al. (1964). *Taxonomy of educational objectives*. Longman Group.
2. Bruce Joyce (1985) *Models of teaching* (2nded.) Prentice Hall.
3. *Encyclopaedia of Modern Methods of Teaching and Learning* (Vol. 1-5).
4. Gage N.L. *Scientific Basis of art of Teaching*
5. Gavriel Salomon (1981) *Communication and education* Sage.
6. Lieberman, M. (1956) *Education as a profession*. Prentice Hall, Inc.
7. Karthikeyan, C. (2004). *A Text book on instructional technology*, RBSA.
8. Kumar, S. (2014). *Child Development and Pedagogy*, Pearson.
9. Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
10. Siddiqui, Mujibul Hasan (2005). *Techniques of classroom teaching* A.P.H
11. Skinner, E.C. (1984). *Educational Psychology*. 4th Edition. New Delhi.: Prentice Hall of India Pvt. Ltd.
12. Snowman & Baihler (2006). *Psychology Applied to teaching*. Boston: Houghton Mifflin Company.
13. Stephens, L.M. & Evans, E.D. (1973). *Development and Classroom Learning: An Introduction to Educational psychology*. New York: Holt, Rinehart and Winston, Inc.
14. Tanner, L.N. & Lindgren, H.C. (1971). *Classroom Teaching and Learning*. New York: Holt, Rinehart and Winston, Inc.

Web Resources:

1. Courses on Communication Skills,
<http://nptel.ac.in/courses/10HYPERLINK>
"http://nptel.ac.in/courses/109104030/"9104030/
2. Jane Ciumwari Gatumu, Reflective Teaching,
<http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVETEACHING.pdf?sequence=1>
3. School leadership (2011), <http://azimpremjifoundation.org/pdf/learning-curve-16.pdf>



DEPARTMENT OF EDUCATIONAL STUDIES
CENTRAL UNIVERSITY OF JAMMU
FOUR YEAR INTEGRATED B.A- B.ED PROGRAMME
SEMESTER-IV (BATCH 2022-26)
COURSE CODE: ICBED6009T
COURSE TITLE: Gender School and Society

Total Credits: 2 (Two)

Lecture/Tutorial/Practical: 3:1:0

Maximum Marks: 50

Maximum Hours: 2

COURSE OUTCOMES

On completion of this Course, the Students will be able to

CO1: Explain the concepts of gender and sex

CO2: Differentiate between gender and sex

CO3: Explain the meaning of Gender Discrimination

CO4: Explain Gender Discrimination at different levels of Institutions – Social, Cultural, Economic, Political, and Educational.

CO5: Explain gender issues in different aspects of curriculum

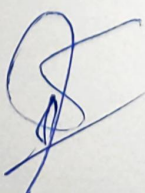
CO6: Identify gender roles in textbooks and curriculum.

TEACHING AND EXAMINATION SCHEME

Teaching Scheme(Unit Wise Division of Teaching Sessions)			Total		Examination Scheme			
UNIT	L	T	P	(L+T+P)	CIA	MSE	ESE	Total Marks
I	12	4	0	16	12.5 Marks	12.5 Marks	25 Marks	50 Marks
II	12	4	0	16				
III	14	4	0	18				

Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P-Practical; C-Credit; CIA- Continuous Internal assessment, 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.





Unit 1: Gender Socialisation and Gender Roles

Meaning of Sex and Gender; Gender Socialisation; Gender Roles; Representation of Gender in Society and Media

Unit 2: Gender Discrimination at Different Levels of Institutions

Meaning and Causes of Gender Discrimination; Areas of Gender Discrimination; Issues Related to Gender that Need to be addressed in School

Unit 3: Curriculum and Gender Issues

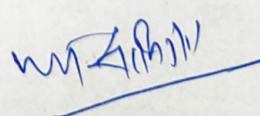
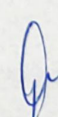
Developing School Curriculum for Gender Equality; Instructional Aids for teaching Gender Issues; Teacher as an Agent of Change in the Context of Gender and Society

MODES OF LEARNING ENGAGEMENT

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Students' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.

Suggested Reading:

- Byerly, C. M. (2011). Global report on the status of women in the news media. Washington DC: International Women's Media Foundation.
- Kosut, Mary. (2012). Encyclopedia of gender in media. New Delhi: Sage Publications.
- NCERT. (2006). Gender issues in education. New Delhi: Publications Division.
- Dr. Pushpita Rajawat, 'Curriculum Studies Unit III-Types of Curriculum' https://www.cukashmir.ac.in/departmentsdocs_16/study%20material%20curriculum%20studies.pdf
- Dr. Mahabaleshwar Rao, Gender, School Education (2017), VismayaPrakashana.
- Dr. N. B. Kongavada et al., Gender School and Society (2018), VidyanidhiPrakashana.

Central University of Jammu
Department of Educational Studies
Four Years Integrated B.A. - B.Ed. Programme
Semester - IV
Course Title: Self-Understanding and Development
Course Code: IBED2C019T

Total credits: 02

Maximum Marks: 50

Credit Distribution: Theory/Practicum: 02/00

Assessment Duration: 2 Hour

Introduction:

Any individual tends to focus more on knowing the other people and things around him/her. This tendency generally lands most of us in the state of confusion and conflicts and a series of inappropriate decisions and insufficient actions. Knowledge and understanding of the 'Self' may help in controlling the diversions and in facilitating development of any individual. Understanding of self should revolve around answering the questions as - What is self? Is self the experience of internal talk? What characterizes self-ness? Can identities change? What are the influences of the 'self' of the people who relate to an individual (i.e. parents and peers, friends etc.) on the identity of an individual?

This course provides opportunity to the student teachers to gain an understanding about their own self both as an individual and as a student-teacher. Developing an understanding of the 'Self' is essential for an individual to utilize her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student teachers are integral part of it. As an integral part of the society, an individual has multiple identities - gender, relational, linguistic, cultural etc., and consequently has certain beliefs, stereotypes and prejudices emerging from these identities. A teacher needs to sometimes use and sometimes isolate his/her identities to ensure the effectiveness of the educational process. Therefore, the course also aims at facilitating the understanding of the prospective teachers about the management of 'self' vis-à-vis the growth of others (commonly the prospective learners).

Course Objectives

The course will enable the student teachers to -

1. gain an understanding of the central concepts in defining 'self' and 'identity',
2. reflect critically on factors that shape the understanding of 'self',
3. build an understanding about themselves, i.e. the development of self as a person as well as a teacher,
4. reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher,
5. develop effective communication skills including the ability to listen, observe etc.,
6. build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings,
7. appreciate the critical role of teachers in promoting 'self' and 'students well-being'.

Teaching Scheme (unit-wise distribution academic time)				Total	Examination Scheme			
Unit	L	T	P	LTP	CIA	MSE	ESE	Total
I	6	2	6	14	10	15	25	50
II	6	2	6	14				
III	6	2	7	15				
Total	18	6	19	43				

Legends: L: Lecture, T: Tutorials/Teacher Guided Activities, P: Practice, C: Credit,

Attendance Requirement:

Students are expected to attend all the classes to have the full benefits from the course. A **minimum of 75% of attendance is compulsory to make student eligible to appear in the end semester examination.**

Course Outline for Theory:

Unit 1: Understanding of Self

- Dealing with 'self' and 'identity' at conceptual level
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self' and
- Reflections and critical analysis of one's own 'self' and 'identity'

Unit 2: Development of Professional Self and Ethics

- Understanding and sharing one's self-identity (shaped through socio-cultural, historical and political factors) influences the shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher; and reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being of learners

Unit 3: Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

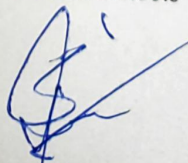
Mode of Transaction:

The course will be transacted in workshop mode through individual and group experiential activities such as:

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of physical and psychic 'self'.

Suggested Readings

- Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf.
- Bhattacharjee, D.K (ed). (2010). *Psychology and Education – Indian Perspectives*, NCERT, New Delhi.
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram.
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- Goel, D.R. (2005). *Quality Concerns in Education*. Centre for advanced study in Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). *Education for Values in Schools – A Framework*. NCERT, New Delhi



- Krishnamurti, J. (1998) *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins.
- Olson, D.R, and Bruner, J.S. (1996). *Folk Psychology and folk pedagogy*. In D.R. Olson & N. Torrence (Eds.), *The Handbook of Education and Human Development* (pp. 9-27), Blackwell.
- Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT, New Delhi.
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E., Mysore

