

Programme Structure

School of Education

**B.A.B.Ed
(Integrated)**

Batch 2020-24

Program Code: SOE 0103

Duration: 4 years

1. Standard Structure of the Program at University Level

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- Transformative educational experience
- Enrichment by educational initiatives that encourage global outlook
- Develop research, support disruptive innovations and accelerate entrepreneurship
- Seeking beyond boundaries

Core Values

Integrity
Leadership
Diversity
Community

1.2 Vision and Mission of the School

Vision of the School

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the School

- To provide an exposure in experience -based learning for multifaceted development of prospective teachers.
- To contribute to societal and national needs by developing teachers who are equipped with 21st century skills and are proficient with the integration of technology in the field of Education.
- To facilitate and undertake research, development and training for the improvement of school education.
- To engage the students in innovative teaching practices for becoming effective teachers and productive entrepreneurs.

1.3 Programme Objectives (PO)

PO1: Knowledge: The students will be able to develop deep disciplinary knowledge in the Sciences as well as a practical and professional degree in Education through theory and practical experiences.

PO2: Skills: The students will be able to apply their skills of art and science of teaching to teach effectively through courses in curriculum and pedagogy using modern technology.

PO3: Learning: The students will be able to develop active and participatory learning in the class by involving students in discussions, quizzes, and co-curricular activities.

PO4: Curriculum: The students will be able to design the curricula for students of science/ humanity.

PO5: Inclusiveness: The student teachers will be able to understand the children they teach, their background and their social context, and equip them to think, reflect and create appropriate learning environments and activities, so as to provide the student teachers experiential learning.

PO6: Responsibility: The pupil teacher will be able to inculcate universal values and values enshrined in our constitution such as secularism, social justice and equality.

PO7: Research: The student teacher will be able to do action research to focus on school issue, problem or area of collective interest and to evaluate their own practice.

1.3.1 Programme Educational Objectives (PEO)

PEO1. To prepare prospective teachers with a solid foundation in pedagogy, skills and technology for a successful career in teaching.

PEO2. To prepare effective teachers who become effective collaborators/ innovators in efforts to address social, psychological and philosophical challenges.

PEO3. To prepare prospective teachers who engage in professional development through self-study, professional study, research and real practice in teaching.

PEO4. To equip prospective teachers with integrity, inclusiveness and ethical values so that they become responsible citizens.

1.3.3 Program Outcomes (POs')

PO1: Curriculum and Planning: Pupil teachers will be able to **design** meaningful goals and objectives for learning by applying the knowledge of core content and pedagogy.

PO2: The Learner and Learning Environment: Pupil teachers will be able to **develop** an understanding of cognitive, social and emotional skills. They will be able to **assess** individual differences, which will help them to get an understanding of how students come to view, develop and make sense of subject matter.

PO3: Teaching: Pupil teachers can deliver meaningful learning to students by integrating their knowledge of content, pedagogy, learner, learning environment, engaging in reflective instructional cycle of planning, instructing, assessing and applying various strategies of assessment for teaching

PO4: Professional responsibilities for School and Community: Pupil teachers will be able to **build** teacher leadership qualities by participating in the development and/or implementation of school-wide mission, strategic planning/improvement process, curriculum initiatives, student support and management systems. Thus, maintaining an environment that fosters student learning and demonstrating a commitment to ethical and responsible behavior.

PO5: Professional responsibilities towards ICT in teaching: Pupil teachers will be **adapted** to use the ICT effectively so as to design, implement and assess learning experience to enrich their professional experience and to provide positive models for students, colleagues and the community.

PO6: Culturally Responsive Teaching practice/ Inclusive Education: Pupils will **formulate** culturally responsive teaching practices to help all students regardless of barriers related to race, geographic location, special needs and economic background.

PO7: Research: The pupil teacher will be able to do Action research to scientifically solve the problems that occur during the classroom teaching, presentation and achieving learning objectives.

1.3.4 Programme Specific Objectives:

PSO1. Redefining the social function of the school teacher in the context of achieving target Education for All.

PSO2. Developing a deep critical understanding of the curriculum and pedagogy in teachers, who are believed to perform a transformative role in School Education

PSO3. Developing sensitivity about emerging issues such as environment, population, inclusion, gender, equality, etc.

PSO4. Empowering the student teachers to adopt an interdisciplinary and technologically embedded approach for drawing linkages across different curricular areas to make learning experiences meaningful for 'all' learners.

B.A.B.Ed INTEGRATED COURSE AT A GLANCE

Semester	I	II	III	IV	V	VI	VII	VIII	Total
Courses	09	10	10	10	9	8	5	9	70
Credits	28	28	28	26	25	24	18	20	197

S.No	Subject Code	Name of the subject	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co Requisite	Type of Course ¹ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6.VA
			L	T	P			
THEORY SUBJECTS								
1	BIA 101/ BIA102	History of English Literature and Figures of Speech (English)/ हिंदीभाषाऔरसाहित्यकाइतिहास (Hindi)	4/4	0	0	4/4	Elective	CC
2	BIA103	History of Ancient India up to 650 CE (History)	4	0	0	4	Core	CC
3	BIA104/ BIA105/ BIA106	Understanding Political Theory: Issues and Debates(Political Science) Geomorphology (Geography)/ Microeconomics (Economics)	4/3 /4	0	0	4/3/4	Elective	DSE
4	BIA107	General Psychology-I	4	0	0	4	Core	CC
5	SEB103	Language Across the Curriculum	3	0	0	3	CoRequisite	AECC
6	SEB 104	Communication in Teaching Learning Process	3	0	0	3	Co- Requisite	AECC
7	-	ICT skill based (SWAYAM Courses)	4	0	0	4	Co Requisite	SEC
8	EVS103	Environmental Science	2	0	0	2	Co Requisite	AECC
9	SVA403	DISASTER RISK REDUCTION	2	0	0	-	VA	VA
PRACTICAL SUBJECTS								
9	BIP 101	1-Cartographic Techniques(Geography Practical)	0	0	2	1	Pre- Requisite	DSE
TOTAL CREDITS						28		

¹CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses,

DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – II

S. No	Subject Code	Name of the subject	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co-Requisite	Type of Course ² 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6. VA
			L	T	P			
THEORY SUBJECTS								
1	BIA108/ BIA109	General Linguistics and Modern English Structures (English) / आधुनिककविता(Hindi)	4/4	0	0	4/4	Elective	CC
2	BIA110	History of Early medieval India & Delhi Sultanate (History)	4	0	0	4	Core	CC
3	BIA111/ BIA112/ BIA113	Constitutional Government and Political Process in India (Political Science) Oceanography and Human Geography (Geography) Macro Economics (Economics)	4/3/4	0	0	4/3/4	Elective	DSE
4	BIA114	General Psychology	3	0	0	3	Core	CC
5	SEB102	Basic Philosophical and Sociological Concepts in Education	4	0	0	4	Core	CC
6	SEB105	Professional Ethics for Teachers	2	0	0	2	Co-Requisite	AECC
7	SEB106	Contemporary India and Education	4	0	0	4	Core	CC
8	OPE-1	Open Elective	2	0	0	2	Co-Requisite	OE
PRACTICAL SUBJECTS								
9	BIP 102	Thematic Cartographic (Practical)	0	0	2	1	Co-Requisite	DSE
10	BIP 103	General Psychology –II (Practical)	0	0	2	1	Co-Requisite	AECC
TOTAL CREDITS						28		

²CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses. OE: Open Electives, VA: Value Added

SEMESTER – III

S. No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ³ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6. VA
			L	T	P			
THEORY SUBJECTS								
1	BIA201/ BIA202	English Novel, Short-Stories and Essays (English)/ हिन्दीकथासाहित्यHindi)	4/4	0	0	4/4	Elective	CC
2	BIA203	History of Mughal India (History)	4	0	0	4	Core	CC
3	BIA204/ BIA205/ BIA206	Introduction to Comparative Government and Politics (Political Science)/Climatology (Geography)/ Indian Economy (Economics)	4/3/4	0	0	4/3/4	Elective	DSE
4	BIA207	Social Psychology	3	0	0	3	Core	CC
5	SEB101	Human Development, Learning, Cognition and Diversity in Education	4	0	0	4	Core	CC
PRACTICAL SUBJECTS								
6	BIP201	Statistical Methods in Geography	0	0	2	1	Core	DSE
7	BIP202	Social Psychology	0	0	2	1	Pre-Requisite	SEC
8	BIP203	School Attachment Programme and Community Living	0	0	0	2	Pre-Requisite	AECC
9	SEP101	EPC1: Reading and Reflecting on Text	0	0	3	2	Co-Requisite	SEC
10	OPE- II	MOOCs – Swayam	0	0	0	4	Elective	OE
TOTAL CREDITS						28		

³CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – IV

S No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁴ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6.VA
			L	T	P			
THEORY SUBJECTS								
1	BIA208/ BIA209	English Poetry (English) अन्यगद्यविधाएँ(Hindi)	4/4	0	0	4/4	Elective	CC
2	BIA210	History of Modern India-I, 1707-1857 (History)	4	0	0	4	Core	CC
3	BIA211/ BIA212/ BIA213	Indian and Western Political Thought in Comparative Perspectives (Political Science) Geography of India (Geography) Quantitative Techniques (Economics)	4/3/4	0	0	4/3/4	Elective	DSE
4	BIA214	Abnormal Psychology	3	0	0	3	Core	CC
5	SEB108	Knowledge, Disciplines and School Subjects	3	0	0	3	Core	CC
6	BIA215/BIP206	History of Education in India / Indian Heritage and Tourism	2/0	0	0 / 3	2/2	Co- Requisite	DSE
7	BIA216/ BIA217	Psychology for Health and Well-being / Life Skills and Disaster Preparedness	3/3	0	0	3/3	Co- Requisite	DSE
8	SVA404	SUSTAINABLE DEVELOPMENT	2	0	0	-	VA	VA
PRACTICAL SUBJECTS								
8	BIP204	Field Work and Research Methodology (Geography)	0	0	2	1	Core	DSE
9	BIP205	Abnormal Psychology	0	0	2	1	Core	CC
10	SEP103	EPC:2 Arts in Education	0	0	3	2	Co- Requisite	CC
TOTAL CREDITS						26		

⁴CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – V

S No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁵ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6.VA
			L	T	P			
THEORY SUBJECTS								
1	BIA301/ BIA302	Appreciating Reading and Drama (English) अस्मितामूलकविमर्शऔरहिन्दी साहित्य(Hindi)	4/4	0	0	4/4	Elective	CC
2	BIA303	History of Modern India-II, 1857-1947	4	0	0	4	Core	CC
3	BIA304/ BIA305/ BIA306	Perspectiveson International Relations and World Issues (Political Science) /Introduction to GIS & Remote Sensing (Geography)/ Field Work (Economics)	4/3/4	0	0	4/3/4	Elective	DSE
4	BIA307	Industrial Psychology	3	0	0	3	Core	CC
5	SEB107	Assessment for Learning	4	0	0	4	Core	CC
6	BIA308/BIA309/B IA310	Understanding Globalisation (Political Science)/Introduction to PoliticalGeography/ Political Economy	3/3/3	0	0	3/3/3	Elective	DSE
PRACTICAL SUBJECTS								
7	BIP301	Introduction to Geographical Information System (GIS)	0	0	2	1	Co-Requisite	DSE
8	BIP302	Industrial Psychology	0	0	2	1	Co-Requisite	AECC
9	BIP303	School Attachment Programme and Community Living	0	0	0	2	Pre-Requisite	AECC
TOTAL CREDITS						25		

⁵CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – VI

S No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁶ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6.VA
			L	T	P			
THEORY SUBJECTS								
1	BIA311/ BIA312	Sociolinguistics and Language Acquisition (English)/ कम्प्यूटर और हिंदी भाषा(Hindi)	4/4	0	0	4/4	Elective	CC
2	BIA313	Introduction to the Modern World (1871-1945)	4	0	0	4	Core	CC
3	BIA314/ BIA315/ BIA316	Public Policy and Administration in India (Political science) Disaster Risk Education (Geography) International Economics (Economics)	4/3/4	0	0	4/3/4	Generic Elective	DSE
4	BIA317	Theory and Practice of Counseling Psychology	3	0	0	3	Core	CC
5	SEB111/ SEB112	Pedagogy of School Subject –I Pedagogy of Hindi/ Pedagogy of English	4	0	0	4	Core	CC
6	SEB114	Pedagogy of School Subject –II Social Science	4	0	0	4	Core	CC
7	SVA405	UNDERSTANDING DIVERSITY	2	0	0	-	VA	VA
PRACTICAL SUBJECTS								
7	BIP304	Disaster Management Based Project Work (Geography)	0	0	2	1	Co-Requisite	DSE
8	BIP305	Counseling Psychology	0	0	2	1	Co-Requisite	AECC
TOTAL CREDITS						24		

⁶CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – VII

S No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁷ 1.CC 2.AECC 3.SEC 4.DSE 5. OE 6. VA
			L	T	P			
THEORY SUBJECTS								
1	SEP201	Pre- Internship	0	0	0	2	Elective	CC
2	BIP 401	Pedagogy of Subject –I	0	0	0	5	Core	CC
3	BIP 402	Pedagogy ofSubject –II	0	0	0	5	Elective	CC
4	SEP204	Engagement withthe Field: Tasks and Assignments related to internship	0	0	0	2	Core	CC
5	OPE II	MOOCs (SWAYAM) Discipline Specific	4	0	0	4	Core	OE
Practical/Viva-Voce/Jury								
TOTAL CREDITS						18		

⁷CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, OE: Open Electives, VA: Value Added

SEMESTER – VIII

S No	Subject Code	Name of the subject	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ⁸ 1.CC 2.AECC 3.SEC 4.DSE 5.OE 6.VA
			L	T	P			
THEORY SUBJECTS								
1	SEB201	Gender, School and Society	3	0	0	3	Core	CC
2	SEB202	Creating an Inclusive School	3	0	0	3	Core	CC
3	SEB203	Entrepreneurship Education: Enabling Teachers	2	0	0	2	Co-Requisite	CC
4	SEB204	EPC:4 Yoga and Health Education	2	0	0	2	Co-Requisite	CC
5	SVA401	Social Thoughts of Gandhi and Social Work	-	-	-	-		VA
OPTIONAL COURSES (Student will select any one of the subjects given)								
6	SEB205	Peace Education	4	0	0	4	Generic Elective	GE
	SEB206	Life skills Education	4	0	0			
	SEB207	Guidance & Counseling	4	0	0			
PRACTICAL SUBJECTS								
7	SEP205	EPC 3: Understanding the Self	0	0	3	2	Co-Requisite	SEC
8	BIP403	Project	0	0	3	2	Co-Requisite	SEC
9	CCU801	Community Connect	0	0	4	2	Co-Requisite	SEC
TOTAL CREDITS						20		
TOTAL CREDITS of B.A.B.Ed. Programme						197		

⁸CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses, VA: Value Added

COURSE TEMPLATES

SYLLABUS

FOR

THEORY AND PRACTICAL SUBJECTS

SEMESTER 1

BIA101: HISTORY OF ENGLISH LITERATURE AND FIGURES OF SPEECH

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIA101
2. Course Title	History of English Literature and Figures of Speech
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	<p>CO1: Trace the developmental history of English Literature from The Renaissance Period to postmodern period.</p> <p>CO2: Augment a critical understanding among students of the obvious interconnection between literature and its socio-political and cultural context.</p> <p>CO3: Become familiar with literary periods and their defining characteristics.</p> <p>CO4: Identify and analyze various forms of figures of speech. CO5: Apply figures of speech in their own writings.</p>
6. Course Outcomes	<p>The people- teacher will be able to:</p> <p>CO1: Trace the developmental history of English Literature from The Renaissance Period to postmodern period.</p> <p>CO2: Augment a critical understanding among students of the obvious interconnection between literature and its socio-political and cultural context.</p> <p>CO3: Become familiar with literary periods and their defining characteristics.</p> <p>CO4: Identify and analyze various forms of figures of speech. CO5: Apply figures of speech in their own writings.</p>
7. Course Description	The course intends to impart knowledge of the history of English literature, the social and political background of the literary periods and the figures of speech used in English language and literature.
8. Course Outline	
Unit 1	The Renaissance(1500–1660)
A	Elizabethan Period ((1558–1603): Poetry and Drama
B	Jacobean period (1603–1625):Poetry, Drama and Prose
C	Late Renaissance Poetry
Unit 2	The Romantic Period
A	Early Romantic Poetry
B	Second Generation of Romantics
C	Romantic Novel
Unit 3	The Victorian Period

A	Victorian Novel		
B	Victorian Poetry		
C	Victorian Drama		
Unit 4	The Modern Period		
A	Modernism		
B	Postmodernism		
C	Literature of Commonwealth		
Unit 5	Figures of Speech		
A	Simile, Metaphor, Metonymy, Synecdoche, Allegory,		
B	Transferred Epithet, Antithesis, Oxymoron, Climax, Anti-climax		
C	Personification, Apostrophe, Invocation, Hyperbole, Pathetic fallacy, Irony, Sarcasm, Litotes, Alliteration, Pun, Onomatopoeia		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. A Short History of English Literature: Emile Legouis 2. History of English Literature: Edward Albert. 3. A Short History of English Literature: Harry Blamires 4. A social history of England: G.M.Trevelyan 5. A short history of English Literature: Harry Blamires 6. Modern Critical Terms: Roger Fowler		
References	NA		

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 202
2. पाठ्यक्रमशीर्षक	हिन्दीकथासाहित्य
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. पाठ्यक्रमप्रकार	अनिवार्य
6. पाठ्यक्रमविवरण	<p>हिन्दीकथासाहित्यपाठ्यक्रमहमारेदेशकीसमकालीनपीढ़ीकेलिएबहुतमहत्वपूर्णहै।इसपाठ्यक्रममेंशामिलहैं – हिन्दीगद्यऔरकथालेखनकाइतिहासऔरपरम्परा, हिन्दीगद्यकीशैली, सिद्धान्तऔरकथालेखनकेप्रयासएवंपरिणतियाँ, हिन्दीकीकहानीकला, उपन्यासलेखनकीपृष्ठभूमि, परम्पराएवंप्रमुखप्रवृत्तियाँ, हिन्दीकेप्रमुखउपन्यासकारएवंउपन्यास, हिन्दीमेंअनुदितप्रमुखभारतीयउपन्यास, हिन्दीकेप्रमुखकहानीकारएवंकहानियाँ, समकालीनकथालेखनकेसामाजिकसरोकारआदि।</p>
7. पाठ्यक्रमकेउद्देश्य	<p>पाठ्यक्रमछात्र-शिक्षकोंकोसक्षमकरेगा –</p> <ol style="list-style-type: none"> 1. प्रमुखगद्यविधाओंकेविकासक्रमकीजानकारीदेना। 2. गद्यकीप्रमुखविधाओंकेतात्विकस्वरूपकापरिचयदेना। 3. विधाविशेषकेतात्विकस्वरूपएवंऐतिहासिकविकासकेपरिपेक्षमेंरचनाविशेषकामहत्वसमझनेएवमूल्यांकनकरनेकीक्षमताबढ़ाना। 4. रचनाकेसमीक्षणकीअभियोग्यताविकसितकरना। 5. विभिन्नगद्यरचनाओंकेपठनएवंआस्वादनकेप्रतिअभिरुचिउत्पन्नकरना।
8. पाठ्यक्रमकेपरिणाम	<p>इसपाठ्यक्रमकेअध्ययनकेबादछात्रशिक्षक-</p> <ol style="list-style-type: none"> 1. प्रमुखगद्यविधाओंकेविकासक्रमसेपरिचितहोसकेंगे। 2. गद्यकीप्रमुखविधाओंकेतात्विकस्वरूपकेपाठ्यक्रममेंज्ञानप्राप्तकरसकेंगे।

	3. विधाविशेषके तात्विक स्वरूप एवं ऐतिहासिक विकासके परिपेक्ष्यमें रचनाविशेषके महत्वको समझने एवं मूल्यांकन करनेकी क्षमतामें अभिवृद्धि कर सकेंगे।।		
	4. रचनाके समीक्षणकी अभियोग्यता विकसित कर सकेंगे।।		
	5. विभिन्न गद्यरचनाओंके पठन एवं आस्वादनके प्रति अभिरुचिका विकास कर सकेंगे।		
9. पाठ्यक्रमकी रूपरेखा			
इकाई-1	उपन्यास- स्वरूप और संरचना		
(क)	हिन्दी उपन्यासोंका उद्भव और विकास		
(ख)	हिंदी उपन्यासकी स्वरूप और संरचना		
(ग)	हिन्दी उपन्यास लेखन: प्रमुख प्रवृत्तियाँ		
इकाई-2	उपन्यास		
(क)	प्रेमचन्दका उपन्यास-लेखन और गोदान		
(ख)	गोदानका कथ्य एवं शिल्प		
(ग)	हिन्दी आलोचनामें गोदानका मूल्यांकन		
इकाई-3	कहानी-स्वरूप और संरचना		
(क)	हिन्दी कहानीका उद्भव और विकास		
(ख)	हिंदी कहानीका स्वरूप		
(ग)	हिंदी कहानीकी संरचना		
इकाई-4	कहानी		
(क)	परदा - यशपाल		
(ख)	रोज - अज्ञेय		
(ग)	ठाकुरका कुआँ - प्रेमचंद		
इकाई-5	कहानी		
(क)	परिन्दे - निर्मल वर्मा		
(ख)	दाज्यू - शेखर जोशी		
(ग)	हरीबिंदी - मृदुला गर्ग		
Mode of Examination			
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
सहायक ग्रंथ:	1. प्रेमचंद और उनका युग - रामविलास शर्मा		
	2. हिन्दी उपन्यास: एक अंतर्गतात्रा - रामदरशमिश्र		
	3. एक दुनिया समानान्तर - राजेन्द्र यादव		
	4. कहानी: नई कहानी - नामवर सिंह		
	5. नई कहानीकी भूमिका - कमलेश्वर		

- | | |
|-----|--|
| 6. | हिंदीकहानी: अंतरंगपहचान - रामदरशमिश्र |
| 7. | हिंदीकहानीकीरचना-प्रक्रिया - परमानंदश्रीवास्तव |
| 8. | नईकहानी: संदर्भऔरप्रकृति- देवीशंकरअवस्थी |
| 9. | साहित्यसेसंवाद - गोपेश्वरसिंह |
| 10. | कुछकहानियाँ: कुछविचार- विश्वनाथत्रिपाठी |

BIA103: HISTORY OF ANCIENT INDIA UP TO 650 CE

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIA103
2. Course Title	History of Ancient India upto 650 CE
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	<ol style="list-style-type: none"> 1. To make students able to illustrate the knowledge of history of India from the ancient times to 750 CE. 2. To introduce the ancient Indian society and polity 3. To interpret the economic development of ancient India 4. To Mark the important centres of trade & literature during the ancient times on the outline map of India 5. To make students aware of the importance and types of the sources in Historical studies
6. Course Outcomes	<p>The student will be able to:</p> <p>CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History</p> <p>CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources</p> <p>CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History</p> <p>CO4: Explore the scope for further research in the domain and to study further in the applied field of history</p> <p>CO5: Have a comparative understanding of different dynasties in Ancient India</p>
7. Course Description	<p>This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how that has affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilisation, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, Guptas and Vardhanas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of humankind.</p>
8. Course Outlines	
Unit 1	Discourses and sources of History
A	Sources of History : Meaning of Primary & Secondary Sources. Literary and Archaeological Sources with reference to Indian History
B	Interpretation of Indian History: Orientalists, Imperialist & Utilitarian, Nationalist, Marxist
C	Introduction to Stone Ages: Palaeolithic, Mesolithic, Neoliths
Unit 2	Bronze Age to Vedic Era
A	Chalcolithic Cultures: transition to Bronze age New developments in

	technology, economy and society; Importance of Bronze Age		
B	Harappan Civilization- Settlement patterns and town planning: Important Cities of Harappan civilization: Harappa, Mohenjo-Daro, Dholavira, Lothal, Rakhigarhi and Chanhudaro, The political, economic and religious life of the Indus People; Causes and Theories of decline		
C	Vedic Era- The Aryans- Origin Theory; The Rig Vedic and Later Vedic Periods: political, economic and socio-religious life during Vedic Civilization		
Unit 3	Mahajanapadas: The rise of Magadha		
A	Socio-economic condition of Northern Indian 6 th Century BCE Political condition: The rise of 16 Mahajanapadas		
B	Rise of new Religions: Jainism & Buddhism Impact and contribution of these new religions on Indian society		
C	Alexander's invasion on India: causes and impacts Rise of Magadha Empire: Haranyaka dynasty, Sai Sunga & Nanda dynasties		
Unit 4	The Mauryan Empire and afterwards		
A	The Mauryans: Chandragupta Maurya & Ashoka: Wars and expansion Ashoka's <i>Dhamma</i>		
B	Mauryan art & architecture; Ashoka's Inscriptions Megasthenes and Kautilya's account and Mauryan administration		
C	Central Asian intervention in north Indian politics: The Indo- Greeks: Apollodotus I; pollodotus II ; Menander II The Kushanas: Kanishka and the Satavahanas Gandhara Art		
Unit 5	The Guptas and Vardhanas		
A	<ul style="list-style-type: none"> The Guptas: Samudragupta; Chandragupta Vikramaditya; Kumaragupta; Skandagupta: Conquests and expansion Hun Invasions Cultural Achievements of the Gupta Period: Literature, Science and Architecture Debate about Golden Age 		
B	State, Economy and Society during Gupta State and Administration (agrarian expansion, land grants, graded Land rights and peasantry) Economy (the problem of urban decline: patterns of trade (Inland and foreign), currency, and urban settlements). Society (varna, proliferation of jatis: changing norms of marriage and property). Fa-hien's (Faxian) Account		
C	Vardhan dynasty: Harshavardhan- career & achievements, Greater India Expansion Conflict with Chalukya King Pulakesin II Buddhist council Hieun Tsang's (Xuan Zang) Account; Banabhatta's Harshacharita		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> D. N. Jha, Ancient India in a Historical Outline, Manohar, New Delhi, 2015. Romila Thapar, Early India from the Origins to AD 1300, Penguin, 2001. Ranabir Chakravarti, Exploring Early India, Primus Books (3rd edition), 2016 		

	<ol style="list-style-type: none"> 4. R. S. Sharma, <i>India's Ancient Past</i>, Oxford University Press, New Delhi, 2005. 5. A.L. Basham, <i>The Wonder that was India</i>, Sidgwick Jackson, 1967. 6. Upinder Singh, <i>A History of Ancient and Early Medieval India</i>, Pearson, 2009. 7. Rama Shankar Tripathi, <i>History of Ancient India</i>, Motilal Banarsidass Publication, 2014. 8. R.C. Mazumdar, <i>Ancient India</i>, Motilal Banarsidass, 2017. 9. R. C. Raychaudhuri, <i>An Advanced History of India</i>, Macmillan India, 1974. 10. L. H. Morgan, <i>Ancient Society</i>, Holt and Co., 1877. 11. Romila Thapar, <i>Ancient Indian Social History</i>, Orient Logman, 1978. 12. Romila Thapar, <i>Recent Perspectives of Early Indian History</i>, Popular Prakashan, 1995. 13. R. S. Tripathi, <i>History of Ancient India</i>, Motilal Banarsidass, 1967. 14. D. P. Agrawal, <i>The Archaeology of India</i>, Select Book Service, 1984. 15. V. R. Ramchandra, <i>The Mauryan Polity</i>, Motilal Banarsidass, 1993. 16. P. V. Kane, <i>History of Dharmashastra</i>, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77 17. B. N. Puri, <i>Ancient Indian Historiography</i>, Atma Ram & Sons, 1994. 18. D. R. Bhandarkar, <i>Ashoka</i>, S. Chand & Co., 1964. 19. D. N. Jha, <i>The Myth of Holy Cow</i>, Verso, 2002. 20. Kumkum Roy, <i>The Power of Gender & the Gender of Power: Explorations in Early Indian History</i>, Oxford University Press, 2010.
References	NA

BIA 104: UNDERSTANDING POLITICAL THEORY: CONCEPTS AND DEBATES

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIA 104
2. Course Title	Understanding Political Theory: Concepts and Debates
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the student-teachers to-</p> <ol style="list-style-type: none"> 1. Introduce certain key aspects of conceptual analysis in political theory. 2. Imbibe the skills required to engage in debates surrounding the application of the concepts. 3. Blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues. 4. Develop the capacity to think critically in an analytically rigorous way. 5. Describe the ongoing political and social practices based on a sound knowledge of the set texts.
7. Course Outcomes	<p>On the completion of this course the student-teachers will be able to-</p> <p>CO1: Define political theory and concepts.</p> <p>CO2: Understand, interpret and explain the relevance of political theory, its basic normative concepts.</p> <p>CO3: Apply the knowledge of each concept to a political argument.</p> <p>CO4: Reflectively analyse and appraise social practices through the relevant conceptual toolkit.</p> <p>CO5: Criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p>
8. Course Description	<p>This is an introductory paper trying to expose students to some basic ideas and concepts in Political Theory. Effort has been made to orient students to the methodological and ideological traditions in political theory.</p>
9. Course Outlines	
Unit 1	Introduction to Political theory
A	Meaning and Approaches to Political Theory
B	Nature, Scope and Relevance of Political Theory

C	Traditions of Political Theory: Liberal, Marxist, Anarchist, Conservative		
Unit 2	Liberty		
A	Meaning and Evolution of the Concept		
B	Liberty: Berlin and Mill		
C	Censorship and its Limits		
Unit 3	Equality		
A	Formal and Substantive Equality		
B	Equality of What?		
C	Affirmative Action and Principles of Fairness		
Unit 4	Rights		
A	Meaning and the Idea of Rights		
B	Various Theories of Rights		
C	Rights and Obligations		
Unit 5	Justice		
A	Procedural and Distributive Justice		
B	The Idea of Justice: John Rawls and Robert Nozick		
C	Capital Punishment and Global Justice		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ul style="list-style-type: none"> Bhargava, R. and Acharya, A. (2008) 'Political Theory: An Introduction'. New Delhi: Pearson Longman. O. P. Gauba (2009), 'An Introduction To Political Theory', MacMillan Publishers, New Delhi. 		

BIA105: GEOMORPHOLOGY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIA 105
2. Course Title	Geomorphology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the student-teachers to-</p> <ol style="list-style-type: none"> Understand the concept of geography and evaluate the place of physical geography within the realm of geography. Understand the orogenic/thrust events, glacial, aeolian, marine and fluvial (river) processes as these dominate the landforms in our area. Assess the modern geomorphic dating techniques, interactions between topography, tectonics, and climate, and the role of humans and biologic agents in landscape evolution. As geomorphology is a study of observation. Through observation, we can identify individual landforms, understand their composition and relation to the surrounding landscape, and identify their origin and evolution through time. To Analyse and interpret the toposheets and to do the basic cartographic works
7. Course Description	Geomorphology is the scientific study of the origin and evolution of topographic and bathymetric features created by physical, chemical or biological processes operating at or near the Earth's surface. Geomorphology is the study of the identification of landforms on the earth's surface, and of the processes that create and change them.
8. Course Outcomes	<p>CO1 Understand the concept of geography and evaluate the place of physical geography within the realm of geography.</p> <p>CO2 Understand the orogenic/thrust events, glacial, aeolian, marine and fluvial (river) processes as these dominate the landforms in our area.</p> <p>CO3 Assess the modern geomorphic dating techniques, interactions between topography, tectonics, and climate, and the role of humans and biologic agents in landscape evolution.</p> <p>CO4 As geomorphology is a study of observation. Through observation, we can identify individual landforms, understand their composition and relation to the surrounding landscape, and identify their origin and evolution through time.</p> <p>CO5 To Analyse and interpret the toposheets and to do the basic cartographic works</p>
Unit 1	Introduction
A	Geography: definition, place of physical geography within the discipline of geography
B	Divisions of physical geography-geomorphology, climatology, oceanography
C	Earth: Interior structure, and isostasy
Unit 2	Earth Movements:
A	Plate Tectonics,
B	Types of Folds and Faults

C	Earthquakes and volcanoes (causes, types and distribution)		
Unit 3	Geomorphic Processes		
A	Weathering,		
B	Mass Wasting		
C	Cycle of Erosion (Davis and Penck)		
Unit 4	Evolution of Landforms (Erosional and Depositional)		
A	Fluvial, Karst,		
B	Aeolian,		
C	Glacial, and Coastal		
Unit 5	Environment		
A	Meaning, nature and components of the environment.		
B	Nature and definition of resources.		
C	Resources: Environment interface		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ol style="list-style-type: none"> 1. Dayal, P. (1995). A Text Book of Geomorphology. Patna: Shukla Book Depot. 2. Dury, G.H. (1973). The Face of the Earth. Middlesex: Penguin. 3. Kale, V. & Gupta, A (2001). Elements of Geomorphology. Calcutta: Oxford University Press. 4. Kaur, D. (2000). The Earth. Edited by R.C. Chandria, Ludhiana: Kalyani Publishers, 5. Singh, S. (1994). Physical Geography. Gorakhpur : Gyanodaya Prakashan. 6. Singh, S. (2004). Geomorphology. Allahabad: Prayag Pustak Bhawan. 7. Sparks, B. W. (1986). Geomorphology. London: Longman. 8. Strahler, A.N. & Strahler, A.H. (1987). Modern Physical Geography. New York: John Wiley Eastern Ltd. 9. Thornbury, W.D. (1993). Principles of Geomorphology. Second Edition, New York: John Wiley Eastern Ltd 		

BIA106:MICROECONOMICS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BAI 106
2. Course Title	Microeconomics
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	The curriculum aims to provides desirable understanding of microeconomic concepts and its application in basic economic activities such as; understanding scope of economics, demand, supply, consumption, production and distribution through various types of market, so that the students can employ the concepts taught in the class in their real life.
7. Course Outcomes	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Make students understand the nature and scope of Economics 2. Make students investigate how demand is being made in economic decisions. 3. To make students examine the significance of Consumption and Production through Economics. 4. To make students illustrate types of market and its characteristics 5. To make students assess the linkages between demand, consumption, production and market mechanism.
8. Course Description	<p>On the completion of this course the student-teachers will be able to:</p> <p>CO1: Understand the concepts of economics from the viewpoint of its scope and limitations.</p> <p>CO2: Define the demand and utility related to goods according to the constraints of budget.</p> <p>CO3: Ascertain the prevailing consumer behaviour in the market from the perspective of utility.</p> <p>CO4: Assess the production decision with respect to cost and output K3.</p> <p>CO5: Assess the competitive strategies used in different types of market structures</p>
9. Course Outlines	
Unit 1	Microeconomics: Meaning & Scope
A	Meaning, Scope Objectives and Application of Microeconomics.
B	Basic Concept of Scarcity and Opportunity cost
C	Meaning and Scope of Microeconomic Variables in different disciplines.
Unit 2	Demand and Supply
A	Individual demand & Supply schedules and the derivation of market demand & supply curves.
B	Equilibrium between Supply and Demand curves and changes.
C	Shifts in demand and supply curves, the role of price in

	allocation of Resources		
Unit 3	Consumer Behaviour		
A	The Budget Constraint, Preferences: What the Consumer Wants, Representing Preferences with Indifference Curves.		
B	Properties of Indifference Curves.		
C	Utility Theory: Income Affects, Prices Affects and Substitution Effects		
Unit 4	Production and Cost		
A	Meaning of Cost, Costs as Opportunity Costs, Economic Profit versus Accounting Profit.		
B	The Production Function: From the Production Function to the Total-Cost Curve.		
C	The Various Measures of Cost: Fixed and Variable Costs, Average and Marginal Cost, Cost Curves and Their Shapes, Typical Cost Curves, Economies & Diseconomies of Scale.		
Unit 5	Structures of Markets		
A	Meaning, Features and Classification of Competition and Competitive Markets.		
B	Different Types of Market: Perfect and Imperfect Competition, Monopoly, Monopolistic, Monopolistic versus Perfect Competition.		
C	Oligopoly, Duopoly Example, Monopolies, and Cartels, Oligopolies as a Prisoners Dilemma, why firms Sometimes Cooperate.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Principles of Microeconomic- N.Gregory Mankiw, Sixth Edition and above,		
References	2. Hal. R. Varian, Intermediate Microeconomics: A Modern Approach, 8 th Edition, W.W Norton & Company, 2010		
	3. C.Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010		
	4. B. Douglas Bernheim, D. Whinston, Microeconomics, Tata Mc. GrawHill, 2009		
	5. Karl.E.Case, Ray.C.Fair, Sharon Oster, Principles of Economics, Pearson		

BIA 107: GENERAL PSYCHOLOGY- I

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIA 107
2. Course Title	General Psychology- I
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the students Teachers-</p> <ol style="list-style-type: none"> 1. To introduce research methods that would help understand human behaviour. 2. To make students understand the perceptual processes. 3. To familiarize the students with concepts of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour. 5. To acquaint the concept, Types and Assessment techniques of Personality.
7. Course Outcomes	<p>On the completion of this course the student-teachers will be able to:</p> <p>CO1: Categorize the basic research methods involved in studying human behaviour.</p> <p>CO2: Comprehend the role of attention and laws of perceptual organization.</p> <p>CO3: Explain the concept & theories of learning, memory and forgetting to improve their cognitive health.</p> <p>CO4: Compare various approaches to personality that help in analysing human behaviour.</p> <p>CO5: Explain the concept, Types and Assessment techniques of Personality.</p>
8. Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
9. Course outline	
Unit 1	Introduction to Psychology: Nature and Its Scope
A	Evolution of Psychology as a scientific discipline, Contemporary perspective of Psychology.
B	Subfields & Scope of Psychology
C	Basic research methods: Experimental, Survey, Case Study, Observation
Unit 2	Attention & Perceptual processes
A	Attention: Selective Attention, Sustained and Divided Attention
B	Perception: Laws of perceptual organization.
C	Depth and Movement Perception, Illusion.
Unit 3	Learning
A	Classical Conditioning: Pavlov's Experiment, Basic principles -Acquisition,

	Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward conditioning		
B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule		
C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
Unit 4	Memories & Forgetting		
A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory		
B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing		
C	Forgetting: Retroactive and Proactive Interference, Decay theory, Strategies to improve Memory.		
Unit 5	Personality		
A	Meaning, Trait and Type Approach		
B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness		
C	Assessment of Personality, Projective Technique		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
References	2. Morris, C. G., Maisto, C. G. (2010). Understanding psychology. New York: Pearson. 3. Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education. 4. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. 5. UK. Coon, D., & Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12 th ed.). Florence, KY: Cengage. 6. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill. 7. Gerrig, R. J., & Zimbardo, P. G. (2010). Psychology and life (19 th ed.). New York: Pearson.		

SEB103:LANGUAGE ACROSS THE CURRICULUM

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	SEB 103
2. Course Title	Language Across the Curriculum
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
Course Type	Co Requisite
5. Course Objectives	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. Develop interest in the theory and practice of a language across the curriculum. 2. Build a perspective in the teaching of various subjects using a common language at the school level. 3. Guide the students to explore language in subject-specific contexts by relating it to the overall objectives of the curriculum. 4. Be acquainted with theoretical and practical aspects of all forms of languages 5. To examine and analyze the challenges of language curriculum
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: To explain in detail about the various important aspects of language; definition, mother language, multilingualism etc.</p> <p>CO2: Differentiate among various types of languages.</p> <p>CO3: Describe the language environment and expectations of the Indian school and home</p> <p>CO4: Analyze the right and wrong assumptions of language in schools</p> <p>CO5: Explain various important theories and practices of language acquisitions</p>
7.Course Description	<p>The role of languages across the curriculum is being increasingly documented, it is important for all teachers to understand the importance of language across the curriculum and develop approaches that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is necessarily a language class also. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically.</p> <p>Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching</p>

	cannot take place in a language-free environment. This course is visualized to develop understanding about the nature and importance of classroom discourses; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts will be made to build networks across differ subjects and languages in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues and pedagogical issues of this course. The students will develop competence in analysing current school practices coming up with appropriate alternatives for language teaching and learning across school subjects.
7. Course Outlines	
Unit 1	General Introduction on Language
A	What is Language? various components of language; Functions of language; How different are different languages?
B	Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilinguals and multilinguals.
C	Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education
Unit 2	Language and Literacy in the Context of School
A	Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism;
B	School's Expectations: Views relating to child's home language and literacy practices;
C	What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide
Unit 3	Language Acquisition
A	Stages of Language learning in early childhood
B	Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;
C	Second language acquisition processes
Unit 4	Language Processes and the Classroom Context
A	Oral language in the classrooms; Participation in the classroom, Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking";
B	Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading.
C	Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.
Unit 5	Examining the language curriculum and challenges
A	Use of literature in language textbooks, a critical analysis
B	Moving beyond the textbook: Children's literature for different age groups Classroom practices in India,

C	Examining the role of school context in creating difficulties for language learners		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i>. New Delhi: Sage Publications. 2. Agnihotri, R.K. (1999). <i>Bachchon Ki Bhasha Sikhne Ki Kshamata</i>, Bhag 1 or 2. <i>Shaikshik Sandarbh</i>. Bhopal: Eklavya. 3. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i>. London: Routledge 4. Agnihotri, R.K. (2007). <i>Towards a pedagogical paradigm rooted in multilinguality</i>. International Multilingual Research Journal, Vol.(2)1-10 <ol style="list-style-type: none"> a. Agnihotri, R.K. Bandyopadhyay. (ed.) (2000). <i>Bhasha, bhubhashita or Hindi: Ekantha Samvaad</i>, New Delhi: Shilalekh 5. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT. 6. Reading Development Cell, NCERT (2008). <i>Reading for meaning</i>. New Delhi: NCERT. 7. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press. 8. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i>. New Delhi: Sage Publications. 9. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i>. London: Routledge 		
References	<ol style="list-style-type: none"> 10. NCF (2009) NCTE, New Delhi. 11. Curriculum Framework 2014, NCTE New Delhi. 12. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? <i>Language Arts</i>. 57(4). 13. 1. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press 		

SEB 104: COMMUNICATION IN TEACHING-LEARNING PROCESS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	SEB104
2. Course Title	Communication in Teaching-Learning Process
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
Course Type	Co Requisite
5. Course Objectives	<p>The course will enable the students- teachers to -</p> <ol style="list-style-type: none"> 1. Develop the competencies of students to become effective communicators. 2. Acquaint the students with the factors responsible for shaping interaction in the classroom. 3. Familiarize the students with the language and ethics of communication in the classroom. 4. Develop the reading and writing skills of the students. 5. Familiarize the students with practices of Writing letters, applications Reports, journals and reflective diaries.
6. Course Outcomes	<p>After the completion of the Course the student- teacher will be able to-</p> <p>CO1: Understand Teacher as Communicator</p> <p>CO2: Make relationship between Communication and curriculum</p> <p>CO3: Comprehend Reading as Resource.</p> <p>CO4: Apply the Writing Skills in teaching learning process and School environment.</p> <p>CO5: Develop skill about Writing journals and reflective diaries etc.</p>
7. Course Description	<p>Communication in Teaching – Learning as viewed as a subject that aids in developing the student into effective communicators, who can efficiently and effectively articulate their thoughts, feelings and emotions. Communication is more than just pronunciation, intonation or articulation. Communication involves the teachers’ classroom discourse and interaction that deepen thinking to help students internalize and process subject content. This course in Communication takes into account the context and purpose for which teachers and students are communicating. Given the emphasis on 21st century competencies, more demands are being made on the students to explain, justify and reason through problem-solving strategies. Teaching is not seen as a one-sided activity, where the teacher is disseminating information, but two-way with the teacher and/or students responding to each other to deepen content learning. The interaction among students as they co-construct knowledge becomes important too. The students play an active role in recognizing the role of language in meaning making and see communication as a collaborative activity. Teachers and students co-construct knowledge together, particularly in the subjects that involve multimodal aspects of communication, for example, visual data such as graphs, charts, and statistics.</p>

8. Course Outlines			
Unit 1		Teacher as Communicator	
A		Awareness of audience as a key factor in communication;	
B		Children as learners;	
C		Interpreting response in oral interaction	
Unit 2		Communication and curriculum	
A		Using knowledge about learner psychology as a factor in shaping classroom interaction;	
B		Communication as a factor in Institutional Ethos;	
C		Communication, language and ethics	
Unit 3		Reading as Resource	
A		Reading as resource;	
B		Choice of readings;	
C		Analysing a text from the perspective of students	
Unit 4		Writing Skills for Teachers	
A		Writing about research;	
B		Writing annotations, References and bibliography;	
C		Improving one's own language proficiency in oral and written modes: narrating, describing, analysing;	
Unit 5		Writing Skills	
A		Writing letters, applications	
B		Reports, minutes, and essays.	
C		Writing journals and reflective diaries	
Mode of Examination		Theory	
Weightage Distribution		CA	MTE
		30%	20%
Textbooks		NA	
References		<ol style="list-style-type: none"> 1. Grabe, W. & Stoller, F. (2013). Teaching and researching reading. New York, NY: Routledge. 2. Hacker, D. J., Dunlosky, J. & Graesser, A. C. (Eds.) (2009). Handbook of metacognition in education. New York, NY: Routledge. 3. Hartman, H. J. (Ed.) (2001). Metacognition in learning and instruction: Theory, research and practice. Dordrecht, The Netherlands: Kluwer Academic Publishers. 4. HKPISA Centre, The Chinese University of Hong Kong. (2015). The fifth HKPISA report, PISA 2012. Hong Kong: Author. McGregor, T. (2007). Comprehension connections: Bridges to strategic reading. Portsmouth, NH: Heinemann. 5. Rose, D. & Martin, J. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Sheffield, United Kingdom: Equinox Publishing. 6. Rozmiarek, R. (2006). Improving reading skills across the content area. California: Corwin Press. Vacca, R. T., Vacca, J. A. L. & Mraz, M. E. (2005). Content area reading: Literacy and learning across the 	

	<p>curriculum. Boston, MA: Pearson/Allyn and Bacon.</p> <p>7. Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge: Brookline Books</p>
Internet Resources	<p>8. EDB One-stopPortalforLearning&TeachingResourceshttp://www.hkedcity.net/edb/osp/</p> <p>9. EDB:ReadingtoLearn http://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/index.html</p> <p>10. EDB: School Library Serviceshttp://www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html</p> <p>11. OECD: Programme for International Student Assessment (PISA)http://www.pisa.oecd.org</p> <p>12. Programme for International Student Assessment Hong KongCentre: “ProgrammeforInternationalStudentAssessment” http://www.fed.cuhk.edu.hk/~hkcsa/</p>

EVS 103: ENVIRONMENTAL SCIENCE

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	EVS103
2. Course Title	Environmental Science
3. Credits	2
4. Contact Hours (L-T-P)	2-0-0
5. Course Type	AECC
6. Course Objectives	<p>The course will enable the students- teachers to -</p> <ol style="list-style-type: none"> 1. Know about the concept, meaning, scope and importance of environmental science. 2. Develop the concept of structure and composition of the atmosphere. 3. Control and minimize pollution of water, air and land at gross root level. 4. Know about hazards of environmental deterioration like global warming, greenhouse effect, ozone layer depletion, sea-level rise etc. 5. Know about the role of natural resources in development and their conservation. <p>and Maintain ecological balance.</p>
7. Course Outcomes	<p>The student will be able to-</p> <p>CO1: Acquire the knowledge about the Definition, principles and scope of environmental science.</p> <p>CO2: Understand the Structure and composition of the atmosphere.</p> <p>CO3: Analyse the cause, Effects and Control Measures of the environment.</p> <p>CO4: Analyse the impact of Climate Change.</p> <p>CO5: Aware about the Social Issues and the Environment.</p>
8. Course Description	This course talks about the nature and scope of environmental science, about different natural resources, like water, air, minerals, food, energy and land. It also focuses upon the measures to preserve and conserve those resources.
9. Syllabus Outline	
Unit 1	General Introduction
A	Definition, principles and scope of environmental science
B	Forest Resources, Water Resources, Mineral Resources, Food Resources
C	Energy Resources, Land Resources
Unit 2	Atmosphere and Meteorological Parameters
A	Structure and composition of atmosphere, Meteorological parameters:
B	Pressure, Temperature, Precipitation, Humidity, Radiation, Wind speed and direction, Wind Rose,
C	Concept of weather and climate, climatic elements
Unit 3	Environmental Pollution (Cause, Effects and Control

	Measures)		
A	Air and water pollution, Noise pollution, Soil pollution, , Solid waste management:		
B	Case studies on pollution		
C	Causes, effects and control measures of urban and industrial wastes		
Unit 4	Climate Change and its Impact		
A	Concept of Global Warming and greenhouse effect, Ozone layer Depletion and its consequences,		
B	Climate change and its effect on ecosystem,		
C	Kyoto protocol and IPCC concerns on changing climate		
Unit 5	Social Issues and the Environment		
A	Concept of sustainable development, Water conservation, rain water harvesting, watershed management, ,		
B	Resettlement and rehabilitation of people; its problems and concerns		
C	Case studies, Population explosion and its consequences		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Joseph, Benny, “Environmental Studies”, Tata McGraw-Hill 2. S.C. Santra, “Environmental Science”, 2 nd Edition, New Central Book Agency (P) Ltd, Kolkata, India, 2005. 3. Miller, G.T., “Introduction to Environmental Science Cengage Learning. 4. A Text Book of Environmental Studies, D.K. Asthana and Meera Asthana, S. Chand & Co., New Delhi.		
References	5. Rao, P.V., “Principles of Environmental Science and Engineering”, Prentice Hall of India 6.		

IP 101: CARTOGRAPHIC TECHNIQUES

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: I
1. Course Code	BIP 101
2. Course Title	Cartographic Techniques (Practical)
3. Credits	01
4. Contact Hours (L-T-P)	0-0-2
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Understand the basic cartographic concepts. 2. Understand the concept of Scale, Maps and Slope. 3. Analyze the Toposheet and its element. 4. Understand the technique of Point, Line and Polygon. 5. Describe the Concept of Slope and Wentworth's method.
7. Course Outcomes	<p>On the completion of this course the student-teachers will be able to-</p> <p>CO1: Understand and apply fundamental cartographic design principles</p> <p>CO2: Understand principles of colour theory and how they affect map symbolization and interpretation.</p> <p>CO3: Choose appropriate symbols for point, line, and polygon features.</p> <p>CO4: Understand the effect of scale on generalization and how to improve readability of map features</p> <p>CO5: Apply classification schemes for displaying data. CO6: Create balanced and informative layouts</p>
8. Course Description	<p>This course introduces the student to reference and thematic map use and design. It examines basic cartographic mapping techniques for quantitative and qualitative data, teaches about geospatial analysis and interpretation, and enables students to design basic maps that communicate information effectively. Topics covered include the basics in mapping (i.e. scale, spatial reference systems, and projections), data acquisition and organization, key techniques for thematic mapping, and the principles of cartographic abstraction and design.</p>
10. Course Outlines	
Unit 1	Cartography
A	Defining cartography
B	Nature of Cartography
C	Scope and Application of cartography
Unit 2	Scale
A	Concept and application;
B	Graphical Construction of Plain,
C	Comparative and Diagonal Scales.
Unit 3	Map Projections
A	Classification, Properties and Uses;
B	Graphical Construction of Polar Zenithal Stereographic, Bonne's and Mercator's Projections
C	Reference to Universal Transverse Mercator (UTM) Projection.
Unit 4	Topographical Map

A	Attributes and element of Topographical map		
B	Interpretation of a Mountain area with the help of Cross Profile		
C	Topographical Map – Interpretation of a Mountain area with the help of Longitudinal Profiles.		
Unit 5	Slope Analysis		
A	Concept of Slope		
B	Slope analysis		
C	Wentworth's method		
Mode of Examination	Practical		
Weightage Distribution	Internal Assessment	External Assessment	
	40%	60%	
References	<ol style="list-style-type: none"> 1. Anson R. and Ormelling F. J., 1994: <i>International Cartographic Association: Basic Cartographic Vol.</i> Pregmen Press. 2. Gupta K.K. and Tyagi, V. C., 1992: <i>Working with Map</i>, Survey of India, DST, New Delhi. 3. Mishra R.P. and Ramesh, A., 1989: <i>Fundamentals of Cartography</i>, Concept, New Delhi. 4. Monkhouse F. J. and Wilkinson H. R., 1973: <i>Maps and Diagrams</i>, Methuen, London. 5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: <i>Cartography: Past, Present and Future</i>, Elsevier, International Cartographic Association. 6. Robinson A. H., 2009: <i>Elements of Cartography</i>, John Wiley and Sons, New York. 7. Sharma J. P., 2010: <i>Prayogik Bhugol</i>, Rastogi Publishers, Meerut. 8. Singh R. L. and Singh R. P. B., 1999: <i>Elements of Practical Geography</i>, Kalyani Publishers. 9. Sarkar, A. (2015) <i>Practical geography: A systematic approach</i>. Orient Black Swan Private Ltd., New Delhi. 10. Singh R L & Rana P BSingh(1991) <i>Prayogtmak Bhugol ke Mool Tatva</i>, Kalyani Publishers, New Delhi 11. Sharma, J P (2010) <i>Prayogtmak Bhugol ki Rooprekha</i>, Rastogi Publications, Meerut 12. Singh, R L & Dutta, P K (2012) <i>Prayogatmak Bhugol</i>, Central Book Depot, Allahabad 		

SEMESTER - II

BIA 108: GENERAL LINGUISTICS AND MODERN ENGLISH STRUCTURES

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 108
2. Course Title	General Linguistics and Modern English Structures
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>CO1: Exhibit knowledge about language, its features and system underlying the structure of language</p> <p>CO2: Demonstrate concepts about varieties of English and recognize the correspondences between English pronunciation and spelling.</p> <p>CO3: Consider the appropriate paralinguistic cues of communication to achieve comprehensible pronunciation in academic and professional contexts.</p> <p>CO4: Apply the rules for linking and blending of sounds in words across varieties of English language.</p> <p>CO5: Apply the knowledge of phonetics in communication.</p>
7. Course Outcomes	<p>On the successful completion of this course, students will be able to:</p> <p>CO1: Exhibit knowledge about language, its features and system underlying the structure of language</p> <p>CO2: Demonstrate concepts about varieties of English and recognize the correspondences between English pronunciation and spelling.</p> <p>CO3: Consider the appropriate paralinguistic cues of communication to achieve comprehensible pronunciation in academic and professional contexts.</p> <p>CO4: Apply the rules for linking and blending of sounds in words across varieties of English language.</p> <p>CO5: Apply the knowledge of phonetics in communication.</p>
8. Course Description	The introductory paper intends to develop cognizance about the system underlying the structure of language. It aims at familiarizing students with basic understanding of sounds, lexicons and structure and its application for language teaching and learning.
9. Course Outline	
Unit 1	Introduction to Language and Linguistics
A	Nature of language, Linguistic as a scientific study of language
B	Language and Animal Communication, Origin and development of human language
C	Branches of Linguistics
Unit 2	Phonetics I
A	Speech Mechanism
B	Production of speech sounds in English: Consonants, Vowels and Diphthongs

C	Problem sounds in English for Indian learners		
Unit 3	Phonology		
A	Minimal pairs, Distinctive features, form and meaning, syllable structure		
B	Assimilation rules, Dissimilation rules		
C	Feature addition, segment deletion and addition.		
Unit 4	Phonetics II		
A	Stress: Strong and weak syllables, weak forms problems for Indian learners		
B	Phonetic transcription of words with stress mark		
C	Intonation, Problems and remedial measures		
Unit 5	Morphology		
A	Word classes, Morpheme: Bound and free, Derivational and in flexional Morphology		
B	Compound words and stress pattern		
C	Morpho phonemics		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. English Phonetics and Phonology: Roach, Cambridge University Press, 2009 2. English Phonetics and Phonology: Roach, Cambridge University Press, 2009 3. Ship or sheep: Anne Baker, Cambridge University Press, 2006 4. Phonetics and spoken English: Bala Subramaniam, Macmillan Publishers (2012) 5. Linguistics: An Introduction: Chaskar, Pagare, Jadhav, Orient, 2014 6. A general introduction to linguistics: Tariq Rahman, Orient Blackswan; 2010 7. Better English pronunciation: J.D.O'connor, Cambridge University Press, 1980 8. English pronunciation in use – advanced: Martin Hewings Cambridge University Press; 2007 9. Cambridge Encyclopedia of Language, Cambridge University Press, 2010 10. An Introduction to English Morphology, Andrew Carstairs-McCarthy, Edinburgh University Press (2001) 		

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BAI 109
2. पाठ्यक्रमशीर्षक	आधुनिककविता
3. Credits	4
4. Contact Hours	4-0-0
(L-T-P)	
5. पाठ्यक्रमप्रकार	अनिवार्य
6. पाठ्यक्रमविवरण	<p>इस पाठ्यक्रम के माध्यम से आधुनिक हिंदी काव्य की विभिन्न प्रवृत्तियों से विद्यार्थियों को परिचित कराया जायेगा। इसके अतिरिक्त आधुनिक काव्य द्वारा ओंकी भाषा में आए विभिन्न परिवर्तनों का ज्ञान प्रदान किया जायेगा तथा काव्य रसनिष्पत्तिकी यथोचित जानकारी प्रदान की जाएगी।</p> <p>आधुनिक कविता की प्रमुख काव्यधाराओं पर विस्तार पूर्वक प्रकाश डालना भी पाठ्यक्रम के निर्धारण का आधार रहा है। आधुनिक काव्य प्रकारों के तात्त्विक स्वरूप एवं विकासक्रम के परिप्रेक्ष्य में रचनाओं का विश्लेषण किया जायेगा तथा किस यथासंभव आलोचनात्मक दृष्टिकोण का विकास किया जा सके तथा रचना के रसास्वादन के प्रति पाठक समूह को अभिप्रेरित किया जा सके। आधुनिक काल के प्रमुख कवियों की संक्षिप्त जानकारी के साथ उनके काव्यग्रंथों</p>

	<p>मेंसंकलित , विभिन्नकाव्यरचनाओंकोभीपाठ्यक्रममेंशामिलकियागयाहै ,ताकि काव्यरचनाओंकेप्रतिअनुरागकासंचारकियाजासके।काव्यसौंदर्यानुभूतिहेतुआधुनिककालकी कविताकेमर्मकोप्रभावपूर्णपद्धतिसेप्रस्तुतकरनेकीअभिकल्पनापाठ्यक्रमकेमाध्यमसेकीगयीहै।</p>
7. पाठ्यक्रमकेउद्देश्य	1. आधुनिकहिंदीकाव्यकीविभिन्नप्रवृत्तियोंसेपरिचितकराना।
	2. आधुनिककाव्यधाराओंकीभाषामेंआएविभिन्नपरिवर्तनोंकाज्ञानप्रदानकरनातथाकाव्यरसनिष्पत्तिकी जानकारीप्रदानकरना।
	3. आधुनिककविताकीप्रमुखकाव्यधाराओंसेपरिचितकराना।
	4. आधुनिककाव्यप्रकारोंकेतात्विकस्वरूपएवंविकासक्रमकेपरिप्रेक्ष्यमेंरचनाओंकेआस्वादन, अध्ययनऔरमूल्यांकनकीदृष्टिप्रदानकरना।
	5. आधुनिककालकेकवियोंकीसंक्षिप्तजानकारीकेसाथउनकेकाव्यग्रंथोंसेअवगतकराना
8. पाठ्यक्रमकेपरिणाम	इसपाठ्यक्रमकेअध्ययनकेबादछात्रशिक्षक-
	1. आधुनिककालकीकविताकेमर्मकोसमुचितढंगसेसमझसकेंगे।
	2. आधुनिककाव्यधाराओंकीभाषामेंआएविभिन्नपरिवर्तनोंसेअवगतहोंगेतथाकाव्यरसनिष्पत्तिसेसम्बद्ध ज्ञानमेंअभिवृद्धिकरसकेंगे।
	3. आधुनिककविताकीप्रमुखकाव्यधाराओंसेपरिचितहोसकेंगे।
	4. आधुनिककाव्यप्रकारोंकेतात्विकस्वरूपएवंविकासक्रमकेपरिप्रेक्ष्यमेंरचनाओंकेआस्वादन, अध्ययनऔरमूल्यांकनकीअभियोग्यताकापरिवर्धनतथापरिसंस्करणकरसकेंगे

	5. आधुनिककालकेकवियोंकेपाठ्यक्रममेंज्ञानमेंअभिवृद्धिकरसकेंगेतथाकवियोंद्वारारचितविभिन्नकाव्यग्रंथोंकेअध्ययनकेप्रतिअभिमुखहोंगे।
9. पाठ्यक्रमकीरूपरेखा	
इकाई-1	
(क)	भारतेन्दुहरिश्चन्द्र - प्रतापसमीरन, भारतदुर्दशा (गीत), बसंत, दशरथ –विलाप
(ख)	अयोध्यासिंहउपाध्याय 'हरिऔध' - पवनदूतप्रसंग ('प्रियप्रवास' केषष्ठसर्गसेछंदसंख्या- 26 से 35 तक)
(ग)	मैथिलीशरणगुप्त - यशोधराकेविरहगीतसे, सखि-बंसतसेकहाँगयेवे, रेमनआजपरीक्षातेरी
इकाई-2	
(क)	रामनरेशत्रिपाठी -कामना, अतुलनीयजिनकेप्रतापका, पुष्पविकास (कविताकोशसेसंग्रहित)
(ख)	जयशंकरप्रसाद-आँसू (छंद1से42तक)
(ग)	सूर्यकांतत्रिपाठीनिराला - बादलराग, भिक्षुक, तोड़तीपत्थर
इकाई-3	
(क)	सुमित्रानंदनपंत- नौकाविहार, ताज, द्रुतझरो
(ख)	महादेवीवर्मा- मैनीरभरीदुखकीबदली, मधुर-मधुरमेरेदीपक-जल
(ग)	रामधारीसिंहदिनकर- जनतंत्रकाजन्म, अभिनवमनुष्य
इकाई-4	

(क)	धर्मवीरभारती- टूटापहिया			
(ख)	हरिवंशरायबच्चन- पथहीपहचान			
(ग)	नागार्जुन- प्रेतकाबयान			
इकाई-5				
(क)	गजाननमाधवमुक्तिबोध- पतानहीं, अँधेरेमें			
(ख)	धूमिल- मोचीराम			
(ग)	अज्ञेय- हिरोशिमा			
Mode of Examination	Theory			
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
सहायकग्रंथ:	<ul style="list-style-type: none"> भारतेंदुग्रन्थावलीखंड -3, सं. ओमप्रकाशसिंह 			
	<ul style="list-style-type: none"> प्रियप्रवास – अयोध्यासिंहउपाध्याय ‘हरिऔध’ 			
	<ul style="list-style-type: none"> छायावाद- डॉ. नामवरसिंह] राजकमलप्रकाशन] नईदिल्ली 			
	<ul style="list-style-type: none"> हिंदीसाहित्यऔरसंवेदनाकाविकास- डॉरामस्वरूपचतुर्वेदी, लोकभारतीप्रकाशन, नयीदिल्ली 			
	<ul style="list-style-type: none"> मेथिलीशरणगुप्त- रेवतीरमण, साहित्यअकादमी] नयीदिल्ली 			
	<ul style="list-style-type: none"> 			
	निराला - आत्महंताआस्था-दूधनाथसिंह,लोकभारतीप्रकाशन,इलाहाबाद			
	<ul style="list-style-type: none"> सुमित्रानन्दनपंत- कृष्णादत्तपालीवाल, साहित्यअकादमी] नयीदिल्ली 			
	<ul style="list-style-type: none"> समकालीनकविताकायथार्थ- डॉपरमानंदश्रीवास्तव 			
	<ul style="list-style-type: none"> स्वातंत्र्योत्तरहिंदीकवितामेंराजनेतिकचेतना- डॉ. उस्मानखान, विशालप्रकाशनपटना/नयीदिल्ली 			
	<ul style="list-style-type: none"> प्रसाद, पंत, निरालाऔरमहादेवीकीश्रेष्ठरचनाएँ – सं. वाचस्पतिपाठक 			
	<ul style="list-style-type: none"> हिन्दीकेआधुनिकप्रतिनिधिकवि –द्वारिकाप्रसादसक्सेना 			

- | |
|--|
| • त्रयी (प्रसाद, पंत, निराला) – आ.जानकीबल्लभशास्त्री |
| • हिन्दीस्वच्छंदतावादीकाव्यधारा – प्रेमशंकर |
| • जयशंकरप्रसाद – प्रेमशंकर |
| • प्रियप्रवास – अयोध्यासिंहउपाध्याय ‘हरिऔध’ |
| • यशोधरा – मैथिलीशरणगुप्त |
| • |
| जयशंकरप्रसाद – नन्दुलारेवाजपेयी |

BAI 110: HISTORY OF EARLY MEDIEVAL INDIA & DELHI SULTANATE

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 110
2. Course Title	History of Early medieval India & Delhi Sultanate
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the People-Teachers to -</p> <ol style="list-style-type: none"> 1. Make the students aware of the history of India from early medieval times till 1526C.E. 2. Infer the medieval Indian society and polity. 3. Interpret the socio-economic developments of Sultanate India. 4. Get familiar with the intellectual discourse of Sultanate India. 5. To introduce the early Medieval Indian Historiography to the Students.
7. Course Outcomes	<p>After the completion of the Course the People-Teachers will be able to-</p> <p>CO1: Grasp the knowledge of history of India from the early medieval times to Delhi Sultanate</p> <p>CO2: Classify the basic themes, concepts, chronology and the Scope of Indian History.</p> <p>CO3: Acquaint themselves with the range of issues related to the Indian History and its distinctive eras.</p> <p>CO4: Critically analyse the Social, Political, Economic and Cultural aspects of History.</p> <p>CO5: The students will be able to understand the debates around the concept of Indian feudalism and the origin of Rajputs.</p>
8. Course Description	<p>This course would educate the students on the importance of history of early medieval and Sultanate period, and the chronology of events. This course would educate students on the finer points of the Sultanate period. The systems and practices that have come to be from this age-old period and how they still continue to hold relevance will also be taught in this. This course will also delve into the system of governance during Sultanate period in India: - Role of The Sultan, administrative Machinery at the Centre during the Sultanate Period, other Departments, Provincial Administration during the Sultanate Period and District Administration during the Sultanate Period.</p>

	This would provide detailed information development of Urban cities that came up along with the evolution of various spiritual and religious faiths will during the era. This era also describes the arrival of Islam and Sufis prevalent during that period.
9. Course Outline	
Unit 1	Introduction to the Early Medieval India
A	Sources of Early Medieval and Sultanate period: texts, epigraphic and numismatic, Persian Tarikh tradition, Travel Accounts
B	<ul style="list-style-type: none"> Debates on Indian feudalism. Rise of the Rajputs (theories) and the nature of the state
C	Evolution of political structures with special reference to Rashtrakutas, Palas, Pratiharas
Unit 2	Arab & Turk Invasions and Foundation of Delhi Sultanate
A	<ul style="list-style-type: none"> Arab conquest of Sindh: nature and impact of the new set-up; Ismail dawah Causes and consequences of early Turkish invasions: Mahmud Of Ghazna; Shahab-ud-Din of Ghuri
B	Delhi Sultanate: Mamluk/Ilburi dynasty (1206–1290)- Foundation, expansion and consolidation of the Sultanate of Delhi: Qutb al-Din Aibak; Iltutmish; Razia Begum; Nasiruddin Mahmud; Ghias-ud-din Balban; Conquests, consolidation and Administration duringMamluks. Balban's Theory of Kingship.
C	The Khaljis(1291- 1320) - Khalji Revolution: Jalal-ud-din Khalji; Alauddin Khalji;Shiba-ud-din Omar; Mubarak Khalji. Conquest, administration, Agrarian Measures, Market Control Policy during the Khaljis; Mongol Policy of the Khaljis; Decline of Khaljis
Unit 3	Tughlaqs to Lodhis
A	The Tughluqs (1320-1412) - Ghiyasuddin Tughlaq; Muhammad Bin Tughlaq; Firuz Shah Tughlaq; Tughlaq Shah; Religious Policy, Military Expeditions, Hereditary Posts and Assignments, Public Welfare Works during Tughlaq Slater Tughluq sultans & Decline
B	The Sayyids (1412-1451) - Invasion of Timur and Establishment of Sayyid Dynasty and their rulers.
C	The Lodhis(1451-1526) - Bahlol Lodi, Sikandar Lodi, Ibrahim Lodi; Administration and conquests; Lodi's theory of Kingship; Decline of the Lodhis and the Sultanate, First Battle of Panipat
Unit 4	Legacy of Sultanate
A	Economy: <ul style="list-style-type: none"> Land: Iqta system and the revenue-free grants Agriculturalproduction;TechnologyChangesinrural society; revenue systems Trade and commerce: Monetization; market regulations; growth of urban centers; Indian Ocean trade
B	<ul style="list-style-type: none"> Society & Culture:

	<ul style="list-style-type: none"> • Slavery, Ruling Classes, Town Dwellers; Condition of Women; • Evolution of Composite Culture: Sufism And Bhaktism. Sufism: Definition; Prominent Sufi Silsilas and Saints in India with special reference to Chishti, Suhrawardi, Qadiriyya, Naqshbandiyya and Firdausi; Relationship between Sufi and State; Maktub and Malfuz literature 		
C	Bhaktism: Definition; Prominent Bhakti Saints with special reference to Kabir, Raidas, Mira Bai, Tulsidas, Chaitanya and Nanak; Vaishnavism and Shaivism		
Unit 5	Two Empires of Deccan		
A	Emergence of provincial dynasties: Vijayanagar Empire (1336-1565): Polity, Economy and Society; Decline		
B	The Bahamanis (1347-1526): Polity, Economy and Society		
C	<ul style="list-style-type: none"> • Development of art, architecture and literature in Delhi Sultanate • Deccan Style of Architecture with special reference to Hampi and Gulbarga 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
	NA		
Textbooks* / References	<ol style="list-style-type: none"> 1. B. D. Chattopadhyaya, The Making of Early Medieval India, OUP, 2012 2. Romila Thapar, Early India from the Origins to AD 1300, Penguin, 2001. 3. Chandra, Satish, Delhi Sultanate: (1206-1526), New Delhi: Haranand Publications, 2001 4. I. Habib, (ed.) Studies in Medieval Indian Polity and Culture The Delhi Sultanate and its Times by Mohammad Habib. New Delhi: Oxford University Press, 2016. 5. Ranabir Chakravarti, Trade in Early India, Oxford India Paperbacks 6. Romila Thapar, Recent Perspectives of Early Indian History, Popular Prakashan, 1995. 7. Kumkum Roy, Women in Early India Societies, Manohar, 2002. 8. Shonalika Kaul, The Making of Early Kashmir: Land-scape and Identity in Early Kashmir, New Delhi: Oxford University Press, 2018 9. Susan Huntington's Art of Ancient India, New Delhi: Motilal Banarsidass, 2016 10. Asher, C.B. and C. Talbot, eds. India before Europe. Cambridge: Cambridge University Press, 2006. 11. Eaton, R.M., ed. India's Islamic Traditions, 711-1750. New Delhi: Oxford University Press, 2003. 12. Eaton, R.M. Essays on Islam and Indian History. New Delhi: Oxford University Press, 2000. 13. Habib, I. and T. Raychaudhuri, eds. Cambridge Economic History of India, vol. 1. Cambridge: Cambridge University Press, 1982. 		

- 14.Hardy, P. Historians of Medieval India: Studies in Indo Muslim Historical Writing.London: Luzac and Company Ltd.,1966.
- 15.Juneja, M., ed. Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black,2001.
- 16.Kumar, S., ed. Demolishing Myths or Mosques and Tem-ples? Readings on History and Temple Desecration in Me-dievalIndia.Delhi: Three Essays Collective,2007.
- 17.Kumar, S. The Emergence of the DelhiSultanate, 1192-1286. Ranikhet: Permanent Black, 2007.
- 18.Lorenzen, D.N.Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press, 2004. [Paper-back edition, 2005]
- 19.Michell, G and J.M.Fritz. New Light on Hampi: Recent Re- search at Vijayanagar. Mumbai: Marg,2001.
- 20.Prasad, Ishwari. History of Medieval India. Allahabad: In-dian Press Ltd., 1976.
- 21.Schomer, K. and W.H. McLeod, eds.The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidass Publishers,1987.
- 22.Stein, B. Peasant, State and Society in Medieval South In-dia. New Delhi: Oxford University Press,1980.
- 23.Subrahmanyam, S., ed. Money and the Market in India: 1100- 1700. New Delhi: Oxford University Press,1994.
- 24.Vaudeville, C. Myths, Saints and Legends in Medieval In-dia. New Delhi: Oxford University Press,1996.
- 25.Eaton, R.M. & P.B. Wagoner. Power, Memory and Archi- tecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press,2014.
- 26.Sreenivasan Ramya, Padmini, the Ideal Queen: Sufi and Rajput Codes in Malik Muhammad Jayasi's Padmavat, in Vijya Rama Swami, Researching Indian Women, (ed.) Ma-nohar,2003
- 27.Sheikh, S.Forging a Region: sultans, traders and pilgrims Gujarat, 1200-1500.New Delhi: Oxford University Press, 2010

BIA 111: CONSTITUTIONAL GOVERNMENT AND POLITICAL PROCESS IN INDIA

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 111
2. Course Title	Constitutional Government and Political Process in India
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the People-Teachers to -</p> <ol style="list-style-type: none"> 1. Introduce students to the Indian Constitution and its integral parts. 2. Acquaint students with the constitutional design of state structures and institutions, and their actual working overtime. 3. Make students understand the challenges and prospects of democracy in the late 20th century. 4. Appreciate the institutions of democracy, like, fundamental Rights, Directive principles of state policy, electoral policy. 5. Debate on the issues like, caste and politics, secularism, communalism etc.
7. Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1: Describe philosophy, salient features of Indian constitution.</p> <p>CO2: Interpret and explain the integral parts and concepts of Indian Constitution.</p> <p>CO3: Demonstrate working of Indian Government and its organs.</p> <p>CO4: Reflectively analyse and appraise the working and success of Indian State.</p> <p>CO5. Organize and take part in the debate on the issues like, caste and politics, secularism, communalism, reservations etc.</p>
8. Course Description	In this course students will engage in a deep, historical institutional analysis of Indian Political System. This course will consist of interactive lectures to understand the structure and working of Indian government.
9. Course Outline	
Unit 1	Indian Political System: Perspectives and Approaches
A	Approaches to the Study of Indian Politics
B	Perspectives on the Nature of the Indian State: Liberal, Marxist and Gandhian.
C	Internal and External Challenges of Nation-Building since Independence.
Unit 2	The Constituent Assembly and the Constitution
A	Constitution Making and the Basic Philosophy of the constitution
B	Preamble, Features and Basic Structure of the Indian Constitution
C	Debates on Fundamental Rights and Directive Principles of State Policy
Unit 3	Organs of Government and Institutional Functioning
A	The Legislature, Executive and Judiciary

B	Federalism: Division of Powers		
C	Local Governance in India: Panchayati Raj and Municipalities		
Unit 4	Electoral Democracy and Voting Behaviour		
A	Trends in the Party System; From the Congress System to Multi- Party Coalitions		
B	Election Commission and Electoral Reforms		
C	Determinants of Voting Behaviour: Caste, Class, Gender and Religion		
Unit 5	Challenges and Prospects of Democracy in the Late 20th Century		
A	Religion and Politics: Debates on Secularism, Majority and Minority Communalism		
B	Caste and Politics: Caste Discriminations and Debates on Reservations		
C	Regional Aspirations: The Politics of Secession and Accommodation		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press. 2. Basu, D.D. (2014) An Introduction to the Constitution of India, New Delhi. Prentice Hall. 3. Fadia, B.L. & Fadia, Kuldeep (2017) Indian Government and Politics, Agra. Sahitya Bhawan. 4. Chakravarty, B. & Pandey, K. P. (2009) Indian Government and Politics, New Delhi: Sage. 5. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India after Independence. New Delhi: Penguin. 6. Jayal, N. G. & Mehta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press. 7. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011. 		
References	<ol style="list-style-type: none"> 8. Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press. 9. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan. 10. Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning. 		

BIA 112: OCEANOGRAPHY AND HUMAN GEOGRAPHY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 112
2. Course Title	Oceanography and Human Geography
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. To understand the basic concepts of Oceanography. 2. To understand the origin and distribution of oceanic salinity and temperature. 3. To evaluate the various oceanic current and their distribution. 4. To understand the basic concept of human geography. 5. To describe the determinants and patterns of population growth
7. Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1: Describe the component of oceanography with the coastal processes CO2: Describes the vast and diversified resources the oceans hold. CO3: Analyse the factors that regulate the salinity of sea water. CO4: Differentiate between waves, tides and currents. CO5: Understand the basic concept of demography and its structure.</p>
8. Course Description	<p>An overview of the Ocean environment with an emphasis of the interrelationship of the subdisciplines of ocean sciences. This course will focus on the importance of the oceans to human beings as well as the impact of human activities on the oceans. The discussion of physical oceanography includes large-scale patterns, ocean circulation, as well as small-scale phenomena such as waves.</p> <p>The course of Human geography introduces students to fundamental concepts, skills, and practices of human geography. Place, space, and scale serve as a framework for understanding patterns of human experience. Topics for discussion may include Space, Place, Behaviouralism, Post Modernism, Identity, power, Cultural Regions and demographic studies.</p>
9. Course Outline	
Unit 1	Oceanography
A	Nature and Scope of Oceanography.
B	Distribution of Land and Water on Earth Surface.
C	Ocean exploration, Modern Oceanography
Unit 2	Physiography of the Ocean floor
A	Continental shelf
B	Abyssal Plain
C	Ocean Floor Topography – Indian

Unit 3	The Properties of Ocean water		
A	The Salinity of Seawater,		
B	Factors that regulate the Salinity of Seawater,		
C	Temperature Distribution in Oceans		
Unit 4	Circulation of Oceanic Waters		
A	Waves, Tides and Currents; Currents of the Atlantic, Pacific and Indian oceans.		
B	Coral Reefs – Types and Theories of Origin.		
C	Oceans as Storehouse of resources for the future.		
Unit 5	Human Geography		
A	Nature and Scope of human geography, Evolution of human geography, fundamental thought of human geography- Post-modernism and Behaviouralism.		
B	Space and Society: Cultural Regions; Race; Religion and Language		
C	Population Size, Distribution and Growth – Determinants and Patterns (Demographic Transition theory);		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. Anikouchine W. A. and Sternberg R. W., 1973: The World Oceans: An Introduction to Oceanography, Prentice-Hall. 2. Garrison T., 1998: Oceanography, Wordsworth Company, Belmont. 3. Gerald S., 1963: General Oceanography: An Introduction, John Willey & Sons, New York. 4. Kershaw S., 2000: Oceanography: An Earth Science Perspective, Stanley Thornes, UK. 5. King C. A. M., 1962: Oceanography for Geographers, Edward Arnold. 6. Pinet P. R., 2008: Invitation to Oceanography (Fifth Edition), Jones and Bartlett Publishers, USA, UK and Canada. 7. Sharma R. C. and Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad. 		

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 113
2. Course Title	Macro Economics
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Elective
5. Course Objectives	<p>The course will enable the People-Teachers to –</p> <ol style="list-style-type: none"> 1. To illustrate the basic concepts of macroeconomics 2. To make the students develop an approach to understanding the difference between Classical and Keynesian Macroeconomics. 3. To make students demonstrate the concept of Aggregate demand and Aggregate Supply 4. To make students analyze different economic concepts. 5. Analyze and reflect upon the market conditions affected by inflation, capital, investment etc.
6. Course Outcomes	<p>On completion of this course the learners will be able to</p> <p>CO 1: Understand basic concepts of Macroeconomic Variables and National Income</p> <p>CO 2: Describe the classical model of macroeconomics</p> <p>CO 3: Apply the concept of macroeconomics in understanding the Keynesian model of macroeconomics</p> <p>CO 4: Assess the concepts of economics in relation to Aggregate Demand and Supply.</p> <p>CO 5: Illustrate concepts of Consumption and Investment</p>
7. Course Description	It will build a critical step towards economic analysis and will focus on the application Macroeconomics to economic theory. On completion of this the student shall critically reflect and analyse the issues related to Macroeconomics.
8. Course Outline	
Unit 1	Introduction to Macroeconomics and National Income
A	Macroeconomics – Definition, Meaning and Significance
B	Circular flow of income and expenditure, The Data of Macroeconomics: Rules for Computing GDP and national income.
C	Methods of measurement of National Income and problems in measuring National Income
Unit 2	Classical Model of Macroeconomics
A	Classical model of Macro Economics, Say's Laws of market
B	Classical model of Income determination with and without saving and investment
C	Criticisms of the Classical model
Unit 3	Keynesian Theory of income and employment
A	Keynesian theory of income and employment,
B	Aggregate demand and Aggregate supply Function,

C	Consumption function, factors determining consumption function		
Unit 4	IS-LM curves		
A	Goods Market and IS Curve, Money Market and LM Curve		
B	Fluctuations in IS LM Curves		
C	Inflation, Unemployment and Phillips Curve		
Unit 5	Capital and Investment		
A	Capital and Investment, Marginal efficiency of capital & marginal efficiency of investment, measures to stimulate investment		
B	Measures to stimulate investment, multiplier theory		
C	Keynesian theory of Investment multiplier		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. E. Shapiro, Macro- Economic Analysis, Galgotia Publications, New Delhi 2. H.L. Ahuja, Macroeconomics, S.Chand 3. N.Gregory Mankiw, Macroeconomics, Cengage Learning India Pvt.Ltd. 4. Errol De Souza, Macro Economics, Pearson Education Asia, New Delhi 5. Richard T. Froyen, Macroeconomics, Pearson Education Asia 6. R.D.Gupta, Introduction to Keynesian Theory 		
References	<ol style="list-style-type: none"> 7. Guided study will include text readings, assignments, case analysis and PowerPoint presentations as well as videos that help in building imagination and visualization. 		

BIA 114: GENERAL PSYCHOLOGY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIA 114
2. Course Title	General Psychology II
3. Credits	3
4. Contact Hours (L-T-P)	0-0-3
Course Type	Compulsory
5. Course Objectives	1. To introduce cognitive processes that would help understand human behaviour. 2. To introduce physiological processes that would help understand human behaviour. 3. 3. To introduce motivation theories that would help students understand what motivates diverse individuals. 4. To introduce emotion theories that would help understand effective human behaviour. 5. To make the students reflect upon various types of thinking and about the construct of intellect.
6. Course Outcomes	CO1: The student will be able to identify various cognitive processes involved in understanding human behaviour. CO2: The student will be able to associate the basic physiological processes involved in understanding human behaviour. CO3: The student will be able to apply the concepts to motivate individuals. CO4: The student will be able to analyze human behaviour and their emotions. CO5. They will be able to reflect upon various types of thinking and about the construct of intellect.
7. Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8. Course Outline	
Unit 1	BIOLOGICAL BASES OF BEHAVIOUR
A	Hormones & Glands- Exocrine & Endocrine Glands
B	The Nervous System: Neurons, The Central Nervous System; Sympathetic & Parasympathetic Nervous System
C	The Brain: Cerebral Cortex, Hypothalamus, Thalamus, Biofeedback
Unit 2	MOTIVATION
A	Early approaches to understanding motivation: Instincts and the evolutionary approach, Drive-reduction theory, McClelland's theory, Types of motivation- Intrinsic Extrinsic
B	Arousal and Incentive Approaches: Arousal theory, Expectancy theory; Humanistic Approaches: Maslow's hierarchy of needs, Self- Determination

	Theory.		
C	Hunger Motivation: Physiological and Social components of hunger.		
Unit 3	Emotion		
A	Early theories of Emotion: James-Lange, Cannon-Bard, and facial feedback theories of emotion.		
B	Cognitive theories of Emotion: cognitive arousal and cognitive-mediational theories of emotion.		
C	Physiology of Emotion.		
Unit 4	Thought & Language		
A	Process of thinking: Mental Imagery, Concepts and prototypes		
B	The levels of language analysis: Grammar, Phonemes, Morphemes, Syntax, Semantics, Pragmatics. Development of language: Stages of language development		
C	The relationship between language and thought: Linguistic relativity hypothesis, cognitive universalism		
Unit 5	Intelligence		
A	Theories of Intelligence: Spearman, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Neuroscience Theory		
B	Measuring Human Intelligence: Stanford-Binet and IQ, The Wechsler Tests; IQ tests and Cultural bias		
C	Individual differences in Intelligence: Intellectual disability, Giftedness, and Emotional Intelligence; The nature/nurture issue regarding Intelligence		
Practicum (Any Two)	1. Verbal Intelligence Test – Terman-Merrill 2. Observation (Speed & accuracy) 3. Intelligence test –Non-verbal 4. Emotional Maturity 5. Emotional Intelligence Test 6. Achievement Test 7. Anxiety Test		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	Myers, D. G. (2013). Psychology. 10 edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013		
References	<ul style="list-style-type: none"> Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854 Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson Education. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. UK. 		

SEB 102: BASIC PHILOSOPHICAL AND SOCIOLOGICAL CONCEPTS IN EDUCATION

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	SEB102
2. Course Title	Basic Philosophical and Sociological Concepts in Education
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the People-Teachers to -</p> <ol style="list-style-type: none"> 1. Promote reflective thinking among students with relation to the philosophical and sociological perspectives of Education. 2. Develop the understanding of human nature, the world and universe and their relationship with man and society. 3. Sharpen their perception of the concepts involved in educational practice. 4. Enhance their capacity to formulate responses to the reality of education. 5. Critically evaluate and systematically reflect upon general theories of Education.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Explain the critical thinking process in relation to the philosophical and sociological perspectives on education.</p> <p>CO2: Analyse the philosophical reflections of human nature in the context of the intimate relationship between man and society.</p> <p>CO3: Examine the role and purpose of education in contemporary educational practice.</p> <p>CO4: Describe the suitable philosophical methods and guiding principles to solve the real challenges of education.</p> <p>CO5: Interpret the educational concerns and issues as reflected in different theoretical approaches.</p>
8. Course Description	<p>This course will endeavour to develop a basic understanding of the philosophical process of solving educational problems through philosophical methods, from a philosophical attitude to arrive at philosophical conclusions and results. It will facilitate the understanding of various areas of social life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.</p>
9. Course Outline	
Unit 1	Basic Concepts in Philosophy of Education

A	Basic ideas of teaching, training and indoctrination in the context of child's education.		
B	Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects		
C	Pedagogical Alternatives to Behaviourism with reference to Activity, Discovery and Dialogue based teaching-learning. 1. Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim 2. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry 3. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads(The Nachiketa- Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher.		
Unit 2	Basic Concepts in the Sociology of Education		
A	Constitutional Perspective: Equity, Equality, Freedom, Social Justice and Education		
B	Socialization, Role of family, school and community		
C	Political ideology with reference to curriculum and textbooks formations		
Unit 3	SOCIAL BASIS OF EDUCATION		
A	Dominance, conflict and resistance in the context of schooling.		
B	Understanding Contemporary Indian Society with reference to different aspects of Multiculturalism		
C	Education for Multiculturalism		
Unit 4	Educational Thinkers & their ideas on aims of Education, School Curriculum, Pedagogic practices, Role of Teachers and Discipline		
A	Gandhi, Tagore & Swami Vivekananda		
B	Paulo Freire		
C	John Dewey		
Unit 5	Practicum		
A	Each student should attempt at least one individual assignment and one independent project, apart from group work. <i>Suggested Projects/Assignments:</i> A detailed study of one of the thinkers mentioned in the entire syllabus <ul style="list-style-type: none"> ● Reflective Essays on philosophy of education ● Film review: 'I Wonder', by Anupama Srinivasan/ "Paddoge Likhoge Banoge nawab" by Vani Subhramaniam/ Iqbal by Nagesh Kukunoor/ Dharm by Bhavana Talwar / 'Gitanjali: Tributeto Rabindranath Tagore':- A Programme on Doordarshan Tapas Sen Gupta 		
B			
C			
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Textbooks	<ol style="list-style-type: none"> 1. Cohen, Brinda (1969). Educational Thought: An Introduction. Macmillan: Britain 2. Moore, T.W. (1974). Educational Theory: An Introduction. London: Routledge & Kegan Paul. 3. Wilson, JandCowell, Barbara\ (1928). Taking Education Seriously. London: The Falmer Press.
References	<ol style="list-style-type: none"> 4. Montessori, Maria (1965). Spontaneous Activity in Education. New York: Schocken Books . 5. Montessori, Maria(2012). The Absorbent Mind. New Delhi: Aakar Books. 6. Kumar, Krishna(1977). Raj Samaj aur Shiksha. Delhi: Rajkamal. 7. Kumar, Krishna (1998). Shaikshik Gyan Aur Varchasv. Delhi: Granth Shilpi. 8. Kumar, Krishna (2002). Shiksha aur Gyan. Delhi: Granth Shilpi. 9. Kumar, Krishna (2004). What is Worth Teaching? Delhi: Orient Longman. 10. Buber, Martin (2006). 'Teaching and Learning' in The Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company: New York. 11. Hanh, Thich Nhat (1987). <i>Being Peace</i>, Parallax Press, Unified Buddhist Church. Berkeley. 12. Hanh, Thich Nhat (2013). <i>Peace of Mind: Becoming Fully Present</i>. Bantam Press. 13. Dhankar, Rohit(2006) Shiksha Aur Samaj Haryana: Aadhar Prakashan. 14. Wozzley, A.D. (1949). Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyan mimansa Parichay Patna: Bihar Hindi Granth Academy) 15. Mascaro, Juan (1965). The Upanishads. England: Penguin. Freire, Paulo (1970). Pedagogy of the Oppressed. London: Penguin Books 16. Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan. 17. Dewey, John (1902). The Child and the Curriculum. Chicago: The University of Chicago Press. 18. Dewey, John (1915). The School and Society. The University of Chicago Press. 19. Bharathi, S.V. (2010). Educational Philosophy of Swami Vivekananda. Discovery Publishing House.

SEB 105: PROFESSIONAL ETHICS FOR TEACHERS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	SEB 105
2. Course Title	Professional Ethics for Teachers
3. Credits	2
4. Contact Hours (L-T-P)	2-0-0
5. Course Type	Co-Requisite
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Develop better understanding about professional ethics. 2. Acquire the parameters and criteria of professional values and ethics. 3. Understand the ethical and professional issues related to the teaching profession. 4. Apply ethical and professional practices during their teaching career. 5. Evaluate and apply technology in a responsible and ethical way.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand the Responsibilities of teachers towards teaching Profession.</p> <p>CO2: Develop the understanding of Responsibilities for Professional Competence.</p> <p>CO3: Develop awareness about Responsibilities of a teacher towards Students.</p> <p>CO4: Analyze the Responsibilities of teachers towards the School Community.</p> <p>CO5: Evaluate and apply technology in a responsible and ethical way.</p>
8. Course Description	<p>In this paper, the general principles of professional ethics related to the teaching profession will be examined along with its varied dimensions. It will enable future teachers to be aware about the ethical and professional issues which will develop an insight about professional activities to be conducted in a fair and justified manner.</p>
9. Course Outline	
Unit 1	Responsibility to the Profession
A	Responsibility to oneself as an ethical professional
B	Obligation to address and attempt to resolve ethical issues
C	Promoting and advancing the profession within and beyond the school community
Unit 2	Responsibility for Professional Competence
A	Commitment to high standards of practice
B	Responsible use of data, materials, research and assessment
C	Acts in the best interest of all students
Unit 3	Responsibility towards Students
A	Respecting the rights and dignity of students
B	Demonstrating an ethic of care

C	Maintaining student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits		
Unit 4	Responsibility towards the School Community		
A	Promoting effective and appropriate relationships with parents/guardians/colleagues and employers		
B	Promoting effective and appropriate relationships with the community and other stakeholders		
C	Understanding the problematic nature of multiple relationships		
Unit 5	Responsible and Ethical Use of Technology		
A	Using technology in a responsible manner; promoting the appropriate use of technology in educational settings		
B	Ensuring students' safety and wellbeing when using technology		
C	Maintaining confidentiality in the use of technology		
Mode of Examination	The course will be transacted in workshop mode through individual and group experiential activities.		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
<ul style="list-style-type: none"> References 	<ol style="list-style-type: none"> 1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174- 46781-2 b. 2. The teacher's manual R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010 3. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008. 4. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers. 5. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991 6. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA 7. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books. 8. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati. 9. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak 10. .E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain. 11. A.N. Tripathy, 2003, Human Values, New Age International Publishers. 		

SEB 106: CONTEMPORARY INDIA AND EDUCATION

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	SEB 106
2. Course Title	Contemporary India and Education
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	<p>The course will enable the Pupil-Teachers to -</p> <ol style="list-style-type: none"> 1. Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. 2. Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities 3. Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc. 4. Appraise about the policy initiatives taken in education reform during pre- and post-independent India. 5. Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
6. Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1: appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.</p> <p>CO2: acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities</p> <p>CO3: develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</p> <p>CO4: appraise about the policy initiatives taken in education reform during post independent India.</p> <p>CO5: Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</p>
7. Course Description	India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic,

	geographical, regional and philosophical thoughts operating through maturing democratic systems of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the People Teachers. Study of this course will enable the students to understand socio-economic, linguistic, geographical etc. ethos of the nation, thereby help them effectively discharge their role in the society with numerous diversities. The People-Teachers will also understand the role of education as an intervention tool for desired changes in the country. The course will help the students to appreciate the influence of social set-up on education in which it operates.
8. Course Outline	
Unit 1	Indian Constitution and Education
A	The Constitutional Context Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties);
B	Right to Free and Compulsory Education 2010 (RTE) and inclusion;
C	Education in the concurrent list and its implication
Unit 2	Social contexts and Education
A	The Social Context of Educational Policy Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration; Composition of Indian society and its implications for education:
B	Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of Dalits, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above-mentioned groups
C	Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds
Unit 3	Educational Policies and Education
A	A Thematic Focus on Educational Policy A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence: Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 ; the National Curriculum Framework 2005; and NPE 2019 the Midday Meal programme, an inclusive space for eating together;
B	Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states
C	Work and Education: Zakir Hussain Committee, Naveen Talim or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education.
Unit 4	Education system and Structures in India
A	The System and its Structures Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools,

	etc.); schools run by the State Governments; private schools; international schools;		
B	looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in Shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc;		
C	Role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.		
Unit 5	Practicum (Any One)		
A	<ul style="list-style-type: none"> ● Case study of different kind of schools ● Conflicts and Social Movements in India: Women, Dalit and tribal movements, ● Marginalization and Education of Children from Slums And distress migration ● Impact of electronic media on children ● Conduct of survey of government and private schools to identify various forms of inequality ● Survey of nearby locality to find out the causes of low literacy 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
<ul style="list-style-type: none"> ● Textbooks 	<ol style="list-style-type: none"> 1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi. 2. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi. 3. Govt. of India (1992). Programme of Action (NPE). Min of HRD. 4. Govinda, R. (2011). <i>Who goes to school: Exploring exclusion in Indian Education</i>. Oxford University Press. 5. Krishnamurti, J. (1992). Education and world peace. In <i>Social responsibility</i>. Krishnamurti Foundation. 6. Kumar, K. (2013). <i>Politics of education in colonial India</i>. India: Routledge. 7. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi. 8. Das, Manoj (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi. 9. Mohanty, J. (1986). School Education in Emerging Society, Sterling Publishers. 10. Mukherji, S.M. (1966). History of Education in India, Acharya Book Depot, Baroda. 11. GOI (1964-1966): 'Education and National Development'. Ministry of Education, Government of India 1966. 12. GOI (2004): Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, 		

	<p>October,2004.</p> <p>13. NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.</p> <p>14. Naik, J.P. (1982). The education commission and after. APH Publishing.</p> <p>15. Naik, J.P. & Syed, N. (1974). A Student's History of Education in India, MacMillan, New Delhi.</p> <p>16. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.</p> <p>17. NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.</p> <p>18. NCERT. (2006a). Position paper-National focus group on education with special needs</p> <p>19. NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF2005).NCERT.</p> <p>20. NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.</p> <p>21. NCERT. (2006d). Position paper-National focus group on teaching of Indian language</p> <p>22. Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.</p> <p>23. Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi –1999.</p> <p>24. Sainath P. (1996). Everybody loves a good drought. Penguin Books New Delhi.</p> <p>25. Salamatullah (1979). Education in Social context, NCERT, New Delhi.</p> <p>26. Sykes, Marjorie (1988): The Story of NaiTalim, Nai Talim Samiti, Wardha</p> <p>27. UNESCO; (1997). Learning the Treasure Within.</p> <p>28. Dr. Vada Mitra (1967). Education in Ancient India, Arya book Depot, New Delhi</p>
<p>• References</p>	<p>29. UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.</p> <p>30. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.</p> <p>31. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.</p> <p>32. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.</p>

BIP 102: THEMATIC CARTOGRAPHIC

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2020-21
Branch: Education	Semester: II
1. Course Code	BIP 102
2. Course Title	Thematic Cartographic (Practical)
3. Credits	1
4. Contact Hours (L-T-P)	0-0-2
Course Type	Elective
5. Course Objectives	<p>The course will enable the People-Teachers to -</p> <ol style="list-style-type: none"> 1. Understand the basic cartographic concepts 2. Understand the concept of Scale, Maps and Slope 3. Analyze the Toposheet and its element 4. Understand the technique of Point, Line and Polygon 5. Analyze the schemes for displaying data, balanced and informative layouts
6. Course Outcomes	<p>After the completion of the Course the student -teacher will be able to-</p> <p>CO1: Understand and apply fundamental cartographic design principles</p> <p>CO2: Understand principles of colour theory and how they affect map symbolization and interpretation.</p> <p>CO3: Choose appropriate symbols for point, line, and polygon features.</p> <p>CO4: Understand the effect of scale on generalization and how to improve readability of map features</p> <p>CO5: Apply classification schemes for displaying data and create balanced and informative layouts.</p>
7. Course Description	<p>This course introduces the student to reference and thematic map use and design. It examines basic cartographic mapping techniques for quantitative and qualitative data, teaches about geospatial analysis and interpretation, and enables students to design basic maps that communicate information effectively. Topics covered include the basics in mapping (i.e. scale, spatial reference systems, and projections), data acquisition and organization, key techniques for thematic mapping, and the principles of cartographic abstraction and design. A Thematic Atlas should be prepared on a specific theme with five plates of any state in India.</p>
8. Course Outline	
Unit 1	Maps
A	Understanding Maps
B	Maps – Classification and Types;
C	Principles of Map Design
Unit 2	Diagrammatic Data Presentation

A	Line,		
B	Bar		
C	Circle.		
Unit 3	Thematic Mapping Techniques		
A	Properties, Uses and Limitations;		
B	Areal Data -- Choropleth, Dot, Proportional Circles;		
C	Point Data – Isopleths.		
Unit 4	Cartographic Overlays		
A	Point,		
B	Line		
C	Areal Data.		
Unit 5	Thematic Maps		
A	Thematic Maps		
B	Thematic Maps – Preparation		
C	Thematic Maps –Interpretation		
Mode of Examination	Practical		
Weightage Distribution	Internal Assessment	External Assessment	
	40%	60%	
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. Cuff J. D. and Mattson M. T., 1982: <i>Thematic Maps: Their Design and Production</i>, Methuen Young Books 2. Dent B. D., Torguson J. S., and Holder T. W., 2008: <i>Cartography: Thematic Map Design</i> (6th Edition), McGraw-Hill Higher Education 3. Gupta K. K. and Tyagi V. C., 1992: <i>Working with Maps</i>, Survey of India, DST, New Delhi. 4. Kraak M.-J. and Ormeling F., 2003: <i>Cartography: Visualization of Geo-Spatial Data</i>, Prentice-Hall. 5. Mishra R. P. and Ramesh A., 1989: <i>Fundamentals of Cartography</i>, Concept, New Delhi. 6. Sharma J. P., 2010: <i>Prayogik Bhugol</i>, Rastogi Publishers, Meerut. 7. Singh R. L. and Singh R. P. B., 1999: <i>Elements of Practical Geography</i>, Kalyani Publishers. 8. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: <i>Thematic Cartography and Geovisualization</i> (3rd Edition), Prentice Hall. 9. Tyner J. A., 2010: <i>Principles of Map Design</i>, The Guilford Press. 10. Singh, L R & Singh R (1977): <i>Manchitra or Prayaogatamak Bhugol</i>, Central Book, Depot, Allahabad 11. Bhopal Singh RL and Dutta PK(2012) <i>Prayogatamak Bhugol</i>, Central Book Depot, Allahabad 		

BIP 103: General Psychology II Practicum (Credit-1)
(ANY THREE)

- Verbal Intelligence Test – Terman-Merrill
- Observation (Speed & accuracy)
- Intelligence test –Non-verbal
- Emotional maturity
- Emotional Intelligence Test
- Achievement test
- Anxiety test

SEMESTER – III

BIA201: ENGLISH NOVEL, SHORT-STORIES AND ESSAYS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA201
2. Course Title	English Novel, Short-Stories and Essays
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	CO1: Critically analyze various types of novels and narrative techniques used in fiction. CO2: Examine the characters, plot, themes and critical appreciation of the novels and short stories. CO3: Evaluate various styles of prose writing. CO4: Analyze the technical differences between narrative of fiction and nonfiction. CO5: Reflect upon the short stories, novels studied in the course.
6. Course Outcomes	Students will be able to: CO1: Critically analyze various types of novels and narrative techniques used in fiction. CO2: Examine the characters, plot, themes and critical appreciation of the novels and short stories. CO3: Evaluate various styles of prose writing. CO4: Analyze the technical differences between narrative of fiction and nonfiction. CO5: Reflect upon the short stories, novels studied in the course.
7. Course Description	This course intends to impart knowledge of various genres of literature with an insight of historical development of socio-cultural and political changes.
8. Course Outline	
Unit 1	Types of English Novel
A	Picaresque novel, Gothic novel, Domestic novel,
B	Historical novel, Science fiction, Regional novel,
C	Autobiographical novel, stream of consciousness novel, Bildungsroman.
Unit 2	
A	Pride and Prejudice by Jane Austin: Plot
B	Themes and Characters
C	Critical Analysis of novel
Unit 3	
A	Sons and Lovers, by <u>D. H. Lawrence</u>
B	Themes and Characters
C	Critical Analysis of novel
Unit 4	Short Stories: Atmosphere, characters, characterization, irony, point view, setting, novella
A	James Joyce: Araby

B	C. Katherine Mansfield: The Fly		
C	E E.M. Forster: The Eternal Moment		
Unit 5	English Essay		
A	Francis Bacon-Of Studies		
B	B. Joseph Addison-Sir Roger at Home		
C	C. A.G. Gardiner-On saying please		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ul style="list-style-type: none"> ● Pride and Prejudice, Jane Austen, Orient Blackswan (2003) ● Modern Prose, ed. Michael Thorpe,OUP ● Cambridge History of the English Novel, Caserio and Hawes, CUP, 2012 ● Oxford Book of Essays:OUP,2009 ● A book of English essays: Penguin India,2000 		

BIA 202: हिन्दीकथासाहित्य

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 202
2. पाठ्यक्रमशीर्षक	हिन्दीकथासाहित्य
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. पाठ्यक्रमप्रकार	अनिवार्य
6. पाठ्यक्रमविवरण	हिन्दीकथासाहित्यपाठ्यक्रमहमारेदेशकीसमकालीनपीढ़ीकेलिएबहुतमहत्वपूर्णहै।इसपाठ्यक्रममेंशामिलहैं – हिन्दीगद्यऔरकथालेखनकाइतिहासऔरपरम्परा, हिन्दीगद्यकीशैली, सिद्धान्तऔरकथालेखनकेप्रयासएवंपरिणतियाँ, हिन्दीकीकहानीकला, उपन्यासलेखनकीपृष्ठभूमि, परम्पराएवंप्रमुखप्रवृत्तियाँ, हिन्दीकेप्रमुखउपन्यासकारएवंउपन्यास, हिन्दीमेंअनुदितप्रमुखभारतीयउपन्यास, हिन्दीकेप्रमुखकहानीकारएवंकहानियाँ, समकालीनकथालेखनकेसामाजिकसरोकारआदि।
7. पाठ्यक्रमकेउद्देश्य	पाठ्यक्रमछात्र-शिक्षकोंकोसक्षमकरेगा – 1. प्रमुखगद्यविधाओंकेविकासक्रमकीजानकारीदेना। 2. गद्यकीप्रमुखविधाओंकेतात्विकस्वरूपकापरिचयदेना। 3. विधाविशेषकेतात्विकस्वरूपएवंऐतिहासिकविकासकेपरिपेक्ष्यमेंरचनाविशेषकामहत्वसमझनेएवमूल्यांकनकरनेकीक्षमताबढ़ाना। 4. रचनाकेसमीक्षणकीअभियोग्यताविकसितकरना। 5. विभिन्नगद्यरचनाओंकेपठनएवंआस्वादनकेप्रतिअभिरुचिउत्पन्नकरना।
8. पाठ्यक्रमकेपरिणाम	इसपाठ्यक्रमकेअध्ययनकेबादछात्रशिक्षक- 1. प्रमुखगद्यविधाओंकेविकासक्रमसेपरिचितहोसकेंगे। 2. गद्यकीप्रमुखविधाओंकेतात्विकस्वरूपकेपाठ्यक्रममेंज्ञानप्राप्तकरसकेंगे।। 3. विधाविशेषकेतात्विकस्वरूपएवंऐतिहासिकविकासकेपरिपेक्ष्यमेंरचनाविशेषकेमहत्वकोसमझनेएवमूल्यांकनकरनेकीक्षमतामेंअभिवृद्धिकरसकेंगे।। 4. रचनाकेसमीक्षणकीअभियोग्यताविकसितकरसकेंगे।। 5. विभिन्नगद्यरचनाओंकेपठनएवंआस्वादनकेप्रतिअभिरुचिकाविकासकरसकेंगे।
9. पाठ्यक्रमकीरूपरेखा	
इकाई-1	उपन्यास- स्वरूपऔरसंरचना
(क)	हिन्दीउपन्यासोंकाउद्भवऔरविकास
हिंदीउपन्यासकीस्वरूपऔरसंरचना	

(ख)

(ग)	हिन्दी उपन्यास लेखन: प्रमुख प्रवृत्तियाँ		
इकाई-2	उपन्यास		
(क)	प्रेमचन्द का उपन्यास-लेखन और गोदान		
(ख)	गोदान का कथ्य एवं शिल्प		
(ग)	हिन्दी आलोचना में गोदान का मूल्यांकन		
इकाई-3	कहानी-स्वरूप और संरचना		
(क)	हिन्दी कहानी का उद्भव और विकास		
(ख)	हिन्दी कहानी का स्वरूप		
(ग)	हिन्दी कहानी की संरचना		
इकाई-4	कहानी		
(क)	परदा - यशपाल		
(ख)	रोज - अज्ञेय		
(ग)	ठाकुर का कुआँ - प्रेमचंद		
इकाई-5	कहानी		
(क)	परिन्दे - निर्मल वर्मा		
(ख)	दाज्यू - शेखर जोशी		
(ग)	हरी बिंदी - मृदुला गर्ग		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
सहायक ग्रंथ:	1. प्रेमचंद और उनका युग - राम विलास शर्मा		
	2. हिन्दी उपन्यास: एक अंतर्गता - रामदरशमिश्र		
	3. एक दुनिया समानान्तर - राजेन्द्र यादव		
	4. कहानी: नई कहानी - नामवर सिंह		
	5. नई कहानी की भूमिका - कमलेश्वर		
	6. हिन्दी कहानी: अंतरंग पहचान - रामदरशमिश्र		
	7. हिन्दी कहानी की रचना-प्रक्रिया - परमानंद श्रीवास्तव		
	8. नई कहानी: संदर्भ और प्रकृति- देवीशंकर अवस्थी		
	9. साहित्य संसद्वाद - गोपेश्वर सिंह		
	10. कुछ कहानियाँ: कुछ विचार- विश्वनाथ त्रिपाठी		

BIA203: HISTORY OF MUGHAL INDIA

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 203
2. Course Title	History of Mughal India
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. To make the students aware of the history of India for the Mughal period between the time periods as mentioned. 2. To infer the Indian society and polity of the Mughal India. 3. To interpret the economic developments of Mughal India. 4. To get familiar with the intellectual discourse of Indo-Islamic India 5. To give the students, the knowledge of Mughal S&T, Art and Architecture.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: The students will be able to understand the history of India during the Mughal period.</p> <p>CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Mughal History.</p> <p>CO3: The students will be able to acquaint themselves with the issues related to Indian History and the Mughal era in particular.</p> <p>CO4: The students will be able to critically analyse the Social, Political, Economic and Cultural aspects of Indo-Islamic History.</p> <p>CO5: The students will be able to understand the administrative development of India during the period.</p>
8. Course Description	<p>This course would educate the students on the importance of Mughal history, and its chronology, its impact on medieval India's art, culture, socio-economic practices and religious beliefs. This would also tell about the origin of flourishing architecture, literature, trade and commerce. This course would also look into Mughal contributions to development of art, architecture, literature, trade, intercultural exchange and much more. This would also talk about mixing of two cultures and evolution of movements like Bhakti movement.</p>
9. Course Outline	
Unit 1	Foundation of the Mughal Empire
A	Sources and Historiography: Persian culture; Court "Historians", translations; Vernacular literary Traditions, traveler's accounts

B	<ul style="list-style-type: none"> ● India at the eve of Babur's invasion ● Babur's Conquests and Foundation of the Mughal Empire ● Reasons behind Babur's success: Internal conflict in Sultanate, Firearms, military technology and warfare
C	<p>Humayun's struggle for empire</p> <ul style="list-style-type: none"> ● Role of his Brothers, His Relationship with Bahadur Shah; Sher Shah and his Nobility ● Factors behind Humayun's Failure against Sher Shah
Unit 2	Sher Shah Suri & Akbar
A	<p>Sher Shah Suri</p> <ul style="list-style-type: none"> ● Sher Shah and his conquests ● Administrative, Military and Revenue Reforms ● Decline of Suri empire
B	<p>The Age of Akbar:</p> <ul style="list-style-type: none"> ● Early phase: Regency of Bairam Khan, Internal Conflict, Role of Harem in Mughal Politics (1560-64) ● Later phase: Akbar's Conquests and Administration
C	<p>Prominent policies of Akbar:</p> <ul style="list-style-type: none"> ● Mansabdari System ● Land Revenue System ● Religious policy ● Rajput Policy ● Din-e-Ilahi
Unit 3	Jahangir to Aurangzeb
A	<ul style="list-style-type: none"> ● Jahangir: Accession of Jahangir, His Measures after Accession, Religious and Rajput Policies ● Role of Nur Jahan, Revolt of Mahabat Khan and BirSingh Bundela
B	<ul style="list-style-type: none"> ● Shah Jahan: Conflict for the Throne Accession ● Deccan Policy and Recovery of Qandahar ● War of Succession among his sons ● Golden Age of Mughal Empire?
C	<ul style="list-style-type: none"> ● Aurangzeb's administration ● Religious and Rajput Policies ● Deccan policy: Aurangzeb's Struggle for Deccan
Unit 4	Rise & fall of the Marathas

A	<ul style="list-style-type: none"> ● Popular revolts during Aurangzeb's Reign: <ol style="list-style-type: none"> a) Conflict with the Rajputs, Jat, Satnamis b) Rise of Sikh Militancy under Guru Gobind Singh c) Decline of the Mughal Empire 		
B	<ul style="list-style-type: none"> ● Rise of the Marathas: Causes. ● Shivaji-Conquests and Administration ● Peshwas- Balaji Vishwanath, Baji Rao I and Balaji Baji Rao ● Third battle of Panipat –causes & consequences 		
C	<ul style="list-style-type: none"> ● Social & religious life under Marathas during the 18th century ● Downfall of the Maratha Confederacy: Scindias of Gwalior- Ahilya Bai Holkar- Nana Fadnavis 		
Unit 5	Legacy of Mughal Era		
A	<ul style="list-style-type: none"> ● The system of agricultural production: agricultural technology and crop patterns: Zabti system-magnitude of land tax, ● non-agricultural production Nature of land rights and rural tension ● social condition and cultural integration 		
B	Development of (in Mughal period): language, literary culture; Science & Technology; Mughal Architecture		
C	15th and 16th century resurgence of Bhakti movement- Saints and their cults, Tauhid-i-Ilahi		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. *Alam M. and S. Subrahmanyam. The Mughal State 1526-1750s. New Delhi: OUP, 1998. 2. *Ali, Athar. Mughal India, Studies in Polity, Ideas, Society & Culture. New Delhi, Oxford University Press, 2006 3. *Chandra, Satish, History of Medieval India: (800- 1700), New Delhi, Orient Blackswan, 2014 4. Aquil, R. ed. Sufism and Society in India. New Delhi: Oxford University Press, 2010 5. Ali, Athar. The Mughal Nobility under Aurangzeb. Aligarh: Asia Publishing House, 1970. 1. Brand, M. and G.D. Lowry, eds. Fatehpur Sikri: A Sourcebook. With contributions by Ziauddin Desai and Attilio Petruccioli, MIT, 1985. 2. Bhargava, M., ed. Exploring Medieval India, vol. I and II. New Delhi: Orient Blackswan, 2010. 		

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BAI 204: INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 204
2. Course Title	Introduction to Comparative Government and Politics
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. Students will be able to comprehend the concepts of comparative Government and Politics. 2. Students will be able to know about the various approaches of comparative. 3. Students will be able to comprehend the political institutions and processes in comparative perspective. 4. Students will be able to analyse the debates around globalization. 5. To make them able to apply the knowledge of each concept to a political argument.
7. Course Outcomes	<p>After completing the course, the students will be able to</p> <p>CO1: The student will be able to define comparative politics and its development as well as its limitations.</p> <p>CO2: The student will be able to understand, interpret and explain the approaches of comparative politics</p> <p>CO3: The student will be able to apply the knowledge of each concept to a political argument.</p> <p>CO4: The course will help the students to reflectively analyse the development of state in various political regimes.</p> <p>CO5: The student will be able to criticize and evaluate the process of globalization.</p>
8. Course Description	In this course students will be trained in the application of comparative methods to the study of Politics. This course is comparative in both what we study and how we study. In the process course aims to introduce undergraduate students to some of the range of issues, literature and methods that cover comparative Politics.
9. Course Outline	
Unit 1	Understanding Comparative Politics
A	Studying Comparative Politics: Evolution and Approaches to Comparative Political Analysis
B	Nature and Scope and Significance of Comparative Politics.
C	Historical Context of Modern Government: Socialism, Colonialism and the Process of Decolonization.
Unit 2	Classifications of Political Systems

A	Parliamentary: UK and India Presidential: USA and Russian Federation		
B	Federal: USA and Canada Unitary: UK and China		
C	Monarchies: Absolute – Saudi Arabia Constitutional – UK		
Unit 3	Political Institutions and Processes		
A	Legislature–Unicameral: China Bicameral: USA and Russian Federation Executive – President and Cabinet: USA Prime Minister and Cabinet: UK Judiciary – Supreme Courts of USA and India		
B	Political Party Systems: One Party (China), Two Party (USA, UK), Multi-party (India, Russia)		
C	Electoral Systems: First Past the Post, Proportional Representation and Mixed Representation		
Unit 4	Forms of State		
A	Constitutionalism and Democratic States		
B	Authoritarian and Fascist States		
C	State in Post-Colonial Societies		
Unit 5	The Context of Globalization		
A	Debates on Sovereignty and Territoriality		
B	Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs		
C	Global Resistances: Global Social Movements and NGOs		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ul style="list-style-type: none"> J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press. M. Mohanty,(1999). Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.htmlhttp, Accessed: 24.03.2011. 		

BIA 205: CLIMATOLOGY

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 205
2. Course Title	Climatology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. This course gives a general introduction to meteorology and climatology 2. Focused to understand the global atmospheric conditions that are controlling the climate and weather, their distribution and their impacts. 3. It is also aimed at learning the general climatological processes, modifications made by human beings, types of weather and weather cycles 4. Understand the various atmospheric phenomena, such as Cyclone and Monsoon. 5. Describe the concept of wind circulation and forces impacting the wind circulation and jet streams.
7. Course Outcomes	<p>CO1: Understand the basic difference between Climatology as well as Meteorology.</p> <p>CO2: Analyse the variables and averages of short-term and long-term weather conditions.</p> <p>CO3: Evaluate the composition and structure of the atmosphere and atmospheric variation with Altitude, Latitude and Season.</p> <p>CO4: Understand phenomena of Insolation and temperature, which also includes Heat budget and Inversion of temperature</p> <p>CO5: Understand the concept of wind circulation and forces impacting the wind circulation and jet streams.</p>
8. Course Description	<p>This course gives a general introduction to meteorology and climatology. Meteorology topics include Atmospheric composition and structures, Heat balance, moisture and cloud development in the atmosphere, atmospheric dynamics, small- and large-scale circulations, storms and cyclones, and weather forecasting. Climatology topics include the interaction between the atmosphere and oceans over long time periods, climate classification, and the potential for climatic change.</p>
9. Course Outline	
Unit 1	Atmosphere
A	Atmospheric Composition and Structure –
B	Variation with Altitude,
C	Variation with Latitude and Season
Unit 2	Insolation and Temperature
A	Factors and Distribution,

B	Heat Budget,		
C	Temperature Inversion.		
Unit 3	Atmospheric Pressure and Winds		
A	Planetary Winds		
B	Forces affecting Winds		
C	General Circulation		
Unit 4	Atmospheric Moisture		
A	Evaporation, Humidity, Condensation, Fog and Clouds,		
B	Precipitation Types,		
C	Stability and Instability; Climatic Regions (Koppen)		
Unit 5	Cyclones		
A	Tropical Cyclones,		
B	Extra Tropical Cyclones,		
C	Monsoon - Origin and Mechanism		
Mode of Examination			
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. Barry R. G. and Carleton A. M., 2001: <i>Synoptic and Dynamic Climatology</i>, Routledge, UK. 2. Barry R. G. and Corley R. J., 1998: <i>Atmosphere, Weather and Climate</i>, Routledge, New York. 3. Critchfield H. J., 1987: <i>General Climatology</i>, Prentice-Hall of India, New Delhi 4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: <i>The Atmosphere: An Introduction to Meteorology</i>, Prentice-Hall, Englewood Cliffs, New Jersey. 5. Oliver J. E. and Hidore J. J., 2002: <i>Climatology: An Atmospheric Science</i>, Pearson Education, New Delhi. 6. Trewartha G. T. and Horne L. H., 1980: <i>An Introduction to Climate</i>, McGraw-Hill. 7. Gupta L S (2000): <i>Jalvayu Vigyan</i>, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidyalaya, Delhi 8. Lal, D S (2006): <i>Jalvayu Vigyan</i>, PrayagPustak Bhavan, Allahabad 9. Vatal, M (1986): <i>Bhautik Bhugol</i>, Central Book Depot, Allahabad 10. Singh, S (2009): <i>Jalvayu Vigyan</i>, Prayag Pustak Bhawan, Allahabad 		

BIA 206: INDIAN ECONOMY

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 206
2. Course Title	Indian Economy
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Elective
5. Course Objectives	<ol style="list-style-type: none"> 1. The objective of the course is to provide an overview of the pertinent issues in Indian economy, like growth, unemployment, poverty, inequality etc. 2. To make the students able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services). 3. To understand and discuss causes and impact of population growth. 4. To make them able to analyse the nature of linkages of Indian economy with the rest of the world through trade and investment channels. 5. To make them evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure.
6. Course Outcomes	<p>This course contains several topics on contemporary Indian economy. After completion of the course</p> <p>CO1: The student will be able to describe issues pertaining to GDP growth, unemployment, poverty, inequality and human development in the Indian Economy.</p> <p>CO2: The student will be able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services).</p> <p>CO3: To Understand the causes and impact of population growth. CO4: The student will be able to analyse the nature of linkages of Indian economy with the rest of the world through trade and investment channels.</p> <p>CO5: The student will be able to evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure.</p>
7. Course Description	This course enables students to understand the issues in Indian economy.
8. Course Outline	
Unit 1	National Income, Unemployment, Poverty, Human Development
A	Economic growth in India: pre and post reform of 1991
B	Unemployment and poverty in Indian economy
C	Issues in human development

Unit 2	Sectoral issues in Indian economy		
A	Issues in Indian Agriculture		
B	Challenges and opportunities of the Industrial sector		
C	Problems and Prospects of the services sector		
Unit 3	International Trade and Indian Economy		
A	India's export and imports of goods		
B	Services exports and imports		
C	Foreign trade policy, Trade balance and India's current Account		
Unit 4	Foreign Direct Investment and Indian Economy		
A	FDI liberalization: Rational and strategy		
B	FDI inflow: Industry and regional variation of FDI		
C	Multinational corporations and the Impact of FDI on Indian Economy		
Unit 5	India in the global economy		
A	GDP, Per capita income, standard of living		
B	Share in world trade and FDI		
C	India's role in global economy and structure		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ul style="list-style-type: none"> Indian Economy- Performance and Policies by Uma Kapila, Academic Foundation 		
References	<ul style="list-style-type: none"> India and the Global Economy by Rajiv Kumar and Abhijit Sen Gupta, Academic Foundation 		

BIA 207: SOCIAL PSYCHOLOGY

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIA 207
2. Course Title	Social Psychology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Social Psychology. 2. To foster interest in Social Psychology as a field of study and research. 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian Context. 4. To understand the individual in the social world. 5. To make them analyze the causes of aggression and bullying and take measures to check them.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: The student will be able to describe the basic concepts and modern trends in Social Psychology.</p> <p>CO2: The student will be able to understand an individual's behaviour in the social world.</p> <p>CO3: The student will be able to interpret an individual's behaviour in a social group.</p> <p>CO4: The student will be able to analyze aggressive behaviour of individuals.</p> <p>CO5: analyze the causes of aggression and bullying and take measures to check them.</p>
8. Course Description	<p>Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.</p>
9. Course Outline	
Unit 1	Introduction
A	Social psychology: an overview; Brief history of social psychology (special emphasis on India); Current trends in Social Psychology
B	Scope of social psychology, levels of social behaviour, approaches towards understanding social behaviour
C	Social Perception – Perceiving and Understanding Others. Nonverbal communication: the unspoken language of expressions, gazes' gestures and scents
Unit 2	Evaluating and Responding to the Social World

A	Attitude: formation, change and resistance to change		
B	Persuasion; Cognitive dissonance		
C	Attribution: understanding the causes of others' behaviour		
Unit 3	Social Influence		
A	Conformity: Group Influence in Action; Compliance: To Ask – Sometimes - Is to Receive ^[11] _{SEP}		
B	Symbolic social influence; Obedience to Authority		
C	Stereotyping, Prejudice, and Discrimination		
Unit 4	Group dynamics		
A	Key aspects of groups; Stages of Group formation		
B	Cooperation and conflict; group decision making.		
C	Role of leader in group; Social Loafing		
Unit 5	Aggression - Its Nature, Causes, and Control		
A	Aggression: Causes of human aggression: social, cultural, personal, and situational		
B	Bullying: singling out others for repeated abuse		
C	The prevention and control of violence: some useful Techniques		
Practicum (Any Two)	1. Observation 2. Sociometry 3. Social Facilitation 4. Social Conformity 5. Attitudes 6. Stereotypes 7. Study of Altruism 8. Self-Concept		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ul style="list-style-type: none"> Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson. 		
References	<ul style="list-style-type: none"> Chadha, N.K. (2012). Social Psychology. MacMillan. Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill. McDavid, J. W. & Harrari, H. (1968) Social Psychology. NY: Harper & Row. 		

SEB 101:HUMAN DEVELOPMENT, LEARNING, COGNITION AND DIVERSITY IN EDUCATION

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	SEB 101
2. Course Title	Human Development, Learning, Cognition and Diversity in Education
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers to-</p> <ol style="list-style-type: none"> 1. Facilitate a complete understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts. 2. Foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness. 3. Evaluate key universal constructs in developmental psychology and educational psychology and their applications from the perspective of cultural diversity. 4. Embed the classroom discussions, perspective building and practicum tasks in inclusive education. 5. Develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Develop an understanding of the concept and nature of learning and also could foresee learning in diverse contexts.</p> <p>CO2: Analyze the educational implications of the different approaches to learning and apply them in real classroom situations.</p> <p>CO3: Work upon the issues and challenges that are explicit in the teaching and learning process.</p> <p>CO4: Play the role of a teacher as leader, organizer, a facilitator & a humane reflective practitioner and try to make the classroom environment conducive for learning.</p> <p>CO5: Explore, analyze the new trends in teaching and learning and enjoy teaching as a profession.</p>
8. Course Description	<p>This course endeavours to develop a thoughtful understanding of development processes and learning and some of the major perspectives and theories underlying them. It enables to develop an understanding and appreciation of human diversity and the challenges stemming from it in the institutions and society, especially in the context of India. The course also aims at promoting an appreciation of the role of context and culture on development and learning in culturally diverse societies, the challenges which children experience in their development and learning, particularly in the context of diversity. The socio-cultural perspective of Indian societies would form the context in which teaching, practicum, and course transaction would be placed.</p>

9. Course Outline	
Unit 1	
A	Meaning, characteristics, factors associated with Approaches to Learning (Concept, Associated Concepts Basic Principles and Educational Implications)-Habitual Learning, Associative Learning (Classical and Instrumental Conditioning), cognitivist, information-processing view, humanistic, Social- constructivist (drawing selectively on the ideas of Rogers, Vygotsky, Bruner and Ausubel).
B	Distinctions between learning as ‘construction of knowledge ‘and learning as ‘transmission and reception of knowledge, Processes to facilitate ‘construction of knowledge: (i) Experiential learning and reflection (ii) Social Mediation (iii) Cognitive Negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition
C	Types of Learning, learning styles, Meaningful learning
Unit 2	
Understanding the Components of Learning	
A	Attention -Meaning, Factors Influencing Attention, Strategies for Enhancing Attention. Perception -Meaning, Laws of Perceptual Organization (Gestalt Psychologists View) .Process of Memory - Sensory Registration, Retention(Storing), Recognition, Recall; Factors Influencing Retention; Strategies for Enhancing Memory, Transfer of Learning - Concept, Types, Strategies for Enhancing Positive Transfer of Learning, Achievement Motivation - Concept, Intrinsic and Extrinsic Motivation; Strategies for enhancing Achievement Motivation in Students
B	Learning in ‘Constructivist’ Perspective: Distinctions between learning as construction of knowledge ‘and learning as transmission and reception of knowledge’, Processes to facilitate construction of knowledge: (i) Experiential learning and reflection (ii) Social Mediation (iii) Cognitive Negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition
C	Issues and Concerns in learning: diversity, marginalisation, gender inequality, socio-cultural background, multilingualism, Problems of adjustment, emotional disturbance and risk behaviour, Identity Crisis, Parent child conflict, Drug addiction and Abuse, Bullying, Juvenile delinquency, health & personal hygiene.
Unit 3	
Understanding Teaching	
A	What is meant by teaching (teaching as a practice, activity and performance), Teaching as a complex activity, Phases of teaching, levels of teaching, Maxims of Teaching, Basic model of Teaching.
B	Teaching in a diverse classroom (addressing the diversity of students in the classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity (multilingualism) differences resulting from disabilities, gender

	difference, diversity of student at risk), Effective Classroom Management-Principles and Strategies.		
C	Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner. Reflective Teaching to enhance learning, strategies, Teacher as a critical pedagogue		
Unit 4	Teaching as a Profession		
A	Teaching as profession (basic characteristics required for qualifying it as a profession, Characteristic of an effective teacher, Teacher communication.		
B	Professional development of teachers: -Need (link between professional development of teacher and substantial school improvement and student learning). -Phases of Professional Development (Pre-service and In- service). -Approaches (i) Conventional face to face (through various institutions). (ii) Action Research (iii) Professional Learning Communities (PLC) (iv) Self-initiated learning (v) Professional Development through distance mode Facilitating professional development		
C	Teacher Autonomy and Teacher Accountability		
Unit 5	Practicum		
A	<ul style="list-style-type: none"> ● Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning, ● Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful learning. ● Survey of teachers' classroom activities of at least 10 teachers and preparation of report. ● Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning. ● Student teachers may be asked to visit nearby schools (at least four different schools). ● Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of teaching and learning which they observed there. ● Observe a class in a practicing school for a few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language. ● Read a few diaries written by teachers, analyse their text in the context of teaching activities. ● Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching. 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Bhatt, H. <i>The diary of a school teacher</i> : An Azim Premji University		

	<p>publication, w.arvindguptatoys.com/Arvind Gupta /diary - school teacher-eng.pdf.</p> <ol style="list-style-type: none"> 2. Burden, Paul R; Byrd, David. M. (1999). <i>Methods for Effective Teaching</i> (Sec Edition), Allyn and Bacon. 3. Carr, D (2005), <i>Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching</i>, Routledge. 4. Delpit, L (2006). <i>Other People's children, Cultural Conflict in the Classroom</i>. The News Press. 5. Dhar,T.N. (Ed). 1996.<i>Professional Status of Teachers</i>, NCTE, New Delhi. 6. Kauchak, D. P and Eggen, P. D (1998). <i>Learning and Teaching: Research based Methods</i>, Boston: Allyn and Bocan 7. Ladsen – Billings, G (1995). Toward a Theory of Culturally Relevant Pedagogy.<i>American Educational Research Journal</i>, 32 (3), 465-491. Lampert, M.(2001). <i>TeachingProblemsand the Problems of Teaching</i>. Yale University Press. 8. NCERT (2005). <i>National Curriculum Framework</i>, New Delhi 9. Olson, D.R. & Bruner, J.S. (1996). —Folk Psychology and Folk Pedagogy¶.In D.R. Olson & N. Torrance (Eds.). <i>The Handbook of Education and Human Development</i>(PP.9-27).Blackwell.
References	<ol style="list-style-type: none"> 10. Piaget, J. (1997). —Development and Learning¶, In M. Gauvain & M. Cole (Eds.), <i>Reading on the Development of Children</i>. New York: WH Freeman &Company. 11. Shulman,L.S. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i>, 4-14. 12. Vygotsky, L. (1997). —Interaction between Learning and Development¶, In M.Gauvain& M. Cole (Eds.) <i>Reading on the Development of Children</i> , New York: WH Freeman &Company.

BIP 201: STATISTICAL METHODS IN GEOGRAPHY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIP 201
2. Course Title	Statistical Methods in Geography
3. Credits	1
4. Contact Hours (L-T-P)	0-0-2
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the People-Teachers to –</p> <ol style="list-style-type: none"> 1. Provide students an exposure to the basic concept of statistics. 2. Ensure that students begin to understand the significance of statistics in the field of spatial analysis. 3. Equipped with knowledge, concepts, and principles, skills pertaining to data acquisition, data analysis and its interpretation 4. The course also facilitates students to understand about the various statistical methods and their application in geography. 5. Familiarize the Correlation of Pearson and Spearman's Method
7. Course Outcomes	<p>After the completion of the Course the People- teacher will be able to-</p> <p>CO1: Understand the representation of Statistical Data. CO2: Know the Importance of Statistic in Geography. CO3: Compute of Measures of Central tendency of dispersion. CO4; Calculation and plotting moving Average. CO5: Compute the Correlation of Pearson's and Spearman's methods.</p>
8. Course Description	<p>Statistical Methods in Geography will be composed of lectures, discussions and exercises and is designed as an undergraduate level introduction to spatial analysis and the application of statistical methods in a spatial context. The focus is on the development of a working knowledge of statistical and quantitative techniques and the application of these to geographic data sets. Emphasis will be placed upon sound practices in data acquisition, the development of problem structures, and the evaluation and interpretation of solutions.</p>
9. Course Outline	
Unit 1	Use of Data in Geography
A	Geographical Data Matrix, Significance of Statistical Methods in Geography;
B	Sources of Data
C	Scales of Measurement (Nominal
Unit 2	Tabulation and Descriptive Statistics
A	Frequencies (Deciles, Quartiles),
B	Cross Tabulation
C	Central Tendency (Mean, Median and Mode, Centro-graphic Techniques, Dispersion (Standard Deviation, Variance and

	Coefficient of Variation).	
Unit 3	Sampling	
A	Classification of sampling	
B	Purposive and Random sampling	
C	Systematic and Stratified	
Unit 4	Theoretical Distribution	
A	Probability	
B	Normal Distribution	
C	z-score	
Unit 5	Association and Correlation	
A	Rank Correlation, Product Moment Correlation	
B	Simple Regression	
C	Residuals from regression	
Mode of Examination	Practical	
Weightage Distribution	IA	External Assessment
	40%	60%
Textbooks	NA	
References	<ol style="list-style-type: none"> 1. Berry B. J. L. and Marble D. F. (eds.): <i>Spatial Analysis – A Reader in Geography</i>. 2. Ebdon D., 1977: <i>Statistics in Geography: A Practical Approach</i>. 3. Hammond P. and McCullagh P. S., 1978: <i>Quantitative Techniques in Geography: An Introduction</i>, Oxford University Press. 4. King L. S., 1969: <i>Statistical Analysis in Geography</i>, Prentice-Hall. 5. Mahmood A., 1977: <i>Statistical Methods in Geographical Studies</i>, Concept. 6. Pal S. K., 1998: <i>Statistics for Geoscientists</i>, Tata McGraw Hill, New Delhi. 7. Sarkar, A. (2013) <i>Quantitative geography: techniques and presentations</i>. Orient Black Swan Private Ltd., New Delhi 8. Silk J., 1979: <i>Statistical Concepts in Geography</i>, Allen and Unwin, London. 9. Spiegel M. R.: <i>Statistics, Schaum's Outline Series</i>. 10. Yeates M., 1974: <i>An Introduction to Quantitative Analysis in Human Geography</i>, McGraw Hill, New York. 11. Shinha, Indira (2007) <i>Sankhyiki bhugol</i>. Discovery Publishing House, New Delhi 	

BIP 202: PRACTICUM SOCIAL PSYCHOLOGY (Credits 1)

Practicum (Any Three)	<ol style="list-style-type: none">1. Observation2. Sociometry3. Social Facilitation4. Social Conformity5. Attitudes6. Stereotypes7. Study of Altruism8. Self-Concept
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BIP 203: SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	BIP 203
2. Course Title	School Attachment Programme & Community Living
3. Credits	2
4. Contact Hours (L-T-P)	2 Week
Course Type	Co Requisite
5. Course Objectives	<p>The course will enable the student-teachers to–</p> <ol style="list-style-type: none"> 1. Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school 2. Understand the perception and role of community members in teaching learning environments. 3. 3: Apply the school experiences in their teaching profession to increase efficiency. 4. 4: Understand the perception and role of community members in teaching learning environment. 5. 5: Understand the perception and role of community members in teaching learning environments.
6. Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1: Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school</p> <p>CO2: Observe and take experience of the teaching-learning process in the classroom.</p> <p>CO3: Apply the school experiences in their teaching profession to increase efficiency.</p> <p>CO4: Understand the perception and role of community members in teaching learning environment.</p> <p>CO5: Understand the perception and role of community members in teaching learning environments.</p>
7. Course Description	This course intends to attach the pupil teacher to nearby schools to get familiar with the different curricular and cocurricular activities, teaching learning processes, classroom management strategies etc.
8. Course Outline	
Unit 1	
A	<p>School Attachment Programme</p> <p>Duration: 1 week</p> <p>One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the</p>

	<p>vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, Special Schools.</p> <p>During this programme, the student-teachers shall observe:</p> <ul style="list-style-type: none"> (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. At the end of the programme, student- teacher shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute
B	<p>Community Living</p> <p>Duration: 1 week</p> <p>Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community 's perception about and aspirations from the formal education system.</p> <p>At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.</p>

SEP 101: EPC:1-READING AND REFLECTING ON TEXT

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: III
1. Course Code	SEP 101
2. Course Title	Reading and Reflecting on Text
3. Credits	2
4. Contact Hours (L-T-P)	0-0-3
5. Course Type	Co-Requisite
6. Course Objectives	<ol style="list-style-type: none"> 1. To develop the creative ability, logical ability, analytical power, thinking skill and reading skill. 2. To develop the skills of reading and Explore the problems of reading different texts. 3. To attain mastery over language through reading and writing. 4. To comprehend and think reflectively on spoken or written texts. 5. To bring essential changes in their lifestyle because of best type of reading and writing.
7. Course Outcomes	<p>On completion of the course, the People teacher will be able to-</p> <p>CO1 Analyse the process of reading.</p> <p>CO2 Apply the skills of reading and Explore the problems of reading.</p> <p>CO3 Identify different skills and sub-skills of reading.</p> <p>CO4 Apply pre-reading strategies in classroom teaching and identify the purpose of reading.</p> <p>CO5 Learn to think together and develop meta cognitive awareness to become conscious of their own thinking process.</p>
8. Course Description	<p>or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student-teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the ideas. The given texts could be extracts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The teachers will select 10-15 books available in their library for teaching the course in the light of its objectives listed below.</p>
9. Course Outline	
Unit 1	One or more stories from the following collection
A	<ul style="list-style-type: none"> • How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin.Books, 2004

	<ul style="list-style-type: none"> • Tales from the Indian Jungle-Kenneth Anderson-Rupa&Co.2001 • Tales of the Open Road- Ruskin Bond- PenguinUK-2006 • Encounters with Animals- Gerald Durrel-Penguin 2012 	
B	Excerpts from the following- <ul style="list-style-type: none"> • The Diary of a Young Girl: Anne Frank, Random House. • The man who planted trees- Jean Giono, Chelsea Green Pub. • 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and YouTube version available.) 	
Unit 2	Essays /Excerpts from Literary Texts	
A	<ul style="list-style-type: none"> • The Elephant, the Tiger and the Cell phone- Shashi Tharoor, Penguin, India. • Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London. 	
B	<ul style="list-style-type: none"> • Interpreter of Maladies – (Title Story) - Jhumpa Lahiri, Mariner Books. • Running in the Family- Michael Ontage, Bloomsbury, London 	
Unit 3	Essays /Excerpts from Educational and Scientific Texts	
A	<ul style="list-style-type: none"> • Medium of education (The selected works of Gandhi- Vol.6), Navjeevan Publication. • Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publication • Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury. • A Brief History of Time- Stephen Hawking, Random House. 	
B	<ul style="list-style-type: none"> • Fall of a Sparrow- Salim Ali, Oxford. • Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation. • National curriculum framework – 2005, NCERT, RTE Act,2009. 	
Transaction Mode	A response-based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts.	
Mode of Examination	Practical	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%
Textbooks	1. How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books,2004 2. Tales from the Indian Jungle-Kenneth Anderson- Rupa&Co.2001 3. Tales of the Open Road- Ruskin Bond- PenguinUK-2006	

	<ol style="list-style-type: none"> 4. Encounters with Animals- Gerald Durrel-Penguin 2012 5. The Diary of a Young Girl: Anne Frank, Random House. 6. The man who planted trees- Jean Giono, Chelsea Green Pub. 7. 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.) 8. The Elephant, the Tiger and the Cell phone- Shashi Tharoor, Penguin, India. 9. Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London. 10. Running in the Family- Michael Ontage, Bloomsbury, London. 11. Interpreter of Maladies – (Title Story) – Jhumpa Lahari, Mariner Books
References	<ol style="list-style-type: none"> 12. Medium of education (The selected works of Gandhi- Vol.6),Navjeevan Publication. 13. Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publication 14. Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury. 15. A Brief History of Time- Stephen Hawking, Random House. 16. Fall of a Sparrow- Salim Ali, Oxford. 17. Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation. 18. National curriculum framework – 2005, NCERT, RTE Act,2009.

SEMESTER -IV

BIA 208: ENGLISH POETRY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 208
2. Course Title	ENGLISH POETRY
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	CO1: Understand the themes and poetic devices of British literature. CO2: Understand the different styles and structures of poem writing. CO3: Comprehend the development of English poetry from one age to another through the chronological order in which the poets have been arranged. CO4: Appreciate a poem aesthetically and instinctively CO5: Locate the particular poem in its historical and social context.
7. Course Outcomes	Students will be able to: CO1: Understand the themes and poetic devices of British literature. CO2: Understand the different styles and structures of poem writing. CO3: Comprehend the development of English poetry from one age to another through the chronological order in which the poets have been arranged. CO4: Appreciate a poem aesthetically and instinctively CO5: Locate the particular poem in its historical and social context.
8. Course Description	This course would impart insight into progression of British English Poetry and undercurrent of the philosophy of the time.
9. Course Outline	
Unit 1	Poetry from Elizabethan to Victorian Period
A	Elizabethan Poetry and Romantic Poetry
B	Victorian Poetry and Modern Poetry
C	Epic, Sonnet, Lyric, Ballad, Ode, Elegy, Pastoral, Dramatic
Unit 2	Elizabethan Poetry
A	William Shakespeare -Shall I compare thee to a summer's day
B	John Donne-The Good Morrow
C	Andrew Marvell-To his coy mistress
Unit 3	Romantic Poetry
A	William Wordsworth -Ode on Intimations of Immortality
B	S. T. Coleridge-Kubla Khan
C	John Keats-Ode to a Nightingale

Unit 4	Victorian Poetry		
A	Lord Alfred Tennyson-Ulysses		
B	Robert Browning-My Last Duchess		
C	Mathew Arnold - Scholar Gypsy		
Unit 5	Modern Poetry		
A	W. B. Yeats-The Second Coming		
B	T. S. Eliot-Preludes		
C	Wilfred Owen-Strange Meeting		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. The Cambridge History of English Poetry, Michael O'Neill (Editor), Cambridge University Press, 2015 2. English poetry from the Elizabethans to the Restoration: An Anthology – P.K. Nayar, Orient Blackswan, 2012 3. The English Romantic Poets: An Anthology – Pramod K. Nayar, Orient Blackswan Private Limited — New Delhi, 2013 4. Oxford Book of English Verse, OUP, UK, C. Ricks. 2000. 5. Palgrave's golden treasury, F.T. Palgrave, OUP, UK, 2002 6. The Oxford Book of Twentieth Century English Verse, Philip Larkin (Editor) OUP, 1972 7. 20th Century in Poetry, Michael Hulse, Simon Rae Pegasus Books; 1st edition (2013) 8. Cambridge Companion to Twentieth- Century English Poetry, Neil Corcoran, Cambridge University Press, 2007 9. Harvill Book of 20th Century Poetry in English, Michael Schmidt, The Harvill Press, London, 2003. 10. The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship, Turco, UPNE; 1st edition (1999) 		

BIA 209: अन्यगद्यविधाएँ

School: SOE		Batch: 2020—2024
Program: B.A.B. ED		Current Academic Year: 2021-22
Branch: Education		Semester: 4
1	Course Code	BIA 209
2	पाठ्यक्रमशीर्षक	अन्यगद्यविधाएँ
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
5	पाठ्यक्रमप्रकार	अनिवार्य
1	पाठ्यक्रमके उद्देश्य	<ol style="list-style-type: none"> नाटकके विकासक्रम, तत्वों, विविध प्रकारों तथा उन्हें अभिनेयता से जोड़कर साहित्य की अन्य विधाओं से ज्ञान अर्जित कराना। निबंध की भाषा और शैलीगत विशेषताओं की जानकारी के साथ, लेखन में सृजनात्मकता व मौलिकता को विकसित करना तथा एकांकी के तत्वों से अवगत कराना करना। अन्यगद्यविधाएं - नुक्कड़ नाटक, संस्मरण एवं रिपोर्ताज का सामाजिक परिवर्तन के सन्दर्भ में मूल्यांकन करने की क्षमता विकसित करना। गद्य विधा, ध्वनिरूपक, व्यंग्य और स्मृति-आख्यान के माध्यम से अपने भावों और विचारों को व्यक्त करने के लिए प्रेरित करना। गद्यविधा के रूप में आत्मकथा, यात्रावृत्तांत एवं रेखाचित्र के, महत्त्व और स्वरूपगत व शैलीगत विशेषताओं का अध्ययन कराना।
6.	पाठ्यक्रमके परिणाम	<p>इस पाठ्यक्रम के अध्ययन के बाद छात्र शिक्षक-</p> <p>CO1: नाटक के तत्वों, विविध प्रकारों तथा विशेषताओं को समझ कर उन की साहित्यिक समीक्षा कर सकेंगे।</p> <p>CO2: निबंध एवं एकांकी के तत्वों से परिचय प्राप्त कर के वह उनके आधार पर समीक्षा कर सकेंगे।</p> <p>CO3: अन्यगद्यविधाएं - नुक्कड़ नाटक, संस्मरण एवं रिपोर्ताज का सामाजिक परिवर्तन के परिप्रेक्ष्य में मूल्यांकन कर सकेंगे।</p> <p>CO4: विभिन्न साहित्यिक विधाओं, ध्वनिरूपक, व्यंग्य और स्मृति-आख्यान के माध्यम से अपने भावों, विचारों अनुभवों और प्रतिक्रियाओं को व्यक्त सकेंगे।</p> <p>CO5: गद्यविधा के रूप में आत्मकथा, यात्रावृत्तांत एवं रेखाचित्र के,</p>

		महत्त्व और स्वरूपगत व शैलीगत विशेषताओं को जान सकेंगे ।		
7.	पाठ्यक्रमविवरण-	गद्य-साहित्य का क्षेत्र अत्यन्त व्यापक है। इसके अन्तर्गत निबंध, कहानी, उपन्यास, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र, नाटक, एकांकी, यात्रावृत्त, आदि अनेक विधाएँ आती हैं और प्रत्येक विधा की अपनी-अपनी एक शैली होती है। उपयोगिता एवं ग्रहणशीलता की दृष्टि से सभी विधाओं का अध्ययन करना वांछनीय है। प्रस्तुत पाठ्यक्रम में गद्य की अन्य विविध विधाओं, उनकी शैलीगत विशेषताओं की चर्चा की गई है।		
8.	पाठ्यक्रम की रूपरेखा			
	इकाई-1	हिंदी नाटक		
	(क)	हिंदी नाटक का उद्भव एवं विकास		
	(ख)	एवं नाटक के प्रकार तथा नाटक की समीक्षा के मूल तत्व		
	(ग)	अंधेरनगरी: नाटक- भारतेन्दु हरीशचंद्र		
	इकाई-2	हिंदी निबंध और एकांकी		
	(क)	शिवशंभु के चिट्ठे बनाम लार्ड कर्जन: निबंध - बालमुकुंदगुप्त		
	(ख)	साहित्य का उद्देश्य: निबंध- प्रेमचंद		
	(ग)	शायद: एकांकी- मोहनराकेश		
	इकाई-3	गद्य साहित्य की अन्य विधाएँ -I		
	(क)	औरत: नुक्कड़ नाटक- सफ़्दर हाशमी		
	(ख)	भक्तिन: संस्मरण- महादेवी वर्मा		
	(ग)	अदम्य जीवन: रिपोर्ताज- रांगेयराघव		
	इकाई-4	गद्य साहित्य की अन्य विधाएँ -II		
	(क)	वैष्णव: जन: ध्वनिरूपक- विष्णुप्रभाकर		
	(ख)	उखड़े खंभे: व्यंग्य - हरिशंकर परसाई		
	(ग)	लखाबुआ: (नंगातलाई का गाँव से) स्मृति-आख्यान-विश्वनाथ त्रिपाठी		
	इकाई-5	गद्य साहित्य की अन्य विधाएँ -III		
	(क)	क्या भूलूँ क्या याद करूँ: आत्मकथा-हरिवंशराय बच्चन		
	(ख)	किन्नर देश की ओर: यात्रावृत्त-राहुल सांकृत्यायन		
	(ग)	ठकुरी बाबा: रेखाचित्र-महादेवी वर्मा एवं साक्षात्कार: ऑक्टोवियो पॉज		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
10.	सहायक ग्रंथ:	<ul style="list-style-type: none"> हिंदी का गद्य साहित्य - रामचंद्र तिवारी गद्यकार जानकीवल्लभ शास्त्री - पाल भसीन हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी 		

		<ul style="list-style-type: none">• हिंदीगद्यकाविन्यासऔरविकास -रामस्वरूपचतुर्वेदी• निबंधोंकीदुनिया -विजयदेवनारायणसाहीरुनिर्मलाजैन/हरिमोहनशर्मा• निबंधोंकीदुनिया - शिवपूजनसहायरुनिर्मलाजैन/अनिलराय• छायावादोत्तरगद्यसाहित्य - विश्वनाथप्रसादतिवारी
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BIA 210: HISTORY OF MODERN INDIA-I: 1707-1857

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 210
2. Course Title	History of Modern India-I: 1707-1857
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the people-teachers to -</p> <ol style="list-style-type: none"> 1. Understand the political nature and character of 18th Century India 2. Reason out the advent of the European companies in India and mark the settlements of the European Powers 3. The significance of the effects of the Anglo-French rivalry. 4. Understand how the administrative policies resulted in the discontentment of the Indians. 5. To understand the Social, Religious Cultural Awakening in colonial India
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO1: The student will be able to mark the different regional powers and explain how they fall prey to the Britishers</p> <p>CO2: The student will be able to explain how the administrative policies of the Britishers created discontent among the Indians.</p> <p>CO3: The student will be able to realize how the economic policies of the Britishers ruined the economy of India</p> <p>CO4: The student will be able to critically comment on the social, religious and cultural awakening in India and how it contributed towards the Indian Nationalism.</p> <p>CO5: The students will be able to analyse the process of fall of Indian (Mughal and regional) Empire and the establishment of the Company rule in India.</p>
8. Course Description	<p>This Course would provide an insight into the causes behind the decline of the Mughal empire and the advent of the British in India. It would throw light on how British East India company started with a trading organisation and later took control of not just the financial but the administrative landscape of India, finally giving way to the British Raj.</p>
9. Course Outline	
Unit 1	Advent of the Europeans
A	<ul style="list-style-type: none"> ● Indian States in the 18th century and the later Mughals ● Rise of independent regional powers: Awadh, Bengal and Hyderabad ● The Rohillas, Jats, Sikhs and the Marathas ● Third Battle of Panipat
B	European Companies and settlements in India: Portuguese, Dutch,

	English, Danes and French		
C	Growth of East India company, Anglo-French struggles		
Unit 2	The British Conquest of India		
A	<ul style="list-style-type: none"> British occupation of Bengal and Bihar-Battle of Plassey & Battle of Buxar Warren Hastings-Dual system of administration, reforms of Lord Cornwallis, Lord Wellesley, 		
B	<ul style="list-style-type: none"> Subsidiary Alliance system- Baji Rao II and the fall of the Marathas Relations with Haider Ali and Tipu Sultan Annexation of Mysore 		
C	<ul style="list-style-type: none"> Annexation of Sindh Dalhousie and Doctrine of Lapse-annexation of Oudh and Punjab. 		
Unit 3	Administrative policies of the British		
A	Structure of the government: Regulating Act of 1773; Pitt's India Act of 1784 - Development of transport and communication and introduction of railways, post and telegraph-print technology.		
B	Utilitarian and Orientalist influence on administrators: Administrative and social policies- Administrative reforms of Cornwallis-Creation of the civil service-Rule of law and the development of new judicial system- Army reforms of William Bentinck.		
C	Introduction of English education-Role of Macaulay.		
Unit 4	Economic Impact of the British Rule		
A	British Economic Policies—The Permanent Settlement, The Ryotwari and Mahalwari System.		
B	Decline of traditional economy, ruin of Arts & Crafts, impoverishment of peasantry, British attitude towards zamindars, rise of new landlordism.		
C	Stagnation of agriculture, development of industries, poverty and famines, Drain of wealth		
Unit 5	Social, Religious & Cultural Awakening		
A	Social reforms-Rammohan Roy and Vidyasagar; the abolition of Sati; Arya Samaj; The Ramakrishna movement; The Theosophical Movement		
B	<ul style="list-style-type: none"> Muslim reform movements (Wahabi, Aligarh, Deoband) Debates around gender, caste and community 		
C	<ul style="list-style-type: none"> Lower caste movements Peasant and tribal resistance movements in early Colonial India 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> *Bandyopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi: Orient Blackswan, 2004 *Subramanian, Lakshmi. History of India, 1707-1857. Delhi: 		

- Orient Blackswan,2010
3. *Bipin Chandra, History of Modern India, Oriental Black Swan,2009.
 4. *B. L. Grover, Modern Indian History, S. Chand,2000.
 5. Arthur, D. Innes, *History of British in India*, New Delhi., 1998.
 6. B R Tomlinson, *The Economy of Modern India*, Cambridge University Press.
 7. Bipan Chandra et.al. *Struggle for India's Independence*, New Delhi.,1989.
 8. Bipan Chandra, *Nationalism and Colonialism in India*, Oriental Longman.
 9. Chatterjee, Partha, *Nationalist Thought and the Colonial World: A Derivative Discourse?* Delhi,1986.
 10. Desai, A. R., *Social Background of Indian Nationalism*, Popular Prakasan, New Delhi.
 11. *Economic History of India, Vol. II (1757- 1970)*, Orient Longman.
 12. Grover, B.L., *A New Look at the Modern Indian History*, New Delhi.,2000.
 13. John Malcolm, *Political History of British India*, Discovery Publishing House.
 14. Majumdar, R C., *British Paramountcy and the Indian Renaissance, Part I*.
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 17. Bayly, C. A. *Indian Society and the Making of the British Empire*. The New Cambridge History of India. Volume II.1. Cambridge: Cambridge University Press,1990.
 18. Bayly, Susan. *Caste Politics and Indian Society from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press,1999.
 19. Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. Delhi: Orient Longman,2007.
 20. Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.
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 22. Dirks, Nicholas B. *Castes of Mind*. Princeton, New Jersey: Princeton University Press, 2001.
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 24. Kalam, Tabir, *Religious Tradition and Culture in Eighteen*

- Century North India, New Delhi: Primus Books, 2013
25. Kapila, Shruti, ed. An Intellectual History for India. Delhi: Cambridge University Press, 2010.
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 28. Malekandathil, Pius, The Maritime India: Trade, Religion, Polity in the Indian Ocean, New Delhi: Primus Books, 2014
 29. Parthasarathi, Prasannan. The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800. Cambridge: Cambridge University Press, 2001.
 30. Parthasarathi, Prasannan. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850. Cambridge: Cambridge University Press, 2011.
 31. Roy, Tirthankar. An Economic History of Early Modern India. London and New York: Routledge, 2013.
 32. Robb, Peter, ed. Dalit movements and the meanings of labour in India. New Delhi: Oxford University Press, 1993.
 33. Sarkar, Sumit, and Tanika Sarkar, eds. Women and Social Reform in India, Vol I & II. Delhi: Permanent Black, 2007.
 34. Vishwanathan, Gauri. Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press, 2015.

BIA211: INDIAN AND WESTERN POLITICAL THOUGHT IN COMPARATIVE PERSPECTIVES

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 211
2. Course Title	Indian and Western Political Thought in Comparative Perspectives
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers -</p> <ol style="list-style-type: none"> 1. Create more awareness among the students of the most important Indian and Western political thinkers. 2. Highlight the contribution of these thinkers to society. 3. Develop the intellectual capability to evaluate the Indian and Western Political Thought. 4. Develop the capacity to think critically in an analytically rigorous way. 5. Describe the contribution of the modern thinkers to the development of different political institutions, from the polis to government and democracy.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Identify and describe the most important Indian and Western political thinkers from the ancient to the modern period who have written extensively on politics, state, and government.</p> <p>CO2: Understand and explain about the various social evils that existed and the approach of the reformers/thinkers in dealing with those evils.</p> <p>CO3: Apply the ideas given by thinkers in the debates about the role of state, government and its influence on economy and society.</p> <p>CO4: Reflectively analyse and appraise the thoughts of different thinkers.</p> <p>CO5: Criticize and evaluate the contribution of the modern thinkers to the development of different political institutions, from the polis to government and democracy.</p>
8. Course Description	The course will introduce fundamental concepts of political philosophy through a critical reading of some of the major texts and thinkers from the Indian and Western political traditions.
9. Course Outline	
Unit 1	Introduction to Indian and Western Political Thought
A	History and Significance of Indian and Western Political Thought
B	Distinctive Features of Indian and Western Political Thought
C	Problems of Interpreting Indian and Western Political Texts

Unit 2	Ancient and Medieval Indian Political Thinkers		
A	Kautilya		
B	Manu		
C	Barani		
Unit 3	Modern Indian Political Thinkers		
A	Gandhi		
B	Ambedkar		
C	Pandita Ramabai		
Unit 4	The Classical and Renaissance Tradition in Western Political Thought		
A	Plato		
B	Aristotle		
C	Machiavelli		
Unit 5	The Modern Traditions in Western Political Thought		
A	The Social contract tradition Hobbes, Locke and Rousseau		
B	The Utilitarian and Tradition: J. S. Mill and Karl Marx		
C	The Feminist Tradition: Mary Wollstonecraft and Carole Pateman		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications. 2. A. Altekar, (1958) State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass. 3. V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass. 4. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar. 5. Nelson, Brian, <i>Western Political Thought</i>, Pearson Longman, 2008 6. D. Boucher and P. Kelly, (eds) <i>Political Thinkers: From Socrates to the Present</i>. Oxford: Oxford University Press 		
Other References	<ol style="list-style-type: none"> 7. B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in the Mahabharata: An Inquiry in the Human Condition, Delhi: Orient Longman. 8. L. Jayasurya, 'Buddhism, Politics and Statecraft', Available at http://ftp.buddhism.org/Publications/.../Voll1_03_Laksi%20Jayasuriya.pdf. 9. Pateman, Carole. "Mary Wollstonecraft", in <i>Political Thinkers: From Socrates to the</i> 10. <i>Present Day</i>, (ed.) D. Boucher and P. Kelly, Oxford University Press, 2003. 11. T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) <i>Handbook of Political Theory</i>, London: Sage Publications Ltd. pp. 18-30. 		

BIA 212: GEOGRAPHY OF INDIA

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 212
2. Course Title	Geography of India
3. Credits	3
4. Contact Hours	3-0-0
5. (L-T-P)	
Course Type	Elective
6. Course Objectives	<p>The course will enable the student-teachers to-</p> <ol style="list-style-type: none"> 1. Students will get an introduction to the main regions of India in terms of both their uniqueness and similarities. 2. Students will be exposed to the historical, economic, cultural, social and physical characteristics of India. 3. Students learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes. 4. In addition to the ability of understanding and reading maps, students will develop analytical ability to understand about the growth of a region. 5. Evaluate the impact of human activities on natural environments with special reference to India.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand the diverse physiography of India.</p> <p>CO2: Understand the Climatic condition of India.</p> <p>CO3: Analyze the various natural vegetation found in India.</p> <p>CO4: Assess the agricultural pattern in India.</p> <p>CO5: Evaluate the Industrial development in India</p>
8. Course Description	Geography of India will be composed of lectures, discussions and exercises and is designed as an undergraduate level introduction to Physiographic profile, Climatic Condition, soil and Natural vegetation of India. The focus is on the development of a working knowledge of India as a region and its socio-cultural and economic determinant
9. Course Outline	
Unit 1	Physical
A	Physiographic Divisions,
B	soil and vegetation,
C	climate (characteristics and classification)
Unit 2	Population
A	Malthus and Demographic transition Theory, Population distribution
B	Growth: Trend, Projection and Challenges

C	Structure: Age - Sex structure		
Unit 3	Economic		
A	Mineral and power resources distribution and utilization of iron ore, coal, petroleum, gas;		
B	Agricultural production and distribution of rice and wheat,		
C	Industrial development: automobile and Information technology		
Unit 4	Social		
A	Distribution of population by race, caste,		
B	Religion, language, tribes and their correlates		
C	Social organization.		
Unit 5	Methods of Regionalization of India		
A	Physiographic (R. L. Singh),		
B	Socio – cultural (Sopher),		
C	Economic (Sengupta)		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ul style="list-style-type: none"> . Deshpande C. D., 1992: <i>India: A Regional Interpretation</i>, ICSSR, New Delhi. . Johnson, B. L. C., ed. 2001. <i>Geographical Dictionary of India</i>. Vision Books, New Delhi. . Mandal R. B. (ed.), 1990: <i>Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective</i>. . Sdyasuk Galina and P Sengupta (1967): <i>Economic Regionalisation of India</i>, Census of India . Sharma, T. C. 2003: <i>India - Economic and Commercial Geography</i>. Vikas Publ., New Delhi. . Singh R. L., 1971: <i>India: A Regional Geography</i>, National Geographical Society of India. . Singh, Jagdish 2003: <i>India - A Comprehensive Systematic & Systematic Geography</i>, Gyanodaya Prakashan, Gorakhpur. . Spate O. H. K. and Learmonth A. T. A., 1967: <i>India and Pakistan: A General and Regional Geography</i>, Methuen. . Tirtha, Ranjit 2002: <i>Geography of India</i>, Rawat Publs., Jaipur & New Delhi. 0. Pathak, C. R. 2003: <i>Spatial Structure and Processes of Development in India</i>. Regional Science Assoc., Kolkata. 1. Tiwari, R.C. (2007) <i>Geography of India</i>. Prayag Pustak Bhawan, Allahabad 2. Sharma, T.C. (2013) <i>Economic Geography of India</i>. Rawat Publication, Jaipur 		

BIA 213: QUANTITATIVE TECHNIQUES (ECONOMICS)

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 213
2. Course Title	Quantitative Techniques (Economics)
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. People in business, economic and social sciences are increasingly aware of the need to be able to handle a range of quantitative tools. 2. This foundation module is designed to fill this need into several practical and powerful applications of statistics. 3. The idea is to present the basic of quantitative technique and emphasize the application of management problems. 4. The emphasis is on developing competence in using basic quantitative technique in understanding and interpreting data. 5. The module also aims on getting students familiarize with the usage of basic tools and techniques in obtaining statistical measure and interpreting the same.
7. Course Outcomes	<p>At the end of the course students will be able to:</p> <p>CO1: The student will be able to identify basic numerical processes within a statistical context.</p> <p>CO2: The student will be able to interpret data in view of evidence.</p> <p>CO3: The student will be able to solve various problems of statistics.</p> <p>CO4: The student will be able to analyze data make predictions of the future.</p> <p>CO5: The students will be able to use the basic tools and techniques of obtaining statistical measure and interpreting the same.</p>
8. Course Description	In this course, you will learn how to apply quantitative technique to analyze data, draw conclusions, and make predictions of the future. The course will begin with data distributions, followed by probability analysis, sampling, inferential statistics, and finally regression.
9. Course Outline	
Unit 1	Introduction to Statistics:
A	Introduction, Statistics and Statistical Methods, Characteristics of Statistics
B	Functions of Statistics, Limitations of Statistics,
C	Statistics in Business and Management, Distrust of Statistic
Unit 2	Representation of Data & Sampling Techniques
A	Introduction; Data Collection; Data Classification and Data Gathering; Drafting Questionnaire
B	Sample Selection, Data Presentation,
C	Types of sampling, Sampling & Non-sampling error.

Unit 3	Measures of Central Tendency:		
A	Mean, Median, Mode, Significance of median and mode,		
B	Relation among Mean, median and Mode, Geometric mean, Harmonic Mean		
C	Partition values: quartiles, deciles and percentiles		
Unit 4	Measures of Dispersion:		
A	Range, Mean, IQR, quartile deviation,		
B	Methods of calculating Mean deviation		
C	Methods of calculating standard deviation and coefficient of variation		
Unit 5	Correlation and Regression:		
A	Type of Correlation, Karl Pearson's coefficient, Spearman's coefficient		
B	Least square. Regression, Types of Regression Analysis, Estimation of Regression line in a Bivariate distribution		
C	Least square method, properties of regression coefficient.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Vohra N D, Business Statistics, Tata McGraw Hill, Sharma J.K , Business Statistics, Pearson		
References	2. John E. Freund, Mathematical statistics, Prentice hall. 3. S.C. Gupta, Fundamental of Statistics, Himalaya Publisher 4. S.C Gupta & V. K. Kapoor, Fundamental of Applied Statistics, S. Chand and a. Sons, New Delhi 5. Goon Gupta, Dashgupta- Fundamental of Statistics, World Press Private ltd.		

BIA 214: ABNORMAL PSYCHOLOGY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 214
2. Course Title	Abnormal Psychology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders. 2. Facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria. 3. Make students understand the nature and course of development of various abnormal conditions. 4. Promote health as well as the prevention and treatment of disease and illness. 5. Develop critical understanding of substance related disorders like, alcohol, drugs etc.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Identify causes, signs, and symptoms of various mental disorders. CO2: Understand the difference between Normality and abnormality CO3: Diagnose and understand various disorders. CO4; Analyse the prevention and treatment of various disorders. CO5; Develop critical understanding of substance related disorders like, alcohol, drugs etc.</p>
8. Course Description	The paper aims at providing an overview of the concept of abnormality and the symptoms and aetiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.
9. Course Outline	
Unit 1	The Science of Psychopathology
A	Definition and Scope
B	Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, The Biological Tradition, The Psychological Tradition
C	<p>Approaches to Psychopathology:</p> <ol style="list-style-type: none"> (a) The Biological Perspective, (b) The Psychodynamic Perspective, (c) Behavioural Perspective,

	(d) The Cognitive Perspective, (e) The Humanistic – Existential Perspective, (f) Community – Cultural Perspective, Cultural, Social and Interpersonal Factors.		
Unit 2	Anxiety Disorders and Somatoform Disorders		
A	DSM and ICD Classification.		
B	Anxiety Disorders: The experience of Anxiety, Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Interpretation and Treatment.		
C	Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.		
Unit 3	Mood Disorders and Suicide		
A	Mood Disorders: Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder.		
B	Bipolar Disorder: Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder		
C	Suicide: Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.		
Unit 4	Psychotic Disorders		
A	Symptoms, Factors, Vulnerability, Schizoaffective Disorders,		
B	Delusional Disorders		
C	Shared Psychotic Disorder.		
Unit 5	Substance Related Disorders		
A	Substance Dependence, Substance Abuse		
B	Alcoholism		
C	Drug Abuse, Different Drugs.		
PRACTICALS	1. Assessment of neurotic evidence of personality by any suitable test (KNPI). 2. Anxiety Scale/TAT		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		
Other References	2. Barlow, D. H., & Durand, V. M. (2002). Abnormal Psychology: An Integrative Approach. 3 rd edition. Wadsworth. Thomson Learning Canada 3. Sarason, I. G., & Sarason, B. R. (2002). Abnormal Psychology: The Problem of Maladaptive Behaviour. 10th ed. New Delhi: Pearson. 4. Lamm, A. (1997). Introduction to Psychopathology, New York: Sage. 5. Buss, A. H. (1999). Psychopathology. New York: John Wiley. 6. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson		

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| | <ol style="list-style-type: none">7. Durand, V. M., & Barlow, D. H. (2010). Essentials of abnormal psychology. Florence, KY: Cengage.8. Halgin, R., & Whitbourne, S. K. (2010). Abnormal psychology: Clinical perspective on psychological disorders (6th ed.). Singapore: McGraw Hill9. Sue, R., Sue, D., & Sue, S. (2010).10. Understanding abnormal behaviour. Boston: Wadsworth/Cengage.11. Suleman, M., & Tauwab, M.(2008). Asamanya Manovigyan: Visayawam Vyakhya.12. Varanasi: Motilal Banarsidass. |
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SEB 108: KNOWLEDGE, DISCIPLINES AND SCHOOL SUBJECTS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	SEB 108
2. Course Title	Knowledge, Disciplines and School Subjects
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
Course Type	Compulsory
5. Course Objectives	<p>The course will enable the people -teachers to -</p> <ol style="list-style-type: none"> 1.To enable students to analyze the structure of knowledge as reflected in disciplinary streams and subjects. 2. To enable students to notice the links between disciplines and school subjects 3. To examine the structure of the school curriculum from the primary to the secondary stages in terms of the underlying structure of knowledge. 4. To encourage students to reflect on their own education and notice how their interests and capacities have been shaped by the structure of curriculum and other external factors. 5. To enable the students to reflect on their experiences.
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Explain the concept and meaning of knowledge, school subjects, and Academic Disciplines.</p> <p>CO2: Identify and Clarify the relationship between school subjects and academic disciplines.</p> <p>CO3: Analyze the school curriculum stages in terms of the underlying structure of knowledge.</p> <p>CO4: Analyze the factors that have impacted and consequently paved the way for their preference of particular subjects and disciplines.</p> <p>CO5: Reflect and Appreciate the role played by external agencies in enhancing their capacities and curriculum development.</p>
7. Course Description	<p>Knowledge Understanding Disciplines and Subjects is one of the core courses of B.Ed. Program. From time to time numerous reports on the school and teacher education program have highlighted the need for schoolteachers to consider the experiences of different disciplines. It is equally important for teachers to understand how knowledge within and among the disciplines are framed; nature of content included in the school curriculum, and the pedagogical strategies to transact school curriculum.</p>
8. Course Outline	
Unit 1	Introduction
A	Key question: 'Why does knowledge need to be classified?'; Introduction to epistemology; Knowledge, curiosity and inquiry.

B	Knowledge as a system: the role played by our concept of knowledge in shaping our teaching and learning practices.		
C	Disciplinary streams: their historical origins and evolution; the problem of classifying them; levels of classification, e.g. 'Science' and 'Arts'. 'Humanities' and 'Social Science'.		
Unit 2	Streams and Subjects		
A	Nature of knowledge (i.e. ways of knowing and bodies of knowledge) placed under distinct disciplinary streams: Science, Social Science, Language, Mathematics; interrelationships among streams; overlaps and gaps in different kinds of classification; the idea of 'subjects' to be learnt at school; Distinct pedagogical demands at different stages of school education		
B	Disciplinary Streams, Choices and Opportunities The idea of choice in the 10+2 system; factors affecting the choice of subjects by students; Internal factors, (e.g. interest, teacher, etc.) vs. external factors (e.g. availability, family, market, etc.); interdisciplinary combinations and choices.		
C	Social perceptions and stereotypes: why are certain subjects considered more difficult? the impact of knowledge-related stereotypes on choices made by schools, parents and students; Knowledge and opportunities: employment and careers. Knowledge, status and power.		
Unit 3	Knowledge and Curriculum Policy		
A	Study of relevant parts and recommendations of major reports that have shaped curriculum policies in India since Independence (relevant parts of the following documents to be studied in order to examine the assumptions about knowledge underlying their recommendations):		
B	Learning without Burden Yash Pal Report, National Curriculum Framework 2005, NPE 2019.		
C	Persistent debates in curriculum policy: integrated approach vs. subject-specific teaching; can values be taught? academic vs. vocational subjects; etc.		
Unit 4	Knowledge in Syllabus and Textbooks		
A	Distinction and the relation between 'Curriculum' and 'Syllabus' Relation between Syllabus and Textbooks; implications of 'prescribing' a textbook;		
B	Importance of other sources and resources of knowledge; role of different agencies and their functions in shaping the syllabus: Boards of Examination, NCERT, etc.		
C	Examination' as a system; impact of the examination system on the socially popular concept of knowledge and the practices of teaching based on it.		
Unit 5	Practicum		
A	Analysis of factors that have shaped the personal trajectories of students in the context of disciplines and subject choices made in school and college.		
B	Analysis of stereotypes and their impact on subject choices at 10+2 stage.		
C	Writing a reflective essay on the above issues.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Textbooks	<ol style="list-style-type: none"> 1. Hirst, P.H. (1964). Knowledge and Curriculum. London: Routledge and Kegan Paul 2. Piaget, J. (1972). The Epistemology of Interdisciplinary Relationships Paris: Organization for Economic Cooperation and Development. 3. Areekkuzhiyil, Santhosh. (2017). Understanding Discipline and Subjects. Hyderabad: Neelkamel Publishers.
Other References	<ol style="list-style-type: none"> 4. Readings Apple, Michael: Ideology and Curriculum 5. Dewey, John: How We Think 6. Krishna, Daya: Gyan Meemansa. 7. Kumar, Krishna: What is Worth Teaching? 8. NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training. 9. NCERT: National Focus Group Position Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education. 10. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education 11. Piaget, Jean. Child and Reality 12. Russell, Bertrand, 'Knowledge and Wisdom' 13. Joseph Schwab: The Structure of Knowledge and the Curriculum.

BIA 215: HISTORY OF EDUCATION IN INDIA (DSE)

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 215
2. Course Title	History of Education in India
3. Credits	2
4. Contact Hours (L-T-P)	2-0-0
5. Course Type	DSE
6. Course Objectives	<ol style="list-style-type: none"> 1. To get students acquainted with the salient features of education in India in Ancient, Medieval and Modern era. 2. Understand the contribution of colonial rule to the spread of modern education. 3. Understand the policies and programmes launched in post -independence India to ensure quality in education. 4. explain the development of education in British India. 5. CO3: understand and analyse the significant developments and reforms of education in Independent India to ensure quality in education.
7. Course Outcomes	<p>After the completion of this course the students will be able to</p> <p>CO1: acquainted themselves with the salient features of education in India in Ancient, Medieval and Modern era.</p> <p>CO2: explain the development of education in British India.</p> <p>CO3: understand and analyse the significant developments and reforms of education in Independent India to ensure quality in education.</p> <p>CO4: explain the development of education in British India.</p> <p>CO5: understand and analyse the significant developments and reforms of education in Independent India to ensure quality in education.</p>
8. Course Description	This course talks about the history of Education in India in the context of Islamic and missionary influence.
9. Course Outline	
Unit 1	Education in Ancient India
	Vedic Education and Buddhist Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations. Famous educational institutions: Nalanda, Taxila
Unit 2	Education in medieval India
	Islamic Education with special reference to aims, curriculum, methods of instruction, role of religion, famous scholars
Unit 3	Education in British India
	<ul style="list-style-type: none"> • Role of Christian missionaries in the spread of education. • Charter Act of 1813 and Anglo-oriental controversy. • Wood's dispatch of 1854

	<ul style="list-style-type: none"> Indian Education commission (1882-83). Lord Curzon's Educational Policy. Calcutta University Commission (1917-19) 		
Unit 4	Education in Post-Independence India		
	<ul style="list-style-type: none"> University Education Commission (1948-49) (Mudaliar) Secondary Education Commission (1952- 53) (Kothari) Education Commission (1964-66) National Policy on Education 1968, 1986, 2016 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> Altekar A.S. 1934: Education in Ancient India, Varanasi: The Indian Book Shop Ghosh, S.C. (1989): Education Policy in India Since Warren Hasting Calcutta. Jaffer, S.M. (1936): Education in Muslim India, Lahore. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi. Ghosh, Suresh Chandra (2013). The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi. Kumar, Krishna (1991): Political Agenda of Education, Delhi: Sage Law, N.N. (1916): Promotion of Learning in Medieval India, London. Mukherjee, R.K. (1960): Ancient Indian Education, Delhi: Motilal Banarsidass. Nurullah S. and J.P. Naik (1974): A Student's History of Education in India, New Delhi: The Macmillan. Paranjape, M.R. (1938): A Source Book of Modern Indian Education, Bombay: Macmillan Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi. Govt. of India (1986 and 1992). National Policy on Education, 1986 (1992 Modifications), MHRD: New Delhi. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi. Govt. of India. Report of Education Commission (1966): Education and National Development, Ministry of Education: New Delhi. Govt. of India (2016). Report of the Committee for Evolution of the New Education Policy, National Policy on Education (NPE), 2016, Ministry of Human Resource Development (MHRD), Author: New Delhi. Nurullah, S and Naik, J.P. A Students History of Education in India 1800-1973, Macmillan India Ltd.: New Delhi. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Central Book Agency (p) Ltd.: Kolkata. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society 		

BIP 206: INDIAN HERITAGE AND TOURISM

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 216
2. Course Title	Indian Heritage and Tourism
3. Credits	2
4. Contact Hours (L-T-P)	0-0-3
5. Course Type	DSE
6. Course Objectives	<p>CO1: The students will be able to understand all tourist concepts Cultural, heritage and historical tourism.</p> <p>CO2The students will be able to understand all tourist concepts of historical tourism</p> <p>CO3: The students develop their skills to identify heritage and interpret its resource for tourism</p> <p>CO4:The students LEARNS about the resource for tourism</p>
7. Course Outcomes	<p>CO1: The students will be able to understand all tourist concepts Cultural, heritage and historical tourism.</p> <p>CO2The students will be able to understand all tourist concepts of historical tourism</p> <p>CO3: The students develop their skills to identify heritage and interpret its resource for tourism</p> <p>CO4:The students LEARNS about the resource for tourism</p>
8. Course Description	<p>Throughout the India, there are historical monuments and places which attract the attention of not only the nationals but also the internationals. Historical tourism is primarily focused upon historical places. The individuals make visits to these places with the purpose of leisure as well as acquiring information. The main purpose of this course is to acquire an understanding and significance of historical tourism. The main areas that have been taken into account are,tourism in the early period, development ofhistoricaltourism, and functions of the tourism department. To plan historical tourism, it is vital for the individuals to conduct research in terms of cities and regions, where historical monuments and places are found. Sufficient knowledge would help them in planning their historical tourism in anappropriate manner.</p>
9. Course Outline	
Unit 1	CONCEPTS AND DEFINITIONS
A	Introduction-Definition of the Heritage and Tourism, Scope of Study
B	Development of Historical (Heritage) Tourism
C	Features of Historical Tourism and its impacts &significance
Unit 2	HISTORICAL TOURISM IN INDIA
A	UNESCOanditsorganizations;Meaningandimportance of World Heritage site
B	Various organizing promoting Historical Tourism in India and Policy of

	Government of India and State Council for historical sites; IHCN		
C	Major world heritage sites in India: Taj Mahal, Khajuraho, Madhya Pradesh. Hampi, Karnataka. Ajanta Caves, Maharashtra. Ellora Caves, Maharashtra. Bodh Gaya, Bihar. Sun Temple, Konark, Odisha. Red Fort Complex, Delhi.		
Unit 3	CASE STUDY		
A	Historical Tourism in Delhi		
B	Historical Tourism in Rajasthan		
Unit 4	Field trip to Historical sites and report writing on it		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Gupta, S.P. Krishna Lal & Mahua Bhattacharya- Cultural Tourism in India. 2. Gupta, S.P. and Asthana S.P. Elements of Indian Art, New Delhi, 2002. 3. Monuments of World Heritage in India, 1998, New Delhi, Archaeological Survey of India. 4. Sivaramamurti, C., Art of India, Bombay, 1977. 5. Srinivasan, K.R., Temples of South India, New Delhi, 1971. 6. Harley, J.C., The Art and Architecture of the Indian Subcontinent, 1986 7. Bhatia: Tourism in India 8. Kamra, K.K. et.al., Basics of Tourism, Theory, Operation and Practice, 2004 9. Alchevs, F.Q., Cultural Tourism in India-Its Scope and Development. 10. Kaul, S.N.: Tourist India 11. Bashm, A.L. (ed), A Culture of History of India, Oxford, 1975. 12. Rowland, B., The Art and Architecture of India, Pelican History of Art, 3rd ed., Harvill, 1970. 13. Shah, U.P., Studies in Jaina Art, Banaras, 1955. 14. Brown Percy, Indian Architecture (Buddhist & Hindu) 2nd ed. Bombay, Tara, 1942. 15. Deva Krishna, Temples of North India O.U.P. New Delhi, 1969. 16. Desai, Z.A., Indo Islamic Architecture, New Delhi. 		

A 216: PSYCHOLOGY FOR HEALTH AND WELL –BEING (DSE)

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 217
2. Course Title	Psychology for Health and Well-Being
3. Credits	03
4. Contact Hours (L-T-P)	3-0-0
Course Type	DSE
5. Course Objectives	<ol style="list-style-type: none"> 1. To understand the spectrum of health and illness for better health management. 2. To analyze their personalities in the context of the approaches of happiness and find out ways to manage stress. 3. To understand the spectrum of health and illness for better health management. 4. To explore the meaning and concept of Happiness
6. Course Outcomes	CO1: Students will be able to understand the spectrum of health and illness for better health management. CO2: Students will be able to analyze their personalities in the context of the approaches of happiness and find out ways to manage stress. CO3 Student will be able to understand the spectrum of health and illness for better health management. CO4 Student will be able to explore the meaning and concept of Happiness
7. Course Description	This course talks about the models of health and wellness, nature and sources of stress, its effect on mental and physical health, stress management. This paper also includes the approaches to achieve true happiness.
8. Course Outline	
Unit 1	Illness, Health and Well being
A	Continuum and Models of health and illness
B	Medical, Bio psychosocial holistic health
C	Health and well being
Unit 2	Stress and Coping
A	Nature and sources of stress
B	Effects of stress on physical and mental health
C	Coping and stress management
Unit 3	Health Management
A	Health-enhancing behaviours, Exercise, Nutrition
B	Health compromising behaviours
C	Health Protective behaviours, Illness Management
Unit 4	Human Strengths and Life Enhancement
A	Classification of human strengths and virtues;
B	Cultivating inner strengths: Hope and optimism
C	Gainful Employment and Me/We Balance
Unit 5	Happiness

A	Happiness: what is it and how do we measure it?		
B	Narrow and Broad Band Approaches to Happiness		
C	Narrow vs. Broad Band Approaches to Happiness		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Fabbe, A.; Tkach, C., & Lyubormirsky, S. (2003). The Art of Living by Dispositionally Happy People. <i>Journal of Happiness Studies</i>, 4, p385,20. 2. f Diener, E. & Lucas, R. E. (1999). Personality and subjective well-being. In Kahneman, D., Diener, E., & Schwartz, N. (Eds). <i>Well-being: The foundations of hedonic psychology</i>. New York: Russell Sage Foundation. 3. Diener, E., & Seligman, M. E. P. (2002). Very happy people. <i>Psychological Science</i>, 13,80-85. 4. f Isen, A. M. (2005). A role for neuropsychology in understanding and facilitating influence or positive effect on social behaviour and cognitive processes. In Snyder, C. R., & Lopez, S. J. (Eds). <i>Handbook of Social Psychology</i>. New York: Oxford University Press 5. King, L. A., & Hicks, J. A. (2007). Whatever happened to “what might have been”? Regrets, happiness, and maturity. <i>American Psychologist</i>, 62, 625–636 6. f McMahon, D. M. Happiness a history. Conclusion chapter. 7. f Plant, S. Artificial paradises (2000). In Plant, S. (Ed.) <i>Writings on drugs</i>. New York: Farrar, Straus, & Giroux. 8. Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. <i>Psychotherapy and Psychosomatics</i>, 65, 14–23 		

BIA 217: LIFE SKILL AND DISASTER PREPAREDNESS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIA 218
2. Course Title	Life Skills for Disaster Preparedness
3. Credits	03
4. Contact Hours (L-T-P)	3-0-0
Course Type	DSE
5. Course Objectives	<p>The objective of the course is to enable the students to:</p> <ol style="list-style-type: none"> 1. understand the concepts in disaster management 2. apprehend the types and consequences of disasters 3. analyze their preparedness for disaster management 4. can prepare towards these disasters.
6. Course Outcomes	<p>Through this course the students will be able to</p> <p>CO1: understand the concepts in disaster management</p> <p>CO2: apprehend the types and consequences</p> <p>CO3: disasters analyze their preparedness for disaster management</p> <p>CO4: can prepare towards these disasters.</p>
7. Course Description	This course talks about types of disasters, their causes, their social and Psychological consequences on the lives of the people, and how we can prepare towards these disasters.
8. Course Outline	
Unit 1	Disasters
A	Introduction - Definition
B	Types: Natural and Man-made
C	Causes and Approaches
Unit 2	Social and Psychological Consequences of Disasters
A	Displacement - Homelessness - Loss of Livelihood -Occurrence of Anti-social Behaviour
B	Psychological consequences - Loss of Loved Ones -Grief - Post Traumatic Stress Disorder
C	Flash backs - Depression - Brief Reactive Psychosis
Unit 3	Preparedness for Disasters
A	Preparedness – Nature and needs of Preparedness, Problem Areas
B	Maintenance of Preparedness Levels and Funding
C	Warning Aspects, Precautionary Measures, Resources and Arrangements
Unit 4	Social Rehabilitation
A	Rehabilitation
B	Reconstruction
C	Disaster prevention
Unit 5	Psychological Rehabilitation
A	Debriefing
B	Crisis Intervention

C	Life Skills Training		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Dennis Smith and Dominic Elliott, (2006).Key Readings in Crisis Management, Routledge 2. Taylor and Francis Group, Great Britain. 3. Prabhas C Sinha (2007). Disaster: Vulnerabilities and Risks, SBS Publishers, New Delhi 4. Regester and Larkin, (2008), Risk Issues and Crisis Management, Kogan Page India Private Limited, New Delhi 5. Singh S.R (2009). Disaster Management, APH Publishing Corporation, New Delhi 6. Vikram Patel, (2002). Where There Is No Psychiatrist, Voluntary Health Association of India, New Delhi. 7. Nick Carter, W, (1991). Disaster Management – A Disaster Manager’s Handbook, Asian Development Bank, Manila 8. Prasad Singh B.K.(2008). Industrial Disaster Management, Navyug Publishers & Distributors, New Delhi 9. Jack Pienkowski, (2008). Disaster Management Handbook, CRC Press, New York. 10. Websites:www.disastermgmt.org 11. www.nidm.net 		

BIP 204:FIELD WORK AND RESEARCH METHODOLOGY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	BIP 204
2. Course Title	Field Work and Research Methodology
3. Credits	1
4. Contact Hours (L-T-P)	0-0-2
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the people-teachers to -</p> <ol style="list-style-type: none"> 1. Understand the basic concepts and importance of field work in geography. 2. Understand the various techniques and methodology in a geographical study. 3. Evaluate the methods of observation, perception and analysis. 4. Assess the geographical landscape during the field study. 5. Facilitate the collection of local level information for the survey that is not available through secondary sources.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: understand the theoretical concepts better.</p> <p>CO2: Develops an understanding and sensitivity about the culture and people of field area. This may change your biased views about that community.</p> <p>CO3: Field studies enable the investigator to comprehend the situation and processes in totality and at the place of their occurrence.</p> <p>CO4: It helps to gather required information so as the problems under investigation is studied as per the predefined objectives.</p> <p>CO5: Field surveys facilitate the collection of local level information that is not available through secondary sources.</p>
8. Course Description	During the course, each student will prepare an individual report based on primary and secondary data collected during field work. The duration of the field work should not exceed 10 days. The word count of the report should be about 6000 to 9,000excluding figures, tables, photographs, maps, references and appendices. One copy of the report on A 4 size paper should be submitted in soft binding
9. Course Outline	
Unit 1	Field Work in Geographical Studies
A	Field Work in Geographical Studies: Role, Value
B	Data Collection
C	Ethics of Fieldwork
Unit 2	Defining the Field and Identifying the Case Study –
A	Rural / Urban
B	Physical / Human
C	Environmental

Unit 3	Field Techniques	
A	Merits, Demerits and Selection of the Appropriate Technique;	
B	Observation (Participant/Non-Participant), Questionnaires (Open/ Closed / Structured / Non- Structured);	
C	Interview with Special Focus on Focused Group Discussions: Space Survey (Transects and Quadrants, Constructing a Sketch)	
Unit 4	Use of Field Tools	
A	Collection of Material for Physical and Socio-Economic Surveys	
B	Collection of Material for Socio-cultural Surveys	
C	Collection of Material for Socio-Economic Surveys	
Unit 5	Designing the Field Report	
A	Aims and Objectives, Methodology, Analysis	
B	Interpretation.	
C	Writing the Report	
Mode of Examination	Practical	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%
Textbooks	NA	
References	<ol style="list-style-type: none"> 1. Creswell J., 1994: <i>Research Design: Qualitative and Quantitative Approaches</i> Sage Publications. 2. Dikshit, R. D. 2003. <i>The Art and Science of Geography: Integrated Readings</i>. Prentice-Hall of India, New Delhi. 3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in <i>Qualitative Methods in Human Geography</i>, eds. J. Eyles and D. Smith, Polity. 4. Mukherjee, Neela 1993. <i>Participatory Rural Appraisal: Methodology and Application</i>. Concept Publs. Co., New Delhi. 5. Mukherjee, Neela 2002. <i>Participatory Learning</i> 6. <i>and Action: with 100 Field Methods</i>. Concept Publs. Co., New Delhi 7. Robinson A., 1998: "<i>Thinking Straight and Writing That Way</i>", in <i>Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences</i>, eds. by 8. F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles. 9. Special Issue on "Doing Fieldwork" <i>The Geographical Review</i> 91:1-2(2001). 10. Stoddard R. H., 1982: <i>Field Techniques and Research Methods in Geography</i>, Kendall/Hunt. 11. Wolcott, H. 1995. <i>The Art of Fieldwork</i>. Alta Mira Press, Walnut Creek, CA. 	

SEP 103: EPC:2 -ARTS IN EDUCATION

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2021-22
Branch: Education	Semester: IV
1. Course Code	SEP 103
2. Course Title	Arts in Education
3. Credits	2
4. Contact Hours (L-T-P)	0-0-3
Course Type	Co Requisite
5. Course Objectives	<p>The course will enable the people-teachers to -</p> <ol style="list-style-type: none"> 1. Understand basics of different artforms. 2. Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression. 3. Acquire skills for integrating different art forms across school curriculum for better learning and development. 4. Develop awareness of the rich cultural heritage of the country.
6. Course Outcomes	<p>After the completion of the Course the student teacher will be able to</p> <p>CO1: Understand the various aspects of arts</p> <p>CO2: Demonstrate the skills for integrating different art forms across school curriculum for better learning and development</p> <p>CO3: Develop awareness about rich cultural heritage of the country.</p> <p>CO4: Analyze and apply artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression</p>
7. Course Description	<p>Arts Education as one of the domains of knowledge is taught as a compulsory curricular area up to class X. There is a need to integrate arts education in the formal schooling of students to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher.</p> <p>In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help the student-teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the</p>

	Arts, for holistic development of the learner, as a teacher as well as an individual.	
8. Course Outline		
Unit 1	Appreciation of Arts	
A	<ul style="list-style-type: none"> ● Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose). ● Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences. 	
B	Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.	
C	Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon	
Unit 2	Practicum - Visual Arts and Crafts	
A	<ul style="list-style-type: none"> ● Hands on experience of working in different media and materials (drawing, painting, clay modelling, collage making etc. with pencil, pen, crayons, dry and watercolours, clay, paper, etc.), methods and techniques (block printing, collage making, clay modelling, relief work, heritage crafts etc.) to learn visual art processes and its pedagogical aspects related to other subject areas. 	
B	Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.	
C	Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.	
Unit 3	Performing Arts: Dance, Music, Theatre and Puppetry	
A	Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum	
B	Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student-teachers.	
C	Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended	
Mode of Examination	Practical	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%
References	1. Council of Chief State School Officers (1992). Model standards for beginning teacher licensing and development: a resource for state dialogue. Washington, dc: council of chief state school officers.	

2. Day, Michael d., ed. (1997). Preparing teachers of art. Reston, va: national art education association.
3. Darling-Hammond, Linda, and Cobb, Velma l. (1996). "The changing context of teacher education." in the teacher educator's handbook: building a knowledge base for the preparation of teachers, ed. Frank b. Murray. San Francisco: Jossey-Bass.
4. Gailbraith, Lynn. (1993). "Familiar, interactive, and collaborative
5. pedagogy: changing practices in preservice art education." *Art Education* 46(5):6–11.
6. Gailbraith, Lynn, ed. (1995). Preservice art education: issues and practice. reston, va: National Art Education Association.
7. Gore, Jennifer M. (2001). "Beyond our differences: A reassembling of what matters in teacher education." *Journal of Teacher Education* 52 (2):124–135.
8. Henry, Carol (1999). "The role of reflection in student-teachers' perceptions of their professional development." *Art Education* 52 (2):14–20.
9. Kovalchuk, Elizabeth a. 1999. "Perceptions of practice: What art student-teachers say they learn and need to know?" *Studies in Art Education* 41 (1):71–90.
10. National Art Education Association (1999). Standards for art teacher preparation. Reston, va: National Art Education Association.
11. Zimmerman, Enid (1994). "Current research and practice about pre-service visual art specialist teacher education." *Studies in Art Education* 35 (2):79– 89.
12. Zimmerman, Enid (1994). "Concerns of pre-service art teachers and those who prepare them to teach." *Art Education* 47(5):59–67.
13. Consortium of national arts education associations; International council of fine arts deans; and council of arts accrediting associations. 2001. To move forward.(www.naea-reston.org/tomove.pdf).
14. Internationalcounciloffineartsdeans.1998."Teachereducationinthe
15. arts for the twenty-first century." (www.rowan.edu/icfad)

SEMESTER – V

BIA 301: APPRECIATING READING AND DRAMA

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 301
2. Course Title	Reading and Appreciating Drama
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	On completion of this the student are expected to critically reflect and analyze the issues related to reading and Appreciating English Drama.
6. Course Outcomes	<p>Students will be able to:</p> <p>CO1: Describe the historical development of British Drama.</p> <p>CO2: Critically analyze various types of plays and different elements and narrative techniques.</p> <p>CO3: Critically analyze various nuances of theatrical presentation</p> <p>CO4: Examine the characters, plot, themes and critical appreciation of drama.</p> <p>CO5: Analyze the plays in the context of theme, characters, nature of the play etc.</p>
7. Course Description	This course would impart knowledge of historical development of British Theatre and a critical understanding of theatrical techniques used in drama during different periods by playwrights.
8. Course Outline	
Unit 1	History of British Drama
A	Elizabethan Drama/ War of the Theatres
B	Drama in 20th Century
C	Theatre of Absurd
Unit 2	Elements and types of Drama
A	Tragedy, comedy, plot, climax, catharsis, chorus, comic relief, closet drama, soliloquy
B	Three unities, tragicomedy, farce, conflict. Mystery, miracle and morality plays, the interludes
C	Elizabethan drama, revenge tragedy, domestic tragedy, heroic tragedy, comedy of manners, problems plays, poetic drama, absurd plays, trends in contemporary English drama.
Unit 3	William Shakespeare- Macbeth (New Clarendon Shakespeare)
A	Plot of the Play
B	Themes and characters
C	Critical analysis of the play
Unit 4	G.B. Shaw- Arms and the Man (Orient Blackswan)
A	Plot of the Play
B	Themes and characters

C	Critical analysis of the play		
Unit 5	Samuel Beckett- Waiting for Godot (OUP)		
A	Plot of the Play Critical analysis of the play		
B	Themes and characters		
C	Critical analysis of the play		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Modern British Drama: The Twentieth Century, C.Innes, Cambridge University Press(2002) 2. British Drama – A. Nicoll, Barnes & Noble Books; 6th edition(1978) 3. The social history of England – Padmaja Ashok, Orient Blackswan(2011) 4. William Shakespeare- Macbeth (New Clarendon Shakespeare), Oxford University Press (1976) 5. G.B. Shaw- Arms and the Man, Orient Blackswanpvt ltd.-New Delhi,2011 6. Samuel Beckett- Waiting for Godot, Oxford University Press, New Delhi, India. 7. Complete Critical Guide to Samuel Beckett, D.Pattie, Routledge,2000 		

BIA 302: अस्मितामूलक विमर्श और हिन्दी साहित्य				
School: SOE	Batch: 2020 – 2024			
Program: B.A.B.Ed.	Current Academic Year: 2022-23			
Branch: Education	Semester: V			
1. पाठ्यक्रमकोड	BIA			
2. पाठ्यक्रमशीर्षक	अस्मितामूलकविमर्शऔरहिन्दीसाहित्य			
3. Credits	4			
4. Contact Hours	4-0-0			
(L-T-P)				
5. पाठ्यक्रमप्रकार	अनिवार्य			
6. पाठ्यक्रमकेउद्देश्य	पाठ्यक्रमछात्र-शिक्षकोंकोसक्षमकरेगा –			
	1. छात्रोंकोदलित, नारीएवंआदिवासीविमर्शकीअवधारणातथावैचारिकपृष्ठभूमिसेअवगतकराना।			
	2. हिंदीसाहित्यमेंदलित, नारीएवंआदिवासीकथासाहित्यकापरिचयकरातेहुएसामाजिकयथार्थकेविभिन्नपहलुओंकोउद्घाटितकरना।			
	3. दलित, नारीएवंआदिवासीसाहित्यकेसौंदर्यशास्त्रसेपरिचितकरानातथासमीक्षाएवंशोधकीदृष्टिसेविद्यार्थीओंकोदलित, नारीएवंआदिवासीसाहित्यकीओरप्रेरितकरना।			
	4. दलित, नारीएवंआदिवासीसाहित्यकासमाजशास्त्रीयदृष्टिकोणसेअध्ययनएवंविश्लेषणकरना।			
7. पाठ्यक्रमकेपरिणाम	इसपाठ्यक्रमकेअध्ययनकेबादछात्रशिक्षक-			
	CO1: दलित, नारीएवंआदिवासीविमर्शकीअवधारणाकोपरिभाषितकरसकेंगे।			
	CO2: दलित, नारीएवंआदिवासीकथासाहित्यसेविद्यार्थीपरिचितहोसकेंगेऔरअद्यतनलेखनकीओरअग्रसरहोंगे।			

	CO3: दलित, नारी एवं आदिवासी साहित्य के मर्म को समझकर उसकी समीक्षा कर सकेंगे।
	CO4: दलित, नारी एवं आदिवासी साहित्यकारों की संक्षिप्त जानकारी के साथ उन की रचनाओं का विश्लेषण करने में सक्षम हों सकेंगे।
	CO5: हिंदी भाषा में लिखित दलित, स्त्री तथा आदिवासी विमर्श से सम्बद्ध विभिन्न साहित्यिक पत्रिकाओं के योगदान की समीक्षा कर सकेंगे।
8. पाठ्यक्रम विवरण	<p>हिंदी साहित्य के तीनों विमर्शों: दलित, नारी और आदिवासी में समाज के इन वंचित वर्गों ने कानी कविता उपास आत्मकथा और अन्य विधाओं के माध्यम से साहित्य जगत में मुख्य धारा का ध्यान अपनी ओर खींचा है। इन तीनों विमर्शों में शोषित समाज के हक के लिए लेखन कार्य किया जा रहा है। यह तीनों विमर्श वर्तमान समय में देश के लगभग सभी विश्वविद्यालयों के हिंदी या अन्य भाषाओं के पाठ्यक्रम का हिस्सा है। इस पाठ्यक्रम के माध्यम से सभी विद्यार्थी साहित्य की नई विधाओं से अवगत होंगे। समकालीन दौर के नये विषयों से छात्र छात्राएं मुखातिब होंगे और यह कोर्स उन के लिए लाभकारी सिद्ध होगा। इस अध्ययन से छात्र अध्यापकों में समतावादी प्रगतिशील दृष्टिकोण का विकास होगा जिससे प्राचीन रूढ़ियाँ ध्वस्त हो सकेंगी।</p>
9. पाठ्यक्रम की रूपरेखा	
इकाई-1	विमर्शों की सैद्धांतिकी
(क)	दलित विमर्श: अवधारणा और आन्दोलन, फुले और अम्बेडकर
(ख)	स्त्री विमर्श: अवधारणा और मुक्ति विमर्श (पाश्चात्य और भारतीय विमर्श)
(ग)	आदिवासी विमर्श: अवधारणा और आन्दोलन
इकाई-2	विमर्श मूलक कथा साहित्य
(क)	ओम प्रकाश बाल्मीकि – सलाम
(ख)	हरिराम मीणा – घूणीतपेतीर, पृष्ठ संख्या: 158 – 167
(ग)	नासिरा शर्मा – खुदा की वापसी
इकाई-3	विमर्श मूलक कविता

(क)	दलितकविता: अछूतानंद - दलितकहातकपड़ेरहेंगे, माताप्रसाद -सोनवाका पिंजरा			
(ख)	स्त्रीकविता: कीर्तिचौधरी: सीमारेखा, सवितासिंह: मैं किसकी औरत हूँ?			
(ग)	आदिवासीकविता: अनुजलुगुन - अघोषितउलगुलान, निर्मलापुतुल – आदिवासीस्त्रियाँ			
इकाई-4	विमर्शमूलकअन्यगद्यविधाएँ			
(क)	प्रभाखेतान: अन्यासेअनन्या (पृष्ठ 28 से 42 तक)			
(ख)	प्रभाखेतान: अन्यासेअनन्या (पृष्ठ 28 से 42 तक)			
(ग)	तुलसीराम: मुर्दहिया (चौधरीचाचासेप्रारंभ, (पृष्ठसंख्या 125 से 135)			
इकाई-5	विमर्शमूलकपत्र-पत्रिकाएं			
(क)	स्त्रीतथादलितविमर्शमेंहिन्दीसाहित्यकीपत्रिकाओंकायोगदान			
(ख)	विशेषांक - हंस, वसुधा, 'समयमाजरा', समकालीनभारतीयसाहित्य			
(ग)	स्त्री, दलिततथाआदिवासीविमर्श - दशाऔरदिशा			
Mode ofExamination	Theory			
WeightageDistribution	CA	MTE	ETE	
	30%	20%	50%	
सहायकग्रंथ:	• दलितसाहित्यचिंतनकेविविधआयाम – एन, सिंह			
	• दलितसाहित्यकासौन्दर्यशास्त्र – शरणकुमारलिंबाके			
	• दलितसाहित्यकासौन्दर्यशास्त्र – ओमप्रकाशबाल्मीकि			
	• दलितआन्दोलनकाइतिहास – मोहनदासनेमिशराय			
	• हिन्दीदलितकथासाहित्य: अवधारणाएँविधाएँ –रजतरानी 'मीनू'			
	• अम्बेडकररचनावली –भाग I			
	• मूकनायक, बहिष्कृतभारत – अम्बेडकर			
	• सिमोनदबोउवा – स्त्रीउपेक्षिता			
	• गुलामगीरी –ज्योतिबाफुले			
	• प्रभाखेतान – उपनिवेशमेंस्त्री			
	• आदिवासीसंघर्षगाथा - विनोदकुमार			
	• आदिवासीसमाजऔरशिक्षण – रामशरणजोशी			

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| • आदिवासीस्वर और नई शताब्दी – सं. रमणिका गुप्ता |
| • कथाक्रम विशेषांक – सं. शैलेन्द्र सागर (अक्टूबर-दिसम्बर-11-12) |

B1A 303: HISTORY OF MODERN INDIA-II: 1857-1947

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 303
2. Course Title	History of Modern India-II: 1857-1947
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	CC
5. Course Objectives	<p>The course will enable the student-teachers to–</p> <ol style="list-style-type: none"> 1. Make the students aware of the history of India from during Modern India to the mentioned time period. 2. Infer the colonial Indian society and polity. 3. Interpret the economic developments of Modern India. 4. Familiar with the intellectual discourse of colonial India. 5. To enlighten the students with the main aspects and policies of the British Administration
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to–</p> <p>CO1: To illustrate the knowledge of India's Independence movement in aforementioned period.</p> <p>CO2: To classify the basic themes, concepts, chronology and the Scope of Colonial Indian History.</p> <p>CO3: To identify with the realities and the conditions that led to the Indian Independence movement.</p> <p>CO4: To critically analyse the Social, Political, Economic and Cultural aspects of the History of the Indian Independence movement.</p> <p>CO5: To analyse the effect of Gandhi on the Indian Independence movement and the different trends that emerged during this period.</p>
7. Course Description	<p>This course would educate the students on the developments that led to the struggle for Independence, who were the important personalities who led the Indian freedom struggle, effect of Gandhi on the Indian Independence movement and the different trends that emerged during this period. This course would also talk about the various colonial reforms that were introduced and amidst all of this, how was the fight for Indian independence taking shape. It would also shape our understanding of how society, polity, culture and administration has been defined from the norms and practices that were present during the colonial period and how the Indian constitution came to be.</p>
8. Course Outline	

Unit 1	The Revolt and India after 1857
A	<ul style="list-style-type: none"> ● Annexation policies of Lord Wellesley & Lord Dalhousie ● Causes of the revolt of 1857- spread of the revolt, nature of the revolt, Causes of the failure of the revolt
B	<ul style="list-style-type: none"> ● India after 1857: ● Queen's Proclamation of 1858 and its Critical Analysis ● The Government of India Act 1858 Indian Council's Act of 1892
C	<ul style="list-style-type: none"> ● Administration of Lord Lytton ● Administration of Lord Ripon ● Factors responsible for the growth of National consciousness (administrative unification-western education; press and literature; racial arrogance; economic exploitation; press and literature)
Unit 2	Administrative development until Partition of Bengal
A	<ul style="list-style-type: none"> ● Growth of modern political ideas: Establishment of the Indian National Congress: Theory and Objectives ● Era of Moderates and their achievements ● British attitude towards the Indian National Congress
B	<ul style="list-style-type: none"> ● Rise of the Radicals in INC and other Modern political associations ● Administration of Lord Curzon, ● Partition of Bengal ● Swadeshi & Boycott movement ● Surat Split
C	<p>Rise of Communalism:</p> <ul style="list-style-type: none"> ● Aligarh Movement ● The formation of Muslim League ● Demand for Separate Electorate ● Lucknow Pact and its Critique
Unit 3	National movement Before Gandhi
A	<ul style="list-style-type: none"> ● Morley-Minto reforms. ● Lord Hardinge and important developments during his period
B	<ul style="list-style-type: none"> ● Congress Re-union ● The Home Rule League
C	<p>Emergence and Growth of Left revolutionary nationalists</p> <ul style="list-style-type: none"> ● Workers and Peasants movements: All India Trade Union Congress (AITUC); Swami Sahaj Anand Saraswati and Bihar Provincial Kisan Sabha (BPKS); All India Kisan Sabha (AIKS); ● Workers and Peasants Parties (WPPs)
Unit 4	Rise of Gandhian Era
A	<ul style="list-style-type: none"> ● Advent of Gandhi: Champaran, Kheda Satyagraha,

	<ul style="list-style-type: none">● Rowlatt Act and RowlattSatyagraha● JallianWalaBaghtragedy● Government of India Act 1919 or Montague-Chelmsford Provisions and Critical Analysis	Reforms:	
B	<ul style="list-style-type: none">● KhilafatMovement● Non-Cooperation Movement: cause, spread andwithdrawal● Chauri-Chaura incident and withdrawal of Non-CooperationMovement		
C	<ul style="list-style-type: none">● The Swaraj Party and TheSwarajists● Simon Commission; Nehru Report and Round TableConference● Lahore Congress andPurnaSwaraj● Civil Disobedience Movement		
Unit 5	Road to Independence		
A	<ul style="list-style-type: none">● Govt. of India Act, 1935 and Election● The Great war and constitutional deadlock: formation of the congress ministries and resignation● The August offer, The Cripps Mission,● The Quit India Movement		
B	<ul style="list-style-type: none">● The Wavell Plan, the Two-Nation Theory and the demand for Pakistan● The Cabinet Mission Plan● Atlee’s announcement, The Mountbatten Plan: Indian Independence Act 1947, Partition and Indian Independence		
C	<ul style="list-style-type: none">● Subhas Chandra Bose and theINA● Radical forces - Tribal, Dalits and Women movements		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none">1. *Bandyopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi: Orient Blackswan,2004.2. *Chandra, Bipanet. al. India’s Struggle for Independence. New Delhi: Penguin, 1988.3. *Sarkar, Sumit. Modern India 1885- 1947. Delhi: Macmillan19834. *B. L. Grover, Modern Indian History, S. Chand,2000.5. Chaudhary, Latikaet.al., eds.ANewEconomic History of Colonial India. London and New York: Routledge, 2016.6. Guha,Ranajitand GayatriChakravartiSpivak, eds. Selected Subaltern Studies. New York and Oxford: Oxford University Press,1988.7. Amin, Shahid. Event, Metaphor, Memory: ChauriChaura, 1922 – 1992. Delhi: Penguin, 2006reprint.8. Bandyopadhyay, Shekhar (ed). National Movement in India: A Reader. New Delhi: Oxford University Press,2009.9. Bhargava, Rajeev, ed. Bipan, Chandra. Nationalism and Colonialism in Modern India. Delhi: Orient Longman,1979.		

	<ol style="list-style-type: none"> 10. Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, 2008. 11. Brown, Judith. Gandhi's Rise to Power. Cambridge: Cambridge University Press, 1972. 12. Chakravarti, Dipesh. Rethinking Working Class History: Bengal 1890- 1940. Princeton, New Jersey: Princeton University Press, 1989. 13. Chatterji, Joya. Bengal Divided. Cambridge: Cambridge University Press, 1994. 14. Dalmia, Vasudha and Stuart Blackburn, eds. India's Literary History: Essays on the Nineteenth Century. Delhi Permanent Black, 2004. 15. Devji, Faisal. The Impossible Indian: Gandhi and the Temptation of Violence. Cambridge, Massachusetts: Harvard University Press, 2012. 16. Gilmartin, David. Empire and Islam Punjab and the Making of Pakistan. California: University of California Press, 1988. 17. Hasan, Mushirul and Asim Roy, eds. Living Together Separately: Cultural India in History and Politics. New Delhi: Oxford University Press, 2005. 18. Hasan, Mushirul. India's Partition: Process, Strategy and Mobilisation. New Delhi: Oxford University Press, 1993. 19. Jalal, Ayesha. Self and Sovereignty: Individual and Community in South Asian Islam. Delhi: Oxford University Press, 2000. 20. Jalal, Ayesha. The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan. Cambridge: Cambridge University Press, 1985. 21. Khan, Yasmin. India at War: The Subcontinent and the Second World War. New York: Oxford University Press, 2015. 22. Oberoi, Harjot Singh. The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition. Chicago: University of Chicago Press, 1994. 23. Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press, 1985. 24. Pandey, Gyanendra. The Construction of Communalism in Colonial North India. New Delhi: Oxford University Press, 1992. 25. Pandian, M.S.S. Brahmin and Non- Brahmin: Genealogies of the Tamil Political Present. New Delhi: Permanent Black, 2007. 26. Parekh, Bhiku. Colonialism, Tradition and Reform. An Analysis of Gandhi's Political Discourse. Delhi: Sage, 1999 reprint. 27. Ray, Rajat, K., ed. Entrepreneurship and Industry in India, 1800-1947. Delhi: Oxford University Press, 1994. 28. Roy, Tirthankar. The Economic History of India 1857-1947. New Delhi: Oxford University Press, 2000. 29. Roy Anwesha, Making Peace, Making Riots: Communalism and Communal Violence, Bengal 1940–1947, Cambridge: Cambridge University Press, 2018. 30. Sarkar, Sumit and Sarkar, Tanika. (eds) Caste in Modern India: A Reader, Volume I and II. Delhi: Delhi University, 1998. <ol style="list-style-type: none"> a. Sarkar, Sumit. The Swadeshi Movement in Bengal, Delhi: Permanent Black, 2010 reprint, Permanent Black, 2014.
Other References	NA

BIA 304: PERSPECTIVES ON INTERNATIONAL RELATION AND WORLD ISSUES

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 304
2. Course Title	Perspectives on International Relation and World Issues
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	<p>The course will enable the people-teachers to-</p> <ol style="list-style-type: none"> 1. Introduces the most important theoretical approaches for studying IR. 2. Provides a fairly Comprehensive overview of the major political developments and events starting from twentieth century. 3. Describe about the key milestones in world history and equip them with the tools to understand and analyse the same from different Perspectives. 4. Acquaint the ongoing international relations based on a sound knowledge of set texts. 5. Criticize and evaluate the ongoing international relations based on a sound knowledge of set texts.
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: To define IR and the concepts of IR.</p> <p>CO2: To interpret and explain the theories of International Relations.</p> <p>CO3: To apply the knowledge of each theories and concepts to an argument on International Relations</p> <p>CO4: To analyse the causes and consequences of World War I & II and Cold war as well as its impact on IR.</p> <p>CO5: To criticize and evaluate the ongoing international relations based on a sound knowledge of set texts.</p>
7. Course Description	<p>This course introduces students to some of the most important theoretical approaches for studying IR. It provides a fairly comprehensive overview of the major political developments and events starting from twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyse the same from different Perspectives.</p>
8. Course Outline	
Unit 1	Concepts of International Politics
A	Power, National Power and National Interest
B	Balance of Power, National Security, Collective Security, Peace and War, Diplomacy
C	Studying International Relations
Unit 2	Theoretical Perspectives of International Relations

A	Idealism and Realism		
B	Liberalism and Neo-liberalism		
C	Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) Feminist Perspective (J. Ann Tickner)		
Unit 3	An Overview of 20th Century IR History		
A	World War I : Causes and Consequences		
B	Significance of Bolshevik Revolution		
C	World War II: Causes and Consequences		
Unit 4	Post War International Relations and Emerging Centers of Power		
A	Cold War: Origin and Different Phases		
B	Collapse of the USSR and the End of the Cold War		
C	Post-Cold War Developments and Emergence of Other Centers of Power		
Unit 5	Contemporary Global Issues		
A	Ecological Issues		
B	Proliferation of Nuclear Weapons and International Terrorism		
C	Poverty, Development and Human Security		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ol style="list-style-type: none"> 1. Bajpai, Kanti and Siddharth Mallavarapu (eds.), International Relations in India: Bringing Theory Back Home (New Delhi: Orient Longman, 2005). 2. Baldwin, David, ed., Neorealism and Neoliberalism: The Contemporary Debate (New York: Columbia University Press, 1993). 3. Barnett, Michael, "Social Constructivism," The Globalization of World Politics, pp. 251-270. 4. Baylis, John and Steve Smith, (eds.) The Globalization of World Politics: An Introduction to International Relations. 3rd ed. Oxford: Oxford University Press, 2005 5. Bull, Hedley, The Anarchical Society: A Study of Order in World Politics (London: Macmillan, 1977). 6. H. J Morgenthau, Politics Among Nations (New York: Alfred Knopf, 1951-78), Part I. Jackson and Sorenson, Introduction to International Relations Kaplan, Morton 'The New Great Debate: Traditionalism vs. Science in International Relations,' World Politics (October 1966). 7. Ken Booth, and Steve Smith (eds) Positivism and Beyond: International Relations Theory Today (Oxford: Polity Press, 1995). 8. Keohane, Robert O. and Joseph N. Nye (1977), Power and Interdependence. Chapters 1-3. 9. Lapid, Yosef "The Third Debate: On the Prospects of International Theory in a Post-Positivist Era," International Studies Quarterly, vol. 33, no. 3 (September 1989), pp. 235-254; 10. Smith, Steve, 'The Development of International Relations as a Social Science', Millennium, vol. 16, no. 2 (1987), pp. 189-206. Vasquez, J., "The Post-Positivist Debate" ch.10 in Booth & Smith, eds. 		

BIA 305: INTRODUCTION TO GIS AND REMOTE SENSING

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 305
2. Course Title	Introduction to GIS and Remote Sensing
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1.The aim of this course is to apprise the students to various aspects of Aerial photographs. 2.Also introduce about Remote Sensing andGIS. 3.It will be teaching about the important elements of the Geospatialtechnology 4.It gives the technical knowledge of satellite system. 5.Apply RS and GIS in various fields.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to- CO1: Demonstrate knowledge of the foundations and theories of geographic information systems (GIS) and use the tools and methods of GIS.</p> <p>CO2: Demonstrate their knowledge of physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.</p> <p>CO3: Demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.</p> <p>CO4: Use modern techniques in Geography.</p> <p>CO5: Apply their skills in professional careers</p> <p>CO6: Apply the concepts of RS and GIS in various fields.</p>
8. Course Description	The purpose of this course is to introduce the students the basic concepts and principles of various components of remote sensing and also provide an exposure to GIS and its practical applications in various fields.
9. Course Outline	
Unit 1	Remote Sensing and GIS
A	Definition and Components in RS and GIS
B	Development, Platforms in RS and GIS
C	Types of RS and GIS
Unit 2	Aerial Photography and Satellite Remote Sensing:
A	Principles, Types and Geometry of Aerial Photograph;
B	Principles of Remote Sensing, EMR Interaction with Atmosphere and Earth Surface;
C	Satellites (Landsat and IRS) and Sensors
Unit 3	GIS Data Structures:
A	Types (spatial and Non-spatial),

B	Raster Data Structure		
C	Vector Data Structure		
Unit 4	Image Processing (Digital and Manual) and Data Analysis:		
A	Pre-processing (Radiometric and Geometric Correction), Enhancement (Filtering);		
B	Classification (Supervised and Un-supervised),		
C	Geo-Referencing; Editing and Output; Overlays		
Unit 5	Interpretation and Application of Remote Sensing and GIS		
A	Land use/ Land Cover,		
B	Urban Sprawl Analysis;		
C	Forests Monitoring		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References:	<ol style="list-style-type: none"> 1. Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press. 2. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall. 3. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India. 4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition). 5. Nag P. and Kundra, M., 1998: Digital Remote Sensing, Concept, New Delhi 6. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press. 		

BIA 306: FIELD WORK TERM PAPER

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 306
2. Course Title	Field Work Term Paper
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. To provide skills in analysis of economic activities 2. To orient them towards use of statistics which are critical in economic decision making. 3. To expose the learners into application of economic concepts in daily lives. 4. To make them conscious about interaction of economic activities around them. 5. To make them evaluate market/policy decisions in local and global scenarios.
7. Course Outcomes	<p>After the completion of this course, the students will be able to -</p> <p>CO1: Describe the terminologies essential for explanation of real-life economic phenomenon.</p> <p>CO2: Describe constraints and scope of Economic theories and concepts in explaining activities around us.</p> <p>CO3: Apply the tools of economics for explanation of policies and market mechanism</p> <p>CO4: Analysis of specific product or cases in details.</p> <p>CO5: Evaluate market/policy decisions in local and global scenarios.</p>
8. Course Description	The term paper/field work is introduced as a separate course in B.A. B.Ed. to orient students towards expression of learnt concepts of economics with the help of economic activities around them. It is expected from students and the concerned faculty to develop individual term papers in each semester on any relevant topic/s, based on the courses taught in that very semester.
9. Course Outline	
Unit 1	Selection and Understanding the title of the term Paper
A	Indicators of Economic Development associated with the title of the term paper.
B	Indicators of economic activities/area/economic sector under consideration.
C	Glossary of the terms related to the topic
Unit 2	Background of the topic
A	Investigation of published report, surveys and articles related to the selected topic
B	Classification of literature available on the selected Topic

C	Summarization of the exiting work available on the selected topic		
Unit 3	Data sources and Data Interpretation		
A	Selection of data sources; primary/secondary for the Topic		
B	Interpretation of collected data related to the topic		
C	Compilation of Data based selected indicators		
Unit 4	Analysis of historical and future trends		
A	Historical Trends in Sector		
B	Future Predictions about the Sector		
C	Interpretation of Trends		
Unit 5	Conclusion and Summarization of the work		
A	Logical explanations of patterns		
B	Impact of study on other sectors		
C	Abstract of the term paper		
Mode of Examination	Term Paper Submission.		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	World Bank Database on Development Indicators, Industry reports.		

BIA 307: INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 307
2. Course Title	Industrial & Organizational Psychology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Introduce the students with the psychological issues of industry. 2. Acquaint the students with factors that would lead to healthy work environment and increased productivity. 3. Familiarize the students with work related attitudes and complexity of behaviour at workplace. 4. Introduce the students with factors affecting motivation of employees. 5. Introduce the students with qualities of an effective leader.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Recognize the organizational set up and learn the basic principles of human relation in organization.</p> <p>CO2: describe the healthy work environment and team building.</p> <p>CO3: Solve the complexity of behavioural issues and work-related attitudes in different organizational set up.</p> <p>CO4: Categorize what motivates today's employees and what qualities differentiate an effective organizational leader.</p> <p>CO5: Develop in them the qualities of an effective teacher.</p>
8. Course Description	Industrial & Organizational Psychology is scientific study of human behavior in place of work. In this course, we understand and measure human behavior to improve employee satisfaction.
9. Course Outline	
Unit 1	Introduction
A	Introduction to Organization: Definition and Scope. Development of industrial and organizational psychology.
B	Major influences on I/O Psychology: Hawthorne Experiment, Time and Motion Study
C	Current status of I/O psychology, Workplace Diversity, I/O psychology in the Indian context.
Unit 2	Work Environment
A	Group Dynamics: Nature, Types and Group Formation. Workplace conflict: Concept, causes and consequences of conflicts;
B	Workplace Stress: Causes, Effects, Stress Management; Work-Life balance
C	Accident and Safety: Fatigue, Boredom, Precautionary Measures.
Unit 3	Work Related Attitudes
A	Attitude: Nature and Dimensions, Changing Attitudes; Job Satisfaction:

		Meaning, Influences and Outcomes on Job Satisfaction		
B		Organizational Climate and Organizational Culture		
C		OrganizationalCommitment;OrganizationalCitizenship Behavior; Work Engagement		
Unit 4		Work Motivation		
A		Content Theories: Maslow’s Hierarchy of Needs, Herzberg’s Two Factor Theory; Alderfer’s ERGtheory; McClelland’s theory of needs;		
B		Process Theory: Vroom’s Expectancy Theory; GoalSetting		
C		Contemporary Theories: Equity Theory, AttributionTheory		
Unit 5		Leadership		
A		Leadership: Meaning, Trait Theories.		
B		Contingency Theories: Fiedler Model, Situational leadership Theory		
C		ContemporaryIssues:CharismaticLeadership, Transactional&Transformational LeadershipTheory.		
Practical (Any Two)		1. Leadership 2. Job satisfaction 3. Work motivation 4. Organizational Commitment 5. Job Stress 6. Organizational Citizenship Behaviour		
Mode ofExamination		Theory		
WeightageDistribution		CA	MTE	ETE
		30%	20%	50%
Textbooks		1. Luthans, Fred (1973).OrganizationalBehaviour. McGraw-Hill.		
References		2. Robbins S., Judge T., &Sanghi, S. (2009). Organizational Behaviour. Pearson Prentice Hall.		
		3. 2. Blum & Naylor (1982). Industrial Psychology.ItsTheoretical&Social		
		4. Foundations. CBS Publication.		

SEB 107: ASSESSMENT FOR LEARNING

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	SEB 107
2. Course Title	Assessment for Learning
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm) 2. Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination 3. Be exposed to different kinds and forms of assessment that aid student learning 4. Become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need 5. Evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.
7. Course Outcomes	<p>After the completion of the Course the people- teacher will be able to-</p> <p>CO1: Explain the concept of assessment</p> <p>CO2: Describe the use of quantitative & qualitative tools and techniques of evaluation</p> <p>CO3: Evaluate the skill in preparing, administering and analyzing diagnostic test</p> <p>CO4: Analyse new trends in assessment</p> <p>CO5: Describe the skill necessary to compute basic statistical estimates and interpret the test scores</p>
8. Course Description	<p>This Course – as its title suggests – proposes that student-teachers become conscious of the distinction between assessment for learning and assessment <i>of</i> learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.</p> <p>Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of</p>

	which dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.
9. Course Outline	This course is intended to provide knowledge about evaluation and assessment.
Unit 1	Concept of Evaluation
A	Basic Concepts of Assessment and Evaluation Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
B	Purpose of assessment in different paradigms: a) behaviorist (with its limited view on learning as behaviour), b) constructivist paradigm and socio-culturalist paradigm
C	Distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions.
Unit 2	Context of Assessment and Assessment Procedure
A	Analysis of Existing Practices of Assessment 2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection rejection; role of traditional examinations in maintaining social and cultural hierarchy;
B	Impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing.
C	Impact of the prevailing assessment practices on students' learning, their motivation and identity; detrimental effects of labelling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE.
Unit 3	Data Analysis, Feedback and Reporting
A	Assessment in the Classroom and Record Keeping : Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment.
B	Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem solving, application of learning to diverse and new situations.
C	Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.
Unit 4	Examination Reform: Issues and directions
A	School-based assessment and evaluation: policies, practices and possibilities National Policy on Education (1986) and Programme of Action (1992), National Curriculum Frameworks - 2005, NPE 2019 developed for school education (<i>Discussion should cover analysis</i>

	<i>of recommendations, implementations and the emerging concerns)</i>		
B	Impact of examination-driven schooling on the social identity and socialization of children; CCE in Right of Children to Free and Compulsory Education Act, 2009 Introducing flexibility in examination in view of the needs of the students and other stakeholders		
C	Improving quality and range of questions in exam papers, School-based credits; Role of ICT in Examination; On-demand and on-line examination		
Unit 5	Practical (any Three)		
A	Analysis of a range of assessment tools collected from different schools		
B	Developing worksheets and other tasks/tools for learning and assessment in one specific subject area		
C	11. Maintaining a portfolio related to the coursework of students during practice teaching and devising rubrics for assessment 12. Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same. 13. Observing, interviewing and writing comprehensive profile of a student.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Gunter, Mary Alice et.al (2007)., Instruction: A Models Approach- Fifth Edition. 2. Pearson Education Inc.; Boston. 3. Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley 4. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc. 5. Gupta Rainu (2017), Measurement, Evaluation and Assessment for Learning, Shipra Publications, New Delhi-(Textbook) 6. Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt.Limited. 7. Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioral Sciences. Agra: H. P. Bhargava Book House.		
Other References	8. Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London. Ebel Robert L., (1991). 9. Essentials of Educational Measurement, Prentice Hall of India.		

BIA 308: UNDERSTANDING GLOBALIZATION

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 308
2. Course Title	Understanding Globalization
3. Credits	03
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	DSE
6. Course Objectives	<ol style="list-style-type: none"> 1. The Purpose of this course is to give students a basic understanding of meaning and types of Globalization. 2. To help the students to gain the understanding of phenomenon of globalization, 3. To familiarize the students with the source of and forms of globalization 4. To obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.
7. Course Outcomes	After the completion of the course, the students will be able to- CO1: Describe the economic, political, cultural and technological dimensions of globalization. CO2: Comment on the role of UNO, WTO and G-77. CO3: Debate upon the Global Environmental Issues. CO4: Analyze the causes of poverty and hunger. CO5: Reflect upon terrorism and its effect upon the world.
8. Course Description	This course talks about the economic, political, cultural and technological dimensions of globalization and also about the role of UNO, WTO and G-77. Global issues like, poverty, hunger and terrorism are also the part of it.
9. Course Outline	
Unit 1	Globalization
A	What is it?
B	Economic, Political;
C	Technological Cultural Dimensions
Unit 2	Contemporary World Actors
A	United Nations
B	World Trade Organisation (WTO)
C	Group of 77 Countries (G-77)
Unit 3	Global Environmental Issues
A	Global Warming,
B	Biodiversity,
C	Resource Scarcities
Unit 4	IV Poverty
A	Hunger
B	Malnutrition
C	Inequality
Unit 5	
A	Terrorism and its history

B	Political terrorism		
C	International terrorism		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Lechner, F.J. and Boli, J. (eds.) (2004) The Globalization Reader. 2nd Edition. Oxford: Blackwell. 2. Held, D., Mc Grew, A. et al. (eds.) (1999) Global Transformations Reader. Politics, Economics and Culture, Stanford: Stanford University Press, pp. 1-50. 3. Viotti, P. R. and Kauppi, M. V. (2007) International Relations and World Politics-Security, Economy, Identity. Third Edition. Delhi: Pearson Education, pp. 430-450. Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489. 4. Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics: An Introduction to International Relation. 4th Edition. Oxford: Oxford University Press 5. Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics. Third Edition. New Delhi: Oxford University Press, pp. 645-668. 6. VA naik, A. (2007) 'Political Terrorism and the US Imperial Project', in Masks of Empire. New Delhi: Tulika Books, pp. 103-128. 		

BIA 309: INTRODUCTION TO POLITICAL GEOGRAPHY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 309
2. Course Title	Introduction to Political Geography
3. Credits	03
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	DSE
6. Course Objectives	1. To critically understand the concepts of state, nation and nation- state, 2. To develop the linkages between electoral geography and political geography 3. To interpret the politics of displacement focusing on Dams and SEZ.
7. Course Outcomes	After studying, student's will be able to: CO1: Explain the concept of nation and state and geopolitical theories. CO2: Describe different dimensions of electoral geography and resource conflicts. CO3: Evaluate politics of displacement, focusing on dams and SEZ. CO3: Describe various theories of Geopolitics. CO4: Analyse Geographic Influences on Voting pattern CO5: Explain Political Geography of Resource Conflicts
8. Course Description	This course includes the concept, nature and scope of Nation States, terms like territory and sovereignty, meaning and theories of geopolitics, concept of Electoral Geography– Geography of Voting and Political Geography of Resource Conflicts.
9. Course Outline	This course is intended to provide knowledge about political geography.
Unit 1	
A	Introduction
B	Concepts
C	Nature and Scope
Unit 2	
A	State, Nation and Nation State–Concept of Nation and State
B	Attributes of State– Frontiers, Boundaries, Shape, Size
C	Territory and Sovereignty, Concept of Nation State;
Unit 3	
A	Geopolitics
B	Theories in Geopolitics
C	Mahan, Mackinder, and Spykman
Unit 4	
A	Electoral Geography– Geography of Voting
B	Geographic Influences on Voting pattern
C	Geography of Representation, Gerry mandering.

Unit 5			
A	Political Geography of Resource Conflicts		
B	Water Sharing Disputes		
C	Disputes and Conflicts Related to Forest Rights and Minerals		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Cox, K. (2002). <i>Political Geography: Territory, State and Society</i>. USA: Wiley-Blackwell. 2. Jones, M. (2004). <i>An Introduction to Political Geography</i>. UK: Space, Place and Politics, Routledge. 3. Painter, J. and Jeffrey, A. (2009). <i>Political Geography</i>. USA: Sage Publications. 4. Taylor, P. and Flint, C. (2000). <i>Political Geography</i>. UK: Pearson Education. 5. Verma, M. K. (2004), <i>Development, Displacement and Resettlement</i>. Delhi, India: Rawat Publications. 		

BIA 310: POLITICAL ECONOMY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIA 310
2. Course Title	Political Economy
3. Credits	03
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	DSE
6. Course Objectives	<p>This course explores the systemic structures and institutions of capitalist economies and their evolution in a political economic framework.</p> <ol style="list-style-type: none"> 1. Students will be exposed to alternative schools of thought. 2. Students are expected to read some classic texts and commentaries as well as more contemporary essays on the subject. 3. It further analyses the role of the state in the era of globalization, by studying both its changed ideological foundation and varied practices. 4. It goes on to examine the social and geopolitical consequences of such fundamental shifts.
7. Course Outcomes	<p>At the end of the course, the students will be able to-</p> <p>CO1: critically think by exposing elements of economic thought, juxtaposing ideas and theoretical structures based largely on original texts and journal articles.</p> <p>CO2: Describe diverse range of opinions and crystallize their own thought processes and standpoints.</p> <p>CO3: Demonstrate advanced writing, presentation and research skills.</p> <p>CO4: Comprehend a larger view of the world around us by analyzing the existing social and political structures and their links with the economic processes.</p> <p>CO5: Describe growth, inequality and crisis in an uneven geographical spread and its social ramifications.</p>
8. Course Description	<p>This course talks about the capitalism and social change in historical perspectives. It further analyses the role of the state in the era of globalization, by studying both its changed ideological foundation and varied practices. It goes on to examine the social and geopolitical consequences of such fundamental shifts.</p>
9. Course Outline	
Unit 1	
A	Analysing Social Change in Historical Perspective The method of historical materialism
B	The method of historical materialism

C	Capitalism as a historical process – alternative perspectives		
Unit 2			
A	Capitalism as an Evolving Economic System		
B	Basic features; accumulation and crisis		
C	Monopoly capitalism -alternative perspectives		
Unit 3			
A	The State in the Era of Globalisation		
B	Ideology, Theory and Practice		
C	Theoretical foundations and ideological underpinnings of the neoliberal state;		
Unit 4			
A	The neoliberal state in practice		
B	Instability, and social contradictions, instability		
C	The nature of resolutions in a globalized world		
Unit 5			
A	The Social Dimension:		
B	Globalization and Uneven Development		
C	Growth, inequality and crisis in an uneven geographical spread and its social ramifications		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
Other References	<ol style="list-style-type: none"> 1. Dennis Smith and Dominic Elliott, (2006). Key Readings in Crisis Management, Routledge Taylor and Francis Group, Great Britain. 2. Prabhas C Sinha (2007). Disaster: Vulnerabilities and Risks, SBS Publishers, NewDelhi 3. Regester and Larkin, (2008), Risk Issues and Crisis Management, Kogan Page India Private Limited, NewDelhi 4. Singh S.R (2009). Disaster Management, APH Publishing Corporation, New Delhi 5. Vikram Patel, (2002). Where There Is No Psychiatrist, Voluntary Health Association of India, NewDelhi. 6. Nick Carter, W, (1991). Disaster Management – A Disaster Manager’s Handbook, Asian Development Bank, Manila 7. Prasad Singh B.K. (2008). Industrial Disaster Management, Navyug Publishers & Distributors, NewDelhi 8. Jack Pienkowski, (2008). Disaster Management Handbook, CRC Press, New York. 9. Websites: (i) www.disastermgmt.org (ii) www.nidm.net 		

BIP 301: INTRODUCTION TO GEOGRAPHICAL INFORMATION SYSTEM (GIS)

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIP 301
2. Course Title	Introduction to Geographical Information System (GIS) (Practical)
3. Credits	01
4. Contact Hours (L-T-P)	0-0-2
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Apprise the students to various aspects of Aerial photographs. 2. Introduce about Remote Sensing and GIS. 3. Discuss about the important elements of the Geospatial technology 4. Describe the technical knowledge of satellite system. 5. Apply their skills in professional careers
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Determine knowledge of the foundations and theories of geographic information systems (GIS) and use the tools and methods of GIS.</p> <p>CO2: Demonstrate their knowledge of physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.</p> <p>CO3: Demonstrate their competence to work individually and as a team to develop and present a client driven GIS solution.</p> <p>CO4: Familiar with modern techniques in Geography.</p> <p>CO5: Apply their skills in professional careers.</p> <p>CO6: Understand the application of GIS in various fields.</p>
8. Course Description	<p>The purpose of this course is to introduce the students the basic concepts and principles of various components of remote sensing and also provide an exposure to GIS and its practical applications in various fields.</p> <p>A project file consisting of two exercises will be done from aerial photos and satellite images (scale, orientation and interpretation) and 3 exercises on using any GIS Software on above mentioned themes.</p>
9. Course Outline	
Unit 1	Introduction to GIS Software:
A	Definition and Components GIS
B	Development, Platforms in GIS
C	Types of GIS
Unit 2	Introduction to Open Source and commercial GIS Software's

A	Open Source and commercial GIS Software's for creating maps;	
B	Data Input;	
C	Geo-referencing Data	
Unit 3	GIS Data Structures	
A	Types (spatial and Non-spatial),	
B	Raster Data Structure	
C	Vector Data Structure	
Unit 4	Creating Spatial Data	
A	Digitization	
B	Creating attribute database, selecting features, simple editing functions,	
C	Creating new features, linking features attributes, ways to view data, metadata	
Unit 5	Creating Non-spatial data:	
A	Non-spatial: understanding tables, field types, table manipulations, joins, relates	
B	Creation of graphs and reports	
C	Creating thematic maps, Map design, map composition	
Weightage Distribution	IA	EA
	40%	60%
Textbooks	<ol style="list-style-type: none"> 1. Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press. 2. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall. 3. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India. 4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition). 5. Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, NewDelhi. 6. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press. 	

BIP 303: SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: V
1. Course Code	BIP 303
2. Course Title	School Attachment Programme & Community Living
3. Duration	2 weeks
4. Credits	2
5. Contact Hours (L-T-P)	0-0-0
6. Course Type	Co Requisite
7. Course Objectives	<ol style="list-style-type: none"> 1. The course will enable the people-teachers to– 2. Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school 3. Understand the perception and role of community members in teaching learning environment.
8. Course Outcomes	<p>After the completion of the Course the people- teacher will be able to-</p> <p>CO1: Understand and analyse the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school and</p> <p>CO2: Observe and take experience of teaching-learning process in the classroom.</p> <p>CO3: Apply the school experiences in their teaching profession to increase efficiency.</p> <p>CO4: Understand the perception and role of community members in teaching learning environment.</p> <p>CO5: Demonstrate the teaching skills during teaching learning session.</p>
9. Course Description	This course is intended to provide practical exposure of teaching and learning experiences.
10. Course Outline	
A	<p>School Attachment Programme</p> <p>Duration: 1 week</p> <p>One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, Special Schools.</p> <p>During this programme, the student-teachers shall observe:</p> <ol style="list-style-type: none"> (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation schedules. (iii) The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. At the end of the programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/ meeting at the

	Institute.	
B	Community Living Duration: 1 week Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural Programmes and gaining community's perception about and aspirations from formal education system. At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.	
Mode of Examination	Practical	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%

SEMESTER VI

BIA 311: SOCIOLINGUISTICS AND LANGUAGE ACQUISITION

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 311
2. Course Title	Sociolinguistics and Language Acquisition
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Compulsory
5. Course Objectives	On completion of this the student shall critically reflect and analyse the issues related to Sociolinguistics and Language Acquisition especially with respect to English.
6. Course Outcomes	<p>On the successful completion of course, students will be able to:</p> <p>CO1: Associate language with age, society and gender to study language change, language varieties and its social aspects</p> <p>CO2: Distinguish between brain and mind and normal and pathological language in the understanding of language acquisition/learning</p> <p>CO3: Develop an ability to understand and interpret learners' error and other areas of applied linguistics</p> <p>CO4: Analyse styles of language use to study language variation and relation between different forms of language</p> <p>CO5: Exhibit their knowledge of the principles taught in the given discipline by undertaking research activities</p>
7. Course Description	The introductory course aims to provide students with prospects of reflecting and further developing their understanding of both theoretical and practical considerations in the field of language variation, language learning and planning. Moreover, it familiarizes students with the various sub-disciplines and its associations with other disciplines that contribute to student's knowledge of language.
8. Course Outline	
Unit 1	Varieties of Language
A	Language and Dialect, Regional and social dialect
B	Registers, Diglossia
C	Code switching, Code mixing, Borrowing, Pidgin and Creole
Unit 2	Language and Society
A	Language and politics
B	Language and media
C	Language and gender
Unit 3	Language, Culture and Thought
A	Linguistics and culture relativity
B	Language and socialization
C	Sapir-Whorf hypothesis.

Unit 4	Language and Brain		
A	Neurolinguistics		
B	Language disorders		
C	Dichotic Listening, The critical period		
Unit 5	Language Acquisition		
A	First Language Acquisition		
B	Second language acquisition		
C	Behaviourist school of language and cognitive school of language.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ol style="list-style-type: none"> 1. Second Language Acquisition: Rod Ellis. Oxford University Press, 2012 2. Sociolinguistics: Hudson, CUP, 2003 3. Understanding Second Language Acquisition: Lourdes Ortega, Routledge; 2008 4. Language, Society and Power, An Introduction: L. Thomas, Routledge; 2003 5. Language, Society and Power: A. Mooney, Routledge; 2010 		

BIA 312: कम्प्यूटर और हिंदी भाषा

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 312
2. पाठ्यक्रमशीर्षक	कम्प्यूटर और हिंदी भाषा
3. Credits	4
4. Contact Hours	4-0-0
(L-T-P)	
पाठ्यक्रमप्रकार	अनिवार्य
5. पाठ्यक्रमके उद्देश्य	पाठ्यक्रम छात्र-शिक्षकों को सक्षम करेगा –
	1. कम्प्यूटर हेतु प्रयुक्त हिंदी भाषा के आरम्भ एवं विकास का निरूपण करना।
	2. सूचना प्रौद्योगिकी के नवीन क्षेत्र में हिंदी भाषा के शुभारम्भ तथा विकास यात्रा की जानकारी के माध्यम से हिंदी में वेब डिजाइनिंग अभिरूचि का निर्माण करना तथा और इंटरनेट पर हिंदी की स्थिति की जानकारी देना।
	3. राजभाषा हिंदी के प्रसार में कम्प्यूटर तथा इंटरनेट के महत्व को बताते हुए, ई-गवर्नेंस के क्रियान्वयन में हिंदी भाषा के योगदान के बारे में जानकारी देना।
	4. कंप्यूटर पर हिंदी के प्रयोग से संबंधित विविध प्रकार के तकनीकी पहलुओं के विषय में ज्ञान में अभिवृद्धि करना तथा इनके अनुप्रयोग हेतु अभिप्रेरित करना।
6. पाठ्यक्रम के परिणाम	5. कम्प्यूटर के अनुप्रयोग में हिंदी भाषा से सम्बद्ध चुनौतियाँ और सम्भावनाओं के प्रति जागरूकता का संचार करना, हिंदी भाषा शिक्षण में डिजिटल माध्यमों की भूमिका से परिचय कराना तथा फॉण्ट की जानकारी प्रदान करना।
	इस पाठ्यक्रम के अध्ययन के बाद छात्र शिक्षक- CO1: कम्प्यूटर में हिंदी का आरम्भ एवं विकासक्रम से अवगत हो सकेंगे, हिंदी भाषा के फॉण्ट को सूचीबद्ध करेंगे।

	CO2: प्रौद्योगिकी के क्षेत्र में हिंदी भाषा के महत्व और हिंदी में वेब डिजाइनिंग विकास की जांच करेंगे तथा इंटरनेट पर हिंदी की स्थिति पर चर्चा करेंगे ।
	CO3: राजभाषा हिंदी के प्रसार में कंप्यूटर तथा इंटरनेट की उपादेयता को परख सकेंगे तथा ई-गवर्नेंस के क्रियान्वयन में हिंदी भाषा के योगदान के बारे में जान सकेंगे ।
	CO4: कंप्यूटर के अनुप्रयोग में हिंदी के प्रयोग से संबंधित विविध प्रकार के तकनीकी पहलुओं का मूल्यांकन करेंगे ।
	CO5: कंप्यूटर में हिंदी की चुनौतियों और सम्भावनाओं की समीक्षा करने में सक्षम होंगे तथा हिंदी भाषा शिक्षण में डिजिटल माध्यमों की भूमिका का परिचय पा सकेंगे ।
7. पाठ्यक्रम विवरण -	आज देश तथा समाज के विकास में कंप्यूटर की तथा इंटरनेट की एक महत्वपूर्ण भूमिका है । भारत (संघ) की राजभाषा हिंदी होने के कारण, संघीय सरकार के सभी संगठनों में, कंप्यूटर पर हिंदी में कार्य किया जाना कार्यालय कार्य का एक आवश्यक अंग बन गया है साथ ही यह भी निश्चित है कि कंप्यूटर पर हिंदी का प्रयोग बढ़ने से, उन्नति, समृद्धि व ज्ञान के प्रसार की दिशा में अनेक नयी संभावनाएं जन्म ले रही हैं । इस पाठ्यक्रम का उद्देश्य हिंदी भाषा शिक्षण में कंप्यूटर के प्रयोग को सरल तथा लोकप्रिय बनाना है ताकि छात्र अध्यापक हिंदी शिक्षण में कंप्यूटर तथा इंटरनेट का प्रयोग सरलता से कर सकें ।
8. Course Outline	
Unit 1	कंप्यूटर का विकास और हिंदी
A	कंप्यूटर का परिचय और विकास
B	कंप्यूटर में हिंदी का आरम्भ एवं विकास
C	हिंदी के विविध फ्रॉन्ट
Unit 2	इकाई-2: हिंदी भाषा और प्रौद्योगिकी
A	इंटरनेट पर हिंदी
B	यूनिकोड, देवनागरी लिपि और हिंदी भाषा
C	हिंदी और वेब डिजाइनिंग

Unit 3	हिंदीभाषा, कम्प्यूटरऔरगवर्नेस			
A	राजभाषाहिंदीकेप्रसारमेंकम्प्यूटरकीभूमिका			
B	ई-गवर्नेस, इंटरनेटएवंहिंदीकीवेबसाइट्स			
C	सरकारीऔरगैर-सरकारीसंस्थाए			
Unit 4	हिंदीभाषाऔरकम्प्यूटर: विविधक्ष			
A	इंटरनेटपरहिंदीपत्र-पत्रिकाएँ			
B	एसएमएसकीहिंदी			
C	हिंदीकेविभिन्नकीबोर्ड			
Unit 5	हिंदीभाषा-चुनौतियाँऔरसंभावनाएँ			
A	कम्प्यूटरमेंहिंदीकीचुनौतियाँऔरसंभावनाएँ			
B	न्यूमीडियाऔरहिंदीभाषा,			
C	हिंदीभाषाशिक्षणऔरई-लर्निंग			
Mode of Examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Textbooks	1. कम्प्यूटरकेभाषिकअनुप्रयोग - विजयकुमारमल्होत्रा			
	2. कम्प्यूटरऔरहिंदी - हरिमोहन			
	3. हिंदीभाषाऔरकम्प्यूटर - संतोषगोयल			
	4. कम्प्यूटरकेडाटाप्रस्तुतिकरणऔरभाषा- सिद्धांतपी.के. शर्मा			
	5. मीडिया: भूमंडलीकरणऔरसमाजसंपा. संजयद्विवेदी			
	6. सोशलनेटवर्किंग: नएसमयकासंवाद - संपा. संजयद्विवेदी			
	7. नएशमानेकीपत्रकारिता - सौरभशुक्ल			
	8. पत्रकारितासेमीडियातक - मनोजकुमार			
	9. जनसंचारकेसामाजिकसंदर्भ - जबरीमल्लपारख			

BIA 313: INTRODUCTION TO THE WORLD HISTORY (1871-1945)

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 313
2. Course Title	Introduction to the World History (1871-1945)
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	CC
6. Course Objectives	<ol style="list-style-type: none"> 1. To make the students aware of the World history 20th century 2. To infer the developments that happened in the world. 3. To interpret the effect of various revolutions and power concentrations in the hands of a few countries. 4. To get familiar with the cause and effect of the different world wars that Mankind has waged and the repercussions therefrom. 5. To inform about the formation of the United Nations and its importance
7. Course Outcomes	<p>At the end of the semester-</p> <p>CO1: The students will be able to understand main concepts defining the contemporary history and will be able to critically analyse the Social, Political, Economic and Cultural aspects of World History.</p> <p>CO2: The students will be able to correlate how the economy and development of one nation led to a competition for control of world economy and its resources.</p> <p>CO3: The students will be able to acquaint themselves with the range of issues related to the two wars that Humanity has fought and to what effect.</p> <p>CO4: The students will be able to allow them scope for further research in this domain and understand the role of pacts and treaties between nations.</p> <p>CO5. The students will be able to decipher the importance of international bodies under the UN in maintaining the world order.</p>
8. Course Description	<p>This course contains a description of times when countries gained independence from various powers in the wake of some of the revolutions like Russian revolution, what happened post revolution, how it led to industrialisation and the rush to control the greater part of the world. It also gives insights into what led to the two massive world wars that have happened and the depression resulting out of it. It also gives information on the fact that not only one nation's internal economy, but the world economy and global</p>

	development has a lot of role to play in what countries evolve into and where the world is headed as one unit.		
9. Course Outline			
Unit 1	Concepts, definitions and background		
A	Periodisation in History; Contemporary era;		
B	Modernity: Concept & Theory; Modernity and History		
C	Theories and Mechanisms of Imperialism and Colonialism. Capital Industrialization		
Unit 2	First World War		
A	Europe between 1871-1914; Rise of Germany The emergence of two armed camps: Triple Entente and Triple Alliance		
B	Origin, Causes and Consequences of First World war		
C	Collapse of the Dynastic empire: The Versailles Settlement of 1919; Fourteen points of Wilson; League of Nations, Mandate system		
Unit 3	Russian Revolution 1917 and Post-war world		
A	<ul style="list-style-type: none"> Revolutions in Russia - origin of the February and October Revolution, causes and course Impact and the Success of the Bolsheviks, 		
B	Germany after WW-I: Weimar Republic		
C	Global Depression 1929: Economic instability and recovery in Europe		
Unit 4	Rise of authoritarian rule		
A	Hitler and Nazism: origins and forms		
B	Mussolini and Fascism in Italy		
C	Spanish Civil war		
Unit 5	Second World War		
A	Origins, Causes of the Second World War		
B	The course of the Second World War		
C	Post WW-II order: United Nations		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. *Schevill, Ferdinand: A History of Modern Europe New York, Charles Scribner's Sons, 1898 2- *Hayes, C.J.H.: Cultural and Political History of Europe Vol.1 (1500-1830)		
Other References	Black, Jeremy. Europe and the World, 1650-1830. London: Routledge, 2002. Coleman, D.C., ed. Revisions in Mercantilism. London: Methuen Young Books, 1969. Deane, Phyllis. The First Industrial Revolution. Cambridge: Cambridge University Press, 1965.		

Hall, A.R. From Galileo to Newton 1630-1720. London: Fontana Collins,1970.

Heller, Henry. Birth of Capitalism: A 21st Century Perspective. London: Pluto Press, 2011.

Hill, Christopher. The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century

England. Amherst: The University of Massachusetts Press, 1985.

Pagden, Anthony. The Enlightenment: And Why it Still Matters. Oxford: Oxford University Press,2013

Parthasarathi, Prasannan. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1800. Cambridge: Cambridge University Press,2011.

Pomeranz, Kenneth. The Great Divergence: China, Europe and the Making of the Modern World. Princeton: Princeton University Press,2000

DeVries, Jan. The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the with effect from 2019 to Present. Cambridge: Cambridge University Press, 2008.

BIA 314: PUBLIC POLICY AND ADMINISTRATION IN INDIA

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 314
2. Course Title	Public Policy and Administration in India
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Elective
5. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Comprehend the concept of Public Administration and Public Policy. 2. Comprehend the various theories of Public Administration. 3. Analyse the process of policy formulation, implementation and evaluation. 4. To explain and analyse the concept of public policy. 5. To criticize and reflectively analyse the recent trends of Public Administration
6. Course Outcomes	<p>After completing the course, the people-teachers s will be able to:</p> <p>CO1: Explain the meaning, scope and approaches of Public Administration</p> <p>CO2: Understand, interpret and explain the relevance of various theories of Public Administration.</p> <p>CO3: Apply the knowledge of each concept for administration and policy formulation</p> <p>CO4: Criticize and reflectively analyse the recent trends of Public Administration</p> <p>CO5: Explain and analyse the concept of public policy.</p>
7. Course Description	<p>The course provides an introduction to the discipline of Public Administration. The emphasis is on administrative theory, including non-western developing country perspective. An Understanding of the classical theories of administration is provided a practical context with the link to Public Policy. The course explores some contemporary social values, including social protection, feminism and ecological conservation and how the call for greater democratization in restructuring public administration. The course will also attempt to provide the student some practical hands on understanding on contemporary administration and policy concerns.</p>
8. Course Outline	
Unit 1	Public Administration: An Overview
A	Meaning, Nature, Scope and Significance of Public Administration

B	Public and Private Administration		
C	Evolution of the Discipline of Public Administration		
Unit 2	Administrative Theories		
A	Administrative Management Theory: Gullick, Urwick and Fayol		
B	Bureaucratic Theory and Scientific Management Theory		
C	The Human Relation theory and Rational Decision-Making Theory		
Unit 3	Recent Trends in Public Administration		
A	New Public Administration and New Public Management		
B	Good Governance		
C	Feminist Perspective		
Unit 4	Public Policy: Concept and Process		
A	Concept Dimensions and Relevance of Policy Making		
B	Process of Policy Formulation, Implementation and Evaluation		
C	Public Policy in India: Models and Trends		
Unit 5	Citizen and Administration Interface		
A	Concept and approaches of social welfare Administration		
B	Public Service Delivery and Social Welfare Policies in India		
C	Forms of Public Accountability and Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E- Governance		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra. 2. Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi. 3. Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra. 4. Granville Austin (1999), The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi. 5. Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad 6. Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Commonwealth Secretariat. 7. Pylee, M.V (2009), An Introduction to the Constitution of India, Vikas, New Delhi 8. Ramesh K. Arora and Rajni Goyal (2002), Indian Public 		

Administration, Vishwa Prakashan, New Delhi.

- 9.** Sarkar Jadunath (2009), The Mughal Administration, Six Lectures, BiblioLife, Sathe S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.
- 10.** Sibranjana Chatterjee (1997), Restructuring Centre- State Relations: The Sarkaria Commission and Beyond, Minerva Associates, Calcutta.

BIA 315: DISASTER RISK EDUCATION

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 315
2. Course Title	Disaster Risk Reduction
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the people-teachers to –</p> <ol style="list-style-type: none"> 1. Provide students an exposure to disasters, their significance, types & Comprehensive understanding on the concurrence of Disasters and its management. 2. Ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention, risk reduction and the basic understanding of the research methodology for risk reduction measures 3. Equipped with knowledge, concepts, and principles, skills pertaining to Planning, Organizing, Decision-making and Problem-solving methods for Disaster Management. 4. Facilitates students to globally share their views, ideas and information pertaining to Disaster Management on a common platform. 5. To assess the risk and vulnerability of disaster.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Develop an understanding of the key concepts, definitions key perspectives of All Hazards Emergency Management.</p> <p>CO2: Analyze the Emergency/Disaster Management Cycle.</p> <p>CO3: Have a basic understanding for the history of Emergency Management.</p> <p>CO4: Develop a basic under understanding of Prevention, Mitigation, Preparedness, Response and Recovery.</p> <p>CO5: Assess the risk and vulnerability of a disaster.</p> <p>CO6: Develop a basic understanding for the role of public and private partnerships</p>
8. Course Description	This course is intended to provide fundamental understanding of different aspects of Disaster Management. It will expose the students to the concept and functions of Disaster Management. It would also provide basic knowledge, skills pertaining to Planning, Organizing and Decision-making process for Disaster Risk Reduction.
9. Course Outline	
Unit 1	Disasters:
A	Definition and Concepts: Hazards, Disasters;
B	Risk and Vulnerability;
C	Classification of Disaster
Unit 2	Disasters in India: (a)
A	Flood: Causes, Impact, Distribution and Mapping;
B	Landslide: Causes, Impact, Distribution and Mapping;

C	Drought: Causes, Impact, Distribution and Mapping		
Unit 3	Disasters in India: (b)		
A	Earthquake: Causes, Impact, Distribution and Mapping;		
B	Tsunami: Causes, Impact, Distribution and Mapping;		
C	Cyclone: Causes, Impact, Distribution and Mapping.		
Unit 4	Manmade disasters:		
A	Nature of Manmade disaster		
B	Types of Manmade disasters: fire, chemical and Industrial disaster		
C	Causes, Impact, Distribution and Mapping		
Unit 5	Response and Mitigation to Disasters:		
A	Mitigation and Preparedness, NDMA and NIDM;		
B	Indigenous Knowledge and Community-Based Disaster Management		
C	Do's and Don'ts During and Post Disasters		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<ol style="list-style-type: none"> 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. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi. 5. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht. 		

BIA 316: INTERNATIONAL ECONOMICS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 316
2. Course Title	International Economics
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<ol style="list-style-type: none"> 1. To acquaint the students with the nature and scope of international Economics. 2. To impart understanding about the theoretical foundations of international trade and its application in current business scenario. 3. Inculcation of attributes among students to understand and analyze the issues related to International Economics. 4. To develop insight to the relevance of international economic indicators and barriers to international trade. K4 5. To analyze the working of the International Monetary system & Foreign exchange system. K5
7. Course Outcomes	<p>After the completion of the course, the students will be able to:</p> <p>CO1: Apply a specific framework to illustrate the connection between a variety of models and approaches. K1</p> <p>CO2: Explain the connections between Ricardian, Heckscher-Ohlin and the specific factors models in trade theory and relate to gains from trade. K2</p> <p>CO3: Understand the concept of Balance of Trade and other measures of International Business Elements. K3</p> <p>CO4: Acquaint understanding and relevance of international economic indicators and barriers to international trade. K4</p> <p>CO5: Understand the evolution and working of the International Monetary system & Foreign exchange system. K5</p>
8. Course Description	This course covers, with a focus on theory and empirics, advanced topics in international economics. The course is designed to link

	economic theory and empirical economics with the practice of international trade & finance. The course touches the basic aspects of concepts of International economics with its implications and applications in International trade.		
9. Course Outline			
Unit 1	Introduction to theoretical foundations of International Economics		
A	Factor endowment and International trade, theories of comparative advantage.		
B	Heckcher-Ohlin theory of trade, Pure exchange model of Trade		
C	Factor mobility and income redistribution.		
Unit 2	Basis and Gains from Inter-Industry trade		
A	Gains from Trade, their measurement and distribution, trade and economic development,		
B	Doctrine of reciprocal demand, International equilibrium, terms of trade		
C	Geographical Economics, Trade and Growth, Firm Heterogeneity.		
Unit 3	The Balance of Trade and Other Measures of International Transactions		
A	Balance of payments, Balance of trade, concepts and components.		
B	Equilibrium and disequilibrium in the balance of payments and their consequences.		
C	Measures to correct adverse balance of payments.		
Unit 4	International Economic Indicators and elements of Trade Barriers		
A	GNP, GDP, Per-Capita Income, Purchasing Power, Interest Rate Parity.		
B	Concept of Free Trade, Trade Restrictions- Tariffs, Non-Tariff Barriers.		
C	Political Economy of Protectionism and measures.		
Unit 5	Operation of International Monetary System & Foreign Exchange Mechanism		
A	The International Monetary System- Past, Present and Future., and balance of payment theory		
B	Foreign exchange market, its constituents, determination of equilibrium,		
C	Mint-parity theory and purchasing power parity theory, Highlights of Global Capital Markets.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. M. L. Jhingan – 'International Economics', Konark Publishing House, New Delhi.		
Other References	2. D. Mithani – An introduction to International Economics',		

	<p>Vohra & Publishers Bombay.</p> <ol style="list-style-type: none">3. S. J. Patel – Indian Economy towards the 21st century', University Press Ltd. India4. V. Joshi & M.D. Little, India's Economic Reforms, 1999 to 2001. Oxford University Press, Delhi M. Singh.5. India's export trends and the property of self-sustained growth. Oxford University Press. Bo. Sodersten Theory of International trade', Macmillan Press Ltd., London.6. C. P. Kindleberger – 'International Economics', R. Irwin Home Wood, New Delhi
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BIA 317: THEORY AND PRACTICE OF COUNSELLING – PSYCHOLOGY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIA 317
2. Course Title	Theory and Practice of Counselling – Psychology
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers–</p> <ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Counselling Psychology. 2. To foster interest in Counselling Psychology as a field of study and research. 3. To make the students aware of the practical applications of the various concepts in Counselling Psychology in the Indian context. 4. To promote personal and interpersonal functioning of individuals. 5. To guide the students and the family members on the issues of career selection and behavioural issues respectively.
7. Course Outcomes	<p>On the completion of this course–</p> <p>CO1: The student will be able to identify basic concepts and modern trends in Guidance & Counselling Psychology.</p> <p>CO2: The student will be able to understand various theories of Counselling Psychology.</p> <p>CO3: The student will be able to apply various concepts in Guidance & Counselling Psychology in the present scenario.</p> <p>CO4: The student will be able to analyse the factors important for normal functioning of individuals.</p> <p>CO5: The students will be able to guide the students and the family members on the issues of career selection and behavioural issues respectively.</p>
8. Course Description	Counselling psychology focuses on the emotional, social, vocational, educational, health-related, developmental, and organizational concerns as they promote personal and interpersonal functioning throughout life.
9. Course Outline	
Unit 1	Guidance and Counselling Psychology
A	Definition and nature; Counselling as a profession-Training, activities and professional ethics
B	Basic counseling skills: building rapport, demonstrating empathy, observing, listening; Organizing guidance programmes.
C	The effective counsellor- Personality characteristics, skills, self of counselor

Unit 2	Counselling Process		
A	Stages of counselling		
B	Counselling relationship		
C	Initial interview, Assessment for counselling		
Unit 3	Counselling Theory and Techniques		
A	Individual counselling theory and techniques- Psychoanalytic, Humanistic, Behavioural, Cognitive, Brief approaches		
B	Group techniques		
C	Multi-cultural techniques with special reference to Indian techniques such as yoga and meditation		
Unit 4	Assessment for guidance and counselling:		
A	Aptitude and Interest Assessment		
B	Intelligence Assessment		
C	Personality Assessment		
Unit 5	Guidance & Counselling Applications		
A	Family and couples counselling; Child Counselling;		
B	School and Career counselling; Workplace Counselling; Crisis intervention		
C	Counselling for wellness; Counselling and technology		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	1. Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.		
Other References	2. Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance (6th Ed.). New Delhi: Pearson India		
	3. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India.		

SEB 111: हिंदी शिक्षण

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	SEB 111
2. Course Title	हिंदी शिक्षण
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	अनिवार्य
5. Course Objectives	<ol style="list-style-type: none"> 1. शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को समझना। 2. विद्यार्थियों में अपेक्षित भाषा कौशलों को विकसित करना। 3. हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का अध्ययन करना। 4. हिंदी शिक्षण में सहायक सामग्री के उपयोग एवं अधिगम में मूल्यांकन के महत्त्व को समझना। 5. पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
6. Course Outcomes	<p>CO1: भाषा की मूल अवधारणाएं एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को स्पष्ट कर सकेंगे।</p> <p>CO2: स्वयं में भाषा कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।</p> <p>CO3: हिंदी भाषा एवं साहित्य शिक्षण के उद्देश्यों की प्राप्ति के लिए प्रभावी विधियों और साधनों का प्रयोग कर सकेंगे।</p> <p>CO4: हिंदी शिक्षण में सहायक सामग्री के महत्त्व एवं उपयोग का विवेचन कर सकेंगे।</p> <p>CO5: विद्यार्थी अपने अधिगम का समुचित मूल्यांकन कर सकेंगे।</p> <p>CO6: भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।</p>
7. Course Description	<p>हिंदी भाषा शिक्षण के इस पाठ्यक्रम का उद्देश्य विद्यालय स्तर पर हिंदी शिक्षण के लिए प्रभावी शिक्षक तैयार करना है। इस पाठ्यक्रम में यह प्रयास किया गया है, कि हिंदी शिक्षण के शिक्षाशास्त्रीय- सिद्धांतों का ज्ञान प्राप्त करके उनके व्यावहारिक प्रयोग करने की क्षमता आप में विकसित हो सके। इसमें आपको ऐसी सामग्री प्रदान करने का प्रयास किया गया है। जिससे आपके भाषा तथा साहित्य विषयक ज्ञान का नवीकरण होने के साथ-साथ उसका समुन्नयन व संवर्धन भी हो सके। इस पाठ्यक्रम में यह का कोशिश की गई है कि आप हिंदी की आधुनिक शिक्षण विधियों से परिचित होकर कक्षा में आसान तरीकों से हिंदी का अध्यापन करें, जिससे विद्यार्थी व अध्यापक</p>

	दोनों सहजता का अनुभव करें।
8. Course Outline	
इकाई I	हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य
A	भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति, भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन I
B	हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार I
C	हिन्दी शिक्षण के उद्देश्य-प्रथम भाषा एवं अन्यभाषा के रूप में, संपर्कभाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति I
इकाई II	भाषा कौशलों का विकास
A	भाषाकौशलों से अभिप्राय, भाषाशिक्षण में उनका स्थान एवं महत्त्व I मौखिक अभिव्यक्तिकौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार, मौखिक रचना की विशेषताएँ; उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकास क्रियाएँ, मूल्यांकन I
B	पठनकौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठनकौशल विकास क्रियाएँ, पठनदोष-कारण तथा निराकरण I
C	लेखनकौशल – तात्पर्य, महत्त्व, शिक्षण-उद्देश्य, प्रभावी लेखनकी विशेषताएँ, लिखित अभिव्यक्ति के विविध रूप; लेखन कौशल विकास क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य; रचना शिक्षण-निर्देशित लेखन, स्वतंत्र लेखन उच्चस्तरीय भाषिक कौशलों का विकास।
इकाई III	हिन्दी भाषा तथा साहित्य का शिक्षण
A	हिन्दी भाषाशिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ; भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौंदर्यबोध के तत्त्व I
B	कविता का रसास्वादन - महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता – शिक्षण के पक्ष-भाव एवं कलापक्ष, शिक्षण-विधियाँ; आस्वादन में शिक्षक की भूमिका, सौंदर्याबोध विकास युक्तियाँ, मूल्यांकन गद्य शिक्षण – महत्त्व, उद्देश्य, गद्य विधाओं के विविध रूप (निबंध एवं निबंधेतर) तथा उनकी शिक्षण-विधियाँ, गहन अध्ययन निष्ठ पाठ एवं विस्तृत अध्ययन निष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन I

C	भाषा एवं साहित्य विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास। हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप, जन संचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षणमें जनसंचार माध्यमों की भूमिका ।
इकाईIV	हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन
A	हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें – हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण । पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण ।
B	हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण – शैक्षिक उपकरणों का महत्त्व एवं उनकी उपयोगिता, उपकरणों के विविधरूप- यांत्रिक एवं अयांत्रिक उपकरण। हिन्दी शिक्षण में सूचना प्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग । पाठ्यचर्या सहगामी क्रियाएँ-स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान ।
C	मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्य निष्ठमूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक/ लिखितपरीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माणप्रक्रिया, सभीप्रकार के प्रश्नों के निर्माण का अभ्यास । विद्यार्थियों के भाषाअधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य ।
इकाईV	प्रायोगिकपक्ष
A	आस-पास के किसी क्षेत्र के किसी विशिष्ट समुदाय के लोगों की भाषा का सवेक्षण और उनकी शब्दावली का अध्ययन-विश्लेषण । भाषा कौशलों संबंधी भाषा खेल निर्माण । कल्पना प्रधान एवं भावप्रधान मौलिक निबंध लेखनके लिए विषयसूची निर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन ।
B	पत्र-पत्रिकाओं में प्रकाशित रचनाओं, नई समकालीन साहित्यिक पुस्तकों का अध्ययन- विश्लेषण; पाठ्य पुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती-जुलती रचनाओं का संकलन;

	पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन I		
C	पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते-जुलते मुहावरों, लोकोक्तियों का संकलन; हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी रचनाओं की सूची का निर्माण; पाठ्यपुस्तकों में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण I		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
संदर्भ सूची	<ol style="list-style-type: none"> 1. अग्रवाल, पुरुषोत्तम एवं कुमार, संजय (2000), हिन्दी: नई चाल में ढली: एक पुनर्विचार, देशकाल प्रकाशन, नई दिल्ली 2. अज्ञेय, सच्चिदानंद हीरानंद वात्स्यायन (2010), वत्सल निधि प्रकाशन माला: संवित्ति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली 3. कुमार, कृष्ण (2004), बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तक न्यास, नई दिल्ली 4. कौशिक, जयनारायण (1987), हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़ 5. गुप्ता, मनोरमा (1984), भाषा अधिगम, केंद्रीय हिन्दी संस्थान, आगरा 6. गोस्वामी, कृष्ण कुमार (1990), साहित्य भाषा और साहित्य शिक्षण, उच्च शिक्षा और शोध संस्थान, दक्षिण भारत हिन्दी प्रचार सभा, हैदराबाद 7. गोस्वामी, कृष्ण कुमार एवं शुक्ल, देवेन्द्र (1992), साहित्य शिक्षण, उच्च शिक्षा और शोध संस्थान, मद्रास 8. चतुर्वेदी, रामस्वरूप (2005), हिन्दी साहित्य और संवेदना का विकास, लोक भारती प्रकाशन, दिल्ली 9. जोसेफ, जेस्सी (1997), भाषा की जैविकता, ज्ञानोदय प्रकाशन, धारवाड़ 10. तिवारी, पुरुषोत्तम (1992), हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी 11. तिवारी, भोलानाथ (1990), हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली 12. पाण्डेय, रामशकल (1993), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा 13. पांडेय, हेमचन्द्र (2001), भाषिक सम्प्रेषण और उसके प्रतिदर्श 14. प्रसाद, केशव (1976), हिन्दी शिक्षण, धनपतराय एंड संस, दिल्ली 15. बाछोतिया हीरलाल (2011), हिन्दी शिक्षण: संकल्पना और प्रयोग, किताब घर प्रकाशन, दिल्ली 16. नागोरी, शर्मा एवं शर्मा (1976), हिन्दी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन 17. लहरी, रजनीकान्त (1975), हिन्दी शिक्षण, राम प्रसाद एंड संस, आगरा 18. व्यागात्सकी (2009), विचार और भाषा (अनू.), ग्रंथ शिल्पी प्रकाशन, नई दिल्ली 		

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| | <p>19. श्रीवास्तव, रवीन्द्रनाथ (2009), भाषाई अस्मिता और हिन्दी, वाणी प्रकाशन, नई दिल्ली</p> <p>20. शर्मा, रामविलास (1978), भारत की भाषा समस्या, राजकमल प्रकाशन, नई दिल्ली</p> <p>21. सिंह, निरंजन कुमार (1981), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर</p> <p>22. कुमार, सुरेश (2001), शैली विज्ञान, वाणी प्रकाशन, नई दिल्ली</p> |
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SEB 112: PEDAGOGY OF ENGLISH

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	SEB 112
2. Course Title	Pedagogy of English
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the student teachers to-</p> <ol style="list-style-type: none"> 1. Develop the understanding of the pedagogical practices required for teaching English. 2. Enhance their capacity for developing basic language skills. 3. Promote reflective thinking of the students with relation to the classics and popular literature in English. 4. Critically evaluate and systematically reflect upon the process of language assessment. 5. Sharpen their perception of various concerns and issues in the assessment of English at various levels.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: To apply various approaches methods and techniques for teaching English.</p> <p>CO2: Interpret the Tasks, Materials and Resources for developing basic language skills.</p> <p>CO3: Reflect on issues pertaining to the role of literature in both academics and life.</p> <p>CO4: Examine various types of evaluation techniques. for language assessment</p> <p>CO5: Interpret and analyze various concerns and issues in the assessment of English at various levels</p>
8. Course Description	This course talks about various approaches and Methods in English Language Teaching, Listening and Speaking Skills, Reading and writing Skills and the relative importance of classics and popular literature in English.
9. Course Outline	
Unit 1	Approaches and Methods in English Language Teaching
A	The Direct Method
B	The Structural Approach, Communicative Language Teaching
C	Language Learning in the Constructivist Paradigm
Unit 2	Listening and Speaking and speaking Skills
A	The Concept of Listening; Sub-skills of Listening; Speaking skills Phonetics: the consonant and vowel system, intonation, stress, pitch
B	Tasks, Materials and Resources for developing the Listening and speaking

	skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.		
C	Assessing listening and Speaking skills		
Unit 3	The Reading and writing Skill		
A	Teaching Reading: Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading.		
B	Teaching Writing: The mechanics of writing including punctuation, spelling, handwriting, indentation; writing as a process; the various stages of different types of writing.		
C	Tasks, Materials and Resources for developing the Reading Skill through practice activities and games including skimming, scanning and comprehension. using a thesaurus, dictionary, encyclopedia.		
D	Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories.		
Unit 4	Teaching Literature		
A	Literature in the School Curriculum: Need, Objectives and Relevance; The relative importance of classics and popular literature in English.		
B	Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography		
C	Planning lessons in prose, poetry, drama, novel, short story at various schools' levels		
Unit 5	Unit IV: Practicum		
A	Developing and using audio-visual aids, including CALL programmes		
B	Assessing syllabi in use in schools in India		
C	Analysing Issues and concerns in the Assessment of English at various schools' levels.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
1. Textbooks	2. Doff, A. (1988) Teach English. CUP: Cambridge. 3. Morgan J. & Rinvolucri M. (1986). Vocabulary, OUP: Oxford. 4. Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon. 5. Grellet, F. (1981). Developing Reading Skills, CUP: Cambridge. 6. Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books Ltd. 7. Parrott, M. (1993). Tasks for Language Teachers. Cambridge: CUP. 8. Richards & Lockhart (1994) Reflective Teaching in Second Language		

- Classrooms. Cambridge: CUP.
9. Hughes, A. (1989). Testing for Language Teachers Cambridge: CUP. 4
 10. Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge: CUP.
 11. Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall.
 12. Asher, R. E. (ed.) (1994). The Encyclopaedia of Language and Linguistics.
 13. Hedge, T. (1998). Writing: Resource Book for Teachers. Oxford: OUP.
 14. Bygate, M. (1987). Speaking: Oxford: UP.
 15. Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP.
 16. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
 17. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
 18. Anderson & Lynch (1988). Listening. Oxford: OUP.
 19. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford: Pegamon.
 20. Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP.
 21. Underhill, N. (1987). Testing Spoken Language: Cambridge: CUP.
 22. Ur, P. (1991). Discussions that work. Cambridge: CUP.
 23. Ur, P. (2014). A Training Course in Teaching of English. CUP: Cambridge
 24. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford: OUP.
 25. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.
 26. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
 27. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP.

SEB 114: PEDAGOGY OF SOCIAL SCIENCES

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	SEB 114
2. Course Title	Pedagogy of Social Sciences
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Elective
5. Course Objectives	<p>The Course will enable the people - teachers to –</p> <ol style="list-style-type: none"> 1. Develop understanding of various conceptions about social Science. Acquire knowledge about the curriculum construction and its related approaches 2. Appraise the objectives of social science for democratic nature of our country. 3. Develop understanding about the various strategies of teaching social science 4. Familiarize with the various Resources in Social Science 5. Develop understanding of the evaluation processes for social 6. Provide practical experience of analyzing curriculum policies, Critical appraisal of existing social science curriculum and textbooks at school level.
6. Course Outcomes	<p>After the completion of the Course, the pupil-teachers will be able to-</p> <p>CO1: Explain the concept of Social Sciences</p> <p>CO2: Describe the main features of Curriculum and Textbook.</p> <p>CO3: Analyze various pedagogical Strategies which are used in Social Science.</p> <p>CO4: Explain the various procedures of evaluation used in teaching of social science. curriculum of Social Sciences at secondary level.</p> <p>CO5: Acquire the skill of preparing thematic lesson plan</p> <p>CO6: Analyze the Social sciences as a subject in dealing Global challenges related to marginalization, violence, environmental problems and financial crisis</p>
7. Course Description	<p>The course aims to help Student Teachers develop an in-depth understanding of the nature, scope, and significance of social studies. This course will equip Student Teachers with the knowledge and skills to teach social science to students at secondary level. Student Teachers will also have an opportunity to learn and practise the use of a variety of instructional methods that promote active learning, including making and using teaching and learning materials. They will plan lessons and activities and practise social science teaching. The course will give Student Teachers insight into the use of information and communications technology (ICT) and evaluation in their teaching, and it will familiarize them with ways to assess students' learning at secondary level.</p>

8. Course Outline	
Unit 1	Concept of Social Sciences
A	Meaning, Nature, Scope and functions of Social Science.
B	Aims and objectives of teaching Social Sciences at secondary level, Objectives of Social Science Education for a democratic secular society, for an identity in the post-modern and globalized world in terms of historical, political, economic and environmental Perspectives.
C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.
Unit 2	Curriculum and Textbook
A	Meaning of Curriculum, basis & Principles of curriculum construction, curriculum development. Curriculum Approaches: Spiral, Integrated, Correlation, Chronological. Status of and critical examination of present-day curriculum of Social Sciences at secondary level
B	Critical appraisal of a Social Science Textbook. Social Science Laboratory - organization and management, Social Science Teacher: Teaching skills, Academic and Professional competencies; teacher as a reflective practitioner,
C	Organization and planning of Co-curricular Activities in Social Science- Field Trip/Excursion / Bulletin Board in Social Science, Drama, Debate etc. Social problems and their analysis; data, evidences, methods and resources in History, Geography, Political Science, Sociology etc.
Unit 3	Pedagogical Strategies in Social Science
A	Inductive, deductive, interdisciplinary and constructivist approaches, Cooperative Learning, Blended learning, collaborative strategies; Games, simulations and role plays; problem-solving and decision-making, Experiential learning through activities.
B	Instructional Aids and its Applications: Types of primary and secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc., Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias, Map Reading and analysis, Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, Audio-visual aids, multimedia, internet.
C	Pedagogies in Social Science: Micro Teaching, Interaction, Teaching Skills: Introduction, Explaining, Stimulus Variation, Illustration with Examples, Probing Questions
Unit 4	Evaluating Student learning
A	Concepts of Assessment, Evaluation & Examination, types of assessment, Concept Mapping, Mind Mapping-Meaning, Importance and process in Social Science
B	Achievement Test, characteristics of a good test, blueprint of a test, Preparation of an achievement test, concept of Action Research
C	Open-book tests: strengths and limitations, Continuous and Comprehensive Evaluation (CCE) in social sciences. Online Examination, On-Demand Examination, Rubrics: Its design

Unit 5	Practicum		
A	<ul style="list-style-type: none"> ● Critical examination of present-day curriculum of Social Sciences at secondary level ● Preparing concept maps and mind maps ● Evaluating answers: what to look for? Assessing projects: what to look for? 		
B	<ul style="list-style-type: none"> ● Analyzing Continuous and Comprehensive Evaluation (CCE) in socialsciences. ● Designing rubrics on various aspects 		
C	<ul style="list-style-type: none"> ● framing the questions for testing quantitative skills & qualitative analysis; open-ended questions ● Analysing question papers of any State Board/CBSE in the light of the subject specific requirements in terms of understanding and skills. 		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publications. 2. Gupta Rainu. (2014), Teaching of Social Sciences, New Delhi: Doaba Publications. 3. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications. <ol style="list-style-type: none"> a. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens) 4. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub., 5. Michaels U. John (1992), Social Studies for Children 6. Mittal, H.C. Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons. 		
Other References	<ol style="list-style-type: none"> 7. Preston, Ralph C (1955)., Handbook of Social Studies, Rhinehart and Company. Teaching Social Studies in High School, Wesley Edgar Bruce 8. UNESCO (1981), Handbook for teaching of Social Studies. 9. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co. 10. Zevin Jack (2000) ñ Social Studies for the Twenty first Century 		

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2022-23
Branch: Education	Semester: VI
1. Course Code	BIP 304
2. Course Title	Disaster Management Based Project Work
3. Credits	1
4. Contact Hours (L-T-P)	0-0-2
Course Type	Elective
5. Course Objectives	The course will enable the people-teachers to –
	1. Understanding the basic concepts of disaster management
	2. Detailed analysis about the different types of disasters in India
	3. Evaluating the various dimensions of disaster management through fieldworks
6. Course Outcomes	On the completion of this course, the pupil-teachers will be able to-
	CO1: Explain the various concepts of disasters in the country.
	CO2: Describe the human responses to the disasters
	CO3: Demonstrate the action of disaster's capes through fieldworks
	CO4: Evaluate the steps taken by the government for disaster management.
	CO5: Explain the human induced disasters
7. Course Description	This course is intended to provide knowledge about disaster Management.
8. Course Outline	

Unit 1	Introduction to Disaster Management: Basic Concepts; Disaster Management Cycle: Components and stages; Community Based Disaster Management.	
Unit 2	Natural Disasters: Flood, Drought, Earthquake, Volcano, Landslides and Cyclone.	
Unit 3	Human Induces Disasters: Fire Hazard, Chemical and Industrial Accidents	
Mode of Examination	Practical Theory	
Weightage	Internal	External
Distribution	40%	60%
Textbooks	References	Essential:
		<ul style="list-style-type: none"> • Government of India. (2011). <i>Disaster Management in India</i>. Delhi, India: Ministry of Home Affairs.
		<ul style="list-style-type: none"> • Government of India. (2008). <i>Vulnerability Atlas of India</i>. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India
		<ul style="list-style-type: none"> • Kapur, A. (2010). <i>Vulnerable India: A Geographical Study of Disasters</i>. Delhi, India: Sage Publication.
		<ul style="list-style-type: none"> • Modh, S. (2010). <i>Managing Natural Disaster: Hydrological, Marine and Geological Disasters</i>. Delhi, India: Macmillan.
		<ul style="list-style-type: none"> • Ramkumar, M. (2009). <i>Geological Hazards: Causes, Consequences and Methods of Containment</i>. New Delhi, India: New India Publishing Agency.

		Suggestive:
		1. Savindra, S. and Jeetendra, S. (2013): <i>Disaster Management</i> . Allahabad, India: Pravalika Publications.
		2. Singh, Jagbir. (2007). <i>Disaster Management Future Challenges and Opportunities</i> . Publisher- New Delhi, India: I.K. International Pvt.Ltd.
		3. Singh, R. B. (ed.) (2006). <i>Natural Hazards and Disaster Management: Vulnerability and Mitigation</i> . New Delhi, India: Rawat Publications.
		4. Singh, R.B. (2005). <i>Risk Assessment and Vulnerability Analysis</i> . New Delhi, India: IGNOU. Chapter 1, 2 and 3
		5. Stoltman, J.P., et al. (2004). <i>International Perspectives on Natural Disasters</i> . Dordrecht, the Netherlands: Kluwer Academic Publications.

BIP 305: PRACTICUM- COUNSELING PSYCHOLOGY (Credit-1)

Any two-practicum based on topics in Counseling Psychology in groups of 10-12 students per class

SEMESTER VII

SEP 201: PRE-INTERNSHIP

School: SOE	Batch: 2020 - 2024		
Program: B.A.B.Ed.	Current Academic Year: 2023-24		
Branch: Education	Semester: VII		
1. Course Code	SEP 201		
2. Course Title	Pre- Internship		
3. Credits	2		
4. Contact Hours (L-T-P)	0-0-2		
5. Course Type	Internship		
6. Course Objectives	The course will enable the student-teachers to –Acquire necessary skills for teaching		
7. Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the process of teaching and learning. CO2: Acquire skills for teaching effectively. CO3: Make lesson plan of their respective teaching subjects. CO4: Demonstrate criticism Lessons effectively. CO5: Prepare school records effectively.		
8. Course Description	The pre-internship will be of one-week duration during which necessary orientation programmes towards school internship will be organized in the institute. The following activities shall be organized during pre-internship phase.		
9. Course Outline	<ul style="list-style-type: none"> • Discussion on unit planning, lesson planning, blueprint and unit tests, achievement test, CCE etc. • Discussion on records to be maintained by student-teachers during internship. • Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion • Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion. • Observation of at least 2 lessons, by the student-teachers, of their peers in each subject followed by discussion. 		
Mode of Examination	Practical		
Weightage Distribution	Internal Assessment	External Assessment	
	40%	60%	

BIP401: INTERNSHIP: PEDAGOGY OF SCHOOL SUBJECT-1

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VII
1. Course Code	BIP401
2. Course Title	Internship: Pedagogy of School Subject –I
3. Credits	5
4. Contact Hours (L-T-P)	NA
Course Type	Internship
5. Course Objectives	The course will enable the student-teachers to –Acquire necessary skills for teaching
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Demonstrate the process of teaching and learning.</p> <p>CO2: Demonstrate teaching skills for teaching effectively.</p> <p>CO3: Make lesson plan of their respective teaching subjects.</p> <p>CO4: Teach effectively by using teaching principles.</p> <p>CO5: Demonstrate the skill of managing the class.</p>
7. Course Description	<p>Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.) Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship.</p> <p>(i) Pedagogy of Physical Science</p> <p>(ii) Pedagogy of Commerce</p> <p>(iii) Pedagogy of Hindi</p> <p>(iv) Pedagogy of English</p>
8. Course Outline	Student-teachers shall perform the following during internship:
(i)	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)
(ii)	Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each

	pedagogy course will be evaluated)
(iii)	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)
(iv)	Achievement Test Report (ATR) (In one pedagogy subject only)
(v)	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II)
(vi)	Peer Group Observation (10 observations)
(vii)	Preparing Portfolios
(viii)	Organising and maintaining the records of school activities.
(ix)	Maintaining a Reflective Diary

BIP402: INTERNSHIP: PEDAGOGY OF SCHOOL SUBJECT –II

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VII
1. Course Code	BIP402
2. Course Title	Internship: Pedagogy of School Subject –II
3. Credits	5
4. Contact Hours (L-T-P)	NA
5. Course Type	Internship
6. Course Objectives	The course will enable the student-teachers to – Acquire necessary skills for teaching
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Demonstrate the process of teaching and learning.</p> <p>CO2: Demonstrate teaching skills for teaching effectively.</p> <p>CO3: Make lesson plan of their respective teaching subjects.</p> <p>CO4: Teach effectively by using teaching principles.</p> <p>CO5: Demonstrate the skill of managing the class.</p>
8. Course Description	<p>Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of teachers and respective teacher educators. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc.). Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship.</p> <ul style="list-style-type: none"> • Pedagogy of Economics • Pedagogy of Social Sciences • Pedagogy of Mathematics • Pedagogy of Biological Science
9. Course Outline	Student-teachers shall perform the following during internship:
(i)	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)
(ii)	Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated)

(iii)	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course)
(iv)	Achievement Test Report (ATR) (In one pedagogy subject only)
(v)	Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II)
(vi)	Peer Group Observation (10 observations)
(vii)	Preparing Portfolios
(viii)	Organising and maintaining the records of school activities.
(ix)	Maintaining a Reflective Diary

SEP204: ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENT RELATED TO INTERNSHIP

School: SOE	Batch: 2020 – 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VII
1. Course Code	SEP 204
2. Course Title	Engagement with the Field: Tasks and Assignments related to internship
3. Credits	2
4. Contact Hours (L-T-P)	NA
5. Course Type	Internship
6. Course Objectives	The course will enable the student-teachers to – <ol style="list-style-type: none"> 1. Understand the various tasks to be performed as a teacher in a school. 2. Acquire necessary skills for performing other activities in a school.
7. Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Develop the understanding of activities organized in school. CO2: Acquire the required skills of conducting various activities in school by engaging in school activities. CO3: Organize co-curricular activities. CO4: Plan educational excursion. CO5: Organize mock parliament.
8. Course Description	During School Internship period, in addition to teaching pedagogy subjects student-teachers will be required to engage in following activities and maintain a record of same - <ul style="list-style-type: none"> ● Organize and Participate in: ● Morning assembly ● Literary and cultural activities ● Club activities ● Exhibitions ● Excursions and fieldtrip ● Mock Parliament ● Quiz ● Games and sports ● PTA/SMC meetings ● Maintaining the respective records ● Maintaining a reflective diary ● Case study of a student ● Reflective Journal

9. Course Outline	Records to be submitted -
	<ul style="list-style-type: none"> • Lesson plans/ Unit plans • School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library-facilities • Record of Participation/organization of school activities • Achievement Test Report • Assessment Record(CCE) • School timetable

SWAYAM COURSE- (Discipline Specific) 04 Credits

SEMESTER VIII

SEB 201: GENDER SCHOOL AND SOCIETY

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 201
2. Course Title	Gender School and Society
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
Course Type	Compulsory
5. Course Objectives	<p>The course will enable the People-teachers -</p> <ol style="list-style-type: none"> 1. To develop reflective thinking on different theories of Gender and Education and relate it to power relations. 2. To sharpen the perception about the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation 3. To understand the gender issues in school, curriculum, textual materials across disciplines and pedagogical processes. 4. To critically evaluate the legal provisions for women, the issues relating to implementation of legislation and women's access to justice. 5. To enhance the skill of critical analysis of media.
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to</p> <p>CO1: Analyze different thoughts and theories of Gender and relate it to power relations</p> <p>CO2: Explain the role of the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation</p> <p>CO3: To comment upon the gender issues in school, curriculum, textual materials across disciplines and pedagogical processes</p> <p>CO4: Describe the legal provisions for women.</p> <p>CO5: Critically analyze the issues relating to implementation of legislation and women's access to justice.</p> <p>CO6: Debate on role of media in creating and disseminating the concept of gender.</p>
7. Course Description	<p>For a truly egalitarian and democratic society, there is a need to have empowered & informed citizens. This course aims to develop basic understanding and familiarity with concept of Gender and its intersection with class, caste, religion and region. It also intends to make aware about the process of socialization at home and school. The Course will help in creating awareness and understanding of laws dealing with aspects of gender. It plays a crucial role in identifying structural inequalities and bridging the gap between the formal legal regime and the implementation of progressive laws across the societies.</p>
8. Course Outline	
Unit 1	Gender, School and Society

A	Gender Patriarchy, power, resources and opportunities, sex		
B	A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.		
C	Different Schools of feminist thought in the Indian context-National and regional feminist thoughts.		
Unit 2	Gender Socialization		
A	Social Construction of Gender Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature		
B	Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas)		
C	Essentialized male and female identities and the introduction to third gender; discourse of LGBT		
Unit 3	Gender and School		
A	Girls as learners, hidden curriculum (teacher's attitudes, expectations and peer culture)		
B	Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relationship with gender		
C	Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.		
Unit 4	Legislation and Gender Justice		
A	Protective legislation for women in the Indian constitution- Anti dowry, SITA, PNDDT, and Prevention Sexual Harassment at Workplace (Visaka case), Domestic violence (Prevention) Act		
B	Reservation for Women		
C	Supreme Court Verdict about transgender (Section 377 of the Indian Penal Code (IPC))		
Unit 5	Practicum		
A	Analysis of films including songs, advertisements in print and electronic media		
B	A critical study of schemes such as KGBV, NPEGL, Ladli and so on.		
C	An analytical study of textbooks published by different states, private publishers and NCERT.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Unterhalter, E (2006) Measuring Gender Inequality in south Asia, London UNICEF 2. The global gender gap report 2013, World Economic forum, Switzerland 3. Michael G Pelete, Gender, Sexuality and body politics in modern Asia, Ann Arbor MI :Association for Asian Studies, 2011 4. Victoria A Velk Off (October 1998), Women of the world : women's education in India U.S., Dept. Of Com. Retrieved 25 Dec. 2006 5. H.D. Report for 2012, U. N. Dev Projects Retrieved 31 March 2014. 6. NCERT (2006) : Gender Issues in Education, National focus Group, Position 		

- paper, NCERT, New Delhi.
7. Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: NewDelhi
 8. Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi
 9. Dube, Leela 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)
 10. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: NewDelhi
 11. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
 12. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.):297-300
 13. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring):582-606
 14. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 &4): 355-62
 15. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T.
 16. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Lt
 17. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50:328-56
 18. Gilligan, Carol. 1982. *In a Different Voice* England: Harvard University Press
 19. Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
 20. Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
 21. Hasan, Zoya and Menon, Ritu. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
 22. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April24
 23. Kumar, Krishna. 2013 *Choodi Bazar Mein Ladki*. Rajkamal: New Delhi
 24. Patel, Tulsi. 2007. 'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), *Sex- Selective Abortion in India* Delhi: Sage Publications
 25. Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.
 26. West, Candace and Zimmerman, Don H. 1987.

	'DoingGender', Gender and Society, Vol.1, No.2 Jun.:125-151
Other References	<p>27. Ramachandran, Vimala (2004), Genders and social equality in Education, Hierarchies of Access, Sage, New Delhi UNESCO (2003), EFA Global Monitoring Report, Gender and Education for all, The leap to quality.</p>

SEB 202: CREATING AN INCLUSIVE SCHOOL

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 202
2. Course Title	Creating an Inclusive School
3. Credits	3
4. Contact Hours (L-T-P)	3-0-0
5. Course Type	Compulsory
6. Course Objectives	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. Promote reflective thinking about the concept of Inclusive Education 2. Develop Understanding of the nature, needs and functional assessment of learners with reference to diverse needs. 3. Sharpen their perception of the various Policies and legislative frameworks for promotion of the inclusive education. 4. Enhance their capacity to critically reflect over various practices of the Schools Preparedness for Inclusion 5. Critically evaluate and systematically reflect upon various inclusive practices to promote Inclusion in the classroom.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to:</p> <p>CO1: Explain the critical thinking process in relation to the concept of Inclusive Education.</p> <p>CO2: Analyse the nature, of learners and act to meet their diverse needs.</p> <p>CO3: Describe various Policies and legislative frameworks for promotion of the inclusive education.</p> <p>CO4: Examine various practices of the Schools Preparedness for Inclusion.</p> <p>CO5: Interpret various inclusive practices to promote Inclusion in the classroom.</p>
8. Course Description	This paper talks about various types of diversities, concept, need and scope of inclusive education, learning difficulties and their assessment, Legislative frameworks and Programmes on Inclusion, and also about the inclusive practices adopted by the school and the teachers.
9. Course Outline	
Unit 1	Inclusive Education
A	Understanding diversities; Social, Cultural, Cultural, linguistic and Economic.
B	Understanding disabilities; Visual, Hearing, Mental Retardation, Locomotors, neurological disorders and multiple disabilities
C	Concept, need and scope of inclusive education, Education of All Movement, and

	Inclusive Education (A Journey from segregation to inclusion)		
Unit 2	Children with Special Needs		
A	Range of learning problems across various disabilities		
B	Assessment of learning problems in children with various disabilities.		
C	Assistive devices, equipment and technologies for different disabilities.		
Unit 3	Legislative frameworks and Programmes		
A	National Policy on education 1986		
B	Rehabilitation council of India act 1992		
C	National policy on disabilities 2006 and international instruments like UNCRPD		
Unit 4	School's Preparedness for Inclusion		
A	School organization and management: Ideology, infrastructures		
B	Introducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student – teacher interactions		
C	Support services available in the school to facilitate inclusion: Role and functions of the following personnel: <ul style="list-style-type: none"> ● Special Education Teacher ● Audiologist cum Speech Therapist ● Physiotherapist ● Occupational Therapist, Counsellor 		
Unit 5	Inclusive Practices in the Classroom		
A	Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.		
B	Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring, Social Learning, Buddy system, reflective teaching, Multisensory teaching		
C	Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE), CCE and its implications to facilitate inclusion		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ul style="list-style-type: none"> ● Montgomery, D (1990) Special need in ordinary school; children with learning difficulties, Cassel Educational Limited, London. ● GOI (1986), National policy of Education, Ministry of Education, New Delhi. ● Bhargava M. (1994), Introduction to exceptional children, Sterling Publishers, New Delhi. ● Daniels, Harry (1999), Inclusive Education, Kogan, London. ● Das. M, Education of exceptional children, Atlantic Publisher, New Delhi. ● Dessent, T (1987), Making ordinary school special, Kingsley 		

	<p>Publication, Jessica.</p> <ul style="list-style-type: none"> ● Mangal SK, Education of Exceptional Children, PH 1, NewDelhi. ● Mathew, S (2004) Education of children with hearing impairment, RCI, Kanishka Pub., NewDelhi.
Other References	<ul style="list-style-type: none"> ● Panda, K C (1997), Education of Exceptional Children: An introduction to special Education, Vikash Publishing House, NewDelhi. ● Uday Shankar, Exceptional children, sterling publishers, NewDelhi.

SEB 203: ENTREPRENEURSHIP EDUCATION: ENABLING TEACHERS

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 203
2. Course Title	Entrepreneurship Education: Enabling Teachers
3. Credits	2
4. Contact Hours (L-T-P)	2-0-0
5. Course Type	Co-Requisite
6. Course Objectives	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. Develop better understanding about entrepreneurship 2. Understands the various dimensions of entrepreneurship. 3. Understand the entrepreneurship related skills and attitude for entrepreneurship. 4. Apply knowledge and skills for entrepreneurship development.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able</p> <p>CO1: to understand the meaning and role of Entrepreneurships</p> <p>CO2: to analyze Entrepreneurships in the context of Teacher, school and curriculum</p> <p>CO3: to develop comprehensive awareness about Policies and development of entrepreneurship</p> <p>CO4: to understand Support system for entrepreneurship-National and regional level</p> <p>CO5: to develop insight about Support system for entrepreneurship School and community level</p>
8. Course Description	This course includes entrepreneurship education, its context in school, teacher and curriculum, support system required for it. It also talks about national strategies for Entrepreneurship.
9. Course Outline	
Unit 1	Introduction: Meaning and role of Entrepreneurships
A	Entrepreneurship education meaning, types of entrepreneurship
B	New role for teachers
C	New teacher education for new teachers.
Unit 2	Entrepreneurships in the context of Teacher, school and curriculum
A	The entrepreneurial teacher
B	The entrepreneurial School
C	Entrepreneurial thinking aligning with school curriculum, Application of Entrepreneurial thinking for the classroom

Unit 3	Polices and development of entrepreneurship		
A	National strategies for Entrepreneurship		
B	Delivering entrepreneurship education.		
C	Teacher education for entrepreneurship education.		
Unit 4	Support system for entrepreneurship-National and regional level		
A	Teachers as facilitators of learning for entrepreneurial learning: what is entailed?		
B	National (or regional) support systems.		
C	Continuing Professional Development		
Unit 5	Support system for entrepreneurship-School and community level		
A	Schoollevelsupport:Developingentrepreneurialschoolstrategies		
B	Entrepreneurial school leadership		
C	Community networks and partnerships		
Mode of Transaction	The course will be transacted in workshop mode through individual and group experiential activities.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. Abes, E. S., Jackson, G. & Jones, S. R. 2002. Factors that motivate and deter faculty use of service learning. Michigan Journal of Community Service Learning, 9, 5-17. 2. Ajzen, I. 1991. The theory of planned behavior. Organizational behavior and human decision processes, 50, 179-211. 3. Amabile, T. & Kramer, S. 2011. The progress principle: Using small wins to ignite joy, engagement, and creativity at work, Harvard Business Press. Amabile. 4. Bager, T. 2011. Entrepreneurship Education and new venture creation: a comprehensive approach. In: Hindle, K. & Klyver, K. (eds.) Handbook of Research on New Venture Creation. Cheltenham, England Edward Elgar. 5. Ball, S. J. 2003. The teacher's soul and the terrors of performativity. Journal of Education Policy, 18,215-228. 6. T. A. & Khaire, M. 2008. Creativity and the role of the leader, Boston, MA, Harvard Business School Publishing. Amrein, 7. L. & Berliner, D. C. 2002. High stakes testing & student learning. education policy analysis archives, 10,18. 		

SEB 204 EPC 4: YOGA AND HEALTH EDUCATION

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 204
2. Course Title	EPC 4: Yoga and Health Education
3. Credits	2
4. Contact Hours (L-T-P)	2-0-0
5. Course Type	Co-Requisite
6. Course Objectives	<p>The course will enable the student-teachers to</p> <ol style="list-style-type: none"> 1. Understand the importance of Health. 2. Develop awareness about various measures of health being. 3. Apply the skill of yoga in their practical life.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand the meaning and process of yoga.</p> <p>CO2: Develop understanding about the historical development of yoga.</p> <p>CO3: Explain the need of for better health</p> <p>CO4: Understand the general guidelines for practicing yoga.</p> <p>CO5: Apply the yoga skills in their life for better health.</p>
8. Course Description	This course talks about origin and history of development of Yoga; Psychological aspects leading to origin of Yoga, Yoga in medieval times, Yoga in modern times.
9. Course Outline	
Unit 1	Yoga: meaning and initiation
A	Definitions of Yoga, misconceptions about Yoga. Basis of Yoga
B	Origin and history of development of Yoga; Psychological aspects leading to origin of Yoga, Yoga in medieval times, Yoga in modern times.
C	The two schools of Yoga: Raja Yoga and Hatha Yoga, Yogic practices for healthy living.
Unit 2	Historicity of Yoga as a discipline
A	Classification of Yoga and Yogic texts; Yogasutra of Patanjali; Haṭha Yoga texts, Relationship between Patanjali Yoga and Haṭha Yoga
B	Meditational processes in Patanjali Yoga Sutra, Understanding Ashtanga Yoga of Patanjali
C	Haṭha Yogic practices Asanas, Pranayama, eight kumbhakas, Dharana on five elements, Mudras and bandhas, Śaṭkarma, the set of six cleansing techniques
Unit 3	Need of Yoga for positive health
A	Role of mind in positive health as per ancient Yogic literature, Concept of health, healing and disease: Yogic perspectives,
B	Concept of health and diseases, Concepts of triṣṇa and pañcakoṣa vis-à-vis holistic health, Potential causes of ill health, Yogic principles of healthy living (āhāra, vihāra, ācāra, vicāra), Integrated approach of Yoga for management of health. Stress management through Yoga and Yogic dietary considerations, How stress is alleviated through Yoga? Prana- samyamana (canalization of energy dynamics) through dietary considerations, Rationale of Yogic diet.
C	Stress management through Yoga and Yogic dietary considerations, How stress is

	alleviated through Yoga? Prana- samyamana (canalization of energy dynamics) through dietary considerations, Rationale of Yogic diet.		
Unit 4	General guidelines for performance of the practice of Yoga for the beginner.		
A	Guidelines for the practice of saṭkriyās, Guidelines for the practice of asanas.		
B	Guidelines for the practice of pranayama, Guidelines for the practice of kriya Yoga.		
C	Guidelines for the practice of meditation		
Unit 5	Practicum: Select Yoga practices for persons of average health for practical Yoga sessions		
A	Standing position, Sitting position, Prone position, Supine position		
B	Kriyas, Mudras		
C	Pranayamas		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
References	<ol style="list-style-type: none"> 1. Aruna Goel, (2007). Yoga education: Philosophy and practice, New Delhi: Deep & Deep Publications 2. Ashwani Kumar (2015). Yoga: A way of life. New Delhi: Khel Sahitya Kendra. 3. Aggarwal J. C. (1996), teacher and education in a developing society. New Delhi: Vikas Publishing House. 4. Dash, B.N. (2004) Trends and issues in Indian education. New Delhi: Dominant Publishers. 5. Getchell Bud (1992), Physical fitness a way of life, New York: Macmillan publishing company 6. Goel S. L. (2008), School health education, New Delhi: Deep & Deep Publications. 7. Govindan. M , (2009) B.Ed. study material, DDE, Annamalai University. Course-11: Yoga, Health and Physical Education, TNTEU 128 8. Hariharan .S & Tirunarayanan .C (1969) Methods in physical education, Karaikudi (T.N): South India Press. 9. Hassanagas, P.K. (1996) “Yoga in the culture of labour based on research” Arya Vidya Sala Kottakal and University of Calicut, Holistic life and medicine, sixth world congress on holistic life and medicine held at Calicut, Kerala, 5-7 July, 1996 pp 127-128 10. Keith Tones et. al. (1990). Health education, effectiveness and efficiency. Madras (T.N): Chapman & Hall, 11. Kumar Amresh, (2007), Physical education, sports & health, New Delhi: Khel Sahitya Kendra. 12. Mishra R.C. (2005) HIV/AIDS education, New Delhi: A.P.H. Publishing House. 13. NCTE, (2015). Yoga Education: Bachelor of Education Programme. New Delhi: NCTE. 14. NCTE (2015). Yoga education: Diploma in elementary education, New Delhi: NCTE. 		

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| | <p>15. Prakash Bhatlavandle and Raman Gangakhedkar. (2001), On the horizon of adulthood, New York: UNICEF.</p> <p>16. Saket Raman Tiwari et. al. (2007). Health education, New Delhi: APH Publishing House.</p> <p>17. Yadav, A.K. (2007), HIV/AIDS Problems, causes and control. Cyber tech. publications, New delhi-110002</p> |
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School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 205
2. Course Title	Peace Education
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding broader than that generally provided within a single department or discipline. 2. Demonstrate extended, deepened, and refined skills in critical thinking, research, and writing. 3. Demonstrate knowledge among different contexts to underscore the interdependence of thought; violence, social justice. 4. Demonstrate strong engagement as human beings and global citizens responsible for the world around them, present and future; Demonstrate initial understanding of a vast topic that can be a locus for lifelong learning. 5. To develop empirical knowledge about peace through various experiences.
6. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Describe the conceptual basis of peace education,</p> <p>CO2: Understand the process of preparation for peace.</p> <p>CO3; Acquire knowledge about the important thinkers of peace. CO4: Develop awareness about issues and challenges of peace.</p> <p>CO5: develop empirical knowledge about peace through various experiences.</p>
7. Course Description	<p>Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. This paper will enable the pupil teacher to correct their attitude in favor of spreading the peace as a necessity for harmonious development of society and world.</p>
8. Course Outline	
Unit 1	Conceptual Introduction
A	Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
B	Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.

	Individual and collective self; duality and conflict: interpersonal, communal, national.		
C	Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media; Analyzing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.		
Unit 2	Preparation for Peace		
A	Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;		
B	Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.		
C	Dialogue: The concept and its applications in life in the family, school, and among peers.		
Unit 3	Philosophical Resources Thinkers of Harmony: Study of relevant extracts from the writings of		
A	Montessori ('Peace and Education')		
B	Iqbal ('Is Religion Possible')		
C	Dalai Lama ('Universal Responsibility')		
Unit 4	Issues and Challenges		
A	Justice and Peace: The Constitution as a means of conflict-resolution.		
B	Study of ongoing conflicts in the political, economic, socio- cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications.		
C	Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.		
Unit 5	Practicum		
A	Excursion to sites or monuments symbolizing introspection;		
B	Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.		
C	End of term project: Each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	NA		
1. References	2. Golding, D. (2017). "Border Cosmopolitanism in Critical Peace		

Education," *Journal of Peace Education* 14(2):155-75

3. Bajaj, M. (2008). *Encyclopedia of Peace Education*. Charlotte: Information Sage Publishing
4. Bajaj, M. (2015). 'Pedagogies of Resistance' and critical peace education praxis. *Journal of Peace Education* 12(2):154-166.
5. Bajaj, M. & Hantzopoulos, M. (Eds) (2016). *Introduction: Theory, Research, and Praxis of Peace Education in Peace Education: International Perspectives*. New York: Bloomsbury(1-16).
6. Trifonas, P. P. & Wright, B. (2013). "Introduction," in *Critical Peace Education: Difficult Dialogues*. New York: Springer,(xiii-xx).
7. Standish, K. & Joyce, J (2017). (Forthcoming) *Yogic Peace Education: Theory and Practice*. Jefferson: McFarland and Company.
8. Salomon, G. (2002). "The Nature of Peace Education: Not All Programs Are Created Equal" in G. Salomon and B. Nevo (eds.) *Peace education: The concept, principles and practices in the world*. Mahwah, NJ: Lawrence Erlbaum. Quoted in Nelson, Linden L. (2000). "Peace Education from a Psychological Perspective: Contributions of the Peace and Education Working Group of the American Psychological Association Div.48."
9. Clarke-Habibi, Sara. (2005) "Transforming Worldviews: The Case of Education for Peace in Bosnia and Herzegovina". *Journal of Transformative Education*, Vol. 3 No. 1, pp.33-56.

SEB 206: LIFE SKILLS EDUCATION

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 206
2. Course Title	Life Skills Education
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
5. Course Type	Elective
6. Course Objectives	<p>The course will enable the student-teachers to –</p> <ol style="list-style-type: none"> 1. Promote reflective thinking about concept of life Skills Development and its relevance to understanding community. 2. Develop Understanding of the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children. 3. Enhance their capacity to critically assess the importance of self-esteem and assertiveness identifying behavioral health issues. 4. Systematically reflect upon about child vulnerability, Child Rights and Protection of rights. 5. To develop empirical thinking about the life skills
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to:</p> <p>CO1: Understand the concept of life Skills Development and its relevance to understanding community.</p> <p>CO2: Understand the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children.</p> <p>CO3: Assess the importance of self-esteem and assertiveness identifying behavioural health issues.</p> <p>CO4: Identify need of knowledge about child vulnerability, Child Rights and Protection of rights.</p> <p>CO5: Apply the practical experiences in the teaching learning environment.</p>
8. Course Description	In this Course, we examine the concept of Life skills and its application. We focus on the childhood and youth development issues. The Course takes into account the intervention and rehabilitation perspective of life skills.
9. Course Outline	
Unit 1	Concept and Need
A	Life Skills: Concept, need and importance of Life Skills for human beings. Difference between Livelihood Skills and Life Skill, Core Life Skills prescribed by World Health Organization.
B	Life Skills Education: Concept, need and importance of Life

	Skills Education for teachers.		
C	Key Issues and Concerns of Adolescent students in emerging Indian context.		
Unit 2	Process and Methods Enhancing the Life Skills		
A	Classroom Discussions, Brainstorming and Role plays Small Group discussions followed by a presentation of group reports, Decision making and mapping of using problem trees.		
B	Audio and Visual activities, e.g. Arts, Music, Theatre, Dance, Educational Games and Simulation		
C	Case Studies, Storytelling, Debates		
Unit 3	Core Life Skills (I)		
A	Skills of Self-awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process.		
B	Learning to live together with other living beings. Acceptance of diversity in perspectives of different societies and cultures.		
C	Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process, Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.		
Unit 4	Core Life Skills (II)		
A	Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching- learning process.		
B	Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching - learning process.		
C	Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.		
Unit 5	Practicum		
A	The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same. Human animal interface: Case of study of a domestic/institutional animal/with human being.		
B	The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.		
C	The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ul style="list-style-type: none"> Life Skills Education Paperback – 2016, by Dr. K. Ravikanth Rao, Dr. P. Dinakar. Life Skill Education by Dr. Rajesh Kumar I. Bhatt 		
References	NA		

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEB 207
2. Course Title	Guidance and Counseling
3. Credits	4
4. Contact Hours (L-T-P)	4-0-0
Course Type	Elective
5. Course Objectives	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> 1. To sensitize the student-teachers with the need and relevance of Guidance and Counseling. 2. To develop an understanding of the process of Guidance and Counseling 3. To analyse the role of the teacher in the provision of Guidance and Counseling 4. To Provide reflective session to the pupil teachers for hand on experience of the pupil teachers. 5. To develop reflective thoughts through first hand experiences.
6.	
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand the Concept and Need of Guidance and Counselling.</p> <p>CO2: Explain the process of Counseling.</p> <p>CO3: Make differentiation among various Types of counselling.</p> <p>CO4: Describe various emotional measures, skills and strategies for Coping with Stress</p> <p>CO5: Identify the Issues and Concerns in Schools related with counselling and guidance.</p> <p>CO6: Develop reflective thoughts through first hand experiences.</p>
8. Course Description	This course talks about Guidance & counseling, their types and approaches, role the teachers can play in providing guidance. It also includes strategies needed to cope up stress and emotions.
9. Course Outline	
Unit 1	Concept and Need of Guidance and Counselling
A	Introduction to Guidance and Counselling- Meaning, Need, Aims & Objectives,
B	Principles, Difference between Guidance & Counselling Guidance for Human Development and Adjustment
C	Role of the teacher in Guidance and Counselling

Unit 2	Counselling: Concept and Types		
A	Counselling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counselling).		
B	Counselling: Process and Strategies		
C	Counselling Services for Students: Options in Face to Face and Online Mode		
Unit 3	Coping with Stress: Emotions and Skills		
A	Coping Skills: Overview of details of different types of coping skills and integration of the same when need be		
B	Emotions: Managing emotions interpersonal skills, feeling good, emotions intelligence		
C	Skills and Values ñ Listening Attentively to the concerns of the counselee, Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc.		
Unit 4	Issues and Concerns in Schools		
A	Career Information in Guidance and Counselling: Broad outline with respect to the Career Guidance and Counselling options available in India		
B	Special Concerns in Counselling: Ethics and other related psychological concerns.		
C	Issues of mental wellbeing in schools		
Unit 5	Practicum		
A	Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arrange to provide student- teachers with the first- hand experience of the working of guidance institutions and professionals in schools such as Counsellors, Career Counsellors		
B	Student teachers to prepare a list of the online Guidance and Counselling Services available of students and Teachers in India.		
C	Detailed study of the Guidance and Counselling Services available in a given School		
Mode of Examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Textbooks	<ol style="list-style-type: none"> 1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counselling, Jalandhar: Doaba House. 2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons. 3. Bhatia, K. K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counselling in Education and Psychology. · Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd. · 		

	<ol style="list-style-type: none"> 4. Joneja G. K. (1997); Occupational information in Guidance, NCERT publication · Kochhar S.K. (1999) Guidance and counseling in colleges and universities 5. Nayak A.K. (2004); Guidance and Counseling · Oberoi S.C (2000); Educational, Vocational Guidance and Counseling 6. Rao S. N. (1991) Counseling and Guidance. 7. Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications. 8. Sharma R A Fundamentals of Guidance and Counseling Bachelor of Education 38 Guru Gobind Singh Indraprastha University Sector- 16 C, Dwarka, New Delhi· 9. Sharma, R. N. (2004); Guidance and Counseling · Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi 10. Sarup and Sons. · Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli. 11. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, NewDelhi: NCERT. · Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala. · Sodhi, T.S. &Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.
Other References	NA

SEP 205: EPC:3 -UNDERSTANDING THE SELF

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	SEP 205
2. Course Title	Understanding the Self
3. Credits	2
4. Contact Hours (L-T-P)	0-0-3
5. Course Type	Co-Requisite
6. Course Objectives	<p>The course will enable the student-teachers to -</p> <ol style="list-style-type: none"> 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.
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand central concepts in defining self and identity</p> <p>CO2: Analyze the factors that shape the understanding of self</p> <p>CO3: Develop better understanding about themselves, i.e. the development of self as a person as well as a teacher.</p> <p>CO4: Acquaint with effective communication skills including the ability to listen, observe etc.</p> <p>CO5: 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</p> <p>CO6: Evaluate the critical role of teachers in promoting self and students' well-being.</p>
8. Course Description	What is self? Is self the experience of internal talk? What characterizes

	<p>—self-ness? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?</p> <p>The above questions and many more similar questions trigger the exploration and need to understand the self*. 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.</p> <p>Developing an understanding of the self is essential for an individual to utilise 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 member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.</p>
9. Course Outline	
Unit 1	Understanding of Self
A	Reflections and critical analysis of one's own self and identity Identifying factors in the development of self and in shaping identity
B	Building an understanding about philosophical and cultural perspectives of Self
C	Developing an understanding of one's own philosophical and cultural perspectives as a teacher
Unit 2	Development of Professional Self and Ethics
A	Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
B	Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher Reflections on experiences, efforts, aspirations, dreams etc. of peers
C	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 among learners
Unit 3	Role of Teacher in Developing Understanding of Self among Learners
A	Reflecting on one's own childhood and adolescent years of growing-up
B	Facilitating development of awareness about identity among learners
C	Developing skills of effective listening, accepting, positive regard etc. as a

	facilitator		
Unit 4	Practicum (Any two)		
A	<ul style="list-style-type: none"> • Developing self-awareness as a teacher (individual/group activity) • Exploring the known and unknown self in relation to what one and others know about one self and what others do not know(individual activity) • Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations) • Reflections on critical moments in the lives of peers (small group activity) • Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) • Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity) • Group activities involving community participation • Practising selected <i>asanas</i>, <i>pranayam</i>, <i>meditation</i> and <i>yogic kriyas</i> as prescribed in class VI to X syllabus of Health and Physical Education, NCERT. 		
	<p>The course will be transacted in workshop mode through individual and group experiential activities such as</p> <ul style="list-style-type: none"> • 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. • Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential 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 body and mind. 		
Mode of Examination	Practical		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
References	<p>1. Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-</p>		

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2. Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, NewDelhi
3. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University ofBaroda
6. Gulati, S. and Pant, D.(2012).Education for Values in Schools– A Framework. NCERT, New Delhi
7. Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, HarperCollins
10. 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
11. Pant, D. and Gulati, S. (2010). Ways to Peace – A Resource Book for Teachers. NCERT, New Delhi
12. Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E.,Mysore.

BIP 401: PROJECT

School: SOE	Batch: 2020 - 2024	
Program: B.A.B.Ed.	Current Academic Year: 2023-24	
Branch: Education	Semester: VIII	
1. Course Code	BIP 401	
2. Course Title	Project	
3. Credits	2	
4. Contact Hours (L-T-P)	0-0-3	
5. Course Type	Project (compulsory)	
6. Course Objectives	The course has the following aims: 1. To provide first-hand experience. 2. To develop problem solving attitude.	
7. Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Develop insight about practical aspects of education. CO2: Apply theoretical knowledge into practice.	
8. Course Description	It is a practical work based on the educational issues and problems. It will develop understanding about the educational issues and challenges.	
9. Course Outline	Make a survey in a neighbouring area about social, economic and educational status of that area.	
Mode of Examination	Viva	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%

CCU 801: COMMUNITY CONNECT

School: SOE	Batch: 2020 - 2024
Program: B.A.B.Ed.	Current Academic Year: 2023-24
Branch: Education	Semester: VIII
1. Course Code	CCU 801
2. Course Title	Community connect
3. Credits	2
4. Contact Hours (L-T-P)	0-0-4
5. Course Type	Co-requisite
6. Course Objectives	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> 1. To make students aware about community life and activities 2. To provide real life experience of community life 3. To develop interest in community life and activities. 4. To develop positive attitude towards community. 5. To make the students to aware of community problems and challenges
7. Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p>CO1: Understand the various aspects of community life</p> <p>CO2: Feel the sensitivity of community's problems and challenges</p> <p>CO3: Develop problem solving attitude towards community</p> <p>CO4: Hypothesize different solutions and alternatives to community's problems.</p> <p>CO5: Understand the life as member of community member.</p>
8. Course Description	<p>This course provides an opportunity to associate with the real life experience of community. This course will enable the pupil teachers to feel the problems at community level. This course enables a pupil teacher to have better understanding various types of thinking and attitudes of community members.</p>
9. Course Outline	
Unit 1	
A	Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between:
B	Preparation of Questionnaire
C	Finalization of Questionnaire
Unit 2	

A	Field Survey	
B	Data Collection	
C	Data analysis and report writing	
Unit 3		
A	Presentation of Report	
B	Submission of final Report	
C	Viva-Voce	
Mode of Examination	Viva	
Weightage Distribution	Internal Assessment	External Assessment
	40%	60%

Note: Open elective for other schools-

- 1. Life skills for disasterpreparedness**
- 2. Psychology for Health and Well-Being**