

# **Programme and Course Structure**

**School of Education  
B.A.B.Ed (Integrated)**

**Programme Code- SOE0103   Duration- 4Years Full Time**

**Batch (2018-2022)**

## **1.1 Vision, Mission and Core Values of the University**

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### **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**

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

### **Core Values**

- Integrity**
- Leadership**
- Diversity**
- Community**

## 1.2 Vision and Mission of the School

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### **Vision of the School**

To serve the society by being a global institute that creates prospective teachers equipped with knowledge and skills required for teaching and research in the 21<sup>st</sup> century

### **Mission of the School**

1. To prepare learner-sensitive educators with knowledge, skills and dispositions to contribute to a better society.
2. To prepare educational pathways so as to empower teachers and leaders who will assume positions as educators, school administrators, researchers and policy makers at various levels.
3. To create holistic teachers proficient at the art and science of teaching.
4. To inculcate integrity and values through curricular, co-curricular and extra-curricular choices.

### **Core Values**

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

### 1.3 Programme Educational Objectives (PEO)

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**PEO1: Knowledge:** The students will be able to develop deep disciplinary knowledge in the Sciences/ humanities as well as a practical and professional degree in Education through theory and practical experiences.

**PEO2: 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.

**PEO3: 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.

**PEO4: Curriculum:** The students will be able to design the curricula for students of science/ humanity.

**PEO5: 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.

**PEO6: Responsibility:** The pupil teacher will be able to inculcate universal values and values enshrined in our constitution such as secularism, social justice and equality.

**PEO7: 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.

### 1.3.3 Program Outcomes (PO's)

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**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.

**PSO2 :** To enable students to become knowledgeable and skilled with regard to Humanities (English, Hindi, History, Geography, and Political Science) and at the pedagogy.















**SHARDA UNIVERSITY**
**School of Education**
**Program: - BA B.ED.**
**Sem.:VII**
**Session: 2021-22**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course <sup>1</sup> : CC AECC SEC DSE
			L	T	P			
THEORY SUBJECTS								
1	BED107	Language Across the Curriculum	3	1	0	4	CORE	CC
2	BED201	Gender, School and Society	3	0	0	3	CORE	CC
3	BED202	Creating and Inclusive School	3	0	0	3	CORE	CC
4	BED203	Contemporary India and Education	3	1	0	4	CORE	CC
5	BED205	School Administration and Management	3	1	0	4	CORE	CC
6	BED231/2 32/234/235	Environmental Education /Peace Education and Human Rights/Health Physical Education And Yoga/Guidance and Counseling/Elective	3	0	0	3	ELECTIVE	CC
Practical/Viva-Voce/Jury								
7	BEP241	Understanding the Self	0	0	3	2	AECC	AECC
8	BEP242	Reading and Reflections on the Text	0	0	3	2	AECC	AECC
9	BEP332	CO- CURRICULAR ACTIVITY	0	0	2	1		
TOTAL						26		

<sup>1</sup> CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

**SHARDA UNIVERSITY**

School of Education

**Program: - BA B.ED.**
**Sem.: VIII**
**Session: 2021-22**

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course <sup>2</sup> : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
Practical Courses:								
10.	BEP221	Internship-I	0	0	8	8	SEC	CC
11.	BEP222	Internship-II	0	0	8	8	SEC	CC
12.	BEP223	Action Research	0	0	2	2	AECC	CC
13.	BEP224	Field Work/Community Based Project	0	0	2	2	AECC	CC
TOTAL CREDITS						18		

<sup>2</sup> CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses



## SYLLABUS B.A.B.Ed. THEORY SUBJECTS

### SEMESTER -I

#### BAI 103: INDIAN ENGLISH LITERATURE

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	<b>BAI 103</b>
Course Title	Introduction To English Literature And Literary Forms
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Compulsory /Elective/Open Elective
Course Objective	<ol style="list-style-type: none"> <li>1. understand comprehension and its various components</li> <li>2. Understand the use of simple, compound and complex sentences.</li> <li>3. understand the use of clauses, tenses and prepositions in grammar</li> <li>4. develop the skills of paragraph and letter writing</li> <li>5. appreciate and understand the genres of poetry, prose and speech</li> </ol> <p style="text-align: center;">understand phonetics</p>
Course Outcomes	CO1: to enjoy the use of different forms of language components CO2: develop a appropriate forms and use of correct grammatical forms CO3 understand the genres of poetry, prose and speech understand phonetics
Course Description	English Grammar and forms
Outline syllabus	
<b>Unit 1</b>	<b>Comprehension of an unseen passage</b>
A	Background to Indian Prose <ol style="list-style-type: none"> <li>1. History of Indian English Prose in Brief</li> <li>2. Major Indian English prose Writers</li> </ol> <p style="text-align: center;">Major themes dealt in Indian English Prose</p>
B	
C	
<b>Unit 2</b>	

A	Short Fiction in English: 1. The Blue Umbrella by Ruskin Bond  2. Chess Player by Premchand  Sparrow by K.A. Abbas		
B			
C			
<b>Unit 3</b>			
A	Indian Theatre: 1. An overview of Indian Theatre  2. Contemporary Indian theatre: Major Playwrights and Their works Mahesh Dattani's <i>Seven Steps Round the Fire</i> : Critical analysis, discussions on plot, themes and characters.		
B			
C			
<b>Unit 4</b>			
A	Indian Fiction in English: Introduction, background and literary history		
B	Gandhi novels of the 1930s, 40s and beyond		
C	<i>Untouchable</i> by Mulk Raj Anand: Critical analysis, discussions on plot, themes and characters.		
<b>Unit 5</b>	Indian English Poetry: 1. <i>An Old Woman</i> by Arun Kolatkar  2. <i>Summer in Calcutta</i> by Kamala Das  3. <i>Let me not Forget</i> by Rabindranath Tagore		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1. Naik, M.K. and ShyamalaA.Narayan (2001). Indian English Literature 1980-2000: A Critical Survey (2001)  2. Balasubramaniam, T.(1981). A Textbook of English Phonetics for Indian Students. Macmillan.  3. Chomsky, N (1965). Aspects of the Theory of Syntax. Cambridge, Mass:		

	<p>MIT Press, 1965</p> <p>4. Verma, S.K. and Krishnaswamy,N.(1993). Introduction to Modern Linguistics, Oxford University Press</p> <p>5. Abrams,M.H.(2005). The Mirror and the Lamp, Oxford University Press, USA</p>
Other References	<p>6. Martin Hewing (2010). Advanced English Grammar, Cambridge University Press, New Delhi</p>



**BAI 121: History-1**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	BAI 121
Course Title	<b>History-1</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	CORE
Course Objective	<ul style="list-style-type: none"> <li>▪ Compare the regional and chronological distribution, new developments in technology and economy of different Stone Ages</li> <li>▪ understand the importance of literary &amp; archaeological sources to know our past</li> <li>▪ know about the political, economic and socio-religious life of the Aryans</li> <li>▪ analyze the causes for the rise of new religions, such as Jainism, Buddhism and their contribution to Indian civilization</li> <li>▪ understand the evolution of Mauryan Empire as a welfare state and Ashoka's contribution to Dharma</li> <li>▪ appreciate the cultural contributions of Guptas in the field of literature, science, art and architecture</li> <li>▪ understand and appreciate the trading network of India with Roman Empire and South East Asian countries</li> </ul>
Course Outcomes	CO1 Compare the social & technological developments of Stone Ages CO2 Classify and tabulate the different archeological sources CO3 Mark the important Harrapan sites on the outline map on India and list out the main features of those sites CO4 Compare the life of Rigvedic and Later Vedic periods CO5 Analyze the causes and effects of Alexander's invasion on India CO6 Mark the trade routes during Ancient India CO7 Prepare the presentations on the contributions of the Mauryas, the Guptas, Gandhara Art and present them effectively CO8 Mark the important centres of trade & literature during the ancient times on the outline map of India
Course Description	This Course has been designed to give students a basic understanding of early medieval India. It would tell how the economy and society was transforming from decentralised feudalistic structure to the empire like structure after the arrival of Muslim rulers. This Course would also give an understanding of the cultural and religious transformation which was occurring during this period in the background of Bhakti and Sufi

	movement. Apart from this, the various pieces of literature which were being produced during this time by Indian and foreign writers would also help students to understand the aspects of critical history writing.
<b>Outline syllabus</b>	
<b>Unit 1</b>	<b>Reconstructing Ancient Indian History</b>
A	<ul style="list-style-type: none"> <li>Literary and archaeological Sources, Stone Ages-(Palaeolithic, Mesolithic, Neolithic &amp; Chalcolithic Cultures) regional and chronological distribution new developments in technology and economy;</li> </ul>
B	<ul style="list-style-type: none"> <li>Indus Valley: Civilization-Cities of Harappan civilization: Harappa, Mohenjo-Daro, Lothal and Chanhudaro, settlement patterns and town planning. The political, economic and religious life of the Indus people, causes of decline.</li> </ul>
C	The Aryans-Origin-The Rig Vedic and Later Vedic Periods- political, economic and socio-religious life of the Aryans
<b>Unit 2</b>	<b>Sixth century B.C. and the rise of new religions:</b>
A	<ul style="list-style-type: none"> <li>Political condition of Northern India ( 16 Mahajanapadas and 10 Republics)</li> </ul>
B	<ul style="list-style-type: none"> <li>The sixth century BC in Indian History-Rise of new Religions- Jainism and life and teachings of Mahaveera, Buddhism and life and teachings of Buddha</li> </ul>
C	Persian and Alexander's invasion on India-causes and impacts
<b>Unit 3</b>	<b>The Mauryan Empire:</b>
A	Rise of Magadhan Empire, Haranyaka dynasty, Saisunga & Nanda dynasties
B	The Mauryas -Chandragupta Maurya-Asoka-Kalinga War-Welfare State-Asoka's Dharma- Factors for the disintegration
C	Mauryan art & architecture, Kautilya's account
<b>Unit 4</b>	<b>Post Mauryan Period</b>
A	<ul style="list-style-type: none"> <li>Central Asian intervention in north Indian politics focusing on the Indo-Greeks, the Kushanas-Kanishka and the Satavahanas.</li> </ul>
B	<ul style="list-style-type: none"> <li>The Guptas-Samudragupta-Chandragupta Vikramaditya-Golden Age -Gupta's contributions to the field of literature, science, art and Architecture-Revival of Hinduism</li> </ul>
C	Huna Invasions
<b>Unit 5</b>	<b>Cultural Achievements during Ancient Period</b>
A	<ul style="list-style-type: none"> <li>Harsha-career &amp; achievements, Greater India</li> </ul>
B	<ul style="list-style-type: none"> <li>Trading networks-both inland and maritime (with special reference</li> </ul>

	to linkage with Roman Empire as well as Southeast Asian countries)		
C	Gandhara Art		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ul style="list-style-type: none"> <li>• D. P. Agrawal, The Archaeology of India, 1985.</li> <li>• D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.</li> <li>• D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.</li> <li>• H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B.</li> <li>• N. Mukherjee, 1996.</li> <li>• Upinder Singh, A History of Ancient and Early Medieval India, 2008.</li> <li>• RomilaThapar, Early India from the Beginnings to 1300, London, 2002.</li> <li>• RajanGurukkal, Social Formations of Early South India, 2010.</li> <li>• Allchin, B. R., <i>Birth of Indian Civilization</i>, Penguin Books Ltd., 1995.</li> <li>• Romila Thapar (Ed.), <i>Recent perspectives of Indian History</i>, Oxford University Press, Delhi, 1998.</li> <li>• Kosambi, D.D., <i>The culture and civilization of Ancient India-An historical outline</i>, Vikas, New Delhi, 1997.</li> <li>• Basham, A. L., <i>The Wonder that was India (Vol. I)</i>, Rupa &amp; Co., New Delhi, 1995.</li> <li>• Basham A. L (Ed.), <i>A Cultural History of India</i>, OUP, Delhi, 1998.</li> <li>• Jha, D N., <i>Ancient India-An Introductory Outline</i>, People's Publishing House, New Delhi.</li> </ul>		
Other References	<ul style="list-style-type: none"> <li>• R. S. Sharma, Early Medieval Indian Society, Oxford University Press, 2001.</li> </ul>		

	<ul style="list-style-type: none"><li>• Brajadulal Chattopadhyaya, The Making of Early Medieval India, Oxford University Press, 1994.</li><li>• V. D. Mahajan, History of Medieval India, S. Chand Publisher, 1991.</li><li>• Y. Subbarayalu, South India under Chola, Oxford University Press, 2011.</li><li>• M. Rajagopalachary, Bhakti Movement and Literature, Rawat Publication, 2016.</li><li>• Saiyid Athar Abbas Rizvi, A History of Sufism in India, Vol. 1, Munshilal Manoharlal Publication.</li></ul>
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**BAI161: Political Science-I**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: SOE</b>	<b>Semester: 1<sup>st</sup></b>
Course Code	BAI161
Course Title	Political Science-I
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Status	CORE
Course Objective	<p>This Course aims to:</p> <ol style="list-style-type: none"> <li>1. Introduce certain key aspects of conceptual analysis in political theory.</li> <li>2. Inculcate the skills required to engage in debates surrounding the application of the concepts.</li> <li>3. Blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.</li> <li>4. Encourage the capacity to think critically in an analytically rigorous way.</li> </ol>
Course Outcomes	<p>This Course will help the students:</p> <p>CO1: To discuss the meaning and traditions of Political Theory.</p> <p>CO2: To understand and interpret the basic normative concepts of political theory.</p> <p>CO3: To critically and reflectively analyse and interpret social practices through the relevant conceptual toolkit.</p> <p>CO4: To understand and apply new modes of political debates to perceive and interpret the world around us.</p> <p>CO5: To demonstrate the capacity to intervene in tutorial debates based on a sound knowledge of the set texts.</p>
Course Description	<p>This paper tries to expose students to some basic ideas and concepts in Political Science. The aim is to orient students to the methodological and ideological traditions in political science.</p>
<b>Outline syllabus</b>	
<b>Unit 1</b>	<b>Introducing Political Theory</b>
A	What is Politics: Theorizing the 'Political'.
B	Traditions of Political Theory: Liberal, Marxist, Communitarian.
C	The relevance of Political Theory
<b>Unit 2</b>	<b>Indispensability of Justice</b>
A	Procedural Justice
B	Distributive Justice
C	John Rawls' Theory of Justice

<b>Unit 3</b>	<b>The Universality of Rights</b>		
A	Natural Rights		
B	Moral and Legal Rights		
C	Three Generations of Rights, Rights and Obligations (also discuss the rights of the girl child)		
<b>Unit 4</b>	<b>Importance of Liberty</b>		
A	Negative Liberty: Freedom from Interference.		
B	Positive Liberty: Freedom as Emancipation and Development.		
C	Important Issue: Freedom of belief, expression and dissent.		
<b>Unit 5</b>	<b>Major Debates</b>		
A	Is democracy compatible with economic growth?		
B	On what grounds is censorship justified and what are its limits?		
C	Does protective discrimination violate principles of fairness?		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1. R. Bhargava and A. Acharya, 'Political Theory: An Introduction', Pearson Longman, New Delhi, 2008.</li> <li>2. O.P. Gauba, 'An Introduction to Political Theory', MacMillan Publishers, New Delhi, 2009.</li> </ol>		
Other References	Relevant materials will be provided by the subject teacher.		

**BAI141 : Economics-I**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: Edu</b>	<b>Semester: I</b>
Course Code	<b>BAI141</b>
Course Title	<b>Economics-I</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	CORE
Course Objective	<ul style="list-style-type: none"> <li>• To develop understanding of the concept, nature and scope of Economics</li> <li>• To apply economic reasoning to the analysis of selected contemporary economic problems.</li> <li>• To develop economic problem solving skills.</li> <li>• To make the students able to make decisions using marginal analysis and opportunity costs.</li> <li>• To develop understanding regarding the relationship between marginal utility and price in equilibrium.</li> <li>• To represent demand, in graphical form, including the downward slope of the demand curve and what shifts the demand curve.</li> <li>• Analyse statistically the effect of change in demand and supply.</li> </ul>
Course Outcomes	CO1 Understand and explain nature and scope of Economics CO2 Apply economic reasoning to the analysis of selected contemporary economic problems. CO3 Use economic problem solving skills to discuss the opportunities and challenges of the increasing globalization of the world economy. CO4 Represent demand, in graphical form, including the downward slope of the demand curve and what shifts the demand curve. CO5 Make decisions using marginal analysis and opportunity costs. CO6 Understand the relationship between marginal utility and price in equilibrium. CO7 Use comparative statistical analysis (changes in supply and/or demand).
Course Description	This Course will provide you with a basic understanding of the principles of microeconomics. At its core, the study of economics deals with the choices and decisions we make to manage the scarce resources available to us. Microeconomics is the branch of economics that pertains to decisions made at the individual level, such as the choices individual consumers and companies make after evaluating resources, costs, and tradeoffs.
Outline syllabus	
<b>Unit 1</b>	

A	Economics: Definition, Nature, Scope.		
B	The Economic Problem: Scarcity and Choice, Functions of an Economic System.		
C	Law of Demand, Elasticity of Demand: Concept, Types, Measurement, Determinants and Importance.		
<b>Unit 2</b>			
A	Concept of Utility.		
B	Cardinal Utility Analysis.		
C	Law of Equi- Marginal Utility, Law of Diminishing Marginal Utility.		
<b>Unit 3</b>			
A	Ordinal Utility Analysis, Indifference Curves Analysis.		
B	Consumer Equilibrium, Price, Income and Substitution Effects.		
C	Consumer Surplus.		
<b>Unit 4</b>			
A	Production Function & Product Curves.		
B	Law of Variable Proportions.		
C	Iso-quants & Iso-Lines, Returns to Scale.		
<b>Unit 5</b>			
A	Cost Analysis: Concepts of Cost, Short Period Costs, Long Period Costs.		
B	Modern Theory of Costs.		
C	Revenue: Total, Average and Marginal Revenue,. Break Even Analysis and its Uses.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<p>1. Microeconomics by Daron Acemoglu, David Laibson, John List. Simon, Carl and Lawrence Blume (1994): Mathematics for Economists, W. W. Norton &amp; Company.</p> <p>1. Kreps, David (1990): A Course in Microeconomic Theory, Princeton University Press, Princeton, New Jersey.</p> <p>2. Rubinstein, Ariel (2006): Lecture Notes in Microeconomic Theory, Princeton University Press, Princeton and Oxford, <a href="http://arielrubinstein.tau.ac.il/Rubinstein2007.pdf">http://arielrubinstein.tau.ac.il/Rubinstein2007.pdf</a></p> <p>3. Varian, Hall (1992): Microeconomic Analysis, Third Edition, W. W. Norton &amp; Company, Inc, New York.</p> <p>4. Mas-Colell, Andreu, Whinston, Michael and Jerry Green (1995): Microeconomic Theory, Oxford University Press, Oxford, New York.</p> <p>5. Gibbons, Robert (1992): Game theory for Applied Economists,</p>		



	<p>Princeton University Press, Princeton, New Jersey.</p> <p>6. Jain T.R., (2017):Micro Economics, VK Global Publications Pvt. Ltd, New Delhi</p>
Other References	<p>1. Principles of Microeconomics, 7th Edition by N. Gregory Mankiw.</p> <p>2. Microeconomics: Principles, Problems, &amp; Policies (McGraw-Hill Series in Economics) by Campbell McConnell, Stanley Brue, and Sean Flynn.</p>

**BAI133 GEOGRAPHY-I**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: SOE</b>	<b>Semester: I</b>
Course Code	BAI133
Course Title	<b>GEOGRAPHY-I</b>
Credits	3
Contact Hours (L-T-P)	2-1-0
Course Type	Compulsory /Elective/Open Elective
Course Objective	<ol style="list-style-type: none"> <li>1. Understand the concept of geography and evaluate the place of physical geography within the realm of geography.</li> <li>2. Understand the orogenic/thrust events, glacial, aeolian, marine and fluvial (river) processes as these dominate the landforms in our area.</li> <li>3. Assess the modern geomorphic dating techniques, interactions between topography, tectonics, and climate, and the role of humans and biologic agents in landscape evolution.</li> <li>4. 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.</li> </ol>
Course Outcomes	<p>CO1: Appreciate the interdisciplinarity of landform analysis.</p> <p>CO2: Recognize the methodologies, tools and data sources used by geomorphologists and physical geographers.</p> <p>CO3: Identify basic landforms from tectonic, volcanic, fluvial, glacial, aeolian and coastal environments.</p> <p>CO4: Determine the physical, chemical and biological processes controlling the modern evolution of identified landforms.</p> <p>CO5: Communicate the importance of fundamental geomorphic principles and finding to the wider academic community.</p> <p>CO6: Analyse and interpret the toposheet and doing the basic cartographic</p>

	works.
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.
Outline syllabus	
<b>Unit 1</b>	<b>Introduction</b>
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
<b>Unit 2</b>	<b>Earth Movements:</b>
A	Plate Tectonics,
B	Types of Folds and Faults
C	Earthquakes and volcanoes (causes, types and distribution)
<b>Unit 3</b>	<b>Geomorphic Processes</b>
A	Weathering,
B	Mass Wasting
C	Cycle of Erosion (Davis and Penck)
<b>Unit 4</b>	<b>Evolution of Landforms (Erosional and Depositional)</b>
A	Fluvial, Karst,
B	Aeolian,
C	Glacial, and Coastal
<b>Unit 5</b>	<b>Environment</b>
A	Meaning, nature and components of environment.
B	Nature and definition of resources.
C	Resources: Environment interface
Mode of examination	Theory/Jury/Practical/Viva
Weightage	CA      MTE      ETE

Distribution	30%	20%	50%
Text book/s*	<p>1) Dayal, P. (1995). A Text Book of Geomorphology. Patna: Shukla Book Depot.</p> <p>2) Dury, G.H. (1973). The Face of the Earth. Middlesex: Penguin.</p> <p>3) Kale, V. &amp; Gupta, A (2001). Elements of Geomorphology. Calcutta: Oxford University Press.</p> <p>4) Kaur, D. (2000). The Earth. Edited by R.C. Chandtia, Ludhiana: Kalyani Publishers,</p> <p>5) Singh, S. ( 1994). Physical Geography. Gorakhpur : Gyanodya Prakashan.</p> <p>6) Singh, S. (2004). Geomorphology. Allahabad: Prayag Pustak Bhawan.</p> <p>7) Sparks, B. W. (1986). Geomorphology. London: Longman.</p> <p>8) Strahler, A.N. &amp; Strahler, A.H. (1987). Modern Physical Geography. New York: John Wiley Eastern Ltd.;</p> <p>9) Thornbury, W.D. (1993). Principles of Geomorphology. Second Edition, New York: John Wiley Eastern Ltd</p>		
Other References	NA		

हिंदी साहित्य का काल विभाजन एवं इतिहास	
BAI113	
fo'k; dksM BAI113	ØsfMV& 4
fo'k; dk "kh'kZd : हिंदी साहित्य का काल विभाजन एवं इतिहास	
mn~ns";& bl fo'k; ds iw.kZ gksus ds mijkUr fo kFkhZ fuEufyf[kr fcUnqvksa dks vkRelkr djus esa l{ke gks ldsaxsA	
1- fo kFkhZ bl rF; dks le> ldsaxss fd fdl izdkj lkfgR; dks tutkx:drk dk ek;/e cuk;k tk ldrk gSA	
2- lkfgR; lekt dks lgh fn"kk nsrk gS bls fo kFkZ;ksa dks lekt ds izfr vius dRkZO;ksa dk cks/k gksxkA	
3- fo kFkhZ bl rF; dks le> ldsaxss fd fdl izdkj lkfgR; dks tutkx:drk dk ek;/e cuk;k tk ldrk gSA	
4- lkfgR; LoLFk euksjatu ds ek;/e ls fo kFkZ;ksa esa jkxkRedrk dk lapkj djrk gS rFkk lqUnj thou thus dh yyd iSnk djrk gSA	
5- fo kFkhZ ;g le>us esa l{ke gks ik;saxs fd fdl izdkj lkfgR; ds }kjk vius le; ds vuqdwy u;s&u;s fopkjksa dks mRiUu ,oa izpkfjr fd;k tk ldrk gS	
bdkbZ&1	fgUnh lkfgR; dk egRoA
	fgUnh lkfgR; ds bfrgkl ys[ku dh ijaijkA
	fgUnh lkfgR; dk dky&foHkktu vkSj ukedj.kA
bdkbZ&2	vkfndky dh i"BHkwfe ¼jktuhfrd] lkekftd] lkaLd`frd½
	vkfndky dh izeq[k izo`fr;kj ,oa fo"ks'krk,;A
	fl) lkfgR;] ukFk lkfgR; jklks lkfgR;] tSu lkfgR;] ykSfdd lkfgR;
bdkbZ&3	HkfDrdky dh i"BHkwfe ¼jktuhfrd] lkekftd] lkaLd`frd½
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### BAI 151: Psychology -I

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	BAI 151
Course Title	Psychology-I
Credits	3
Contact Hours (L-T-P)	2-1-0
Course Type	CORE
Course Objective	1. To understand the nature and role of psychology in understanding mind and behavior. 2. To understand the nature of sensory processes and perception. 3. To know the nature of human motivation, important motives, & emotional expression. 4. To explain the concept of personality & to differentiate between various approaches to the study of personality and describe some techniques for personality assessment. 5. To understand the concept, nature and theories of intelligence.
Course Outcomes	CO1: The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to apply the concepts to motivate individuals and compare various theories of intelligence. CO4: The student will be able to analyze human behavior, their personality traits and their emotions.
Course Description	The Course intends to impart knowledge of the basic concepts and modern trends in Psychology.
Outline syllabus	
<b>Unit 1</b>	<b>What is Psychology?</b>
A	Concept, Nature & Scope of Psychology
B	Disciplines and Evolution of Psychology

C	Methods of Psychology: Experimental, Observation, Survey.		
<b>Unit 2</b>	<b>Sensory, Attentional and Perceptual Processes</b>		
A	Sensory Processes: Visual, Auditory – Structure and Functions of Eye and Ear.		
B	Attentional Processes		
C	Perception: Nature, Perception of form – Figure and Ground, Perceptual Organization, Depth Perception–Cues.		
<b>Unit 3</b>	<b>Motivation and Emotion</b>		
A	Emotion: Nature, Bodily Changes		
B	Theories of Emotion: James-Lange, Cannon-Bard and Schachter–Singer.		
C	Motivation: Nature, Biological and Psychological Motives.		
<b>Unit 4</b>	<b>Personality</b>		
A	Nature & Determinants of Personality		
B	Type and Trait Approach		
C	Assessment of Personality		
<b>Unit 5</b>	<b>Intelligence</b>		
A	Concept and Nature of Intelligence		
B	Theories of intelligence		
C	Assessment of Intelligence		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
Other References	<ol style="list-style-type: none"> <li>1. Morris, C. G., &amp; Maisto, C. G. (2010). Understanding psychology. New York: Pearson.</li> <li>2. Ciccarelli, S. K., &amp; White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.</li> <li>3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.</li> <li>4. UK.Coon, D., &amp; Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage.</li> <li>5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill.</li> <li>6. Gerrig, R. J., &amp; Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.</li> </ol>		



**BED101: Philosophical and Sociological Perspectives of Education**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	<b>BED101</b>
Course Title	<b>Philosophical and Sociological Perspectives of Education</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	<b>CORE</b>
Course Objective	<ol style="list-style-type: none"> <li>1. To provide an understanding of the concept, meaning, aims and functions of Education .</li> <li>2. To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.</li> <li>3. To critically examine the issues and concerns of education in the socio-economic context of India.</li> <li>4. To appreciate the need and relevance of the Course in being a humane teacher</li> <li>5. To analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.</li> <li>6. To analyse the educational implications of different philosophies of education in present times.</li> </ol>
Course Outcomes	CO1 Understand the concept, meaning, aims and functions of Education . CO2 Reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools. CO3 Critically examine the issues and concerns of education in the socio-economic context of India.

	<p>CO4 Appreciate the need and relevance of the Course in being a humane teacher</p> <p>CO5 Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.</p> <p>CO6 Analyse the educational implications of different philosophies of education in present times.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Education &amp; Philosophy</b>
A	Meaning, aims, functions and types of education.
B	Concept of Philosophy. Relationship between Education and Philosophy.
C	Philosophical analysis of Education, Training, Teaching and Indoctrination.
<b>Unit 2</b>	<b>Schools of Philosophy</b>
A	Concept & principles of Idealism, Pragmatism
B	Concept & principles of Naturalism & Realism
C	Educational implications of these schools of Philosophy-Aims and objectives and Curriculum, Methodology, Teachers- Pupil Relationship and Discipline.
<b>Unit 3</b>	<b>Education and Sociology</b>
A	Meaning & scope of Sociology
B	Social change: Meaning, Factors affecting, types and Role of education.
C	Social Mobility: Meaning, Importance, Types, and Role of Education.
<b>Unit 4</b>	<b>Education and Social system</b>
A	Role of Family, & School in Education
B	Role of Mass Media in Education
C	Emerging trends in the Indian Context: Globalization ,Internationalization and Privatisation of Education: Positive and Negative Impact
<b>Unit 5</b>	<b>Education and Social Stratification.</b>
A	Social Stratification- Meaning, Characteristics, and Types.
B	Caste, class, gender, religious stratification in Indian society
C	Relevance of Educational thoughts of Mahatma Gandhi, J.Krishnamurti, Swami Vivekananda, Paulo Freire and Plato to present education system

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.</li> <li>2. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.</li> <li>3. Dewey J. (1952) Experience in Education, Collier Macmillan.</li> <li>4. Dewey J (1966) Democracy in Education, New York, Macmillan.</li> <li>5. Gupta `Rainu (2013) Philosophical, Sociological and Economic Basis of Education, Tondon Publications, Ludhiana-(Text Book)</li> <li>6. Krishnamurthi, J Education and the Significance of life, KFI Publications.</li> <li>7. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman</li> <li>8. Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.</li> </ol>		
Other References	<ol style="list-style-type: none"> <li>1. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi</li> <li>2. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.</li> <li>3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication</li> </ol>		

### **BED104: Critical Understanding of ICT**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: SOE</b>	<b>Semester: 1</b>
Course Code	<b>BED104</b>
Course Title	<b>Critical Understanding of ICT</b>
Credits	3
Contact Hours (L-T-P)	2-1-0
Course Type	Co –Requisite
Course Objective	<ol style="list-style-type: none"> <li>1. To get practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings.</li> <li>2. To understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.</li> <li>3. To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom contexts,</li> <li>4. To critically assess the quality and efficacy of resources and tools available,</li> <li>5. To access and suitably modify open educational resources,</li> <li>6. To develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.</li> </ol>
Course Outcomes	CO1 To know the practical experience on issues related to Information and Communication Technologies. CO2 To understand the role of ICT in education in relation to various policies and curriculum frameworks.

	<p>CO3 To apply learning experience through various ICT tools in diverse classroom contexts,</p> <p>CO4 To critically analyse the ICT resources and tools for effective teaching learning process.</p> <p>CO5 To create pedagogies materials for using in professional skills.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Orientation to ICT</b>
A	Meaning, Importance and Tools of ICT, Educational application of ICT using appropriate hardware and software(Hardware: CD/DVD, Projectors, Interactive boards etc; Software: single and multiple media, animation and simulation)
B	Computer Fundamentals: Input-Output Devices, Storage Devices, Issues and Challenges related to ICT
C	Introduction to Operating System : Features of different operating system(Ex: Obantu, etc) , using ICT to create Text, data and Media.
<b>Unit 2</b>	<b>Digital Sharing and Exchange of Information</b>
A	Meaning, Characteristics and use of internet., Introduction to Website : Social websites (Blog/Twitter/Face book)
B	Understanding modes of web learning (virtual learning, blended learning etc), E-learning: concept, types, characteristics, e-learning tools and technologies, Learning Management Systems (LMS)
C	Computer Virus and its prevention, Search and Retrieval: Strategies and Techniques, web as a space for continuous learning.
<b>Unit 3</b>	<b>Application of ICT in Education</b>
A	Smart Classroom: Concept, Equipments, Organization, Operation and Importance in teaching., Developing an understanding of assistive technologies for inclusive classrooms
B	ICT for assessment of/for learning, ICTs for material development; TPACK framework
C	Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus,

	firewall, and safe practices, fair use and piracy, Intellectual property and copyright and related issues of Plagiarism.		
<b>Unit 4</b>	<b>Application of ICT in Educational Administration and Management</b>		
A	ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems		
B	Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software		
C	UDISE :State and National Level Databases in Education		
<b>Unit 5</b>	<b>Application of ICT for Professional Development</b>		
A	Tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research		
B	ICT for self-directed professional development, web conferencing, role of OER and MOOCs		
C	ICT for personal management: email, task, events, diary, networking		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1. Intel Education, NCETE(2007), Hand book for teacher educators, Bangalore.</li> <li>2. Srinivasam, T.M.(2002), Use of computers and multimedia in Education. Aviskar Publications, Jaipur.</li> <li>3. Goel, D.R., and Joshi, P. (1999). A Manual for INTERNET awareness. CASE: The M.S. Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons.</li> <li>4. Saxena S. (1999). Afirst Course in computers. New Delhi: Vikas Publishing House.</li> <li>5. Khirwadkar, A. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.</li> <li>6. GoI (2012) <i>National Policy on ICTs in School Education</i>, MHRD, Govt. of India.</li> <li>7. DSERT Karnataka (2012). <i>Position Paper on ICT Mediation in Education</i>. DSERT</li> <li>8. .Castells, M. (2009) <i>The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III</i>. John Wiley &amp; Sons</li> </ol>		

Other References	<ol style="list-style-type: none"> <li>1. Benkler, Y (2006) <i>The Wealth of Networks: How social production transforms markets and freedom</i>. Yale University Press</li> <li>2. Cuban, L. (2001). <i>Oversold &amp; Underused: Computers in the classroom</i>. Cambridge, MA: Harvard University Press.</li> <li>3. Khirwadkar, A (2010). <i>E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms</i>. New Delhi: Sarup Book Publication Ltd</li> </ol>
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### **BEP104: Critical Understanding of ICT-P**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	<b>BEP104</b>
Course Title	<b>Critical Understanding of ICT-P</b>
Credits	1
Contact Hours (L-T-P)	0-0-2
Course Type	Co- Requisite
Course Objective	<ol style="list-style-type: none"> <li>1. To critically assess the quality and efficacy of resources and tools available,</li> <li>2. To access and suitably modify open educational resources</li> <li>3. To develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities</li> </ol>
Course Outcomes	CO1: The student will be able to knowledge CO2: The student will be able to Understand CO3: The student will be able to Apply CO4: The student will be able to Analyse CO5: The student will be able to Evaluate CO6: The student will be able to Create
Course Description	
Outline syllabus	
<b>Unit 1</b>	1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).Use of self-learning materials for the
A	

B	anyone unit by using ICT.		
C	2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation		
<b>Unit 2</b>	3. Preparation of PPT slides (at least 10) for classroom usage.		
A	4. Create an e-mail-id and google account and exchange learning related information.		
B	5. Preparation of a blog in Individual / Group.		
C	6. Browse the search engines and download the relevant materials /information.		
<b>Unit 3</b>	7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.		
A	8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)		
B	9. Survey of educational sites based in India		
C	10. Use of available software or CDs with LCD projection for subject learning interactions		
<b>Unit 4</b>	11. Generating subject-related demonstrations using computer software		
A	12. Enabling students to plan and execute projects (using computer based research)		
B	13. Engaging in professional self-development		
C	14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc		
	15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)		
	16. Critical review of UNESCO ICT Competency standards for Teachers-2008		
	17. Write a report on INSAT programs.		
	18. Developing Educational blog in <a href="http://www.blogger.com">www.blogger.com</a> , <a href="http://www.wordpress.com">www.wordpress.com</a>		
	19. Develop the news groups and report.		
	20. Creating an Account in Teacher tube/slideshare and sharing your video/powerpoint.		
	21. Downloading Anti-virus software through internet and installing to the system		
Mode of examination	Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Intel Education, NCETE (2007), Hand book for teacher educators, Bangalore. 2. Srinivasam, T.M.(2002), Use of computers and multimedia in Education. Aviskar Publications, Jaipur. 3. Goel, D.R., and Joshi, P. (1999). A Manual for INTERNET awareness. CASE: The M.S. Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons. 4. Saxena S. (1999). Afirst Course in computers. New Delhi: Vikas		



	<p>Publishing House.</p> <ol style="list-style-type: none"> <li>5. Khirwadkar, A. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.</li> <li>6. GoI (2012) <i>National Policy on ICTs in School Education</i>, MHRD, Govt. of India.</li> <li>7. DSERT Karnataka (2012). <i>Position Paper on ICT Mediation in Education</i>. DSERT</li> <li>8. .Castells, M. (2009 )<i>The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III</i>. John Wiley &amp; Sons</li> <li>9. Benkler, Y (2006) <i>The Wealth of Networks: How social production transforms markets and freedom</i>. Yale University Press</li> </ol>
Other References	<ol style="list-style-type: none"> <li>1. Cuban, L. (2001). <i>Oversold &amp; Underused: Computers in the classroom</i>. Cambridge, MA: Harvard University Press.</li> <li>2. Khirwadkar, A (2010). E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd</li> </ol>

### **BAP133 : Geography –I (Practical)**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: I</b>
Course Code	BAP133
Course Title	<b>Geography –I (Practical</b>
Credits	1
Contact Hours (L-T-P)	0-0-2
Course Type	Compulsory /Elective/Open Elective
Course Objective	<ol style="list-style-type: none"> <li>1. Understand the basic cartographic concepts.</li> <li>2. Understand the concept of Scale, Maps and Slope</li> <li>3. Analyse the Toposheet and its element</li> <li>4. Understand the technique of Point, Line and Polygon</li> </ol>
Course Outcomes	<p>CO1: Understand and apply fundamental cartographic design principles</p> <p>CO2: Understand principles of color 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.</p> <p>CO6: Create balanced and informative layouts</p>
Course Description	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

Beyond Boundaries

	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.		
Outline syllabus			
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	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	60%		40%
Text book/s*	1. Anson R. and Ormelling F. J., 1994: <i>International Cartographic Association: BasicCartographic Vol.</i> Pregmen Press. 2. Gupta K.K. and Tyagi, V. C., 1992: <i>Working with Map</i> , Survey of India,		

	<p>DST, New Delhi.</p> <p>3. Mishra R.P. and Ramesh, A., 1989: <i>Fundamentals of Cartography</i>, Concept, New Delhi.</p> <p>4. Monkhouse F. J. and Wilkinson H. R., 1973: <i>Maps and Diagrams</i>, Methuen, London.</p> <p>5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: <i>Cartography: Past, Present and Future</i>, Elsevier, International Cartographic Association.</p> <p>6. Robinson A. H., 2009: <i>Elements of Cartography</i>, John Wiley and Sons, New York.</p> <p>7. Sharma J. P., 2010: <i>Prayogic Bhugol</i>, Rastogi Publishers, Meerut.</p> <p>8. Singh R. L. and Singh R. P. B., 1999: <i>Elements of Practical Geography</i>, Kalyani Publishers.</p> <p>9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi</p> <p>10. Singh R L &amp; Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi</p> <p>11. Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut</p> <p>12. Singh, R L &amp; Dutta, P K (2012) PrayogatmakBhugol, Central Book Depot, Allahabad</p>
Other References	NA

### **BEP151: PSYCHOLOGY PRACTICAL**

<b>School: SOE</b>	<b>Batch : 2018-22</b>		
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>		
<b>Branch: EDU</b>	<b>Semester: I</b>		
Course Code	<b>BEP151</b>		
Course Title	<b>PSYCHOLOGY PRACTICAL</b>		
Credits	1		
Contact Hours (L-T-P)	0-0-2		
Course Type	1. EPQ/EPI 2. Retinal color zones/Color Blindness 3. Sound Localization 4. Study of emotions. 5. Simple reaction time 6. Verbal Test of Intelligence. 7. Performance Test of Intelligence/RPM. 8. Observation (Speed & accuracy) 9. Experiment on form perception/Depth Perception 10. Test of Motivation.  Note: Students are supposed to conduct and report at least three practicals. The examiner will allot one practical at the time of examination.		
Mode of examination	Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>	<b>Semester: I</b>
Course Code	<b>BAI103</b>
Course Title	<b>English</b>
Credits	4
Contact Hours (L-T-P)	0-0-4
Course Type	AECC
Course Objective	<ol style="list-style-type: none"> <li>1. understand comprehension and its various components</li> <li>2. understand the use of simple, compound and complex sentences.</li> <li>3. understand the use of clauses, tenses and prepositions in grammar</li> <li>4. develop the skills of paragraph and letter writing</li> <li>5. appreciate and understand the genres of poetry, prose and speech</li> </ol>
Course Outcomes	<p>CO1 understand comprehension and its various components</p> <p>CO2 understand the use of simple, compound and complex sentences.</p> <p>CO3 understand the use of clauses, tenses and prepositions in grammar</p> <p>CO4 develop the skills of paragraph and letter writing</p> <p>CO5 appreciate and understand the genres of poetry, prose and speech</p>

Course Description	understand comprehension and its various components.understand the use of simple, compound and complex sentences
Outline syllabus	
<b>Unit 1</b>	<b>Comprehension of an unseen passage</b>
A	<b>Comprehension</b>
B	<b>unseen passage</b>
C	<b>Comprehension of an unseen passage</b>
<b>Unit 2</b>	<b>Basic Language Skills: Grammar and Usage</b>
A	<ul style="list-style-type: none"> <li>Simple compound and complex sentences.</li> </ul>
B	<ul style="list-style-type: none"> <li>Clauses</li> </ul>
C	<ul style="list-style-type: none"> <li>Tenses and Prepositions</li> </ul>
<b>Unit 3</b>	<b>Unit C Writing Skills</b> <ul style="list-style-type: none"> <li>Paragraph Writing:</li> </ul>
A	<ul style="list-style-type: none"> <li>Descriptive,</li> </ul>
B	<ul style="list-style-type: none"> <li>Informative</li> </ul>
C	Letter Writing
<b>Unit 4</b>	<b>Literary Texts</b> <ul style="list-style-type: none"> <li></li> </ul>
A	<ul style="list-style-type: none"> <li>Poetry: John Keats – When I have fears that I may cease to be.</li> </ul>
B	<ul style="list-style-type: none"> <li>Wilfred Owen – Futility</li> </ul>
C	<ul style="list-style-type: none"> <li>W.B. Yeats – Lake Isle of Innisfree</li> </ul>

<b>Unit 5</b>	<ul style="list-style-type: none"> <li>▪ <b>X Short Stories</b> : R.N. Tagore – Hungry Stones</li> <li>▪ Ruskin Bond – The Tunnel</li> <li>▪ Leo Tolstoy- How much land does a man need.</li> </ul>		
<b>A</b>	<ul style="list-style-type: none"> <li>▪ <b>Speech</b> : Jawaharlal Nehru – Tryst with Destiny.</li> </ul>		
<b>B</b>	<b>Phonetics</b> <ul style="list-style-type: none"> <li>▪ Production of speech sounds : Vowels and Consonants.</li> <li>▪</li> </ul>		
<b>C</b>	<b>Stress</b> – Strong and Weak Syllables.		
<b>Mode of examination</b>	<p><i>Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations ( 60% CA and 40% ETE</i></p> <ol style="list-style-type: none"> <li>1. A Single Consolidated Syllabus has now replaced the Previous Functional English Beginners -1 and Functional English Intermediate -1</li> <li>2. Credits previously allocated to FEN 01 the Lab Sessions have been dissolved</li> <li>3. The Pearson Voice Labs have been completely eliminated</li> <li>4. Evaluations will only be Practical, No theoretical evaluations will be done</li> </ol>		
<b>Weightage Distribution</b>	<b>CA</b>	<b>MTE</b>	<b>ETE</b>
	60%		40%
<b>Text book/s*</b>	<ol style="list-style-type: none"> <li>1. Naik, M.K. and Shyamala A.Narayan (2001). Indian English Literature 1980-2000: A Critical Survey (2001)</li> <li>2. Balasubramaniam, T.(1981). A Textbook of English Phonetics for Indian Students. Macmillan.</li> <li>3. Chomsky, N (1965). Aspects of the Theory of Syntax. Cambridge, Mass: MIT Press, 1965</li> <li>4. Verma, S.K. and Krishnaswamy,N.(1993). Introduction to Modern Linguistics, Oxford University Press</li> <li>5. Abrams,M.H.(2005). The Mirror and the Lamp, Oxford University Press, USA</li> </ol>		



	6. Martin Hewing (2010). Advanced English Grammar, Cambridge University Press, New Delhi
Other Reference s	1. Wren, P.C.&Martin H. <i>High English Grammar and Composition</i> , S.Chand& Company Ltd, New Delhi. 2. <i>Murphy's English Grammar</i> with CD, Cambridge University Press.

### **SEMESTER II**

#### **BAI122 : History -II**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	<b>BAI122</b>
Course Title	<b>History –II</b>
Credits	4
Contact Hours (L-T-P)	<b>3-1-0</b>
Course Type	CORE
Course Objective	<ol style="list-style-type: none"> <li>1) To evaluate and appreciate significant contribution to events in the past have influenced our lives today and also to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.</li> <li>2) To foster interest in the past and to develop an understanding that enables history to be enjoyed, what history has to offer and to appreciate how things have change over time.</li> <li>3) To have some knowledge and understanding of historical development in the wider world and to develop a sense of chronology.</li> <li>4) To help society develop a sense of their cultural heritage.</li> </ol>

Course Outcomes	<p>After completion of the subject matter the student teacher will be able:</p> <p>CO1 evaluate and appreciate significant contribution to events in the past have influenced our lives today and also to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.</p> <p>CO2 foster interest in the past and to develop an understanding that enables history to be enjoyed, what history has to offer and to appreciate how things have change over time.</p> <p>CO3 have some knowledge and understanding of historical development in the wider world and to develop a sense of chronology.</p> <p>CO4 help society develop a sense of their cultural heritage.</p>
Course Description	<p>Course will evaluate and appreciate significant contribution to events in the past have influenced our lives today and also to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.</p>
Outline syllabus	
<b>Unit 1</b>	<b>The Age of the Guptas (300BCE – 600BCE)</b>
A	<ul style="list-style-type: none"> <li>Historical situation of India in 300CE—Emergence of the Gupta empire</li> </ul>
B	<ul style="list-style-type: none"> <li>The Empire in its mature form- Political achievements of the rulers-disintegration of the empire.</li> <li>Administrative structure of the empire with special reference to Bengal</li> </ul>
C	<ul style="list-style-type: none"> <li>Notion of Classical age and Threshold times</li> </ul> <p>An introduction to the contemporary dynasties</p>
<b>Unit 2</b>	<b>The Age of the Guptas (300BCE – 600BCE)</b>

A	<ul style="list-style-type: none"> <li>Historical situation of India in 300CE—Emergence of the Gupta empire</li> </ul> <p>The Empire in its mature form- Political achievements of the</p>
B	<ul style="list-style-type: none"> <li>rulers-disintegration of the empire.</li> <li>Administrative structure of the empire with special reference to Bengal</li> </ul>
C	<ul style="list-style-type: none"> <li>Notion of Classical age and Threshold times</li> </ul> <p>An introduction to the contemporary dynasties</p>
<b>Unit 3</b>	<b>Comparative Structures of Economies in some early states-Maurya-Satavahana-Kushana Gupta</b>
A	<ul style="list-style-type: none"> <li>Introduction</li> <li>Agrarian economy</li> </ul>
B	<ul style="list-style-type: none"> <li>Non-agricultural production-crafts-guilds</li> <li>Monetization</li> </ul>
C	<ul style="list-style-type: none"> <li>Land grants and its politico-economic significance (Gupta period)</li> </ul>
<b>Unit 4</b>	<b>Patterns of Trade, Urbanization &amp; Routes of communication</b>
A	<ul style="list-style-type: none"> <li>Trade and Urban development-Second urbanization</li> </ul>
B	Trading networks-both inland and maritime (with special reference to linkage with Roman Empire as well as Southeast Asian countries)
C	Merchants and Markets
<b>Unit 5</b>	<b>Culture &amp; Religion</b>
A	<ul style="list-style-type: none"> <li>Languages and Scripts –An overview, Sanskrit Literature; Evolution of literature in regional languages.</li> <li>Nature of Mauryan art-Presence of different schools of sculpture and terracotta art in the post-Mauryan period.</li> </ul>
B	<ul style="list-style-type: none"> <li>Systems of knowledge: Schools of philosophy – an overview; Science:Mathematics,Astronomy.</li> <li>Temple and Cave Architecture; Sculpture</li> </ul>
C	<ul style="list-style-type: none"> <li>Overview of main religious sects: Buddhist, Vaishnavite, Shaivite,</li> </ul>

	Bhakti <ul style="list-style-type: none"> <li>Political developments c 650 – 1200: Bengal, Western India, Peninsular India</li> </ul> Arab, Ghaznavid and Ghorid invasions: nature and impact		
	<b>Practical Assignment/Field engagement:</b> <ul style="list-style-type: none"> <li>Fields trip to History Museums, Historical monuments.</li> <li>Dramatisation of any Historical event.</li> </ul>		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s* <b>References</b>	<ul style="list-style-type: none"> <li>A.L. Basham (1954). The Wonder That Was India, London,.</li> <li>Irfan Habib (general editor), A People's History of India (Relevant volumes), New Delhi.</li> <li>D.N.Jha, (1998). Ancient India: An Introduction, New Delhi,.</li> <li>D.D.Kosambi, An Introduction to the Study of Indian History, Bombay, 1956.</li> <li>R.C.Majumdar (general editor), The History &amp; Culture of the Indian People, volumes I-III,</li> <li>H.C. Raychaudhuri, Political History of Ancient India with a commentary by</li> <li>B.N.Mukherjee, New Delhi, 1996 (8th edition)</li> <li>R.S.Sharma, India's Ancient Past, New Delhi, 2005.</li> <li>Upinder Singh. A History of Ancient and Early Medieval India. Delhi, 2008.</li> <li>Romila Thapar, Early India: From the Origins to AD 1300, London, 2002.</li> <li>Asvini Agarwal, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.</li> <li>D.P. Agarwal, The Archaeology of India, London, 1982.</li> <li>Sukumari Bhattacharji. Women and Society in Ancient India. Calcutta,</li> </ul>		

	1994. <ul style="list-style-type: none"> <li>Dilip Kumar Chakrabarti, India, An Archaeological History, Delhi, 1999</li> </ul>
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### EVS103: Environmental Science

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	EVS103
Course Title	Environmental Science
Credits	2
Contact Hours (L-T-P)	2-0-0
Course Type	AECC
Course Objective	CO1: The student will be able to acquire the knowledge about the Definition, principles and scope of environmental science. CO2: The student will be able to Understand the Structure and composition of atmosphere. CO3: The student will be able to analyse the cause, Effects and Control Measures of environment. CO4: The student will be able to Analyse the impact of Climate Change. CO5: The student will be aware about the Social Issues and the Environment.
Course Outcomes	CO1: The student will be able to acquire the knowledge about the Definition, principles and scope of environmental science. CO2: The student will be able to Understand the Structure and composition of atmosphere. CO3: The student will be able to analyse the cause, Effects and Control Measures of environment. CO4: The student will be able to Analyse the impact of Climate Change. CO5: The student will be aware about the Social Issues and the Environment.
Course Description	

Outline syllabus			
<b>Unit 1</b>	<b>General Introduction</b>		
A	Definition, principles and scope of environmental science		
B	Forest Resources, Water Resources, Mineral Resources, Food Resources		
C	Energy Resources, Land Resources		
<b>Unit 2</b>	<b>Atmosphere and Meteorological Parameters</b>		
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		
<b>Unit 3</b>	<b>Environmental Pollution (Cause, Effects and Control Measures)</b>		
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.		
<b>Unit 4</b>	<b>Climate Change and its Impact</b>		
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		
<b>Unit 5</b>	<b>Social Issues and the Environment</b>		
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/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1) Joseph, Benny, "Environmental Studies", Tata Mcgraw-Hill. 2) S.C. Santra, "Environmental Science", 2 <sup>nd</sup> 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.		
Other References	1) Rao, P.V., "Principles of Environmental Science and Engineering", Prentice Hall of India		

**BAI162: Political Science-II**

<b>School:</b> School of Education	<b>Batch : 2018-22</b>
<b>Program:</b> B.A. B.Ed	<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>	<b>Semester: 2<sup>nd</sup></b>
Course Code	BAI162
Course Title	Political Science-II
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Status	Core
Course Objective	<p>The objective of this Course is:</p> <ol style="list-style-type: none"> <li>1. To introduce students to the Indian Constitution and its integral parts.</li> <li>2. Acquainting students with the constitutional design of state structures and institutions, and their actual working overtime.</li> <li>3. Presenting the systematic analysis of the changing nature of political systems in India.</li> <li>4. Studying specific contemporary debates about the role of various factors in Indian Politics.</li> </ol>
Course Outcomes	<p>This Course will help the students to:</p> <p>CO1: To know the approaches adopted to study Indian Politics.</p> <p>CO2: To understand the philosophy, salient features and making of Indian constitution.</p> <p>CO3: To appreciate the fundamental rights &amp; duties and the directive principle of state policy.</p> <p>CO4: To create critical understanding among the students about working of Indian Government, its organs and the relationship between the organs.</p>

	CO5: To evaluate the evolution, functioning and consequences of political party system in India. CO6: To demonstrate the role of different social factors like religion, caste and region in Indian Political System.		
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 intertwined with specific case studies.		
Outline syllabus			
Unit 1	Approaches to the Study of Indian Politics and Nature of the State in India		
A	Liberal Approach		
B	Marxist Approach		
C	Gandhian Approach		
Unit 2	Introduction to Indian Constitution		
A	Framing of Constitution: Role of Constituent Assembly		
B	Philosophy of Indian Constitution		
C	Preamble, Salient features of Indian constitution		
Unit 3	Introduction to Indian Constitution		
A	Fundamental Rights		
B	Directive Principles of State Policy & Fundamental duties		
C	Nature of Indian Federation: Unitarian trends		
Unit 4	Union Legislature &Executive		
A	Indian Parliament: Composition and powers		
B	The President: Powers and position		
C	Prime Minister of India: Powers and position		
Unit 5	IndianPolitical System		
A	Nature and evolution of Indian Party system: One Party dominant system to multi-party system and rise of coalition Politics		
B	Regionalism and Communalism In India		
C	Role of Caste and religion in India		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Bhargava, R. (2008) ‘Introduction: Outline of a Political Theory of the Indian Constitution’, in Bhargava, R. (ed.) Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, pp. 1-40		



	<p>Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.</p> <p>2. Basu, D.D. (2014) An Introduction to the Constitution of India, New Delhi. Prentice Hall.</p> <p>3. Chakravarty, B. &amp; Pandey, K. P. (2009) Indian Government and Politics, New Delhi: Sage.</p> <p>4. Chandra, B., Mukherjee, A. &amp; Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.</p> <p>5. Jayal, N. G. &amp; Mehta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.</p> <p>6. Abbas, H., Kumar, R. &amp; Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011.</p>
Other References	<p>1. Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.</p> <p>2. Vanaik, A. &amp; Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.</p> <p>3. Singh, M.P. &amp; Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.</p>

**BAI144: ECONOMICS II**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	<b>BAI144</b>
Course Title	<b>ECONOMICS II</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	CORE
Course Objective	<ol style="list-style-type: none"> <li>1. Understand different market structures and able to differentiate among them.</li> <li>2. Explain the equilibrium of the monopoly, monopolistic and oligopoly firm.</li> <li>3. Illustrate with applications the price discrimination.</li> <li>4. Describe marginal productivity theories of distribution.</li> <li>5. Differentiate between different theories of profit.</li> </ol>
Course Outcomes	<p>CO1: The student will be able to the difference between the firm and the industry in perfect and imperfect markets.</p> <p>CO2: The student will be able to know the how calculate and graphically illustrate profit and losses for a monopolist, advantages and disadvantages.</p> <p>CO3: The student will be able to know why a monopoly is inefficient using deadweight loss; differentiate between a single price monopolist and a price discriminating monopolist.</p> <p>CO4: The student will be able to know how product differentiation works in monopolistically competitive industries and how firms use advertising to differentiate their products, understanding impact on elasticity</p> <p>CO5: The student will be able to understand the incomes earned by the factors of production (land, labor, capital, entrepreneurship) wages, interest, rents, and profit.</p> <p>CO6: The student will be able to analyze how perfect/imperfect competition</p>

	between buyers and sellers of factors can impact wages, interest and rents.		
Course Description	This Course will provide you with a basic understanding of the principles of microeconomics. At its core, the study of economics deals with different type of markets, how economists use economic models to solve the problem of economy.		
Outline syllabus			
Unit 1			
A	Market Structures- Concepts.		
B	Perfect Competition: Characteristics and Assumptions		
C	Price Determination Under Perfect Competition, Equilibrium of the firm in the short period and the long period.		
Unit 2			
A	Monopoly: Basic feature of monopoly market.		
B	Equilibrium of the Monopoly Firm in Short period and Long period.		
C	Concept of Supply Curve under Monopoly and Price Discrimination.		
Unit 3			
A	Monopolistic Market: Basic feature of monopolistic market.		
B	Selling Costs and Product Differentiation		
C	Short period and long period Equilibrium of the Firm, Concept & feature of Oligopoly market.		
Unit 4			
A	Input markets: demand for inputs; labour markets and land markets.		
B	Ricardian Theory of Rent.		
C	Marginal Productivity Theory of Wages.		
Unit 5			
A	Concept & Theories of Interest; Classical and Neoclassical		
B	Basic concept of Profit: Net and Gross		
C	Theories of Profit		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%

Text book/s*	1. Paul Samuelson and Nordhaus' "Economics", Tata Mcgraw Hill Publishing Company, New Delhi. 18th Edition (2004) 2. N.Gregory Mankiw' "Principles of Economics"" South-Western College; 5th Edition(2008) 3. J.E Stiglitz and G.E Walsh' "Principles of Economics", W.W Norton & Co. N.Y. 4. R.G Lipsey and KA. Chrystal, Economics, Oxford University Press, Oxford(2007). 5. A.Koutsoyiannis , Modern Microeconomics , Macmillan (Latest Edition). 6. R.G Lipsey and KA. Chrystal, "Principles of Economics",Oxford University Press ,Oxford(2002-03). 7. R.S Pindyck & D.L Rubinfeld: Microeconomics, Prentice Hall Series in Economics MATE (2005) 8. Walter Nicholsan' " Microeconomic Theory: Basic Principles and Extensions",South Western College.South Western Publication(2007)
	Other References R.G Lipsey and KA. Chrystal, Economics, Oxford University Press, Oxford(2007), W.J Baumol & Alan S. Blinder, "Microeconomics: Principles and Policy" Thomson, India Edition. Ceneage Learning India Pvt Ltd(2006).

**BAII14 : HIINDI- II**

<b>School:</b>	<b>Batch : 2018-22</b>
<b>Program:</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>	<b>Semester: II</b>
Course Code	BAII14
Course Title	HIINDI - II
Credits	
Contact Hours (L-T-P)	4-0-0
Course Type	Elective
Course Objective	1- विद्यार्थी इस तथ्य को समझ सकेंगे की किस प्रकार साहित्य को जनजागरूकता का माध्यम बनाया जा सकता है ।  2- साहित्य विधर्थियों में अपने कर्तव्यबोध का भाव उत्पन्न करेगा  3 स्वयं में अपेक्षित भाषा कौशलों का विकास कर सकेंगे 4 शिक्षा में भाषा के महत्व को रेखांकित कर सकेंगे ।
Course Outcomes	CO1:लेखक के विचरो को समझकर और अपने अनुभव के साथ उसकी संगति

	<p>,सहमति या असहमति के संदर्भ में अपने विचार अभिव्यक्त करते हैं।</p> <p><b>CO2:</b> सुनी, देखी गई बातों जैसे स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं।</p> <p><b>CO3 :</b> किसी पाठ्यवस्तु की बारीकी से जांच करते हैं उसमें किसी विशेष बिंदु को खोजते हैं, अनुमान लगते हैं, निष्कर्ष निकालते हैं।</p> <p><b>CO4 :</b> अपने परिवेश की लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं।</p> <p><b>CO5 :</b> सर्जनात्मक लेखन के द्वारा भारतीय संस्कृति और साहित्य के क्षेत्र में अपना योगदान दे सकते हैं।</p> <p><b>CO6 :</b> अभिव्यक्ति की विविध शैलियों को पहचानते हैं, स्वयं लिखते हैं जैसे कविता, कहानी, निबंध इत्यादि।</p>
Course Description	<p>प्रस्तुत कोर्स में हिंदी व्याकरण के कई विषयों को शामिल किया गया है जैसे हिंदीभाषा एवं देवनागरीलिपि का मानकीकरण, राजभाषा, राजभाषा, संपर्कभाषा इत्यादि। गद्य में उन नाटकों का चयन किया गया है जो विद्यार्थियों के अंदर भारतीय सामाजिक, आर्थिक, धार्मिक, राजनितिक परिस्थितियों की विसंगतियों के विश्लेषण की क्षमता उत्पन्न करे।</p>
Outline syllabus	
<b>Unit 1</b>	<b>इकाई 1 : हिंदी भाषा का परिचय</b>
A	भाषा और समाज का अंतर्सम्बंध
B	भाषा और बोली में अंतर
C	उपभाषा का अर्थ, हिंदी की उपभाषाएं
<b>Unit 2</b>	<b>इकाई 2 : हिंदी भाषा का आधुनिक काल</b>
A	हिंदी भाषा का मानकीकरण
B	देवनागरी लिपि तथा वर्तनी की विशेषताएं
C	देवनागरी लिपि की समस्याएं तथा मानकीकरण

<b>Unit 3</b>	<b>इकाई 3 : हिंदी भाषा की संरचना</b>		
A	राजभाषा , राष्ट्रभाषा , संपर्कभाषा के रूप में हिंदी का विकास		
B	हिंदी की शब्द सम्पदा		
C	हिंदी भाषा का क्षेत्र		
<b>Unit 4</b>	<b>इकाई 4 : गद्य साहित्य</b>		
A	भारतेंदु : भारत दुर्दशा		
B	मोहन राकेश : आषाढ़ का एक दिन		
C	पूस की रात : प्रेमचंद		
<b>Unit 5</b>	<b>इकाई 5 : हिंदी गद्य की अन्य विधाये</b>		
A	रेखाचित्र		
B	संस्मरण		
C	यात्रा वृत्तांत		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	भारतेंदु : भारत दुर्दशा मोहन राकेश : आषाढ़ का एक दिन पूस की रात : प्रेमचंद हिंदी भाषा : हरदेव बाहरी		
Other References	हिंदी भाषा की परम्परा और विकास - डॉ रामप्रकाश • हिंदी भाषा - डॉ हरदेव बाहरी • गोदान का महत्व - डॉ सत्यप्रकाश मिश्र		

	<ul style="list-style-type: none"> <li>• भारत दुर्दशा - डॉ रेवती रमन</li> <li>• आधुनिक नाटक का मसीहा : मोहन राकेश -गोविन्द चातक</li> </ul>
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**BAI 154: Psychology - II**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>	<b>Semester: 2<sup>nd</sup></b>
Course Code	<b>BAI 154</b>
Course Title	Psychology- II
Credits	3
Contact Hours (L-T-P)	2-1-0
Course Status	Core
Course Objective	1. To introduce physiological processes that would help understand human behavior. 2. To make students understand the sources of stress and its coping strategies. 3. To familiarize the students with concept of learning, memory and forgetting. 4. To introduce basic statistical methods and their uses.
Course Outcomes	This Course will help the students: CO1: To understand the basic physiological processes involved in

	understanding human behavior. CO2: To understand the sources of stress and its management. CO3: To understand the concept & theories of learning. CO4: To understand the notion of memory & causes of forgetting and their applications in everyday life. CO5: To understand basic statistical techniques and their uses in interpreting human behaviour.		
<b>Outline syllabus</b>			
<b>Unit 1</b>	<b>BIOLOGICAL BASES OF BEHAVIOUR</b>		
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		
<b>Unit 2</b>	<b>Stress and Coping Strategies</b>		
A	Nature, Types and Sources of Stress		
B	Effects of Stress on Psychological Functioning and Health		
C	Coping with Stress and Promoting Positive Health and Well-being		
<b>Unit 3</b>	<b>Learning</b>		
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	Observation Learning: Basic Principle- Attention, Retention, Production Process and Motivation. Observation and Aggression.		
<b>Unit 4</b>	<b>Memories &amp; Forgetting</b>		
A	Information-Processing Approach: Encoding, storage & retrieval processes; Sensory memory, short-term memory & long-term memory		
B	Types of Information in Memory: Semantic, Episodic, Procedural; Serial position curve; Retrieval; Elaborative Rehearsal; Levels of Processing		
C	Forgetting: Retroactive and Proactive Interference		
<b>Unit 5</b>	<b>Statistics in Psychology</b>		
A	Importance of Statistics in Psychology		
B	Graphical presentation of data: Histogram, Frequency Polygon, Ogive, and Pie chart.		
C	Measures of central tendency: Mean, median, mode		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Course Code:	<b>BAP152</b>		
Credits	01		
Practicals	1. Learning curve, curve of forgetting 2. Interest Inventory		



	3. Test on Intelligence 4. Job Stress Survey 5. Test on Reasoning 6. Test on Aptitude. 7. Experiment on STM 8. Experiment on LTM 9. Report on field visit to psychologically relevant setting
Text book/s*	1. Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854
Other References	1. Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd. Gregory, R.J. (2006).  2. King, B.M. & Minium, E.W, (2007). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

### BAI134 : GEOGRAPHY-II

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	BAI134
Course Title	<b>GEOGRAPHY-II</b>
Credits	3
Contact Hours (L-T-P)	2-1-0
Course Type	Compulsory /Elective/Open Elective
Course Objective	1. Understand the basic concepts of Oceanography.  2. Understand the origin and distribution of oceanic salinity and temperature.  3. Evaluate the various oceanic current and their distribution.

	<p>4. Understand the basic concept of human geography</p> <p>5. Evaluate the determinants and patterns of population growth</p>
Course Outcomes	<p>CO1: Describe the component of oceanography with the coastal processes</p> <p>CO2: Describes the vast and diversified resources the oceans hold.</p> <p>CO3: Analyse the factors that regulate the salinity of sea water.</p> <p>CO4: Differentiate between waves, tides and currents.</p> <p>CO5: Understand the basic concept of demography and its structure.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Oceanography</b>
A	Nature and Scope of Oceanography.
B	Distribution of Land and Water on Earth Surface.
C	Ocean exploration, Modern Oceanography
<b>Unit 2</b>	<b>Physiography of the Ocean floor</b>
A	Continental shelf
B	Abyssal Plain
C	Ocean Floor Topography – Indian
<b>Unit 3</b>	<b>The Properties of Ocean water</b>
A	The Salinity of Seawater,
B	Factors that regulate the Salinity of Seawater,
C	Temperature Distribution in Oceans
<b>Unit 4</b>	<b>Circulation of Oceanic Waters</b>
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.
<b>Unit 5</b>	<b>Human Geography</b>
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/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	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 Barlett Publishers, USA, UK and Canada.  7. Sharma R. C. and Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.		
Other References	NA		

### **BED105 : Knowledge and Curriculum**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	<b>BED105</b>
Course Title	<b>Knowledge and Curriculum</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	CORE
Course Objective	1. Understand the concept of knowledge and knowing 2. Classify different ways of knowing 3. understand the facets of knowledge 4. get knowledge about epistemology of different philosophies 5. understand the concept and principles of curriculum

Course Outcomes	<b>CO1:</b> To gain insight about knowledge and construction of knowledge. <b>CO2:</b> To differentiate facets of curriculum <b>CO3:</b> To organize various types of knowledge and curriculum transaction. <b>CO4:</b> To appreciate the need for continuous and comprehensive curriculum reconstruction. <b>CO5:</b> To understand the basis and determinants of curriculum construction.
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Meaning and nature of knowledge</b>
A	Meaning of knowledge, Nature of knowledge: Information, Knowledge, Conception, perception, Types and Sources of Knowledge
B	Distinctions between Knowledge and information, Belief and opinion, Knowledge and skill, Teaching and Training; Process of Construction of Knowledge as given by Jean Piaget, and Lev Vygotsky
C	Facets of knowledge and their relationship: Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and out of school; Organisation of knowledge in school education. How is knowledge rendered in to action?
<b>Unit 2</b>	<b>Concept of Curriculum</b>
A	Concept of curriculum, Need of curriculum in schools; Differentiating curriculum framework, syllabus and unit; their significance in school education.
B	Facets of Curriculum: Core, Hidden, Activity based, interdisciplinary, integrated
C	Curriculum visualised at different levels: National, State, School, class and related issues.
<b>Unit 3</b>	<b>Bases, Determinants and Considerations of Curriculum</b>
A	Broad determinants of Curriculum Construction-Social bases in context to society, culture and moderanity; economic, and political determinants; Multiculturalism, multilingual aspects, nationalism, universalism and secularism; technological determinants
B	Modern child centered education with reference to Rousseau and Tagore, Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey and Plato/Buber/Freire.; Modern Values: equity and equality, individual opportunity and social justice and dignity with special reference to Ambedkar;
C	Curriculum considerations;Educational objectives, Learners characteristics, Teacher Experience and Concerns, Environmental Concerns, gender,

	inclusiveness, social sensitivity.		
<b>Unit 4</b>	<b>Curriculum Development</b>		
A	Concept, need and scope of curriculum development, strategies of curriculum development,		
B	History of curriculum development, principles of curriculum development.		
C	Approaches of Curriculum development: Administrative, Grassroot, Demonstration and system approach		
<b>Unit 5</b>	<b>Implementation and Evaluation of Curriculum</b>		
A	Role of teacher in curriculum construction, Transaction, researching; as a critique pedagogue.		
B	Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, SCERT, and CIET.		
C	Curriculum evaluation: Planning, Programme, Evaluation of curriculum material; Text book analysis; Models of Curriculum Evaluation given by Tyler, Stakes, Screven, Kilpatrick.		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1. Agrawal J.C.(1990): Curriculum reform in India ,world overview : new Delhi.</li> <li>2. Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education;New York</li> <li>3. Bawa, M.S. &amp;Nagpal, B.M. Eds (2010). Developing Teaching Competencies; Viva Books.</li> <li>4. Smith B.O. et al(1950). Fundamental of Curriculum Development, World Book Co. New York.</li> <li>5. NCERT(2000). Special issues on curriculum Development. Vol,-II, Indian Education.</li> <li>6. Aggarwal Deepak (2007), Curriculum Development; Concept, Methods and Techniques, New Delhi, Book Enclave.</li> </ol>		
Other References	<ol style="list-style-type: none"> <li>1. NCF 2005, New Delhi.</li> <li>2. Curriculum Framework 2014 NCTE, New Delhi</li> <li>3. NCERT(1984), Curriculum and Evaluation, NCERT, New Delhi</li> </ol>		

**BEP152 : PSYCHOLOGY PRACTICAL**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	<b>BEP152</b>
Course Title	<b>PSYCHOLOGY PRACTICAL</b>
Credits	1
Contact Hours (L-T-P)	0-0-2
Course Type	
	1. EPQ/EPI

	<p>Note: Students are to conduct and report at least 6 (six) practicals. The examiner will allot one practical at the time of examination.</p> <ol style="list-style-type: none"> <li>1. Development of observation skill</li> <li>2. Learning curve, curve of forgetting</li> <li>3. Interest Inventory</li> <li>4. Test on Intelligence</li> <li>5. Job Stress Survey</li> <li>6. Test on Thinking</li> <li>7. Test on Problem solving</li> <li>8. Test on Reasoning</li> <li>9. Test on Aptitude.</li> <li>10 Experiment on STM</li> <li>11 . Experiment on LTM</li> <li>12 Report on field visit to psychologically relevant setting</li> </ol> <p>Baron, R.A., Byrne, D. &amp; Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson</p> <p>Chadha, N.K. (2012). Social Psychology. MacMillan.</p> <p>Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw Hill.</p> <p>Garrett, H.E. &amp; Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer &amp; Simons Pvt. Ltd.</p> <p>Gregory, R.J. (2006). King, B.M. &amp; Minium, E.W, (2007), Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.</p>		
<b>READINGS:</b>			
	Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%

BEP123 : Drama and Art in Education

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: II</b>
Course Code	BEP123
Course Title	Drama and Art in Education
Credits	1
Contact Hours (L-T-P)	0-0-2
Course Type	
Course	1. Gain direct experiences.

Objective	2. Develop motor skill. 3. Make students believe in the dignity of labour. 4. Nurture children's creativity and aesthetic sensibilities. 5. Develop aesthetic sensibilities and learn the use of art in teaching-learning. 6. Integrate curricular and co-curricular activities for overall development of learners.
Course Outcomes	CO1: The student will be able to gain experiences. CO2: The student will be able to develop motor skills. CO3: The student will be able to understand the basic forms of drama. CO4: The student will be able to analyse the cultural ethos and values of society through drama. CO5: The student will be able to examine the impact of art and drama on his/her life. CO6: The student will be able to enhance finest skills in him/her.
Course Description	Nurture children's creativity and aesthetic sensibilities. Develop aesthetic sensibilities and learn the use of art in teaching-learning
Outline syllabus	
<b>Unit 1</b>	<b>Drama and its Fundamentals</b>
A	Creative writing – Drama writing, Drama as a tool of learning, Different Forms of Drama  Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation
B	
C	
<b>Unit 2</b>	<b>Music (Vocal &amp; Instrumental)</b>
A	<i>Sur, Taal and Laya (Sargam)</i> , Vocal – Folk songs, Poems, Prayers, Singing along with — <i>Karaokel</i> , Composition of Songs, Poems, Prayers, Integration of <i>Vocal &amp; Instrumental</i> in Educational practices
B	
C	
<b>Unit 3</b>	<b>The Art of Dance</b>
A	Various Dance Forms – Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances  Integration of Dance in educational practices (Action songs, <i>NrityaNatika</i> )
B	
C	
<b>Unit 4</b>	<b>Drawing and Painting</b>
A	Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education – Chart making, Poster making, match-stick drawing and other forms, Model making
B	
C	



	– Clay modeling, Origami, Puppet making, Decorative – Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art.		
<b>Unit 5</b>	<b>Practicum</b>		
A	<p>Developing a script of any lesson in any subject of your choice to perform a Play / Drama.</p> <p>2. Developing a script for the street play focusing on —Girl's education and Women empowermentll.</p> <p>3. Preparing a pictorial monograph on —Various folk dance of South India.</p> <p>4. Preparing a pictorial monograph on —Various Classical Dance forms in Indiall.</p> <p>5. Preparing a calendar chart on —Various Musical Instruments in Indiall.</p> <p>6. Develop an Audio CD based on newly composed Poems of any Indian language.</p> <p>7. Preparing some useful, productive and decorative models out of the waste materials.</p> <p>8. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.</p> <p>9. Development a Review of a theatre programme if possible</p> <p>10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.</p> <p>11. Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.</p>		
B			
C			
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<p>1. Natyashastra by Bharathamuni</p> <p>2. Deva, B.C. (1981). An Introduction to Indian Music.Publication Division, Ministry of Information and Broadcasting, Government of India.</p> <p>3. NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre</p> <p>4. Theory of Drama by A. Nicoll</p>		
Other References	<p><b>Web Resources</b></p> <p>Position Paper National Focus Group on Arts, Music &amp; Dance, NCERT  <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/art_education.pdf">http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/art_education.pdf</a>  Arts in school education, (2012), <a href="http://azimpremjiifoundation.org/pdf/LCXVIII.pdf">http://azimpremjiifoundation.org/pdf/LCXVIII.pdf</a>  Online Courses on Arts, <a href="http://www.dsourc.in/Course/index.php">http://www.dsourc.in/Course/index.php</a>  Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT</p>		

	<a href="http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revision_29.12.14.pdf">http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revision_29.12.14.pdf</a>
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### SEM-III

#### BAI204 : Language and Literature-1

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: III</b>
Course Code	<b>BAI204</b>
Course Title	<b>Language and Literature-1</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Compulsory /Elective/Open Elective
Course Objective	<ul style="list-style-type: none"> <li>• enjoy different forms of language, literature and culture</li> </ul>

	<ul style="list-style-type: none"> <li>understand various forms such as novel, short story, poetry and essay</li> <li>develop a taste for different pieces depicting culture</li> <li>appreciate language in its varied forms</li> </ul>
Course Outcomes	CO1: enjoy different forms of language CO2: develop a taste for different pieces CO3 appreciate language in its varied forms
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Poetry</b>
A	Nissim Ezekiel ( 1924 - 2004 ) : Night of the Scorpion
B	Sarojini Naidu (1879 - 1949 ) : The Palanquin Bearers
C	Vikram Seth (1952) : The Frog and the Nightingale
<b>Unit 2</b>	<b>Essays</b>
A	M.K.Gandhi (1869-1948 ) : The Gita and Satyagraha ( from Writings of Gandhi edited by Ronald Duncan. New Delhi :Rupa, 1993)
B	JawaharLal Nehru ( 1889 – 1964). The Philosophical Approach ( Chapter 5).( from The Discovery of India)
C	
<b>Unit 3</b>	<b>Novel</b>
A	ArvindAdiga (1974 - ) : The White Tiger
B	R. K. Narayan (1906 - 2001 ). The Guide
C	Khushwant Singh (1915 - 2014 ) : Train To Pakistan
<b>Unit 4</b>	<b>Short Story</b>
A	JhumpaLahiri (1967 - ) : The Interpreter of Maladies.Mariner Books, Later Printing Edition ( 1999)
B	Premchand ( 1880 - 1936 ) : The Lottery. Zamana, SahityaPrakashan( 1933)
C	MrinalPandey (1946 - ) : Girls
<b>Unit 5</b>	<b>Culture</b>
A	Amrita Pritam (1919 - 2005 ) : Pinjar ( from The Skeleton and other stories)

B	Tara Press, Amazon India 2009		
C			
Mode of examination	Theory/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	Datta, Amaresh. Chief Editor. The Encyclopedia of Indian Literature.6 Vols. New Delhi: SahityaAkademi, 2006- Gopal, Priyamvada. The Indian English Novel, New Delhi : OUP, 2009 Mukherjee, Meenakshi. The Perishable Empire. New Delhi : OUP, 2000 Naik, M.K. History of Indian English Literature, New Delhi :SahityaAkademi, 1980		
Other References	Naik, M.K. and Shyamala Narayan eds. Indian English Literature 1980-2000 : A Critical Survey. New Delhi :Pencraft, 2004 Sarkar, Sumit. Modern India: 1885-1947 ( 2 <sup>nd</sup> Edition) Basingstoke : Macmillan, 1989 Sundaer, Rajan, Rajeshwari. Ed. The Lie of the Land.Delhi : OUP, 1993		

BAI211 : HINDI GADHAYA SAHITYA

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: SOE</b>	<b>Semester: III</b>
Course Code	BAI211
Course Title	HINDI GADHAYA SAHITYA
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	ELECTIVE

Course Objective	<p>3- साहित्य विधार्थियों में अपने कर्तव्यबोध का भाव उत्पन्न करेगा</p> <p>4- विद्यार्थी इस तथ्य को समझ सकेंगे की किस प्रकार साहित्य को जनजागरूकता का माध्यम बनाया जा सकता है ।</p> <p>3 शिक्षा में भाषा के महत्व को रेखांकित कर सकेंगे ।</p> <p>4. स्वयं में अपेक्षित भाषा कौशलों का विकास कर सकेंगे</p> <p>5.सर्जनात्मक लेखन के द्वारा भारतीय संस्कृति और साहित्य के क्षेत्र में अपना योगदान दे सकते हैं ।</p>
Course Outcomes	<p>CO1: सुनी ,देखी गई बातों जैसे स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं ।</p> <p>CO2: किसी पाठ्यवस्तु की बारीकी से जांच करते हैं उसमें किसी विशेष बिंदु को खोजते हैं , अनुमान लगाते हैं , निष्कर्ष निकालते हैं</p> <p>CO3 : लेखक के विचारों को समझकर और अपने अनुभव के साथ उसकी संगति ,सहमति या असहमति के संदर्भ में अपने विचार अभिव्यक्त करते हैं</p> <p>CO4 : अपने परिवेश की लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं ।</p> <p>CO5 :अभिव्यक्ति की विविध शैलियों को पहचानते हैं , स्वयं लिखते हैं जैसे कविता ,कहानी निबंध इत्यादि ।</p>
Course Description	<p>प्रस्तुत कोर्स में गद्य की उन एकांकी एवं नाटक का चयन किया गया है जो विद्यार्थियों के अंदर भारतीय सामाजिक , आर्थिक ,धार्मिक ,राजनितिक परिस्थितियों की विसंगतियों के विश्लेषण की क्षमता उत्पन्न करे । विद्यार्थीओं की आलोचनात्मक विश्लेषण का दृष्टिकोण विकसित करना ।</p>
Outline syllabus	
<b>Unit 1</b>	
A	.हिंदी उपन्यास का स्वरूप
B	हिंदी उपन्यास की संरचना
<b>Unit 2</b>	
A	प्रेमचंद के उपन्यासों की सामान्य विशेषताएं
B	.गोदान : उपन्यास –प्रेमचंद
A	हिंदी कहानी का स्वरूप
B	हिंदी कहानी की संरचना
<b>Unit 4</b>	
A	आकाशदीप - जयशंकर प्रसाद

	Beyond Boundaries		
B	.ठाकुर का कुआ – प्रेमचंद		
C	रोज - अगेय		
Unit 5			
A	दाज्यू -शेखर जोशी		
B	.हरी बिंदी - मृदुला गर्ग		
C			
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ul style="list-style-type: none"><li>गोदान का महत्व - डॉ सत्यप्रकाश मिश्र</li><li>. प्रेमचंद और उनका युग - रामविलास शर्मा</li><li>. एक दुनिया सामानांतर - राजेंद्र यादव</li><li>. नई कहानी - नामवर सिंह</li><li>. साहित्य से संवाद - गोपेश्वर सिंह</li></ul>		

### BAI209 : Language, Literature and Culture-1

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2019-20</b>
<b>Branch: EDU</b>	<b>Semester: III</b>
Course Code	<b>BAI209</b>
Course Title	<b>Language, Literature and Culture-1</b>
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	CORE

Course Objective	<p>After going through the paper students will be able to: enjoy different forms of language, literature and culture</p> <ol style="list-style-type: none"> <li>1. This course is designed to introduce the students to the basic concepts of language, its characteristics, its structure and how it functions.</li> <li>2. The course further aims to familiarise the students with how language is influenced by the socio-political-economic-cultural realities of society.</li> <li>3. It also acquaints students with the relation between language and literature</li> </ol>
Course Outcomes	<p>After going through the paper students will be able to:</p> <p>CO1 Understand various forms language, its characteristics, and its structure</p> <p>CO2 Explain the intricate relationship between language and society</p> <p>O3 Apply the fuctional aspects of language and literature to understand the reality.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Language and Communication</b>
A	Meaning and definition of Language
B	The Characteristics of Human language
C	Why Does Language Matter?
<b>Unit 2</b>	<b>Language and Society</b>
A	Language and Class
B	Language and Gender

C	Language and Ethnicity		
<b>Unit 3</b>	<b>Language Variation</b>		
A	Dialect Idiolect Slang Pidgin Creole Jargon		
B	Standard and Non-Standard Language		
C	Code-mixing Code-switching		
<b>Unit 4</b>	Indian Literature This section of the course will involve a study of significant themes and forms of Indian literature through the ages, with the help of prescribed texts. Prescribed text: Indian Literature: An Introduction (Delhi: University of Delhi, 2005)		
A	Veda Vyasa, The Mahabharata: The Ekalavya Episode		
B	Rabindranath Tagore, 'The Cabuliwallah'		
C	Indira Goswami, 'The Journey'		
<b>Unit 5</b>	<b>Language and culture</b>		
A	Culture and Society in Contemporary India		
B	The Idea of Culture		
C	Culture and the Media		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1. H. G. Widdowson (1979) Stylistics and the Teaching of Literature (London: Longman).</li> <li>2. M. R. Dua Communications and Culture, ed. (Delhi: Galgotia Publishing Co, 1997).</li> <li>3. Milton Singer and Bernard S Cohn (1968) Notes on the History of the Study of the Indian Society and Culture', in Structure and Change in Indian Society, ed. (Chicago: Aldine Press)</li> <li>4. Roger Fowler, ed., Essay on Style and Language (London: Routledge and Kegan Paul Ltd, 1966).</li> <li>5. Roger Fowler, The Linguistics of Literature (London: Routledge and</li> </ol>		



	<p>Kegan Paul Ltd, 1971)</p> <p>6. R. A. Hudson, Sociolinguistics (Cambridge: Cambridge University Press, 1980). Geoffrey Leech and Michael Short, Style in Fiction (London: Longman, 1981).</p> <p>7. R. S. Gupta and K. S. Agarwal, Studies in Indian Sociolinguistics (New Delhi: Creative Books, 1996)</p> <p>8. R. W. Bailey and J. L. Robinson, Eds, Varieties of present-day English (New York: Macmillan 1973). J. A. Fishman, Sociolinguistics: A Brief Introduction (Mass: Newbury House Rowley, 1971).</p> <p>9. Sisir Kumar Das, ed., a History of Indian Literature (New Delhi: Sahitya Akademi, 1995).</p> <p>10. Journalism: Changing Society Emerging Trends (Delhi: Authorspeak, 2003).</p>
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**BAI223 : History-III (MEDIEVAL INDIA)**

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: III</b>
Course Code	<b>BAI223</b>
Course Title	<b>History-III (MEDIEVAL INDIA)</b>
Credits	6
Contact Hours	5-1-0

(L-T-P)	
Course Type	CORE
Course Objective	<p>the Course is designed to help the students to:</p> <ul style="list-style-type: none"> <li>▪ know the causes for the advent of Babur and the foundation of the Mughal Empire and appreciate the administration of Sher Shah Suri</li> <li>▪ analyze Akbar's conquests, administration, religious policy and Rajput policy</li> <li>▪ infer upon the religious and Deccan policy of Aurangzeb and analyze the rule of Mughal Emperors and their contributions to Indian society</li> <li>▪ understand the nature of Mughal state and its economy and compare it with the present times</li> <li>▪ know about the advent and the contributions of Maratha rulers, the rise of monotheistic religion, religious reformers, Sufi saints in Medieval India-their contributions</li> </ul>
Course Outcomes	<p>After completing the Course, the students will be able to:</p> <p>CO1 explain the causes for the advent of Babur and the battles fought by him in India and appreciate the administration of Sher Shah Suri</p> <p>CO2 critically analyze why Akbar was called, Akbar the Great</p> <p>CO3 analyze the policies of Aurangzeb in the context of his role for the downfall of the Mughal Empire</p> <p>CO4 mark the Deccan kingdoms, the extent of the empires under Akbar, Aurangzeb and the Marathas</p> <p>CO5 comment on the life of Shivaji and his administration</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>The Fifteenth and Early Sixteenth Century – Political Developments</b>
A	<ul style="list-style-type: none"> <li>▪ Advent of Babar and the foundation of the Mughal Empire</li> </ul>
B	<ul style="list-style-type: none"> <li>▪ Humayun' struggle with Sher Shah</li> </ul>
C	<ul style="list-style-type: none"> <li>▪ Shershah Sur-Career and Achievements-forerunner of Akbar</li> </ul>
<b>Unit 2</b>	<b>Consolidation of the Mughal empire</b>

	▪		
A	▪ Akbar-Conquests-Administration-Religious policy- Rajput Policy		
B	▪ Jahangir & Shah Jahan as rulers-relations with Persia-Shahjahan's Balkh Campaign		
C	▪ Mughal policy towards Deccan- conquest of Berar and Ahmadnagar and cultural contributions of the Deccan states		
<b>Unit 3</b>	<b>Aurangzeb and Decline of the Mughal Empire</b>		
A	▪ Aurangzeb and war of succession-Aurangzeb-administration-Religious Policy-Deccan policy		
B	▪ Popular revolts, rise of the Sikhs- conflict with the Rajputs- rise of the Marathas		
C	Decline of the Mughal Empire		
<b>Unit 4</b>	<b>Rise of the Marathas : Shivaji</b>		
A	▪ Shivaji-Conquests-Administration-Peshwas-Balaji Vishwanath-Baji Rao I and Balaji Baji Rao- Third battle of Panipat –causes & consequences		
B	▪ Social & religious life under Marathas during the 18 <sup>th</sup> century		
C	Downfall of the Maratha confederacy-Scindhias of Gwalior- Ahilya Bai Holkar-Nana Fadnavis		
<b>Unit 5</b>	<b>Contribution of the Mughals</b>		
A	▪ Mughal administration, Mughal army, Mansabdari System, agrarian Reforms, social condition		
B	▪ Education & culture, art & architecture, cultural integration		
C	▪ Rise of Monotheistic religions in India-Kabir-Nanak-Sufism-Sheik Nizamuddin Auliya-Sheik Moinuddin Chisti-The saints of Maharashtra-Namdev, Eknath and Tukaram-Rise of Veera Saivism and Vaishnavism in South		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1. 1 S.C. Verma: Madhyakalin Bharat - I., Delhi University, 1993		

	<p>2. Muhammad Habib: Politics and Society during the Early Medieval Period. edited by K.A.Nizami Delhi</p> <p>3. Irfan Habib (ed.): Medieval India-I: Researches in the History of India 1200-1750. Delhi, 1992</p> <p>4. Moreland W.H., <i>Agrarian System of Moslem India</i>, Orient Books, Delhi., 1997</p> <p>5. Harmann Kulke, <i>The State in India (1000-1700AD)</i>, OUP, 1997</p>
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### **BAI261 : Political Science-III (International Relations)**

<b>School:</b> SOE	<b>Batch :</b> 2018-22
<b>Program:</b> BABED	<b>Current Academic Year:</b> 2018-19
<b>Branch:</b> EDU	<b>Semester:</b> 3 <sup>rd</sup>
Course Code	BAI261
Course Title	Political Science-III (International Relations)
Credits	5

Contact Hours (L-T-P)	4-1-0
Course Status	Compulsory /Elective/Open Elective
Course Objective	<p>This Course aims to:</p> <ol style="list-style-type: none"> <li>5. Introduce certain key aspects of conceptual analysis in political theory.</li> <li>6. Inculcate the skills required to engage in debates surrounding the application of the concepts.</li> <li>7. Blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.</li> <li>8. Encourage the capacity to think critically in an analytically rigorous way.</li> </ol>
Course Outcomes	<p>This Course will help the students:</p> <p>CO1: To discuss the meaning and traditions of Political Theory.</p> <p>CO2: To understand and interpret the basic normative concepts of political theory.</p> <p>CO3: To critically and reflectively analyse and interpret social practices through the relevant conceptual toolkit.</p> <p>CO4: To understand and apply new modes of political debates to perceive and interpret the world around us.</p> <p>CO5: To demonstrate the capacity to intervene in tutorial debates based on a sound knowledge of the set texts.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	<b>Introduction</b>
A	The concept of International Relations, Meaning & Scope, National Power Components – population, geography, resources, economic organization, technology and military force.
B	Limitations on National Power- international morality, public opinion and international law
C	Balance of power
<b>Unit 2</b>	<b>United Nations</b>
A	UN – Six Principal Organs – General Assembly, Security Council, Economic and Social Council, Secretariat, Trusteeship Council and International Court of Justice
B	Peaceful settlement of Disputes- Negotiations, mediation, conciliation,

	arbitration and judicial settlement.		
C	Collective Security Mechanisms.		
<b>Unit 3</b>	<b>Diplomacy</b>		
A	Cold War diplomacy- Causes, Phases		
B	Case studies – Afghanistan Crisis, Gulf War-I		
C	Post-Cold War- Ongoing missions – Gulf War –II		
<b>Unit 4</b>	<b>Contemporary Global concerns</b>		
A	Non -State Actors – NGOs		
B	Inter-Governmental Organizations (IGOs) - IMF, WTO, OPEC, and OAU.		
C	International Terrorism – Issues of Resources, Territorial Claims, Culture, and Religion.		
<b>Unit 5</b>	<b>Foreign Policy</b>		
A	India with neighbouring countries- Pakistan, Bangladesh, Sri Lanka & Nepal		
B	India with other countries-USA, China, Russia, Britain & Africa		
C	Foreign Policy – Alliances- NATO, CENTO, SEATO and WARSAW Pact and Non-Aligned Movement		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*			
Other References			

### BED241: Principles of Macroeconomics–III

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>	<b>Semester:3</b>
Course Code	BED241
Course Title	<b>Principles of Macroeconomics–III</b>

Credits	5
Contact Hours (L-T-P)	4-1-0
Course Type	ELECTIVE
Course Objective	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts in Macroeconomics.</li> <li>• Differentiate between individual economy and aggregate economy.</li> <li>• Define different macroeconomic variables like GDP, consumption.</li> <li>• Define different savings, investment and balance of payments</li> <li>• Understand various theories of determining GDP in the short run.</li> </ul>
Course Outcomes	<p>The students will be able to:</p> <p>CO1 Understand the basic concepts in Macroeconomics.</p> <p>CO2 Differentiate between individual economy and aggregate economy.</p> <p>CO3 Define different macroeconomic variables like GDP, consumption.</p> <p>CO4 Define different savings, investment and balance of payments</p> <p>CO5 Understand various theories of determining GDP in the short run.</p>
Course Description	
Outline syllabus	
<b>Unit 1</b>	
A	Introduction
B	What is macroeconomics?
C	Macroeconomic issues in an economy.
<b>Unit 2</b>	
A	<ul style="list-style-type: none"> <li>• National Income Accounting Concepts of GDP and National Income;</li> </ul>
B	<ul style="list-style-type: none"> <li>• measurement of national income and related aggregates;</li> </ul>
C	<ul style="list-style-type: none"> <li>• nominal and real income; limitations of the GDP concept.</li> </ul>

Beyond Boundaries

Unit 3			
A	<ul style="list-style-type: none"><li>Determination of GDP Actual and potential GDP;</li></ul>		
B	<ul style="list-style-type: none"><li>aggregate expenditure; consumption function; investment function; equilibrium GDP;</li></ul>		
C	concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.		
Unit 4			
A	<ul style="list-style-type: none"><li>National Income Determination in an Open Economy with Government Fiscal Policy:</li></ul>		
B	<ul style="list-style-type: none"><li>impact of changes in government expenditure and taxes;</li></ul>		
C	<ul style="list-style-type: none"><li>net exports function; net exports and equilibrium national income.</li></ul>		
Unit 5			
A	<ul style="list-style-type: none"><li>Money in a Modern Economy Concept of money in a modern economy;</li></ul>		
B	<ul style="list-style-type: none"><li>monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest;</li></ul>		
C	Money supply and credit creation; monetary policy		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*			
Other References	<ol style="list-style-type: none"><li>Case, Karl E. &amp; Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.</li><li>Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India</li></ol>		

### BAI 231 : GEOGRAPHY OF INDIA

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>	<b>Semester: III</b>
Course Code	BAI 231
Course Title	<b>Geography-III Climatology</b>
Credits	3
Contact Hours (L-T-P)	2-1-0 1



Course Type	CORE
Course Objective	<ol style="list-style-type: none"> <li>1. Students will get an introduction to the main regions of the India in terms of both their uniqueness and similarities.</li> <li>2. Students will be exposed to historical, economic, cultural, social and physical characteristics of India.</li> <li>3. Students will learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes.</li> <li>4. In addition to the ability of understanding and reading maps, students will develop analytical ability to understand about the growth of a region.</li> </ol>
Course Outcomes	<p>CO1: Understand the diverse physiography of India.</p> <p>CO2: Understand the Climatic condition of India.</p> <p>CO3: Analyse 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> <p>CO6: Evaluating the impacts of human activities on natural environments special reference to India.</p>
Course Description	<p>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</p>
Outline syllabus	
<b>Unit 1</b>	
A	<ul style="list-style-type: none"> <li>• Atmospheric Composition and Structure –</li> </ul>
B	<ul style="list-style-type: none"> <li>• Variation with Altitude,</li> </ul>
C	<ul style="list-style-type: none"> <li>• Variation with Latitude and Season.</li> </ul>
<b>Unit 2</b>	
A	<p>Insolation and Temperature – Factors and Distribution,</p>

Beyond Boundaries

B	<ul style="list-style-type: none"><li>Heat Budget,</li></ul>		
C	<ul style="list-style-type: none"><li>Temperature Inversion.</li></ul>		
Unit 3			
A	<ul style="list-style-type: none"><li>Atmospheric Pressure and Winds – Planetary Winds,</li></ul>		
B	Forces affecting Winds,		
C	<ul style="list-style-type: none"><li></li><li>General Circulation, Jet Streams.</li></ul>		
Unit 4			
A	<ul style="list-style-type: none"><li>Atmospheric Moisture – Evaporation, Humidity, Condensation, Fog and Clouds,</li></ul>		
B	Precipitation Types,		
C	<ul style="list-style-type: none"><li></li><li>Stability and Instability; Climatic Regions (Koppen)</li></ul>		
Unit 5			
A	<ul style="list-style-type: none"><li>Cyclones – Tropical Cyclones,</li></ul>		
B	Extra Tropical Cyclones,		
C	Monsoon - Origin and Mechanism.		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	. 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		

	<p>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.</p> <p>5. Oliver J. E. and Hidore J. J., 2002: <i>Climatology: An Atmospheric Science</i>, Pearson Education, New Delhi.</p> <p>6. Trewartha G. T. and Horne L. H., 1980: <i>An Introduction to Climate</i>, McGraw-Hill.</p> <p>7. Gupta L S(2000): <i>Jalvayu Vigyan</i>, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi</p> <p>8. Lal, D S (2006): <i>Jalvayu Vigyan</i>, Prayag Pustak Bhavan, Allahabad</p> <p>9. Vatal, M (1986): <i>Bhautik Bhugol</i>, Central Book Depot, Allahabad</p> <p>10. Singh, S (2009): <i>Jalvayu Vigyan</i>, Prayag Pustak Bhawan, Allahabad</p>
Other References	NA

BED102 : Childhood and Growing Up

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>	<b>Semester:3</b>
Course Code	BED102
Course Title	Childhood and Growing Up

Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Compulsory
Course Objective	<ol style="list-style-type: none"> <li>1. To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.</li> <li>2. To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India</li> <li>3. To acquaint with the role of different agencies in the health and development of children.</li> <li>4. To acquaint with theories of Growth and Development with applicable relevance.</li> </ol>
Course Outcomes	<p>CO1: The student will be able to have knowledge about the concepts child and childhood behaviour in social and cultural context of India</p> <p>CO2: The student will be able to understand and critically differentiate various contexts required to assess at the process of exploration of childhood</p> <p>CO3: The student will be able to apply the understanding of theoretical perspectives into an applicative manner.</p> <p>CO4: The student will be able to analyse role and importance of work of various social agencies in the field of childhood development around the world.</p> <p>CO5: The student will be able to evaluate the significance of different aspects of a childhood with diverse applications in the Social, Cultural and Political context of India.</p> <p>CO6: The student will be able to create a structured format of experiential learning in context of the subject matter in relevance.</p>
Course Description	<ul style="list-style-type: none"> <li>• Course aims at imparting basic knowledge of processes of Childhood development.</li> <li>• The Course is designed to acquaint students with all the relevant applicable aspects of childhood development.</li> </ul>
Outline syllabus	
<b>Unit 1</b>	<b>Growth and Development</b>
A	Meaning & difference between Growth and Development
B	Stages of Growth and development
C	Theories of Growth and Development <ol style="list-style-type: none"> <li>a) Freud's Theory of Psycho-sexual development</li> <li>b) Jean Piaget's theory of Cognitive Development</li> <li>c) Erickson's theory of Psycho Social Development</li> </ol>
<b>Unit 2</b>	<b>Childhood and Development</b>

A	Physical- Motor Development		
B	Role of Parents and Teachers		
C	Social and Emotional Development		
<b>Unit 3</b>	<b>Socialization Agencies and the Child</b>		
A	The 21 century child and childhood		
B	Childhood and similarities and Diversities		
C	Concept of Socialisation		
<b>Unit 4</b>	<b>Individual Differences and Adjustment</b>		
A	Concept and types of individual differences		
B	Intelligence and its measurement.		
C	Concept of adjustment and maladjustment		
<b>Unit 5</b>	<b>Health and Social Issues of Children</b>		
A	Challenges of Children: Physical, mental, social and emotional		
B	Protection of Child Rights		
C	Child Health Concerns		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. AmbronS.R (1981) Child Development, Holt Rinchart& Winston, New York. 2. Bhatnagar, S educational Psychology, Legal Book Depot Agra. 3. Chauhan S(2000) Advanced Educational Psychology, Vikas Publication New Delhi.		
Other References	1. Harris, M. and Butterworth(2002) The two concepts of childhood ,Developmental Psychology: AStudentís handbook. New York: 2. Taylor & Francis. Chapter 1: A Brief History of DevelopmentalPsychology 3. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence		

### BAI103: ASSESSMENT FOR LEARNING

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: III</b>
1	Course Code	<b>BAI103</b>
2	Course Title	<b>ASSESSMENT FOR LEARNING</b>

3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	CORE
5	Course Objective	<ol style="list-style-type: none"> <li>1. To describe and distinguish between assessment, evaluation and measurement.</li> <li>2. To develop skills and knowledge in assessing learners, classrooms, and investigate the selection and design of evaluation instruments.</li> <li>3. To develop effective grading rubrics to assess student work and to promote learning in the classroom.</li> <li>4. To expand their knowledge of how to interpret and use assessment data to improve learning in the classroom with the help of statistical techniques.</li> <li>5. To identify key principles of a learner-centered paradigm of student assessment.</li> <li>6. To identify key elements of reform in the assessment of student learning</li> </ol>
6	Course Outcomes	<ol style="list-style-type: none"> <li>1. understand the concept of assessment</li> <li>2. understand the use of quantitative &amp; qualitative tools and techniques of evaluation</li> <li>3. develop the skill in preparing, administering and analysing diagnostic test</li> <li>4. familiarize with new trends in assessment</li> <li>5. develop the skill necessary to compute basic statistical estimates and interpret the test scores</li> </ol>
7	Course Description	
8	Outline syllabus	
	<b>Unit 1</b>	<b>Concept of Evaluation</b>
	A	Meaning of Assessment, Measurement, Test, Examination, appraisal and Evaluation and their interrelationship. Perspectives of Assessment: Assessment for learning, Assessment of learning & Assessment as learning.
	B	Purposes of assessment: Prognostic, Monitoring of Learning, providing feedback, promotion, placement, certification, grading and Diagnostic; Principles of assessment and Evaluation: Behaviourist, cognivist and

		constructivist.
	C	Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance), Types of Assessment: Meaning & Features (Formative, Diagnostic and Summative)
	<b>Unit 2</b>	<b>Statistical Methods and Interpretation of Scores</b>
	A	Need and Importance of Statistics in Evaluation; Graphical Presentation: Histogram, Frequency Polygon, Pi-chart.
	B	Measures of Central Tendency: Mean, Median, Mode
	C	Measures of Variability: Range, Q.D., S.D.
	<b>Unit 3</b>	<b>Characteristics of Instruments of Assessment</b>
	A	Characteristics of good measuring instruments, Validity –Meaning &different methods of finding validity
	B	Reliability –Meaning &different methods of finding reliability
	C	Objectivity, Interdependence of validity, reliability and objectivity, Normal Probability Curve: Meaning & properties, Coefficient of Correlation-Spearman's Rank Difference Method (Meaning, Computation & Uses)
	<b>Unit 4</b>	<b>Tools and Techniques of assessment</b>
	A	Differentiation between instructional, learning and assessment objectives, Need for integrated objectives.
	B	Tools of Evaluation: Quantitative-Written, Oral and Practical Qualitative: Observation, Introspection, Projection and Sociometry.
	C	Preparation of Blueprint: Weightage to content, objectives, difficulty level, type of questions, allocation time, assembling the test items, guidelines for administration, scoring procedure- manual and electronic, Development of Rubrics, No detention policy.
	<b>Unit 5</b>	<b>New Trends in Evaluation</b>
	A	Question bank, Grading system(concept, Type, application, CBSE and State evolved indicators)
	B	Online Examination, Open Book Examination, Exam on demand (Meaning, Merits and Demerits)
	C	Meaning, purpose & guidelines of development: i. Portfolios ii. Reflective Journal iii Policy Perspectives on examination and evaluation: Recommendation in NCF2005 and NPE1986.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Gunter, Mary Alice et.al(2007)., Instruction: A Models Approach- Fifth Edition; Pearson Education Inc.; Boston.  Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.  Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc. Gupta Rainu(2017), Measurement, Evaluation and Assessment for Learning, Shipra Publications, New Delhi-(Text Book) Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited. Bhargava, M. and Mathur, M. (2005).Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.		
	Other References	Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; RoutledgeFalmer-Taylor and Francis Group; London. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.		

### **BAP 231 :CLIMATOLOGY (Practical)**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: III</b>
1	Course Code	BAP 231



2	Course Title	<b>CLIMATOLOGY (Practical)</b>
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	
5	Course Objective	<p>1 To provide students an exposure to basic concept of statistics.</p> <p>2. To ensure that students begin to understand the significance of statistics in the field of spatial analysis.</p> <p>3 Equipped with knowledge, concepts, and principles, skills pertaining to data acquisition, data analysis and its interpretation</p> <p>4. The Course also facilitates students to understand about the various statistical methods and their application in geography.</p>
6	Course Outcomes	<p>CO1: Understand the representation of Statistical data.</p> <p>CO2. Know the Importance of Statistic in Geography.</p> <p>CO3. Compute of Measures of Central tendency of dispersion.</p> <p>CO4. Calculation and plotting moving Average.</p> <p>CO5. Compute the Correlation of Pearson's and Spearman's methods.</p> <p>CO6. Statistical data Analysis of simple regression..</p>
7	Course Description	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.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Use of Data in Geography</b>
	A	Geographical Data Matrix, Significance of Statistical Methods in Geography;
	B	Sources of Data

	C	Scales of Measurement (Nominal)		
	<b>Unit 2</b>	<b>Tabulation and Descriptive Statistics</b>		
	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).		
	<b>Unit 3</b>	<b>Sampling</b>		
	A	Classification of sampling		
	B	Purposive and Random sampling		
	C	Systematic and Stratified		
	<b>Unit 4</b>	<b>Theoretical Distribution</b>		
	A	Probability		
	B	Normal Distribution		
	C	z-score		
	<b>Unit 5</b>	<b>Association and Correlation</b>		
	A	Rank Correlation, Product Moment Correlation		
	B	Simple Regression		
	C	Residuals from regression		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	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,		

		<p>London.</p> <p>9. Spiegel M. R.: Statistics, <i>Schaum's Outline Series</i>.</p> <p>10. Yeates M., 1974: <i>An Introduction to Quantitative Analysis in Human Geography</i>, McGraw Hill, New York.</p> <p>11. Shinha, Indira (2007) Sankhyiki bhugol. Discovery Publishing House, New Delhi</p>
	Other References	NA

#### SEM-IV

#### BAI203 : English-IV

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2019-20</b>
<b>Branch: EDU</b>		<b>Semester: IV</b>
1	Course Code	<b>BAI203</b>

2	Course Title	<b>English-IV</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objective	<ol style="list-style-type: none"> <li>1. get introduced to a huge body of literature written by women</li> <li>2. get a feminist awareness of women's lives and their representation</li> <li>3. understand historical conditions of the times</li> <li>4. understand political conditions of the times</li> <li>5. understand social conditions of the times</li> </ol>
6	Course Outcomes	CO1: The student will be able to understand feminist interpretation. CO2: The student will be able to critically analyse the feminist writings. CO3: The student will be able to relate the feelings of writers into their daily lives stories. CO2: The student will be able to critically analyse the feminist writings. CO3: The student will be able to relate the feelings of writers into their daily lives stories
7	Course Description	
8	Outline syllabus	
	<b>Unit 1</b>	<b>Fiction</b>
	A	Anita Desai ( 1937 - ) : Fasting, Feasting
	B	Katherine Mansfield ( 1888 – 1923) : The Fly
	C	
	<b>Unit 2</b>	<b>Poetry</b>
	A	Mamta Kalia( 1940 - ) : Remembering Papa
	B	Kamla Das (1934
	C	Shashi Deshpande (1938
	<b>Unit 3</b>	<b>Letters / Diaries</b>
	A	Anne Frank (1929 -1945 ) : The Diary of Anne Frank
	B	
	C	
	<b>Unit 4</b>	<b>Communication Skills</b>
	A	e mail writing and net etiquette
	B	Letters for communication

	C	Business Etiquette		
	<b>Unit 5</b>	<b>Grammar</b>		
	A	Parts of Speech		
	B	Subject verb agreement		
	C	Common errors in English		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Cornillon, Susan Koppelman. Ed. (1972). Images of Women in Fiction: Feminist Perspectives. Bowling Green, Ohio : Bowling Green University Popular Press. Gilbert, Sandra and Susan Gubar. Eds.((1996).The Norton Anthology of Literature by Women:The Traditions in English, 2 <sup>nd</sup> Ed. New York and London : Norton. Kristeva, Julia (1981). “ Women’s Time” Signs, 7:1, 13-35		
	Other References	Showalter, Elaine ( 1978). A Literature of their Own.London : Virago. Wollstonecraft, Mary ( 1988). A Vindication of the Rights of Women.London : Norton.		

### BAI212 HINDI – IV (अन्यगद्यविधाएँ)

<b>School: SOE</b>	<b>Batch : 2018-22</b>
<b>Program: B.A.B.ED</b>	<b>Current Academic Year: 2018-19</b>
<b>Branch: Education</b>	<b>Semester: 4</b>

1	Course Code	BAI212
2	पाठ्यक्रमशीर्षक	<b>HINDI – IV (अन्यगद्यविधाएँ)</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
5.	<b>पाठ्यक्रमप्रकार</b>	अनिवार्य
6.	<b>पाठ्यक्रमविवरण-</b>	<p>गद्य-साहित्यकाक्षेत्रअत्यन्तव्यापकहै। इसकेअन्तर्गतनिबंध, कहानी, उपन्यास, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र, नाटक, एकांकी, यात्रावृत्त, आदिअनेकविधाएँआतीहैंऔरप्रत्येकविधाकीअपनी-अपनीएकशैलीहोतीहै।</p> <p>उपयोगिताएवंग्रहणशीलताकीदृष्टिसेसभीविधाओंकाअध्ययनकरनावांछनीयहै।</p> <p>प्रस्तुतपाठ्यक्रममेंगद्यकीअन्यविविधविधाओं, उनकीशैलीगतविशेषताओंकीचर्चाकीगईहै।</p>
7.	<b>पाठ्यक्रमकेउद्देश्य</b>	<ol style="list-style-type: none"> <li>1. नाटककेविकासक्रम, तत्वों,विविधप्रकारोंतथाउन्हेंअभिनेयतासेजोड़करसाहित्यकीअन्यविधाओंसेज्ञानअर्जितकराना।</li> <li>2. निबंधकीभाषाऔरशैलीगतविशेषताओंकीजानकारीकेसाथ,लेखनमेंसृजनात्मकता व मौलिकताकोविकसितकरनातथाएकांकीकेतत्वोंसेअवगतकरानाकरना।</li> <li>3. अन्यगद्यविधाएं -नुक्कड़नाटक, संस्मरणएवंरिपोतार्जकासामाजिकपरिवर्तनकेसन्दर्भमेंमूल्याङ्कनकरनेकीक्षमताविकसितकरना।</li> <li>4. गद्य विधा,ध्वनिरूपक, व्यंग्यऔरस्मृति-आख्यानकेमाध्यमसेअपनेभावोंऔरविचारोंकोव्यक्तकरनेकेलिएप्रेरितकरना।</li> <li>5. गद्यविधाकेरूपमेंआत्मकथा,यात्रावृत्तांतएवंरेखाचित्रके, महत्त्वऔरस्वरूपगत व शैलीगतविशेषताओंकाअध्ययनकरना।</li> </ol>
8.	<b>पाठ्यक्रमकेपरिणाम</b>	इसपाठ्यक्रमकेअध्ययनकेबादछात्रशिक्षक-

		<ol style="list-style-type: none"> <li>1. नाटककेतत्वों, विविधप्रकारों तथा विशेषताओं को समझकर उन की साहित्यिक समीक्षा कर सकेंगे।</li> <li>2. निबंध एवं एकांकी के तत्वों से परिचय प्राप्त करके वह उनके आधार पर समीक्षा कर सकेंगे।</li> <li>3. अन्य गद्यविधाएं <span style="float: right;">- नुक्कड़ नाटक, संस्मरण एवं रिपोतार्जका का सामाजिक परिवर्तन के परिप्रेक्ष्य में मूल्यांकन कर सकेंगे।</span></li> <li>4. विभिन्न साहित्यिक विधाओं, ध्वनिरूपक, <span style="float: right;">व्यंग्य और स्मृति-आख्यान के माध्यम से अपने भावों, विचारों अनुभवों और प्रतिक्रियाओं को व्यक्त कर सकेंगे।</span></li> <li>5. गद्यविधा के रूप में आत्मकथा, यात्रावृत्तांत एवं रेखाचित्र के, महत्त्व और स्वरूपगत व शैलीगत विशेषताओं को जान सकेंगे।</li> </ol>
9.	<b>पाठ्यक्रम की रूपरेखा</b>	
	<b>इकाई-1</b>	<b>हिंदी नाटक</b>
	(क)	हिंदी नाटक का उद्भव एवं विकास
	(ख)	एवं नाटक के प्रकार तथा नाटक की समीक्षा के मूल तत्व
	(ग)	अंधेरनगरी: नाटक- भारतेन्दु हरीशचंद्र
	<b>इकाई-2</b>	<b>हिंदी निबंध और एकांकी</b>
	(क)	शिवशंभु के चिट्ठे बालमुकुंद गुप्त: निबंध - बालमुकुंद गुप्त
	(ख)	साहित्य का उद्देश्य: निबंध- प्रेमचंद
	(ग)	शायद: एकांकी- मोहन राकेश
	<b>इकाई-3</b>	<b>गद्य साहित्य की अन्य विधाएँ -I</b>
	(क)	औरत: नुक्कड़ नाटक- सफ़र हाशमी
	(ख)	भक्तिन: संस्मरण- महादेवी वर्मा

	(ग)	अदम्यजीवन: रिपोतार्ज- रांगेयराघव
	<b>इकाई-4</b>	<b>गद्यसाहित्यकीअन्यविधाएँ -II</b>
	(क)	वैष्णव: जन:ध्वनिरूपक- विष्णुप्रभाकर
	(ख)	उखड़ेखंभे: व्यंग्य - हरिशंकरपरसाई
	(ग)	लक्खाबुआ: (नंगातलाईकागाँव' से)स्मृति-आख्यान-विश्वनाथत्रिपाठी
	<b>इकाई-5</b>	<b>गद्यसाहित्यकीअन्यविधाएँ-III</b>
	(क)	क्या भूलूं क्यायादकरूं: आत्मकथा-हरिवंशरायबच्चन
	(ख)	किन्नरदेशकीओर: यात्रावृतांत-राहुलसांकृत्यायन
	(ग)	ठकुरीबाबा: रेखाचित्र-महादेवीवर्माएवंसाक्षात्कार: <i>ऑक्टेवियोपॉज</i>
	Mode of examination	Theory
	Weightage	CA MTE ETE
	Distribution	30% 20% 50%
10.	<b>सहायकग्रंथ:</b>	<ol style="list-style-type: none"> <li>हिंदीकागद्यसाहित्य - रामचंद्रतिवारी</li> <li>गद्यकारजानकीवल्लभशास्त्री - पालभसीन</li> <li>हिंदीसाहित्यऔरसंवेदनाकाविकास -रामस्वरूपचतुर्वेदी</li> <li>हिंदीगद्यकाविन्यासऔरविकास -रामस्वरूपचतुर्वेदी</li> <li>निबंधोंकीदुनिया -विजयदेवनारायणसाहीरुनिर्मलाजैन/हरिमोहनशर्मा</li> <li>निबंधोंकीदुनिया - शिवपूजनसहायरुनिर्मलाजैन/अनिलराय</li> <li>छायावादोत्तरगद्यसाहित्य - विश्वनाथप्रसादतिवारी</li> </ol>

### BAI 252: Organization Behaviour

	<b>School: SOE</b>	<b>Batch : 2018-22</b>
	<b>Program: BABED</b>	<b>Current Academic Year: 2018-19</b>
	<b>Branch: EDU</b>	<b>Semester:4</b>
1	Course Code	BAI 252



2	Course Title	Organization Behaviour
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Status	ELECTIVE
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the industrial/ organizational set up and learn the basics of human resources in operation.</li> <li>2. To understand the importance of healthy work environment and team building for job satisfaction.</li> <li>3. To understand the aspect of behavioural health issues and work related attitudes in various industrial set ups.</li> <li>4. To identify need of motivation and job description for employees.</li> <li>5. To have knowledge of requisites for being a successful leader.</li> </ol>
6	Course Outcomes	<p>This Course will help the students:</p> <p>CO1: To understand the industrial/ organizational set up and learn the basics of human resources in operation.</p> <p>CO2: To understand the importance of healthy work environment and team building for job satisfaction.</p> <p>CO3: To understand the aspect of behavioural health issues and work related attitudes in various industrial set ups.</p> <p>CO4: To identify need of motivation and job description for employees.</p> <p>CO5: To have knowledge of requisites for being a successful leader.</p>
7	Course Description	In this Course, we examine major texts in the history of Western and Indian political thought, where the authors often pose difficult questions about the political community, social order, and human nature.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Introduction to Industry and organization: Definition and Scope.
	B	Major influences on I/O Psychology: Hawthorne Experiment, Time and Motion Study
	C	Current status of I/O psychology, Work place Diversity, I/O psychology in the Indian context.
	<b>Unit 2</b>	<b>Work Environment</b>
	A	Accident and Safety: Fatigue, Boredom, Precautionary Measures.
	B	Workplace Stress: Causes, Effects, Stress Management
	C	Group Dynamics: Nature, Types and Group Formation
	<b>Unit 3</b>	<b>Work Related Attitudes</b>

	A	Attitude: Nature and Dimensions, Changing Attitudes		
	B	Job Satisfaction: Meaning, Influences and Outcomes on Job Satisfaction		
	C	Organizational Commitment; Organizational Citizenship Behavior		
	<b>Unit 4</b>	<b>Work Motivation</b>		
	A	Content Theories: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory		
	B	Process Theory: Vroom's Expectancy Theory		
	C	Contemporary Theories: Equity Theory, Attribution Theory		
	<b>Unit 5</b>	<b>Leadership</b>		
	A	Leadership: Meaning, Trait Theories.		
	B	Contingency Theories: Fiedler Model, Situational Leadership Theory		
	C	Contemporary Issues: Charismatic Leadership, Transformational Leadership Theory.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> <li>1. Luthans, Fred (1973). Organizational Behaviour. McGraw-Hill.</li> <li>2. Robbins S., Judge T., &amp; Sanghi, S. (2009). Organizational Behaviour. Pearson Prentice Hall.</li> <li>3. Blum &amp; Naylor (1982). Industrial Psychology. Its Theoretical &amp; Social Foundations. CBS Publication.</li> </ol>		
	Other References	Relevant materials will be provided by the subject teacher.		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: IV</b>
1	Course Code	<b>BAI 204</b>
2	Course Title	<b>ENGLISH LITERATURE</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	SEC
5	Course Objective	After going through the Course the students will be able to: <ol style="list-style-type: none"> <li>1. Understand and enjoy poetry.</li> <li>2. Understand theme and form of poetry.</li> <li>3. To understand theme of prose in English language.</li> <li>4. To understand and enjoy the form of Indian novel wrt Mulk Raj Anand</li> <li>5. Understand the use of phonetics in English language with special emphasis on sound systems.</li> <li>6. Understand the word transcription.</li> <li>7. Understand and become aware of Indian culture and its richness through The Discovery of India</li> </ol>
6	Course Outcomes	After going through the Course the students will be able to: <p>CO1 Understand and enjoy poetry.</p> <p>CO2 Understand theme and form of poetry.</p> <p>CO3 To understand theme of prose in English language.</p> <p>CO4 To understand and enjoy the form of Indian novel wrt Mulk Raj Anand</p> <p>CO5 Understand the use of phonetics in English language with special emphasis on sound systems.</p> <p>CO6 Understand the word transcription.</p> <p>CO7 Understand and become aware of Indian culture and its richness through The Discovery of India</p>
7	Course Description	
8	Outline syllabus	
	<b>Unit 1</b>	Unit A : Poetry
	A	1 Sarojini Naidu : The Palanquin Bearers

	B	2. Vikram Seth : The Frog and the Nightingale						
	C	.3.P.B. Shelley : Ode to the West Wind						
	<b>Unit 2</b>	Unit B: Prose						
	A	. Moody E.Prior : The Aims of Science and Humanities						
	B	. Francis Bacon : Of Studies						
	C	. J. Brownoski : Man and Nature						
	<b>Unit 3</b>	Unit C Novel						
	A	The Coolie : Mulk Raj Anand						
	<b>Unit 4</b>	Unit D Phonetics						
	A	. Sound Systems						
	B	Study of Vowels and Consonants						
	C	Word Transcription						
	<b>Unit 5</b>	Unit E Culture						
	A	The Discovery of India : Jawahar Lal Nehru 1. History and Myth						
	B	1. Study of Hinduism						
	C	1. Study of Jainism and Budhhism						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*	References  <i>Gupta, Indra (2004). India's 50 most illustrious women (2nd ed.). New Delhi : Icon Publications.</i>						

		<p><i>Baig, Tara Ali (1985). Sarojini Naidu : portrait of a patriot. New Delhi: Congress Centenary (1985) Celebrations Committee, AICC (I).</i></p> <p><i>Ramachandran Nair, K. R. (1987). Three Indo-Anglian poets : Henry Derozio, Toru Dutt, and Sarojini Naidu. New Delhi : Sterling Publishers.</i></p> <p><i>Bacon, Francis. The Essays and Counsels, Civil and Moral of Francis Bacon: all 3 volumes in a single file. B&amp;R Samizdat Express, 2014.</i></p> <p><i>Bronowski, Jacob (1967). The Common Sense of Science. Cambridge, Massachusetts: Harvard University Press. p. 8. ISBN 0-674-14651-4</i></p> <p>Mulk Raj Anand, "<a href="#">The Search for National Identity in India</a>", in: <a href="#">Hans Köchler</a> (ed.), <i>Cultural Self-comprehension of Nations</i>. Tübingen (Germany): Erdmann, 1978, pp. 73–98.</p>
	Other References	<p>Talat Ahmed, "<a href="#">Mulk Raj Anand: novelist and fighter</a>", in <i>International Socialism</i>, Issue 105, 9 January 2005.</p> <p><a href="#">Mulk Raj Anand: A Creator with Social Concern</a> <i>Frontline</i>, Volume 21, Issue 21, 9–22 October 2004.</p> <p><i>The Discovery of India</i> by Pandit Jawaharlal Nehru, <a href="#">ISBN 0-670-05801-7</a></p> <p><i>The Discovery of India</i> by Jawaharlal Nehru (paperback, thirteenth edition), <a href="#">ISBN 0-19-562359-2</a></p>

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>		<b>Semester: IV</b>
1	Course Code	<b>BAI 224</b>
2	Course Title	<b>HISTORY- VI (HISTORY OF MODERN INDIA)</b>
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory /Elective/Open Elective
5	Course Objective	1. Understand the political nature and character of 18th Century India 2. Analyze the causes and effects of the third Battle of Panipat. 3. Reason out the advent of the European companies in India and mark the settlements of the European powers and also explain the significance of the effects of the Anglo-French rivalry. 4. Understand the significance of the battles of Plassey and Buxar. 5. Explain the policies of Subsidiary Alliance and Doctrine of Lapse. 6. Understand how the administrative policies resulted in the discontentment of the Indians.
6	Course Outcomes	CO1: The student will be able to mark the different regional powers and explain how they fell prey to the Britishers. CO2: The student will be able to reflect upon the causes and effects of the third Battle of Panipat. CO3: The student will be able to understand and explain the significance of the battles of Plassey and Buxar. CO4: The student will be able to explain the policies of Subsidiary Alliance and Doctrine of Lapse and how these helped in the British conquest of India. CO5: The student will be able to explain how the administrative policies of the Britishers created discontent among the Indians. CO6: The student will be able to critically analyze the introduction of western education and the role of Lord Macauley. CO7: feel and realize how the economic policies of the Britishers ruined the economy of India. CO8: Comment on the social, religious and cultural awakening in India and how it contributed towards the Indian Nationalism.
7	Course Description	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 the just the financial but the administrative landscape of India, finally giving way to the British Raj.

8	Outline syllabus	
	<b>Unit 1</b>	<b>Advent of the Europeans</b>
	A	Indian States in the 18 <sup>th</sup> century, later Mughals, rise of independent subedars of Awadh, Bengal and Hyderabad, the Rohillas, the Jats, the Sikhs and the Marathas-Third Battle of Panipat
	B	European Companies and settlements in India
	C	Growth of East India company, Anglo-French struggle.
	<b>Unit 2</b>	<b>The British Conquest of India</b>
	A	British occupation of Bengal and Bihar-Battle of Plassey& Battle of Buxar, Warren Hastings-Dual system of administration, reforms of Lord Cornwallis, Lord Wellesley, relations with Haider Ali and Tipu Sultan-Annexation of Mysore.
	B	Subsidiary Alliance system-BajiRao II and the fall of the Marathas, Subsidiary Alliance system-BajiRao II and the fall of the Marathas.
	C	Annexation of Sind-Dalhousie and Doctrine of Lapse-annexation of Oudh and Punjab.
	<b>Unit 3</b>	<b>Administrative policies of the British</b>
	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.
	<b>Unit 4</b>	<b>Economic Impact of the British Rule</b>
	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 zamidars, rise of new landlordism.
	C	Stagnation of agriculture, development of industries, poverty and famines, Drain of wealth.
	<b>Unit 5</b>	<b>Social, Religious &amp; Cultural Awakening</b>
	A	Social reforms-Rammohan Roy and the abolition of Sati, AryaSamaj, The Ramakrishna movement, The Theosophical Movement
	B	Muslim reform movements ( Wahabi, Aligarh, Deoband)

	C	Lower caste movements		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> <li>Bipin Chandra, History of Modern India, Oriental Black Swan, 2009.</li> <li>B. L. Grover, Modern Indian History, S. Chand, 2000.</li> </ul>		
	Other References	<ul style="list-style-type: none"> <li>Arthur, D. Innes, <i>History of British in India</i>, New Delhi., 1998.</li> <li>B R Tamlinson, <i>The Economy of Modern India</i>, Cambridge University Press.</li> <li>Bipan Chandra et.al. <i>Struggle for India's Independence</i>, New Delhi., 1989.</li> <li>Bipan Chandra, <i>Nationalism and Colonialism in India</i>, Oriental Longman.</li> <li>Chatterjee, Partha, <i>Nationalist Thought and the Colonial World: A Derivative DisCourse?</i> Delhi, 1986.</li> <li>Desai, A. R., <i>Social Background of Indian Nationalism</i>, Popular Prakasan, New Delhi.</li> <li><i>Economic History of India, Vol. II (1757-1970)</i>, Orient Longman.</li> <li>Grover, B.L., <i>A New Look at the Modern Indian History</i>, New Delhi., 2000.</li> <li>John Malcolm, <i>Political History of British India</i>, Discovery Publishing House.</li> <li>Majumdar, R C., <i>British Paramountcy and the Indian Renaissance, Part I</i>.</li> </ul>		

### BAI 262 : WESTERN AND INDIAN POLITICAL THOUGHT

School: SOE	Batch : 2018-22
Program:	Current Academic Year: 2018-19



<b>BABED</b>		
<b>Branch:EDU</b>		<b>Semester: IV</b>
1	Course Code	BAI 262
2	Course Title	WESTERN AND INDIAN POLITICAL THOUGHT
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	CORE
5	Course Objective	1. To introduce the students to some of the key modern Indian thinkers. 2. To introduce the students to some of the key modern western thinkers. 3. To help them to understand their ideas which helped in shaping the society and politics of modern world.
6	Course Outcomes	CO1: The student will be able to recognize the distinctive features of Indian and Western Political Thought. CO2: The student will be able to understand the thoughts of western and Indian political thinkers. CO3: The student will be able to apply the knowledge of key thinkers and concepts to social and political problems CO4: The student will be able to critically analyse the different traditions and strands of political thought. CO5: The student will be able to evaluate the importance of the thoughts of Indian and Western political thinkers in contemporary world.
7	Course Description	In this Course, we examine major texts in the history of Western and Indian political thought, where the authors often pose difficult questions about the political community, social order, and human nature.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Distinctive features of Western Political Thought
	B	Distinctive features of Indian Political Thought
	C	Plato: Theory of Justice
	<b>Unit 2</b>	<b>Western Political Thought and Thinkers</b>
	A	Aristotle: Citizenship.
	B	Hobbes: Human Nature and sovereignty
	C	Locke: Social Contract and Theory of Right to Property
	<b>Unit 3</b>	<b>Western Political Thoughts and Thinkers</b>
	A	Rousseau: Social Contract & General Will
	B	J.S.Mill: On Liberty
	C	Marx: Theory of Revolution
	<b>Unit 4</b>	<b>Indian Political Thought and Thinkers</b>
	A	Manu: Dharamshastra
	B	Kautilya: Theory of State

	C	Islamic Political Thought: Syed Ahmed Khan, Muhammad Iqbal, Muhammad Ali Jinnah		
	<b>Unit 5</b>	<b>Indian Political Thought and Thinkers</b>		
	A	Raja Ram Mohan Roy: Civil Rights		
	B	Gandhi: Swaraj		
	C	Ambedkar: Social Justice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. O.P.Gauba, 'Western Political Thought'.  2. O.P.Gauba, 'Indian Political Thought'		
	Other References	Relevant materials will be provided by the subject teacher.		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: IV</b>
1	Course Code	<b>BAI242</b>
2	Course Title	<b>Principles of Macroeconomics II</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	CORE
5	Course Objective	1. Analyses various theories of determination of National Income. 2. Understand concept of inflation. 3. Describe relationship inflation with unemployment. 4. Understand basic concepts in an open economy.
6	Course Outcomes	CO1: The student will be able to know the methodology of national income. CO2: The student will be able to understand the basics of inflation and impact on their life. CO3: The student will be able to know the cause of inflation.. CO4: The student will be able to understand the role of fiscal and monetary policy for economy. CO5: The student will be able to understand the different policies of social system. CO6: The student will be able to understand the impact of policy and growth of nation.
7	Course Description	This Course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed. Important policy debates such as, social security, the public debt, and international economic issues are critically explored. The Course introduces basic models of macroeconomics and illustrates principles with the experience of the India and foreign economies.
8	Outline syllabus	
	<b>Unit 1</b>	IS-LM Analysis
	A	Derivations of the IS and LM functions.
	B	IS-LM and aggregate demand.
	C	Shifts in the AD curve
	<b>Unit 2</b>	GDP and Price Level in Short Run and Long Run
	A	Aggregate demand and aggregate supply.
	B	Multiplier Analysis with AD curve and changes in price levels.
	C	Aggregate supply in the SR and LR.
	<b>Unit 3</b>	Inflation and Unemployment.

	A	Concept of inflation; determinants of inflation.		
	B	Relationship between inflation and unemployment.		
	C	Phillips Curve in short run and long run.		
	<b>Unit 4</b>	Balance of Payments and Exchange Rate		
	A	Balance of payments.		
	B	Current account.		
	C	Capital account.		
	<b>Unit 5</b>	Exchange Rate determination		
	A	Exchange Rate; Meaning and components		
	B	Market for foreign exchange.		
	C	Determination of exchange rate.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	O P Kotwal (1987): Theories of Inflation: A Critical Survey, Tata-McGraw Hill Publishing Co. Ltd. Jadhav Narendra (2006): Monetary Policy, Financial Stability & Central Banking, Macmillan		
	Other References	Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8 th edition, 2007.		

## BAI 232 : GEOGRAPHY OF INDIA

<b>School: SOE</b>	<b>Batch : 2018-22</b>
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<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: IV</b>
1	Course Code	BAI 232
2	Course Title	<b>GEOGRAPHY OF INDIA</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	CORE
5	Course Objective	5. Students will get an introduction to the main regions of the India in terms of both their uniqueness and similarities. 6. Students will be exposed to historical, economic, cultural, social and physical characteristics of India. 7. Students will learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes. 8. In addition to the ability of understanding and reading maps, students will develop analytical ability to understand about the growth of a region.
6	Course Outcomes	CO1: Understand the diverse physiography of India. CO2: Understand the Climatic condition of India. CO3: Analyse the various natural vegetation found in India. CO4: Assess the agricultural pattern in India. CO5: Evaluate the Industrial development in India. CO6: Evaluating the impacts of human activities on natural environments special reference to India.
7	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
8	Outline syllabus	
	<b>Unit 1</b>	<b>Physical</b>
	A	Physiographic Divisions,
	B	soil and vegetation,

	C	climate (characteristics and classification)		
	<b>Unit 2</b>	<b>Population</b>		
	A	Malthus and Demographic Transition theory, Population distribution		
	B	Growth: Trend, Projection and Challenges		
	C	Structure: Age - Sex structure		
	<b>Unit 3</b>	<b>Economic</b>		
	A	Mineral and power resources distribution and utilisation of iron ore, coal, petroleum, gas;		
	B	agricultural production and distribution of rice and wheat,		
	C	industrial development : automobile and Information technology		
	<b>Unit 4</b>	<b>Social</b>		
	A	Distribution of population by race, caste,		
	B	Religion, language, tribes and their correlates		
	C	Social organisation.		
	<b>Unit 5</b>	<b>Methods of Regionalisation of India</b>		
	A	Physiographic (R. L. Singh),		
	B	Socio – cultural (Sopher),		
	C	Economic (Sengupta)		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Deshpande C. D., 1992: <i>India: A Regional Interpretation</i> , ICSSR, New Delhi.  2. Johnson, B. L. C., ed. 2001. <i>Geographical Dictionary of India</i> . Vision Books, New Delhi.  3. Mandal R. B. (ed.), 1990: <i>Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective</i> .  4. Sdyasuk Galina and P Sengupta (1967): <i>Economic Regionalisation of India</i> , Census of India  5. Sharma, T. C. 2003: <i>India - Economic and Commercial Geography</i> .		

		<p>Vikas Publ., New Delhi.</p> <p>6. Singh R. L., 1971: <i>India: A Regional Geography</i>, National Geographical Society of India.</p> <p>7. Singh, Jagdish 2003: <i>India - A Comprehensive &amp; Systematic Geography</i>, Gyanodaya Prakashan, Gorakhpur.</p> <p>8. Spate O. H. K. and Learmonth A. T. A., 1967: <i>India and Pakistan: A General and Regional Geography</i>, Methuen.</p> <p>9. Tirtha, Ranjit 2002: <i>Geography of India</i>, Rawat Publs., Jaipur &amp; New Delhi.</p> <p>10. Pathak, C. R. 2003: <i>Spatial Structure and Processes of Development in India</i>. Regional Science Assoc., Kolkata.</p> <p>11. Tiwari, R.C. (2007) <i>Geography of India</i>. Prayag Pustak Bhawan, Allahabad</p> <p>12. Sharma, T.C. (2013) <i>Economic Geography of India</i>. Rawat Publication, Jaipur</p>
	Other References	NA

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch: EDU</b>		<b>Semester: IV</b>
1	Course Code	<b>BED106</b>
2	Course Title	<b>TEACHING AND LEARNING</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.</li> <li>2. Develop awareness of the different contexts of learning.</li> <li>3. Reflect on their own implicit understanding of the nature and kinds of learning.</li> <li>4. Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.</li> <li>5. Develop understanding about the concept of teaching from various perspectives.</li> <li>6. Explore teaching strategies to address diversity of students in a classroom.</li> <li>7. Apply models and maxims of teaching</li> </ol>
6	Course Outcomes	<p>CO1 Understand differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.</p> <p>CO2 Develop awareness of the different contexts of learning.</p> <p>CO3 Reflect on their own implicit understanding of the nature and kinds of learning.</p> <p>CO4 Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.</p> <p>CO5 Understand the concept of teaching from various perspectives.</p> <p>CO6 Explore teaching strategies to address diversity of students in a classroom.</p> <p>CO7 Apply models and maxims of teaching</p>
7	Course Description	
8	Outline syllabus	
	<b>Unit 1</b>	<b>Understanding the Learner</b>
	A	Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem, Understanding learners from the perspective of multiple intelligences with a focus on



		Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
	B	Differences in learners based on predominant _learning styles'. Differences in learners based on socio-cultural contexts: Impact of home language of learners 'and language of instruction, impact of differential cultural capital of learners.
	C	Understanding differences based on range of cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference'. Rather than 'deficit 'perspective.
	<b>Unit 2</b>	<b>Understanding Learning</b>
	A	Implicit knowledge and beliefs about learning (demystifying misconceptions). Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist,
	B	Social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
	C	(i) Concepts and principles of each perspective and their applicability in different learning situations. (ii) Relevance and applicability of various theories of learning for different kinds of learning situations. (iii) Role of learner in various learning situations, as seen in different theoretical perspectives. (iv) Role of teacher in teaching-learning situations: as a ) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner
	<b>Unit 3</b>	<b>Learning in 'Constructivist' Perspective</b>
	A	Distinctions between learning as 'construction of knowledge'and learning as 'transmission and reception of knowledge'. Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
	B	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	Creating facilitative learning environments, teachers'attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. Utilizing learners experiences (in and outside school) in classroom process.
	<b>Unit 4</b>	<b>Understanding Teaching</b>
	A	What is meant by teaching (teaching as a practice, activity and performance). Maxims of Teaching
	B	Suchman's Inquiry Training Model, Glaser's Basic Model of Teaching.

	C	Teaching as a complex activity -Reflective Teaching to enhance learning - teaching in diverse classrooms (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk), teacher as a critical pedagogue.		
	<b>Unit 5</b>	<b>Teaching as a Profession</b>		
	A	Teaching as profession (basic characteristics of teaching qualifying it as a profession. Teacher Autonomy and Accountability.		
	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).		
	C	Approaches (i) Conventional face to face (through various institutions). (ii) School based INSET (iii) Action Research (iv) Professional Learning Communities (PLC) (v) Self initiated learning (vi) Professional Development through distance mode - Facilitating professional development		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA 30%	MTE 20%	ETE 50%
	Text book/s*	1. Aggarwal, J.C. (1995). Essential Educational Psychology. Vikas Publication House Pvt.Ltd. New Delhi 2. Bhatia, H.R. ( 1977). Textbook of Educational Psychology. The McMillan Company of India Ltd., New Delhi 3. Chauhan , S.S. (1988). Advanced Educational Psychology.Vikas Publication House Pvt. Ltd. New Delhi		
	Other References	1. Dandapani, S.A. (2003). Text Book of Advanced Educational Psychology, AnmolPublications , New Delhi 2. Passi, B.K., Goel, D.R. and Senapathy, H.K. (2004) Piagetian Teaching Model for Cognitive Development, Modern Printers, Agra		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:EDU</b>		<b>Semester: IV</b>
1	Course Code	BAP 232
2	Course Title	<b>GEOGRAPHY (Practical)</b>
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	CORE
5	Course Objective	<ol style="list-style-type: none"> <li>1. Understand the basic concepts and importance of field work in geography</li> <li>2. Understand the various techniques and methodology in a geographical study.</li> <li>3. Evaluate the methods of observation, perception and analysis.</li> <li>4. Assess the geographical landscape during the field study.</li> </ol>
6	Course Outcomes	<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 in depth 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> <p>CO6: Field surveys enhance understanding about patterns and spatial distributions, their associations and relationships at the local level</p>
7	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 9,000 excluding figures, tables, photographs, maps, references and appendices. One copy of the report on A 4 size paper should be submitted in soft binding
8	Outline syllabus	
	<b>Unit 1</b>	<b>Field Work In Geographical Studies</b>
	A	Field Work In Geographical Studies: Role, Value

	B	Data Collection		
	C	Ethics of Field-Work		
	<b>Unit 2</b>	<b>Defining the Field and Identifying the Case Study –</b>		
	A	Rural / Urban		
	B	Physical / Human		
	C	Environmental.		
	<b>Unit 3</b>	<b>Field Techniques</b>		
	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)		
	<b>Unit 4</b>	<b>Use of Field Tools</b>		
	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		
	<b>Unit 5</b>	<b>Designing the Field Report</b>		
	A	Aims and Objectives, Methodology, Analysis		
	B	Interpretation.		
	C	Writing the Report		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<p>1. Creswell J., 1994: <i>Research Design: Qualitative and Quantitative Approaches</i> Sage Publications.</p> <p>2. Dikshit, R. D. 2003. <i>The Art and Science of Geography: Integrated Readings</i>. Prentice-Hall of India, New Delhi.</p> <p>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.</p>		

		<p>4. Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Publs. Co., New Delhi.</p> <p>5. Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Publs. Co., New Delhi</p> <p>6. 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 F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.</p> <p>7. Special Issue on "Doing Fieldwork" <i>The Geographical Review</i> 91:1-2 (2001).</p> <p>8. Stoddard R. H., 1982: <i>Field Techniques and Research Methods in Geography</i>, Kendall/Hunt.</p> <p>10. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.</p>
	Other References	NA

**BED 151: Pedagogy of Hindi**

<b>School:</b>		<b>SOE</b>	<b>Batch : 2018-22</b>
<b>Program:</b>		<b>BED 21-22</b>	<b>Current Academic Year: 2020-</b>
<b>Branch:</b>		<b>Semester: V</b>	
1	Course Code	<b>BED151</b>	
2	Course Title	<b>Pedagogy of Hindi</b>	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	CORE	
5	Course Objective	<ul style="list-style-type: none"> <li>f'k{kk esa Hkk"kk ds egRo dks js[kkafdr dj ldsaxs A</li> <li>fgUnh Hkk"kk f'k{k.k ds mls';kas dh iwfrZ ds fy, izHkkoh lk/kuksa ,oa leqfpr fof/k;ksa dk iz;ksx dj ldsaxs A</li> <li>Loa; esa visf{kr Hkk"kk&amp;dkS'kyksa dk fodkl dj ldsaxs A</li> <li>izFke Hkk"kk vf/kxe dh leL;kvksa dks le&gt;dj mUgSa nwj djus dk iz;kl dj ldsaxs A</li> <li>fo/kkfFkZ;ksa ds vf/kxe dk leqfpr ewY;kadu dj ldsaxs A</li> </ul>	
		<b><u>bdkbZ 1 fgUnh Hkk"kk&amp; f'k{k.k% IS)kfUr ifjizs{;</u></b>	
		<ul style="list-style-type: none"> <li>Hkk"kk% vFkZ] egRo ,oa izdk;Z] fof/k;ky;h ikB~;p;kZ esa fgUnh dk LFkku] fofHkUu f'k{kk vk;ksxksa ,oa lfeFr;ksa dh laLrqfr;kaW A</li> <li>dh fo'ks"krk,a] LkLoj rFkk ekSu iBu] xgu v/;;ufu"B iBu rFkk O;kid iBu] iBu dkS'ky fodkl fdz;k,a] iBu nks'k&amp;dkj.k rFkk fujkdj.k A</li> <li><b>ys[ku dkS'ky&amp; rkRi;Z] egRo] mls';] fyf[kr vfHkO;fDr ds fofo/k #i] funsZf'kdk ys[ku] Lora= ys[ku] i'tukRed ys[ku] fyf[kr vfHkO;fDr ds fofo/k #iksa dk f'k{k.k] ys[ku dkS'ky fodkl fdz;k;sa] fyf[kr dk;Z dk ewY;kadu] la'kks/ku dk;Z] Hkk"kk f'k{k.k esa O;kid dk</b></li> </ul>	

		<p>LFkku] egRo ,oa mi;ksfxrk] mls';] f'k{k.k fof/k;kW] O;kogkfj O;kdj.k A</p>
		<p><b><u>bdkbZ 3 lkfgR; f'k{k.k</u></b></p>
		<ul style="list-style-type: none"> <li>• <b>dfork f'k{k.k&amp; egRo] mls';] dfork f'k{k.k ds i{k] dfork ds jlkLoknu dh fof/k;kWa] ewY;kadu A</b></li> <li>• <b>xn~; f'k{k.k ¼fuca/k ,oa fuca/ksRrj fo/kk,aW½&amp; egRo] mls'; fo/kxr varj ,oa v/;;ufu"B ikBksa dh f'k{k.k fof/k esa varj ewY;kadu A</b></li> <li>• <b>jpuk f'k{k.k&amp; egRo] mls';] jpuk ds fof/k #iksa dk f'k{k.k ewY;kadu A</b></li> </ul>
		<p><b><u>bdkbZ 4 fgUnh f'k{k.k lqk;; lk/ku lkexzh</u></b></p>
		<ul style="list-style-type: none"> <li>• <b>ikB~;&amp;iqLrdksa ,oa iwjd iqLrdksa dk egRo] fo'ks"krk,a] fuekZ.k rFkk ewY;kadu</b></li> <li>• <b>'kkSf{kd midj.kksa dk egRo ,oa mi;ksfxrk] midj.kks ds fof/k # ,oa mudk izlaxkuw#i iz;ksx] fgUnh Hkk"kk f'k{k.k esa lwpuk&amp;izkS]ksfxdh dh Hkwfedk rFkk mldk ;Fkkolj iz;ksx A</b></li> <li>• <b>ikB~;p;kZ lgxkeh fdz;kvksa ds izdkj ,oa Hkk'kk f'k{k.k&amp;vf/kxe esa mudk ;ksxnku] fdz;kvksa dk vk;kstu] ewY;kadu A</b></li> <li>• <b>ewY;kadu dh vk/kqfud ladYiuk] ijh{k.k ,oa ewY;kadu esa vaRkj fgUnh f'k{k.k esa ewY;kadu dk egRo] mls';fu"B ewY;kadu dh vko';drk A</b></li> </ul>
		<p><b><u>bdkbZ 5 ewY;kadu</u></b></p>
		<ul style="list-style-type: none"> <li>• <b>IRkr ,oa O;kid ewY;kadu] ijh{k.k iz"uksa ds izdkj ,oa mudh jpuk izfdz;kA</b></li> <li>• <b>laizkflr ijh{k.k izfrosnu] Nk=ksa ds Hkk'kk vf/kxe esa lkekU =qfV;ksa ds dkj.k] funku ,oa mipkj A</b></li> </ul>

		<b>O;kogkfjd lk{k ¼dksbZ nks½</b>
		<ul style="list-style-type: none"> <li>mPpkj.k@ orZuh ds lkekU; nks"kkksa dk ladyu vkSj mlds fy mipkjkRed vH;klksa dh jpuk A</li> </ul>
		<ul style="list-style-type: none"> <li>'kCn HkaMkj o`f} ds fy, ikB~;iqLrdksa ls izR;;] milxZ] laf/k] lek ;qDr 'kCnksa dk p;u dj mUgsa lwphc) djuk A</li> </ul>
		<ul style="list-style-type: none"> <li>ikB~;iqLrdksa esa fu/kkZfjr ikBksa esa ls fdlh ,d dk p;u dj mli ifj;kstuk fuekZ.k A</li> </ul>
		<b><u>lanHkZ lwph%</u></b>
		<ul style="list-style-type: none"> <li>dkSf'kd] t;ukjk;.k ¼1987½] fgUnh f'k{k.k] gfj;k.k lkfgR;k vdkneh] paMhx&lt;+</li> </ul>
		<ul style="list-style-type: none"> <li>xqlrk] euksjek ¼1984½] Hkk"kk vf/kxe] dsUnzh fgUnh laLFkku] vkxjk</li> </ul>
		<ul style="list-style-type: none"> <li>frokjh] iq#'kksRre ¼1992½] fgUnh f'k{k.k] jktLFkku fgUnh xzaFk vdkneh</li> </ul>
		<ul style="list-style-type: none"> <li>frokjh] HkksykukFk ¼1990½] fgUnh Hkk'kk f'k{k.k] fyfi izdk'ku fnYyh</li> </ul>
		<ul style="list-style-type: none"> <li>izFke Hkk"kk] vU; Hkk"kk] laElkdZ Hkk"kk ,oa jkt Hkk'kk ds # esa fgUnh] izFke Hkk"kk ,oa vU; Hkk'kk ds #i esa fgUnh f'k{k.k mls';ksa esa vUrj A</li> </ul>
		<ul style="list-style-type: none"> <li>fgUnh Hkk"kk ds rRo] fgUnh f'k{kd ds fy, bu rRoks ds Kku dh mi;ksfxrk] Hkk"kk ds rRoksa dk f'k{k.k A</li> </ul>
		<b><u>bdkbZ 2 Hkk"kk dkS'ky ,oa O;kdj.k f'k{k.k</u></b>
		<ul style="list-style-type: none"> <li>Hkk"kk dkS'kyksa ls vfHkizk;] Hkk'kk f'k{k.k esa mudk LFkku ,oa egRo] lw{e f'k{k.k dkS'ky] lquus rFkk cksyus ds dkS'ky dk f'k{k.k&amp; egRo] mls';] izdkj] f'k{k.k fof/k;kaW] dkS'ky fodkl fadz;k;sa] Jo.k ,oa mPpkj.k lac/kh lkekU; nks"k] dkj.k ,oa fujkdj.k A</li> </ul>
		<b>iBu dkS'ky&amp; rkRi;Z] egRo] mls';] iBu</b>



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<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BED152</b>
2	Course Title	<b>PEDAGOGY OF ENGLISH</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	CORE
5	Course Objective	1. To develop an understanding about role of English language in a multilingual classroom. 2. To apply pedagogical approaches and techniques in language teaching process. 3. To practice learner centered methods in the classroom 4. To develop the skills to analyze the curriculum and text book of English. 5. To sensitize the student teacher about continuous professional development of a teacher.
6	Course Outcomes	After completion of the subject matter the student teacher will be able: CO1- To express the role of English language in the school and society.

		CO2-To explain principles and maxims of language teaching. CO3-To differentiate between different methods of language teaching. CO4-To write a review of an English textbook CO5-To inculcate the qualities and skills required for the continuous professional development of a teacher.
7	Course Description	This course is designed to develop teaching skills and pedagogical meyhod to teach English effectively.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Role of English Language</b>
	A	Nature of Language
	B	Language and Society –Importance of English language in day-to-day life
	C	Language and School - Concept & types of language registers,
	<b>Unit 2</b>	<b>Pedagogical Bases</b>
	A	Aims and objectives of teaching English
	B	Principles and maxims of language teaching
	C	Four Communication skills of language: Listening, Reading, Writing and Speaking(Concept, significance and its types)
	<b>Unit 3</b>	<b>Methods and skills in teaching-Learning English</b>
	A	Methods and Approaches: <input type="checkbox"/> Direct Method <input type="checkbox"/> Dr. West’s Method <input type="checkbox"/> Palmer’s Substitution Method <input type="checkbox"/> Bilingual Method <input type="checkbox"/> Project Method <input type="checkbox"/> Structural Approach <input type="checkbox"/> Situational Approach <input type="checkbox"/> Communicative Approach <input type="checkbox"/> Interactive and Eclectic Approach to teaching English
	B	Microteaching Skills: Explanation, Probing Questions, Reinforcement, Stimulus Variation and Skill of illustrating with examples
	C	Critical Appraisal of English textbook
	<b>Unit 4</b>	<b>Aspects of language teaching, learning resources and Assessment in language</b>
	A	Prose: (techniques and methods) Poetry: (ways and techniques of appreciation of poems) Grammar (functional and formal) Methods :( Inductive and Deductive)

	B	Learning Resources: ( e-resources- blogs, e-books, social networking sites) CALL (Computer Assisted Language Learning, language Lab, library)						
	C	Evaluation and measurement in Teaching of English: Evaluation Approaches and Devices of Evaluation in teaching of English. Comprehensive and Continuous Evaluation						
	<b>Unit 5</b>	<b>Professional Development of teacher</b>						
	A	Challenges faced in class room by an English teacher in India.						
	B	Need and Avenues of Continuous Professional Development						
	C	Contribution by personalities –Chomsky & R.K Narayan						
		<b>Suggested tasks:</b> <ol style="list-style-type: none"> <li>1. Do a review on any one of R. K. Narayan’s book.</li> <li>2. Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of three texts and explain their significance to education.</li> <li>3. Explore multicultural perspectives of local/ classical/ world literature, stories, folk songs and plays. Reflect its influence on individual and social life. Present your perspective in form of a report or PowerPoint presentation.</li> </ol>						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td> <td>MTE</td> <td>ETE</td> </tr> <tr> <td>30%</td> <td>20%</td> <td>50%</td> </tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s* References	<input type="checkbox"/> Kohli, A. L. (2013). <i>Techniques of Teaching English</i> . Delhi: DhanpatRai. <input type="checkbox"/> Lamba, D. (2014). <i>Techniques of teaching English</i> . Delhi: Bookman. <input type="checkbox"/> Mowla, S. (2016). <i>Techniques of Teaching English</i> . Delhi: Neelkamal. <input type="checkbox"/> Mittal, R.A. (2015). <i>Pedagogy of School Subject English</i> . Delhi: Paperback. <input type="checkbox"/> Sharma, R.A. (2012). <i>Pedagogy of School Subject English</i> . Delhi: Paperback.						

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BAI 301</b>
2	Course Title	Contemporary Literature
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory /Elective/Open Elective
5	Course Objective	<ol style="list-style-type: none"> <li>1. To apply knowledge thus gained in differentiating Contemporary, literary and high literatures.</li> <li>2. To utilize Contemporary Literature as reflection and sometimes, intervention into contemporary reality.</li> <li>3. To develop critical ability of reading and analysing specific texts to understand contemporary issues.</li> <li>4. To identify subversive trends in literature.</li> <li>5. To decipher various styles of writing and utilize them to develop their writing skills.</li> <li>6. To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language.</li> </ol>

		7- To allow scope for further research in the domain of their choice.
6	Course Outcomes	<p>At the end of the course, the students will be able to-</p> <p>CO1-To apply knowledge thus gained in differentiating Contemporary, literary and high literatures.</p> <p>CO2-To utilize Contemporary Literature as reflection and sometimes, intervention into contemporary reality.</p> <p>CO3-To develop critical ability of reading and analysing specific texts to understand contemporary issues.</p> <p>CO4-To identify subversive trends in literature.</p> <p>CO5-To decipher various styles of writing and utilize them to develop their writing skills.</p> <p>CO6-To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language.</p>
7	Course Description	This course is designed to develop the abilities of English language
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Contemporary Fiction</b>
	A	<p>Evolution of Contemporary Fiction</p> <p>19<sup>th</sup> and 20<sup>th</sup> Century British Contemporary Fiction</p> <p>Prominent authors and their important works</p>
	B	
	C	
	<b>Unit 2</b>	<b>Margaret Atwood</b>
	A	<ul style="list-style-type: none"> <li>Context/Background</li> </ul> <p>3. The text of <i>The Edible Woman</i></p> <ul style="list-style-type: none"> <li>Plot Summary</li> <li>Themes</li> <li>Symbolism</li> </ul> <p>4. Critical Analysis</p>
	B	
	C	
	<b>Unit 3</b>	<b>V.S. Naipaul</b>
	A	<ul style="list-style-type: none"> <li>Context/Background</li> </ul>

	B	<ul style="list-style-type: none"> <li>Understanding Diasporic Fiction</li> </ul>		
	C			
		5. The text of <i>A House for Mr. Biswas</i>		
		<ul style="list-style-type: none"> <li>Plot Summary</li> <li>Themes</li> <li>Symbolism</li> </ul>		
		6. Critical Analysis		
	<b>Unit 4</b>	<b>Chinua Achebe</b>		
	A	<ul style="list-style-type: none"> <li>Context/Background</li> <li>Understanding Postcolonial literature</li> </ul>		
	B	The text of <i>Things Fall Apart</i>		
	C	<ul style="list-style-type: none"> <li>Plot Summary</li> <li>Themes</li> <li>Symbolism</li> <li>Critical Analysis</li> </ul>		
	<b>Unit 5</b>	<b>Sally Morgan</b>		
		<ul style="list-style-type: none"> <li>Context/Background</li> </ul>		
		7. The text of <i>My Place</i>		
		<ul style="list-style-type: none"> <li>Plot Summary</li> <li>Themes</li> <li>Symbolism</li> </ul>		
		8. Critical Analysis		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	<p>7. Naik, M.K. and Shyamala A. Narayan (2001). Indian English Literature 1980-2000: A Critical Survey (2001)</p> <p>8. Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Macmillan.</p> <p>9. Chomsky, N (1965). Aspects of the Theory of Syntax. Cambridge, Mass: MIT Press, 1965</p> <p>10. Verma, S.K. and Krishnaswamy, N. (1993). Introduction to Modern Linguistics, Oxford University Press</p> <p>11. Abrams, M.H. (2005). The Mirror and the Lamp, Oxford University Press, USA</p>
	Other References	12. Martin Hewing (2010). Advanced English Grammar, Cambridge University Press, New Delhi

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BAI321</b>
2	Course Title	<b>Growth &amp; Development of Indian National movement (The 20th Century)</b>
3	Credits	<b>6</b>
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<p>The Course is designed to help the students to:</p> <ol style="list-style-type: none"> <li>1. Understand the socio-political background behind the outbreak of the revolt of 1857.</li> <li>2. Realize the importance and role of the political groups in the National Movement.</li> <li>3. Analyse the techniques of the moderates and extremists during that political scenario.</li> <li>4. Know and understand the growth of Indian National Movement during different phases.</li> <li>5. Critically analyse the factors responsible for the partition and independence of India.</li> </ol>
6	Course	After completing the Course, the students will be able to:

	Outcomes	<p>CO1-Explain the causes and the results of the First war of independence.</p> <p>CO2-Mark the centres of the revolt on the outline map of India.</p> <p>CO3-Realize and appreciate the importance and role of the political groups, workers, tribal, women, soldiers, INA in the National Movement.</p> <p>CO4-List important Congress sessions with their events and mark them on the map of India.</p> <p>CO5-Critically analyse the partition of India, was it inevitable.</p>
7	Course Description	This course is designed to develop the knowledge about historical development during British era.
8	Outline syllabus	
	<b>Unit 1</b>	<b>First War of Independence (1857-1884)</b>
	A	Lord Dalhousie, Causes of the revolt of 1857-remote and immediate, spread of the revolt, nature of the revolt
	B	Causes of the failure of the revolt, its impact, Administration of Lord Lytton
	C	Factors responsible for the growth of National consciousness(administrative unification-western education; press and literature; racial arrogance; economic exploitation; press and literature)-growth of modern political ideas, administration of Lord Ripon
	<b>Unit 2</b>	<b>First Phase (1885-1905)</b>
	A	Establishment of Indian National Congress, Era of Moderates and Radicals; modern political associations
	B	British attitude towards the Indian National Congress, administration of Lord Curzon, partition of Bengal
	C	Swadeshi & Boycott movement, Rise of extremists-causes-objectives and their techniques
	<b>Unit 3</b>	<b>Second Phase (1905-1918)</b>
	A	The formation of Muslim League- causes; rise of Communalism; Surat Split



	B	Morley-Minto reforms; Lord Hardinge, Congress Re-union						
	C	The Home Rule League, growth of Left revolutionary nationalists, Workers and peasants - Radical forces - Tribals, Dalits and women movements						
	<b>Unit 4</b>	<b>Third Phase or Gandhian Era (1919-1935)</b>						
	A	Government of India Act 1919, Champaran Satyagraha, National movement during the World Wars, Lucknow Pact, Rowlatt Satyagraha and Jallian Wala Bagh tragedy - Non-Cooperation Movement						
	B	The Swarajists, Simon Commission, Lahore Congress and Poorna Swaraj						
	C	Civil Disobedience Movement- Simon Commission-Round Table Conferences, The Government of India Act 1935						
	<b>Unit 5</b>	<b>Fourth Phase (1936-1947) The Transfer of Power</b>						
	A	The Great war and constitutional deadlock, formation of the congress ministries-resignation						
	B	The August offer, The Cripps Mission, The Quit India Movement, INA, The Wavell Plan, the Two-Nation Theory and the demand for Pakistan						
	C	The Cabinet Mission Plan, Atlee's announcement, The Mountbatten Plan, Partition and Indian Independence						
	Mode of examination	Theory						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td> <td>MTE</td> <td>ETE</td> </tr> <tr> <td>30%</td> <td>20%</td> <td>50%</td> </tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*	<b>Maps for Study:</b> (i) Centres of Early Revolts (ii) British Empire in 1857 (iii) Administrative Divisions of British India (iv) Three Presidencies of British Empire (v) Congress Sessions 1885 – 1947						
	Other References	1. Arthur, D. Innes, <i>History of British in India</i> , New Delhi., 1998. 2. B R Tamlinson, <i>The Economy of Modern India</i> , Cambridge University Press. 3. Bayly, C A., <i>Rulers Townsmen and Bazaars</i> , Oxford India, Reprint 1998. 4. Bipan Chandra et.al. <i>Struggle for India's Independence</i> , New Delhi., 1989. 5. Bipan Chandra, <i>Nationalism and Colonialism in India</i> , Oriental Longman. 9. Chatterjee, Partha, <i>Nationalist Thought and the Colonial World: A Derivative DisCourse?</i> Delhi, 1986.						

	<p>10. Chaudhuri, S.B., <i>Civil Disturbances During the British Rule in India, 1765-1857</i>, Calcutta, 1955.</p> <p>11. Desai, A. R., <i>Social Background of Indian Nationalism</i>, Popular Prakasan, New Delhi.</p> <p>12. <i>Economic History of India, Vol. II (1757-1970)</i>, Orient Longman.</p> <p>13. Eugene F. Irshick, <i>Politics and Social Conflict in South India</i>, Berkeley, 1969.</p> <p>14. George D. Bearce, <i>British Attitude Towards India (1784 – 1858)</i>, Oxford.</p> <p>15. Gopal S., <i>British Policy in India (1858-1905)</i>, Orient Longman, 1975.</p> <p>16. Grover, B.L., <i>A New Look at the Modern Indian History</i>, New Delhi., 2000.</p> <p>17. John Malcolm, <i>Political History of British India</i>, Discovery Publishing House.</p>
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<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BA BED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	BAI361
2	Course Title	Democracy and Governance
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Status	Elective
5	Course Objective	<p>This Paper aims to:</p> <ol style="list-style-type: none"> <li>1. Introduce the institutional aspects of democracy.</li> <li>2. Discuss how institutions function within a constitutional framework.</li> <li>3. Explain the aspects of governance important in working of democracy and make students capable to contribute in it.</li> <li>4. Delve into how democracy as a model of governance can be complemented by institution building and with the contribution from different non-state actors.</li> </ol>
6	Course Outcomes	<p>This Course will help the students to:</p> <p>CO1: Understand and explain the structure and process of governance in India.</p> <p>CO2: Critically reflect upon the party politics and the behaviour of the electorate in response to it.</p> <p>CO3: Understand and analyze the concept and institutions of local governance and its role in strengthening democracy.</p> <p>CO4: Discuss and review the role played by democratic institutions in policy making.</p> <p>CO5: Critically evaluate the key debates about the different models of development in India.</p> <p>CO6: Appreciate the role of technology in governance.</p>

7	Course Description	This Course seeks to understand the foundations of democratic and responsive government, how policymakers can create and implement policies to achieve these objectives and prepares students for careers in democracy assistance, governance reform, and politics.		
8	Outline syllabus			
	<b>Unit 1</b>	<b>Structure and Process of Governance</b>		
	A	Indian Model of Democracy		
	B	Party Politics and Electoral behaviour in India		
	C	Units of Local Governance (Grassroots Democracy)		
	<b>Unit 2</b>	<b>Role of Judiciary</b>		
	A	The Supreme Court.		
	B	Judicial Review.		
	C	Judicial Activism, Public Interest Litigation.		
	<b>Unit 3</b>	<b>Ideas, Interests, and Institutions in Public Policy:</b>		
	A	Contextual Orientation of Policy Design and Institutions of Policy Making.		
	B	Regulatory Institutions: SEBI, TRAI, Competition Commission Of India.		
	C	Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.		
	<b>Unit 4</b>	<b>Contemporary Political Economy of Development in India</b>		
	A	Policy Debates over Models of Development in India.		
	B	Recent trends of Liberalisation of Indian Economy in different sectors.		
	C	E-governance.		
	<b>Unit 5</b>	<b>Dynamics of Civil Society</b>		
	A	New Social Movements and Various interests.		
	B	Role of NGO's.		
	C	Understanding the political significance of Media and Popular Culture.		
	Mode of examination	Theory		
	Weightage Distribution	CA 30%	MTE 20%	ETE 50%
	Text book/s*	1. B. B. Tayal & B. S. Bagla, 'Democracy and Governance in India', Sultan Chand And Sons, 2013.  2. Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.		
	Other References	1. Vasu Deva, E-Governance In India : A Reality, Commonwealth Publishers, 2005.  2. Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.  3. Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BAI 341</b>
2	Course Title	<b>Economic Development and Policy in India</b>
3	Credits	<b>5</b>
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To review major trends in aggregate economic indicators in India. 2. India and places these against the backdrop of major policy debates in India in the post- Independence period. 3. Debates in India in the post- Independence period. 4. To know latest trends of demographic changes in India.
6	Course Outcomes	At the end of the course, the students will be able to- CO1: The student will be able to know basic components of aggregate. CO2: The student will be able to know basic challenges for development of economies. CO3: The student will be able to know about pre independence and post-independence growth rate. CO4: The student will be able to know about migration challenges after industrialisation. CO5: The student will be able to know about the problem of development. CO6: The student will be able to know about the fiscal policy and monetary policy role in development of economies.
7	Course Description	This Course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-Independence period.
8	Outline syllabus	
	<b>Unit 1</b>	
	A	Issues in Growth of Indian economy.
	B	Developmental issues in Indian economy.
	C	Sustainability issues in Indian Economy.
	<b>Unit 2</b>	
	A	Factors in Development Capital formation (Physical and Human) in Indian economy.
	B	Capital formation technology in Indian economy.
	C	Role of Institutions in Indian economy.
	<b>Unit 3</b>	
	A	Population and Economic Development.

	B	Demographic trends in Indian economy.		
	C	Urbanisation trends in Indian economy.		
	<b>Unit 4</b>			
	A	Employment Occupational structure in the organised and the unorganised sectors.		
	B	Disguised unemployment (rural and urban area in India)		
	C	Employment schemes and their impact on economic growth.		
	<b>Unit 5</b>			
	A	Indian Development Experience Critical evaluation of growth, inequality, poverty, competitiveness, pre and post reforms era in India.		
	B	Savings and investment; mobilisation of internal and external finance.		
	C	Monetary and fiscal policies; centre-state financial relations.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Michael P Todaro and Stephen Smith; Economic Development, Pearson, 11th edition (2011). Uma Kapila; Indian Economy since Independence, Academic Foundation, 19th edition (2009).		
	Other References	United Nations Development Programme, Human Development Report 8 2010, Palgrave Macmillan (2010). Government of India, Economic Survey (latest) 5. Government of India, Five Year Plan (latest) 6. Government of India, Finance Commission Report(latest)		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BAI 331</b>
2	Course Title	<b>Introduction to GIS and Remote Sensing</b>
3	Credits	<b>5</b>
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	(i) To provide an overview of spatial science (ii) To provide an understanding of basic concept and models of GIS, remote sensing and GNSS
6	Course Outcomes	At the end of this course, the students will be able to-  CO1-Explain spatial science. CO2- Comprehend basic concept and models of GIS, remote sensing and GNSS CO3- Define and classify GIS Data Structures. CO4- Comprehend Image Processing CO5- Describe Aerial Photography and Satellite Remote Sensing: CO6- Interpret and Apply of Remote Sensing and GIS.
7	Course Description	This course is designed to provide important knowledge and information about GIS and Remoter sensing.
8	Outline syllabus	
	<b>Unit 1</b>	Remote Sensing and GIS:
	A	Definition and Components
	B	• Development,
	C	• Platforms and Types,
	<b>Unit 2</b>	Unit II-
	A	Aerial Photography and Satellite Remote Sensing:
	B	Principles, Types and Geometry of Aerial Photograph
	C	• Principles of Remote Sensing, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors
	<b>Unit 3</b>	Unit III- GIS Data Structures:
	A	• Types (spatial and Non-spatial),

	B	<ul style="list-style-type: none"> <li>• Raster and Vector Data Structure</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• spatial and non-spatial data models</li> </ul>		
	<b>Unit 4</b>	Unit IV		
	A	Image Processing (Digital and Manual) and Data Analysis		
	B	Pre-processing (Radiometric and Geometric Correction),		
	C	<ul style="list-style-type: none"> <li>• Enhancement (Filtering); Classification (Supervised and Un-supervised),</li> </ul> Geo-Referencing; Editing and Output; Overlays		
	<b>Unit 5</b>	Unit-V		
	A	Interpretation and Application of Remote Sensing and GIS:		
	B	Land use/ Land Cover,		
	C	Urban Sprawl Analysis; Forests Monitoring		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	. Lilles and, T. M., Kiefer, R. W. and Chipman, J. W. (2004): Remote Sensing and Image Interpretation, Wiley, New York 6. Robinson, A. H., Morrison, J. L., Muehrcke, P. C., Kimerling, A. J. and Guptill, S. C. (1995): Elements of Cartography, Wiley, New York		
	Other References	1. Burrough, P. A. and McDonnell, R. A. (1998): Principles of Geographical Information Systems, Oxford University press Inc., New York 2. Chang, K. T. (2008): Introduction to Geographic Information Systems, Avenue of the Americas, McGraw-Hill, New York 3. Environmental Systems Research Institute, Inc. (1998): Understanding GIS: The ARCINFO Method, ESRI Press, Redlands 4. Goodchild, M. F. (2003): Geographic Information Science and System for Environmental Management, Annual Review of Environment and Resource 28: 493-519 5		



<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BAI307</b>
2	Course Title	<b>Partition Literature</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	ELECTIVE
5	Course Objective	<p>The course aims to-</p> <ul style="list-style-type: none"> <li>1- Interpret the effect of partition on life</li> <li>2-Interpret the history with the help of social history inscribed in the literature</li> <li>3-Reflect on the reasons of partition</li> <li>4-Express the notion of nation, narration and negotiation</li> </ul>
6	Course Outcomes	<p>At the end of the course, the students would be able-</p> <ul style="list-style-type: none"> <li>CO1: To Interpret the effect of partition on life</li> <li>CO2: To Interpret the history with the help of social history inscribed in the literature</li> <li>CO3: To Reflect on the reasons of partition</li> <li>CO4: To express the notion of nation, narration and negotiation</li> <li>CO5: To Summarize and Analyze <i>Basti and its</i> Characters</li> <li>CO6: To Analyse the poem “For Your Lanes, My Country” as a reflection of partition.</li> </ul>
7	Course Description	This course will let students experience literature as an extension of life experience and appreciate literary study as a means for intellectual, aesthetic, and personal growth and for fostering creativity and social awareness in terms of nation, narration and negotiation.
8	Outline syllabus	
	<b>Unit 1</b>	<i>Toba Tek Singh</i> by Sadat Hasan Manto Manto
	A	Introduction, Summary and analysis of Toba Tek Singh by Sadat Hasan Manto
	B	
	C	
		Characterization of Important characters
		Thematic Study of Toba Tek Singh
	<b>Unit 2</b>	<i>Ice Candy Man</i> By Bapsi Sidhwa

	A	Introduction, Summary and Analysis of <i>Ice Dandy Man</i>		
	B			
	C	Characterization of <i>Ice Dandy Man</i>		
		Thematic Study of <i>Ice Dandy Man</i>		
<b>Unit 3</b>		<i>For Your Lanes, My Country</i> by Intizar Husain		
	A	Introduction, Explanation and		
	B	Analysis of the poem as a reflection of partition		
	C	Thematic study of “For Your Lanes, My Country”		
<b>Unit 4</b>		<i>Alam’s Own House</i> by Dibyendu Palit		
	A	Introduction, Summary and Analysis of <i>Alam’s Own House</i> , by Dibyendu Palit		
	B	Characterization of Important characters		
	C	Thematic Study of <i>Alam’s Own House</i>		
<b>Unit 5</b>		<i>Basti trans Frances</i> by Intizar Husain		
		Introduction, Summary and Analysis of <i>Basti</i>		
		Characterization of Important characters		
		Thematic Study of <i>Basti</i>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<p>All the prescribed texts.</p> <p>Ref. 1: <a href="https://muse.jhu.edu/article/217462/pdf">https://muse.jhu.edu/article/217462/pdf</a></p> <p>Ref. 2: Sidhwa, Bapsi. <i>Ice Candy Man</i>. <a href="#">Milkweed Editions</a>: London, 1988</p> <p>Ref. 3: <a href="https://www.poemhunter.com/i/ebooks/pdf/faiz_ahmed_faiz_2012_8.pdf">https://www.poemhunter.com/i/ebooks/pdf/faiz_ahmed_faiz_2012_8.pdf</a>,</p> <p>Ref. 4: Dibyendu palit, ‘Alam’s Own House’, tr. Sarika Chaudhari, Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453-72.</p> <p>Ref. 5: Husain, Intizar. <i>Basti trans Frances</i> . Prichett (New Delhi: Rupa, 1995)</p>		

<b>BAI 311 vfLerkewyd vè;;u vkSj fganh lkfgR;</b>	<b>Credit-04</b>
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<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:EDU</b>		<b>Semester: V</b>
1	Course Code	BAI351
2	Course Title	Health Psychology
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Elective
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Health Psychology. 2. To foster interest in Health Psychology as a field of study and research. 3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context. 4. To promote health as well as the prevention and treatment of disease and illness.
6	Course Outcomes	At the end of the course- CO1: The student will be able to identify basic concepts and modern trends in health psychology. CO2: The student will be able to understand various theories of health psychology. CO3: The student will be able to apply various concepts of health psychology in the present scenario. CO4: The student will be able to analyze the prevention and treatment of psycho-physiological diseases. CO5: The students will be able to comprehend the concept of “ <b>Work – Life Balance</b> ”
7	Course Description	Health psychology focuses on how biology, psychology, behavior, and social factors influence health and illness. It helps in understanding how people react, cope and recover from illness.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Health Psychology</b>
	A	Health Psychology: Concept, Assumptions, Need; the mind-body relationship
	B	Models: Biomedical and Bio psychosocial
	C	Theories: Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection – motivation theory, Self-regulatory model
	<b>Unit 2</b>	<b>Psycho Physiological Illnesses</b>
	A	Migraine, Tension headaches, Psoriasis and other major skin problems

	B	Cardio Vascular and Pulmonary System		
	C	Digestive and Immune System		
	<b>Unit 3</b>	<b>Sleep: The Pause That Refreshes</b>		
	A	Definition, Nature, Functions		
	B	Stages of Sleep, REM Sleep		
	C	Disorders of Sleep		
	<b>Unit 4</b>	<b>Work – Life Balance</b>		
	A	Quality of life; Work – Family Conflict, Work – Family interface		
	B	Dimensions and levels of work – family balance		
	C	Promoting work – family balance; Family and friends as support system		
	<b>Unit 5</b>	<b>Health Promotion and Illness Prevention</b>		
	A	Health and Behavior; Changing health habits;		
	B	Cognitive behavioral approaches to health behavior change.		
	C	Health Care System: Indian Scenario, Attitude of Health Professionals, Designing health care work environment		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Taylor, S.E. (2005) Health Psychology (6th Ed) Boston: McGraw Hill		
	Other References	1. Ogden, J. (2012). Health Psychology. McCrawhill Foundation 2. Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York. 3. Sarafino, E. P. (1994). Health Psychology, Bio psychosocial interactions. John Wiley & Sons, New York 4. Sanderson, C. (2003). Health Psychology, Wiley. 5. Straub, R. (2006). Health Psychology (2nd Ed.,) Worth Publishers		

**BEP 121: Micro Teaching/Syllabus**

<b>School: Education</b>		<b>Batch : 2018-22</b>
<b>Program:</b>		<b>BABED</b>
<b>Branch:</b>		<b>Current Academic Year: 2020-21</b>
<b>Semester: V</b>		
1	Course Code	BEP121
2	Course Title	Micro Teaching
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Compulsory
5	Course Objective	1) To develop interest about teaching skills among pupil teachers 2) To enable pupil teachers to practice the teaching skills.
6	Course Outcomes	After the completion of the course the student teacher will be able to-  CO1-Acquire knowledge about the skills of teaching. CO2-Demonstrate teaching skills in real setting. CO3- Explain the skills of teaching. CO4-Use acquired skills in their professional career. CO5- Discriminate appropriate skills for various phases of teaching.
7	Course Description	The syllabus is comprised of knowledge about teaching skills and its practice.
8	Outline syllabus	
	<b>Unit 1</b>	Introduction
	A	Concept of Micro Teaching
	B	Micro Teaching skills
	<b>Unit 2</b>	Process of Micro Teaching
	A	Micro Teaching Cycles
	B	Micro teaching Plans
	<b>Unit 3</b>	Micro Teaching skills and its components
	A	Set Induction skill
	B	Explanation skill
	C	Reinforcement Skill
	<b>Unit 4</b>	Micro Teaching Skills and components
	A	Questioning skills
	B	Stimulus variation skill
	C	Black Board Writing Skill
	Mode of examination	Practical

	Weightage Distribution	CA	ETE
		60%	40%
	Text book/s*	1) Micro Teaching By L.C.Singh	

**BEP 122: School Experience and Psychology Practical/Syllabus**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: V</b>
1	Course Code	<b>BEP122</b>
2	Course Title	<b>School Experience and Psychology Practical</b>
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Co- Requisite
5	Course Objective	To gain practical experiences from school teaching programme.
6	Course Outcomes	After the completion of the course, the pupil teacher will be able to- CO1: Write reflective journal on observation of regular class room teaching with respect CO2: Reflect on roles and responsibilities of different school staff and Critical study of the infrastructural facilities CO3: Analyse the functions and task as a teacher in school. CO4: Administer psychological tests on their students. CO5: Explain the process of administering psychological tests.
7	Course Description	This course is designed to enable the pupil teachers to get the practical exposure along with the ability to administer the psychological tests.
8	Outline syllabus	
	<b>Unit 1</b>	Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers
	<b>Unit 2</b>	Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports Facilities, Seminar Halls, Auditorium etc which are available in the school.
	<b>Unit 3</b>	The Student teacher shall also undertake the field activities pertaining to the practical during this period
	<b>Unit 4</b>	Writing a term paper on a selected theme



	<b>Unit 5</b>	Administer any two of the following Psychological Tests and prepare a report on it: <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Personality Test <input type="checkbox"/> Self-Concept Questionnaire/ Inventory <input type="checkbox"/> Creativity <input type="checkbox"/> Learning Style Inventory <input type="checkbox"/> Parenting Style Inventory <input type="checkbox"/> Interest Test <input type="checkbox"/> Teaching Attitude <input type="checkbox"/> Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behaviour and delinquent child etc.) and prepare a report on it.	
	Mode of examination	Jury/Practical/Viva	
	Weightage	INTERNAL	EXTERNAL
	Distribution	40%	60%
	Text book/s*		
	Other References	NCERT Manual	

**BEP 351: Psychology Lab-5**

<b>School: SOE</b>		<b>Batch : 2018-22</b>	
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>	
<b>Branch: EDU</b>		<b>Semester: V</b>	
1	Course Code	<b>BAP351</b>	
2	Course Title	Psychology Lab-5	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Practical	
5	Course Objective	1- To provide practical exposure to the students about psychological tests.  2- To enable the students to administer psychological tests.	
6	Course Outcomes	After the completion of the course, the pupil teacher will be able to-	
7	Course Description	<b>At the end of the course, the students will be able to-</b> <b>CO1- Administer and handle EPQ/EPI .</b> <b>CO2- Conduct retinal color zones and blindness test.</b> <b>CO3-To explain the practical side of emotions.</b> <b>CO4- Perform verbal test of intelligence.</b> <b>CO5- Perform performance tests of psychology.</b>	
8			
		1. EPQ/EPI 2. Retinal color zones/Color Blindness 3. Sound Localization 4. Study of emotions. 5. Simple reaction time 6. Verbal Test of Intelligence. 7. Performance Test of Intelligence/RPM. 8. Observation (Speed & accuracy) 9. Experiment on form perception/Depth Perception 10. Test of Motivation. Note: Students are to conduct and report at least 3(Three) practicals. The examiner will allot one practical at the time of examination.	
	Mode of examination	Jury/Practical/Viva	
	Weightage Distribution	INTERNAL	EXTERNAL
		40%	60%
	Other References	NCERT Manual	

<b>School:</b>		<b>School of Education</b>
<b>Program:</b>		<b>B.A.B.Ed.</b>
1	Course Code	BAI304
2	Course Title	Modern Indian Theatre
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course	Core
5	Course Objective	<p>1- To discuss Indian Theatre in a wide perspective.</p> <p>2- To let students understand the theatre in contemporary India, including postmodern scenario.</p> <p>3- To acquaint students about functional transformation in aesthetic, artistic and political sensibility of Indian society.</p> <p>4- To develop interest among students about Modern Indian Theatre.</p> <p>5- To foster creativity and social awareness.</p>
6	Course Outcomes	<p>At the end of the course, the students will be able to-</p> <p>CO1 –Describe the relevance of Indian Theatre.</p> <p>CO2- Recognize different forms of Indian theatre</p> <p>CO3- Describe the highlights of contemporary playwrights.</p> <p>CO4- Interpret and appreciate selective texts.</p> <p>CO5- Interpret multiple works of contemporary plays that vary in genre and in historical and cultural contexts</p> <p>CO6- Edit and write scripts.</p>
7	Course Description	The course is designed to give a clear picture of Indian theatre to students. The focus of the course is the modern or contemporary theatre. Moreover, the course gives a clear introduction to the history of Indian classical theatres in different languages and in different regions. The four texts are chosen from the four

Beyond Boundaries

		different influential theatrical traditions like the Bengali and Marathi, gives a clear picture of the socio-political scenario during the time.		
8	Outline syllabus			
	<b>Unit 1</b>	<b>Introduction: Indian Theatre</b>		
	A	Classical and Native forms of Indian Theatre: A historical Background.		
	B	Important aspects of Indian theatre according to Natyashastra		
	C	Contemporary Indian theatre and Important playwrights		
	<b>Unit 2</b>	Stage Craft And Theatre Technique		
	A	<ul style="list-style-type: none"><li>Theatre Architecture</li></ul>		
	B	<ul style="list-style-type: none"><li>Principles of Set Design</li></ul>		
	C	<ul style="list-style-type: none"><li>Costume Design and Presentation.</li></ul>		
	<b>Unit 3</b>	<b>Girish Karnad: Tughlaq</b>		
	A	<ul style="list-style-type: none"><li>Context/ Background</li></ul>		
	B	<ul style="list-style-type: none"><li>Reading and Analysis of the Play</li></ul>		
	C	<ul style="list-style-type: none"><li>Themes, Plot, Characterization</li></ul>		
	<b>Unit 4</b>	<b>Vijay Tendulkar: Ghasiram Kotwal</b>		
	A	<ul style="list-style-type: none"><li>Context/Background</li></ul>		
	B	<ul style="list-style-type: none"><li>Reading and Analysis of the Play</li></ul>		
	C	<ul style="list-style-type: none"><li>Themes, Plot, Characterization</li></ul>		
	<b>Unit 5</b>	<b>Badal Sircar: Evam Indrajit</b>		
	A	<ul style="list-style-type: none"><li>Context/Background</li></ul>		
	B	<ul style="list-style-type: none"><li>Themes, Plot, Characterization</li></ul>		
	C	<ul style="list-style-type: none"><li>Reading and Analysis of the Play</li></ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s	Material will be provided by the teacher		
	Other References	<ul style="list-style-type: none"><li>Srivastava, Raju, 2003, <i>Contemporary Indian Dramatists: Theatre and Films</i>, Sublime Publication.</li><li>Vatsyayana, Kapila.2003. <i>Bharata : The Natyashastra</i> . New Delhi : Sahitya Akademi</li><li>Anand, Mulkraj, 1951.<i>Indian Theatre</i>, New York : Roy Publication</li></ul>		

<b>School: SOE</b>		<b>Batch : 2018-2022</b>
<b>Program: BABEd</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: Education</b>		<b>Semester: VI</b>
1	Course Code	BAI323
2	Course Title	Introduction to World History
3	Credits	6
4	Contact Hours (L-T-P)	6-0-0
	Course Type	Compulsory
5	Course Objective	<p>The course is designed to help the students to:</p> <ol style="list-style-type: none"> <li>1. Know about feudalism in Europe and how it contributed towards enlightenment.</li> <li>2. Analyse the meaning, causes and effects of reformation, enlighten in Europe.</li> <li>3. Know the causes, course and effects of the American and French Revolutions</li> <li>4. Analyse the causes for the rise and fall of Napoleon.</li> <li>5. Get apprised about the Unification of Italy and Germany.</li> <li>6. Develop insight into the causes and effects of Industrialization, socialist industrialization, imperialism on the history of Europe and the rest of the world.</li> <li>7. Know the meaning of Nation State System, factors for its rise and its effects.</li> <li>8. Analyse the factors that give rise to nationalism in Europe, causes and results of the First World War and the Second World War.</li> <li>9. Know about and analyse the post-world war politics.</li> </ol>
6	Course Outcomes	<p>At the end of the course-</p> <p>CO1: The student will be able to explain about the causes and effects of the rise of new ideas in Europe and to get apprised about the Unification of Italy and Germany.</p> <p>CO2: The student will be able to describe and compare the causes, course and effects of the American and French Revolutions, and also to understand the causes for the rise and fall of Napoleon.</p> <p>CO3: The student will be able to mark the major countries of the world and also the countries which were involved in the first and second world wars in map.</p> <p>CO4: The student will be able to analyse the factors that give rise to nationalism in Europe, causes and results of the First World War and the Second World War.</p>

		<p>CO5: develop insight into the causes and effects of Industrialization, socialist industrialization, imperialism on the history of Europe and the rest of the world.</p> <p>CO6: The student will be able to describe and analyse the post-world war politics in the context of Cold War, emergence of Third World countries and non-Alignment, decolonization and the disintegration of the Soviet Union.</p>
7	Course Description	This course will enable the students to understand history from the global perspectives. This course is designed to throw light on the consequences of world war.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Enlightment and Modern Ideas</b>
	A	Feudalism, Renaissance in Europe, cause and effects
	B	Reformation, causes, reformation in different countries, counter reformation, effects.
	C	Enlightment, major ideas of Kant, Rousseau, enlightenment outside Europe (USA).
	<b>Unit 2</b>	<b>Origin of Modern Politics</b>
	A	American and French Revolutions, causes, course and effects.
	B	Napoleon's Era, the continental system, causes of his failure, Napoleon's downfall.
	C	Unification of Italy, Unification of Germany.
	<b>Unit 3</b>	<b>New Economic Currents</b>
	A	Industrialisation, causes and effects, industrialization in different countries, Socialist Industrialization—Soviet Union and China
	B	Imperialism, reasons, means, types, scramble for Africa, imperialism in Asia.
	C	Colonialism, neo-colonialism, Nationalism as anti Colonialism
	<b>Unit 4</b>	<b>Nationalism in Europe and First World War</b>
		causes of the success
	A	Nation State System, factors for its rise, development, impact, Eastern Question, Crimean War
	B	Revolution and counter revolution, First World War, causes and effects, League of Nations.
	C	Russian Revolution 1917, impact on different nations, causes of the success
	<b>Unit 5</b>	<b>Second World War and Post war politics</b>
	A	Economic and social reconstruction in USSR, Totalitarianism in Europe: meaning, features, Facism and Nazism in Italy and Germany respectively.
	B	Ind World War: causes, course and effects, causes for the failure of Axis powers, UNO.

	C	Cold War: causes, Emergence of the Third World & Non Alignment, Decolonization, Soviet Disintegration and the Unipolar World.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> <li>1. Jha K N, <i>World History</i>, Cosmos Bookhive, Gurgaon.</li> <li>2. Khurana &amp; Sharma, <i>Simple History of Modern Europe</i>, Agra.</li> </ol>		
	Other References	<ol style="list-style-type: none"> <li>1. Mahajan V D, <i>History of Modern Europe since 1789</i>, Delhi.</li> <li>2. Chaurasia R S, <i>History of Europe</i>, Delhi, 1991.</li> </ol>		

<b>School:</b> School of Education		<b>Batch :</b> 2018-22
<b>Program:</b> B.A. B.Ed		<b>Current Academic Year:</b> 2020-21
<b>Branch:</b>		<b>Semester:</b> VI
1	Course Code	BAI 362
2	Course Title	Understanding Globalization
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<p>1. To provide graduates with the capacity for autonomous judgment.</p> <p>2. To instil the ability to understand and analyse the processes of globalization in its various social, political, economic and cultural aspects.</p> <p>3. To inculcate the motivation to work in the fields of international developments and social policies.</p> <p>4. To acquaint students with the knowledge of globalization and developing countries.</p>
6	Course Outcomes	<p>At the end of the course-</p> <p>CO1: The student will be able to interpret the phenomenon of globalization, its sources and forms.</p> <p>CO2: The student will be able to explain about key global actors and their contribution.</p> <p>CO3: The student will be able to apply the attained knowledge to certain urgent problems at global level and propose solutions for them.</p> <p>CO4: The student will be able to analyse the relationship of globalisation with various sectors of economy.</p> <p>CO5: The student will be able to assess the role and effects of globalisation in developing countries.</p>
7	Course Description	In this course, the different aspects and dimensions of globalization (economic and political) will be presented, analysed and discussed. In particular, the course is aimed at providing the students with the conceptual and analytical tools necessary to comprehend the different 'faces' that globalization has and how they affect domestic politics and decisions.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Globalization</b>
	A	Meaning & Definition
	B	Economic and Political Dimensions
	C	Technological and Cultural Dimensions



	<b>Unit 2</b>	<b>Contemporary World Actors</b>		
	A	United Nations		
	B	World Trade Organization (WTO)		
	C	Group of 77 Countries (G-77)		
	<b>Unit 3</b>	<b>Globalization and Different Sectors</b>		
	A	Agricultural globalization and Developing Countries		
	B	Industry and services in Globalization process: Labour		
	C	Migration and Outsourcing		
	<b>Unit 4</b>	<b>Globalization and Politics in developing countries</b>		
	A	Globalization and social movement		
	B	Globalization and demise of Nation State		
	C	Globalization and Human Migration		
	<b>Unit 5</b>	<b>Contemporary World Issues</b>		
	A	Global Warming		
	B	Bio-diversity		
	C	Poverty and Inequality		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. F. J. Lechner and Boli, 'The Globalization Reader', 2nd Edition, Oxford: Blackwell. 2. David Held and Anthony G. McGrew, 'Global Transformations: Politics, Economics and Culture', Stanford: Stanford University Press, pp. 1-50, 1999 3. P. R. Viotti and M. V. Kauppi, 'International Relations and World Politics-Security, Economy, Identity', Third Edition, 2007, Delhi: Pearson Education, pp. 430-450. 4. J. Baylis and S. Smith, 'The Globalization of World Politics: An Introduction to International Relations', Fourth Edition, 2011, Oxford: Oxford University Press.		
	Other References	1. J. Ravenhill, 'Global Political Economy', Second Edition. New York: Oxford University Press, pp.18-24. 2. B. White, 'Issues in World Politics', Third Edition, 2005, New York: Macmillan, pp. 74-92; 191-211. 3. R.J. Art and R. Jervis, 'International Politics: Enduring Concepts and Contemporary Issues', 5th Edition, New York: Longman, pp. 495-500; pp.508-51.		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: VI</b>
1	Course Code	<b>BAI348</b>
2	Course Title	<b>Money and Banking</b>
3	Credits	<b>06</b>
4	Contact Hours (L-T-P)	6-0-0
	Course Type	Elective
5	Course Objective	1. To provide knowledge about the role played by banks in modern monetary economies 2. To acquaint the students with the knowledge about role played by banks in financial markets. 3. To develop interest about banking in financial intermediation, and the significance of bank behavior in monetary policy. 4. To instill the knowledge about the operation of monetary policy and the shadow banking systems that played a significant role in the Global Financial Crisis. 5. To acquaint students with the knowledge of banking procedures.
6	Course Outcomes	At the end of the course- CO1: The student will be able to explain several key models and concepts of monetary economics and banking theory. CO2: The student will be able to describe simple articles concerned with monetary economics and banking theory CO3: The student will be able to apply theoretical knowledge to the current events key models and concepts of monetary economics and banking theory. CO4: The student will be able to evaluate the potential importance of monetary phenomenon in the economy. CO5: The students will be able to analyze various banking procedures.
7	Course Description	This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.
8	Outline syllabus	
	<b>Unit 1</b>	Money.
	A	Money; Definition and components
	B	Money; Functions & measurement
	C	Theories of money supply determination.

	<b>Unit 2</b>	Financial Institutions, Markets, Instruments and Financial Innovations.		
	A	Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.		
	B	Money and capital markets: organization, structure and reforms in India.		
	C	Role of financial derivatives and other innovations.		
	<b>Unit 3</b>	Interest Rates Determination		
	A	Interest Rates Determination; sources of interest rate differentials.		
	B	Theories of term structure of interest rates.		
	C	Interest rates in India.		
	<b>Unit 4</b>	Banking System		
	A	Balance sheet and portfolio management.		
	B	Indian banking system: Changing role and structure.		
	C	Banking sector reforms.		
	<b>Unit 5</b>	Central Banking and Monetary Policy		
	A	Monetary Policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control.		
	B	Monetary management in an open economy.		
	C	Current monetary policy of India.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011.		
	Other References	F. S. Mishkin and S. G. Eakins, Financial Markets and Inst M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011. Pearson Education, 6th edition, 2009.		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: EDU</b>		<b>Semester: VI</b>
1	Course Code	<b>BAI332</b> <b>DSE 2</b>
2	Course Title	<b>Geography of Health and Wellbeing</b>
3	Credits	<b>Credit-6</b>
4	Contact Hours (L-T-P)	6-0-0
	Course Type	Elective
5	Course Objective	1- To provide knowledge about perspectives on health 2- To acquaint with the knowledge of Eenvironmental Quality and Health 3- <b>To provide knowledge about Health Risks</b> 4- To acquaint students with the knowledge about Pattern in Environmental Context 5- To update the information regarding Changes in climate system.
6	Course Outcomes	At the end of the course, the students will be able to- CO1- To explain various perspectives on health. CO2- To explain the various aspects of Eenvironmental Quality and Health <b>CO3- To describe various factors about Health Risks</b> CO4- To analyze various Pattern in Environmental Context CO5-To describe the Changes in climate system.
7	Course Description	
8		
	<b>Unit 1</b>	Perspectives on Health
	A	<ul style="list-style-type: none"> <li>Perspectives on Health: Definition; linkages with environment,</li> </ul>
	B	<ul style="list-style-type: none"> <li>development and health; driving forces in health and</li> </ul>
	C	<ul style="list-style-type: none"> <li>environmental trends - population dynamics, urbanization, poverty</li> </ul>

		and inequality.		
	<b>Unit 2</b>	Environmental Quality and Health		
	A	<ul style="list-style-type: none"> <li>• Pressure on Environmental Quality and Health:</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Human activities and environmental pressure land use and agricultural development;</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Industrialization; transport and energy.</li> </ul>		
	<b>Unit 3</b>	<b>Health Risks</b>		
	A	<ul style="list-style-type: none"> <li>• Exposure and Health Risks:</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Air pollution; household wastes;</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Water; housing; workplace.</li> </ul>		
	<b>Unit 4</b>	Pattern in Environmental Context		
	A	<ul style="list-style-type: none"> <li>• Health and Disease</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Pattern in Environmental Context with special reference to India,</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Types of Diseases and their regional pattern (Communicable and Lifestyle related diseases).</li> </ul>		
	<b>Unit 5</b>	Changes in climate system		
	A	<ul style="list-style-type: none"> <li>• Climate Change and Human Health:</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Changes in climate system – heat and cold; Biological disease agents;</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Food production and nutrition.</li> </ul>		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA 30%	MTE 20%	ETE 50%
		<b>Reading List:</b> 1. Akhtar Rais (Ed.), 1990 : Environment and Health Themes in Medical Geography, Ashish Publishing House, New Delhi. 2. Avon Joan L. and Jonathan A Patzed.2001 : Ecosystem Changes and Public Health,Baltimin, John Hopling Unit Press(ed). 3. Bradley,D.,1977: Water, Wastes and Health in Hot Climates, John Wiley		

		<p>Chichester.</p> <p>4. Christaler George and Hristopoles Dionissios, 1998: Spatio Temporal Environment Health Modelling , Boston Kluwer Academic Press.</p> <p>5. Cliff, A.D. and Peter,H., 1988 : Atlas of Disease Distributions, Blackwell Publishers, Oxford.</p> <p>6. Gatrell, A.,and Loytonen, 1998 : GIS and Health, Taylor and Francis Ltd, London.</p> <p>7. Hardham T. and Tannav M.,(eds): Urban Health in Developing Countries; Progress, Projects, Earthgoan, London.</p> <p>8. Murray C. and A. Lopez, 1996 : The Global Burden of Disease, Harvard University Press.</p> <p>9. Moeller Dade wed., 1993: Environmental Health, Cambridge, Harward Univ. Press.</p> <p>10. Phillips, D.and Verhasselt, Y., 1994: Health and Development, Routledge, London.</p> <p>11. Tromp, S., 1980: Biometeorology: The Impact of Weather and Climate on Humans and their Environment, Heydon and Son</p>
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<b>School: SOE</b>		<b>Batch :</b>
<b>Program:</b>		<b>Current Academic Year:</b>
<b>Branch:</b>		<b>Semester: VI</b>
1	Course Code	BAI352
2	Course Title	Assessment and Statistics in Psychology
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	1. To introduce psychometric scales that help in understanding human behaviour. 2. To introduce basic statistical tools for interpreting human behaviour. 3. To create awareness about measurement of intelligence and assessment of personality. 4. To introduce research methods that would help understand human behavior.
6	Course Outcomes	At the end of the course- CO1: The student will be able to describe psychological measurement. CO2: The student will be able to summarize purpose of statistics in psychology CO3: The student will be able to solve basic statistical problems. CO4: The student will be able to analyse the concepts in statistics.  CO5: The students will be able to explain important concepts of psychological assessment.
7	Course Description	This course intends to introduce basic statistical methods and psychological testing, qualitative and quantitative methods and their uses.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Psychological Measurement</b>
	A	Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Discrete and Continuous Variables.
	B	Tests: Meaning, Characteristics and Types of Tests, Concept of Reliability and Validity
	C	Graphical presentation of data
	<b>Unit 2</b>	<b>Psychological Testing</b>
	A	Assessment of Personality-Projective Tests: TAT, Rorschach, psychometric Test
	B	Assessment of Mental and Special Abilities; Stanford Binet Test, Differential Aptitude Test
	C	Assessment of Achievement, Interest and Values: Standardised Achievement Test, Strong's Vocational Interest Blank, Allport-Vernon Study of values.
	<b>Unit 3</b>	<b>Data Analysis</b>
	A	Meaning and purpose of Statistics in Psychology: Descriptive, Inferential, Parametric and Non-Parametric
	B	Meaning, application and computation of Range, Q.D. and S.D.

	C	Meaning, assumptions, uses and properties of NPC.		
	<b>Unit 4</b>	<b>Correlation</b>		
	A	Meaning and types of correlation – positive, negative and zero; Graphic representations of <sup>[L]</sup> <sub>SEP</sub> correlation – Scatterplots.		
	B	The steps involved in calculation of Simple Pearson's product-moment correlation coefficient; Uses and limitations of <sup>[L]</sup> <sub>SEP</sub> correlation coefficient		
	C	Spearman's rank-difference method; Meaning, assumptions, computing, merits and limitations.		
	<b>Unit 5</b>	<b>Types of Research</b>		
	A	Qualitative methods: Interview, observation, case study		
	B	Quantitative methods: Survey, Experimental		
	C	Making Inferences: Population and Sample, Types of Sampling,		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)		
	Other References	<p>Anastasi, A. &amp; Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, <sup>[L]</sup><sub>SEP</sub> Indian reprint 2002</p> <p>Garrett, H.E. &amp; Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer &amp; Simons Pvt. Ltd.</p> <p>Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.</p> <p>King, B.M. &amp; Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley &amp; Sons. Kerlinger, F.N. &amp; Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth-Thomson Learning</p> <p>Miller, L.A., Lovler, R. L., &amp; McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications</p> <p>Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley &amp; Sons, New Jersey</p>		



<b>School: SOE</b>		<b>Batch: 2018-22</b>
<b>Program: B.A.B. ED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch: Education</b>		<b>Semester: 6</b>
1.	Course Code	BAI312
2.	<b>पाठ्यक्रम शीर्षक</b>	<b>कम्प्यूटर और हिंदी भाषा</b>
3.	Credits	4
4.	Contact Hours (L-T-P)	4-0-0
5.	<b>पाठ्यक्रम प्रकार</b>	अनिवार्य
6.	<b>पाठ्यक्रम विवरण-</b>	आज देश तथा समाज के विकास में कंप्यूटर की तथा इंटरनेट की एक महत्त्वपूर्ण 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।
7.	<b>पाठ्यक्रम के उद्देश्य</b>	<p>पाठ्यक्रम छात्र-शिक्षकों को सक्षम करेगा –</p> <ol style="list-style-type: none"> <li>1. कम्प्यूटर हेतु प्रयुक्त हिंदी भाषा के आरम्भ एवं विकास का निरूपण करना।</li> <li>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।</li> <li>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।</li> </ol>

		<p>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।</p> <p>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।</p>
8.	<b>पाठ्यक्रम के परिणाम</b>	<p>इस पाठ्यक्रम के अध्ययन के बाद छात्र शिक्षक-</p> <p>CO1-कम्प्यूटर में हिंदी का आरम्भ एवं विकासक्रम से अवगत हो सकेंगे, हिंदी भाषा के फॉण्ट को सूचीबद्ध करेंगे।</p> <p>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।</p> <p>CO3-राजभाषा हिंदी के प्रसार में कम्प्यूटर तथा इंटरनेट की उपादेयता को परख सकेंगे तथा ई-गवर्नेंस के क्रियान्वयन में हिंदी भाषा के योगदान के बारे में जान सकेंगे।</p> <p>CO4-कम्प्यूटर के अनुप्रयोग में हिंदी के प्रयोग से संबंधित विविध प्रकार के तकनीकी पहलुओं का मूल्यांकन करेंगे।</p> <p>CO5-कम्प्यूटर 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।</p>
9.	<b>पाठ्यक्रम की रूपरेखा</b>	
	<b>इकाई-1</b>	<b>कम्प्यूटर का विकास और हिंदी</b>
	(क)	कम्प्यूटर का परिचय और विकास

	(ख)	कम्प्यूटर में हिंदी का आरम्भ एवं विकास		
	(ग)	हिंदी के विविध फ्रॉन्ट		
	<b>इकाई-2</b>	<b>इकाई-2: हिंदी भाषा और प्रौद्योगिकी</b>		
	(क)	इंटरनेट पर हिंदी		
	(ख)	यूनिकोड, देवनागरी लिपि और हिंदी भाषा		
	(ग)	हिंदी और वेब डिजाइनिंग		
	<b>इकाई-3</b>	<b>हिंदी भाषा, कम्प्यूटर और गवर्नेंस</b>		
	(क)	राजभाषा हिंदी के प्रसार में कम्प्यूटर की भूमिका		
	(ख)	ई- गवर्नेंस, इंटरनेट एवं हिंदी की वेबसाइट्स		
	(ग)	सरकारी और गैर-सरकारी संस्थाएँ		
	<b>इकाई-4</b>	<b>हिंदी भाषा और कम्प्यूटर: विविध पक्ष</b>		
	(क)	इंटरनेट पर हिंदी पत्र-पत्रिकाएँ		
	(ख)	एसएमएस की हिंदी		
	(ग)	हिंदी के विभिन्न की बोर्ड		
	<b>इकाई-5</b>	<b>हिंदी भाषा-चुनौतियाँ और संभावनाएँ</b>		
	(क)	कम्प्यूटर में हिंदी की चुनौतियाँ और संभावनाएँ		
	(ख)	न्यू मीडिया और हिंदी भाषा,		
	(ग)	हिंदी भाषा शिक्षण और ई-लर्निंग		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%

10.	<b>सहायक ग्रंथ:</b>	<ol style="list-style-type: none"><li>1. कम्प्यूटर के भाषिक अनुप्रयोग - विजय कुमार मल्होत्रा</li><li>2. कम्प्यूटर और हिंदी - हरिमोहन</li><li>3. हिंदी भाषा और कम्प्यूटर - संतोष गोयल</li><li>4. कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा- सिद्धांत पी.के. शर्मा</li><li>5. मीडिया: भूमंडलीकरण और समाज संपा. संजय द्विवेदी</li><li>6. सोशल नेटवर्किंग: नए समय का संवाद - संपा. संजय द्विवेदी</li><li>7. नए शमाने की पत्राकारिता - सौरभ शुक्ल</li><li>8. पत्राकारिता से मीडिया तक - मनोज कुमार</li><li>9. जनसंचार के सामाजिक संदर्भ - जबरीमल्ल पारख</li></ol>
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# BED 153: PEDAGOGY OF SOCIAL SCIENCES/SYLLABUS

<b>School: SOE</b>		<b>Batch : 2018-2022</b>
<b>Program: B.A.B.ED</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:EDU</b>		<b>Semester: VI</b>
1	Course Code	<b>BED153</b>
2	Course Title	<b>Pedagogy of Social Sciences</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsary
5	Course Objective	<ol style="list-style-type: none"> <li>1. To familiarize with various strategies, methods, techniques and skills of teaching Social Sciences at the elementary and secondary level.</li> <li>2. To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.</li> <li>3. To promote reflection on issues pertaining to teaching of Social Sciences.</li> <li>4. To develop competence in designing effective instructional strategies to teach Social Science.</li> <li>5. To develop ability to design, develop; and use various tools &amp; techniques of evaluation.</li> </ol>
6	Course Outcomes	<p>At end of the course, students will be able to</p> <p>CO1: Apply theoretical concepts of pedagogy of social science in teaching learning process.</p> <p>CO2: Explain the conceptual bases of pedagogy of social science like objectives, curriculum and text books.</p> <p>CO3: Apply and use methods and strategies of teaching social science.</p> <p>CO4: Comprehend and construct Concept Mapping, Instructional Aids and its Applications for teaching Social Sciences at the elementary and secondary level for teaching learning process.</p> <p>CO5: Explain, Design, develop; and use various tools &amp; techniques of evaluation.</p> <p>CO6: Plan and execute subject matter of social science for teaching at junior and secondary level of school.</p>
7	Course Description	This course is designed to enable the students to let them know about the various strategies and methods appropriate for teaching social science at secondary level.

8	Outline syllabus	
	<b>Unit 1</b>	<b>Concept of Social Sciences</b>
	A	Meaning, Nature and Scope of Social Science.
	B	Aims and objectives of teaching Social Sciences at secondary level.
	C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.
	<b>Unit 2</b>	<b>Curriculum and Text book</b>
	A	Meaning of Curriculum, Principles of curriculum construction and critical examination of present day curriculum of Social Sciences at secondary level
	B	Critical appraisal of a Social Science Text book. Social Science Laboratory - organization and management
	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.
	<b>Unit 3</b>	
	A	Historical Methods - Evidence, facts, arguments, categories and perspective; distinctions between fact and opinion and between opinion, bias and perspective; evidence-based History teaching; primary sources and the construction of History
	B	Teaching Strategies in Geography: Questioning; collaborative strategies; Games, simulations and role plays; values clarification; problem-solving and decision-making. Methods: Interactive verbal learning; Experiential learning through activities, experiments; investigative field visits based on students' own interests with teacher's support as facilitator; engagement with 'places' at an emotional or sensory level using art, poetry and literature. Map Reading and analysis.
	C	Pedagogies in Social Science: Interaction, Critical and Constructivist. Teaching Skills: Explaining, Stimulus Variation, Reinforcement, Illustration with Examples, Probing Questions
	<b>Unit 4</b>	<b>Concept Mapping, Instructional Aids and its Applications</b>
	A	Concept Mapping-Meaning, Importance and process in Social Science
	B	Instructional Aids: People as resource: The significance of oral data. • 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 encyclopedias. • Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals. • Audio-visual aids, CD-Rom, multimedia, internet.		
	C	Social Science Teacher: Teaching skills, teacher as a reflective practitioner		
	<b>Unit 5</b>	<b>Evaluating Student learning</b>		
	A	Characteristics of assessment in Social Sciences: types of questions best suited for examining/assessing/understanding the different aspect of social sciences; questions for testing quantitative skills, questions for testing qualitative analysis; open-ended questions		
	B	Open-book tests: strengths and limitations • Evaluating answers: what to look for? Assessing projects: what to look for? • Continuous and Comprehensive Evaluation (CCE) in social sciences. Online Examination, Rubrics.		
	C	Preparation of an achievement test, 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/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> <li>1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publications.</li> <li>2. Gupta Rainu.(2014), Teaching of Social Sciences, New Delhi: Doaba Publications.</li> <li>3. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,.</li> <li>4. Martorella H. Peter (1994) Social Studies for elementary School Children (Developin Young Citizens)</li> <li>5. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub.,</li> <li>6. Michaels U. John(1992), Social Studies for Children</li> <li>7. Mittal, H.C., Teaching of Social Studies, New Delhi: DhanpatRai&amp;Chandna R.N. Sons.</li> </ol>		
	Other References	<ol style="list-style-type: none"> <li>1. Preston, Ralph C (1955)., Handbook of Social Studies, Rhinehart and Company, Teaching Social Studies in High School, Wesley Edgar Bruce</li> <li>2. UNESCO (1981), Handbook for teaching of Social Studies.</li> <li>3. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.</li> <li>4. Zevin Jack (2000) ñ Social Studies for the Twenty first Century</li> </ol>		

<b>School: SOE</b>		<b>Batch : 2018-22</b>		
<b>Program:</b>		<b>Current Academic Year: 2020-21</b>		
<b>Branch:</b>		<b>Semester: VI</b>		
1	Course Code	BAP352		
2	Course Title	Assessment and Statistics in Psychology		
3	Credits	1		
4	Contact Hours (L-T-P)	0-0-1		
	Course Type	Compulsory		
5	Course Objective	1. To introduce psychometric scales that help in understanding human behaviour. 2. To introduce basic statistical tools for interpreting human behaviour. 3. To create awareness about measurement of intelligence and assessment of personality. 4. To introduce research methods that would help understand human behavior.		
6	Course Outcomes	CO1: The student will be able to administer psychological tests. CO2: To analyse the psychological tests CO3: To apply appropriate psychological statistics for analysing the data. CO4: To apply qualitative methods of statistics for analysing data. CO5: To evaluate qualitative and quantitative methods of statistics.		
7	Course Description	This course intends to introduce basic statistical methods and psychological testing, qualitative and quantitative methods and their uses.		
8	Outline syllabus			
		<b>Psychological Practicals</b>		
		<b>How to administer psychological tests</b>		
		<b>Quantitative statistics</b>		
		<b>Qualitative statistics</b>		
		Any two of the following Practicals- 1. Academic Stress Scale for College Students 2. Thematic Apperception Test 3. Non-Verbal Test 4. Verbal Intelligence Test 5. Creativity Test 6. Vocational Interest Inventory/Test .		
	Mode of examination	Practical		
	Weightage Distribution	CA	External	
		40%	60%	



**BEP 124: Micro Teaching/Syllabus**

<b>School: Education</b>		<b>Batch : 2018-22</b>		
<b>Program: BABED</b>		<b>Current Academic Year: 2020-21</b>		
<b>Branch:</b>		<b>Semester: VI</b>		
1	Course Code	BEP124		
2	Course Title	Micro Teaching		
3	Credits	2		
4	Contact Hours (L-T-P)	0-0-3		
	Course Type	Compulsory		
5	Course Objective	3) To develop interest about teaching skills among pupil teachers 4) To enable pupil teachers to practice the teaching skills.		
6	Course Outcomes	After the completion of the course the student teacher will be able to-  CO1-Acquire knowledge about the skills of teaching. CO2-Demonstrate teaching skills in real setting. CO3- Explain the skills of teaching. CO4-Use acquired skills in their professional career. CO5- Discriminate appropriate skills for various phases of teaching.		
7	Course Description	The syllabus is comprised of knowledge about teaching skills and its practice.		
8	Outline syllabus			
	<b>Unit 1</b>	Introduction		
	A	Concept of Micro Teaching		
	B	Micro Teaching skills		
	<b>Unit 2</b>	Process of Micro Teaching		
	A	Micro Teaching Cycles		
	B	Micro teaching Plans		
	<b>Unit 3</b>	Micro Teaching skills and its components		
	A	Set Induction skill		
	B	Explanation skill		
	C	Reinforcement Skill		
	<b>Unit 4</b>	Micro Teaching Skills and components		
	A	Questioning skills		
	B	Stimulus variation skill		
	C	Black Board Writing Skill		
	Mode of examination	Practical		
	Weightage Distribution	CA 60%	MTE	ETE 40%
	Text book/s*	2) Micro Teaching By L.C.Singh		

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program:</b>		<b>Current Academic Year: 2020-21</b>
<b>Branch:</b>		<b>Semester: VI</b>
1	Course Code	BAP281
2	Course Title	Museums and Archives in India
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Compulsory
	Objectives	1- To acquaint the students about museums and archives. 2- To provide knowledge about museums and archives 3- To provide opportunities for Contemporary Practices. 4- To develop interest about museums and archives 5- To develop interest about Ethnographic Practices in India.
	Course outcome	At the end of the course, the students will be able to- CO1: Describe about museums and archives. CO2: Explain museums and archives CO3: Apply Contemporary Practices. CO4: Analyze the characteristics of museums and archives. CO5: To develop interest about Ethnographic Practices in India.
8	Outline syllabus	
	About Course: This course is designed for giving exposure about museums and archives.	
		. Definitions History of setting up of Museums and Archives: Some case studies Field Work; Studying of structures & Functions Training & Employment
		Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts I. History: Evidences and writings; -Early India - Medieval period -Colonial and Post Colonial Contemporary Practices: - North - -West - East - South III. Field work: - Practitioners & Issues of sustenance - Codification of Information - Relationship between market & Conservation

		<b>References:</b> <ol style="list-style-type: none"> <li>1. G.Edson &amp; Dean David, Handbook for Museum, London, Routledge, 1986</li> <li>2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009</li> <li>2. Textile Museum, Ahmadabad</li> <li>2. Sanskrit Museum of Indian Textiles, Gurgaon</li> <li>3. Indian Mirror.com,</li> <li>4. Local &amp; National Museums, Dharohar Museum, Kurukshetra University,</li> <li>5. Museum, Punjabi University, Patiala</li> </ol>		
	<b>Mode of examination</b>	Practical		
	<b>Weightage Distribution</b>	<b>CA</b>	<b>External</b>	
		40%	60%	

<b>School:</b>		<b>Batch : 2018-2022</b>
<b>Program:</b>		<b>BA BED</b>
<b>Branch:</b>		<b>Semester:VII</b>
1	Course Code	BED201
2	Course Title	Gender, School and Society
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1) To familiarize the pupil teachers with socio-political economic dimensions of Indian Society and appreciating its diversity.</li> <li>2) To develop an understanding of trends, issues and challenges regarding gender.</li> <li>3) To make them aware about social reform movements regarding gender issues.</li> <li>4) To make them able to debate the role of education in social processes as social change, social mobility and social control.</li> <li>5) To reflect on different theories of Gender and Education and relate it to power relations.</li> <li>6) To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation</li> <li>7) To reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'</li> </ol>
6	Course Outcomes	<p>Through this course the student teacher will be able to:</p> <p>CO1-Describe socio-political economic dimensions of Indian Society and appreciating its diversity.</p> <p>CO2-Analyse trends, issues and challenges regarding gender.</p> <p>CO3-Decscribe social reform movements regarding gender issues.</p> <p>CO4-Evaluate the role of education in social processes as social change, social mobility and social control.</p> <p>CO5-Analyse different theories of Gender and Education and relate it to power relations.</p> <p>CO6-Analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.</p>
7	Course Description	This course is designed to provide knowledge about gender with reference to the society and school. It will develop understanding about the influence of society, school and gender on each other.
8	Outline syllabus	

	<b>Unit 1</b>	<b>Society and Education</b>		
	A	Understanding the concept of Society, Structures and Processes in society		
	B	School as a social System: Characteristics of a social system, characteristics of school as a social system, relationship between school and society.		
	C	Sociological functions of Education-Critical Reflections: Education and Social Stratification, Education and Social Change, Education and Social Mobility, Education and Social Control.		
	<b>Unit 2</b>	<b>Gender challenges and education</b>		
	A	Gender equality: Meaning, need and importance. Gender inequality with reference to family, caste, class, religion, culture and region.		
	B	Schooling of girls: Inequalities and Resistances.		
	C	Removal of inequality with reference to media, various institutions, Law (Legal provisions) and state.		
	<b>Unit 3</b>	<b>Women and Society</b>		
	A	Historical backdrop: Some landmarks from social reform movements.		
	B	Counseling and guidance related to gender issues.		
	C	Role of media (Print & Electronic) in reinforcing gender parity through culture.		
	<b>Unit 4</b>	<b>Gender Issues in Curriculum</b>		
	A	Social Construction of Masculinity and Femininity		
	B	Patriarchies in interaction with other social structures and identities		
	C	Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions, Working towards gender equality in the classroom: Need and Strategies		
	<b>Unit 5</b>	<b>Gender, Power and Education</b>		
	A	Empowerment of Women: Strategies and Issues		
	B	Efforts of Govt. agencies and Non-Govt. agencies to achieve gender parity: reservation and legal provision.		
	C	Constitutional Provision of RTE.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	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.		

	Other References	<ol style="list-style-type: none"><li>1) Ramachandran, Vimala (2004), Genders and social equality in Education, Hierarchies of Access, Sage, New Delhi.</li><li>2) UNESCO (2003), EFA Global Monitoring Report, Gender and Education for all, the leap to quality.</li></ol>
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<b>School:</b>		<b>Batch : 2018-2022</b>
<b>Program:</b>		<b>BA BED</b> <b>22</b>
<b>Branch:</b>		<b>Semester: VII</b>
1	Course Code	BED 202
2	Course Title	Creating an Inclusive School
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
Course Type		Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1) To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.</li> <li>2) To identify and address the diverse needs of all learners.</li> <li>3) To acquaint with the trends and issues in Inclusive Education</li> <li>4) To develop capacity of student- teachers for creating an inclusive School</li> <li>5) To appreciate various inclusive practices to promote Inclusion in the classroom</li> </ol>
6	Course Outcomes	<p>On completion of this course, the student teachers will be able to:</p> <p>CO1 Explain the concept, need and scope of inclusive education in Indian context with reference to various types of disabilities and diversities.</p> <p>CO2 Analyse the various ranges of learning problems in children with different abilities along with the assistive devices, equipment and technologies used for their accessibility.</p> <p>CO3 Evaluate <b>Legislative frameworks and Programmes along with laws and acts existing for inclusive education.</b></p> <p>CO4 <b>Explain and comprehend school's Preparedness for Inclusion with reference to the stakeholders and their roles or creating inclusive education.</b></p> <p>CO5 Explain pedagogical strategies to respond to individual needs of students.</p> <p>CO6 Apply the theoretical concepts and contexts related with inclusive education in their professional practices.</p>
7	Course Description	This course is designed to develop sensitivity towards inclusive education. It will enable students to understand the requirements of various types of learners in different context.
8	Outline syllabus	

	<b>Unit 1</b>	<b>Inclusive Education</b>		
	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)		
	<b>Unit 2</b>	<b>Children with Special Needs</b>		
	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.		
	<b>Unit 3</b>	<b>Legislative frameworks and Programmes</b>		
	A	National Policy on education 1986		
	B	Rehabilitation council of India act 1992		
	C	National policy on disabilities 2006 and international instruments like UNCRPD		
	<b>Unit 4</b>	<b>School's Preparedness for Inclusion</b>		
	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: i. Special Education Teacher ii. Audiologist cum Speech Therapist iii. Physiotherapist iv. Occupational Therapist, Counsellor		
	<b>Unit 5</b>	<b>Inclusive Practices in the Classroom</b>		
	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/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Montgomery, D (1990) Special need in ordinary school;		



		<p>children with learning difficulties, Cassel Educational Limited, London.</p> <ol style="list-style-type: none"> <li>2) GOI (1986), National policy of Education, Ministry of Education, New Delhi.</li> <li>3) Bhargva M (1994), Introduction to exceptional children, sterling Publishers, New Delhi.</li> <li>4) Daniels, Harry (1999), Inclusive Education, Kogan, London.</li> <li>5) Das. M, Education of exceptional children, Atlantic Publisher, New Delhi.</li> <li>6) Dessent, T (1987), Making ordinary school special, Kingsley Publication, Jessica.</li> <li>7) Mangal SK, Education of Exceptional Children, PH 1, New Delhi.</li> <li>8) Mathew, S (2004) Education of children with hearing impairment, RCI, Kanishka Pub., New Delhi.</li> </ol>
	Other References	<ol style="list-style-type: none"> <li>1) Panda, K C (1997), Education of Exceptional Children: An introduction to special Education, Vikash Publishing House, New Delhi.</li> <li>2) Uday Shankar, Exceptional children, sterling publishers, New Delhi.</li> </ol>

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: EDU</b>		<b>Semester: VII</b>
1	Course Code	BED203
2	Course Title	CONTEMPORARY INDIA AND EDUCATION
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	CORE
5	Course Objective	<p>The Course will enable the student teachers to –</p> <ol style="list-style-type: none"> <li>1) Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.</li> <li>2) Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities</li> <li>3) Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</li> <li>4) Appraise about the policy initiatives taken in education reform during pre- and post independent India.</li> <li>5) Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</li> <li>6) Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.</li> <li>7) Familiarize with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities</li> <li>8) Develop understanding of the issues, and challenges faced by Indian contemporary Society</li> </ol>

6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1-Evaluate 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-Describe the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</p> <p>CO4-Acquire knowledge about the policy initiatives taken in education reform during pre- and post-independent India.</p> <p>CO5- Evaluate recommendations of various Commissions and Committees constituted before and after Independence.</p> <p>CO6-Analyse the measures and steps taken for the promotion of education by Indian government and state governments.</p>
7	Course Description	<p>This course is designed to enable the students to appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood , to develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</p>
8	Outline syllabus	
	<b>Unit 1</b>	<b>Contemporary India</b>
	A	Social Stratification-forms and function; caste and class; region and religion; Types of Society-tribal, Agrarian; industrial, post industrial society;
	B	Educational scenario of India: diversity in terms of educational opportunities, religion, caste, class, gender, language, region and tribes; Role of education in creating positive attitude towards diversity ;
	C	Impact of Urbanization; Industrialization; , Globalization, modernization, economic liberalization and digitalization etc Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;
	<b>Unit 2</b>	<b>Constitutional Provisions and Education</b>
	A	diversity in terms of educational opportunities, religion, caste, class, gender, language
	B	Fundamental Rights & Duties of Citizens, Directive Principles of State Policy, Constitutional interventions for universalization of education and RTE Act 2009, Decentralization of Education and Panchayati Raj (specifically though 73 <sup>rd</sup> and 74 <sup>th</sup> amendment)
	C	Role of Central and State governments in the development of education, Downward Filtration Theory: Its Critique, Demand of Education for All

		by Mahatam Gandhi, Jyotibai Phule, Gopal Krishan Gokhale.		
	<b>Unit 3</b>	<b>Policy Framework for Development of Education in India</b>		
	A	Overview of educational reform in the Pre-independence period Macaulay's minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;		
	B	Education in Post Independence Period: Mudaliar Commission (1952) Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version 1992; Knowledge Commission;		
	C	Emerging trends in the interface between } political process and education; } economic developments and education; and } Socio-cultural changes and education. } Idea of Common School System } National System of Education, Language Policy, Learning Without Burden-1993, Justice Verma Commission-2012		
	<b>Unit 4</b>	<b>Initiatives of the Government of India</b>		
	A	Sarva Shiksha Abhiyan (SSA), Mid-day Meal		
	B	Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Schemes for girls, SC, ST and Marginalized Group		
	C	ICT In School Education- National Repository of Open Educational Resources (NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT)		
	<b>Unit 5</b>	<b>Contemporary Indian Education: Concerns and Issues</b>		
	A	Challenges in Implementation of RTE Act 2009, Right to Education and Universal Access: } Issues of a) Universal enrolment b) Universal retention c) Universal success } Issues of quality and equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children) } School safety		
	B	Equality of Educational Opportunity: } Meaning of equality and constitutional provisions } Prevailing nature and forms of inequality, including dominant and minor groups and related issues		
	C	Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.  2) Govinda, R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press.  3) Krishnamurti, J. (1992). Education and world peace. In Social		

		<p>responsibility. Krishnamurti Foundation. Kumar, K. (2013). Politics of education in colonial India. India: Routledge.</p> <p>4) Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.</p> <p>5) GOI (1964-1966):‘Education and National Development”. Ministry of Education, Government of India 1966.</p> <p>6) GOI (2004):Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.</p> <p>7) NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.</p> <p>8) NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.</p> <p>9) NCERT. (2006a). Position paper-National focus group on education with special needs</p>
	Other References	<p>1) Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.</p> <p>2) Govt. of India (1992).Programme of Action (NPE).Min of HRD.</p> <p>3) UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.</p> <p>4) World Bank, (2004).Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.</p>

<b>School:</b>		<b>SOE Batch : 2018-2022</b>
<b>Program: BA BED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:EDU</b>		<b>Semester: VII</b>
1	Course Code	BED 204
2	Course Title	School Administration and Management
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1) To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.</li> <li>2) To develop an understanding about various components of school Administration</li> <li>3) To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.</li> <li>4) To orient students with the concept of supervision and decision making</li> <li>5) To acquaint the students with specific problems of school management.</li> </ol>
6	Course Outcomes	<p>At the end of the semester, the students will be able to-</p> <p>CO1- Comprehend the concept of school administration.            CO2-Analyse the functioning of school administration and management works.            CO3-Apply the principles of supervision in school coinditions.            CO4-Analyse the various component of school environment.            CO5-Evaluate the finance related aspects in school administration and management.            CO6- Apply the principles of administration and management to sort out the school related problems.</p>
7	Course Description	This course is designed to inculcate knowledge and exposure to the concepts and practices of school administration and management. It will enable students to understand basic principles of administration and management of school administration.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Administration of Schools</b>
	A	Meaning, Concept, Scope and Functions of Educational Administration
	B	Principles of Educational Administration ,their Advantages and Disadvantages
	C	Role of a Head in a School as a Transformative Leader :Analysis of Need

		and Relevance of any Change before institutionalizing the same, Taking the Team On-board		
	<b>Unit 2</b>	<b>School as an Organization</b>		
	A	The School, its functions and relationship with the society		
	B	School building: Design and Components (including Hostels)		
	C	School Personnel-Roles and Responsibilities : Headmaster, Teachers, Non-Teaching Staff		
	<b>Unit 3</b>	<b>Dynamics of Supervision</b>		
	A	Supervision: Concept, Need, Functions and Scope		
	B	Role of the Head and Teachers of the Institution in Supervision		
	C	Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development		
	<b>Unit 4</b>	<b>Elements of School Management</b>		
	A	School Climate: Meaning and Types		
	B	Timetable Principles and Techniques of Time -table preparation		
	C	Preparation of a Calendar of Co-curricular Activities ,School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School		
	<b>Unit 5</b>	<b>Management of School Education</b>		
	A	Juvenile Delinquency: Concept and Steps to Deal Effectively in a School		
	B	Problems Faced in School Management :Issues of Security and Disaster Management, Organizational Culture in a School to foster a Stress-free Work Environment for the Head ,Teachers, Staff and Students		
	C	School finance Sources of Income and Items of Expenditure, School Budget.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J., 2) Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y. 3) Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut, 4) Safaya, R.N. and Shaida, B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi		
	Other References	1) Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi 2) Gupta Rainu (2013): Curriculum and School Management, Doaba Book Nose, New Delhi		

<b>School: SOE</b>		<b>Batch : 2018-2022</b>
<b>Program: BA BED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:EDU</b>		<b>Semester: VII</b>
1	Course Code	<b>BED107</b>
2	Course Title	<b>Language Across the Curriculum</b>
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Compulsory
5	Course Objective	9. To let students understand the role of language and communication in our lives. 10. To enrich the learning experience of students through various language skills 11. To develop an understanding about relationship of language and society. 12. Explain the concept of multilingual classroom and the concept of e-library. 13. To motivate students for <b>Reflective Reading</b> .
6	Course Outcomes	At the end of the course, the students will be able to- CO1: Define language and communication. CO2: Identify various skills of language and practice them in the classroom. CO3: Explain the relationship between language and society. CO4: Describe multilingualism and the use of e-library. CO5: Explain the process of reflective reading.
7	Course Description	This course is intended to provide the detail knowledge of language and communication with reference to the curriculum.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Nature and Functions of Language</b>
	A	Language – Meaning and Concept, Functions of Language, Language of interaction in Maths, Use of language in Science, drama and historical writing and reading Map.
	B	Theories of Language Learning
	C	Barriers in Using a Language & Strategies to Overcome them, Verbal and Non-verbal communication
	<b>Unit 2</b>	<b>Developing Receptive Skills and Productive Skills</b>
	A	Barriers to Listening Skills, Activities for Developing Listening Skills
	B	Barriers to Reading Skills, Activities for Developing Reading Skills



	C	Barriers to Writing Skills, Activities for Developing Writing Skills, Need and Importance of Classroom Discourse. Barriers to Speaking Skills, Activities for Developing Speaking Skills		
	<b>Unit 3</b>	<b>Development of Language</b>		
	A	Human and Animal Communication		
	B	Perspectives in Language Development (with reference to how children acquire language at early age) : Skinner and Nativist Chomskian Perspective.		
	C	Relationship of Language and Society: Identity, Power and Discrimination Language and Communication		
	<b>Unit 4</b>	<b>Language and Curriculum Transaction</b>		
	A	Bilingual or Trilingual Children: Implications for teachers		
	B	Multilingual Classroom: Challenges and Strategies to Cater to Diversity		
	C	Nature of Multilingualism: i) Hierarchical status of Indian Languages and its effect on classroom dynamics ii) Qualities and Competences of a Teacher to cater to a multilingual classroom		
	<b>Unit 5</b>	<b>Strengthening Reflective Reading</b>		
	A	Concept of e-library and use, Book review and report Writing.		
	B	Reading Comprehension and its levels, texts and components		
	C	NCF 2005: Concept of Language across the curriculum in NCF2005, centrality of language, Pedagogic Concerns, Developing text books.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Batra, P. Ed.(2010) Social Science learning in schools ; Perspective and Challenges, Sage Publications New Delhi.  2. Dewey. J(1987) My Pedagogies Creed, School journal Vol.54  3. Corson, David(1990) Language across the curriculum (LAC).  4. Vollmer H.j. AN OTHERS (2006) Towards a common Instrument for language of school education <a href="http://www.coe.int/lang">www.coe.int/lang</a>		

		<ol style="list-style-type: none"> <li>5. PDF on Language across the curriculum, <a href="http://www.edb.gov.hk">www.edb.gov.hk</a></li> <li>6. Agnihotri, R.K. &amp; Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i>. New Delhi: Sage Publications.</li> <li>7. Agnihotri, R.K. (1999). <i>Bachchon kibhasha aaseekhne kishamata</i>, bhag 1 or 2. <i>Shakshik Sandarbh</i>. Bhopal: Eklavya.</li> <li>8. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i>. London: Routledge</li> <li>9. Agnihotri, R.K. (2007). <i>Towards a pedagogical paradigm rooted in multilinguality</i>. <i>International Multilingual Research Journal</i>, Vol.(2) 1-10</li> <li>10. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). <i>Bhasha, bhubhashita or</i></li> <li>11. <i>hindi: Ekanth samvaad</i>, New Delhi: Shilalekh</li> <li>12. Butler, A. and Turbill, J. (1984). <i>Towards Reading-Writing Classroom</i>. New</li> <li>13. York: Primary English Teaching Association Cornell University.</li> <li>14. Krashen, S. (1982). <i>Principles and practice in second language acquisition</i>. Pergamon Press Inc.</li> <li>15. Kumar, K. (2000). <i>Childs language and the teacher</i>. New Delhi: National Book Trust.</li> <li>16. Mason, J. M. and Sinha, S. (1992). <i>Emerging Literacy in the Early Childhood years</i>.</li> <li>17. <i>Applying a Vygotskian Model of Learning and Development in B. Spodek</i></li> <li>18. (Ed.) <i>Handbook of Research on the Education of Young Children</i>, New York:</li> <li>19. Macmillan. 137-150.</li> </ol>
	Other References	<ol style="list-style-type: none"> <li>1. NCF (2009) NCTE, New Delhi.</li> <li>2. Curriculum Framework 2014, NCTE New Delhi.</li> <li>3. NCERT (2005). <i>National Curriculum Framework (NCF)</i>. New Delhi: NCERT. Reading Development Cell, NCERT (2008). <i>Reading for meaning</i>. New Delhi: NCERT.</li> <li>4. Rosenblatt, Louise M. (1980). <i>What Fact Does This Poem Teach?</i> <i>Language Arts</i>. 57(4).</li> <li>5. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press</li> </ol>

<b>School: SOE</b>		<b>Batch : 2018-2022</b>
<b>Program: BA BED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:EDU</b>		<b>Semester: VII</b>
1	Course Code	BED231 (Optional Course)
2	Course Title	Environmental Education
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Elective
5	Course Objective	<ol style="list-style-type: none"> <li>1) To develop an understanding of the basic concepts of environmental studies.</li> <li>2) To develop an understanding about ecological energy dynamics and entropic pollution.</li> <li>3) To generate an awareness about major environmental issues.</li> <li>4) To develop an understanding about the concept of environmental education, its need and principles.</li> <li>5) To analyze various approaches of the environmental education.</li> <li>6) To create an awareness about the public efforts and government initiatives protecting and conserving environment.</li> <li>7) To develop an understanding about the concept and need for sustainable development</li> </ol>
6	Course Outcomes	After learning this course pupil-teachers will be able to- CO1-Explain various concepts of environmental studies. CO2-Describe ecological energy dynamics and entropic pollution. CO3-Analyse various approaches of the environmental education CO4-.Analyse the factors responsible for pollution and its determinants. CO5- Describe the role of Governmental and non-government initiatives for the protection and conservation of environment. CO6-.Evaluate the role of technology and local bodies towards its protection and conservation.
7	Course Description	This course is intended to provide knowledge about environmental issues and its protection and conservation. This course will help in creating awareness and information for environmental protection.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Nature and Scope of Environmental Education</b>
	A	Nature, need and scope of environmental education and its conservation
	B	Role of individual in conservation of natural resources: water, energy and food
	C	Role of individual in prevention of pollution: air and water, Equitable uses of resources for sustainable livelihoods

	<b>Unit 2</b>	<b>Community Participation and Environment</b>		
	A	Community participation in natural resource management, water, forests, etc.		
	B	Sustainable land use management		
	C	Traditional knowledge and biodiversity conservation		
	<b>Unit 3</b>	<b>Environmental Issues and Concerns</b>		
	A	Consumerism and waste generation and its management, Biomedical waste management, Agricultural waste: Their impact and management, Rain water harvesting and water resource management		
	B	Environmental degradation and its impact on the health of people		
	C	Organic farming		
	<b>Unit 4</b>	<b>Initiatives for Environment Education</b>		
	A	Environmental conservation in the globalised world in the context of global problem		
	B	Impact of natural-disaster/man-made disaster on environment, Heat production and greenhouse gas emission		
	C	Impact of industry/mining/transport on environment, Sustainable use of forest produces.		
	<b>Unit 5</b>	<b>Environmental Legislations and Role of different Agencies</b>		
	A	Environmental legislation: awareness and issues involved in enforcement, Supreme Court order implementation of Environmental Education (EE), Governmental and non-government initiatives.		
	B	Role of information technology and media in environment awareness/consciousness, Issues involved in enforcement of environment legislation		
	C	Role of local bodies in environmental management		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Gupta, V.K. (1998). Environmental Education, Jalandhar: New Academic Publishing House 2) Kormondy, E. (1991). Concept of Ecology, New Delhi: Prentice Hall of India 3) Palmer, J and Philips, N. (1994). The Handbook of Environmental Education. New York: Rouledge 4) Purdon, P.W. and Aredson, S (1980). Environmental Science, Columbus: Charlies E Merrill Publishing Co. 5) Sharma, P.D. (1993). Environmental Biology, Meerut: Rastogi and Co.		
	Other References	1) Sharma, R.C. and Tan, M.C. (eds) (1990). Source Books of Environmental Education for Secondary School Teachers, Bangkok: UNESCO 2) Ship, S.A.B.(1996). Education for the Environmental Concerns, Implications and Predices. New Delhi: Radha Publication		

**BED232 : Peace Education and Human Rights**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: EDU</b>		<b>Semester: VII</b>
1	Course Code	BED232
2	Course Title	Peace Education and Human Rights
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objective	1) To understand the concept and types of peace. 2) To understand the constitutional values and their importance for social harmony. 3) To understand the contribution of Mahatma Gandhi, Swami Vivekananda and the Dalai Lama in peace building. 4) To understand concept and areas of peace education. 5) To understand the need of peace education in present context. 6) To understand challenges to peace in multicultural society. 7) To understand and apply the values, attitudes and skills required for peace education.
6	Course Outcomes	After the learning of this Course the student-teacher will be able to:  CO1-Explain the concept and types of peace. CO2-Analyse the constitutional values and their importance for social harmony. CO3-Analyse the contribution of Mahatma Gandhi, Swami Vivekananda and the Dalai Lama in peace building. CO4-Evaluate the world and society from peace perspectives. CO5-Apply the values, attitudes and skills required for peace education. CO6-Analyze the role of mass media in peace education.
7	Course Description	Course is designed to provide theoretical perspectives of peace as human values. It will enable the students to analyse the contribution of Mahatma Gandhi, Swami Vivekananda and the Dalai Lama in peace building.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Understanding Peace and Peace Education</b>
	A	Meaning and types of Peace, Constitutional values with reference to fundamental rights and their importance for social harmony.
	B	Contributions of Mahatma Gandhi, Swami Vivekananda and Dalai Lama in Peace Building.
	C	Concept of Peace Education and need for Peace Education in Present context.
	<b>Unit 2</b>	<b>The Concept of Human Rights</b>
	A	Meaning, needs and importance of Human Rights.

	B	Women Rights and Empowerment.						
	C	Present Status of Human Rights in India and Challenges before Human Rights.						
	<b>Unit 3</b>	<b>Issues in Human Rights</b>						
	A	Child labour and Human Rights.						
	B	Indian Constitution and Human Rights.						
	C	Programmes / Activities for creating awareness regarding Human Rights.						
	<b>Unit 4</b>	<b>Integrating Peace Education in the Present Curriculum</b>						
	A	Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management						
	B	Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, Experience-Sharing Sessions						
	C	Educating for a Culture of Peace: Learning mutual respect, duty consciousness, and leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.						
	<b>Unit 5</b>	<b>Violence for Peace and Conflict Resolution</b>						
	A	Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life						
	B	Non-Violent Activism: Speech, Behavior and Action with others based on non-violence takes the justification of acting violently away from others; role of peace education in learning nonviolence						
	C	Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Co-existence						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*	1) Dash, B.N.(2004).Theories of Education & Education in Emerging Indian Society. Dominant Publishers and Distributers. 2) Pandey, S. (2004). Peace Education. New Delhi: NCERT. 3) Laing, R.D. (1978). A Teacher's Guide to Peace Education, New Delhi: The UNESCO Publications. 4) Fran, S. And Alice, F. (1988).Peacemaking Skills for Little Kids. Miami. Florida USA: Peace Education Foundation. 5) Kiruba, C. & V. Arul S. (2012). Peace and Value Education. New Delhi: Neelkamal Publications Pvt. Ltd. 6) Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilisation, PRIO: International Peace Research Institute of Oslo and Sage Publications.						
	Other References	1) Alston, P, Goodman, R (2012) International human rights. Oxford: Oxford University Press. 2) Wouters, J, Meuwissen, K. (2013) National human rights institutions in Europe: Comparative European and International perspectives, Cambridge: Intersentia.						

**BED233 : Life Skills Education**

	<b>School: Education</b>	<b>Batch : 2018-22</b>
	<b>Program: BABED</b>	<b>Academic Year-2021-22</b>
	<b>Branch: EDU</b>	<b>SEMESTER VII</b>
1	Course Code	BED233
2	Course Title	Life Skills Education
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Status	ELECTIVE
5	Course Objective	<p>This Course will help the students:</p> <ol style="list-style-type: none"> <li>1. To understand the concept of life Skills Development and its relevance to understanding community.</li> <li>2. To understand the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children.</li> <li>3. To assess the importance of self-esteem and assertiveness in identifying behavioural health issues.</li> <li>4. To identify need of knowledge about child vulnerability, Child Rights and Protection of rights.</li> </ol>
6	Course Outcomes	<p>At the end of the course, the students will be able to-</p> <p>CO1: Explain the concept of life Skills Development and its relevance to understanding community.</p> <p>CO2: Analyze 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 in identifying behavioural health issues.</p> <p>CO4: Identify need of knowledge about child vulnerability, Child Rights and Protection of rights.</p> <p>CO5- Evaluate Life Skills Methodologies for Career/Behaviour Modification.</p>
7	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.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Life Skills and Wellness</b>
	A	Core Life Skills: Introduction to ten generic Life Skills, Role of W.H.O, Life Skills Applications
	B	Know yourself, Positive Attitude, Emotional Enthusiasm, Self Confidence, Time Management. Know others, Acquiring information, Building Relationship, communicating and negotiating safer life situations, survival skills

	<b>Unit 2</b>	<b>Life skills in social context /Interpersonal Skills and communication</b>
	A	Meaning of interpersonal skills- Need to develop Interpersonal skills, Components of Interpersonal skills, Techniques required to improve skills
	B	Self Esteem and Assertiveness: Development of Self and Socialization, Managing Emotions, Active listening, Delegation Skills and assertiveness.
	<b>Unit 3</b>	<b>Life skills to deal with specific problems/Vulnerable children, child protection &amp; child rights</b>
	A	Vulnerable Children: Vulnerability in Children, Juvenile Delinquency, Child abuse, Orphaned Children, Poverty
	B	General Social Skills: Basic Communication Skills, Rapport Building, Empathy, Accountability.
	<b>Unit 4</b>	<b>Life Skills Methodologies for Career/Behaviour Modification</b>
	A	Personal Self-Management Skills: Problem solving, Resisting stress, Communicating clearly, Managing time, Strengthening memory
	Mode of examination	Practical
	Weightage Distribution	Evaluation on the basis of File preparation, Activity Performance and Viva
	Weightage Distribution Text book/s* Other References	<ul style="list-style-type: none"> <li>Life Skills Education Paperback – 2016, by Dr. K. Ravikanth Rao, Dr. P. Dinakar.</li> <li>Life Skill Education by Dr. Rajeshkumar I. Bhatt</li> </ul>
		Relevant materials will be provided by the subject teacher.



**BED234:Health, Physical Education and Yoga**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: BABED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: EDU</b>		<b>Semester: VII</b>
1	Course Code	BED234
2	Course Title	Health, Physical Education and Yoga
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	ELECTIVE
5	Course Objective	To make the student teacher able to: 1) Understand the meaning of health 2) Understand the importance of good health and well-being 3) Get acquainted with the aspects of health / physical education 4) Become aware of yoga , its various aspects and advantages
6	Course Outcomes	After going through the Course the student teachers will be able to: CO1-Explain the meaning of health CO2-Describe importance of good health and well-being CO3-Analyze the various aspects of health / physical education CO4-Apply the concepts and practices of yoga, its various aspects and advantages in their life. CO5- Classify food, balance diet, role of various nutrients, vitamins and their role, malnutrition, adulteration of food.
7	Course Description	Course is designed to make others aware of yoga , its various aspects and advantages
8	Outline syllabus	
	<b>Unit 1</b>	
	A	Meaning and Concept of Physical Education.
	B	Aims and objectives of Physical Education in school.
	C	Meaning and Characteristics of communicable diseases, Mode, control and prevention of communicable diseases
	<b>Unit 2</b>	
	A	Concept, Aims and objectives of Health Education
	B	Factors influencing health
	C	Role of the Teacher in School Health Programme
	<b>Unit 3</b>	<b>Personal and Environmental hygiene</b>
	A	Concept and Importance.
	B	Concept of first aid, Qualities and duties of a First- Aider , first aids for sunstroke, snake bite, dog bite, fracture etc.
	C	First Aid box and its importance in school.
	<b>Unit 4</b>	<b>Yoga Education</b>
	A	Yoga: Introduction, meaning, type and need, Misconception about Yoga. Importance of Yoga for Teachers.

	B	Various Yogic postures Asanas, Surya Namaskara and its importance.		
	C	Importance of meditation in school, importance of Yoga practice in school w.r.t. yam, niyam, asana, pranayama, pratyahar, dharna and Samadhi		
	<b>Unit 5</b>	<b>Posture</b>		
	A	Concept and Values of good posture, Causes of poor posture		
	B	Common postural deformities and their management		
	C	Classification of food, balance diet, role of various nutrients, vitamins and their role, malnutrition, adulteration of food.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Bawana, B.V. (1993). AapkiApniBaat, Haryana: Divine Radiance Publications. 2) Basant, A. ( 2005). An Introduction to Yoga, New Delhi: Cosco 3) Bhattacharya, A.K. (2010) : Dimensions of Physical Education- Principles, Foundation & Interpretation, Kolkata, Classique Books. 4) Iyengar, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins India Pvt. Ltd. 5) Larson, J.G. and bhattacharya, R.S.(2007). Encyclopaedia of indian Philosophies, VolXII, New Delhi: Motilal Banarsidas Publications		
	Other References	1) Manjul, J.V.S. ( 1996). School SwasthyaShiksha, Agra University, Universal Publishers 2) Saraswati, S. N.: (2012) – GherndaSamhitaMunger, Bihar, Yoga Publication Trust.		

**BED235: Guidance and Counseling**

School: SOE		<b>Batch : 2018-22</b>
Program: BABED		<b>Current Academic Year: 2021-22</b>
Branch: EDU		<b>Semester: VII</b>
1	Course Code	BED235
2	Course Title	Guidance and Counseling
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objective	To enable the teacher trainees: <ol style="list-style-type: none"> <li>1) To understand the concept of Guidance and Counseling.</li> <li>2) To assess the strength and learning difficulties of students.</li> <li>3) To help students in selecting their subjects for future study.</li> <li>4) To collect data using various tools like case study, achievement test etc.</li> <li>5) To understand and apply the techniques of Guidance and Counseling.</li> </ol>
6	Course Outcomes	At the end of the course, the students will be able to-  CO1-Explain the concept of issues in guidance and counseling. CO2- Use Testing Devices and Non-testing Techniques in Guidance. CO3-To enable to collect data on various tools like case study, achievement test etc. CO4- To conduct counselling sessions by using the psychological principles. CO5-To evaluate the positives and negatives of learning difficulties of students.
7	Course Description	This course is intended to impart the theoretical concepts of counselling which will enable the students to counsel the school students with techniques of Guidance and Counseling.
8	Outline syllabus	
	Unit 1	<b>Fundamentals of Guidance</b>
	A	Guidance : <ol style="list-style-type: none"> <li>i. Concept (Meaning and Characteristics)</li> <li>ii. Principles</li> <li>iii. Functions</li> <li>iv. Need (Individual and Social)</li> </ol>
	B	Types of Guidance : Concept and Need in the Global Context <ol style="list-style-type: none"> <li>i. Educational Guidance</li> </ol>

		<ul style="list-style-type: none"> <li>ii. Vocational Guidance and</li> <li>iii. Personal Guidance</li> </ul>
	C	Agencies - Functions <ul style="list-style-type: none"> <li>i. National Council of Research and Training</li> <li>ii. Central Institute for Research and Training in Employment Service,</li> <li>iii. State Guidance Bureau</li> </ul>
	Unit 2	<b>Testing Devices and Non-testing Techniques in Guidance</b>
	A	Testing Devices – Uses <ul style="list-style-type: none"> <li>i. Aptitude Test, Personality Inventories and Interest Inventory</li> </ul>
	B	Non-testing Techniques - Uses <ul style="list-style-type: none"> <li>i. Observation</li> <li>ii. Interview</li> <li>iii. Case study</li> <li>iv. Student portfolios</li> </ul>
	C	Personnel Associated with Guidance and Counseling <ul style="list-style-type: none"> <li>i. School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master</li> <li>ii. Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in School</li> </ul>
	Unit 3	<b>Fundamentals of Counseling</b>
	A	Concept (Meaning and Characteristics)
	B	Needs of Counseling with special reference to present context
	C	Types of Counseling <ul style="list-style-type: none"> <li>i. Directive</li> <li>ii. Non-Directive</li> <li>iii. Eclectic</li> </ul>
	Unit 4	<b>Skills and Means of Counseling</b>
	A	Skills required for Counseling <ul style="list-style-type: none"> <li>i. Rapport building,</li> <li>ii. Listening,</li> <li>iii. Questioning and</li> <li>iv. Responding</li> </ul>
	B	Counseling for Adolescent Issues <ul style="list-style-type: none"> <li>i. Bullying</li> <li>ii. Relationship [Peer and Parent]</li> <li>iii. Handling puberty issues</li> </ul>
	C	Other Issues <ul style="list-style-type: none"> <li>i. Addiction [substance abuse, technology induced social networking]</li> <li>ii. Suicide</li> <li>iii. Academic Stress</li> </ul>
	Unit 5	<b>Process, Career Guidance</b>
	A	Process of Counseling <ul style="list-style-type: none"> <li>i. Initial Disclosure</li> </ul>

		ii. In-Depth Exploration iii. Commitment to Action		
	B	Career Guidance: i. Sources of Career Information and Strategies of disseminating Career Information		
	C	Career Decision Making Skills i. Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984. 2) Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999. 3) Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962 4) Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi 5) Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London 6) Rao, Narayana. Counselling Guidance Tata McGrawHill. New Delhi 7) Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi		
	Other References	1) Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi 2) Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi		

<b>School: SOE</b>		<b>Batch : 2018-2022</b>
<b>Program: BA BED</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:</b>		<b>Semester: VII</b>
1	Course Code	BEP241
2	Course Title	Understanding the Self
3	Credits	3
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Compulsory
5	Course Objective	<p>The course will enable the student teachers to –</p> <ol style="list-style-type: none"> <li>1- To let students gain an understanding of the central concepts in defining ‘self’ and ‘identity’</li> <li>2- To reflect critically on factors that shape the understanding of ‘self’</li> <li>3- build an understanding about themselves, i.e. the development of self as a person as well as a teacher</li> <li>4- To reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher</li> <li>5- To develop effective communication skills including the ability to listen, observe etc.</li> <li>6- To 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</li> <li>7- To appreciate the critical role of teachers in promoting ‘self’ and students ‘well-being’.</li> </ol>
6	Course Outcomes	<p>At the end of the course, the students will be able to-</p> <p>CO1-Explain central concepts in defining ‘self’ and ‘identity’</p> <p>CO2- Analyze critically on factors that shape the understanding of “self”</p> <p>CO3- Describe the development of self as a person as well as a teacher.</p> <p>CO4-Reflect their experiences, aspirations and efforts towards becoming a humane individual and teacher</p> <p>CO5-Apply effective communication skills including the ability to listen, observe etc.</p>
7	Course Description	This course is intended to develop knowledge and attitude towards self-development of learners. It will enable the learners to explore, reflect and share their aspirations and experiences in becoming a teacher.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Concept and Development of Self</b>
	A	Concept of self and self-Identity, Self-Esteem, Aspects of Development

		of the Inner Self, Self-Development Strategies, Factors contributing to Self-Development	
	B	Development of self as a person and teacher	
	C	Role of meditation and yoga in self-development, Forms of self-expression; personal and social constructs	
	<b>Unit 2</b>	<b>Development of Professional Self and Ethics</b>	
	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.	
	<b>Unit 3</b>	<b>Role of Teacher in Developing Understanding of Self among Learners</b>	
	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. Knowing one's true potential and empowering the self.	
	Mode of examination	Practical/Viva	
	Weightage Distribution	CA	ETE
		40%	60%
	Text book/s*	1) Richard S. (Ed.), Understanding the self, The open university, Amazon book store. 2) Frankle V. Man's search for meaning, Pocket books, New York. 3) Goel B.S. (1988) psycho-analyzing and meditation, Third eye foundation, Sonipat. 4) Snyder C.R. (2011) Positive psychology, Sage Publishers, New Delhi. 5) Hadfield. J.A. (1983) Psychology and Morals, Methuen & Co., London.	
	Other References	1) Feldonam, RS(2009), Assentials for understanding psychology, Tata MC , Grow Hills, New Delhi. 2) Kubalker, R (2015), know your stress-manage your stress, Neel kamal Publications, New Delhi.	

**BED 242 : Reading and reflections on text/Syllabus**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: B.A.B.ED.</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:EDU</b>		<b>Semester: VII</b>
1	Course Code	BEP242
2	Course Title	Reading and Reflections on Text
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Compulsory
5	Course Objective	1-To develop interest for reading among learners  2-To enable pupil teachers to read for comprehending ideas, reflect and think on different types of texts.  3-To make them able to appreciate different kinds of writings in different contexts.  4-To facilitate self-learning, reflection and ability to express.
6	Course Outcomes	At the end of the course, the students will be able to-  CO1-Describe types of reading.  CO2- Analyse ideas, reflect and think on different types of texts  CO3- Write different contexts for different purposes.  CO4- Evaluate various types of formats to be used for writing and reading.  CO5-Demonstrate reading and writing skills through various activities and meta- cognition.



7	Course Description	This course is designed to enable pupil teachers to read for comprehending ideas, reflect and think on different types of texts, to make them able to appreciate different kinds of writings in different contexts and to facilitate self-learning, reflection and ability to express.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Reading the Text</b>
	A	Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes;
	B	Importance of Different Texts in Curriculum
	<b>Unit 2</b>	<b>Engaging with narrative and Descriptive Accounts</b>
	A	Reading include academic publications, blogs, stories or chapters from fiction, multimedia texts, literary texts, Autobiographical text, historical narratives etc.
	<b>Unit 3</b>	<b>Handling Educational Writings</b>
	A	Selected Texts could be drawn from Articles, Blogs, Newspapers, Journals, essays, Abstracts or chapters on Education.
	<b>Unit 4</b>	<b>Engaging with subject related Reference Books</b>
	A	Parts of the book include cover page, physical features, content, author, index, glossary, references etc.
	B	Text Exploration- Layout, topics, structure
	Mode of examination	Practical
	Weightage Distribution	CA ETE
		40% 60%
	Text book/s*	3) Bright, J.A., and McGregor, G.P. (1970). Teaching English as a Second Language. ELBS: Longman.

		<p>4) Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.</p> <p>5) Hill, L.A., and Dobbyn, M.A. (1979). Training Course, Trainer's Book. London: Cassell.</p>
	Other References	<p>1) Hubbard, P., and Hywel, J. et al (1983). A Training Course for TEFL. Oxford University Press.</p> <p>2) Joseph, K.S. (2004). Self-Instruction in English Grammar and Figures of Speech. Vadodara: Gold Rock Publications.</p>

**BEP332: Co-curricular Activities**

<b>School: SOE</b>		<b>Batch : 2018-22</b>
<b>Program: B.A.B.ED.</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:EDU</b>		<b>Semester: VII</b>
1	Course Code	BEP332
2	Course Title	<b>Co-curricular Activities</b>
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Compulsory
5	Course Objective	1-To develop interest in co-curricular activities 2-To enable pupil teachers to conduct co-curricular activities 3-To make them able to appreciate co-curricular activities 4-To make students aware about strategies to plan and execute co-curricular activities..
6	Course Outcomes	At the end of the course, the students will be able to-  CO1- Describe the advantages of co-curricular activities CO2- Analyse various strategies of conducting co-curricular activities. CO3- Conduct co-curricular activities effectively. CO4- Evaluate various types of co-curricular activities. CO5- Plan and execute co-curricular activities.
7	Course Description	This course is designed to enable pupil-teachers to understand and apply various strategies of co-curricular activities.

8	Outline syllabus		
	<b>Unit 1</b>	<b>Definition and meaning of co-curricular activities and curricular activities</b>	
	<b>Unit 2</b>	<b>Types of curricular and co-curricular activities, Planning of curricular and co-curricular activities</b>	
	<b>Unit 3</b>	<b>Continuous assessment in Co-curricular activities</b>	
	<b>Unit 4</b>	<b>Principles of organizing co-curricular activities, Strategies to encourage the participation level of students</b>	
	Mode of examination	Practical	
	Weightage Distribution	CA	EXTERNAL
		40%	60%

1	Course Code	BEP221	Batch: 2018-22 Academic Year: 2021-22
2	Course Title	Internship: I	SEMESTER VIII
3	Credits	8	
4	Contact Hours (L-T-P)	0-0-8	
	Course Type	Compulsory	
5	Course Objectives	The course will enable the student-teachers to – 1-Acquire necessary skills for teaching. 2-Get exposure of school environment. 3-Understand the tasks and assignments related with teachers working in a school.	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1. Exhibit teaching skills during teaching learning process. CO2. Apply teaching-learning process in school environment CO3. Make lesson plans of their respective teaching subjects. CO4. Manage real classroom situations during teaching learning process. CO5. Demonstrate meaningful and effective learning experiences for the students.	
7	Course Description	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. Pedagogy of Physical Science Pedagogy of Commerce Pedagogy of Hindi Pedagogy of English	
	Student-teachers shall perform the following during internship:		
	1.	Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II)	
	2.	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)	
	3.	Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan	

Beyond Boundaries

		through the use of multimedia in each pedagogy course)		
	4.	Achievement Test Report (ATR) (In one pedagogy subject only)		
	5.	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)		
	6.	Peer Group Observation (10 observations)		
	7.	Preparing Portfolios		
	8.	Organizing and maintaining the records of school activities.		
	9.	Maintaining a Reflective Diary		
	Mode of examination	PRACTICAL		
	Weightage Distribution	INTERNAL	EXTERNAL	
		40%	60%	

**BEP222: INTERNSHIP-II**

<b>School: SOE</b>		<b>Batch: 2018-22</b>
<b>Program: B.Sc. B.Ed.</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester: VIII</b>
<b>1</b>	<b>Course Code</b>	<b>BBP222</b>
<b>2</b>	<b>Course Title</b>	<b>Internship-II</b>
<b>3</b>	<b>Credits</b>	8
<b>4</b>	<b>Contact Hours (L-T-P)</b>	-
	<b>Course Type</b>	<b>Internship: I</b>
<b>5</b>	<b>Course Objective</b>	The course will enable the student-teachers to – 1-Acquire necessary skills for teaching. 2-Get exposure of school environment. 3-Understand the tasks and assignments related with teachers working in a school.
<b>6</b>	<b>Course Outcomes</b>	On the completion of this course, the pupil-teachers will be able to- CO1. Exhibit teaching skills during teaching learning process. CO2. Apply teaching-learning process in school environment CO3. Make lesson plans of their respective teaching subjects. CO4. Manage real classroom situations during teaching learning process. CO5. Demonstrate meaningful and effective learning experiences for the students.
<b>7</b>	<b>Course Description</b>	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.

7	Mode of examination	PRACTICAL		
8	Weightage Distribution	INTERNAL	EXTERNAL	
		40%	60%	

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## BEP223 ACTION RESEARCH

<b>School: SOE</b>		<b>Batch: 2018—2022</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		Semester-VIII
1	Course Code	BEP223
2	Course Title	Action Research
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Co Requisite
5	Course Objective	<p>The student will be able to</p> <ol style="list-style-type: none"> <li>1. identify, Apply and solve problems through action research in diverse teaching and learning scenario</li> <li>2. develop an interconnection between research, and practice by applying action research methods to teaching learning environments</li> <li>3. utilize methodologies and ethics applicable to action research in educational scenario</li> </ol>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p><b>CO1:</b> identify action research problems.</p> <p><b>CO2:</b> generate an action plan on an action research problem</p> <p><b>CO3:</b> apply different kinds of action research methods</p> <p><b>CO4:</b> apply the ethics involved in action research</p> <p><b>CO5:</b> execute action research in the teaching learning scenario</p>
7	Course Description	<p>A prospective teacher educator should always be concerned with the teaching learning process one is involved in. Many researches show action research to be an immediate methodology at hand for utilization to delineate problems of immediate concern to the educator. The course of action research will give the prospective teacher educators the needful knowledge by the application of methodologies and theories to ensure the further enrichment of the teaching and learning process.</p>
8		
	<b>Unit 1</b>	<b>Action Research problem identification</b>
	A	<ul style="list-style-type: none"> <li>• A report on Overview of major areas of action research in education using one type of action research namely technical-collaborative and scientific-technical positivist action research</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Action research problem identification on any particular area of education through participation and collaboration</li> </ul>

	<b>Unit II:</b>	<b>Design an action research plan</b>			
	A	Prepare an action research plan involving the different steps. Researcher and the mentor problem would discuss underlying causes and possible interventions.			
	B	Prepare action research Design involving tools like structure/semi structured interview questionnaire (online or offline), photographs and records in action research, field notes, Analytic memos			
	<b>Unit III:</b>	<b>Action research -Execution</b>			
	A	Students will carry out the action research they have designed			
	B	Students will prepare action research report			
	<b>Transaction Mode</b>	A Activity based approach will be followed where students are regarded as active learners where they will learn in collaboration. Critical appraisal of different tools and methods used in action research is stressed herein. Seminars and open forums will accompany the discussion on action research.			
	Mode of examination	Practical			
	Weightage	CA	MTE	ETE	
	Distribution	40%	-	60%	
	Suggested Readings*	McKernan, J. (1991) Curriculum Action Research. London: Kogan Page. Schon, D. (1983) The Reflective Practitioner: how Professionals Think in Action. New York: Basic Books. Zuber-Skerritt, O. (1982) Action Research in Higher Education. London: Kogan. Jean McNiff & Jack Whitehead (2013) Doing and Writing Action Research Sage india Meyer, M. D. (1995). Classroom research: A new frontier, part 1. Research & Teaching in Developmental Education, 11(2), 93-96. Retrieved January 5, 2008 from <a href="http://www.rit.edu/~jwsldc/NYCLSA/RTDE/articles/11-2d.html">http://www.rit.edu/~jwsldc/NYCLSA/RTDE/articles/11-2d.html</a> .			
	Other References	1. Denzin N.K. and Lincoln, Y.S. (1994). Handbook of Qualitative Research, Sage: London. 2. Banks & Banks; chapter 1: Banks, J. "Multicultural education: Historical developments, dimensions and practice." McNiff: chapters 1-4. 3. Lundell, D. B., & Higbee, J. L. (2002). Histories of Developmental Education. Minneapolis: 4. University of Minnesota, The Center for Research on Developmental Education and Urban Literacy. 5. Payne, E. M. & Lyman, B. (1996). Issues affecting the definition of			

		developmental education. In 6.J. L. Higbee and P. Dwinnell, Defining developmental education: Theory, research and pedagogy. Coldstream, IL: National Association for Developmental Education.
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### BEP 224 FIELD WORK/ COMMUNITY BASED PROJECT

<b>School: SOE</b>		<b>Batch: 2018-22</b>
<b>Program: B. Sc. B. Ed.</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester: VIII</b>
1	Course Code	BEP224
2	Course Title	<b>FIELD WORK/ COMMUNITY BASED PROJECT</b>
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> <li>1. Make the students to relate to community life</li> <li>2. Connect the community life and daily life</li> <li>3. Make the students to aware of community problems and challenges</li> <li>4. Posing them to find out the solutions to community problems</li> </ol>
6	Course Outcomes	<ol style="list-style-type: none"> <li>1. Students will realise the understanding of community feeling around them</li> <li>2. Students will feel the sensitivity of community problems and challenges</li> <li>3. They come out with different solutions and alternatives to community problems.</li> <li>4. Sensitize the masses and people about the wellbeing and a happy leading community life</li> </ol>
8	Outline syllabus	
	<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between:</li> <li>• Preparation and finalization of Questionnaire:</li> </ul>
	A	
	B	
	C	
	<b>Unit 2</b>	<ul style="list-style-type: none"> <li>• Data Collection /Field Survey</li> <li>• Data analysis and report writing</li> </ul>
	A	
	B	
	C	
	D	
	<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Presentation of Report</li> </ul>

	A	<ul style="list-style-type: none"> <li>• Submission of final Report</li> <li>• Viva</li> </ul>		
	B			
	C			
	Mode of examination	Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		40%	0%	60%