

## **BACHELOR OF ARTS BACHELOR OF EDUCATION (B.A.-B.ED) – FIRST SEMESTER**

<b>First Semester</b>				
<b>S. No.</b>	<b>Code</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1		Foundation Course in Information Technology	4	100
2	ENG – 1	English Communication Skills	4	100
3	GEO – 1	Physical Geography & Disaster Management	4	100
4	SOC – 1	Introduction to Sociology	4	100
5	HIN – 1	हिंदी व्याकरण और सम्प्रेषण	4	100
6	B.Ed	Childhood and Growing Up	4	100
<b>Total</b>			<b>24</b>	

### **Subject Name: FOUNDATION COURSE IN INFORMATION TECHNOLOGY**

- 1. Information Technology (IT) & Society:** Information, information processing & Information Technology. Evolution of IT. IT business and entrepreneurship, education, communication, entertainment, healthcare, agriculture, and its contribution to India's development. Government Initiatives: Particular initiatives – AADHAR, E-Panchayat, National Knowledge Network.
- 2. Information Handling:** Devices assisting IT with special focus on Computers and Mobiles. Components of computer: Hardware and Software. Connecting and Configuring External Devices – like Printer, scanner, projectors etc. Hardware Connectivity Options – Ports, Wi-Fi, Bluetooth etc.
- 3. Document Preparation & Presentation:** Document preparation and presentations using tables, pictures, graphs, animations, audio and video contents. Use of shortcut keys. Ways to make effective presentations. Use of references and citations. Document format and their conversion.
- 4. Internet, Security & Legal Aspects:** WWW, Basics of webpage, Social network sites. Effective Searching. Popular Online Applications - e-ticketing, e-payment. Email & internet Forums. Issues – virus, malware, spam, phishing, copyright, plagiarism, cybercrime; Protective measures: password, https; Cyber Laws – IT Act. Open source philosophy. Licensing and domain of open source technology. Open source software development. Commonly used open source technologies.
- 5. Library and Information Resource Centers:** E-Information Resources: Concept and types (e-books, e-journals, on-line databases: subscribed, free and open access databases). Institutional Repository: concepts, components. Library Systems – Introduction to library, Library and Information sciences (User and reference services, Current Awareness Service, Selective Dissemination of Information, Online Information Bulletin Board), Call Number (Class Number, Book Number, Location Number). Arrangement of Information Resources:

Call Number (Class Number, Book Number, Location Number), On-line Public Access Catalogue (Data Fields and elements, search options, Reservation facilities). Bibliographic Standards for Citation – Modern Language Association Style, American Psychology Association style. Article Reference, Book Reference, Conference Reference, Web Resource Reference.

**Subject Name:** ENGLISH COMMUNICATION SKILLS

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:** Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication
3. **Speaking Skills:** Monologue Dialogue Group Discussion Effective Communication/ Mis-Communication Interview Public Speech
4. **Reading and Understanding:** Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation Translation (from Indian language to English and vice-versa) Literary /Knowledge Texts.
5. **Writing Skills** Documenting Report Writing Making Notes Letter writing

**Recommended Readings:**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

**Subject Name:** PHYSICAL GEOGRAPHY & DISASTER MANAGEMENT

**Physical Geography**

1. Physical Geography – Definition and Scope, Components of Earth System.
2. Atmosphere – Heat Balance, Global Circulation Pattern, Tropical Cyclones, Monsoon, Climatic Classification (Koppen).
3. Lithosphere – Internal Structure of Earth based on Seismic Evidence, Plate Tectonics and its Associated Features.
4. Fluvial Cycle of Erosion – Davis and Penck.
5. Hydrosphere – Hydrological Cycle, Ocean Bottom Relief Features, Tides and Currents.

**Suggested Readings:**

1. Conserva H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, N.J.

6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.

#### **Disaster Management**

1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.
4. Manmade disasters: Causes, Impact, Distribution and Mapping
5. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

#### **Suggested Books:**

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India.

#### **Subject Name: INTRODUCTION TO SOCIOLOGY**

1. Nature and Scope of Sociology
  - a. History of Sociology
  - b. Relationship of Sociology with other Social Sciences:
    - i. Anthropology
    - ii. Psychology
    - iii. History
2. Sociological Concepts
  - a. Status and Role

- b. Groups
- c. Culture
- d. Socialization
- e. Structure and Function
- f. Social Control and Change

**Suggested Readings:**

1. Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.
2. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.
3. Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2, pp. 16-34.
4. Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 9, pp. 250-279.
5. Linton, R., 1936, *The Study of Man*, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

**Subject Name:** हिंदी व्याकरण और सम्प्रेषण (HIN 1)

- इकाई १ : - भाषा की परिभाषा, अर्थ, महत्त्व एवं विशेषताएं  
 - व्याकरण की परिभाषा, महत्त्व, भाषा और व्याकरण का अन्तः संबंध, हिंदी व्याकरण:स्वर और व्यंजन  
 - भाषा के तत्व – शब्द, अर्थ, ध्वनि, वाक्य, शैली और रूप, वर्ण उच्चारण अवयव
- इकाई २ : - शब्द की परिभाषा, अर्थ एवं महत्त्व  
 - शब्दों के भेद – तत्सम, तद्भव, देशज, विदेशी  
 - वाक्य के भेद ( संज्ञा, सर्वनाम, क्रिया, आदि ) का सामान्य परिचय  
 - शब्द और पद में अंतर
- इकाई ३ : - व्याकरण व्यवहार : लिंग, वचन, करक  
 - संधि और समास  
 - मुहावरे एवं लोकोक्तियां, पर्यायवाची, समानार्थी शब्द  
 - विराम चिन्ह, उपसर्ग, प्रत्यय  
 - हिंदी वर्तनी और वाक्य विन्यास
- इकाई ४ : - भाषा सम्प्रेषण के चरण : श्रवण, अभिव्यक्ति, वचन तथा लेखन  
 - भावार्थ और व्याख्या, आशय लेखन, विविध प्रकार के पत्र लेखन, अनुवाद का अर्थ, परिभाषा, प्रकार एवं महत्त्व
- इकाई ५ : - संचार का अर्थ, परिभाषा, तत्व, प्रकार एवं महत्त्व  
 - संचार के माध्यम, तकनीक  
 - अध्ययन, वाचन एवं चर्चा : प्रक्रिया बोध  
 - साक्षात्कार, भाषण कला एवं रचनात्मक लेखन

#### सहायक ग्रन्थ –

१. भाषा विज्ञान – डॉ भोलानाथ तिवारी
२. भाषा विज्ञान – डॉ कर्ण सिंह
३. सम्प्रेषण परक व्याकरण : सिद्धांत और स्वरूप – सुरेश कुमार
४. हिंदी साहित्य का इतिहास – आचार्य रामचंद्र शुक्ल
५. हिंदी साहित्य का उद्भव और विकास – हजारी प्रसाद दिवेदी
६. जन माध्यम प्रौद्योगिकी और विचारधारा – जगदीश चतुर्वेदी
७. सम्पूर्ण पत्रकारिता – डॉ अर्जुन तिवारी
८. भाषा शिक्षण – रविंद्रनाथ श्रीवास्तव
९. प्रयोजन मूलक हिंदी – दंगल झाल्टे

**Subject Name:** CHILDHOOD AND GROWING UP

**Unit 1: Learner as a Developing Individual**

- Growth and Development

- **Developmental Influences:** Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation. (The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

### **Unit 2: Development and Learning**

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence.
- Meaning of 'cognition' and its role in learning.
- Socio-cultural factors influencing cognition and learning.
- Facilitating holistic development (for self and society).

(The focus is on understanding the key concepts of development and cognition, different stages and dimensions of development and their applications in teaching–learning contexts).

### **Unit 3: Understanding Childhood in Socio Cultural Perspectives**

- Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).
- Childhood across cultures and societies (examining children perspectives, experiences and actions in which they construct and re constructs their lives).
- Impact of diversity, differences, marginalisation on childhood.
- Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in dalit /tribal households etc.

### **Unit 4: Understanding Adolescence: Issues and Concerns**

- Realistic and contextual frames of growing up in Adolescence
  - Cultural differences and Adolescence
  - Impact of economic changes and urbanisation
  - Impact of Media
  - Adolescence in difficult circumstances
- Issues and Concerns
  - Problems of adjustment
  - Understanding of emotional disturbance and risk behaviour
  - Identity Crisis
  - Parent child conflict
  - Drug addiction and Abuse
  - Bullying
  - Juvenile delinquency
  - Health awareness –personal hygiene, nutrition, disease prevention and control.

### **Unit 5: Understanding Stages of Child Development Implications for Teachers**

- Need of understanding Human development in the classroom.
- Problems resulting from lack of understanding of Human development.
- Promoting development of all children in the classroom (Positive classroom environment; social and emotional wellbeing of all children; addressing diversity and equality).

The student teacher will read about childhood from diverse contexts through biographies, stories, narrations of growing up in different cultures, children's diaries and the media. They will be used as a resource themselves and their own experiences will be utilized in classroom discussions.

The student teachers will observe children in their natural settings, especially at play or in a community setting and to interact with children through activities.

### **Practicum**

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their characteristics and problems.

4. View any two movies out of the following

1. Smile Pinky (2008)
2. Born into Brothels (2014)
3. Salaam Bombay (1988)
4. Slumdog Millionaire (2009)
5. Gippie (2013)

Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence

5. Collect five stories that children are told by elders from nearby community.

### **Suggested Readings**

- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
- Huslok, E.B. (2003). *Child Growth and Development*, Tata Mc Graw Hill
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.0. *Childhood in South Asia*. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF
- Parry, J. (2005). Changing Childhoods in Industrial Chattisgarh. In R. Chopra and P. Jeffery (Eds), *Educational regimes in Contemporary India*. Sage
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the development of children*. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, research and applications in India*. New Delhi. Sage
- Sharma, N (2011). *Understanding Adolescence*, MBT India
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi