



# **Jayoti Vidyapeeth Women's University**

## **Jaipur (Rajasthan)**

**Faculty of Education & Methodology**  
**Department of Teaching Education**

**Curriculum as per NEP2020**

**CURRICULUM FRAME WORK FOR**  
**FOUR-YEARUNDER GRADUATE PROGRAM IN**  
**(B.A. B.Ed. 4 Years Duration)**

**Program Name: B.A. B.Ed. Integrated**  
**Duration: 04 YEARS**

**LEVEL 6**

WithEffectfrom  
Academic Session 2023-2024



### National Educational Policy 2020:

The approval of the National Education Policy (NEP) by the Ministry of Human Resource Development, Government of India has been well deliberated the NEP is designed to contemplate the current skill requirements. The Indian education system with its earlier policies on education has greatly led to creation of fragmented system of education. However, bringing the whole system into one large umbrella remains a key issue. The current NEP has attempted to cure the same by getting rid of standalone institutions and institutions of affiliated nature and proposed formation and up gradation of institutions to offer multidisciplinary education. Multidisciplinary education system with inbuilt flexibility for both undergraduate as well as post graduate and research level is a key highlight of the NEP. It focuses on promoting and building vocational skills/skill enhancement courses, right from the school level, which can ease the burden on the employment opportunities and supply of proficient/talented workforce. As the experts rightly put it as the syllabi which academia develops should be student centric rather than teacher centric, which used to be so far. As already the Union Cabinet has approved the NEP 2020, it aims to pave way for transformational reforms in higher education systems in the country. This policy will replace the 34- year-old National Policy on Education (NPE), 1986.

#### Vision of the National Education Policy 2020

- An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental aspirations of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems. NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030." The whole of the NEP policy is a medication to cure the shortcomings in the education system for the last 35 to 36 years. The failure or success of the NEP will rely completely on the implementation and its acceptance by the stakeholders. For which we need to join hands in strengthening the system.



## EXECUTIVESUMMARY

Higher Education is a vital contributor for Economic Development of the nation. It plays a major role in improving human well-being and developing Indian Economy, since it serves as a center for developing ideas and innovations. The Sustainable Development Goal 4 (SDGs4) also advocates the quality of education, which seeks to “ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all” by 2030 for Inclusive Economic Development.

**Jayoti Vidyapeeth Women's University, Jaipur** proposed an idea of developing a Curriculum Framework based on New Education Policy guidelines for both Undergraduate and Postgraduate programs across the faculty disciplines. Department of Teaching Education under Faculty of Education & Methodology has adopted the Curriculum Framework for Four-Year under Graduate Program in Teaching, BA BED given by the NEP Curriculum



## Need for Curriculum Development

As per the National Education Policy initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. In addition to above the Members of the Committee also identified the need for the Development of Curriculum framework for Commerce Education:

1. **Indian Business Environment:** Due to LPG of Indian Economy, industry has undergone a lot of changes, growing MSME sector and Khadi & Village Industries, Non-profit and Social Enterprises, Emerging Entrepreneurship, State and Central Government initiatives, there are lot of opportunities for young people, the Curriculum helps the students to explore and utilize the opportunities created by the present business environment.
2. **Credit Disparities:** The Choice Based Credit System is not introduced in true sense as well there is credit disparity from one University to another/One Institute to another. To remove this credit disparities, which was burdening the students, Curriculum Framework is developed, which helps the BOS of the Universities/Institutes to develop their own Scheme of Teaching and Evaluation as per the Curriculum Credit Framework.
3. **Program Learning Outcomes (PLOs) and Sustainable Development Goals (SDGs):** In the New Curriculum, the courses would be mapped to identify their contribution towards PLOs and SDGs, which in turn help Universities/Institutes in their Accreditation and Ranking.
4. **Skill Development Courses:** The focus of existing Master Programs in Commerce is less on skill development. The New Curriculum has given more emphasis for the skill development by considering the need of the Fourth Industrial Revolution components namely Automation, Digital platforms, AI, Block Chain Technology, IOT, Spread Sheet, Analytics etc., which enables the students to acquire the specialized skills and applied competencies in the field of Commerce and Business.
5. **Discipline Specific Electives:** The existing Programs in Commerce in many Universities/Institutes have limited number of Discipline Specific Electives and these are almost like core courses, hence wider choice of elective courses are proposed to introduce in the New Curriculum Framework.
6. **Multidisciplinary Courses:** New Curriculum helps the students to choose the courses of their choice from other streams/across faculty. Therefore, students will be capable of making a positive contribution to Commerce, Trade and Industry in the national and global context by drawing the knowledge from the different disciplines, which is socially desirable.



### **Outcomes of the Program**

In addition to Conventional Time-Tested Lecture Method, the Members of the Curriculum Development suggest the following approaches:

1. Case Based Learning: Practical exposure can be given to students through Case based learning/critical learning tool. It enhances skills of students in analyzing the organizational problems and learning to arrive at critical decisions. They learn to apply concepts, principles and analytical skills to solve the real situation problems.
2. Experiential/Live Projects/Grass Root Projects: To bridge the gulf between the theory and practice, the students have to be encouraged to take up experiential projects/Live Projects/Grass Root Projects in companies/organizations/factories.
3. Team Spirit and Building: To internalize the core curriculum, working in teams and developing team spirit is essential. Interdisciplinary learning across outside the faculty would help students in equipping with these skills.
4. ICT Teaching with global touch: With the use of modern ICT technology students' learning in class room marches towards digitization. Getting connected to people through e-mode who are located all over the world and who bring real-time insights from their industries, their customers, happenings in their local place and environment. This sparks different ways of thinking as well as cover the conventional material.
5. Leadership Building: Apart from developing a strong background in the functional areas of Commerce and Business, the Model Curriculum focuses on developing New Age Leadership capabilities among the students.
6. Emphasis on Indian Business Models: Over the past two decades, several Indian Business domains and organizations have made remarkable contribution in developing innovative business models by occupying a space in the global business scenario. The academia can make use of such examples in the pedagogy.



## Guidelines for Continuous Assessment and Semester End Examination

The Members of the BOS Committee deliberated on the framework of Continuous Assessment as well Semester End Examination for the courses. The CA and End Term Examination will carry 30% and 70% weight age each, to enable the course to be evaluated for a total of 100 marks, irrespective of its credits. The evaluation system of the course is comprehensive & continuous during the entire period of the Semester. For a course, the CA and End Term Examination will be on the following parameters:

Sr.No.	Parameters for the Evaluation	Marks
1.	Internal Assessment	15 Marks
2.	Continuous Assessment	15 Marks
2.	Semester End Examinations	70 Marks
	<b>Total</b>	<b>100 Marks</b>

**Continuous Assessment:** The CA will carry a maximum of 15% weight age (15 marks) of total marks of a course.

- i. Individual Assignments
  - ii. Seminars/Class Room Presentations/Quizzes
  - iii. Group Discussions/Class Discussion/Group Assignments
  - iv. Case studies/Caselets
  - v. Participatory & Industry-Integrated Learning/Field visits
  - vi. Practical activities/Problem Solving Exercises
  - vii. Participation in Seminars/ Academic Events/Symposia, etc.
  - viii. Mini Projects/Capstone Projects
  - ix. Any other academic activity
- b. Internal Assessment Tests :The test will carry a maximum of 15% weight age (15 marks) of total marks of a course, under this component,

**(Internal Test followed by Continuous Assessment has to be conducted in a semester for 30 marks each and the same is to be scaled down to 30 marks. Standard format is given below**



## Template for Internal Assessment Test

Internal Assessment Test Bachelor of Arts & Bachelor of Education (B.A. B.Ed)

Course Code:  
Duration: 1 Hour

Name of the Course:  
Total Marks: 30

### SECTION-A

I. Answer any two of the following questions. Questions are asked on Remembering.

(4x2= 8)

- 1.
- 2.
- 3.

### SECTION-B

I. Answer any two of the following questions. Questions are asked on Understanding and Applying.

(2x5=10)

- 4.
- 5.
- 6.

### SECTION-C

II. Answer any one of the following questions. Questions are asked on analyzing and evaluating.  
(1\*12=12)

- 7.
- 8.

II. Semester End Examination:

The Semester End Examination for all the courses for which students who get registered during the semester shall be conducted. End Term Examination of the course shall be conducted after fulfilling the minimum attendance requirement as per the University norms. **Jayoti Vidyapeeth Women's University** BOS Committee for BED Has suggested the following Framework for End-Examination.



Proposed Model Question Paper for Semester End Examination  
Semester BA BED Examination, Month/Year  
(New Syllabus 2023-24)

Paper: \_\_\_\_\_

Time: 3 Hours

Max. Marks: 70

SECTION-A

1. Answer any Six of the following questions. Each Question Carries 2 Marks

(6x3=18)

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

SECTION-B

Answer Any four of the following questions. Each question carries 4 marks

(4x4=16)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SECTION-C

Answer Any three of the following questions. Each question carries 12 marks

(3x12=36)

- 7.
- 8.
- 9.
- 10.
- 11.





## Learning Outcome Based Curriculum Framework

### i. Intended Learning Outcomes

The Bachelor of Arts & Bachelor of Education (B.A. B.Ed.) has the objective of preparing graduates who embody the University graduate attributes. The proper and effective identification and definition of graduate attributes and their successful attainment at the end of the programme will result in graduate outcomes. The graduate attributes and the graduate outcomes will shape the graduate profile. It aims to provide students with the knowledge, skills, attitudes, values and habits on the one hand and the tools of analysis and the holistic development of the personality on the other with which to understand and actively participate in the modern business and economics world, to prepare them for subsequent graduate studies and to achieve success in their professional careers.

1. Graduates of this degree will be knowledgeable across the core requirements of the degree. Graduates will be able to:

- Demonstrate knowledge of major theories and model in key areas of Accounting, Marketing, Finance, Taxation and Other management Domain of knowledge.
- Analyse organizational problems and generate pragmatic/realistic solutions based on academic research in Commerce.
- Demonstrate knowledge of microeconomic theory as it relates to markets, firms, government policy and resource allocation and its utilization.
- Demonstrate knowledge of macroeconomic theory as it relates to current macroeconomics policies, issues, strategies and practices.
- Demonstrate knowledge of key concepts underlying quantitative decision analysis.
- Apply basic mathematical and statistical skills necessary for analysis of a range of problems in economics, actuarial studies, accounting, marketing, management and finance.

2. Graduates of this degree will be knowledgeable of an area of specialization in the faculty. Graduates, subject to their areas of specialization, will be able to:

- Demonstrate knowledge of the theories, concepts and findings of the faculty specializations with a firm grounding based on evidence-based and research informed practices through theory-research practice linkages; capable of rigorous analysis and interpretation with a focus on logical reasoning.

3. Graduates of this degree will be knowledgeable domestic and international economic and organizational environments.

Graduates will be able to understand the synergistic and symbiotic relationships among the key elements of an organization such as people, structure, task, technology, culture, strategies, systems, processes and environment, decisions- actions-consequences linkages in unfamiliar contexts, and analyze commerce/business issues in the international contexts; Compare international contexts and issues through the lens of the commerce disciplines; evaluate national and international debates and discussions on economic, commercial and business issues.

4. Graduates of this degree will be knowledgeable of disciplines outside the faculty.

Graduates will be able to: Demonstrate an understanding of the Concepts, principles, techniques, theories and arguments of their chosen areas of study outside the core disciplines of economics and business.

### ii. Generic Skills



Graduates of the degree will have the capacity to

- Work collaboratively and productively in teams.
- Use basic mathematical and statistical tools of analysis independently.
- Apply critical and analytical skills and methods to the identification, evaluation and resolution of complex problems in unfamiliar contexts.
- Engage confidently in self-directed study and research.
- Communicate ideas effectively in written, oral and nonverbal formats.
- Operate effectively in multicultural and diverse environments.
- Use effectively information from diverse sources.
- Be proficient in the use of appropriate information and communication technologies .
- Critically evaluate new ideas, research findings, methodologies and theoretical frameworks in a specialized field of study.
- Recognize and understand the ethical responsibilities of individuals and organizations in society and capable of resolving ethical issues and dilemmas in the decision-making process.

□

### iii. Graduate Attributes

BA BED graduates will have the following attributes and skills:

#### (A) Academically excellent

- (1) Analysis and evaluation of evidence in the commerce disciplines in support of an argument, proposition or solution to problems in organizations and in society.
- (2) Strategic and critical thinking in relation to business and commerce- related issues.

#### (B) Research Skills

- (3) The retrieval of information from variety of business, commerce and economics sources.
- (4) Knowledgeable across disciplines with a kaleidoscopic view.
- (5) Synthesis of knowledge across disciplines.
- (6) Problem solving through the application of appropriate and relevant theories principles and data.
- (7) Skilled in the use of computer systems and software used in commerce and business through practical assignments, exercises and demonstrations.



**C) Attuned to cultural diversity**

- (8) Aware of Cultural difference and able to account for these in developing solutions to commerce and business-related problems.

**D) Active global citizens**

- (9) Effective communicators on matters related to economics and commerce.
- (10) Participants in discussion and debate on national and international issues related to the disciplines of the faculty.

**E) Leaders in communities**

- (11) Effective decision makes in business and commerce through meaningful and impactful community engagement practices.
- (12) Ethical and collegial in professional practice.



## PROGRAM STRUCTURE

Teaching & Evaluation for B.A. B.Ed. with Education as Professional Course

### Semester I

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	I	UF-ED-512	PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)	CORE	3+0+0	70	30	100	3
2	6	I	UF-ED-511	MICRO ECONOMICS	CORE	3+0+0	70	30	100	3
3	6	I	UF-ED-513	POLITICAL THEORY	CORE	3+0+0	70	30	100	3
4	6	I	UF-ED-507	HISTORY OF INDIA UP TO 1206 A.D.	CORE	3+0+0	70	30	100	3
5	6	I	UF-ED-501	ELEMENTS OF PUBLIC ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	6	I	UF-ED-515	SANSKRIT SAHITYA KA ITIHAS- I	CORE	3+0+0	70	30	100	3
7	6	I	UF-ED-514	PRACHIN KAVYA-I	CORE	3+0+0	70	30	100	3
8	6	I	UF-ED-510	INTRODUCTION TO ENGLISH LITERATURE	CORE	3+0+0	70	30	100	3
9	6	I	UF-ED-508	HOLISTIC EDUCATION	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	6	I	UF-ED-506	HINDI LANGUAGE / ENGLISH LANGUAGE	ABILITY ENHANCEMENT COURSE	2+0+0	35	15	50	2
11	6	I	UF-ED-923	POLITICAL ECONOMY	MULTIDICIPLINARY	3+0+0	35	15	50	3
12	6	I	SEC-007	COMMUNICATION SKILLS	SKILL ENHANCEMENT COURSES (SEC)	3+0+0	35	15	50	3
13	6	I	VAD-009	HEALTH & WELLNESS	VALUE ADDED COURSE	3+0+0	35	15	50	3
14	6	I	UF-ED-519	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
15	6	I	UF-ED-509	HOLISTIC EDUCATION LAB	PROFESSIONAL EDUCATION COURSE LAB	0+0+1	35	15	50	1
Sub-Total (A)										

Note: - Choose any three papers from the above-mentioned paper as core subjects.



### Semester II

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	II	UF-ED-525	PHYSICAL GEOGRAPHY- II (CLIMATOLOGY)	CORE	3+0+0	70	30	100	3
2	6	II	UF-ED-522	INDIAN ECONOMY	CORE	3+0+0	70	30	100	3
3	6	II	UF-ED-523	INDIAN GOVERNMENT AND POLITICS	CORE	3+0+0	70	30	100	3
4	6	II	UF-ED-521	HISTORY OF INDIA FROM 1206 A.D. TO 1761 A.D.	CORE	3+0+0	70	30	100	3
5	6	II	UF-ED-526	PUBLIC ADMINISTRATION IN INDIA	CORE	3+0+0	70	30	100	3
6	6	II	UF-ED-528	SANSKRIT SAHITYA KA ITIHAS-II	CORE	3+0+0	70	30	100	3
7	6	II	UF-ED-524	MADHYAKALEEN KAVYA	CORE	3+0+0	70	30	100	3
8	6	II	UF-ED-527	RENAISSANCE AND METAPHYSICAL SCHOOL	CORE	3+0+0	70	30	100	3
9	6	II	UF-ED-531	UNDERSTANDING EDUCATION AND ITS PERSPECTIVES	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	6	II	UF-ED-530	THEATRE, ART AND HERITAGE: CRAFT TRADITIONS	SKILL ENHANCEMENT COURSES (SEC)	3+0+0	35	15	50	3
11	6	II	UF-ED-517	ENVIRONMENTAL STUDIES	VALUE ADDED COURSE	1+1+0	35	15	50	2
12	6	II	UF-ED-519	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
13	6	II	UMC-001	Women Rights & Law	UMC	2+0+0	GRADE BASED			2
14	6	II	UMC-005	Gow Gyan Science	UMC	2+0+0				2
15	6	II	UMC-007	Community Development Activities	CDA	2+0+0				2
16	6	II	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							735	315	1050	41

Note: - Choose any three papers from the above-mentioned paper as core subjects.  
Exit option with certification – with ability to solve well defined problems.



### Semester III

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	III	UF-ED-542	PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)	CORE	3+0+0	70	30	100	3
2	6	III	UF-ED-541	MACRO ECONOMICS	CORE	3+0+0	70	30	100	3
3	6	III	UF-ED-533	COMPARATIVE GOVERNMENT AND POLITICS	CORE	3+0+0	70	30	100	3
4	6	III	UF-ED-538	HISTORY OF INDIA 1757 - 1857 A.D	CORE	3+0+0	70	30	100	3
5	6	III	UF-ED-545	ADMINISTRATIVE INSTITUTIONS IN INDIA	CORE	3+0+0	70	30	100	3
6	6	III	UF-ED-534	DRASHYA AVAM SHRAVYA KAVYA	CORE	3+0+0	70	30	100	3
7	6	III	UF-ED-532	BHARTIYA KAVYA SHASTRA	CORE	3+0+0	70	30	100	3
8	6	III	UF-ED-546	RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD	CORE	3+0+0	70	30	100	3
9	6	III	UF-ED-543	PSYCHOLOGY OF LEARNER & LEARNING	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	6	III	UF-ED-540	INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION	SKILL ENHANCEMENT COURSES (SEC)	2+0+0	35	15	50	2
11	6	III	UF-ED-536	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
12	6	III	UF-ED-539	ICT IN EDUCATION LAB	SKILL ENHANCEMENT COURSE	0+0+1	35	15	50	1
Sub-Total(A)							1035	315	1050	31

Note: - Choose any three papers from the above-mentioned paper as core subjects.



### Semester IV

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	IV	UF-ED-552	HUMAN GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	6	IV	UF-ED-556	MONEY, BANKING AND PUBLIC FINANCE	CORE	3+0+0	70	30	100	3
3	6	IV	UF-ED-554	INTERNATIONAL RELATIONS	CORE	3+0+0	70	30	100	3
4	6	IV	UF-ED-553	INDIAN NATIONAL MOVEMENT (1857 - 1947 A.D)	CORE	3+0+0	70	30	100	3
5	6	IV	UF-ED-558	STATE ADMINISTRATION IN INDIA	CORE	3+0+0	70	30	100	3
6	6	IV	UF-ED-557	RAGHUVANSHAM MAHAKAVYA	CORE	3+0+0	70	30	100	3
7	6	IV	UF-ED-550	HINDI GADDH-1	CORE	3+0+0	70	30	100	3
8	6	IV	UF-ED-559	TWENTIETH CENTURY BRITISH LITERATURE	CORE	3+0+0	70	30	100	3
9	6	IV	UF-ED-547	ASSESSMENT OF LEARNING	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	6	IV	UF-ED-555	INTERSHIP METHODOLOGY (TWO WEEK)	PROFESSIONAL EDUCATION COURSE	2+0+0	-	-	50	2
11	6	IV	UF-ED-549	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
12	6	IV	UMC-002	Military Science & Civil Defense	UMC	2+0+0	GRADE BASED			2
13	6	IV	VAD-003	Environmental Studies & Disaster Management	UMC	2+1+1				4
14	6	IV	VAD-001	Cyber Security	UMC	3+0+0				3
15	6	IV	UMC-007	Community Development Activities	CDA	2+0+0				2
16	6	IV	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)										665

Note: - Choose any three papers from the above-mentioned paper as core subjects.



**Semester V**

Sl. No.	NHEQF levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	V	UF-ED-562	GEOGRAPHY OF INDIA	CORE	3+0+0	70	30	100	3
2	6	V	UF-ED-561	ECONOMIC DEVELOPMENT AND ENVIRONMENT	CORE	3+0+0	70	30	100	3
3	6	V	UF-ED-585	PUBLIC ADMINISTRATION	CORE	3+0+0	70	30	100	3
4	6	V	UF-ED-565	HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 – 1800 A.D.)	CORE	3+0+0	70	30	100	3
5	6	V	UF-ED-560	COMPARATIVE ADMINISTRATIVE SYSTEMS	CORE	3+0+0	70	30	100	3
6	6	V	UF-ED-1016	NATYA SHASTRA AVAM NIBANDA	CORE	3+0+0	70	30	100	3
7	6	V	UF-ED-564	HINDI KAVYA-II	CORE	3+0+0	70	30	100	3
8	6	V	UF-ED-566	INDIAN WRITING IN ENGLISH	CORE	3+0+0	70	30	100	3
9	6	V	UF-ED-587	TEACHING APPROACHES AND STRATEGIES	Professional education course	2+2+0	70	30	100	4
10	6	V	UF-ED-576	PEDAGOGY OF ENGLISH	Professional education course	2+2+0	70	30	100	4
11	6	V	UF-ED-578	PEDAGOGY OF HINDI	Professional education course	2+2+0	70	30	100	4
12	6	V	UF-ED-578	PEDAGOGY OF SOCIAL SCIENCE	Professional education course	2+2+0	70	30	100	4
13	6	V	UF-ED-572	PEDAGOGY OF GEOGRAPHY	Professional education course	2+2+0	70	30	100	4
14	6	V	UF-ED-579	PEDAGOGY OF HISTORY	Professional education course	2+2+0	70	30	100	4
15	6	V	UF-ED-569	PEDAGOGY OF CIVICS	Professional education course	2+2+0	70	30	100	4
16	6	V	UF-ED-580	PEDAGOGY OF ECONOMICS	Professional education course	2+2+0	70	30	100	4
17	6	V	UF-ED-573	PEDAGOGY OF SANSKRIT	Professional education course	2+2+0	70	30	100	4
18	6	V	UF-ED-563	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
Sub-Total(A)							1225	525	1750	61

Note: -

1. Choose any three papers from the above-mentioned paper as core subjects.
2. Select any two pedagogical papers according to their elective papers.





## Semester VI

Sl. No.	NHEQF levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	6	VI	UF-ED-614	WORLD REGIONAL GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	6	VI	UF-ED-592	INTERNATIONAL ECONOMICS	CORE	3+0+0	70	30	100	3
3	6	VI	UF-ED-591	INDIAN POLITICAL THOUGHT	CORE	3+0+0	70	30	100	3
4	6	VI	UF-ED-590	INDIA AND THE CONTEMPORARY WORLD 1950 - 2000 A.D.	CORE	3+0+0	70	30	100	3
5	6	VI	UF-ED-595	LOCAL ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	6	VI	UF-ED-613	VEDIK AVAM LOUKIK SAHITYA	CORE	3+0+0	70	30	100	3
7	6	VI	UF-ED-589	HINDI GADDH-II	CORE	3+0+0	70	30	100	3
8	6	VI	UF-ED-594	LITERARY CRITICISM	CORE	3+0+0	70	30	100	3
11	6	VI	UF-ED-1017	PEACE ORIENTED VALUE EDUCATION	Professional education course	2+2+0	70	30	100	4
12	6	VI	UF-ED-600	PEDAGOGY OF ENGLISH	Professional education course	2+2+0	70	30	100	4
13	6	VI	UF-ED-602	PEDAGOGY OF HINDI	Professional education course	2+2+0	70	30	100	4
14	6	VI	UF-ED-605	PEDAGOGY OF SOCIAL SCIENCE	Professional education course	2+2+0	70	30	100	4
15	6	VI	UF-ED-601	PEDAGOGY OF GEOGRAPHY	Professional education course	2+2+0	70	30	100	4
16	6	VI	UF-ED-603	PEDAGOGY OF HISTORY	Professional education course	2+2+0	70	30	100	4
17	6	VI	UF-ED-598	PEDAGOGY OF CIVICS	Professional education course	2+2+0	70	30	100	4
18	6	VI	UF-ED-599	PEDAGOGY OF ECONOMICS	Professional education course	2+2+0	70	30	100	4
19	6	VI	UF-ED-604	PEDAGOGY OF SANSKRIT	Professional education course	2+2+0	70	30	100	4
20	6	VI	UF-ED-593	INTERNSHIP METHODOLOGY (TWO WEEK)	Professional education course	2+0+0	-	-	50	2
21	6	VI	UF-ED-588	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
22	6	VI	UMC-003	Help Aid	UMC	2+0+0	GRADE BASED			2
23	6	VI	UMC-007	Community Development Activities	CDA	2+0+0				2
24	6	VI	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							1365	585	2000	69

Note: -

1. Choose any three papers from the above-mentioned paper as core subjects.
2. Select any two pedagogical papers according to their elective papers.



### Semester VII

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	06	VII	UF-ED-620	SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS	PROFESSIONAL EDUCATION COURSE	2+2+0	70	30	100	4
2	06	VII	UF-ED-615	INCLUSIVE EDUCATION, GUIDANCE AND COUNSELLING IN SCHOOL	PROFESSIONAL EDUCATION COURSE	2+2+0	70	30	100	4
3	06	VII	UF-ED-616	INTERNSHIP METHODOLOGY(SIXTEEN WEEK)	PROFESSIONAL EDUCATION COURSE	16+0+0	-	-	250	16
Sub-Total(A)							140	60	450	24



### Semester VIII

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	06	VIII	UF-ED-624	ENVIRONMENTAL AND APPLIED GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	06	VIII	UF-ED-630	QUANTITATIVE TECHNIQUES	CORE	3+0+0	70	30	100	3
3	06	VIII	UF-ED-628	INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT	CORE	3+0+0	70	30	100	3
4	06	VIII	UF-ED-629	MODERN WESTERN CIVILIZATION, COLONIALISM AND NATIONALISM (1789-1950A.D.)	CORE	3+0+0	70	30	100	3
5	06	VIII	UF-ED-631	STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	06	VIII	UF-ED-621	BHARTIYA SANSKRITI KE TATVA AVAM PADDHYA SAHITYA	CORE	3+0+0	70	30	100	3
7	06	VIII	UF-ED-626	HINDI VYAKRAN, SAHITYA SIDHANTH AVAM PRAYOJANPARAK HINDI	CORE	3+0+0	70	30	100	3
8	06	VIII	UF-ED-623	ENGLISH LITERATURE AND POST-COLONIAL FICTION	CORE	3+0+0	70	30	100	3
9	06	VIII	UF-ED-622	CURRICULUM AND SCHOOL	PROFESSIONAL EDUCATION COURSE	4+0+0	70	30	100	4
10	06	VIII	UF-ED-627	INDIAN CONSTITUTION & HUMAN RIGHTS	GENERIC ELECTIVE	2+2+0	70	30	100	4
11	06	VIII	ONE PROJECT IN CORE SUBJECT		DISCIPLINE SPECIFIC ELECTIVE	2+0+0	50	0	50	2
12	06	VIII	UF-ED-625	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
13	06	VIII	UMC-004	Gender Sensetization	UMC	2+0+0	GRADE BASED			2
14	06	VIII	UMC-007	Community Development Activities	CDA	2+0+0				2
15	06	VIII	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							785	315	1100	41



Note: - :

1. Choose any three papers from the above-mentioned paper as core subjects.
2. One Project in core subject, candidate may take a project from any one discipline. The project will be assigned in the semester VI only to the candidates and they are required to work for the project during the semester VI to semester VIII on topics selected by the candidates in consultation with the project guide/ supervisor and final project report shall be submitted only in semester VIII for its evaluation.

#### Acronyms Expanded

- VAC : Value Added Course
- UMC : University Mission Course
- CC : Core Course
- SEC-SB/VB : Skill Enhancement Course-Skill Based/Value Based
- OEC : Open Elective Course
- DSE : Discipline Specific Elective
- L+T+P : Lecture+Tutorial+Practical(s)

Note: Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 50 students) 2 Hours of Practical Class is equal to 2 Hours of Teaching.



**PROGRAMSTRUCTURE**  
First Semester Course Contents for B.A. B.Ed.

**Semester I**

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	4.5	I	UF-ED-512	PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)	CORE	3+0+0	70	30	100	3
2	4.5	I	UF-ED-511	MICRO ECONOMICS	CORE	3+0+0	70	30	100	3
3	4.5	I	UF-ED-513	POLITICAL THEORY	CORE	3+0+0	70	30	100	3
4	4.5	I	UF-ED-507	HISTORY OF INDIA UP TO 1206 A.D.	CORE	3+0+0	70	30	100	3
5	4.5	I	UF-ED-501	ELEMENTS OF PUBLIC ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	4.5	I	UF-ED-515	SANSKRIT SAHITYA KA ITIHAS-I	CORE	3+0+0	70	30	100	3
7	4.5	I	UF-ED-514	PRACHIN KAVYA-I	CORE	3+0+0	70	30	100	3
8	4.5	I	UF-ED-510	INTRODUCTION TO ENGLISH LITERATURE	CORE	3+0+0	70	30	100	3
9	4.5	I	UF-ED-508	HOLISTIC EDUCATION	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	4.5	I	UF-ED-506	HINDI LANGUAGE / ENGLISH LANGUAGE	ABILITY ENHANCEMENT COURSE	2+0+0	35	15	50	2
11	4.5	I	UF-ED-923	POLITICAL ECONOMY	MULTIDISCIPLINARY	3+0+0	35	15	50	3
12	4.5	I	SEC-007	COMMUNICATION SKILLS	SKILL ENHANCEMENT COURSES (SEC)	3+0+0	35	15	50	3
13	4.5	I	VAD-009	HEALTH & WELLNESS	VALUE ADDED COURSE	3+0+0	35	15	50	3
14	4.5	I	UF-ED-519	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
15	4.5	I	UF-ED-509	HOLISTIC EDUCATION LAB	PROFESSIONAL EDUCATION COURSE LAB	0+0+1	35	15	50	1
Sub-Total (A)							840	360	1200	40

Note: - Choose any three papers from the above-mentioned paper as core subjects.



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: PHYSICAL GEOGRAPHY-I (ELEMENTS OF GEOMORPHOLOGY)**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	3+0+1Hrs.	45+30Hrs.

**Pedagogy:**Class rooms lecture,Problem solving, tutorials, Group discussion, Seminar, Casestudies&Field work etc.

**CourseOutcomes:**Onsuccessful completion ofthecourse,theStudentswillbeableto

- a) The starting of the unit will develop basic understanding about the foundation nature of Geography in the learner.
- b) The learner will understand the basic principles of Physical Geography.
- c) Learners will be able to develop in its mind a holistic view of the earth's origin and the fundamentals of landforms over the earth's surface.
- d) Learners will be able to describe the surface processes of the earth and their impact on geomorphology.
- e) Learners will be prepared to exaggerate the different geomorphic processes entire the lithosphere and oceans.
- f) After the completion of the course, the learner will have expertise in geographic representation of landforms and other cartographic techniques.

Syllabus:	Hours
<b>Unit 1: The Nature of Geography</b>	<b>15</b>
Definition of Geography and physical geography, Branches of Physical Geography. Nature and Scope of Physical Geography. Origin of the Earth - Tidal Hypothesis of James Jeans and Big Bang theory. Interior of the earth.	
<b>Unit 2: The Earth Movements</b>	<b>15</b>
Origin of the continent and oceans: Wegner's theory of Continental drift and Plate tectonics. Theories of mountain building: Geosynclines Orogen theory of Kober and Plate tectonic theory.Geological Time Scale, Isostasy, Rocks: Origin, composition and types of Rocks. Isostasy.	
<b>Unit 3: Geomorphic Process</b>	<b>15</b>
Geomorphic agents and processes: Erosion, Transportation and Deposition; Mass Wasting; Evolution of lands cape; Concept of cycle of erosion and stages. Earth movements: Earthquakes and Volcanoes.	
<b>Geography Practical</b>	<b>30</b>
Latitudes and longitudes: International Dateline. Computation of local, standard and Greenwich Time. 1. Scales: plain, diagonal, comparative, (two exercises of each scale and two scales on each sheet). (10 exercises) 2. Enlargement, reduction and combination of maps (2 exercises) 3. Methods of representation of relief: hachure, form line, contour and layer tint methods. (4 exercises on two sheets) 4. Drawing of profiles: serial (at least four), composite, superimposed and projected. (4 exercises on two sheets)	
<b>SkillDevelopmentsActivities:</b>	
1. Develop ability to analyze and reflect upon his professional experience. 2. Equip the students with different innovative modes of training transaction. 3. To understand the physical process of earth surface and factors affecting the entire process. 4. To understand the emerging understanding of the earth process in new way. 5. To sharpen analytical, comprehensive and conceptual understanding of the earth surface.	
<b>Suggested Readings:</b>	
1. Singh, Savinder : Physical Geography (Vasundhara prakashan, Gorakhpur) 2. DikshitR.D.: TheArts,ScienceofGeographyIntegratedReadingsPrenticeHallofIndia, New Delhi,1994. 3. Dohrs,F.E.andSommers,L.W.(eds.)IntroductiontoGeography,ThomasY.CrowellCo., New York,1967.	



4. Hartshorne, Richard: Perspective on the Nature of Geography, Rand McNally and Co., Chicago, 1959.
5. Harvey, David: Explanation in Geography, Edward-Arnold, London, 1972.
6. Holt-Jensen, A.: Geography: Its History and Concepts, Longmans, 1980.
7. Dayal, P; A Text book of Geomorphology. Shukla Book depot, Patna, 1996.
8. Dury, G.H.: The Face of the Earth, Penguins, 1980.
9. Ernst, W.G.: Earth Systems - Process and Issues. Cambridge University Press, 2000.
10. Kale V. and Gupta, A Element of Geomorphology, Oxford University Press, Calcutta, 2001. Curriculum Development Committee in Geography 40
11. Monkhouse, F.J.: Principles of Physical Geography. Hodder and Stoughton, London. 1960



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: MICRO ECONOMICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc

**Course Outcomes:** On successful completion of The course, the Students will be able to

- a) To make people teacher understand nature and scope of economics
- b) To make people teacher understand economic problem and their solution.
- c) To make people teachers understand demand and supply curve and their equilibrium.
- d) To make people teacher understand production decisions and return of scale.
- e) To make pupil teacher understand different type of market structure.

Syllabus:	Hours
<b>UNIT 1: Introduction</b>	<b>15</b>
Nature and Scope of Economics, Methodology of Economics, Demand and supply function; Law of demand, Elasticity of demand – price, income and cross elasticities, and their measurements; Elasticity of supply; Price determination. Theory of consumer behavior: Cardinal and ordinal Utility analysis and Consumer's equilibrium. Indifference curve and its properties, the consumer-price consumption curve and income consumption curve, - price effect, income effect and substitution effect (Hicks and Slutsky methods), inferior goods and Giffen goods, derivation of the demand curve. Consumer Surplus.	
<b>UNIT 2: Theory of Production and Costs</b>	<b>15</b>
Production decisions; Production function; law of variable proportions; returns to scale; characteristics of Isoquants, Factor substitution; Ridge lines; least cost combination of factors, Internal and external economies and diseconomies. Cost function: different concepts of costs, short run cost analysis and long run cost Analysis- relation between the expansion path and cost function. Concepts of revenue; total, average and marginal revenue and their relationships, Break-even-analysis & its uses.	
<b>UNIT 3: Market Structure, Factor Pricing and Market Forms</b>	<b>15</b>
Perfect and imperfect markets, Pure competition, Equilibrium of the firm and industry under perfect competition, supply curve under perfect competition, Equilibrium of the firm under monopoly, Discriminating monopoly, Conditions of equilibrium under price discrimination, Degree of monopoly power. Monolithic Competition- Duopoly-Market Structure-Efficiency and Regulation. Factor pricing: Theories of Wage Determination – Wages and Collective, Bargaining – Wage Differentials – Rent: Scarcity Rent- Differential Rent, Quasi Rent, and Interest – Determinants of Interest, Profits- Innovation, risk and Uncertainty Theories.	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Ahuja, H.L (2020) Principles of Microeconomic Theory.</li> <li>2. Koutsoyiannis, A. (1990): Modern Microeconomics, Macmillan.</li> <li>3. Varian, H.R. (2000): Intermediate Microeconomics: A Modern Approach, East-West Press, New Delhi.</li> <li>4. Gauld, J.P. and Edward P. L. (1996): Microeconomic Theory, Richard. Irwin, Homewood.</li> <li>5. Gravelle and Rees- : Microeconomics, Pearson Education, 2nd Edition</li> <li>6. G.S. Maddala and E. Miller. 1989: Microeconomics. McGraw-Hill International Editions.</li> <li>7. Henderson J. and R.E. Quandt (1980): Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.</li> <li>8. Heathfield and Wibe (1987): An Introduction to Cost and Production Functions, MacMillan, London.</li> <li>9. Lipsey, R.G. and K.A. Chrystal (1999): Principles of Economics, Oxford University Press, Oxford.</li> </ol>	





**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: POLITICAL THEORY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc

- Course Outcomes:** On successful completion of the course, the Students will be able to
- The start of the unit will develop a basic understanding of the foundation nature of Political Science in the learner.
  - The learner will understand the basic principles of Political Theory.
  - The paper aims to acquaint the students with the core elements of Political Theory.
  - It explores themes like Meaning, Nature and Significance of Political Theory, Behavioral and Post-behavioral movements.
  - The paper also has sections exploring the concepts and ideologies like State, sovereignty, Rights, Equality, Justice Liberty, Liberalism, and Socialism.
  - The concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.

Syllabus:	Hours
<b>UNIT 1: Nature and Scope of Political Theory</b>	<b>15</b>
Meaning, Nature and Significance of Political Science. Relations of Political Science with other subjects. Political Theory: Meaning, Nature. Behaviouralism and Post-Behaviouralism. Concepts: Power, Authority, Legitimacy.	
<b>UNIT 2: State and Sovereignty</b>	<b>15</b>
State: Definition, nature of State, elements of the State, theories of Origin of State, functions of the State. Concept of Sovereignty, definitions of sovereignty, characteristics of sovereignty, development of sovereignty, kinds of sovereignty, theories of sovereignty. Rights and Liberty.	
<b>UNIT 3: Equality</b>	<b>15</b>
Meaning, kinds of equality. Justice: Meaning, kinds of Justice, social justice. Rawl's theory of justice. Democracy, Rule of Law, Constitutionalism & Organs of Government. Ideologies: Liberalism, Marxism, Democratic Socialism, Feminism.	

- Skill Developments Activities:**
- Understand the meaning and significance of Political Theory and interpretations of the classical tradition.
  - Develop a deep understanding of Behavioral and Post Behavioral movements.
  - Understand the theories of Liberty, Equality, Justice and Democracy.
  - Comprehend the relevance of contemporary theories.
  - To understand the emerging understanding of concepts of Political science.

**Suggested Reading:**

- B.L.Fadia, Adhunik Rajnitik Shidhant (Hindi).
- B.M.Jain, Rajnitik Vigyan Ke Adhar.
- Political Theory, V.D. Mahajan, S. Chand & Company Ltd., Delhi
- A.C. Kapur, Principles of Political Science.
- John Hoffman & Paul Graham, Introduction To Political Theory.
- An Introduction to Political Theory, O.P. Gauba, Macmillan Publishers India Ltd., Delhi.
- A History of Political Theory, G.N. Sabine & T.L. Thorson, Oxford & IBM Publishing Co.Pvt. Ltd., Delhi.
- Political Theory, Eddy Arirvatham & K.K. Misra, S. Chand & Company Ltd., Delhi.
- Political Theory Ideas & Concepts, Sushila Ramaswamy.
- Political Theory, Pukhraj Jain
- Principles of Modern Political Science, J.C Johari.
- Political Theory, Andrew Heywood
- Political Theory An Introduction, Andrew Heywood
- Rajnitik Sidhanta ek parichay: Rajeev Bharghav, Ashok Acharya (Hindi & English).
- Rajnitij Siddhant evam Avdharnaayein, J.C Johari
- Rajniti shastra ke Mulsiddhant, B.R Purohit



**Name of the Program: B.A. B.Ed. SEM I**

**Course Code: .....**

**Name of the Course: HISTORY OF INDIA UPTO 1206 A.D.**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3 Credits	3+0+0Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the Sources and Geographical Features of ancient India history.
- Understand the New Religions revolution in ancient India
- Understand the philosophy and consent of new religions in ancient India.
- Understand the political social and religions policy of ancient India empire
- Examine the nature and achievements of Mauryans.
- Understand about - Society, Culture, Religion, Art and Architecture of pre-medieval period.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT1: Survey of Sources and Geographical Features</b>	<b>15</b>
Literary and Archaeological Sources of Ancient India, Prehistoric cultures in India, Indus Valley Civilization - society, culture, religion, and economy - factors lead to the decline. Aryans and Vedic Civilization - political, economic, socio-religious.	
<b>UNIT2: Sixth Century B.C. and the Rise of New Religions</b>	<b>15</b>
Period of Mahajanapadas - Formation of States. Spread of Jainism and Buddhism - Life and teaching of Mahavira and Buddha, and their contributions	
<b>UNIT3: The Mauryan Empire and onwards</b>	<b>15</b>
The Mauryan - Chanakya, Chandragupta and Asoka, Asoka's Dhamma and its Nature - Administration, economy, Art and Architecture. The Indo Greeks-Menander and the Kushans-Kanishka - Conquests, Patronage to Buddhism and Gandhara Art. The Gupta Period - Samudragupta and Chandragupta Vikramaditya - Polity, Society, Art and Architecture. Harsha and his Times: Administration and Religion. The rise of Rajputs: Pratiharas, Chauhans and Paramaras - Society, Culture, Religion, Art and Architecture.	
<b>Skill Developments Activities:</b>	
<ol style="list-style-type: none"> <li>Analysis the Geographical and Political Map of India.</li> <li>Understanding India through the Glob.</li> <li>Art and Architectural development through the ppt.</li> </ol>	
<b>Suggested Reading-</b>	
<ol style="list-style-type: none"> <li>Basham, A. L. (2019). <i>The Wonder That Was India: Volume I</i>. India: Picador India.</li> <li>Jha, D. N. (1998). <i>Ancient India: An introductory outline</i>. New Delhi: Manohar Publishers &amp; Distributors.</li> <li>Singh, U. (2009). <i>A history of ancient and early medieval India: From the Stone Age to the 12th century</i>. Tamilnadu: Pearson Education India.</li> <li>Thapar, R. (1998). <i>Recent perspectives of early Indian history</i>. Mumbai: Popular Prakashan.</li> <li>Sharma, R. (2006). <i>India's ancient past</i>. New Delhi: Oxford University Press.</li> <li>Kosambi, D. D. (1996). <i>An introduction to the study of Indian history</i>. New Delhi: Popular Prakashan.</li> <li>Habib, I., &amp; Thakur, V. (2016). <i>A people's history of India 3: The Vedic age</i>. New Delhi: Tulika Books.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: ELEMENTS OF PUBLIC ADMINISTRATION**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To understand some basic concepts of Public Administration.
- b) Understand the meaning, nature, scope and importance of Public Administration.
- c) Understand and analyses various Principles of Organization.
- d) To understand and analyses the basic aspects of Personal Administration.
- e) Acquaint themselves with various aspects and agents involved in the elements of Public Administration.

Syllabus:	Hours
<b>UNIT 1: Meaning, Nature and Scope of Public Administration</b>	<b>15</b>

Meaning, Nature and Scope of Public Administration, Importance of Public Administration in Modern Society, Public and Private Administration. Evolution of the study of Public Administration. Public Administration as a Social Science, Relationship with other Social Sciences- Political Science, Economics, Sociology, Law and Psychology, Approaches to the Study of Public Administration- Classical and Humanistic.

<b>UNIT 2: Formal and Informal Organization</b>	<b>15</b>
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Principles of Organization: Formal and Informal Organization, Hierarchy, Unity of Command, Span of Control, Coordination, Centralization, Decentralization, Authority and Responsibility. Chief Executive, Line and Staff Agencies, Supervision, Delegation Leadership, Communication, Decision making, Delegated Legislation.

<b>UNIT 3: Personal Administration</b>	<b>15</b>
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Personal Administration: Meaning and Nature of Bureaucracy, Civil Service and its Role in a developing Society, Classification, Recruitment, Training, Promotion of Civil Servants, Morale and Motivation in Public Administration.

**Skill Developments Activities:**

1. Understand some basic concepts of Public Administration.
2. Understand the meaning, nature, scope and importance of Public Administration.
3. Understand and analyses various Principles of Organization.
4. Understand and analyses the basic aspects of Personal Administration.
5. Acquaint themselves with various aspects and agents involved in the elements of Public Administration.

**Suggested Readings:**

1. Surendra Kataria, Elements of Public Administration (Hindi).
2. A Awasthi, S.R. Maheshwari, Public Administration.
3. C.P, Bhambhari: Public Administration
4. Vishnu Bhagwan & Vidhya Bhusan: Public Administration
5. M.P.Sharma and B.L.Sadna, Public Administration in Theory and Practice
6. S.L. Goel, Public Administration- Theory & Practice
7. Hoshier Singh and Pradeep Sachdeva, Administrative Theory
8. B.L.Faida and Kuldeep Fadia, Elements of Public Administration
9. L.M.Prasad, Principles and Practice of Management.
10. S.K Kataria: Lok Prashashan Evam Siddhant.
11. M.Laxikant, Public Administration.



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: SANSKRIT SAHITYA KA ITIHAS- I**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>Unit 1: laLd`r lkfgR; dk bfrgkl</b> dqekjlaHkoe~ ¼iape lxZ½ `yksd lk;ZUr dkfynkl laLd`r lkfgR; dk bfrgkl ¼x  dohuka jpuk ifjp;] ck.kHkê%] n.Mh [k.MdkO; es?knwre~] ukV~; lkfgR; dkfynkl½	<b>15</b>
<b>Unit 2:NUn ifjp;</b> NUn ifjp; ¼vuq"Vqi] vk;kZ] bUnzotk] misUnzotk] mitkfr] oa`kLFke~] nzqrfoyfEcre~½	<b>15</b>
<b>Unit 3:Loluoklonre~</b> Loluoklonre~ ¼izFke v;/k;%] f}rh; v;/k;%] r`rh; v;/k;%½ laKk izdj.ke~] `kCn:lk&gfj] jke] jek] jktk] vLen~] loZ /kkrq:lk & xPN] iB~] fy[k] gil] ØhM+ ¼iikipksa ydkj½	<b>15</b>

**Suggested Readings:**

- dqekjlaHkoe~ ] dkfynkl O;k[kdkj] lw;ZdkUr lkfgR; vdkneh] fnYyh A
- laLd`r lkfgR;sfrgkl ] galjkt vxzoky] pkS[kEck ifCyds`kUI] ubZ fnYyhA
- laLd`rlkfgR;sfrgkl] fo`oukFk `kkL=h Hkkj}kt] pkS[kEck ifCyds`kUI] ubZ fnYyhA
- laLd`r lkfgR; dk bfrgkl ] MkW- cynso mik;/k;] pkS[kEck izdk`ku] okjk.klhA
- NUn] izdk`k% f`konRr feJ] pkS[kEck ifCyds`kUI] ubZ fnYyhA



Name of the Program: B.A. B.Ed. SEM I  
Name of the Course: PRACHIN KAVYA-I

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- हिंदी साहित्यके प्रमुख इतिहासग्रंथके बारेमें ज्ञान प्रदान करना।
- आदिकालकी पृष्ठभूमि, आदिकालके बारेमें ज्ञान प्रदान करना।
- प्रमुख कवि, आदिकालकी भूमिका, रचनाएँ और आदिकालकी प्रमुख काव्यप्रवृत्तियाँ की जानकारी प्राप्त करना।
- कालविभाजन और नामकरण के बारेमें ज्ञान प्रदान करना।
- हिंदी साहित्यकी चुनिंदा लघुकथाएँ व सर्वोत्तम लघुकथाओं की जानकारी प्राप्त करना।

Syllabus:	Hours
<b>UNIT1: vk/kqfud iwoZ fganh lkfgR; dk bfrgkl</b>	8
fgUnh lkfgR; dk vkjEHK] dky&foHkktu vkSj ukedj.k A vkfndky dh lkexzh % izd`fr vkSj izkekf.kdrk dh leL;k A vkfndky % ifjos`k vkSj izo`fÜk;kj A	
<b>UNIT2: jpukdkjksa@jpukvksa dk lkekU; ifjp;kRed v/;;u</b>	8
• pancjnkbZ vkSj *i`Fohjkt jklksa* • ujifr ukYg vkSj *chlynso jklksa* • vehj [kqljksa] xksj[kukFk] tSu dfo;ksa dk lkekU; ifjp;	
<b>UNIT3:vk/kqfud dkO; n~foosnh] Nk;kokn ;qx</b>	7
• eSfFkyh`kj.k xqir dk dkO; ]vuqHkwfr] ,oa vfHkO;atuk i{k • t;`kadj izlkn dk dkO; ] vuqHkwfr] ,oa vfHkO;atuk i{k • egknsoh oekZ dk dkO; ] vuqHkwfr] ,oa vfHkO;atuk i{k	
<b>UNIT4: fgUnh Hkk"kk % mn~Hko vkSj fodkl</b>	7
<b>Hkkjrh; Hkk"kk,i vkSj fgUnh Hkk"kk dk mn~Hko vkSj fodkl % vogí vkSj iqjkuh fgUnh esa</b> <b>lEcU/k] dkO; &amp; Hkk"kk ds :i esa vo/kh vkSj czt dk fodkl] [kM+h cksyh dk lkfgR;d Hkk"kk ds :i</b> <b>esa] jktHkk"kk ds :i esa fgUnh % fu;kstu] fodkl vkSj leL;k,iA</b>	
<b>Suggested Readings:</b>	
• fganh lkfgR; dk bfrgkl& vkpk;Z jkepanz 'kqDy • eSfFkyh`kj.k xqir O;fDr vkSj dkO;&MkW0 deykdkUr ikBd • lkdsr ,d v/;;u&MkW uxsUnz • ;qx dfo t;`kadj izlkn& MkW0 osnizdk`k vfHkrkHk • egknsoh& bUnzukFk enku • fgUnh Hkk"kk foKku& MkW- HkksykukFk frokjha • vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl&MkW- gsrq Hkkj}kt] iap`khy izdk`ku] t;iqj&2010 • izkphu ,oa e/; dkyhu dkO; & laiknd &MkW- IR;ukjk;k 'kekZ] iap`khy izdk`ku] t;iqj&2010 • हिन्दी साहित्य का इतिहास आचार्य रामचन्द्र शुक्ल - • *i`Fohjkt jklksa*-pUncjnki	



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: INTRODUCTION TO LITERATURE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT1: What is literature and Poetry?</b>	<b>15</b>

Oral and written: what is literary and Non-literary? The concept of the Genre. Ideology and Literature; the ways of reading literature. To introduce students to the Language of poetry, diction, imagery, symbols, meter, rhythm, figures of speech, and appreciation of poetry. Munshi Premchand's Presidential Address. John Donne's Go and Catch a Falling Star Robert Browning's My Last Duchess William Shakespeare's Shall I Compare Thee.

<b>UNIT2:Drama</b>	<b>15</b>
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To introduce students to types of drama, tragedy, comedy, farce, and one-act play. To introduce students to dramatic techniques of plot, character, stage, setting, writer, and soliloquy. William Shakespeare's Hamlet.

<b>UNIT3:Fiction &amp; Prose</b>	<b>15</b>
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To introduce the students to the language of fiction, point of view, characterization (flat and round), settings, time and space, and short fiction. To discuss prose as an agent of social change Psychological Novels, Regional, Realist, Stream of Consciousness, Gothic, and Romance. Francis Bacon's of Studies. R. K. Narayan's Swami and Friends.

**Suggested Readings:**

1. Aristotle: Poetics
2. Bharat: Natyashastra, Tr. Manmohan Ghosh, Ch.6 'Sentiments'
3. P.K. Nayar: Short History of English Literature
4. M H Abrams: Glossary of Literary Terms



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: HOLISTIC EDUCATION**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Classrooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the students will be able to

- To understand the need, importance of holistic health.
- Learn the approach of holistic health.
- To understand the practical skills of various games.
- To learn to plan health related programs.
- To understand the how to develop health.
- To understand the importance of Diet, food and nutrition.
- To learn Awareness program to promoting hygiene.

Syllabus:	Hours
<b>UNIT1: Health Education</b>	<b>15+10</b>

Meaning and definition of health- Dimensions of health physical, mental, social and emotional and their inter relatedness  
 Factors that promote and affect health- Biological, environmental and sociocultural Concept of Health Education- School Health Programme- Promoting Health Instruction, Healthful School Living and Health Services Programme.

**PRACTICALS**

- Practice of Skills and rules of different games- Basketball, Football, Volleyball, Handball, Kho Kho, Shuttle Badminton, Cricket, Table Tennis, Throwball, Tenni Koit- (Any two activities) .
- Practice of Skills and rules of different Athletic Track and Field Events- Sprints and middle distance runs: 100 mtrs, 200 Mtrs. 400 Mtrs, 800 mtrs and 1500 mtrs.  
 Field Events: Shot-put, Discus throw, Broad jump and High jump (Any one event from track events and one from Field Events).

<b>UNIT2: Physical Education</b>	<b>10</b>
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The modern concept of Physical education,- Definition, Aims, Objectives and Educational Dimensions of Physical Education- develop and appreciate the values of the physical education programme and develop leadership qualities and all-round personality.

<b>UNIT3: Physical Fitness</b>	<b>10+10</b>
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Physical Fitness- Components of Physical Fitness, Training methods for developing Physical fitness. The physical education programme at high schools- selection of activities in games and athletics based on the physiological, psychological and sociological characteristics of students.

**PRACTICALS**

- Marking of playfields/ track. Organising Intramural competitions, Officiating matches, Drawing fixtures for different types of tournaments, and maintaining records.
- Health Appraisal of School Students.

<b>UNIT4: Yoga Education</b>	<b>10+10</b>
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Basics in Yoga- Meaning, importance, different stages of yoga, principles of yoga- do's and don'ts during the practice of yogic exercises, yogasanas and pranayamas and its effect on different systems of the body and benefits of meditation to reduce stress.

**PRACTICALS**

- Practice Yogic Exercises and Yogasanas- Mudras, Suryanamasakara and a minimum of 25 simple asanas.
- Practice of Pranayama- and techniques of doing Meditation and Relaxation. (g) Simulated teaching of Yogasanas.

**Skill Developments Activities:**

- Preparation of Health Appraisal Report of School students
- Learning to teach any five yogasanas
- Officiating Games and Athletic events during practice of games and intramural competitions
- Performing the skills taught in different games
- Organization of competitions at class level and participating in trekking to learn organizing skills and leadership qualities.



**Suggested Readings:**

1. B.K S Iyengar (1976) Light on Yoga, New York, Schocket Books.
2. B.D. Bhatt and S.R. Sharma (1993) Teaching of Physical and Health Education, Delhi, Kanishk Publishing House.
3. Edward F. Voltmer and Arthur A. Esslingen (1964). The Organization and Administration of Physical Education, Bombay, the Times of India Press.





**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: ENGLISH LANGUAGE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
2 Credits	2+0+0 Hrs.	30 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the students will be able to

- The curriculum seeks to introduce a wide range of English.
- Students are also exposed in connection with Modern English to broader level in depth.
- To enhance the language ability of pupils through academic and practical usage of language in and out of the classroom.

Syllabus:	Hours
<b>UNIT1: Descriptive Grammar</b>	<b>8</b>
a) Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action. b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous	
<b>UNIT2: Skills in Communication</b>	<b>8</b>
Negotiating a point of view – learning to talk persuasively so as to get across one's perspective. Debating on an issue – agreeing / disagreeing.	
<b>UNIT3: Study and Reference Skills</b>	<b>7</b>
Note making; Note-taking; Summary writing. Comprehension Skills, Extracts from literary, scientific and educational journals.	
<b>UNIT4: Skills of Communication</b>	<b>7</b>
Advanced Writing Skills, writing advertisement copy; Writing a project proposal and Writing Resume, sending an application. Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).	
<b>Skill Developments Activities:</b> <ol style="list-style-type: none"> <li>Ability to speak fluently for 3-4 minutes.</li> <li>Focus would be on organized.</li> <li>Logical, sequential presentation of thought through spontaneous speech.</li> </ol>	
<b>References:</b> <ol style="list-style-type: none"> <li>Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon</li> <li>McKay. Et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.</li> <li>Hornby, A.S. (2001). Oxford Advanced Learner's Dictionary, OUP</li> <li>Thomson, A.J. &amp; Martinet. (2002). A Practical English Grammar. OUP</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course HINDI LANGUAGE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
2 Credits	2+0+0 Hrs.	30 Hrs.

**Pedagogy:** Classrooms lecture, Problems solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the students will be able to

- छात्र बोलने में सक्षम हैं और व्याकरणिक रूप से सही लिखेंगे।
- भाषा के विभिन्न स्वरूपों के बारे में समझ सकेंगे।
- भाषा व्याकरण के माध्यम से छात्रों की हिंदी की गुणवत्ता को मजबूत करता है।
- छात्र अलग अलग अक्षर-ज्ञान के लेखन कौशल विकसित कर सकेंगे।
- छात्र व्याकरणिक रूप से सही बोलने व समझने में सक्षम हो सकेंगे।

Syllabus:	Hours
<b>UNIT 1: हिन्दी भाषा का उद्गम विकास और इतिहास</b>	<b>8</b>
<ul style="list-style-type: none"><li>हिन्दी भाषा की परिभाषा क्षेत्र और अध्ययन पद्धियाँ</li><li>हिन्दी भाषा के विविध रूपसंपर्क भाषा, बोलचाल की भाषा, मातृभाषा, मानक भाषा, राष्ट्रभाषा, राजभाषा-</li><li>हिन्दी भाषा के अध्ययन की भारतीय और पाश्चात्य परम्परा</li></ul>	
<b>UNIT 2: हिन्दी भाषा और भाषिक इकाई</b>	<b>8</b>
<ul style="list-style-type: none"><li>हिन्दी भाषा की ध्वनियाँ, वचन ध्वनि संरचना, लिंग, व्यंजन, स्वर -</li><li>रूप संरचना व अवधारणा</li><li>लिपि का उद्भव एवं विकास और देवनागरी लिपि</li></ul>	
<b>UNIT 3: हिन्दी भाषा में शब्द विचार एवं वाक्य</b>	<b>7</b>
<ul style="list-style-type: none"><li>स्तोत्र के आधार पर (विदेशज, देश, तद्ध्रभव, तत्सम)</li><li>अर्थ के आधार पर (पर्यायवाची, अनेकार्थी, विलोम शब्द,</li><li>वाक्य के अंग और भेद</li></ul>	
<b>UNIT 4: भाषा कौशल व संरचना कौशल का अध्ययन</b>	<b>7</b>
<ul style="list-style-type: none"><li>श्रवणपठन कौशल, लेखन, वाचन,</li><li>संचार कौशल के प्रकार अंतर और महत्व, साधन,</li></ul>	

**Skill Developments Activities:**

- Ability to speak fluently for 3-4 minutes.
- Focus would be on organized,
- Logical, sequential presentation of thought through spontaneous speech.

**lanHkZ xzaFk**

- हिन्दी भाषा विज्ञान- भोलानाथ तिवारी
- राघवप्रकाशकी हिन्दी व्याकरण
- कोश विज्ञान - भोलानाथ तिवारी
- हिन्दी भाषा - किशोरी दास वाजपेयी
- भाषासाहित्य और संस्कृति - संपादक विमलेश कांति वर्मा
- हिन्दी व्याकरण कामता प्रसाद गुरु -
- हिन्दी भाषा शिक्षण- भोलानाथ तिवारी



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: POLITICAL ECONOMY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to  
 After completing this course students will develop a clear and comprehensive understanding of fundamental theories of political economy in India. The paper serves to familiarise students with the contemporary issues and trends of political economy that could be further researched within an interdisciplinary conceptual framework.

Syllabus:	Hours
<b>UNIT1: Introduction of Political Economy</b>	<b>15</b>

Meaning and Scope of Political Economy  
 Contemporary Discourse:  
 1. Milton Friedman  
 2. Jagdish Bhagwati  
 3. Amartya Sen

<b>UNIT2: State, Market and Globalisation</b>	<b>15</b>
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Era of Planning and Regulation, Liberalisation and Economic Reforms  
 Sezs and Land Acquisition

<b>UNIT3: Government and Development</b>	<b>15</b>
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Poverty and State Action  
 Food Security Measures  
 Social Welfare Schemes: MGNREGA and NHRM

**Suggested Readings:**

1. Aggarwal, A. (2012). *Social and economic impact of SEZs in India*. New Delhi: Oxford University Press.
2. Bhagwati, J. (2007). *In defense of globalization: With a new afterword*. USA: Oxford University Press.
3. Friedman, M., & Friedman, R. (2009). *Capitalism and Freedom* (14th ed.). London: University of Chicago Press.
4. Jalan, B. (2011). *The Indian economy: Problems and prospects*. New Delhi: Oxford University



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: COMMUNICATION SKILLS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroomslecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies & Fieldwork etc.

Syllabus:	Hours
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<b>UNIT1: Communication: An Introduction</b>	<b>10</b>
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- Definition, Nature and Scope of Communication
- Importance and Purpose of Communication
- Process of Communication
- Types of Communication

<b>UNIT2: Effective Writing Skills-I</b>	<b>10</b>
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- Elements of Effective Writing (What is writing?)
- The Sentence, Phrases and Clauses
- Types of Sentences
- Main Forms of Written Communication
- Paragraph Writing (Linkage and Cohesion)
- Letter Writing (formal and informal)
- Essay writing
- Notices

<b>UNIT3: Remedial English Grammar and Usage-I</b>	<b>10</b>
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- Articles
- Parts of Speech
- Tenses
- Modals
- Prepositions and words followed by prepositions
- Concord (Agreement of the Verb with the Subject)
- Error Analysis (Correction of Errors in a given sentence - errors in the use of words - errors of indianisms - use of slang - errors in punctuation)

<b>UNIT4: Preparing for a Career &amp; Presentation Skills</b>	<b>15</b>
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- Identifying job openings
- Applying for a job
- Preparing Cover letters
- Preparing a CV/Resume and Effective Profiling
- Preparing a PowerPoint Presentation
- Greeting and introducing
- Presenting a Paper
- Group Discussions
- Preparing for and Facing a Job Interview



**Name of the Program: B.A. B.Ed. SEM I**  
**Name of the Course: HEALTH & WELLNESS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to  
 a) To introduce the fundamental concepts of physical education, health and fitness.  
 b) To provide a general understanding on nutrition, first aid and stress management.  
 c) To create awareness regarding hypo-kinetic diseases, and various measures of fitness and head.

Syllabus:	Hours
<b>UNIT1: Concept &amp; components of Physical Education and Health</b>	<b>15</b>

Definition, Aims and Objectives of Physical Education Importance and Scope of Physical Education. Modern concept of Health, Physical fitness and Wellness. Physical fitness components - Speed, Strength, Endurance, Flexibility and Coordinative Abilities  
 Types of Physical Fitness, Health related Physical Fitnessm Performance Related Physical Fitness, Cosmetic fitness Balance

<b>UNIT2:Principles of Exercise Programme</b>	<b>7.5</b>
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Activities for developing Physical Fitness Components Exercise and Heart rate Zones  
 Principles of First Aid Nutritional Balance

<b>UNIT3:Yoga and Stress Management</b>	<b>15</b>
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Asanas and its effects  
 Padmasana, Halasana, Bhujangasana, Shalabhasana, Dhanurasana, Shavasana, Vajrasana, Chakrasana, Trikonasana, Padahasthasana, Postural Deformities – Corrective measures Stress Management and Relaxation Techniques

<b>UNIT4: Lifestyle Disease and its Management</b>	<b>7.5</b>
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Lifestyle/Hypo-kinetic Diseases and its Management  
 Diabetes, Hypertension, Obesity, Osteoporosis, CHD, Back pain, Health related Physical Fitness and Assessment, Body mass Index/Skin fold Measurement, BMR, Pulse Rate, Blood Pressure Health Related Physical Fitness Test.

**Suggested Readings:**

1. AAPHERD. "Health Related Physical Fitness Test Manual". 1980 Published by Association drive Reston Virginia
2. ACSM Fitness Book, Leisure Press Campaign, Illions, 1996, Leisure Press, Canada <http://www.pitt.edu/~gsphome>
3. ACSM's "Health Related Physical Fitness Assessment Manual Lippincott Williams and Walkins USA, 2005.
4. B.C.Rai Health Education and Hygiene Published by Prakashan Kendra, Lucknow
5. Bucher.C.A. (1979). Foundation of Physical Education (5th edition Missouri C.V.Mosby co.California: Mayfield Publishing Company
6. Corbin.Charles Beetal. C.A., (2004) Concepts of Fitness and Welfare Boston McGraw Hill.
7. Frank V.M. (2003). Sports & education CA: ABC- CLIO
8. Les Snowdan., Maggie Humphrey's Fitness walking, Maggie Humphery Orient Paper Books 2002 New Delhi.
9. Norman Bezzant Help! First Aid for everyday emergencies. Jaico Publishing House Bombay, Delhi
10. Principles of Physical Education: Com. Philadelphia: W.B.Sounders
11. Puri. K.Chandra.S.S. (2005). Health and Physical Education. New Delhi: Surjeet Publications
12. Ralph S. Paffer Barger, Jr. and Eric Leolson, Life fit, 1991 Human Kinetics USA
13. Rob James. Graham Thompson. Nesta Wiggins – James complete A-Z Physical Education Hand Book 2nd edition, 2003 Hodder and Stoughton England
14. Siedentop, D. (1994) Introduction to Physical Education and Sports (2<sup>nd</sup> Ed.) Sp. Educational Technology
15. Ziegler. E.F. (2007). An Introduction to Sports & Phy. Edn. Philosophy Delhi



### Semester II

Sl. No.	NHEQF levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	4.5	II	UF-ED-525	PHYSICAL GEOGRAPHY- II (CLIMATOLOGY)	CORE	3+0+0	70	30	100	3
2	4.5	II	UF-ED-522	INDIAN ECONOMY	CORE	3+0+0	70	30	100	3
3	4.5	II	UF-ED-523	INDIAN GOVERNMENT AND POLITICS	CORE	3+0+0	70	30	100	3
4	4.5	II	UF-ED-521	HISTORY OF INDIA FROM 1206 A.D. TO 1761 A.D.	CORE	3+0+0	70	30	100	3
5	4.5	II	UF-ED-526	PUBLIC ADMINISTRATION IN INDIA	CORE	3+0+0	70	30	100	3
6	4.5	II	UF-ED-528	SANSKRIT SAHITYA KA ITIHAS-II	CORE	3+0+0	70	30	100	3
7	4.5	II	UF-ED-524	MADHYAKALEEN KAVYA	CORE	3+0+0	70	30	100	3
8	4.5	II	UF-ED-527	RENAISSANCE AND METAPHYSICAL SCHOOL	CORE	3+0+0	70	30	100	3
9	4.5	II	UF-ED-531	UNDERSTANDING EDUCATION AND ITS PERSPECTIVES	Professional education course	3+0+0	70	30	100	3
10	4.5	II	UF-ED-530	THEATRE, ART AND HERITAGE: CRAFT TRADITIONS	SKILL ENHANCEMENT COURSES (SEC)	3+0+0	35	15	50	3
11	4.5	II	UF-ED-517	ENVIRONMENTAL STUDIES	VALUE ADDED COURSE	1+1+0	35	15	50	2
12	4.5	II	UF-ED-519	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
13	4.5	II	UMC-001	Women Rights & Law	UMC	2+0+0	GRADE BASED			2
14	4.5	II	UMC-005	Gow Gyan Science	UMC	2+0+0				2
15	4.5	II	UMC-007	Community Development Activities	CDA	2+0+0				2
16	4.5	II	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							735	315	1050	41

Note: - Choose any three papers from the above-mentioned paper as core subjects.  
Exit option with certification - with ability to solve well defined problems.



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: PHYSICAL GEOGRAPHY-II (CLIMATOLOGY)**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

- Course Outcomes:** On successful completion of the course, the Students will be able to
- a) The start of the unit will develop a basic understanding of the foundation nature of Geography in the learner.
  - b) The learner will understand the basic principles of Physical Geography.
  - c) Learners will be able to develop in their minds a holistic view of the earth's origin and the fundamentals of landforms over the earth's surface.
  - d) Learners will be able to describe the surface processes of the earth and their impact on geomorphology.
  - e) Learners will be prepared to exaggerate the different geomorphic processes entire the lithosphere and oceans.
  - f) After the completion of the course, the learner will have expertise in geographic representation of landforms and other cartographic techniques.

Syllabus:	Hours
<b>UNIT.1: Concept of Climatology</b>	<b>15</b>

Definition and Significance of Climatology, Elements of Weather and Climate and their Significance, Composition and Structure of the Atmosphere. Insolation, Global Energy Budget.

<b>UNIT.2: Atmospheric, Temperature, Pressure and Wind</b>	<b>15</b>
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Vertical and Horizontal distribution of temperature, Seasonal distribution Of temperature, Atmospheric Pressure and Winds: Vertical and Horizontal distribution of Pressure belts, Winds: Planetary, Periodic and Local Winds.

<b>UNIT .3: Atmospheric Moisture</b>	<b>15</b>
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Humidity, Evaporation and Condensation, Precipitation and its types, World patterns of Rainfall, Regional and Seasonal distribution of rainfall. Air Masses and fronts Origin, classification and properties. Atmospheric disturbances Tropical and Temperate Cyclones.

<b>GEOGRAPHY PRACTICAL</b>	<b>30</b>
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1. Knowledge of principles and working of weather instruments including self- recording Instruments: thermometer, thermograph, barometer, barograph, hygrometer, hygrograph, rain gauge, radiograph, wind wane and cup anemometer.
2. Weather symbols: based on Indian weather maps. (One exercise)
3. Study and interpretation of Indian weather maps: One each of December-January and July-August. (2 exercises)
4. Representation and interpretation of climatic data:
  - (a) Rainfall histogram (b) Hyther graph, (c) Climograph, (d) Rainfall variability graph (departure from mean). (4 exercises)

**Suggested Readings:**

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



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: INDIAN ECONOMY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problems solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Students will be able to understand the nature and scope of economics.
- Students will be able to understand economic problems and their solutions.
- Students will be able to understand demand and supply curves and their equilibrium.
- Students will understand production decisions and returns to scale.
- Students will be able to understand different types of market structures.
- Students will be able to understand the factor price theory.

Syllabus:	Hours
<b>UNIT 1: Indian Economy on the Eve of Independence</b>	<b>15</b>

Indian economy during British period- land system, Structures and organization of Villages, Industries and handicrafts; Exploitations under British Rule - Famines and Poverty. Basic features of Indian Economy - Demographic features, Occupational distribution, Population policy, Natural resources, National Income Trends, Environmental degradation, Infrastructures development; Planning exercises in India - Objectives and strategy of planning, Review of Progress under successive plans, Regional planning in India; Sectoral contribution and economic transition of India; NITI Aayog: Structure, objectives and working.

<b>UNIT .2: Economic Reforms</b>	<b>15</b>
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Pre-Reform economic crisis - Rational for economic reforms - components of Economic reforms - Liberalization, Privatization and Globalization; Impact of economic reforms on Indian Economy, Trends and direction of FDI. Problems of Poverty, Inequality and Unemployment, Strategy and policy of the Govt - Food security and public distribution system; Salient features of the current Union Budget.

<b>UNIT .3: Social Sector and Human Development in India</b>	<b>15</b>
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Status of education, Health and Housing in India - Progress in health and education, Rural-urban disparities; Trends in Human Development- National Human Development Reports, Inter-State disparities, Policies and Programmes. Trends in agricultural production and productivity; Factors determining productivity; Green revolution and New agriculture strategy; Agricultural price policy; Food security and Public Distribution System; Rural credit and role of NABARD; Industrial policy of 1948, 1956 and 1991; Micro Small and Medium enterprises: problems and prospects.

**Suggested Readings:**

- Dutta Rudra and Sundaram KPM (2006) Indian Economy, S.Chand and Company LTD, New Delhi.
- Agarwal AN (2006), Indian Economy, Problems of Development and Planning, Viswa Prakash, New Delhi.
- Mishra S. K. & Puri VK (2006) Indian Economy, DTS Development Experience, Himalaya Publishing House, New Delhi.
- M.B.Shukla, Indian Economy, Taxman's Publication Jain Book Agency
- Srinath Hladar, Indian Economy -- Challenges Beyond Ninth Plan Jain Book Agency
- Dr. B.N.P.Singh, Indian economy today-challenging contours Jain Book Agency





**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: INDIAN GOVERNMENT AND POLITICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand and analyze the various systems of governance.
- b) Understand the pattern of the relationship between the executive and the legislature.
- c) Get familiar with the country's judicial system and the nature of judicial review and recent trends like judicial activism.

Syllabus:	Hours
<b>UNIT 1: The Making of India's Constitution</b>	<b>15</b>
Constituent Assembly, Framing of Indian Constitution and sources, Basic Features of India's Constitution, Preamble of the Constitution. Fundamental Rights and Duties, Directive Principles of State Policy.	
<b>UNIT .2: Spirit of the Indian Constitution</b>	<b>15</b>
Union Executive (The President, Prime Minister, Council of Ministers) Union Legislature (Lok Sabha, Rajya Sabha), Judiciary: Supreme Court. Constitutional Amendments and emergency provisions. The Governor, Chief Minister, Council of Ministers, High Courts.	
<b>UNIT .3: Election Commission</b>	<b>15</b>
Centre-State Relations, Political Parties: Characteristics of Indian Party System, National and Regional Political Parties, the Election Commission in India. Comptroller and Auditor General (CAG). Challenges of democracy: Terrorism, Caste, Regionalism.	
<b>Suggested Reading:</b>	
<ol style="list-style-type: none"> <li>1. B.L. Fediya-Indian govt. and politics.</li> <li>2. D. C. Gupta, Indian government and politics, Jawahar Book Centre, New Delhi.</li> <li>3. Indian Government and Politics, Bhawani Singh &amp; Suman K. Sharma, Gauttam Book Company, Jaipur.</li> <li>4. Ajay K. Mehra, Ren L Vy, The police, state and society: perspectives from India and France, Jawahar Book Centre, New Delhi, 2010.</li> <li>5. Comparative Politics, J.C. Johari, Sterling Publishers Pvt. Ltd., Delhi.</li> <li>6. V. Prem Nath, Sudhir Kumar Mishra, N. Manoharan &amp; Kranthi J. UPSC civil services preliminary examination optional paper political science, Jawahar Book Centre, New Delhi.</li> <li>7. J. C. Johari, Contemporary Political Theory Jawahar Book Centre, New Delhi.</li> <li>8. Ruchi Tyagi. Indian government and politics, Jawahar Book Centre, New Delhi.</li> <li>9. Ram Krishna, Bhartiya Rajvyavstha Book, Jawahar Book Centre, New Delhi.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM II**

**Name of the Course : HISTORY OF INDIA FROM 1206 A.D. TO 1761 A.D.**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

Understand the geographical feature of medieval period of India.

- a) Understand commence of Islam in India.
- b) Understand the socio-religious and economic condition of medieval period of India.
- c) Understand the development of art and architecture in India during medieval period.
- d) Understand about the kingship theory.
- e) Understand the literary development.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Medieval India: the Delhi Sultanate</b>	<b>15</b>
Literary Sources. Foundation of Delhi Sultanate: Qutb-ud-din Aibak, Iltumish, Razia Sultana, Ghiasuddin Balban. The Khilji's: Alauddin Khilji. The Tughlaqs: Mohammed bin and their theories of Kingship.	
<b>UNIT .2: Mughal Empire and the Marathas</b>	<b>15</b>
Advent of Babar and the foundation of the Mughal Empire. She Shah Sur – Career and achievements. Akbar – Conquests, Administration, Religious Policy. Aurangzeb – Religious Policy, Deccan Policy. Shivaji – Career, Conquests and Administration. The Peshwas – Balaji Vishvanath, Baja Rao I, and Balaji Baji Rao. The Third battle of Panipat - Causes and Impacts.	
<b>UNIT .3: Society and Economy under the Mughal</b>	<b>15</b>
The Mughal Society and Economy. Mughal contribution to art and Architecture. Rise of Monotheistic religions in India – Kabir and Nanak. Sufism – Sheik Nizamuddin Auliya and Sheik Moinuddin Chisti. The saints of Maharashtra – Namdev, Eknath, and Tukaram.	
<b>Skill Developments Activities:</b>	
<ol style="list-style-type: none"> <li>1. Analysis the Geographical and Political Map of India.</li> <li>2. Understanding India through the Glob.</li> <li>3. Art and Architectural development through the ppt.</li> </ol>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Habib, I. (2011). <i>Economic history of medieval India, 1200-1500</i>. Pearson Education India.</li> <li>2. Habib, M., &amp; Nizami, K. A. (Eds.). (1970). <i>A comprehensive history of India: The Delhi Sultanate, A.D. 1206-1526 (Vol.V)</i>. New Delhi: Peoples Publishing House.</li> <li>3. Chandra, S. (2007). <i>Medieval India: From Sultanate to the Mughals Mughal Empire (1526-1748) Part two</i>. New Delhi: Har Anand Publications.</li> <li>4. Chandra, S. (2007). <i>Medieval India: From Sultanate to the Mughals Delhi Sultanate (1206-1526) Part one</i>. New Delhi: Har Anand Publications.</li> <li>5. Sharma, L. P. (1989). <i>History of medieval India (1000-1740 A.D.)</i>. New Delhi: Konark Publishers Pvt.</li> <li>6. Habib, I. (2008). <i>Medieval India: The study of civilization</i>. New Delhi: NBT India.</li> <li>7. Tripathi, R. P. (1966). <i>Rise and fall of the Mughal Empire Vol. 1-2</i>. New Delhi: Surjeet Publication.</li> <li>8. Prasad, I. (2018). <i>A new history of India</i>. New Delhi: Surjeet Publication.</li> <li>9. Iraqi, S. (2009). <i>Bhakti movement in medieval India: Social and political perspectives</i>. New Delhi: Manohar Publishers.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course : PUBLIC ADMINISTRATION IN INDIA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.
<b>Pedagogy::</b> Classrooms lecture, Problems solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.		
<b>Syllabus:</b>		<b>Hours</b>
<b>UNIT.1: The Union Executive</b>		<b>15</b>
Historical Background of Indian Administration with Special reference to influence of British Period, salient features of Indian Administration. The Union Executive: President, Prime Minister and Council of Ministers. The organization and working of the central Secretariat and Cabinet Secretariat.		
<b>UNIT.2: Public Enterprises</b>		<b>15</b>
Organization of Working of Ministry of Home and Ministry of Personal, Pensions & Public Grievances, Major Forms of Public Enterprises- Departments, Corporations and Companies, Committee on Public Undertakings, Financial Administrations: Budget Formulation, Budget Enactment and Budget Execution, Role of Ministry of Finance, Comptroller and Auditor General of India.		
<b>UNIT.3: Control over Administration</b>		<b>15</b>
Personnel Administration: Classification of Indian Civil Services, Recruitment and Training of All India Services, Control Over Administration: Legislative, Executive and Judicial; Administrative corruption, Redressal of Public Grievances, Administrative Reforms with special reference to Administrative Reforms Commission & Sarkaria Commission.		
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. S. K Kataria: Bharat Mein Lok Prashashan (Hindi).</li> <li>2. S. R. Maheswari: Indian Administration.</li> <li>3. Ramesh Arora &amp; Rajni Goyal: Indian Public Administration.</li> <li>4. Avasthi &amp; Avasthi: Indian Administration.</li> <li>5. M. Sinha: Personnel Administration (Hindi).</li> <li>6. D. D. Basu: Introduction to the Constitution of India.</li> </ol>		



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: SANSKRIT SAHITYA KA ITIHAS-II**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT.1: laLd`r lkfgR; dk bfrgkl</b>	<b>15</b>

dqekjlaHkoe~ ¼iape~ lxZ½ 31&60 'yksdi;ZUrA

laLd`r lkfgR; dk bfrgkl ¼egkdohuka dkO;kuka ifjp;% dkfynkl% Hkkl% ek | %] Jh g"kZ'p Hkkjfo%½A

<b>UNIT.2:NUn</b>	<b>15</b>
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NUn% ¼HkqtM~axiz;kre~] oUr frydk] ekfyuh] eUnkØkUr k% f'k[kf.kh] 'kknqZyfoØhfMre~] lzX/kjk] jFkks}rk] fo;ksfxuh] 'kkfyuh%½A

vyadj ¼vuqizkl% ;ede~] 'ys"k% LoHkkoksfä%] miek] :ide~] mRizs{kk} O;fäjsd%] lUnsg%] HkzkfUreku~½A

<b>UNIT3:IfU/k</b>	<b>15</b>
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IfU/k% & Loj IfU/k] O;atu IfU/k] folxZ IfU/kA

dknEcjh\*\* 'kdquklksins'k%A

**Suggested Readings:**

- dqekjlaHkoe~] dkfynkl ifj'khyu] O;k];kdkj lw;ZdkUr lkfgR; vdkneh] fnYyh
- dqekjlaHkoe~] MkW- jk/kkoYyHk f=ikBh] laLd`r ifj"kn~] lxxj 1982
- dqekjlaHkoe~] lw;ZdkUr f=ikBh] laLd`r ifj"kn~] lxxj 1982
- laLd`r lkfgR; dk bfrgkl ] MkW- izhfrizHkk
- laLd`r lkfgR; dk vfHkuo bfrgkl ] jk/kkoYyHk f=ikBh] fo'ofok] ky; izdk'ku] okjk.klhA
- NUn% ] dkSeqnh ukjk;.k 'kkL=h f[kLrs] pkS[kEck ifCyds'kUl] ubZ fnYyhA
- jpuk vuqokn dkSeqnh ] MkW- dfiy nso f}osnh] fo'ofok] ky; izdk'ku] okjk.klhA
- 'kqduklksins'k ¼dknEcjh½ ] jkeiky 'kkL=h] pkS[kEck vksfj.;Vkfj;k] okjk.klh] 1928
- 'kqduklksins'k ¼dknEcjh½ ] Jherh lqns'k ukjax] Hkkjrh; fo | k izdk'ku] fnYyhA
- Yk?kqfl]kUr dkSeqnh ] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iQLrdky;A



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: MADHYAKALEEN KAVYA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- भक्तिकाल सामान्य परिचय, निर्गुण के बारे में ज्ञान प्रदान करना।
- भक्तिकालीन हिंदी कविता, निर्गुण एवं रामभक्ति काव्यधारा के बारे में समझना।
- काव्यधारा(ज्ञानमार्ग एवं प्रेममार्ग), निर्गुण काव्यधारा के बारे में ज्ञान प्रदान करना।
- कृष्ण भक्ति काव्य के स्वरूप के बारे में ज्ञान प्रदान करना ।
- कृष्ण भक्ति के प्रमुख कवि सूरदास के बारे में ज्ञान प्रदान करना।
- निर्गुण भक्ति काव्य का स्वरूप के बारे में ज्ञान प्रदान करना।
- रामभक्ति काव्य का स्वरूप, प्रमुख कवि और अभिव्यक्तियाँ को जानना।
- तुलसीदास की भारत महिमा के बारे में ज्ञान प्रदान करना
- रस सिद्धांत के परिचय एवं स्वरूप, रस के बारे में ज्ञान प्रदान करना।
- काव्य गुणों की सामान्य ज्ञान के बारे में जानकारी प्रदान करना।

Syllabus:	Hours
<b>UNIT1: मध्यकालीन काव्य हिन्दी साहित्य</b>	<b>8</b>
<ul style="list-style-type: none"><li>• सुरदास: सम्पादक डॉ ), धीरेन्द्र वर्मा, विनय तथा भक्ति उद्धव संदेश और , मधुरा गमन , कृष्ण-राधा , वृंदावन लीला-लीला-गोकुल, (द्वारकाचरित</li><li>• तुलसीदास: 'तुलसी ग्रंथावली' नागरी प्रचारणी सभालंकाकाण्ड , अयोध्या काण्ड , बालकाण्ड , गीतावली , काशी,</li></ul>	
<b>UNIT.2: भक्ति काल का परिचय और अध्ययन</b>	<b>8</b>
<ul style="list-style-type: none"><li>• भक्ति काल , विशेषताएँ , आंदोलन: उदय के कारण -</li><li>• भक्तिकाल की प्रमुख धाराएँ रचनाएँ एवं कवि ,</li><li>• भक्तिकाल हिन्दी साहित्य और तत्कालीन परिस्थितियाँ</li></ul>	
<b>UNIT3: रचनाकार/रचनाओं का सामान्य परिचय का अध्ययन</b>	<b>7</b>
<ul style="list-style-type: none"><li>• कबीर</li><li>• मीरा</li><li>• रामानन्द</li><li>• रसखान</li></ul>	
<b>UNIT4: काव्यशास्त्र का सामान्य परिचय</b>	<b>7</b>
<ul style="list-style-type: none"><li>• रस(प्रकार और उदाहरण , परिभाषा , अर्थ ) काव्य गुण ,</li></ul>	

**Skill Developments Activities:**

आंतरिक कक्षा में विभिन्न गतिविधियों के दौरान शिक्षक द्वारा छात्र के प्रदर्शन का मूल्यांकन किया जाएगा।

**Suggested Readings:**

- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl&MkW- gsrq Hkkj}kt] iap" khy izdk"ku] t;iqj&2010
- izkphu ,oa e/; dkyhu dkO; & laiknd &MkW- IR;ukjk;.k 'kekZ] iap" khy izdk"ku] t;iqj&2010
- हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल
- हिन्दी साहित्य कोश - रामस्वरूप चतुर्वेदी
- नरेश मिश्र. डॉ - भक्तिकालीन काव्य की प्रासंगिकता 5



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: RENAISSANCE AND METAPHYSICAL SCHOOL**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT 1: Drama</b>	<b>15</b>
Shakespeare: Macbeth Christopher Marlowe: Dr Faustus	
<b>UNIT 2: Prose</b>	<b>15</b>
Francis Bacon: An Extract from Novum Organum	
<b>UNIT 3: Poetry</b>	<b>15</b>
Spenser's Prothalamion John Donne: The Sun Rising, Death, Be not proud Andrew Marvell: To His Coy Mistress, The Definition of Love.	
<b>Suggested Reading:</b>	
<ol style="list-style-type: none"> <li>1. Dr. Johnson: Preface to Shakespeare,</li> <li>2. Ben Jonson: Everyman In His Humour</li> <li>3. Bacon: Novum Organum</li> <li>4. Nagarajan, MS : Literary Theory and Criticism</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: UNDERSTANDING EDUCATION AND ITS PERSPECTIVES**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture ,Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To be familiar with the concept, principles and nature of teaching and learning.
- b) Understanding different learning styles based on the difference of learners.
- c) To study the relationship between teaching and learning and the factors affecting learning.
- d) To use modern information and communication technology to improve the teaching-learning process.
- e) Understanding learning as a process of communication and BC, using various resources available to make it effective.
- f) To study and analyze socio-cultural factors affecting cognition and learning.

Syllabus:	Hours
<b>UNIT .1: Basic Concepts of Education</b>	<b>10</b>
Concept, meaning, aims and functions of education; Education and its related concepts – Training, Instruction and Teaching; Education as a discipline and its interdisciplinary nature; Education as value development.	
<b>UNIT .2: Educational Thoughts and Practices</b>	<b>10</b>
Relevance of educational thoughts of Indian and Western Educationists to the present education system.	
a) Indian: Gandhiji, Rabindranath Tagore, Aurobindo, Jiddu Krishnamurthy, Swami Vivekananda	
b) Western: Plato, Rousseau, John Dewey, Montessori and Paulo Friere	
<b>UNIT 3: Education and Socio-Cultural Context</b>	<b>15</b>
Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education; Emerging trends in societies and their repercussions on education: Globalization and internationalization of education	
<b>UNIT .4: Issues and Concerns in Education</b>	<b>10</b>
Equalization of education opportunities; Constitutional problems for ensuring and equality Nature and forms of inequality including dominant and minor groups, gender in equalities in schools; public – private; Rural urban – tribal; Democracy, Secularism, National and Emotional Integration; Inclusive Education	
<b>Skill Developments Activities:</b>	
Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion) Reading on education in Ancient India – Vedic, Buddhism and Jainism.	
<b>Suggested Readings:</b>	
1. Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.	
2. Krishnamurthi J Education and the Significance of life, KFI Publications.	
3. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.	
4. Mahatma Gandhis Philosophy of Education and its Relevance/Agarwal, Ruchi	
5. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.	



**Name of the Program: B.A. B.Ed. SEM II**

**Name of the Course: THEATRE, ART AND HERITAGE CRAFT TRADITIONS**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Develop imagination and appreciation of art and a sense of aesthetics.
- b) Have a basic knowledge of colour schemes and create effective learning materials.
- c) Use pretend procedures to test their skills.
- d) Generate new knowledge, understanding and perceptions regarding household skills.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Concept &amp; forms of Theatre &amp; Arts</b>	<b>15</b>

Eastern and Western, Natyashashtra, Doctrine of Rasa, Tragedy, Catharsis, Folk and Classical art forms. Drama, Stage Plays. Skits, Mime, Street Plays, Introduction to the History of Word Art, Forms of Art: music, dance, theater and visual arts • appreciate different art forms • integration of art forms in classroom process • analyse text books for integration of different art forms.

<b>UNIT 2: Expression through art forms</b>	<b>15</b>
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Expressing ideas about different aspects of life • 69 Expressing various emotions • Enhancing communication and presentation skills, developing imagination, creativity • and aesthetic sensibility among the student teachers Utilizing different art expressions in teaching learning situation •

<b>UNIT 3: Cultural heritage of India</b>	<b>15</b>
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Exposure to the cultural heritage of • o Locality o state/region o Nation Reflection and incorporation of the rich cultural heritage during the celebrations of • festivals, functions and special days document processes of an art or craft form from the pedagogical point of view; such • as weaving or printing of textiles, making of musical instruments, folk performances in the community Acquaintance with the life and work of artists and their contribution to teaching and • learning. Guidelines for Art.

<b>PRACTICALS</b>
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1. Expression, Body Language, Modulation and Creativity
2. Act for any situation
3. Preparation of script
4. Organization of Competitions at class level and exhibition in the Institute

**Suggested Readings**

Position Paper- National Focus Group on Arts, Music, Dance and Theater NCERT, ♣ 2006, New Delhi  
 Position Paper- National Focus Group on Heritage Crafts, NCERT, New Delhi, 2006 ♣ NCF 2005 ♣  
 NROER- National Repository of Open Educational Resource, Department of School ♣ Education & Literacy, MHRD.





**Name of the Program: B.A. B.Ed. SEM II**  
**Name of the Course: ENVIRONMENTAL STUDIES**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
2 Credits	1+1+0 Hrs.	30 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the students will be able to

- To familiarize the students to develop a comprehensive understanding of various facets of life forms, ecological processes.
- To get a basic idea about the Critical thinking Capability to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices.
- Moral and ethical awareness/reasoning Develop empathy for various life forms and appreciate the various ecological linkages within the web of life.

Syllabus:	Hours
<b>UNIT 1: Environment : Natural Resources, Biodiversity and their Conservation</b>	<b>06</b>

Environment: Studies, concept, Scope and Importance.  
 Natural Resources - Renewable and Non-renewable (Forest, water, mineral, food, energy and land resources).  
 Associated problems and strategies for Conservation and Sustainable Development.  
 Ecosystem - concept, components, Ecosystems - Concept, structure and function; Pond ecosystem, Forest ecosystem; Food chains, Food webs; Concept of ecological succession energy flow, types of ecosystem.  
 Biodiversity - Genetic, species and ecosystem diversity; status of Biodiversity - global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India;

<b>UNIT 2: Environmental Concerns</b>	<b>06</b>
Conservation of biodiversity - In-situ and Ex-situ; Endangered and endemic species - Concept; Afforestation - Social forestry, Agroforestry, Green belt.	
<b>PRACTICALS</b>	
a. Visit to document environmental assets - river / forest / grassland / hill / national parks.	
b. Visit to a local polluted site : Urban / Rural / Industrial / Agricultural	

<b>UNIT 3: Environmental Concerns</b>	<b>06</b>
Letter-writing (Professional / Personal), unbalanced forces Disaster management- Definition and types (Natural and Man-made); Self-protection during disasters (Fire, Floods, Earthquakes, landslides) Environment Protection Act; Biodiversity Act (2002); National Environmental Policy, 2006 - Provisions and importance; Environmental Impact Assessment - Concept; Swachh Bharat Mission- Objectives; International agreements - Montreal and Kyoto protocols	
<b>PRACTICALS</b>	
a. Study of simple ecosystems - pond, river, hill slopes, etc.	
b. Project on environmental pollution in the nearby sites Preparation of exhibits on environmental themes and organize an exhibition.	
c. Conduct a survey of environmental problems of the community.	

<b>UNIT 4: Natural resources and management</b>	<b>08</b>
a. From unsustainable to sustainable development, urban problems related to energy, Water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.	
b. Environmental ethics : Issues and possible solutions,	
c. Climate change, global warming, acid rain, ozone layer depletion, Wasteland reclamation. And Solid waste management	



d. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV/AIDS; Environment and human health  
e. Impact of plastic on human and animal health.

<b>UNIT 5:</b>	<b>10</b>
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Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.

Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness).

**Suggested Readings:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd.,
3. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
4. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd.



Credits= 02	Women Right & Laws	2+0+0 Total Lectures: 25
<b>Objective:</b>	The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.	
1	<b>Introduction of Women Rights And Law:</b> Definition of women, awareness about women rights, appeal for remedies	1+1
2	<b>Global Status of Women:</b> Civil and Political Rights ii. Social and Cultural rights, Participation in Panchayat and Municipalities	1+1
3	<b>Rights and awareness of marriage and divorce :</b> Marriage Conditions, Ceremonies, Registration, ,Void & Voidable Marriages, Legitimacy of Children of Void & Voidable Marriages, Punishment of Bigamy	1
4	<b>Divorce:</b> Divorce Common Grounds for Divorce, No Petition for divorce within 1year of marriage, Divorced Person when may marry again	1+1
5	<b>Rights on maintenance:</b> Maintenance: Wife, widowed daughter-in-law, Children, Amount of Maintenance , Interim Maintenance, Maintenance Provisions under Cr.PC	1
6	<b>Rights of Adoption:</b> Adoption: Requisites of a valid adoption,Capacity of a male Hindu to take in adoption, Capacity of a female Hindu to take in adoption	1
7	<b>Rights of private defence:</b> Right of Private defence for body and property	1+1
8	<b>Crime against women:</b> Dowry Death, Cruelty by Husband or Relatives of Husband, Sex Selection & Causing Miscarriage, Outraging the modesty of a woman, Offences regarding Prostitution, Rape, Bigamy, Adultery, Domestic Violence,	1+1
9	<b>Sexual harassment of women:</b> Sexual harassment in home, society and work place	1+1
10	<b>Medical termination Pregnancy act 1971:</b> Liberalizing the provisions relating to abortion	1
11	<b>The Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994:</b> Pre-Natal Diagnostics test and oath	1+1
12	<b>Surrogacy :</b> Commercial Surrogacy in India & its regulation	1
13	<b>Women empowerment:</b> Role of Enforcement Machineries (Reform through judicious interventions)	1+1
14	Role for national women commission for women	1+1
15	Role of NGO and Reform from within society	1+1



Credits= 02	<b>Gow Gyan Science</b>	2+0+0
<b>Objective:</b> The paper aims at creating awareness as to importance and role of Gow Gyan in society		
1	<b>Fundamentals of Gau with special reference to ancient Indian literature</b> Unit-I: Introduction to Gau. Verities (Gau vansh) of Cows in India. Unit-II (Gau in ancient Indian literature) Description of Gau in various ancient Indian literatures	
2	<b>Significance of Gau in current scenario</b> Unit-I: Economical importance Unit-II: General, medicinal and spiritual importance	
3	<b>Anatomy of Gau</b> Unit-I: General structure and anatomy of Gau Unit-II: Effect of various factors on the quality of Gau-products	
4	<b>Gau milk and its significance</b> Unit-I: Physical and chemical properties of milk. Unit-II: Biological significance of milk. Milk as medicine. Research prospective of milk.	
5	<b>Gaumutra and its significance</b> Unit-I: Physical and chemical characteristics of milk. Unit-II: Biological significance of Gaumutra. Gaumutra as medicine. Research prospective of cow urine.	
6	<b>Cow dung and its significance</b> Unit-I: Physical and chemical characteristics of cow dung. Unit-II: Cow dung in medicine. Research prospective of cow dung	



**Semester III**

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	5.0	III	UF-ED-542	PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)	CORE	3+0+0	70	30	100	3
2	5.0	III	UF-ED-541	MACRO ECONOMICS	CORE	3+0+0	70	30	100	3
3	5.0	III	UF-ED-533	COMPARATIVE GOVERNMENT AND POLITICS	CORE	3+0+0	70	30	100	3
4	5.0	III	UF-ED-538	HISTORY OF INDIA 1757 - 1857 A.D	CORE	3+0+0	70	30	100	3
5	5.0	III	UF-ED-545	ADMINISTRATIVE INSTITUTIONS IN INDIA	CORE	3+0+0	70	30	100	3
6	5.0	III	UF-ED-534	DRASHYA AVAM SHRAVYA KAVYA	CORE	3+0+0	70	30	100	3
7	5.0	III	UF-ED-532	BHARTIYA KAVYA SHASTRA	CORE	3+0+0	70	30	100	3
8	5.0	III	UF-ED-546	RESTORATION, ROMANTICISM AND THE VICTORIAN PERIOD	CORE	3+0+0	70	30	100	3
9	5.0	III	UF-ED-543	PSYCHOLOGY OF LEARNER & LEARNING	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	5.0	III	UF-ED-540	INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION	SKILL ENHANCEMENT COURSES (SEC)	2+0+0	35	15	50	2
11	5.0	III	UF-ED-536	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
12	5.0	III	UF-ED-539	ICT IN EDUCATION LAB	SKILL ENHANCEMENT COURSE	0+0+1	35	15	50	1
Sub-Total(A)							1035	315	1050	31

Note: - Choose any three papers from the above-mentioned paper as core subjects.



**Name of the Program: B.A. B.Ed.**

**Name of the Course: PHYSICAL GEOGRAPHY-III (OCEANOGRAPHY)**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
4 Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Classrooms lecture, Problems solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the students will be able to

- The starting of the course curriculum will develop a basic understanding of the nature and foundation of oceanography in the learner.
- The outcome of the entire course will provide knowledge about the oceanic process, movement and dynamics of oceanic water.
- The properties of oceanic water and its functionality will give the central idea about the oceanic process, sea level and dominance over the coastal process.
- The learner will be able to discuss and aware of the available oceanic resources, their future changes and sustainability for the society and environment.
- Learners will gain knowledge about salinity, nutrient, ocean circulation and their impact on the environment through practical applications through the models and field visits.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Oceanography</b>	<b>15</b>

Nature and Scope of Oceanography. Distribution of land and Water on Earth's Surface. Ocean exploration, Modern Oceanography.

<b>UNIT 2: Physiography of the ocean floor</b>	<b>15</b>
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Bathymetric Provinces, Continental Shelf, Continental Slope, Abyssal Plain, Mid-Oceanic And Oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans.

<b>UNIT 3: The Properties of Ocean Water</b>	<b>15</b>
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The Salinity of Seawater, Factors that regulate the Salinity of Seawater, Temperature Distribution in Oceans. Waves, Tides and Currents; Currents of the Atlantic, Pacific and Indian oceans. Marine deposits and Coral reefs Coastal environment.

<b>Geography Practical</b>	<b>30</b>
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- Bathymetry
- Draw the Ocean Currents Map
- Measuring salinity
- Nutrient distributions
- Hypsographic curve and its application

**Suggested Readings:**

- Anikouchine, W.A. And Sternberg, R. W.: The World Oceans - An Introduction to Oceanography, Englewood Cliffs, N.J. 1973.
- Grald, S.: General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
- Garrison, T. Oceanography. Wadsworth.com. USA 1998.
- King, C.A.M.: Beaches and Coasts, E. Arnold, London, 1972.
- King, C.A.M.: Oceanography for Geographers E. Arnold, London, 1975.
- Curriculum Development Committee in Geography 45
- Sharma, R.C. Vatal M. Oceanography for Geographers, Chetnya Publishing House, Allahabad, 1970.
- Shepard, F.P.: Submarine Geology, Harper & Sons, New York, 1948.
- Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merril Publishing Co., 19.



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: MICRO ECONOMICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:**Classroomslecture,Problemsolving,tutorials,Groupdiscussion,Seminar,Case studies&Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To make pupil teachers understand the nature and scope of economics
- To make pupil teacher understand the economic problem and their solution.
- To make pupil teachers understand the demand and supply curve and their equilibrium.
- To make pupil teachers understand production decisions and the return of scale.
- To make pupil teachers understand different types of market structures.
- To make pupil teachers understand factor price theory.
- Make you feel teacher understands the application of financial microeconomics.

Syllabus:	Hours
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<b>UNIT 1:</b>	<b>15</b>
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Nature and scope of Macroeconomics, Difference between Micro and Macro Economics and importance of Macro Economics. National Income: Concepts, measurement and limitations of National Income Statistics, Functional Relationships – Aggregate Demand and Aggregate Supply; Concept of National Income Accounting, Circular flow of income in two, three and four sector economy. National Income and Welfare. Determination of Income and Employment: Classical Theory of Employment, Say's Law of Market and its implications, Keynesian objections to Classical Theory, Keynes Theory of Employment.

<b>UNIT 2: Theory of Production and Costs</b>	<b>15</b>
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Consumption: The principle of effective demand; Consumption Function, Technical Attributes of Consumption, Keynes's Psychological Law of Consumption and Its Implications, Empirical evidence. Theories of Consumption Function: Absolute Income Hypothesis, Relative Income Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis. Investment function: Types of Investment, Determination of Level of Investment. Classical and Keynesian theory of Investment, Saving-Investment Equality. Multiplier and Accelerator: Concept of Multiplier, Types of Multiplier, Investment Multiplier, Leakages of Multiplier, Acceleration principle, Super Multiplier.

<b>UNIT 3: Market Structure, Factor Pricing and Market Forms</b>	<b>15</b>
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Definition and measurement of inflation, Types of inflation, Impact of inflation, Theories of Inflation: Quantity Theory approach to Inflation, Demand-Pull Inflation and Inflationary Gap analysis; its shortcomings. Concepts of Cost-Push & Mark Up inflation, structural inflation, The Philips Curve and the trade-off between Inflation and Unemployment – short-run and long-run Philips Curve, Measures to control Inflation. Trade cycles: Meaning, Types and Phases, Economic Stabilization Policies. Monetarism – Supply-side Economics, New Classical Macroeconomics.

**Suggested Readings:**

- Ahuja, HL (2014) Macroeconomics, S.Chand, New Delhi.
- C Rangarajna, Principles of macroeconomics. Jawahar Book House,
- Andrew B. Abel, Ben S. Bernanke, Dean Croushore, Macro economics Book, Jawahar Book House.
- William H Branson, Macroeconomic theory and policies, Jawahar Book House.
- Richard T. Froyen, Macroeconomics, Jawahar Book House.
- Suman Kalyan Chakraborty, Macroeconomics, Himalaya Publishing House.
- Dr. D.M. Mithani, ATextbook of Macro Economics, Himalaya Publishing House.
- Suman Kalyan Chakraborty, Macroeconomics, Himalaya Publishing House.



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: COMPARATIVE GOVERNMENT AND POLITICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the students will be able to

- a) The start of the unit will develop a basic understanding of Comparative Government and Politics in the learner.
- b) The learner will understand the background of Comparative Government and Politics.
- c) The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them to make a comparative analysis of various political systems.
- d) It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution, and Liberal-democratic and Communist political systems, among others.
- e) This course acquaints students with the Political Systems and Political Processes of other countries.
- f) It includes the study of even extra-constitutional agencies having their immediate connection, open or tacit, with formal governmental organs.

Syllabus:	Hours
<b>UNIT 1: Historical Background of Comparative Governments and Politics</b>	<b>15</b>
Comparative Government & Politics – Meaning, Nature, Scope, Evolution, Comparative Methods, Approaches to the Study of comparative politics– Input Output (David Easton), Structural-Functional (G. Almond), Political Development, Political Culture, Political Socialization.	
<b>UNIT 2: Organs of Government Comparative</b>	<b>15</b>
Constitutions (types) and Constitutionalism, Study of Executive, Legislature and Judiciary with reference to Government and Politics of UK, USA, China, Switzerland and France.	
<b>UNIT 3: Political Dynamics</b>	<b>15</b>
Interrelationship: Political Parties, Pressure Groups, Interest Groups, Bureaucracy, reference to the Government and Politics of the UK, USA, China, Switzerland and France. Civil society and role of social movements.	

**Suggested Readings:**

1. J.C. Johari., Select World Constitutions, Jawahar Book Centre, New Delhi.
2. J.C. Johari –Comparative Government and Politics (Hindi & English).
3. B.L. Fadia -Comparative Government and Politics (Hindi).
4. C.B. Gena–Tulnatmak Rajniti evam Tulnatmak Sansthaaye.
5. P.D. Sharma –Tulnatmak Rajnitik Sansthaaye.
6. J.C. Johari - New Comparative Politics.
7. O.P. Gauba –An Introduction to Comparative Politics (Hindi & English).
8. V.N. Khanna-Comparative Study of Government and Politics.





**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: HISTORY OF INDIA 1757 - 1857**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the students will be able to

- Learn the causes of decline of the Mughal Empire in the 18th Century
- Understand and examine the Indian Historical Writings.
- Understand the European establishment and the expansion of British power in India.
- Understand the political, social, economic and religious policy of British government.
- Examine the nature of administration in British rule.

Syllabus:	Hours
<b>UNIT 1: Indian Historical Writings (Nationalist writers)</b>	<b>15</b>
Nationalist school of thought – Dadabhai Nauroji and R.C. Dutt. Modern Writers – Tarachand and R.C. Majumdar.	

<b>UNIT 2: 18<sup>th</sup> Century India</b>	<b>15</b>
Decline of the Mughal Empire. India in the 18th Century. Advent of British and the French – The Carnatic Wars.	

<b>UNIT 3: Expansion of British Power in India</b>	<b>15</b>
Expansion of British Power in India – Subjugation of the Bengal, Plassey and Buxar, Anglo – Maratha Wars, Ranajit Singh – Anglo Sikh Wars. Structure of the Government – the Regulating Act of 1773 and Pitt's India Act of 1784. Economic Policies – Land Revenue Policy: The Zamindari, Raiyatwari and Mahalwari System. Development of Means of Transport and communication - Introduction of Railways, Post, Telegraph and Print technology. Drain of Wealth, Utilitarian and Orientalist influence on administrators: Administrative and Social Policy. Administrative Reforms of Cornwallis – the creation of the Civil Service Examinations, rule of law and the development of a new judicial system. Reforms of William Bentinck – Introduction of English Education and role of Macaulay. Social Reforms – Raja Ram Mohan Roy and the abolition of Sati, Ishwar Chandra Vidhya Sagar. The Rebellion of 1857 – its causes, nature, results and social composition.	

**Skill Development Activities:**

- Geographical focus on during the decline of the Mughal Empire.
- Geographical understanding of the expansion of the British in India.

**Suggested Readings:-**

- Bandhopadhyay, S. (2004). *From Plassey to partition: A history of modern India*. New Delhi: Orient Blackswan.
- Chandra, B. (2010). *The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880-1905*. New Delhi: Hindustan Publishing Corporation.
- Chandra, S. (2019). *Medieval India: From Sultanat to the Mughals Delhi Sultanat (1206-1526) part one*. New Delhi: Har-Anand Publication.
- Chandra, S. (2019). *Medieval India: From Sultanat to the mughals Mughal Empire (1526-1748) part two*. New Delhi: Har-Anand Publication.
- Desai, A. R. (2016). *Social background of Indian nationalism*. New Delhi: Sage Publications India.
- Grover, B. L., & Mehta, A. (2018). *A new look at modern Indian history: From 1707 to the modern times (32<sup>nd</sup> Ed.)*. New Delhi: S. Chand Publishing.
- Habib, I. (2008). *Medieval India: The study of civilization*. New Delhi: NBT India.
- Habib, I. (Ed.). (1999). *Medieval India I: Essays in the history of India, 1200-1750*. New Delhi: Oxford University Press.
- Sarkar, S. (2014). *Modern India*. New Delhi: Pearson Education India.



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: ADMINISTRATIVE INSTITUTIONS**  
**IN INDIA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) The starting of the unit will develop basic understanding about the Comparative Government and Politics in the learner.
- b) The learner will understand the background of Comparative Government and Politics.
- c) The paper aims to acquaint the students with the Meaning, Nature and Scope of Comparative Politics and enable them make a comparative analysis of various political systems.
- d) It explores various approaches to the study of Comparative Politics along with themes like Constitutionalism, Forms of Government and types of Constitution, Liberal-democratic and Communist political systems, among others.
- e) This course acquaints students with the Political System and Political Processes of other countries.
- f) It includes the study of even extra-constitutional agencies having their immediate connection, open or tacit, with formal governmental organs.

Syllabus:	Hours
<b>UNIT 1: Organization of Government</b>	<b>15</b>

Meaning & Types of Administrative Institutions in a Democratic and Socialist Society. The concepts of Laissez-faire; Welfare State and Administrative State. Organization of Government: Legislature- its role and reasons of decline in modern times; Executive: Types and Relationship with Legislature. Judiciary: Functions and Role with special reference to the Power of Judicial Review, Judicial Activism.

<b>UNIT 2: Role of Bureaucracy</b>	<b>15</b>
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Democracy and Administration, Features of Democratic Administration. Role of Bureaucracy, Political Parties, Civil Society Organizations (NGO), Civil Pressure Groups and their Interaction with each other. Organization and administrative work of Finance Commission, Niti Aayog, National Development Council of India. Election Commission of India and the Administration of general elections in India.

<b>UNIT 3: Reserve Bank of India</b>	<b>15</b>
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Organization and working of the following Administrative Institutions:

1. University Grants Commission
2. U.P.S.C.
3. Railway Board
4. Reserve Bank of India
5. Central Social Welfare Board

**Suggested Readings:**

1. Ashok Sharma: Administrative institutions in India (Hindi).
2. H.C. Sharma: Prashasnik Sansthayen.
3. Ashok Sharma: Prashasnik Sansthayen.
4. Report of Finance Commission of India.
5. M.G. Gupta: Modern Government.



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: DRASHYA AVAM SHRAVYA KAVYA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy: Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

Syllabus:	Hours
<b>UNIT 1: j?kqoa'ke~ egkdkO;e</b>	<b>15</b>
j?kqoa'ke~ egkdkO;e~ izFke lxZ 1&60 'yksdi;ZUr dkfynkl uhfr'krde~ HkrZ'gfj 'yksd 1&50	
<b>UNIT 2:vyadj</b>	<b>15</b>
vyadj ¼fun'kZuk] n''Vkar%] vFkZkU;kl%] nhide~] rqY;ksfxrk%] O;frjds%] lekksfDr%] vfr'k;ksfDr% foHkkouk%] fo'ks''kksfDr%] oØksfr%A½	
<b>UNIT 3:ukV~; 'kkL=</b>	<b>15</b>
ukV~; 'kkL= le~iw.k±±A dkjd izdj.ke~ le~iw.k±±A	

**Suggested Readings:**

- 1- j?kqoa'ke~] dkfynkl% ¼lathouh Vhdk lfgr½ th-vkj- uUnkxhZdj] eksrhyky cukjlhnkl] fnYyhA
- 2- j?kqoa'ke~ ] MkW- Jhd''.kef.k f=ikBh] gjxksfoUn pkS[kEckA
- 3- uhfr'yksd ] MkW- v:.kk 'kqDyk] MkW xksiky yky 'kekZ galk izdk'ku] t;iqjA
- 4- uhfr'yksd HkrZ'gfj ] uhfr'k jatu] Jh —".k vks>k] jkt izdk'ku efUnj] t;iqjA
- 5- jpuk vuqokn dkSeqnh ] MkW- dfiy f]osnh] fo'ofok] ky; izdk'ku] okjk.klhA
- 6- vyadj]lkj&eatjh ] Jh xksikyky 'kkL=h] pkS[kEck lqj Hkkjrh] okjk.klhA
- 7- j] Nan] vyadj ] vksadjkyky oekZ] pkS[kEck lqj Hkkjrh] okjk.klhA
- 8- ukV~; 'kkL= ] ckcwyky 'kqDy 'kkL=h] pkS[kEck lqj laL—r laLFkku] okjk.klhA
- 9- ukV~; 'kkL=e~ ] MkW- ,e- f'ko dqekj Lokh] pkS[kEck lqj laL—r laLFkku] okjk.klhA
- 10- laLd`r O;kdj.k ] Jh fuokl 'kkL=h] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A
- 11- y?kqf]kUr dkSeqnh ]'kkjnkjatu js] egs'kflag dq'kokg] vdZukFk pkS/kjh] txnh'k laLd`r iqLrdky;A



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: BHARTIYA KAVYA SHASTRA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

1. रीतिकालकी पृष्ठभूमि, रीतिकाव्यकाके बारेमें ज्ञान प्रदान करना।
2. प्रमुख कवि एवं रचनाओं के बारेमें ज्ञान प्रदान करना।
3. उनका " नागमती वियोग - वर्णन की जानकारी प्राप्त करना।
4. रीतिकालीन काव्यका स्वरूप, रीतिकालीनके बारेमें ज्ञान प्रदान करना
5. अलंकारके बारेमें ज्ञान प्रदान करना : व्यख्यान एवं उदाहरण की जानकारी प्राप्त करना।
6. काव्य की विधाओं की जानकारी प्राप्त करना।

Syllabus:	Hours
<b>UNIT 1: रीतिकालीन हिन्दी साहित्य</b>	<b>15</b>
रीतिकालीन साहित्यका सामान्य परिचय, उद्भव और विकास रीतिकालीन की प्रमुख धाराएँ, रीतिमुक्त (रीतिसिद्ध, रीतिबद्ध, रीतिकालीन रचनाएँ और प्रमुख रचनाकार विशेषताएँ और तत्कालीन परिस्थितियों का अध्ययन	
<b>UNIT 2: काव्य की विधाएँ</b>	<b>10</b>
अर्थस्वरूप और विशेषताएँ, महाकाव्य खण्डकाव्य प्रबंधकाव्य गीतिकाव्य	
<b>UNIT 3: हिन्दी कविता (आदिकालीन एवं भक्तिकालीन काव्य)</b>	<b>10</b>
नागमति का विरह वर्णन, (रामचंद्र शुक्ल) गुरु की महिमा ) 10-1 कबीर ग्रंथावली (श्याम सुन्दरदास -	
<b>UNIT 4: काव्यशास्त्र</b>	<b>10</b>
अलंकार: स्वरूप और भेद प्रमुख अलंकार, काव्योपयोगिता, अर्थप्रकार और उदाहरण, परिभाषा,	
<b>Skill Developments Activities:</b> आंतरिक कक्षा में विभिन्न गतिविधियों के दौरान शिक्षक द्वारा छात्र के प्रदर्शन का मूल्यांकन किया जाएगा।	
<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>• 1 vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl&amp;MkW- gsrq Hkkj}kt] iap" khy izdk" ku]t; ijq&amp;2010</li><li>• 2 izkphu ,oa e/; dkyhu dkO; &amp; laiknd &amp;MkW- lR;ukjk;.k 'kekZ] iap" khy izdk" ku]t; ijq&amp;2010</li><li>• 3 हिन्दी साहित्यका इतिहास - आचार्य रामचन्द्र शुक्ल</li><li>• 4 हिन्दी साहित्यकोश - रामस्वरूप चतुर्वेदी</li><li>• नरेश मिश्र .डॉ - भक्तिकालीन काव्य की प्रासंगिकता 5</li><li>• श्याम सुन्दरदास - कबीर ग्रंथावली 6</li><li>• आचार्य रामचंद्र शुक्ल (नागमति का विरह खण्ड ) - जायसी ग्रंथावली 7</li></ul>	



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: RESTORATION, ROMANTICISM**  
**AND THE VICTORIAN PERIOD**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To enhance the language ability of pupils through academic and practical usage of language.
- b) The curriculum seeks to introduce a wide range of English language literature.
- c) This course also focuses on students' involvement in political and social issues.

Syllabus:	Hours
<b>UNIT 1: Poetry</b>	<b>15</b>
William Blake's The Tiger or Lamb William Wordsworth's Tintern Abbey S.T. Coleridge's Kubla Khan P.B. Shelley's Ode to West Wind John Keats' Ode to Grecian Urn	
<b>UNIT 2: Fiction</b>	<b>15</b>
Thomas Hardy: The Mayor of Casterbridge Jane Austen: Emma	
<b>UNIT 3: Prose</b>	<b>15</b>
Addison: Sir Roger at Church	
<b>Suggested Reading:</b>	
<ol style="list-style-type: none"> <li>1. Brown, John Russel, and Harris, Bernard (ed.) - Restoration Theatre (London, 1965).</li> <li>2. Richetti, John, the Cambridge Companion to Eighteenth Century Novel.</li> <li>3. Cambridge Companion to English Poetry- Donne to Marvel.</li> <li>4. Restoration Theatre- ed. Brown, John Russel.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM III**  
**Name of the Course: PSYCHOLOGY OF LEARNER & LEARNING**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Pedagogy: Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the students will be able to

- Understand the Concept of learning and learning strategies.
- Identify the individual differences among the learners.
- Describe the educational implications of different theories of learning.
- Understand the Concept of teaching and identify the variables in the teaching process.
- Explain the applications of the social constructivist approach in teaching and learning.
- Describe the phases & models of teaching.
- Understand and make effective use of different Teaching Strategies.

Syllabus:	Hours
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<b>UNIT 1: Nature of the Learner</b>	<b>10</b>
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Concept of growth, development principles, characteristics of the child & adolescent, maturation and learning; Factors contributing to development such as heredity, nutrition, childrearing practices, siblings and peers; the concept of normal development, variations in development classroom as a miniature society: understanding the group dynamics in a classroom: sociometer as a technique for understanding inter-personal relationships in a classroom Leadership, conforming behavior, and social adjustment in the classroom: concept and ways of developing them, Socialization and learning: understanding influences and factors that shape learner's identity. Learners in Context: Situating learners in the socio-political and cultural context. Social, economic and cultural differences in socialization: implications for education.

<b>Module No.2: Individual differences &amp; Assessment of Differences between Learners</b>	<b>10</b>
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Differences between individual learners: learning styles, multiple intelligence, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, study habits, locus of control and personality Understanding learners with a difference: gifted, creative and talented learners, slow learners and dyslexic learners, socially disadvantaged learners, at-risk and traumatized learners Methods of assessing individual differences: tests for measuring intelligence, aptitude and personality, observation schedules, rating scales, self-reports.

<b>UNIT 3: Learning: Its Nature, Types and Strategies</b>	<b>10</b>
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Concept & Nature of Learning, Concept learning, skill learning, verbal learning, social learning, principle learning, problem-solving Basic Assumptions and analysis of the relevance of Learning Theories –Behavioral, Social, Cognitive & Humanistic learning theories; Learning as a process of construction of knowledge - Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, implications for teaching-learning. Vygotsky's Theory: Introduction, the general genetic law, the concept of ZPD, tools and symbols in development, and implications for teaching.

<b>UNIT 4: Learning: Its Nature, Types and Strategies</b>	<b>10</b>
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Concept of Motivation; types, techniques of enhancing motivation, Health, sleep, the difficulty of task, content and study habits as factors Influencing learning Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning; Strategies for transfer of learning Forgetting classroom learning – meaning and its causes; strategies for Improving retention of learning Meaning of learning to learn skills; Ways of developing self-study, Co-operative Learning strategies. Collaborative Learning and the Role of ICT.

<b>Practical</b>	<b>05</b>
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Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications (individual activity). Development of a profile of students of a class by using appropriate. Assessment procedures (Individual activity). Identify differences in socio-emotional characteristics among a group of students by using rating scales & inventories available in the psychology laboratory of the Institute & prepare a report by using scoring. Visit some special schools meant for children with disabilities and prepare a report about the approaches followed in meeting their special needs (a report may be prepared by a small group of students). Analyze the type of strategies adopted by a classroom teacher in organizing learning Identify students who have motivation problems and analyses the causes and prepare a report (small group activity). Prepare a plan of action for any one type of learning (concept learning, skill learning, and attitudinal learning).



**Suggested Readings:**

1. Essentials of Educational Psychology (English) 1st Edition, S. K. Mangal, Phi Learning.
2. Aggarwal, Essentials of Educational Psychology, 9th Ed. 2003, Vikas Publishing.
3. Personality Development and Soft Skills (English) by Barun K Mitra.



Name of the Program: B.A. B.Ed. SEM II		
Name of the Course: Information and Communication Technology in Education		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0Hrs.	45 Hrs.
<b>Pedagogy:</b> Class rooms lecture, Problem solving , tutorials, Group discussion, Seminar, Case studies & Field work etc.		
<b>Course Outcomes:</b> On successful completion of the course, the Students will be able to		
a) To demonstrate an understanding of the main components of the computer hardware in use.		
b) To use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).		
c) To acquire the skills of operating a computer in multifarious activities pertaining to teaching.		
d) To understand features of MS Office and their operations.		
e) To develop skills in using MS Word, PowerPoint and Spreadsheets.		
f) To integrate technology into classroom teaching learning strategies.		
Syllabus:		Hours
<b>UNIT 1: Basics in ICT and Computer Applications(I)</b>		<b>15</b>
Information and Communication Technology: Meaning, nature and Advantages Emergence of new information technology- convergence of computing and Telecommunications Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis Operating system meaning and types, types of computers.		
<b>PRACTICALS</b>		
Hands-on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices Practice in installing various system and application software using a word processor, spreadsheet, and presentation software to produce various teaching learning resources.		
<b>UNIT 2: Basics in ICT and Computer Applications(II)</b>		<b>15</b>
Computer Network-LAN, WAN. Internet - concept and architecture; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking Use of digital camera, camcorder, scanner, interactive whiteboard, and multimedia projector for creating and using multimedia resources Computer security: hacking, virus, spyware, misuse, abuse, antivirus, firewall, and safe practices.		
<b>UNIT 3: Basic Computer Software Applications (I)</b>		<b>15</b>
Software -meaning and types (system software, application software, proprietary software, open source software, shareware and freeware) Open source software: concept, philosophy, types, and advantages. Open-source educational software Introduction to MS Windows- navigating the desktop, control panel, file manager, explorer, and accessories		
<b>PRACTICALS</b>		
Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria) Social bookmarking of internet resources using any social bookmarking tools (Diego, delicious, stumble upon)		
<b>UNIT 4: Basic Computer Software Applications(II)</b>		<b>15</b>
Introduction to MS Office and Open Office Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications Utility tools: pdf creator, file archiving, file converter, antivirus Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education E-content: design, development, standards, learning objects and reusability, and authoring tools		
<b>PRACTICALS</b>		
Comparative study of ICT syllabus of school education and teacher education of various organizations Evaluating multimedia CD ROMs using standard criteria and study the multimedia Developing a multimedia e-content for a topic using e-Learning		





SemesterIV

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	5.0	IV	UF-ED-552	HUMAN GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	5.0	IV	UF-ED-556	MONEY, BANKING AND PUBLIC FINANCE	CORE	3+0+0	70	30	100	3
3	5.0	IV	UF-ED-554	INTERNATIONAL RELATIONS	CORE	3+0+0	70	30	100	3
4	5.0	IV	UF-ED-553	INDIAN NATIONAL MOVEMENT (1857 - 1947 A.D)	CORE	3+0+0	70	30	100	3
5	5.0	IV	UF-ED-558	STATE ADMINISTRATION IN INDIA	CORE	3+0+0	70	30	100	3
6	5.0	IV	UF-ED-557	RAGHUVANSHAM MAHAKAVYA	CORE	3+0+0	70	30	100	3
7	5.0	IV	UF-ED-550	HINDI GADDH-1	CORE	3+0+0	70	30	100	3
8	5.0	IV	UF-ED-559	TWENTIETH CENTURY BRITISH LITERATURE	CORE	3+0+0	70	30	100	3
9	5.0	IV	UF-ED-547	ASSESSMENT OF LEARNING	PROFESSIONAL EDUCATION COURSE	3+0+0	70	30	100	3
10	5.0	IV	UF-ED-555	INTERSHIP METHODOLOGY (TWO WEEK)	PROFESSIONAL EDUCATION COURSE	2+0+0	-	-	50	2
11	5.0	IV	UF-ED-549	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
12	5.0	IV	UMC-002	Military Science & Civil Defense	UMC	2+0+0	GRADE BASED			2
13	5.0	IV	VAD-003	Environmental Studies & Disaster Management	UMC	2+1+1				4
14	5.0	IV	VAD-001	Cyber Security	UMC	3+0+0				3
15	5.0	IV	UMC-007	Community Development Activities	CDA	2+0+0				2
16	5.0	IV	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							665	285	1000	33

Note: - Choose any three papers from the above-mentioned paper as core subjects.



**Name of the Program: B.A. B.Ed.**  
**Name of the Course: HUMAN GEOGRAPHY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) The starting of the course curriculum will provide about the nature and foundation of human geography to the learner.
- b) The outcome of the entire course will provide knowledge about the human race, different groups, demography and their migration.
- c) Learners will adhere to the world population distribution, demographic transition, settlement pattern and economic activities of the social groups of the world.
- d) Learners will gain knowledge about the practical aspects of population data measurement, analysis and geographical representation.

Syllabus:	Hours
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<b>UNIT 1: Human Geography</b>	<b>15</b>
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Nature and scope of Human geography. Branches of Human Geography. Concepts of Man-Environment relationship-Determinism, Possibilism and Probabilism.

<b>UNIT 2: Human Race</b>	<b>15</b>
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Spatial Distribution, Physical and Social profile of racial groups, Tribal groups and Religious groups in the World and in India; early economic activities of Mankind: hunting, fishing, and shifting cultivation.

<b>UNIT 3: Distribution of Population</b>	<b>15</b>
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World distribution pattern of Population, Physical, Economic and social factors, Influencing spatial distribution, Causes and Consequences. Demographic transition. Migration, internal and international. Origin and growth of Primitive Settlements, Diffusion of Settlements, Site, situation and locational characteristics, Patterns and Hierarchy Rural and Urban settlements, Central place theory.

<b>Geography Practical</b>	<b>30</b>
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**Presentation of socio-economic data:**

1. Thematic maps: Elements and characteristics of thematic maps.
2. Drawing and use of dot, choro schematic, chorochromatic, choropleth and isopleth maps (6 exercises)
3. Diagrams: elements and characteristics of diagrams.
4. Drawing of diagrams along with appropriate scales:
  - i. One-dimensional (2 exercises), Two-dimensional (3 exercises), Three-dimensional (3 exercises), Traffic flow diagram (1 exercise)
5. Graphs: elements and characteristics of graphs.
6. Drawing of poly, band, and triangular graphs. (3 exercises)

**Basic statistical methods:**

1. Frequency distribution and its presentation.
2. Measures of central tendency: Arithmetic mean, mode and median.
3. Measures of dispersion: Standard deviation and coefficient of variation.
4. Measures of correlation: Rank correlation and product-moment correlation.

**Suggested Readings:**

1. Bergman, Edward E: Human (1995) Geography, Culture, Connections and Landscape, Prentice-Hall, New Jersey.
2. Carr, M.: Patterns, Process and Change in Human geography. MacMillan Education, London, 1987.
3. Fellman, J. L.: Human Geography—Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. DeBlij H. I.: Human Geography. Culture. Society and Space. John Wiley. New York. 1996.



5. Johnston, R. J.(editor).:Dictionary of Human Geography Blackwell, Oxford, 1994:
6. McBride, P. J.: Human Geography Systems, Patterns and Change, Nelson, U.K. and Canada, 1996.
7. Michael, Can: New Patterns: Process and Change in Human Geography
8. Nelson, 1997.
9. Rubenstein, J. H. and Bacon R. S.: The Cultural Landscape—an introduction to Human Geography. PrenticeHall, India, New Delhi, 1990.
10. Singh, K.N.: People of India, An introduction Seagull Books, 1992.



**Name of the Program: B.A. B.Ed. SEM IV**

**Name of the Course: MONEY, BANKING AND PUBLIC FINANCE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving , tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To make pupils and teachers understand the Role of money in the economy.
- b) To make pupils and teachers understand the supply of money and its determination.
- c) To make pupils and teachers understand about banking sector of the economy.
- d) To make pupils and teachers understand recent reforms in the banking sector.
- e) To make pupils and teachers understand the Public finance and tax policy of the government.
- f) To make pupils and teachers understand debt and the Classification of the budget.

Syllabus:	Hours
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<b>UNIT 1: Basic Concepts and Value of Money</b>	<b>15</b>
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Money – Meaning, functions and kinds of money, Role of money in economic development, Metallic and paper money, Systems of note issue – the payments mechanism; Demand of money and its Determinants; supply of money and its determinants, Measures of Money Supply; Keynesian and Post-Keynesian approaches of Money Supply.

<b>UNIT 2: Commercial and Central Banking</b>	<b>15</b>
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Evolution of Commercial Banks in India; Functions of Commercial Banks in India; The process of credit Creation; Liabilities and assets of banks; Reforms in the banking sector in India. Role of commercial bank in developing economy, Jan Dhan Yojana; Role of private banking in India; Microfinance: Concept and progress in India. Central Banking - Role of the Central Bank, Functions of the Central Bank, Methods of Credit Control- Quantitative and Selective Methods, Monetary Policy of the Reserve Bank of India.

<b>UNIT 3: Public Finance</b>	<b>15</b>
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Meaning and Scope of Public Finance; Market Failure and Role of Government; Public expenditure – Trends in Public Expenditure, Growth of Public Expenditure in India – Taxation: Meaning and significance – Classification of taxes Division of Tax burden – Impact and incidence of taxes – effects of Taxation – Taxable capacity – Benefits and Ability to Pay- Approaches – Characteristics of a good tax system – Major trends in tax revenue of the central and state governments in India. Sources of Public Borrowing – Effects of Public Debt – Methods of Debt Redemption – Growth of Indian Public Debt – Budget – Kinds of Budget- Economic and Functional Classification of the Budget – Preparation and Passing of Budget in India.

**Suggested Readings:**

1. Ackley, G. (1978). Macroeconomics: Theory and Policy, Macmillan Publishing Company, New York.
2. Bhargava, R.N (1971). The Theory and Working of Union Finance in India, Chaitanya Publishing House, Allahabad.
3. Gupta, S B (1994), Monetary Economics, S Chand and Company, New Delhi.
4. Jha, R. (1998) Modern Public Economics, Routledge, London.
5. Mithani, D M (1998), Modern Public Finance, Himalaya Publishing House, Mumbai.
6. D. K. Srivastava, Issues in Indian public finance, New Century Publications, 2005.
7. Shapiro, E (1996), Macroeconomic Analysis, Galgotia Publications, New Delhi.



**Name of the Program: B.A. B.Ed. SEM IV**  
**Name of the Course: INTERNATIONAL RELATIONS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving , tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the nature and Approaches to the study of International Relations.
- Understand the definition and elements of the Struggle for Power:
- Meaning, nature and limitations of national power.
- Acquaint them with the Balance of power.
- Collective security and the problems of Disarmament, Peace Process and Settlements, Moral and prudential aspects of Diplomacy.
- To understand the role of League of the Nations and U.N.O.

Syllabus:	Hours
<b>UNIT 1: International Relations</b>	<b>15</b>

Growth and development of International Relations as an academic discipline, Postwar International Development: Cold War & Phases, End of Cold War, U.N.O: Organization, Working and role, U.S.A and Third World, Collapse of Communist Block, Reorganization of Europe.

<b>UNIT .2: Foreign Policy</b>	<b>15</b>
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Indian Foreign Policy: Determinants of Foreign Policy, NAM and its relevance in Contemporary World, India's Look East Policy, India's relation with neighborhood & with major countries (U.S.A & China & Russia).

<b>UNIT .3: Trends &amp; Issues</b>	<b>15</b>
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Contemporary Trends & Issues in International Politics, New International Economic Order, Regional Co-operation in Asia: ASEAN, SAARC. Demand for reforms in UN & India for the permanent seat of UN. Contemporary Global Issues: Environmentalism, Globalization and Human Rights, International Terrorism, Disarmament: Problems & Challenges.

**Skill Developments Activities:**

- Conceptual Development of topics through PPT.
- Students will learn basic concepts of International Relations through seminars and discussions.
- Workshop on Human Rights and; Environment.

**Suggested Readings:**

- International Relations, Pev Ghosh, PHI Learning Pvt. Ltd., New Delhi.
- International Politics, B. L. Fadia, Sahitya Bhawan Publications, Agra.
- Pant P. Antarashtriya Sangathan, Jawahar Book Centre, New Delhi.
- Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.
- International Relations (V.N. Khanna), Vikas Publishing House Pvt. Ltd., Delhi.



**Name of the Program: B.A. B.Ed. SEM IV**

**Name of the Course : History of Indian National Movement (1857-947 A.D.)**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the Historiography of Modern India.
- Understand the rise of nationalism and communalism in India.
- Understand the rise of Indian National Movements.
- Examine the independence of India and the partition of India.

Syllabus:	Hours
<b>UNIT 1: Historiography of Modern India</b>	<b>15</b>

Approaches: Nationalist, Marxist, Subalternist, Post-Subalternist, Feminist, and Dalit. Historical Writings: Sumit Sarkar and Ranjeet Guha.

<b>UNIT 2: Rise of Nationalism in Modern India (1885-1905)</b>	<b>15</b>
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Factors responsible for the growth of Nationalism: Modern Education, Drain of Wealth, Socio-religious Movements and its background. Modern Political Associations. Establishment of Indian National Congress: Era of Moderates and Extremists – Reforms, Revival and Nationalism.

<b>UNIT 3: Indian National Movement (1905-1947)</b>	<b>15</b>
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Lord Curzon and the Partition of Bengal: The Swadeshi Movement in Bengal and the formation of Indian Muslim League. Extreme Nationalism: Constructive and self-help program, boycott and the mass movements. Militant Nationalism: Rise of the militant nationalism, Bhagat Singh and Chandrasekhar Azad. The Indian Home Rule League Movement: Bal Gangadhar Tilak and Annie Besant. The First World War and Indian National Movement: Lucknow Session of Congress, Rowlatt Satyagraha and Jallianwala Bagh Tragedy, and Non-cooperation Movement. Simon Commission and Round Table Conferences, Civil Disobedient Movement and Gandhi-Irvin Pact. Indian National Movement after 1935: Quit India Movement and Indian National Army. Communalism and two Nation Theory: Hindu Mahasabha and Indian Muslim League. Indian Independence and Partition of India.

**Skill Developments Activities:**

- Development of nationalism through arts and paintings.
- A group discussion between students over the rise of nationalism and communalism during freedom struggle of India.

**Suggested Readings:-**

- Bandhopadhyay, S. (2004). *From Plassey to partition: A history of modern India*. New Delhi: Orient Blackswan.
- Chandra, B. (2010). *The rise and growth of economic nationalism in India: Economic policies of Indian national leadership, 1880-1905*. New Delhi: Hindustan Publishing Corporation.
- Desai, A. R. (2016). *Social background of Indian nationalism*. New Delhi: Sage Publications India.
- Grover, B. L., & Mehta, A. (2018). *A new look at modern Indian history: From 1707 to the modern times* (32<sup>nd</sup> Ed.). New Delhi: S. Chand Publishing..



**Name of the Program: B.A. B.Ed. SEM IV**  
**Name of the Course: STATE ADMINISTRATION IN INDIA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the nature and evaluation of State Administration in India.
- Acquaint themselves with the Office of the Governor, and Chief Minister at the state level.
- Understand the pattern of organization and working of the Departments of Home, Finance and Agriculture in Rajasthan.
- Understand the Organization and working of the following Boards and Directorates in the State of Rajasthan- Revenue Board, Directorate of Education etc.
- Understand the Personnel Administration at the Rajasthan government.
- Acquaint them with the revenue Administration at the district and below level.

Syllabus:	Hours
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<b>UNIT 1: The Office of the Governor</b>	<b>15</b>
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Meaning, Nature & Features of State Administration. Evolution of State Administration in Rajasthan. Present Status of State Administration in India. The Office of the Governor-Powers, Functions and Role in State Administration, Relationship with Council of Ministers. The Office of the Chief Minister-Powers, Function, Role and Importance of the Office, Relationship with Council of Ministers. Organization of the State Secretariat. Organization and working of the Departments of Home, Finance and Agriculture in Rajasthan. Chief Secretary - its role and Significance in State Administration.

<b>UNIT 2: Revenue Board</b>	<b>15</b>
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Organization and working of the following Boards and Directorates in the State of Rajasthan-

- Revenue Board.
- Directorate of Agriculture.
- Directorate of Education.

<b>UNIT 3: Personnel Administration</b>	<b>15</b>
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Personnel Administration: Role of the State Civil Service in Rajasthan (R.A.S., R.P.S. etc.), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organization and Function of State Training Institutes in Rajasthan Special Reference to HCM, Rajasthan Civil Service Appellate Tribunal. District Administration: Organization of District Administration. District Collector: Functions and Position. Revenue Administration at the district and below level, the role of S.D.O., Tehsildar and Patwari.

**Suggested Readings:**

- Ravindra Sharma: State Administration in India.
- S.R. Maheshwari: Indian Administration.
- S.S. Khera: District Administration in India.
- S.K. Kataria: State Administration in India.
- Ramesh Arora & Geeta Chaturvedi: State Administrations.
- M.V. Pylee: Indian Constitution (Hindi Also).
- A.R.C.: Report on State Administration.



**Name of the Program: B.A. B.Ed. SEM IV**  
**Name of the Course: RAGHUVANSHAM MAHAKAVYA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroomslecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies & Fieldworketc.

Syllabus:	Hours
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<b>UNIT .1: j?kqoa'ke~ egkdkO;e</b>	<b>15</b>
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j?kqoa'ke~ egkdkO;e~ izFke lxZ 61&95 'yksd lk;ZUr dkfynkl%A  
 uhfr'krde~ 'yksd 61&110] 'yksdL;A

<b>UNIT .2:iaprU=e~ vijhf{krdkjde</b>	<b>15</b>
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iaprU=e~ vijhf{krdkjde~ ¼{ki.kddFkkr~% & eUFkjekSfyd dFkk llrdFkk lk;ZUr% ½A

<b>UNIT .3:Hkkjrh; laLd`fr dh fo'ks"krk</b>	<b>15</b>
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Hkkjrh; laLd`fr dh fo'ks"krk] laLdkj] o.kZO;oLFkk bR;kfnA  
 lekl ¼dsoy lekl vO;ohHkko lekl] rr~iq:"k lekl½A

**Suggested Readings:**

- j?kqoa'ke~ egkdkO;e~ ] /kkjknRr feJk] efYydKukFk lathouh laL—r ,oa pUnzdyk pKS[kEckA
- j?kqoa'ke~ ] MkW- Jh d`".kef.k f=ikBh] efYydKukFk lathouh laL—r ,oa pUnzdyk pKS[kEckA
- uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ] uhfr'yksd ]
- uhfr'yksd ] v:.kk 'kqDyk] dkR;k;u oSfnd lkfgR; izdk'ku] gksf'k;kjiqjA
- iaprU=e~ ] Jhjke dqekor] txnh'k laL—r iqLrdky;] t;iqjA
- iaprU=e~ ] fo".kq 'kekZ] txnh'k laL—r iqLrdky;] t;iqjA
- Hkkjrh; laLd`fr ] Jhd`".k vks>k] jkt izdk'ku efUnj] t;iqjA
- Hkkjrh; laLd`fr ] f'konRr KkuhA
- laLd`r O;kdj.k ] Jh fuokl 'kkL=hA





**Name of the Program: B.A. B.Ed. SEM IV**  
**Name of the Course: HINDI GADDH-1**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to आधुनिक हिंदी कविता के बारे में मौलिक ज्ञान प्राप्त करने में मदद करना।

Syllabus:	Hours
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<b>UNIT 1: आधुनिक काल का साहित्य</b>	<b>15</b>
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आधुनिक काल साहित्य का सामान्य परिचय, उद्भव और विकास  
आधुनिक काल की प्रमुख काल ( , द्विवेदी काल , भारतेन्दु काल )  
आधुनिक काल रचनाएं और प्रमुख रचनाकार विशेषताएं और तत्कालीन परिस्थितियों का अध्ययन

<b>UNIT 2: आधुनिक काल का साहित्य 1-</b>	<b>15</b>
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प्रसाद युग , समय सीमा ) प्रेमचंद युग , परिस्थितियों , विशेषताएं ( सामन्तवाद का पतन राष्ट्रवाद व भाषा का विकास ,

<b>UNIT 3: आधुनिक काल (उपन्यास , कहानी , नाटक)</b>	<b>7.5</b>
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ध्रुव स्वामी ने जयशंकर प्रसाद -  
पूस की रात प्रेमचंद -  
त्याग पत्र जैनेन्द्र कुमार -

<b>UNIT 4: काव्यशास्त्र</b>	<b>7.5</b>
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प्रयोजन परक काव्य , काव्य हेतु काव्य दोष ,  
अर्थ प्रकार और उदाहरण , परिभाषा ,

**Skill Developments Activities:**  
आंतरिक कक्षा में विभिन्न गतिविधियों के दौरान शिक्षक द्वारा छात्र के प्रदर्शन का मूल्यांकन किया जाएगा।

**Suggested Readings:**

- 1 vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl&MkW- gsrq Hkkj}kt] iap" khy izdk"ku] t; ijq&2010
- 2 izkphu , oa e/; dkyhu dkO; & laiknd &MkW- lR; ukjk; .k 'kekZ] iap" khy izdk"ku]] t; ijq&2010
- 3 हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल
- 4 हिन्दी साहित्य कोश - रामस्वरूप चतुर्वेदी
- डॉ. पाश्चात्य काव्यशास्त्र 5 भागीरथ मिश्र
- विवेक शंकर डॉ. भारतीय एवं पाश्चात्य काव्यशास्त्र 6



**Name of the Program: B.A. B.Ed. SEM IV**

**Name of the Course: TWENTIETH CENTURY BRITISH LITERATURE**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3 Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To enhance the language ability of pupils through academic and practical usage of language.
- b) The curriculum seeks to introduce a wide range of English language literature.
- c) This course also focuses on students' involvement in political and social issues.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Poetry</b>	<b>15</b>
Philip Larkin's Church Going Seamus Heaney's Digging, the Tollund Man	
<b>UNIT 2: Drama</b>	<b>15</b>
Samuel Beckett: Waiting for Godot Harold Pinter: Birthday Party	
<b>UNIT 3: Fiction</b>	<b>15</b>
Virginia Woolf: Mrs. Dalloway	
<b>Suggested Reading:</b>	
<ol style="list-style-type: none"> <li>1. Raymond Williams: Forms in Culture, Introduction to the English Novel from Dickens to Lawrence (London: Hogarth, 1984).</li> <li>2. John Lucas: Modern English Poetry from Hardy to Hughes.</li> <li>3. Kenner, Hugh, A Reader's Guide to Samuel Beckett (London, 1996).</li> <li>4. E.M. Forster: A Life: The Growth of the Novelist 1879-1914 (London, 1977).</li> <li>5. Armstrong, Tim, Modernism, Technology and the Body: A Cultural history (Cambridge, 1998).</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM IV**

**Name of the Course: ASSESSMENT OF LEARNING**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3 Credits	3+0+1 Hrs.	45Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the process of evaluation.
- b) Develop the skill in preparing, administering and interpreting the achievement test.
- c) Understand and use different techniques and tools of evaluation for learning.
- d) Comprehend the process of assessment for learning.
- e) Develop skills necessary to compute basic statistical measures to assess learning.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Introduction to Assessment &amp; Evaluation</b>	<b>10</b>
<ol style="list-style-type: none"> <li>1. Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.</li> <li>2. Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.</li> <li>3. Forms of assessment: - (Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced based on purpose) (Teacher made; Standardized based on nature &amp; scope) (Oral, written, performance based on mode of response) (Internal, External, self, peer, &amp; teacher based on context) (Based on nature of information gathered (Quantitative, Qualitative))</li> <li>4. Importance of assessment &amp; evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies &amp; assessment procedures followed.</li> <li>5. Authentic assessment; school based assessment.</li> </ol>	<b>10</b>
<b>UNIT 2: Assessment of Learning</b>	<b>10</b>
<ol style="list-style-type: none"> <li>1. Concept of Cognitive, Affective, Psychomotor domain of learning.</li> <li>2. Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.</li> <li>3. Constructing table of specifications &amp; writing different forms of questions – (VSA, SA, ET &amp; objective type, situation based)</li> <li>4. Construction of achievement tests- steps, procedure and uses.</li> <li>5. Construction of diagnostic test – Steps, uses &amp; limitation.</li> </ol>	<b>10</b>
<b>UNIT 3: Assessment of Learning</b>	<b>10</b>
<ol style="list-style-type: none"> <li>1. Need for CCE its importance and problems faced by teachers</li> <li>2. Meaning &amp; Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;</li> <li>3. Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.</li> <li>4. Quality assurance in tools – Reliability (Test-retest; equivalent forms, split- half) &amp; Validity (Face, content, construct) – Procedure to establish them; Item – analysis.</li> <li>5. Portfolio assessment – meaning, scope &amp; uses; developing &amp; assessing portfolio; development of Rubrics.</li> </ol>	<b>10</b>
<b>UNIT 4: Construction Interpretation and Reporting of student's performance</b>	<b>15</b>
<ol style="list-style-type: none"> <li>1. Interpreting student's performance.               <ol style="list-style-type: none"> <li>a) Descriptive statistics (measures of central tendency &amp; measures of variability, percentages).</li> <li>b) Graphical representation (Histogram, Frequency Curves).</li> <li>c) NPC – percentile.</li> </ol> </li> </ol>	



2. Grading – Meaning, types, and its uses.
3. Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
4. Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

**Skill Developments Activities:**

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers (teacher made)

**Suggested Readings:**

1. Linn; Measurement and Assessment in Teaching 9th Edition by Pearson.
2. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.
3. Sinclair, Sheila Anne (Editor), Barry: Assessment as Learning: Using Classroom Assessment to Maximize Student Learning, Corwin Publishers.
4. Dix; the Essential Guide to Classroom Assessment: Practical Skills for Teachers, Pearson India.
5. Thorndike Robert M., Thorndike-Christ Tracy; Measurement And Evaluation In Psychology And Education (English) 8th Edition, Prentice-Hall.



<b>Credits= 02</b>	<b>Military Science &amp; Civil Defence</b>	<b>2+0+0</b> <b>Total Lectures: 60</b>
<b>Objective:</b>	This course intends to enhance the knowledge and skills of the students with the historical aspects of Indian art of warfare.	
1	Importance of Military Science	
2	Concept and Evolution of Military Science	
3	Need of Military Studies today	
4	Armed Forces	
5	Special Forces	
6	Para Military Forces	
7	Geo-Strategy	
8	Maritime Security	
9	Biological Warfare	
10	Armed Forces in Peacekeeping	
11	Armed forces in Disaster Management	
12	Importance of Civil Defence	
13	Role Of Women in Military Science & Defence	
14	Role of Civil defense	
15	Organization	



Credits= 04	Environmental Science and Disaster Management	2+1+1 Total Lectures: 60
<b>Objective:</b>	To enable students to aware about the Environmental Science for sustainable development and also about the Disaster Management for precautionary as well as rescue purpose.	
1	Introduction –Environment: Definition, scope and importance . Clean environment	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
2	<b>Natural Resources</b> and associated problems.. Brief idea of Renewable and Non-renewable resources	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
3	<b>Ecosystem</b> - definition, components, Producers, consumers and decomposers, Structure and function	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
4	<b>Ecological pyramids</b> - Food chains, food webs and Ecological pyramids	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
5	<b>Pollution</b> – Air, Soil ,Water Cause, effects and control measures in brief	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
6	<b>Waste Disposal</b> - Solid waste Management : Causes, effects and control measures of urban and industrial wastes	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
7	<b>Green Technology ,Carbon footprint, Global Warming</b> A brief introduction in current scenario	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
8	<b>Water conservation and Rain water harvesting</b> -Modern practices followed	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
9	<b>Disasters</b> – Definition ,types of disasters and floods, earthquake, cyclone and landslides examples	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr
10	<b>Disaster Management</b> in brief	Theory: 1 Hr Practice: 1Hr Case Study: 1 Hr



Credits= 03	Cyber Security	3+0+0 Total Lectures: 35
<b>Objective:</b>	The objective of this paper is to develop student's familiarity with the basic concept and tools in quantitative techniques. These techniques assist specially in resolving complex problems serve as a valuable guide to the decision makers	
1	Introduction to Security and types of security	Theory: 1hr
2	Principals of Informtion Security	Theory: 1hr
3	Browser Application Security, Configuring Chrome, Mozila, Internet Explorer Security Settings	Theory: 1hr
4	Phishing, Avoidance of phishing scams, Protection of Phishing Scam, Identify	Theory: 1hr
5	Theft Awarness, Password Security, Safe social networking, Secure Online Shopping(Physically and No Physically	Theory: 1hr
6	Securing your Emails, Anti-virus, firewall and anti-spyware software	Theory: 1hr
7	Back up your Data, Removable Media Security, Handheld device security.	Theory: 1hr
8	Reviewing the concept Internet Ethics	Theory: 1hr
9	Unethical behavior in Internet & Examples, (a) Using of computer resources improperly	Theory: 1hr
10	Using computers, data, information to harm others Using Internet	Theory: 1hr
11	one shall not forward false communication	Theory: 1hr
12	Acceptable behavior	Theory: 1hr
13	While using e-Mail and chatting, (b)Pretending someone else	Theory: 1hr
14	Avoid Bad Language	Theory: 1hr
15	Internet Ethics: Internet: Reviewing the concept Internet Ethics	Theory: 1hr
16	Unethical behavior in Internet & Examples, (a) Using of computer resources improperly	Theory: 1hr
17	Using computers, data, information to harm others (c) Using Internet, one shall not forward false communication	Theory: 1hr
18	Acceptable behavior: (a) While using e-Mail and chatting, (b)Pretending someone else	Theory: 1hr
19	Avoid Bad Language, Cyber Ethics, What is Cyber Security	Theory: 1hr
20	hat is Cyber safety, Difference between cyber safety and cyber security.	Theory: 1hr
21	Introduction to Cyber bullying	Theory: 1hr
22	Risk factors, Signs for Cyber bullying	Theory: 1hr
23	how to Prevent Cyber bullying, Guidelines for Cyber bullying	Theory: 1hr
24	Role of Electronics and Digital Signature	Theory: 1hr



25	Information Security Policies and Case Studies	Theory: 1hr
26	Cyber Security Law	Theory: 1hr
27	Introduction to Cyber Laws	Theory: 1hr
28	Classification of Cyber Crimes	Theory: 1hr
29	Importance of cyber laws	Theory: 1hr
30	Scope of cyber security	Theory: 1hr





### SemesterV

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	5.5	V	UF-ED-562	GEOGRAPHY OF INDIA	CORE	3+0+0	70	30	100	3
2	5.5	V	UF-ED-561	ECONOMIC DEVELOPMENT AND ENVIRONMENT	CORE	3+0+0	70	30	100	3
3	5.5	V	UF-ED-585	PUBLIC ADMINISTRATION	CORE	3+0+0	70	30	100	3
4	5.5	V	UF-ED-565	HISTORY, CULTURE, STATE AND SOCIETY OF SOUTH INDIA (1200 - 1800 A.D.)	CORE	3+0+0	70	30	100	3
5	5.5	V	UF-ED-560	COMPARATIVE ADMINISTRATIVE SYSTEMS	CORE	3+0+0	70	30	100	3
6	5.5	V	UF-ED-1016	NATYA SHASTRA AVAM NIBANDA	CORE	3+0+0	70	30	100	3
7	5.5	V	UF-ED-564	HINDI KAVYA-II	CORE	3+0+0	70	30	100	3
8	5.5	V	UF-ED-566	INDIAN WRITING IN ENGLISH	CORE	3+0+0	70	30	100	3
9	5.5	V	UF-ED-587	TEACHING APPROACHES AND STRATEGIES	Professional education course	2+2+0	70	30	100	4
10	5.5	V	UF-ED-576	PEDAGOGY OF ENGLISH	Professional education course	2+2+0	70	30	100	4
11	5.5	V	UF-ED-578	PEDAGOGY OF HINDI	Professional education course	2+2+0	70	30	100	4
12	5.5	V	UF-ED-578	PEDAGOGY OF SOCIAL SCIENCE	Professional education course	2+2+0	70	30	100	4
13	5.5	V	UF-ED-572	PEDAGOGY OF GEOGRAPHY	Professional education course	2+2+0	70	30	100	4
14	5.5	V	UF-ED-579	PEDAGOGY OF HISTORY	Professional education course	2+2+0	70	30	100	4
15	5.5	V	UF-ED-569	PEDAGOGY OF CIVICS	Professional education course	2+2+0	70	30	100	4
16	5.5	V	UF-ED-580	PEDAGOGY OF ECONOMICS	Professional education course	2+2+0	70	30	100	4
17	5.5	V	UF-ED-573	PEDAGOGY OF SANSKRIT	Professional education course	2+2+0	70	30	100	4
18	5.5	V	UF-ED-563	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
Sub-Total(A)							1225	525	1750	61

Note: -

1. Choose any three papers from the above-mentioned paper as core subjects.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: GEOGRAPHY OF INDIA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To develop the ability to have a good understanding of the physical and human geography of India.
- Equip students with a variety of approaches to learn Indian Geography and the modern changes in Indian Geography.
- To understand the human-environment relationship of geographical phenomena with reference to India.
- To understand the emerging concept of man-nature conflict in India and its remedies.
- To sharpen the conceptual approach to studying human activities and population dynamics in the context of available resources in India.

Syllabus:	Hours
<b>UNIT 1: Physical India</b>	<b>15</b>
Locational Characteristics, India diversity and Unity. Physiographic Divisions and Drainage Systems.	
<b>UNIT 2: Climate</b>	<b>15</b>
Factors Affecting the Climate Latitude, Relief and Winds. Regional And Seasonal Variation of Temperature and Rainfall. Climatic regions of India. Droughts and Floods in India.	
<b>UNIT 3: Natural Resources</b>	<b>15</b>
Natural Vegetation classification. Distribution of Mineral resources: Distribution, Reserves and Production of Iron ore, Bauxite, Mica, Gold and Silver. Growth of Population and Spatial Distribution of Population, Green Revolution. Indian agriculture and major crops Rice, Wheat, Cotton, Sugarcane and Tea. Agricultural regions. Major Industries and Industrial regions of India.	
<b>Geography Practical</b>	<b>30</b>
Surveying, Topographical Maps I. Surveying: Objectives; primary division and classification of surveying; principles of surveying. 2. Plane table survey: Radiation; intersection; open and close traverse with a minimum of five stations. (4 exercises) 3. Prismatic compass survey: Types of bearings and conversion of bearings. ii. Radiation; intersection; open and close traverse (with a minimum of five stations. (4 exercises) 4. Topographical maps: scheme of topographical maps; and conventional symbols. (2 exercises)	
<b>Suggested Readings:</b>	
1. Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi, 1992. 2. Economic and Commercial Geography of India. T.C Sharma. O Cousinhood Vikas Publishing House Pvt Ltd New Delhi-14. 3. Govt. of India: India -Reference Annual, 2001 Pub. Div, New Delhi, 2001. 4. Govt. of India: National Atlas of India, NATMO Publication, Calcutta. 5. Govt. of India: The Gazetteer of India. Vol. II & III Publication Division, New Delhi, 1965. 6. Learmonth, A. T. A. ET. Al (ed.): Man and Land of South Asia Concept, New Delhi. 7. Mitra, A.: Levels of Regional Development India Census of India, Voll. Part I - A(i) and (ii) New Delhi, 1967. 8. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: ECONOMIC DEVELOPMENT AND ENVIRONMENT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To explain the historical development of economics subject to the student teacher.
- To make people understand the relation of economics subject with other subjects.
- To explain the subject of economics to the student teacher according to different levels.
- To make people understand the teaching of economics subject according to different methods and techniques.
- Educating people to teach how to inculcate professional values and critical analysis ability.

Syllabus:	Hours
<b>UNIT 1: Economic Growth and Economic Development</b>	<b>15</b>

Economic growth and development: Meaning, measurement and international comparisons; Factors governing economic Development: Economic & Non-Economic; Concept of sustainable development; Human Development Index and other indices of development and quality of life; Capital Formation: Meaning and sources; capital-output ratio; Characteristics of Developing Countries; Population problem: Theory of demographic transition; Kuznet's inverted 'U'; Poverty and environment.

<b>UNIT 2: Theories of Economic Growth and Development</b>	<b>15</b>
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Classical growth models – Contributions of Adam Smith; David Ricardo; Karl Marx; Joseph Schumpeter. Neo-Classical Growth models – Solo and Meade, Harrod – Domar Growth model and its relevance to LDC – Partial Theories of Economic growth-Lew's labour surplus model; Rosenstein Rodan's Big Push Theory; Balanced and Unbalanced growth strategies; Dualism in LDC's; Critical Minimum effort Thesis.

<b>UNIT 3: Factors in Economic Development</b>	<b>15</b>
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Labour: Population growth and economic development; the Optimum theory of Population; The theory of demographic transitions. Capital: Role of Capital, Capital formation, Capital output ratio - incremental capital-output ratio, Technical Progress. Development – Human Capital formation; Infrastructure and Economic Development; Contributions of international trade – Trade VS Aid. Environment and Development - Contribution of National Resources to Economic development – Environment as a public good – Market failure in the valuation of environmental goods; Population and Environment – Types of Pollution – Air – Water – Land degradation – Methods of Pollution control - market-based instruments – Property rights – Role of Technology.

**Suggested Readings:**

- Higgins, B (1959), Economic Development, Norton, New York.
- Kindle Berger, C P (1977), Economic Development, 3E, McGraw Hill, New York.
- Myint, Hla, (1971), Economic Theory and Underdeveloped countries, Oxford University Press, New York.
- Todaro, M P (1971), Development Planning: Models and methods, Oxford University Press, Oxford.
- Thirlwal, A P (1999), (6th Edition), Growth and Development, Macmillan, London.
- Mahesh Rangarajan, Environmental History: As If Nature Existed, Oxford University press.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PUBLIC ADMINISTRATION**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the importance, nature, scope and local administration of mining in India.
- b) Understand the constitutional basis, functioning and performance of local government (both rural and urban) and the means of public participation with special reference to Rajasthan.
- c) Understand the functions, powers and roles of different types of local bodies.
- d) Understand the organization and functions of Panchayati Raj Institutions.
- e) Familiarize them with the financial administration of local bodies in India.
- f) Understand personnel administration in rural and rural areas of urban governments.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Public Administration, Principles Techniques and Approaches</b>	<b>15</b>
Meaning, Nature and Scope of Public Administration, Evaluation of Public Administration as a discipline, Importance of Public Administration - Methods and Approaches of Public Administration, Administrative Behavior, Leadership, Decision Making, Communication, Accountability and Control.	
<b>UNIT 2: Development Administration</b>	<b>15</b>
New Public Administration, Politics and Administration. Meaning, types, merits, Marx, Weber and their theories of Bureaucracy, basic Characteristics, criticism of Bureaucracy and Public Administration in the age of Globalization and liberalization, Financial administration – Meaning, preparation and the characteristics of budget.	
<b>UNIT 3: Bureaucracy and Civil Service in India, Control over Public Administration in India</b>	<b>15</b>
Legislative control, limitations of legislative control, executive control, over Administration, Judicial control, the scope of judicial intervention, extraordinary remedies, suits against the government and public officials and administration.	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Avasthi, A, and S R Maheshwari, Public Administration, Agra, Lakshmi Narain Aggarwal, 1996.</li> <li>2. Arora &amp; Goyal, Indian public administration: institutions and issues, Jawahar Book Centre, New Delhi.</li> <li>3. Siuli Mukherjee., Public Administration, Pearson.</li> <li>4. B L Fadia, Public Administration: Administrative Theories &amp; Concepts Sahitya Bhawan</li> <li>5. M laxmikanth, Public Administration, Tata Mcgraw Hill.</li> <li>6. Kamala prasad, Indian administration politics, policies and prospects Jawahar Book Centre, New Delhi.</li> <li>7. Avasthi &amp; Maheshwari, Public Administration.</li> <li>8. S.K.Kataria, Public Administration in India.</li> <li>9. S. K. Kataria, Elements of Public Administration.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: History, Culture, State and Society of**  
**South India (1200 - 1800 A.D.)**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the Sources and epigraphical Features of South India history.
- b) Understand the new political and social era in south India history.
- c) Understand the Rashtrakutas and Vijayanagar Empire.
- d) Understand the political social and religious development of medieval south India.
- e) Examine the nature and achievements of Rashtrakutas and Vijayanagar Empire.
- f) Understanding the Economic, Social and Political Policy of the Delhi Sultanate on the Rashtrakuta and Vijayanagara Empires.
- g) Develop a rational concept of South Indian History.

Syllabus:	Hours
<b>UNIT 1: Political History of South India</b>	<b>15</b>
a) Sources: Literary and Epigraphical Source of South Indian History. Historical Writings on Modern Karnataka: James Manor, B. L. Rice, Hayavadana Rao, R. R. Diwakar, P. B. Desai.	
b) Satavahanas: Gautamiputra Satakarni and the Cultural Contributions. Chalukyas of Badami: Pulakesin II and the Cultural Contributions. Pallavas of Kanchi: Mahendravarman I, Narasimhavarman I and the Cultural Contributions.	
<b>UNIT 2: Rashtrakutas and Vijayanagar Empire</b>	<b>15</b>
a) The Rashtrakutas of Manyakheta: Govinda III and Amoghavarsha Nripatunga. The Chalukyas of Kalyani: Vikramaditya III and Someshvara III. (Cultural Contributions)	
b) Vijayanagar Empire: Sangama Dynasty – Devaraya II. Tuluva Dynasty – Krishnadevaraya. Aravidu dynasty – Ramaraya. (Cultural Contributions)	
c) Bahamani Kingdom – Mohammad Gawan and Adilshahis of Bijapur.	
d) South Indian Society under Vijayanagar: Dasas, Purandarasa, Kanakadasa, and Vyasaraya. Sufism: Khwaja Bande Nawaz and Bababudan Saheb of Chikmagalur.	
<b>UNIT 3: Market Structure, Factor Pricing and Market Forms</b>	<b>15</b>
a) The Hoysalas of Dwarasamudra: Vishnuvardhana and Ballala II – Administration, Art and Architecture. The Cholas of Tanjore: Rajaraja I and Rajendra I, Administration, Art and Architecture.	
b) South Indian Society and Economy, Caste System, Guild System, Devadana and Brahmadeya.	
c) Imposition of direct Colonial Rule on Mysore: Mark Cubbon and L.B. Bowring.	
1. <b>The Wodeyars:</b> Chikkadevaraja Wodeyar & his Career and Achievements. The Nayakas of Ikkeri: Shivappa Nayaka – the Chitradurga Chieftains, and Madakari Nayaka – V.	
2. Hyder Ali - Tipu Sultan - Anglo - Mysore War.	
3. Dewan Poornaiah: The Subsidiary Treaty and Administration. The Nagar Revolt 1831.	
4. Modernisation in Karnataka: Rangacharlu, K Sheshadri Iyer, Sir M Visvesvaraya and Mirza Ismail.	
<b>a) Religious and Cultural Development in Modern South India</b>	
b) Religious Developments and Socio-religious reforms in South India: Shankaracharya, Ramanujacharya, Madhvacharya and Basaveshwara.	
c) Cultural Development in South India: Vijayanagara Temples and Monuments, Contribution to Culture.	
d) The Freedom struggle in Karnataka: Mysore Chalo Movement, Unification of Karnataka and Backward Class Movement.	

**Suggested Readings:**

1. Gandhi, R. (2017). *Modern South India: A history from the 17th century to our times*. New Delhi: Rupa Publication.
2. Kumar, D., & Habib, I. (2005). *The Cambridge economic history of India*. New Delhi: Orient Blackswan.
3. Nayeem, M. A. (2002). *Studies in history of the Deccan: Medieval and modern*. Meerut: Pragati Publications.
4. Nilakanta Sastri, K. A. (1976). *A history of South India from prehistoric times to the fall of Vijayanagar*. New Delhi: Oxford University Press.
5. Sastri, K. A. (1941). *Historical method in relation to problems of south Indian history*. Chennai: University of Madras.
6. Sharma, L. P. (1989). *History of medieval India (1000-1740 A.D.)*. New Delhi: Konark Publishers Pvt.
7. Chandra, S. (2019). *Medieval India: From Sultanat to the Mughals Delhi Sultanat (1206-1526) part one*. New Delhi: Har-Anand Publication.
8. Chandra, S. (2019). *Medieval India: From Sultanat to the mughals Mughal Empire (1526-1748) part two*. New Delhi: Har-Anand Publication.
9. Desai, A. R. (2016). *Social background of Indian nationalism*. New Delhi: Sage Publications India.
10. Habib, I. (2008). *Medieval India: The study of civilization*. New Delhi: NBT India.
11. Habib, I. (Ed.). (1999). *Medieval India I: Essays in the history of India, 1200-1750*. New Delhi: Oxford University Press.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: COMPARATIVE ADMINISTRATIVE SYSTEMS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand some basic concepts of public administration.
- b) Understand the nature, scope and importance of public administration.
- c) Understand and analyze the various theories of organization.
- d) Understand and analyze the basic aspects of personal administration.
- e) Get acquainted with the various aspects and agents involved in the elements of public administration.

Syllabus:	Hours
<b>UNIT 1: Salient Features of the Constitution of UK</b>	<b>15</b>
Meaning, Nature, Scope and Significance of Comparative Public Administration. Structural Functional, Ecological and Developmental Approaches to the Study of Comparative Administration. Developed Administration & Administrative Development. Salient Features of the Constitution of UK, USA, France and China.	
<b>UNIT 2:Parliamentary System in UK</b>	<b>15</b>
Parliamentary System in UK, Presidential System in USA and Presidential System in France. Salient Features of Administrative Systems of UK, USA, and France and with particular Reference to Central Administration and Nature and Role of civil Service.	
<b>UNIT 3:Cabinet Secretariat in Great Britain</b>	<b>15</b>
British Home Office, Cabinet Secretariat in Great Britain, Independent Regulatory Commissions in USA. State Administration & the Office of Governor in the USA. French Council of State, Swedish Ombudsman, British Treasure. Role of United Nations & its Agencies in Socio Economic Development of Administration.	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Dr Surendra Kataria: Tulnatmak Prasashnik Vyavestahyein.</li> <li>2. Ferrel Heady: Public Administration: A Comprative Perspective.</li> <li>3. Ogg &amp;Zink: Modern Foreign Government.</li> <li>4. V.D. Mahajan: Modern Select Governments.</li> <li>5. Vishnu Bhagwan and Vidya Bhushan: World Constitutions.</li> <li>6. Ravindra Sharma: Tulnatmak Prashasnik Vyavasthayen</li> <li>7. C.B. Gena: Tulnatmak Rajniti</li> <li>8. Gavin Drewry and Tony Butcheer: The Civil Service Today.</li> <li>9. U.S. Government Manual.</li> <li>10. S.R. Maheshwari: Higher Civil Service in France.</li> <li>11. B.L. Fadia: Vishwa Ke Pramukh Sanvidhan.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: NATYA SHASTRA AVAM NIBANDA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT 1: vfHkKku 'kkdqUrye</b>	<b>15</b>
vfHkKku 'kkdqUrye~ % izFke% vadm'p & prqFkZ vadm%A	
<b>UNIT 2: iaprU=e</b>	<b>15</b>
iaprU=e~ %lksefir`dFkk p czã.kddZVdFkk½A Hkkjrh; laLd`fr %iq:"kkFkZ] prq"V~;] Hkkjrh; iqjkdKfyd f'k{kk i}fr½A	
<b>UNIT 3: aLd`r i= ys[ku</b>	<b>15</b>
fucU/k A laLd`r i= ys[ku %dsoy nl okD;ksa esa½A vkpk;Z] ekrk&firk] p fe=A 'kqHkdk;ksZ gsrq fuea=.k i=A vodk`k gsrq izkFkZuk i=A	
<b>Suggested Readings:</b>	
<ul style="list-style-type: none"> <li>• vfHkKku 'kkdqUrye~ ] jk/kkoYyHk f=ikBh] fgUnh xzaFk vdkneh] HkksikyA</li> <li>• vfHkKku 'kkdqUrye~ ] jek'kadj f=ikBh] fo'ofokky; izdk'ku] okjk.klhA</li> <li>• iapra=e~ ] Jh ';kepj.k ik.Ms;] eksrhyky cukjlhnkl ifCyds'kuA</li> <li>• iapra=e~ ] Jh fo".kq 'kekZ] eksrhyky cukjlhnkl ifCyds'kuA</li> <li>• Hkkjrh; laLd`fr ] Jh jketh mik;/k;] egkeukiqjh] okjk.klhA</li> <li>• laLd`r fucU/k dkfydk ] jketh mik;/k;] Hkkjrh; fo k izdk'ku] fnYyhA</li> <li>• vuqokn pfUnzdk ] eksrhyky cukjlhnkl] okjk.klhA</li> </ul>	





**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: HINDI KAVYA-II**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT 1: vk/kqfud fgUnh dfork dk bfrgkl</b>	<b>15</b>
vk/kqfudrk dh igpku vkSj fgUnh dfork] fgUnh dfork dk vkjfeHkd }U}} fgUnh uotkxj.k] dfork esa izd`fr] v/;kRe] jk"Vªh;rk ,oa lq/kkj] Nk;kokn % izsj.kk ,oa i" BHkwfe] LoPNanokn&Nk;kokn&jgL;okn % oSf`k"V; vkSj vUr% IEcU/k] Nk;kokn ds jk"Vªh;&lkaLd`frd&lkekftd ljksdkj] izxfrokn % oSpkfjd vk/kkj ,oa izfrc]rk] iz;ksxokn] u;h dfork] lkbksÙkj dfork vkSj ledkyhu dfork A	
<b>UNIT 2:vk/kqfud fgUnh dfork,i</b>	<b>15</b>
t;`kadj izlkn % ys py ogki Hkqykok nsdj chrh foHkkjoh tkx jh A lw;ZdkUr f=ikBh fujkyk % la;/k&lqUnjh Lusg &fu>Zj cg x;k gS tqgh dh dyh A egknsokh oekZ % tkr rqe vk tkrs ,d ckj e/kqj & e/kqj esjs nhid ty eSa uhj Hkjh nq[k dh cnyh A jke/kkjh flag fnudj % dq:{ks=* dk rhljk lxZ A xtkuu ek/ko eqfäcks/k % czãjk{kl A	
<b>UNIT 3:jpukdkjksa rFkk d`fr&amp;fo'ks" k dk lkekU; v/;;u</b>	<b>15</b>
Jh/kj ikBd] gfvks/k] eSfFkyh'kj.k xqIr] jkeujs'k f=ikBh] ek[kuyky prqosZnh] lqfe=kuanu iar] ckyd`".k 'kekZ uohu] gfjoa'kjk; cPpu] lqHknzkdqekjh pkSgku] ukxktZqu] f=ykspu] 'ke'ksj cgknqj flag A	
<b>Suggested Readings:</b>	
1- vk/kqfud dkO; jf'e& MkW- t;flag fujt] fdj.k ifCy'kj] vtesj A 2- vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl & MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&2010 3- fgUnh ds vk/kqfud izfrfuf/k dfo &v"kkSD izdk"ku A 4- fgUnh lkfgR; &mn~Hko vkSj fodkl & gtkjh izlkn f}osnh & jktdey izdk"ku A	



**Name of the Program: B.A. B.Ed. SEM V**

**Name of the Course: INDIAN WRITING IN ENGLISH**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Students will be able to differentiate between poetry and prose.
- b) The study of short stories and essays will enrich their knowledge about tradition and culture.
- c) Components of grammar like prepositions, articles, and subject-verb agreement will provide a closer understanding of grammatical parameters
- d) Students will be able to write two/three letter words.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Poetry</b>	<b>15</b>

Nissim Ezekiel: Enterprise, Goodbye Party to Miss. Pushpa T.S.

Kamala Das: An Introduction, The Looking Glass

Jayanta Mahapatra: A Rain of Rites, On the Bank of Ganges

A K Ramanujan: Small Scale Reflections, Ahilya

<b>UNIT 2:Drama</b>	<b>15</b>
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Mahesh Dattani: Tara

Bharathi Sarabhai: The Well of the People

<b>UNIT 3:Prose and Fiction</b>	<b>15</b>
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Amitav Ghosh: The Shadow Lines

Arundathi Roy: One Essay

Amartya Sen: One Essay (The Argumentative Indian)

**Suggested Readings:**

1. Meenakshi Mukherjee - Twice Born Fiction, Penguin India, New Delhi, 2005
2. M.K.Naik- Indian Writing in English, Orient Longman, New Delhi
3. Aurobindo- Future Poetry, Sri Aurobindo Ashram, Pondichery, 1965
4. Amitav Ghosh: The Shadow Lines
5. Arundathi Roy: One Essay
6. Amartya Sen: One Essay (The Argumentative Indian)



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: TEACHING APPROACHES AND STRATEGIES**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the nature of assessment and the purposes of assessment and evaluation.
- b) Understand the importance of current assessment methods.
- c) Familiarize yourself with Bloom's classification objectives and table of characteristics.
- d) Understand the types of achievement tests, diagnostic tests and tasks and their importance in evaluation.
- e) Understand the construction of evaluation process tools and process-oriented tools.
- f) Gain knowledge of group dynamics and portfolio valuation.
- g) Understand analysis, manage and implement assessment data.

Syllabus:	Hours
<b>UNIT 1: Understanding Teacher and Teaching</b>	<b>15</b>

Teaching as a planned activity – elements of planning. Assumptions underlying teaching and their influence on the planning for teaching. Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment. Assumptions underlying effectiveness in teaching – Behavioristic, Humanistic and Constructivist perspectives. An analysis of teacher functions, skills and competencies in the three phases: Preactive phase – visualizing, decision-making on outcomes, preparing and organization; interactive phase – facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes Characteristics associated with effective teachers. Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult' and 'student teacher' and their influence on 'becoming a teacher'. Teacher's professional identity – what does it entail?

<b>UNIT 2: Planning for Teaching</b>	<b>15</b>
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An analysis of teachers' roles and functions in the pre-active phase – visualizing, decision-making on outcomes, preparing and organisations. Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies. Decision-making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks – instructional time as a variable in learning. Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided. Preparing for instruction: Identifying and selecting available learning resources or developing required learning resources. Preparation of a Plan: Unit Plan and Lesson Plan.

<b>UNIT 3: Skills and Strategies of Teaching</b>	<b>15</b>
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An analysis of teacher's roles and functions in the interactive phase – facilitating and managing learning. Introducing a lesson – need and various possibilities. Motivating the learners and sustaining their attention – the importance of stimulus variation and reinforcement as skills. Questioning, Illustration and explanation as teacher competencies influencing student- learning in the classroom; Strategy of Teaching –

- a) Expository Strategy as an approach to teaching for understanding: Presentation – discussion – demonstration, the Advance Organizer Model;
- b) Inquiry Strategy as an approach to teaching thinking skills and construction of knowledge: Concept attainment / Concept formation, Inductive thinking, Problem-based learning/ Project Based Learning.

<b>UNIT 4: Approaches to Organizing Learning</b>	<b>15</b>
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Approaches to Individualized Instruction: Computer Managed Instruction, Programmed Instruction and Learning Activity Packages, Approaches to Small Group and Whole Group Instruction: Cooperative and Collaborative approaches to learning, Brainstorming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

**Skill Developments Activities:**

1. Comparative study of syllabi of various subjects to identify content categories.
2. Writing instructional objectives of a lesson under domains and levels.
3. Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.
4. Design learning episodes / activities and organize them in the classroom.

**Suggested Readings:**

1. R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
2. Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
3. Dewey, J. (1916). Democracy and Education. New York: The MacMillan Company.
4. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
5. Smith, K. (1993). Becoming the "guide" on the side: Educational Leadership, 51(2), 35-37.
6. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF ENGLISH**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Focus on language revival and social change; Bilingualism and Multilingualism:
- b) Register language as different school subjects
- c) Make an understanding between language as a school subject and language as a medium of instruction.
- d) Development and teaching of various language skills
- e) Integrated English grammar to develop language accuracy and fluency in students.

Syllabus:	Hours
<b>UNIT 1: Language Learning: Principles, Practices &amp; Pedagogical Approaches</b>	<b>20</b>

Theories of language learning and acquisition in adults and young learners including inter-Language and language errors; factors accounting for individual learner's needs and styles. A historical and critical overview of ELT methodologies to include the grammar-translation method, the structural-situational approach, the audio-lingual method, the bilingual approach, the natural or communicative approach, shift in emphasis to literacy and content area instruction. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.

<b>UNIT 2: Learning, Resources, Nature and role of language</b>	<b>20</b>
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Historical, critical, ecological perspectives; global language and multilingualism. Language revitalization and social change; bilingualism and multilingualism: code mixing and code switching - its place in the English Language classrooms. Language and Society — Language and Power; Language and Class (society); Language and Identity; Language and Gender. Language in School — Home language and school language — Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in the curriculum — Different school subjects as registers of language.

<b>UNIT 3: Literacy Development: The Whole Language Approach</b>	<b>20</b>
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Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE1968, NPE-1986; POA 1992; National Curriculum Framework-2005. Whole language vs Phonics - based methods of teaching reading and writing; Holism and behaviorism; Noam Chomsky and Ken Goodman; literacy application of Goodman's theory; use of embedded phonics method; whole-part-whole approach. Use of audio-visual, multimedia and the effective utilization of language laboratory. Use of Computer-Assisted Language Learning (CALL). c) Use of CD-ROM, DVD Technology, and web-based CALL.

**Skill Developments Activities:**

1. Students observe teachers in first language/ home language classrooms and in the English language classrooms. They reflect on teaching practices and inadequacies, focusing on students' proficiency in the languages.
2. Identify minority languages within their State. Study plans and policies being implemented for their preservation and development.
3. Assess and critique CD-ROMs which support language learning.

**Suggested Readings:**

1. Ellis. (1997). SLA Research and language teaching, OUP.
2. Introducing Second Language Acquisition: Saville Tocke M, CUP.
3. Skehan, P. (1998), a Cognitive Approach to Language Learning. Cambridge CUP.
4. Norton, B. & Toohey, K. (2004). Critical Pedagogies and Language Learning, Cambridge University Press.
5. Pramila, English Teaching, Shiksha Prakashan.
6. Neelima Pareek, English Teaching, Shiksha Prakashan.
7. Shubha Vvas. English Teaching. Shiksha Prakashan.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF HINDI**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To explain the meaning, concept, nature and importance of language to the students.
- To explain the three language formulas and Hindi, the place of Hindi to the students.
- To explain to students the plan for prose, poetry and grammar lessons.
- To explain the development of language skills to the students.
- To revise the objectives to make the teaching of Hindi understandable to the students.

Syllabus:	Hours
<b>UNIT 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi</b>	<b>20</b>
Meaning, Concept, Nature and importance of language. , Three language formula and Hindi, Place of Hindi in the Secondary School Curriculum of Rajasthan. Aims of teaching Hindi as a second/third language. , Functional aims of Hindi Teaching. Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching. , Instructional objectives with practical - Theoretical background writing of instructional objectives of Hindi Teaching, Modification of Objectives in terms of behavioral changes.	
<b>UNIT 2: Planning Lessons, Resource Units, Unit Plan, Drill Lessons</b>	<b>20</b>
Planning of prose, poetry and Grammar lessons, Processing of lesson notes and micro lesson plans, Meaning and importance of a Unit plan and administration, Resource Units – Use and implications, Plan and process of lessons in Practice teaching.	
<b>UNIT 3: Language Skills</b>	<b>20</b>
Development of language skills- listening objectives and importance – activities for its development, Speaking – Objectives – activities for its development – the role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures, Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading, Writing – Objectives – Characteristics of handwriting – dictation, Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation.	
<b>Skill Developments Activities:</b>	
<ol style="list-style-type: none"> <li>Preparing a scheme of assessment.</li> <li>A study of an author/poet.</li> <li>Developing Linguistic Skills.</li> <li>System our examination.</li> </ol>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>Bhai.Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir Agra.</li> <li>Bhasa Vishesshank Patrick (1980) Department of Education, Rajasthan, Bikaner.</li> <li>Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Ggopinath Bhargav NandKishor and Sons.</li> <li>Jha, L. (1940) Bhasha Shikshan Paddhbat. Allahabad: N.G. Saigal. U.P Press.</li> <li>John, D. (1953) The Study of Language. Harward University Press.</li> <li>Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons.</li> <li>Kothari Commission Report (1968) Govt. of India, New Delhi.</li> <li>Bhardwaj Hetu, Hindi Bhasha, Panchil Prakashan.</li> <li>Pandhya Ramshakal, Hindi Teaching, Vinod Pustak Mandir, Agara.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF SOCIAL SCIENCE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To make students understand Nature and Scope of Social Sciences.
- b) To make students understand Social Sciences and Social Studies, place of Social Sciences in the school curriculum.
- c) To make students understand Integration of different elements of Social Sciences.
- d) To make students understand Approaches to teaching/learning: project method.
- e) To make students understand learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner.

Syllabus:	Hours
<b>UNIT 1: Nature and Scope of Social Sciences</b>	<b>20</b>

Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, gender concerns addressed in Social Sciences. Scope of Social Sciences. Understanding of social and economic challenges facing the nation.

<b>UNIT 2: Teaching-Learning Resources in Social Sciences</b>	<b>20</b>
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• 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.

<b>UNIT 3: Approaches to teaching/learning Social Sciences</b>	<b>20</b>
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Approaches to teaching/learning: project method, field trip, role play, dramatization, problem-solving, exploratory, concept mapping, self-learning strategies, map-based learning, multimedia, interactive learning, inter-disciplinary approach - features, writing exemplar material, the role of the teacher, merits and demerits. Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the textbook, the primacy of the learner.

**Skill Developments Activities:**

1. Analysis of any one textbook of Social Sciences in terms of gender concerns addressed there.
2. Selecting any one theme and identifying the integration of elements of Social Sciences.
3. Writing exemplar materials on different approaches to teaching Social Sciences.
4. Interacting with the school teachers to understand pedagogical issues.

**Suggested Readings:**

1. National Curriculum Frame Work 2005, NCERT, New Delhi.
2. Anatomy Giddens, Sociology, 2010 Delhi.
3. M Haralambos with R M Heald, Sociology Themes and perspective , 2013 New Delhi.
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi.
5. Richard. T. Schaefer, Sociology A brief introduction 9th Edition, 2011.
6. S.R. Myneni, Text book on sociology, Part II, Allahbad law Agency 2008.
7. Navendu. K. Thakur, an Introduction to sociology, Central law Publication, 2007.
8. Ashok Sidana & P.N. Malhotra, Samajic Adhyan Shikshan (Hindi), Shiksha Prakashan.



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF GEOGRAPHY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To develop the ability to have a good understanding of the physical and human geography of India.
- To equip students with a variety of approaches to learn Indian Geography and the modern changes in Indian Geography.
- To understand the human-environment relationship of geographical phenomena with reference to India.
- To understand the emerging concept of man-nature conflict in India and its remedies.
- To sharpen the conceptual approach to studying human activities and population dynamics in the context of available resources in India.

Syllabus:	Hours
<b>UNIT 1: Geography: Context and Concerns</b>	<b>20</b>
1. Meaning, Nature, scope and importance of Geography as a school subject. 2. Understanding Geography in relation to History, Arts, Economics, Mathematics, languages and Science. 3. Aims and Objective of Geography at Elementary and Secondary Level.	
<b>UNIT 2: Pedagogical Issues</b>	<b>20</b>
1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method. 2. Devices and Techniques of Teaching: Supervisory Study, Description, Brainstorming, Questioning device, Excursion and Simulation. 3. Creating an interactive environment, encouraging participatory Learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book,	
<b>UNIT 3: Curriculum and Professional Development</b>	<b>20</b>
1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005. 2. Development of problem solving ability, Critical thinking and social skills through geography content Professional development of Geography Teacher – concept, need and ways of professional development landforms formed by River, Glacier, Wind. 3. Composition and structure of atmosphere Factors affecting climate of a region.	
<b>Skill Developments Activities:</b>	
1. Analysis of Geography textbook of a school. 2. Measure of daily temperature of local place and keep a date-wise record for one week every month.	
<b>Suggested Readings:</b>	
1. B. C. Rai, Teaching of geography, Delhi: Danpat Rai Pub. 2. Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools. 3. Dash, B. M., Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi 4. James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London. 5. Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd. 1986. 6. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.	





**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF HISTORY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To learn the importance of History Education
- To understand the methods of teaching history
- To understand the Inculcation of values such as social values, cultural values and national values
- To learn the qualities of a history teacher and understand the basic feature of history education.
- To learn the Co-relation of History with several objects.

Syllabus:	Hours
<b>UNIT 1: Foundations of History Education</b>	<b>20</b>
1. Concept, Importance and Scope of History. 2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science. Aims and Objectives of teaching History at Elementary (6-8th class) and Secondary (9-10/12 class) level in light of NCF-2005.	
<b>UNIT 2: Pedagogical Issues</b>	<b>20</b>
1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative Learning Method. 2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description. 3. Problems in exploring true historical facts and their genuine records. Role of Museums and Monuments in learning history.	
<b>UNIT 3: Curriculum and Professional Development</b>	<b>20</b>
1. Critical Analysis of History Curriculum at the secondary stage – Features, issues and recommendations of NCF 2005. 2. Inculcation of values such as social values, cultural values and national values through History Curriculum. 3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development: Content of History Harappa Civilization, Ashoka- the Great, The Golden Age of Gupta's. The First World War: Causes and its consequences The Second World War: Causes and its consequences, setting up of UNO.	
<b>Skill Developments Activities:</b>	
To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.	
<b>Suggested Readings:</b>	
1. Agrawal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997). 2. Ballard. M. (1979), New Movement in Study, Teaching of History, Temple smith, London. 3. Bhatia, R.L. Contemporary, Teaching of History, Surjit Publications, Delhi, (2005). 4. Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004). 5. Gaur Sunita & Sharma, Pratiksha, Itihas Shikshan (Hindi), Shiksha Prakashan.	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF CIVICS**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
4Credits	2+2+0 Hrs.	60 Hrs.
<b>Pedagogy::</b> Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.		
<b>Course Outcomes:</b> On successful completion of the course, the Students will be able to		
a) Explain the concept, nature and scope of Civics. b) Understand the goals and objectives of civics and correlate civics with other school subjects and life situations. c) Pedagogical analysis of various topics in civics at the secondary level. d) Become familiar with the processes of lesson planning. e) Critically evaluate the existing curriculum, syllabus and textbooks. f) Prepare, select and use a variety of learning materials.		
<b>Syllabus:</b>		<b>Hours</b>
<b>UNIT 1: Nature and Scope of Civics</b>		<b>20</b>
Meaning, Nature, and scope of civics. Civics - an art or Science., Correlation of civics with other subjects., Meaning and scope of civics. Man as a social animal and as a citizen.		
<b>UNIT 2:Aims and Objectives of Teaching Civics</b>		<b>20</b>
Meaning and Importance of teaching civics in Secondary Schools Aims of Teaching Civics. Political conciseness, understanding of current events, democratic citizenship, understanding of the Union and the State Govt. Functional awareness of Rights and Duties of citizens. Instructional objectives and values of teaching civics. Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners. Spelling out Instructional objectives and learning outcomes Civics-based hobby clubs, societies Correlation of Civics with other School Subject Meaning and Importance of correlation, Types of correlation. Correlation of Civics with Geography, Economics, Literature Co-curricular/Activities in Civics.Importance of organization of field trips, and visits.		
<b>UNIT 3:Instructional design, methods, techniques, and instructional materials in teaching Civics</b>		<b>20</b>
Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies. Resource Unit, Unit Plan, Meaning and Need of Methods. Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies. Instructional Materials in civics: Collateral Reading - Importance, Reading materials, Historical Novels, Auto biographic, Magazines, Newspapers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance.Types, and procedures of using maps, pictures, charts, models, film strips, diagrams, Audio-Visual Aids-Films, TV, Computers, multimedia packages and the Internet as an Instructional aid.		
<b>SkillDevelopmentsActivities:</b>		
Critical evaluate History civics content of 8th 9th 10th Standard.		
1. Conducting quiz Competition in History/civics. 2. Survey of the locality and collection of information about places or institutions of historical interests. 3. Organizing short field trip to a place of historical / political interests 4. Preparing resource unit on a topic of your choice in History and Civics. 5. Preparation of materials for a History room or museum Student is also allowed to do his own interested practical work pertaining to the syllabus		
<b>Suggested Readings:</b>		
1. Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow. 2. Balkrishna: Principles of Civics Kitab Mahal, Allahabad. 3. Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986 4. Gupta, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad. 5. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979. 6. Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970. 7. Kamala Vashisth&Yadu Sharma, Nagaric Shastra Shikshan (Hindi), Shiksha Prakashan.		



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF ECONOMICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classroomslecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies&Fieldworketc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To Understand the Historical Development of Economics Disciplines
- To understand the relation of economics to other subjects
- To understand the various methods and techniques of teaching economics.
- To understand how to develop professional values and critical thinking ability.
- To understand the teaching of economics according to different levels.

Syllabus:	Hours
<b>UNIT 1: Economics: Context and Concerns</b>	<b>20</b>
<ol style="list-style-type: none"> <li>Historical development of Economics as a school subject, Nature, Scope and importance Economics.</li> <li>Understanding Economics in relation to Commerce, History, Geography, Civics, Statistics, Agriculture and Science.</li> <li>Aims and Objective of the teaching of Economics at the Secondary Level in light of NCF-05.</li> <li>Content from NCERT Textbooks, sectors of Indian economy sectors of Agriculture and national Economy, Poverty as a challenge.</li> </ol>	
<b>UNIT 2: Pedagogical Issues</b>	<b>20</b>
<ol style="list-style-type: none"> <li>Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method.</li> <li>Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation.</li> </ol>	
<b>UNIT 3: Lesson plan</b>	<b>20</b>
Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate Teaching devices and assignments, and plan according to active learning strategies. Resource Unit, Unit Plan, Meaning and need of methods.	
<b>Skill Developments Activities:</b>	
<ol style="list-style-type: none"> <li>Preparing a mock budget of their home/school for a financial year.</li> <li>PowerPoint presentation-based seminar on the contributions of anyone Eminent Economists: Chanakay (Kautilya), Amartya Sen, Adam, Smith, Marshal and Pigou.</li> </ol>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.</li> <li>Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT</li> <li>Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.</li> <li>Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.</li> <li>Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.</li> <li>Mittal, R.L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.</li> <li>Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004), Teaching of Economics.Merrut: R. Lall Book Depot.</li> <li>Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.</li> <li>Upadhyay Vinod &amp; Upadhyay Rashmi, Earthshastra Shikshan (Hindi), Shiksha Prakashan.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM V**  
**Name of the Course: PEDAGOGY OF SANSKRIT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Explain the concept and scope of the Sanskrit language and understand the aims and objectives of Sanskrit.
- Become familiar with the processes of lesson planning.
- Critically evaluate the existing curriculum, syllabus and textbooks.
- Prepare, select and use a variety of learning materials.

Syllabus:	Hours
<b>UNIT 1: Sanskrit Language, Aims and Objectives of Sanskrit Language Teaching</b>	<b>20</b>

Language families and Sanskrit language: Sanskrit language and Indian languages, Sanskrit language and literature, Socio-cultural and historical importance of Sanskrit language, Sanskrit as a modern Indian Language, Importance of teaching Sanskrit in India, Problems related to Sanskrit teaching at school level. Aims and objectives of Sanskrit teaching at different levels Role of Language, Society & gender, identity, power, peace. Audio visual aid use in Sanskrit teaching.

<b>UNIT 2: Learning Resources in Sanskrit</b>	<b>20</b>
1. Audio visual aid use in Sanskrit teaching 2. Print media, Internet, Books from Most famous Books Centers of India. 3. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. 4. ICT, audio, video and audiovisual aids, films, language labs etc. 5. Traditional Learning Resources.	

<b>UNIT 3: Professional Development of Sanskrit Teacher</b>	<b>20</b>
1. Qualities of a good Sanskrit Teacher. 2. Development of good Communication Skills. 3. Teacher as a thinker. 4. Teaching values through organizational setup & teachers' behavior. 5. Teacher as a Researcher.	

**Suggested Readings:**

- Kale, M.R.: The Higher Sanskrit Grammar.
- Lado, Robert (1961). "Language Teaching". London: Longman.
- Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.



### Semester VI

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	5.5	VI	UF-ED-614	WORLD REGIONAL GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	5.5	VI	UF-ED-592	INTERNATIONAL ECONOMICS	CORE	3+0+0	70	30	100	3
3	5.5	VI	UF-ED-591	INDIAN POLITICAL THOUGHT	CORE	3+0+0	70	30	100	3
4	5.5	VI	UF-ED-590	INDIA AND THE CONTEMPORARY WORLD 1950 – 2000 A.D.	CORE	3+0+0	70	30	100	3
5	5.5	VI	UF-ED-595	LOCAL ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	5.5	VI	UF-ED-613	VEDIK AVAM LOUKIK SAHITYA	CORE	3+0+0	70	30	100	3
7	5.5	VI	UF-ED-589	HINDI GADDH-II	CORE	3+0+0	70	30	100	3
8	5.5	VI	UF-ED-594	LITERARY CRITICISM	CORE	3+0+0	70	30	100	3
11	5.5	VI	UF-ED-1017	PEACE ORIENTED VALUE EDUCATION	Professional education course	2+2+0	70	30	100	4
12	5.5	VI	UF-ED-600	PEDAGOGY OF ENGLISH	Professional education course	2+2+0	70	30	100	4
13	5.5	VI	UF-ED-602	PEDAGOGY OF HINDI	Professional education course	2+2+0	70	30	100	4
14	5.5	VI	UF-ED-605	PEDAGOGY OF SOCIAL SCIENCE	Professional education course	2+2+0	70	30	100	4
15	5.5	VI	UF-ED-601	PEDAGOGY OF GEOGRAPHY	Professional education course	2+2+0	70	30	100	4
16	5.5	VI	UF-ED-603	PEDAGOGY OF HISTORY	Professional education course	2+2+0	70	30	100	4
17	5.5	VI	UF-ED-598	PEDAGOGY OF CIVICS	Professional education course	2+2+0	70	30	100	4
18	5.5	VI	UF-ED-599	PEDAGOGY OF ECONOMICS	Professional education course	2+2+0	70	30	100	4
19	5.5	VI	UF-ED-604	PEDAGOGY OF SANSKRIT	Professional education course	2+2+0	70	30	100	4
20	5.5	VI	UF-ED-593	INTERNSHIP METHODOLOGY (TWO WEEK)	Professional education course	2+0+0	-	-	50	2
21	5.5	VI	UF-ED-588	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
22	5.5	VI	UMC-003	Help Aid	UMC	2+0+0	GRADE BASED			2
23	5.5	VI	UMC-007	Community Development Activities	CDA	2+0+0				2
24	5.5	VI	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							1365	585	2000	69

Note: -

1. Choose any three papers from the above-mentioned paper as core subjects.
2. Select any two pedagogical papers according to their elective papers.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: WORLD REGIONAL GEOGRAPHY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- To develop the ability to develop a sound understanding of the regional aspect of geographical understanding.
- Equip students with diverse perspectives to develop a comprehensive understanding of the various phenomena of regional geography in the world.
- To understand the distribution pattern of mineral resources and the world economic aspect of human activities.
- Understand the emerging concept of economic stages in the world.
- To sharpen the conceptual approach to human economic activities and their study.
- Population dynamics in relation to available resources in the world.

Syllabus:	Hours
<b>UNIT 1: Asia</b>	<b>15</b>
Asia in the context of the world. Terrain pattern, Drainage Pattern, Climate and Natural Vegetation, Soils, Spatial distribution of Population.	
<b>UNIT 2: Europe</b>	<b>15</b>
Europe: Physical, Major Mineral Resources, Industrial Regions of Europe, Major Agricultural Crops and Demographic characteristics of the Continent of Europe. Mediterranean Realm.	
<b>UNIT 3: North and South America</b>	<b>15</b>
North & South. Physical, Major Mineral Resources, Industrial Regions of North and South America, Major Agricultural Crops and Demographic Characteristics. Australia & New Zealand Physical, Major Mineral Resources, Industrial Regions of Australia.	
<b>Geography Practical</b>	<b>30</b>
Cartography-II (Projections and Presentation of socio-economic data) Map projections:	
<ol style="list-style-type: none"> <li>Meridians and parallels: definition, and characteristics.</li> <li>Map projections: meaning, compromises, classification,</li> <li>Characteristics, use and graphical construction along with outline map of the following projections: <ul style="list-style-type: none"> <li>Zenithal projections: orthographic, stereographic and gnomonic (both polar and equatorial cases) (6 exercises)</li> <li>Conical projections: Bonne's and polyconic (2 exercises)</li> <li>Mercator's projections (1 exercise)</li> </ul> </li> </ol>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>Cole, J.: A Geography of the World's Major Regions, Routledge, London, 1996.</li> <li>Cole, J.P.: Latin America- Economic and Social Geography, Butterworth USA, 1975.</li> <li>DeBlij, H.J.: Geography: Regions and Concepts, John Wiley, New York, 1994.</li> <li>Dickenson, J.P. et al.: The Geography of the Third World. Routledge, London, 1996.</li> <li>Gourou, P.: The Tropical World, Longman, London, 1980.</li> <li>Jackson, R.H. and Hudman, L. E.: World Regional Geography: Issues for Today. John Wiley, New York, 1991.</li> <li>Kolb, A.: East Asia - Geography of a Cultural Region. Methuen, London, 1977.</li> <li>Minshull, G.N.: Western Europe, Hodder &amp; Stoughton, New York, 1984.</li> <li>Patterson, J.H.: Geography of Canada and the United States. Oxford University Press 1985.</li> <li>Songquiao, Z.: Geography of China. John Wiley, New York, 1994.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: INTERNATIONAL ECONOMICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:**Class rooms lecture, Problem solving , tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the international economy
- b) Understand the basis of trade in the international and inter-regional economy.
- c) Understand the balance of payments.
- d) Understand the terms of trade.
- e) Understand the issue of safety.
- f) Understand the different types of deficits, their causes and their effects.

Syllabus:	Hours
<b>UNIT 1: Trade Theories</b>	<b>15</b>

Importance of International Economics – Distinction between inter-regional and International trade – trade and economic development – basis of trade; Absolute Advantage, Comparative Advantage and opportunity cost – Huckster - Ohlin Theory of Trade, Leontief paradox; Trade Reforms: Features and Orientation – Export Formation: Policy Initiatives – WTO and India, Foreign Trade in India - Recent changes in the Composition and direction of Foreign trade. Gains from trade – Measurement and distribution, Concepts of terms of Trade and their Importance – Doctrine of Reciprocal demand; Importance and Limitations, Offer curves; Singer-Prebisch thesis.

<b>UNIT 2: Foreign Exchange and Balance of Payments</b>	<b>15</b>
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Meaning of foreign exchange; Exchange rate quotations; Exchange rate system: fixed vs. floating exchange rate policy, Purchasing Power Parity theory, Demand and Supply theory; International Monetary system: An historical overview; Cryptocurrency: Nature and working; Balance of payments: Concept and components, Disequilibrium in the balance of payments, Balance of payments adjustment: Expenditure changing policy-monetary and fiscal policy, Expenditure switching policy-Devaluation-Elasticity approach, Exchange control methods; Foreign trade multiplier: concept, working and limitations.

<b>UNIT 3: Trade Restrictions</b>	<b>15</b>
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Free trade and protection: arguments for and against; Methods of protection; Tariff: meaning, types and effects; Quota: meaning, types and effects, Optimum tariff, Effective rate of protection; GATT & WTO: Functions and agreements; IMF: objectives, functions and achievements; World Bank objectives, functions and performance; World Bank and developing Countries; UNCTAD: An overview.

**Suggested Readings:**

1. M.L. Jhingan, International Economics, Vrinda Publication.
2. Dominick Salvatore, International Economics, Prentice-Hall Publication
3. Selvatore, D L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J
4. Soderstenm, B O (1991), International Economics, Macmillan Press Ltd, London.
5. Aggarwal, M R. (1979), Regional Economic Cooperation in South Asia, S Chand and Co., New Delhi
6. Bhagawati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
7. Joshi.V. and I.M.D Little (1998), India's Economic Reforms, 1991-2001, Oxford University Press, Delhi.
8. Singh, M. (1964), Indian Export Trends and the Prospectus for Self-sustained Growth, Oxford University Press, oxford.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: INDIAN POLITICAL THOUGHT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Have a thorough knowledge and understanding of Indian political thinkers like Manu and Kautilya.
- b) Develop a comparative understanding of various social reformers.
- c) Identify and describe the major ideas of Raja Ram Mohan Roy and Gandhiji.
- d) Develop an understanding of the ideas of modern Indian politics.

Syllabus:	Hours
<b>UNIT 1: Political Thought and its Development</b>	<b>15</b>

Sources of ancient Indian Political thought, Bases of Political thought in Ancient India – Dharma, Varna and Ashrama Dharma, Trivarga (Dharma), theory of State relations, Mandala – Sadguna doctrine, Kautilya and his contributions to ancient Indian political thought, Manu, Kautilya and Shukra.

<b>UNIT 2: Political thought in the Indian Freedom Movement</b>	<b>15</b>
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Political Thought in Modern India: Raja Ram Mohan Roy, Dayanand Saraswati, Swami Vivekanand, G. K. Gokhale, Bal Gangadhar Tilak, and M. K. Gandhi.

<b>UNIT 3: Political Thought in India</b>	<b>15</b>
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Jawaharlal Nehru, B.R. Ambedkar, M.N. Roy, J.P. Narayan, Ram Manohar Lohia.

**Suggested Readings:**

1. New Horizons of Public Administration, Mohit Bhattacharya, Jawahar Publishers, Delhi.
2. Ramratan & Ruchi Tyagi, Indian political thought, Jawahar Book Centre, New Delhi.
3. Brij kishore sharma, Indian political thought, Jawahar Book Centre, New Delhi.
4. J.C. Johari, Indian polity, Jawahar Book Centre, New Delhi.
5. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
6. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
7. Vishnoo Bhagwan, Indian political thinkers, Jawahar Book Centre, New Delhi.
8. Prem Arora & Brij Grover, Selected Western & Indian political thinkers, Jawahar Book Centre, New Delhi.
9. M.Chaturvadi, Representative Indian Political Thought, College Book House (Hindi).





**Name of the Program: B.A. B.Ed. SEM VI**

**Course Code: .....**

**Name of the Course: INDIA AND THE CONTEMPORARY  
WORLD 1950 - 2000 A.D.**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Case studies & Field work etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the nature of Rise and Growth of Indian Republic.
- b) Understand the economic reforms after independence.
- c) Understand the regional and national crisis after independence.
- d) Understand the cold war and there effects on world.
- e) Examine the nature and achievement national movements in world.

<b>Syllabus:</b>	<b>Hours</b>
<b>ModuleNo.1: Rise and Growth of Indian Republic</b>	<b>15</b>
Rise of Indian Republic, Effects of Partition, Integration of Goa and Pondicherry to Indian Union. Planning Commission and Five Year Plans with special reference to the development of agriculture and industries.	
<b>ModuleNo.2: India after Independence</b>	<b>15</b>
Political Parties after Independence. Reorganization of Linguistic States. Regionalism and communalism in Modern India. Major crisis: Punjab, Kashmir, and Assam. Indian Foreign Policy: India and the Super Powers, India and her neighbors, Bandung Conference and the Non-Aligned Movement.	
<b>ModuleNo.3: Cold War and Power Blocks</b>	<b>15</b>
The Cold war: Stages of Cold war and the Power Blocks. Industrial development of Japan and its impact on Asia and the World. The Arab Israeli Wars. The Emergence of Vietnam. ASEAN and India. Nationalism in Africa and Latin America: Struggle Against Apartheid and Rise of new states in Central Africa, Nelson Mandela and the Republic of South Africa. Fidel Castro and the Cuban Revolution.	
<b>Skill Developments Activities:</b>	
<ol style="list-style-type: none"> <li>a) Group discussion with students on the rise of communalism and nationalism after Independence.</li> <li>b) Assignment on the achievement of India at world level.</li> </ol>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Dev, A. (2009). <i>Contemporary World History</i>. New Delhi: National Council of Educational Research and Training.</li> <li>2. E. Hall, D. G. (1995). <i>History of South East Asia</i>. Hampshire: MacMillan Education Limited.</li> <li>3. Grover, B. L., &amp; Mehta, A. (2018). <i>A new look at modern Indian history: From 1707 to the modern times</i> (32<sup>nd</sup> Ed.). New Delhi: S. Chand Publishing.</li> <li>4. Gupta, P. S. (1999). <i>History of Europe</i>. New Delhi: Delhi University Publication.</li> <li>5. Kelkar, G. (1979). <i>China after Mao: A report on socialist development</i>. New Delhi: Generic.</li> <li>6. Mahajan, V. D. (1988). <i>A History of Modern Europe Since-1789</i>. New Delhi: S. Chand Publishing.</li> <li>7. Sharma, R. R. (1985). <i>The USSR in transition: Issues and themes, 1922-82</i>. New Delhi: Atlantic Publishers &amp; Distributors.</li> <li>8. Tate, N. (1989). <i>Teach yourself modern world history</i>. England Holder &amp; Stoughton Educational : .Division</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: LOCAL ADMINISTRATION**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the nature, scope and importance of Local Administration in India.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the functions Powers and Roles of Various kinds of Local-bodies.
- Understand the organisation & functions of Panchayati Raj Institutions.
- Acquaint them with the financial Administration of Local Bodies in India.
- Understand the Personnel Administration in Rural & Urban Governments.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: 73<sup>rd</sup>&amp; 74<sup>th</sup>Act</b>	<b>15</b>

Meaning, Nature, and Significance of Local-self Government in Modern State. Evolution of Local Self-Government during the Ancient, Medieval and Modern India. 73<sup>rd</sup>& 74<sup>th</sup> Act 1992. The Organizational Structure of Urban, Local-self Government in India Composition. Functions Powers and Role of Various Kinds of Local-bodies. Municipal Corporations and their Problems of Autonomy and Accountability.

<b>UNIT 2: Zila Parishad</b>	<b>15</b>
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Theory and Practice of Democratic Decentralization in India. Organization & functions of Panchayati Raj Institutions: Zila Parishad, Panchayat Samiti, Village Panchayats and Gram Sabha, MGNREGA. Personnel Administration in Rural & Urban Governments. Problems of Recruitment, Classification, Promotion, Training and Service Conditions of Local Govt. bodies.

<b>UNIT 3: Financial Administration of Local Bodies in India</b>	<b>15</b>
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Financial Administration of Local Bodies in India, Strengthening of Local Resources. State Control over Local Bodies Urban and Rural Mechanism of Control over Local Bodies at State Level. The Role of Directorate of Local Bodies and Gramin Vikas & Panchayati Raj Department.

**Suggested Readings:**

- Ashok Sharma: Local administration.
- R. Argel: Municipal Government in India.
- S.R. Maheswari: Local Government in India.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course:VEDIK AVAM LOUKIK SAHITYA**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving , tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT 1: vfHkKku 'kkdqUrye~ ¼llrvadk%½</b>	<b>15</b>
vfHkKku 'kkdqUrye~ ¼llrvadk%½ fdjkrktZquh;e~ ¼'yksdi;ZfUr 1 ls 46½ izFke lxZ	
<b>UNIT 2:izR;;</b>	<b>15</b>
d`r izR;;A rO;r~ izR;;A r`p izR;;A	
<b>UNIT 3:oSfnd lkfgR;</b>	<b>15</b>
oSfnd lkfgR; ¼osn & czkã.k] izeq[kksifu"knk%] vkpk;Z;/k;L; lkekU; ifjp;%½A ykSfdd lkfgR; & ohjdkO;e~ jkek;.k ¼ckydk.M½A	
<b>Suggested Readings:</b>	
<ul style="list-style-type: none"> <li>• vfHkKku 'kkdqUrye~ ] dfo dkfynkl] jek'kadj frokMh] fo'ofok  ky;] okjk.klhA</li> <li>• vfHkKku 'kkdqUrye~ ] oklqnsod`.k prqosZnh] egky{eh izdk'ku] vkxjk] mÙkj izns'kA</li> <li>• fdjkrktZuh;e~ ] izFke lxZ tuknZu % eksrhyky cukjlh] enueksgu ,oa ruStk 'kekZ izFke laxZ] vyadjk izdk'kuA</li> <li>• laLd`r fu;ye~ ] MkW- f=os.kh 'kkL=h] txnh`k laL—r iqLrdky;A</li> <li>• laLd`r lkfgR;sfrgkl ] MkW- cynso galjkt vxzoky] pkS[kEck ifCyds'kuA</li> </ul>	



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: HINDI GADDH-II**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

Syllabus:	Hours
<b>UNIT 1: fgUnh lkfgR; dk bfrgkl&amp;¼vk/kqfud dky½</b>	<b>15</b>
vk/kqfud 'kCn dk vFkZ vkSj Lo:i ] vk/kqfud dky oxhZdj.k] vk/kqfud dky dh izsjd ifjLFkfr;ka A vk/kqfud dky % x  ds oSHko vkSj fofu/krk dk dky A	
<b>UNIT 2: fgUnh ukVd % mn~Hko vkSj fodkl</b>	<b>15</b>
fgUnh esa ukVd dk vkjEHk vkSj HkkjrsUnq ds ukVd] ikjlh ukVd vkSj jaxeap] ukVd vkSj jaxeap dk lEcU/k] ukVddkj izlkn] leL;k&ukVd vkSj y{ehukjk;.k feJ] ,CIMZ ukVd vkSj Hkqous'oj] ,dakdh ukVddkj jkedqekj oekZ] fo".kq izHkkdj vkSj jsfM;ks ukVd] ukVddkj txnh'kpUnz ekFkqj] xhfrukV~; vkSj /keZohj Hkkjrh A	
<b>UNIT 3: fgUnh fucU/k</b>	<b>15</b>
fgUnh fucU/k% Lo#i vkSj 'kSfy;kW] izeq[k fuca/kdkj&ckyd".k HkV~V% izrkiukjk;.k feJ] pUnz/kj 'kekZ xqysjh] ckyeqdqUn xqIr] ek/ko izlkn feJ] egkohjizlkn f}osnh] xqykckj;] t;'kadj izlkn] jk;d".knkl] oklqns'o'k.k vxzoky] tSusUnz dqekj] iùflag 'kekZ vkSj 'kjn tks'khA	
<b>Suggested Readings:</b>	
<ul style="list-style-type: none"> <li>• gUnh ukVd mn~Hko vkSj fodkl&amp; MkW- v'kksd dqekj xqIr] eukst dqekj xqIr&amp; efyd ,.M dEiuh&amp;2011</li> <li>• fuca/k fuy;&amp;MkW- IR;sanz&amp;ok.kh izdk'ku&amp;deyk uxj fnYyh&amp;1982</li> <li>• vk/kqfud dky iwoZ fgUnh lkfgR; dk bfrgkl &amp; MkW- gsrq Hkkj}kt] iap'khy izdk'ku] t;iqj&amp;2010</li> <li>• fgUnh x  dh fofu/k fo/kk,a &amp;izzrkiflag jkBkSM] pUe; izdk"ku A</li> </ul>	



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: LITERARY CRITICISM**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Appreciate the nuances of poetry through different forms.
- b) Extensive use of grammar like finite, non-finite verbs, clauses, verb patterns etc.
- c) Enrich vocabulary.
- d) Transcribe the words phonemically.

Syllabus:	Hours
<b>UNIT 1: Classical and Neo-Classical Criticism</b>	<b>15</b>
Aristotle: Poetics Johnson: Preface to Shakespeare	
<b>UNIT 2: Romantic Criticism</b>	<b>15</b>
Wordsworth: Preface to Lyrical Ballads	
<b>UNIT 3: Victorian Criticism</b>	<b>15</b>
Mathew Arnold: The function of Criticism at Present Time, The Study of Poetry T S Eliot: Tradition and Individual Talent I A Richards: Two uses of Language	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Hans Bertens : Literary Theory – The Basics, Routledge, London, 2001</li> <li>2. David Lodge : Modern Criticism and Theory, Faber and Faber, London, 1985</li> <li>3. S Ramaswami and V S Sethuraman - The English Critical Tradition, Macmillan.</li> <li>4. T S Dorsch – Classical Literary Criticism, Penguin Books. 2002</li> <li>5. Winsatt and Brooks – Literary Criticism – A Short History (Vol.I, II, III and IV).</li> <li>6. Chris Barker – Cultural Studies, Faber Books, London, 2002.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEACE ORIENTED VALUE EDUCATION**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the importance of peace education.
- Analyse the factors responsible for disturbing peace.
- Appreciate the role of peace in life.
- Develop insight of understanding of concept of Indian values according to time, space and situation.
- Scientifically analyse values in Indian culture and tradition.
- Develop positive attitude about Indian human values
- Understand the Indian values according to Shradhha and logic.
- Understand the co-ordination with Indian values and life style.
- Analyse the ethical, artistic and pleasant values.
- Analyse absolute values in globalization and universalization.
- Develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

Syllabus:	Hours
<b>UNIT 1: Importance of Peace</b>	<b>15</b>
<ul style="list-style-type: none"> <li>Aims, objectives and importance of Peace Education.</li> <li>Barriers- Psychological, Cultural, Political</li> <li>Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, Suppression of individuality, complexes.</li> <li>Characteristics of good textbook, evaluation of textbook, analysis of text book from peace education perspective.</li> </ul>	
<b>UNIT 2: Nature and sources of values, Classification of values</b>	<b>15</b>
<ul style="list-style-type: none"> <li>Meaning, concept need and importance of values and ethics.</li> <li>Personal and Social values</li> <li>Intrinsic and extrinsic values on the basis of personal interest and social good.</li> <li>Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.</li> <li>Identification of Analysis of emerging issues involving value conflicts.</li> <li>Design and development of instructional material for nurturing values.</li> </ul>	
<b>UNIT 3: Values in Religious Scriptures</b>	<b>15</b>
<ul style="list-style-type: none"> <li>Bhagwad gita- Nishkam Karma, Swadharma, Laksagrah and Stithpragya.</li> <li>Bible – Concept of truth, compassion, forgiveness</li> <li>Dhamnipada- Astangmarg, Aryastya and Madhyamarg</li> <li>Gurugranth Sahib- Concept of Kirath, Sungat, Pangat &amp; Jivanmukti</li> <li>Quran- Concept of spiritual and moral values (adah, raham &amp; theory of justice) &amp; social responsibilities.</li> </ul>	
<b>UNIT 4: Methods and Evaluation of Value Education</b>	<b>15</b>
<ul style="list-style-type: none"> <li>Traditional Methods: Story Telling, Ramleela, Tamasha, street play and folk songs.</li> <li>Practical Methods: Survey, role play, value clarification, Intellectual discussions.</li> <li>Causes of value crisis: material, social, economic, religious evils and their peaceful solution.</li> <li>Role of school. Every teachers teacher of values. School curriculum as value laden.</li> </ul>	



- Moral Dilemma (Dharmasankat) and one's duty to wards self and society.

**Skill Developments Activities: Any two of the following**

- Preparation of a report on school programmes for promotion of peace.
- Observation of classroom situation and identification of factors promoting peace.
- Analyse morning assembly programme of a school from the point of view of value education.
- Analysis of a text book of a school subject from the point of view of values hidden.
- Practise of role- play in two situations and preparation of report.
- Report on value conflict resolution in a situation.

**Suggested Readings:**

1. Acharya, Maharaja: Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999.
2. Dutt, N.K. and Ruhela S.P.: Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi.
3. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
4. Gupta, Nathu Lal: Price.
5. Education: Theory and Practice: Jaykrishna Agarwal, Mahatma Gandhi Road, Ajmer - 2000.
6. I.A.Lolla: Value Attestation: Advanced Handbook for Coaches and Educators, California, University Associate Press, Christiansenbaum, Howard 1977.
7. Prem Kripal: Values in Education, NCERT, New Delhi 1981.
8. Rajput, J.S. (2001). Values in Education, New Delhi, Sterling Publishers, 2005.
9. Rokech, M. The Nature of Human Values, the Free Press, New York 1973.
10. Sharma R.S.: The monk who sold his Ferrari, Mumbai, Jaco Publishing house, 2003.
11. Swami Ragnathananda: Eternal Value for a Changing Society, BVB Bombay 1971.
12. Gupta, K.M. (1989). Moral Development of School Children Gurgaon: Academic Press.
13. Krishnamurthy, J. (2000). Importance of education and life. Pune: KFI.
14. Dhoklia, R.P. (2001). External human values and world religions. New Delhi: NCERT.
15. Seshadri, C., Khadere, M.A., and Adhya, G.L. (ed.) (1992). Value education. New Delhi: NCERT, London, Allen and Unwin.
16. Singh, R.N. (ed.) (2003). Analytical Study of Sikh Philosophy, Commonwealth Publishers: New Delhi-02.
17. Khan Masood Alia (ed.) (2006). Islamic thought and its philosophy. Commonwealth Publishers: New Delhi- 02.
18. Khan, Intakhab Alam (2007). Peace, Philosophy and Islam, Academic Excellence. Delhi-31.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF ENGLISH**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Adopt an integrated language teaching approach.
- Focus on developing different language skills (Listening, Speaking, Reading, and Writing) and integrated grammar.
- Developing curriculum and syllabus, textbooks and teaching practices within the school education programmes in India.
- Focus on developing LSRW skills in the classroom.
- Developing different language skills and teaching integrated English Grammar for developing language accuracy and fluency among students.

Syllabus:	Hours
<b>UNIT 1: Curriculum, Syllabus, Approaches to Language Learning and Design of Learning Episodes</b>	<b>20</b>
Approaches to learning and teaching, their impact on curriculum and syllabus; Materials and the design of learning experiences. Formulation of objectives, choosing appropriate materials and methods; anticipating challenges; employing appropriate staging procedures and timings; appropriate techniques for class organization and facilitation, and rationalization of decision-making through reflective practices. Meaning and importance of Lesson and unit planning. Lesson and unit planning in English.	
<b>UNIT 2: Resources and the Classroom Environment</b>	<b>20</b>
Range of classroom roles for teacher and learners, approaches to task design, planning for learner autonomy. Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching.	
<b>UNIT 3: Pedagogical Tools for Language Learning</b>	<b>20</b>
<ol style="list-style-type: none"> <li>Concept-based instruction: Concept mapping and mind mapping techniques; Concept map as a tool for learning new vocabulary, comprehending texts, synthesizing and organizing new information in meaningful ways that personalize language and content learning; concept mapping narratives; using concept mapping for grammar lessons.</li> <li>Using literature to discuss peace-making skills, peer mediation skills, and conflict resolution skills.</li> <li>Serving the needs of diverse learners by identifying demands in the language course students are not meeting, developing teaching strategies and making adaptations, implementing, evaluating and adjusting the adaptation, and fading the adaptation when possible.</li> <li>Performance assessment and Portfolios; integrating assessment with instruction; assessment of learning processes and higher order skills; Collaborative, i.e., both performance and portfolio approach to assessment.</li> <li>Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.); development of appropriate scoring mechanism.</li> <li>Use of rich questions, comment-only marking, sharing criteria with learners and student peers and self-assessment.</li> <li>Blue Print</li> </ol>	



**Skill Developments Activities:**

1. Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, and review with peers on impressions gathered.
2. Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
3. Students prepare learning designs to develop grade-level language proficiency using multiple texts/ genres, presentations, peer reviews; adaptation and changes based on peer/ group suggestions.
4. Through discussion with teachers/ practitioners students will arrive at benchmarks of grade-level language proficiency. They will construct a tool for assessing grade-level proficiency.

**Suggested Readings:**

1. Williams, M. & Burden, R.L. (1997). Psychology for Language Teachers: A Social Constructivist Approach. Cambridge University Press.
2. Tucker, P.D. et al. (2002). Handbook on Teacher Portfolios for Evaluation and Professional Development. Eye on Education, Inc.
3. Brown, G. et al (2001). The Principal Portfolio. Sage Publications.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF HINDI**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

- Course Outcomes:** On successful completion of the course, the Students will be able to
- Concerned With The Ways In Which Teacher Design, Integrate And Implement Effective Teaching Practice Into Their Instruction.
  - Create an Interest Among The language, literature and also to master the art of communication.
  - Compose freely and independently in speech and writing.
  - Do with interactions with others' social skills.
  - Perfect their writing skills, which in the long run will help them in their career.

Syllabus:	Hours
<b>UNIT 1: Development of Fundamental LSRW Skills</b>	<b>20</b>

Planning and organizing methods and materials for the development of these skills at various stages. Essential elements of the Hindi language - its phonetic structure, lexical and morphological structure, semantic structure, syntactic structure and written structure. Audio-Visual Aids, its uses and presentation: Black Board, Flannel Board, Radio, Computer, T.V. Internet, O.H.P. etc.

<b>UNIT 2: Aims and Objectives</b>	<b>20</b>
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The present position of Hindi in Indian School Curriculum.  
 Special problems of teaching Hindi in different school contexts at different stages for:

- Study of Hindi as mother tongue/ first language.
- Study of Hindi as the official language.

Supplementary aids in the teaching of Hindi at various stages. Planning of lessons in Hindi. Specifying objectives in terms of linguistic skills and thematic content.

<b>UNIT 3: Developing appreciation skills in Hindi</b>	<b>20</b>
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Planning of lessons in Prose, Poetry, Drama, novels etc. at various levels. Place and use of discussion and interpretation methods rather than explanation. Developing Writing Skills - exercises in paragraph writing, letters, translations, adaption and review. Free and creative writing.

The equipment of Hindi teachers -

- Linguistic pedagogical
- Psychological, literary and co-curricular
- Professional growth and leadership in the field.

**Suggested Readings:**

- R. C. Mishra; Classroom Management (English) 01 Edition. APH Publisher.
- Patricia & Devis; Cognition and Learning. Sil International, Global Publishing.
- Dewey, J. (1916). Democracy and Education. New York: The MacMillan Company.
- Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
- Smith, K. (1993). Becoming the "guide" on the side: Educational Leadership, 51(2), 35-37.
- Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF SOCIAL SCIENCE**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
<b>4 Credits</b>	<b>2+2+0 Hrs.</b>	<b>60 Hrs.</b>

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies&Fieldworketc.

**Course Outcomes: On successful completion of the course, the Students will be able to**

- Understand the Nature and Scope of Social Sciences.
- Understand Social Sciences and Social Studies, and place Social Sciences in the school curriculum.
- Understand the Integration of different elements of Social Sciences.
- Understand Approaches to teaching/learning: project method.
- Understand learning, connecting the child's knowledge and local knowledge with the textbook, and primacy of the learner.

Syllabus:	Hours
<b>UNIT 1: Pedagogic Planning in Social Sciences</b>	<b>20</b>

A. Lesson planning-  
 Writing teaching points, formulating objectives, selecting learning/teaching materials, deciding the approach to learning/teaching, and writing the lesson plan through creating learning situations.  
 B. Teacher as a facilitator  
 Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, and encouraging the learner's inquiry abilities.

UNIT 2: Learning Resources and Preparation of Materials	20
Preparation of contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. ICT in learning Social Sciences - Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.	

UNIT 3: Assessment of Learning in Social Sciences	20
Construction of objective-based test items, evaluating and recording procedures to assess student performance; group assessment, peer assessment; use of rubrics and portfolio in the assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners. Social Science curriculum - features, issues and concerns in Social Sciences. Curriculum as addressed in NCF2005, need for periodical reforms of the curriculum. Professional development of Social Sciences Teacher - concept of professional development, need for updating content and pedagogical competencies, ways of professional development - participation in seminars, conferences, online sharing, distance learning, member of professional organizations, writing reflective journal.	

**Skill Developments Activities:**

- Planning of Lessons on the Social Sciences units/themes of classes VIII, IX and X.
- Writing Reflective Journals based on teaching experiences - simulated.
- Preparation of learning aids.
- Analysis of Social Science Textbooks/Curriculum.
- Project work using ICT on any Social Science lesson.
- Construction of Test items - an objective-based.

**Suggested Readings:**

- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences.
- Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
- M Haralambos with R M Heald, Sociology Themes and perspective, 2013 New Delhi.
- Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
- Earl Babbie, Research methods in Sociology, India Edition, 2007.
- N. R. Swarupe Saxena, Philosophical and Sociological Principles of education, edition 2011.
- Ashok Sidana & P. N. Malhotra, Samajik Adhyan Shikshan (Hindi), Shiksha Prakashan.



**Name of the Program: B.A. B.Ed. SEM VI**

**Name of the Course: PEDAGOGY OF GEOGRAPHY**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classroom lecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies&Fieldworketc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Develop the ability to enhance a good understanding of the physical and human geography of India.
- Equip the students with different approaches to learning Indian geography and modern-day paradigm shift in Indian geography.
- Understand the man-environment relationship of the geographic phenomenon with context to India.
- Understand the emerging concept of man-nature conflict and its remedies in India.
- Sharpen the conceptual approach of studying human activities and their population dynamics with reference to available resources in India.

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Teaching Learning Resources</b>	<b>20</b>

Teaching and Learning Resources: Human as a resource - The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc.; Using the library as a learning resource; various contextual learning aids; audio video material charts, models, maps, atlas, graphs, visuals, Use of ICT in teaching and learning of geography-multimedia and internet. Local Community Resources.

<b>UNIT 2: Lesson Planning: Preparation of Lesson Plans</b>	<b>20</b>
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Preparation of unit plans Maintaining harmony of the classroom, individual difference, group and individual learning. Teaching aids and designing a geography laboratory. Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating Objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.

<b>UNIT 3: Pedagogical Analysis of Geography &amp; Evaluation</b>	<b>20</b>
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Pedagogical analysis of a few units from enrichment content identification and classification of concepts from the above mentioned. Development of map reading skills curriculum planning in geography-

- Criteria used in the formulation of geography curriculum.
- Guidelines for course construction.
- Geography text book and its evaluation.
- Comprehensive and continuous evaluation.
- Developments of different types of test items.
- Diagnostic testing and remedial measurement.
- Preparation of one diagnostic test.
- Preparation of achievement test, and analysis and interpretation of test Data.
- Remedial Teaching.

**Skill Developments Activities:**

- Analysis of Geography textbook of a school.
- Measure of daily temperature of local place and keep a date-wise record for one week every month.

**Suggested Readings:**

- Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
- Chorley R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO Press.
- Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
- Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
- Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapur: Oxford University Press.
- Morrey D.C. (1972), Basic Geography, London: Hien Manns Edu. Book Ltd.
- Verma J. P. (1960), Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
- Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Public Ltd.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF HISTORY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classroom lecture, Problem solving tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the need for the significance of oral data.
- Learn the Writing teaching points, formulating objectives.
- Understand the Lesson Planning: Meaning, Importance and Characteristics of Lesson Plan.
- Understanding the Developments of different types of test items diagnostic testing and remedial measurement.
- Learn the Preparation of achievement test and analysis and interpretation of test Data.

Syllabus:	Hours
<b>UNIT 1: Teaching Learning Resources</b>	<b>20</b>

Teaching and Learning Resources: Human as a resource: The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc.; Using the library as a learning resource; various contextual learning aids; audio video material charts, models, maps, atlas, graphs, visuals, Use of ICT in teaching and learning of social science multimedia and internet. Local Community Resources.

UNIT 2: Pedagogical Planning in History	20
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Lesson Planning: Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations. Professional Development of History Teacher Development of audio video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc.

UNIT 3: Evaluation	20
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- Comprehensive and continuous evaluation.
- Developments of different types of test items.
- Diagnostic testing and remedial measurement.
- Preparation of one diagnostic test.
- Preparation of achievement test, and analysis and interpretation of test Data.
- Remedial Teaching.

**Skill Developments Activities:**

To arrange a visit to a historical place and write a report of the same Class seminar on the contributions by any one eminent historian.

**Suggested Readings:**

- Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
- Chaudhary, K. P. (1975), the Effective Teaching of History in India, New Delhi: NCERT.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, and Harman Publishing House.
- Dixit, U. and Bughela (1972), Itihas Shikshan, Jaipur: Hindi Ganth Academy.
- The Teaching of History, London: Goom Helm Ltd.
- Jarvis, C. H., Teaching of History.
- Khan S.U. (1998), History Teaching.
- Problems, Prospective and Prospect, New Delhi: Heera.
- Kochar, S. K. (1972), the Teaching of History, Delhi: Sterling Publishers.
- Lewis, E. M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF CIVICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.,

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the mining, nature, scope, objectives and importance of the teaching of civics.
- b) Understand the Teaching Aids and Co-Curricular Activities in Civics teaching.
- c) Acquaint them with the evaluation in civics teaching.
- d) Understand the Remedial Teachings.
- e) Understand the maintaining the ecology of the classroom.

Syllabus:	Hours
<b>UNIT 1: Nature, Needs &amp; Significance of Civics Teaching</b>	<b>20</b>

Nature, Needs & Significance of Civics teaching: Its needs & significance. Objective-Based Teaching: Its concept, Objectives of teaching Civics, product process objectives, Long term, and short-term objectives. Knowledge, skills and value-based objectives. Identifying and stating objectives in terms of content and behaviour outcomes in learning.

UNIT 2: Learner Centered and Activity Based Teaching	20
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Development of thinking and concept formation, analysis of political processes and Events, Mass media and scrapbook approaches to teaching, especially current events, Investigations and projects in Civics. Teaching Aids and Co-curricular Activities in Civics teaching. Textbook, Low cost improvised teaching aids, Bulletin board, Radio, films and television, Visits and field studies, Transactional Strategies, Preparation of lesson Plan. A unit plan on a topic from the above given areas of enrichment content by stating objectives, developing concepts and contents involved and planning classroom interaction activities of the teacher and the Student, Maintaining the ecology of the classroom.

UNIT 3: Evaluation in civics teaching	20
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1. Comprehensive and continuous evaluation.
2. Norm reference and criterion reference tests.
3. Evaluation devices written, open book examination, oral, observation, and record.
4. Preparation of unit tests.
5. Preparation of an achievement test with Blue Print.
6. Diagnostic testing and remedial measurement.
7. Remedial Teachings.

**Skill Developments Activities:**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

**Suggested Readings:**

1. Agarwal, N. N., et. al. (1978), Civics teaching, 6th edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for Supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Binding, A. C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw-Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), the Teaching of Social Studies, Delhi: University Publishers.
8. Wesley, F. B. (1950), Teaching Social Studies in High School, Boston: D.C., Health & Co.
9. Paliwal, Bhugol Shikshan (Hindi), Shiksha Prakashan.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF ECONOMICS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the international economy
- Understand the basis of trade in the international and inter-regional economies.
- Understand the balance of payment.
- Understand about terms of trade.
- Understand the case of protection.
- Understand different types of deficits causes and effects.

Syllabus:	Hours
<b>UNIT 1: Instructional Media &amp; Co-curricular Activities</b>	<b>20</b>

• **Instructional Media:** Concept, Importance and types of instructional media and their use in teaching of economics.

• **Co-Curricular Activities:** Type, role and significance of co-curricular activities in teaching of Economics.

• **Text Book:** Criteria for evaluation of economics textbook. Recent advancements in teaching of Economics Team teaching, Cooperative learning, Computers in teaching of Economics. High Order Thinking Skills: Meaning, Activities to develop High Order Thinking Skills Collaborative group activities, Problem solving activities.

<b>UNIT 2: Lesson Planning</b>	<b>20</b>
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Lesson Planning Meaning, Need and preparation of lesson plan according to Herbertian Approach, Micro LESSON planning, audio visual aids Essential Qualities of a good economics teacher and role of economics teacher in teaching of current affairs.

<b>UNIT 3: Nature of Educational Evaluation</b>	<b>20</b>
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Need, role in education process. Types of Evaluation [Formative, Summative, Diagnostic]. Evaluation procedure for appraising learners' performance. Planning & Preparation of achievement test in Economics, preparation of Blue print. Types of test items: Open book examination, Evaluating project work, Question Bank, Remedial teaching. Recent trends in evaluation: continuous and comprehensive evaluation (CCE).

**Skill Developments Activities:**

- Preparing mock budget of their home/school for a financial year.
- PowerPoint presentation based seminar on the contributions of any one Eminent Economist: Chanakay (Kautilay), Amartya Sen, Adam, Smith, Marshal and Pigou.

**Suggested Readings:**

- Arora, P. N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
- Assistant Masters Association (1974), the Teaching of Secondary School Examinations, London Cambridge University Press.
- Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. Of Education, Delhi University.
- Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R. L., ArthShastar Ka Adhiapan. Patiala: Punjabi University Press.
- Kegan Paul Saxena, N. R. Mishra, B. K. and Mohanty, R. K. (2004), Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.



**Name of the Program: B.A. B.Ed. SEM VI**  
**Name of the Course: PEDAGOGY OF SANSKRIT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Class rooms lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Field work etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to  
a) Understand the Concept, Nature & Origin & Development Sanskrit Language.  
b) Understand the Evaluation: Meaning and concept.  
c) Understand Teaching Methodologies and Approaches.

Syllabus:	Hours
<b>UNIT 1: Nature &amp; Role of Sanskrit as a Discipline</b>	<b>20</b>

1. Sanskrit Language: Concept, Nature & Origin & Development  
2. Language in School: (a) Concept of home language and the school language. (b) Language and construction of knowledge. (c) Difference between language as a school-subject and language as a means of learning and communication. (d) Objectives of teaching Sanskrit. (e) Origin, development, Changing trends & goals in Sanskrit Language.

UNIT 2: An Overview of Language Teaching & Methodologies	20
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1. Philosophical, social and psychological bases of approaches to Language, Acquisition and Language learning.  
2. Teaching Methodologies and Approaches:  
A. Teaching Methodologies- Direct Method, Traditional Method, Textbook Method, Elective Method and Communicative Method.  
B. Approaches- Approach, Grammar Translation Method, Inductive and deductive approach. Acquisition of Language Skills (In reference to Sanskrit): Listening, speaking, reading and writing-  
(a) Listening and Speaking: Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources. (b) Reading: Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading. (c) Writing: Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, and Reference skills. (d) Major barriers of Listening, Speaking, Reading & Writing. (e) Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges. (f) Innovative practices in developing LSRW skills. (g) Psychological misconceptions for learning Sanskrit.

UNIT 3: Evaluation Strategies of Sanskrit	20
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1. Evaluation: Meaning and concept.  
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting- Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.  
3. Progress and assessment of the development of language; Continuous and comprehensive evaluation; Techniques of evaluation-oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation, Blueprint.

**Skill Developments Activities:**  
Developing competencies to prepare a Lesson Plan Based on the Following Concepts-  
1. Teaching with Creativity.  
2. Teaching with ICT support.  
3. Teaching with Spiritual Practices.  
4. Teaching through Dialogue and Brainstorming.

**Suggested Readings:**  
1. Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.  
2. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangraha Press, Poona.





Credits= 02	Help Hand	2+0+0 Total Lectures: 30
<b>Objective:</b>	The objective of this paper is to develop student's familiarity with the components of a first aid kit and how to use them effectively in different emergency situations, including burns, poisoning, insect bites, and injuries	
1	Introduction- How it is related with UMC	Theory- 15 Min
2	First aid kit & An emergency health information card	Theory: 45 Min. Practical: 1Hr Practice: 1 Hr
3	Help Aid In Burns	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
4	Help Aid in Poisoning and Insect Bit	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
5	Help Aid In Injuries	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
6	First Aid for Respiratory, diabetic emergencies	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
7	Help Aid In Female First aid for Dehydration	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
8	Help Aid in Cardio-vascular Emergencies	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
9	First Aid for Infants	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
10	Help Aid in geriatric care	Theory: 1 Hr Practical: 1Hr Practice: 1 Hr
11	First Aid for central nervous system emergencies.	Theory: 45 Min. Practical: 1Hr Practice: 1 Hr
12	Implementation of Help-Aid to serve society	Theory- 15 Min



### Semester VII

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	06	VII	UF-ED-620	SECONDARY EDUCATION IN INDIA: STATUS, ISSUES AND CONCERNS	PROFESSIONAL EDUCATION COURSE	2+2+0	70	30	100	4
2	06	VII	UF-ED-615	INCLUSIVE EDUCATION, GUIDANCE AND COUNSELLING IN SCHOOL	PROFESSIONAL EDUCATION COURSE	2+2+0	70	30	100	4
3	06	VII	UF-ED-616	INTERNSHIP METHODOLOGY(SIXTEEN WEEK)	PROFESSIONAL EDUCATION COURSE	16+0+0	-	-	250	16
Sub-Total(A)							140	60	450	24



**Name of the Program: B.A. B.Ed. SEM VII**  
**Name of the Course: SECONDARY EDUCATION IN INDIA:**  
**STATUS, ISSUES AND CONCERNS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	2+2+0 Hrs.	60 Hrs.
<b>Pedagogy:</b> Classrooms lecture, Problems solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.		
<b>Course Outcomes:</b> On successful completion of the course, the Students will be able to		
a) Understand the need and importance of secondary education. b) Analyze the problems of teacher training, the role of NCTE and various issues in curriculum reform. c) Apply differentiated approaches to working conditions and employee morale. d) Create a nature of secondary education for children with special needs.		
<b>Syllabus:</b>		<b>Hours</b>
<b>UNIT 1: Concept, Nature and Purpose of Secondary Education</b>		<b>15</b>
Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages. Problems of teacher training, Role of NCTE and Curriculum Reforms.		
<b>UNIT 2: Status of Secondary Education</b>		<b>15</b>
The present situation of secondary education in the country. Universalization of secondary education – access, enrolment, retention and learning achievement of students, Structure and systems of schools, Concept of RMSA; Examination Reforms, administration and financing of secondary education.		
<b>UNIT 3: Quality Education at Secondary Level</b>		<b>15</b>
Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic), problems and challenges to quality improvement, through setting standards of performance and monitoring, Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.		
<b>UNIT 4: Secondary School Teacher</b>		<b>15</b>
Issues related to professionalism – code of professional ethics for Teachers; the changed role of the teacher in the new millennium – learning facilitator and diagnostician, Issues related to teacher motivation, working conditions both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role overload, role stress and strain, accountability of teachers.		
<b>Skill Developments Activities:</b>		
1. Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout. 2. Preparing a report on the existing status of the teachers, method of recruitment and salary structure. 3. Visits to different types of secondary schools and preparation of school profiles. 4. Conduct interviews with teachers/students/parents of different schools and prepare a report on problems of secondary education. 5. Visit alternative education centers at the secondary level and preparation of a report. 6. Survey of educational needs of disadvantaged/disabled.		
<b>Suggested Readings:</b>		
1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi. 2. Cardinal Principles of Secondary Education. A Report of the Commission on the Reorganization of Seco (English) Isha Books. 3. Govt. of India (1966) Abstract and Analysis of the Report of the Indian Education Commission, with Notes, and "The Recommendations" in Full. 4. Shyam Lal Arya; National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education. Signature Books International. 5. Neelam Ed Sood; Management of School Education in India 2012, pp. 230 (Crown Size) (English) 01 Edition. Aph Publishing Corporations.		



**Name of the Program: B.A. B.Ed. SEM VII**  
**Name of the Course: INCLUSIVE EDUCATION , GUIDANCE**  
**AND COUNSELLING IN SCHOOL**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) To get the knowledge of the concept, need and principles of guidance.
- b) To explain the role of school in organizing different guidance programmes
- c) To narrate the process, tools and techniques of counselling.
- d) To explain the qualities and role of a school counsellor.

Syllabus:	Hours
<b>UNIT 1: Introduction of Inclusive Education, Educational Strategies and Management</b>	<b>15</b>

Concept meaning scope and challenges of inclusive education Distinction between special education, integrated education and inclusive education and their merits and demerits Creating inclusive environment importance and need for adaptation Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level Educational measures for effective implementation of inclusive education.

UNIT 2: Nature, Needs and Evaluation of SWDN	15
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Definition, types and classification of SWDN Characteristics and educational needs of SWDN based on research evidence Supportive resources and services for children with SWDN in Inclusive Education Teachers' role in implementing reforms in assessment and evaluation in inclusive education Type of adaptations/adjustment in assessment and evaluation strategies used for students with diverse needs Importance of CCE.

UNIT 3: Guidance & Counselling	15
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Guidance and Counselling- Meaning, Definitions, Aims, Nature, Principles and Needs. Counselling- Meaning, Definitions, Elements-Characteristics - Objectives - Need - Type and relationship between guidance and Counselling - Benefits- Limitations, History of guidance movement in India - Problems of guidance movement in India - Ways to improve guidance movement in India.

UNIT 4: Guidance Services in Schools	15
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Non-testing devices in guidance: Observation, Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometer etc. Testing devices in guidance- Meaning, Definition, Measurement, Uses of psychological tests. Guidance services at different school levels- Organization of Guidance services in schools - Role of guidance personnel - Career and Occupational Information - sources, gathering, filing, dissemination.

- Skill Developments Activities:**
1. Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education
  2. Tutorial - visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
  3. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
  4. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.

- Suggested Readings:**
1. Sophia Dimitriadi; Diversity, Special Needs and Inclusion in Early Years Education (English) 1st Edition, SAGE Publications India Pvt Ltd.
  2. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
  3. Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive education /ssa\\_plan\\_manual](http://www.ssa.nic.in/inclusive_education/ssa_plan_manual).
  4. Neena Dash; Inclusive Education for Children with Special Needs.



**Semester VIII**

Sl. No.	NHEQ F levels	Sem	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	End Term	CA	Total Marks	Credits
1	06	VIII	UF-ED-624	ENVIRONMENTAL AND APPLIED GEOGRAPHY	CORE	3+0+0	70	30	100	3
2	06	VIII	UF-ED-630	QUANTITATIVE TECHNIQUES	CORE	3+0+0	70	30	100	3
3	06	VIII	UF-ED-628	INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT	CORE	3+0+0	70	30	100	3
4	06	VIII	UF-ED-629	MODERN WESTERN CIVILIZATION, COLONIALISM AND NATIONALISM (1789-1950A.D.)	CORE	3+0+0	70	30	100	3
5	06	VIII	UF-ED-631	STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION	CORE	3+0+0	70	30	100	3
6	06	VIII	UF-ED-621	BHARTIYA SANSKRITI KE TATVA AVAM PADDHYA SAHITYA	CORE	3+0+0	70	30	100	3
7	06	VIII	UF-ED-626	HINDI VYAKRAN, SAHITYA SIDHANTH AVAM PRAYOJANPARAK HINDI	CORE	3+0+0	70	30	100	3
8	06	VIII	UF-ED-623	ENGLISH LITERATURE AND POST-COLONIAL FICTION	CORE	3+0+0	70	30	100	3
9	06	VIII	UF-ED-622	CURRICULUM AND SCHOOL	PROFESSIONAL EDUCATION COURSE	4+0+0	70	30	100	4
10	06	VIII	UF-ED-627	INDIAN CONSTITUTION & HUMAN RIGHTS	GENERIC ELECTIVE	2+2+0	70	30	100	4
11	06	VIII	ONE PROJECT IN CORE SUBJECT		DISCIPLINE SPECIFIC ELECTIVE	50	0	50	2	2
12	06	VIII	UF-ED-625	GEOGRAPHY LAB	CORE COURSE LAB	0+0+1	35	15	50	1
13	06	VIII	UMC-004	Gender Sensetization	UMC	2+0+0	GRADE BASED			2
14	06	VIII	UMC-007	Community Development Activities	CDA	2+0+0				2
15	06	VIII	ECA-001	Extra curriculum activities	ECA	2+0+0				2
Sub-Total(A)							785	315	1100	41

Note: - :

1. Choose any three papers from the above-mentioned paper as core subjects.
2. One Project in core subject, candidate may take a project from any one discipline. The project will be assigned in the semester VI only to the candidates and they are required to work for the project during the semester VI to semester VIII on topics selected by the candidates in consultation with the project guide/ supervisor and final project report shall be submitted only in semester VIII for its evaluation.



**Name of the Program: B.A. B.Ed. SEM VIII**  
**Name of the Course: ENVIRONMENTAL AND APPLIED GEOGRAPHY**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	3+0+1 Hrs.	45+30 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Develop an ability to enhance understanding of environmental aspects and applications in geography.
- Equip the students with various modern application tools in Geography.
- Understand the distribution and patterns of biotic and abiotic components on the Earth's surface and the factors affecting their ecological processes.
- Understand the emerging concept of human-nature conflict and natural hazards in the world.
- To accelerate conceptual and quantitative approaches to study the environmental and ecological process of Earth's ecosystem.

Syllabus:	Hours
<b>UNIT 1: Environmental and Applied Geography</b>	<b>15</b>

Definitions, Nature and Scope of Environmental Geography, Components of Environment biotic (forests, wild-life, live-stock, fisheries, agricultural crops) and abiotic (land, water, mineral). Meaning of Applied Geography Nature, Scope and Significance of Applied Geography.

<b>UNIT 2: Ecosystem and Physical Environment</b>	<b>15</b>
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Structure, Function and Energy Flow in the Ecosystem Ecological Pyramid. Ecological niche, food chain and Web. Major Ecosystem in the World: Forest, Grassland and Desert. Issues related to variations in the physical environment: Environmental pollution–Air water and noise causes, Global warming greenhouse effects, ozone layer depletion and acid rain. Causes, effects and measures of floods, droughts, earthquakes, tsunamis, cyclones and landslides with reference to India.

<b>UNIT 3: Biodiversity and Human Resources</b>	<b>15</b>
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Types and Importance of Biodiversity. Biodiversity at the local, Regional and global level. Causes and Threats to the Biodiversity. Issues related to human resources social and demographic issues: diversity and disparity; human resources. Industrialization and associated problem: Spatial inequalities, Causes and consequences Concept of Sustainable developments.

<b>Geography Practical</b>	<b>30</b>
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**Geospatial Technology**  
**Elements of GIS**

Meaning and Components of GIS, Spatial data entities– Point, line polygon, Sources of spatial data. Census– Topological maps, aerial photographs, Satellite images. Spatial data structure and management: Vector data structure, Raster data structure, creating a database.

**Fundamentals of Remote sensing:**

- Remote sensing as a tool for data generation and mapping.
- Basic concepts of aerial photographs and satellite imageries.
- Generating maps (physical and human features) from aerial photographs and remote sensing data products using pocket stereoscopes and other aids. (2 exercises)

**Suggested Readings:**

- Aggarwal, A. et al: The Citizen's Fifth Report. Center for Science and Environment, New Delhi, 1999.
- Singh Savinder; Environmental Geography, Prayag Pustak Bhavan, Allahabad.
- Allen, J. L.; Student Atlas of Environmental Issues, Duskin Pub, 1997.
- Brown, L. R.: In the Human Interest, East-West Press, New Delhi, 1976.
- Asthana D. K. and Asthana Meera: Environmental Metal Problems and Solutions, S Chand and Company Limited.
- Subbarao Shuman Ecology: Issues and Challenges. Rajat Prakashan New Delhi.
- Sharma, H. S.: Ravine Erosion in India, Concepts New Delhi, 1980.
- Hussain, Majid: Evolution of Geographical Thought, Rawat Publications.
- James P. E.: All Possible Worlds: A History of Geographical Ideas, Sachin Publications



10. Dohrs, F.E. and Somers, L.W. (Eds): Introduction to Geography, Thomas Y. The Crowell Company, New York, 1967.
11. Minshull, R.: The Changing Nature of Geography, Hutchinson University Library, London.
12. Johnston, R. J. & Cavell, P. (eds.): Geography since World War II, Krum Helm, London/Burns and Noble, Totowa, N.J.
13. Wooldridge, S.W.: The Geographical Scientist, Thomas Nelson and sons Ltd., London, 1956.



**Name of the Program: B.A. B.Ed. SEM VIII**  
**Name of the Course: QUANTITATIVE TECHNIQUES**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classroom lecture, Problem solving, tutorials, Group discussion, Seminar, Case studies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the different types of equations and their uses.
- Understand metrics and their uses.
- Understand the graphic method.
- Understand the different types of sampling and techniques of data collection.
- Measurement of central tendency etc.
- Understand a stable method of data collection.
- Understand index numbers and their testing.

Syllabus:	Hours
<b>UNIT 1: Basics of Mathematical Economics</b>	<b>15</b>

Variables, Equations: system of equations, Types of equations - Linear and non-linear - application of equations - slope of the line - Calculus, Differentiation of a function, Maxima and Minima, Elasticity, Integration of a function, Equilibrium of a consumer and firm, Relationship among the total, marginal and average cost and revenue, constrained optimization Problem, Consumer's Surplus, Matrix and Determinants - Various types of matrices, Input - Output analysis, concept of linear programming- Graphical and Simplex Method.

<b>UNIT 2: Introduction to Statistics</b>	<b>15</b>
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Concepts of Population, Sample, parameter, Frequency Distribution, Cumulative Frequency, Sampling techniques, Methods of Sampling, Techniques of Data collection, Sampling VS Population, Primary and secondary data. Measures of Central Tendency, Mean, Median and Mode, Geometric and Harmonic Mean, Measures of Dispersion, Range, Mean Deviation, Quartile deviation, Skewness, and Kurtosis, Correlation: Sample correlation Coefficient, Karl Pearson Rank Correlation, Partial and Multiple Correlation analysis - Regression Analysis- Estimation of Regression line - Least Squares- Method. Probability distribution, Theoretical distribution - Binomial, Poisson and Normal.

<b>UNIT 3: Time Series Analysis and Index Number</b>	<b>15</b>
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Time series Analysis, Concepts and Components, Secular Trend, Periodic Movements, Cyclical Movements, Irregular Variations, Index Numbers- Meaning and use of Index Numbers, Methods of Calculating Index Numbers - Laspeyre's Method- Fischer Method, Problems in the Construction and limitations of Index Numbers - Different Price Index Numbers, Tests for Ideal Index Number.

**Suggested Readings:**

- R S. Bhardwaj, Mathematics for Economics and Business, Jawahar Book Centre.
- Aditham B. Rao, Quantitative Techniques in Business, Jain Book Agency.
- N. P. Bali, P. N. Gupta, C.N. Gandhi, A Textbook of Quantitative Techniques, Jain Book Agency.
- M. P. Gupta and R.B. Khanna, Quantitative Techniques of Decision Making, Jain Book Agency.
- K. Kapoor, Operations Research (Quantitative Techniques for Management), Jain Book Agency.
- A.K. (1985), Epochs of Economic Theory, Oxford University Press, New Delhi.
- Gandhi, M.K. (1947), (India of My Dreams, Navjeevan Publishing House, Ahmedabad.
- Rao, M. N. (1964), Memories, Allied Publishing House, Bombay.
- H. L. Bhatia: A History of Economic Thought. Vikas Publishing House Pvt. Limited.
- B.N. Ganguly: Indian Economic Thought: A Nineteenth Century.





**Name of the Program: B.A. B.Ed. SEM VIII**  
**Name of the Course: INTERNATIONAL POLITICS AND WESTERN POLITICAL THOUGHT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:**Classroomslecture,Problemsolving,tutorials,Groupdiscussion,Seminar,Casestudies&Fieldwor  
ketc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the key concepts and concerns in international politics, including specifically how power is acquired and exercised at the global level and how states and non-state actors interact.
- b) Assess the importance of the political views of realist thinkers like Plato, Aristotle and Machiavelli.
- c) Critically evaluate the social contract theory of Hobbes, Locke and Rousseau and the impact of their philosophy on the constitutions of different countries.
- d) Have a broad understanding of the concepts of utilitarian thinkers like Bentham,
- e) The writings of Mill and Marx and Hegel have shaped the understanding of society, politics and economy.

Syllabus:	Hours
<b>UNIT 1: Theory of International Relations, National Power &amp; Foreign Policy</b>	<b>15</b>
Nature and Importance, origin and growth of International Politics, Approaches to the Study of International Politics, Idealistic and Realistic Theories, Nature, elements and limitations of national power, Balance of Power. Collective Security and Diplomacy: Nature, types and functions of Diplomacy, Instrument for the formation of National Interest: War, Propaganda.	
<b>UNIT 2: Ancient, Medieval and Modern Political Thought</b>	<b>15</b>
Plato – his contributions to Greek political thought, Aristotle – his Contributions to Greek political thought, Machiavelli – his contributions to political thought and his political realism.	
<b>UNIT 3: Social Contractualists</b>	<b>15</b>
Hobbes, Locke, Rousseau – contribution to Social Contract Theory, Utilitarian Thought: J. Bentham – His Utilitarian and Legal thought, J. S. Mill: Utilitarian & Political Thought, Karl Marx – Class Struggle & Contribution.	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. J.C. Johri, Select World Constitution, Jawahar Book Centre, New Delhi.</li> <li>2. Ajay K. Mehra, Rain L.Y., Police, State and Society: Perspectives from India and France. Jawahar Book Centre, New Delhi.</li> <li>3. Axelrod, R., International Relations Today: Concepts and Applications Jawahar Book Centre, New Delhi.</li> <li>4. Joshua S. Goldstein, International Relations Jawahar Book Centre, New Delhi.</li> <li>5. E. H. Carr, International Relations between the Two World Wars, 1919-1939, Jawahar Book Centre, New Delhi.</li> <li>6. U. R. Ghai, India's Foreign Policy, Jawahar Book Centre, Delhi.</li> <li>7. Ved Bhatnagar, Challenges to India's Integrity: Terrorism, Casteism, Communalism, Rawat Publications.</li> <li>8. P. Verma, Modern Indian Political Thought, Jawahar Book Centre, New Delhi.</li> <li>9. B. L. Fediya, Western Political Thought.</li> <li>10. P. Verma, Ancient and Medieval Indian Political Thought, Jawahar Book Centre, New Delhi.</li> <li>11. B. L. Fadia, Representative Western Political Thinker, Sahitya Bhavan Publications.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM VIII**

**Name of the Course: MODERN WESTERN CIVILIZATION, COLONIALISM AND NATIONALISM (1789-1950 A.D.)**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the American Revolution.
- b) Understand the Revolution in Europe and Asia.
- c) Understand the World Wars.
- d) Understand the political and economic policy in Europe.
- e) Understand and examine the nature and achievement of European revolutions.

Syllabus:	Hours
<b>UNIT 1: Scientific &amp; American Revolution</b>	<b>15</b>
Scientific Revolution by the 18 <sup>th</sup> century. Mercantilism and the European Economy in the 17 <sup>th</sup> and 18 <sup>th</sup> Centuries. American War of Independence: Political and Economic Issues and Significance.	
<b>UNIT 2: Revolution in Europe &amp; Asia</b>	<b>15</b>
The Glorious Revolution, The French Revolution, and the Unification of Italy and Germany. German Empire after 1871: Bismarck's Domestic and Foreign Policy. Rise of Dictatorship: Fascism and Nazism. China: The Opium Wars, Taiping Rebellion, The Boxer Rebellion. Revolution of 1911: Dr. Sun Yat Sen, Chiang Kai-shek, and the Kuomintang Party. Mao-tse Tung and the Chinese Communist Party. The Russian Revolution of 1917: Unrest, promise and betrayal, Vladimir Lenin and Joseph Stalin.	
<b>UNIT 3: World Wars</b>	<b>15</b>
Changing Character of Nationalism in Europe and The Balkan Issue. The First World War: Cause, Result and Effect. Second World War: Cause, Result and Effect.	
<b>Skill Developments Activities:</b> A conversation with students on Marxism, Communism, and Socialism.	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Mahajan, V. D. (1988). <i>A History of Modern Europe Since-1789</i>. New Delhi: S. Chand Publishing.</li> <li>2. Chakrabarti, R. (2012). <i>A history of the modern world: An outline</i>. New Delhi: Primus Books.</li> <li>3. Gokhale, B. K. (1991). <i>History modern world (1900-1960)</i>. New Delhi: Himalaya Publishing House.</li> <li>4. Jain, S., &amp; Mathur, A. (2004). <i>History of modern world</i>. Jaipur: Jain Prakashan Mandir.</li> <li>5. Phukan, M. (2000). <i>Rise of the modern west</i>. New Delhi: Trinity Press Pvt. Ltd.</li> <li>6. Gupta, P. S. (1999). <i>History of Europe</i>. New Delhi: Delhi University Publication.</li> <li>7. Dev, A. (2009). <i>Contemporary World History</i>. New Delhi: National Council of Educational Research and Training.</li> </ol>	



**Name of the Program: B.A. B.Ed. SEM VIII**

**Name of the Course: STATE ADMINISTRATION IN INDIA WITH SPECIAL REFERENCE TO RAJASTHAN AND SOCIAL ADMINISTRATION**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:**

Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Understand the scope, nature and state administration of mining in India.
- b) Understand the constitutional structure of the State Government.
- c) Understanding Personnel Administration.
- d) Understand Police Administration: Organization and functioning of Police at State and District level.
- e) Understand the concept, meaning, nature, scope, principles and importance of social administration.
- f) Understanding the Central Social Welfare Board.

**Syllabus:**

<b>Syllabus:</b>	<b>Hours</b>
<b>UNIT 1: Constitutional structure of state Government</b>	<b>15</b>
Constitutional structure of state Government: Position of states in Indian, State Secretariat and its working, Cabinet secretariat; Role of chief secretary, Organization and working of special schemes and integrated rural development department: The directorates and their position in state administration, Secretariat-Directorate relationship, organization and role of directorate of college education.	
<b>UNIT 2 :Personnel Administration</b>	<b>15</b>
Personnel Administration: Recruitment of civil services and the role of RPSC, Training and promotion, Rajasthan Civil service Appellate Tribunal. Police Administration: Organization and working of police at state and District levels. Lok Ayukta	
<b>UNIT 3: Concept and Significance of Social Administration</b>	<b>15</b>
Concept, Meaning, Nature, Scope, Principles and Significance of Social Administration, Social Legislations in India: Its Inadequacies and Suggestions. Central Social Welfare Board, Its Composition, Functions and Status. Role of National Commission on Human Rights, Significance and Problems of Social Welfare.	

**Suggested Readings:**

1. Surendra Kataria: State Administration in India.
2. Ravindra Sharma: State Administration.
3. Chandramoli Singh and others: State Administration in Rajasthan.
4. Meena Sogani: Chief Secretary of India.
5. R. M. Khandelwal: State Level Planning Administration in India.
6. Satish K. Batra: Legislative control over public enterprises.
7. S. K. Kataria: Social Administration.
8. Sachdeva: Social Administration.
9. G. B. Sharma: Social Administration in India.
10. T. N. Chaturvedi: Social Administration.



Name of the Program: B.A. B.Ed. SEM VIII

Name of the Course: BHARTIYA SANSKRITI KE TATVA AVAM PADDHYA SAHITYA

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

Syllabus:	Hours
<b>Module No. 1:</b> dBksifu"kn~ izFkeks-/;k;&izFkekoYyh	15
dBksifu"kn~ izFkeks-/;k;&izFkekoYyhA lwDr & o:.klwDre~ 1-25	
<b>Module No. 2:</b> Hkkjrh; laLd`fr ds fodkl dh :ijs[kk	15
iwoZoSfndA oSfndksÜkjdkyA e;/dky ,oa vk/kqfud dkyA	
<b>Module No. 3:</b> Hkkjrh; n`kZu dh izeq[k fopkj/kkjk,as	15
Hkkjrh; laLd`fr dk ekuo dY;k.k esa ;ksxnkuA	

**Suggested Readings:**

- 1- lkaLd`frd fuf/k] MkW- jkethyky mik;/k;] egkeukiqjh] okjk.klhA
- 2- f'kojkt fot;] jek'kaM~dj feJ] vfEcdk nÜk O;k] iqLrdky;] ekuefUnj] dka'khA
- 3- dBksifu"kn~ ] lqjsUnz nso 'kkL=h] pkS[kEck fo|k Hkou] okjk.klhA



Name of the Program: B.A. B.Ed. SEM VIII

Name of the Course: HINDI VYAKRAN , SAHITYA SIDHANTH AVAM PRAYOJANPARAK HINDI

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.
<b>Pedagogy:</b> Classroomslecture, Problemsolving, tutorials, Groupdiscussion, Seminar, Casestudies&Fieldworketc.		
<b>Syllabus:</b>		<b>Hours</b>
<b>UNIT 1: O;kdj.k% vFkZ vkSj Lo:i</b>		<b>15</b>
'kCn lajpuk % 1- laf/k] milxZ izR;; vkSj lekIA 2- 'kCn & izdkj & vFkZ] L=ksr vkSj lajpuk ds vk/kkj ijA okD; lajpuk % 1- in&ifjp;] lack] loZuke] fo'ks"k.k] fdz;k vkSj fdz;k &fo'ks"k.k ds izdkj ,oa izdk;ZA 2- okD; & izdkj O;kdjf.kd dksfV;ka cpu] fyax] iq;"k dkjd vkSj okP; vkfnA		
<b>UNIT 2:Hkkjrh; ,o vk/kqfud dkO;"kkL=</b>		<b>15</b>
jl fl)kUr] fo'ys"k.k] jl&fu"ifÜk] lk/kj.khdj.k vkSj lg`n;A vyadjk fl)kUr] jhfrfl)kUr] odzksfDr fl)kUr ] vkSfpR; fl)kUr] A fcEc] izrhd feFkd vkSj QSaVslh A		
<b>UNIT 3:iz;kstuijd fgUnh ,oa lapkj ek;/e</b>		<b>15</b>
fofo/k lapkj ek;/e % ifjp; ,oa dk;Zfof/k & JO; ek;/e % jsfM;ks JO;&n`; ek;/e % Vsyhfotu vkSj fQYe rduhdh ek;/e % baVjusV feJ ek;/e % foKkiuAjsfM;ks&ys[ku &jsfM;ks ukVd] vo;o] #i vkSj izfof/kA Vsyhfotu ,oa fQYe ys[ku % MkD;wesaV~zh] VsyhMz~kek] laokn&ys[ku] iVdFkk&ys[ku % izfØ;k vkSj izfof/k A foKkiu&ys[ku % m s'; vkSj Lo#i A		
<b>Suggested Readings:</b> 1- Hkk"kkfoKku vkSj fgUnh Hkk'kk foospu & HkksykukFk frokjha Aa 2- dkO;"kkL=& HkkxhjFk feJ okjk.klh] fo"fofo/kky; izdk"ku A 3- LkfgR;kykspu & "kelqUnj nkl yksdHkkjrh izdk"ku A 4- iz;kstuijd fgUnh& jes"k tSu] izdk"kd& efyd ,.M dEiuh] t;iqj ,oa fnYyh A 5- iz;kstuijd fgUnh & fot; dqyJs'B] iap"khy izdk"ku] A		



**Name of the Program: B.A. B.Ed. SEM VIII**  
**Name of the Course: ENGLISH LITERATURE AND POST-COLONIAL FICTION**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3Credits	3+0+0 Hrs.	45 Hrs.

**Pedagogy:**

Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Create social awareness with regard to society and culture.
- b) Communicate in the English language with proper knowledge of the language.
- c) Evaluate the teaching-learning process through various teaching aids.
- d) Respond to the fecundity of imagination and verisimilitude of life which constitute the cognitive and rational response to society.

**Syllabus:**

	Hours
<b>UNIT 1: Re-visioning the Canon</b>	<b>15</b>

Suniti Namjoshi: Feminist Fables (Stories 1 to 10).  
 C N Srikanthan Nair: Kanchana Sita (In Retelling Ramayana OUP)  
 Virginia Woolf: Professions for Women  
 Alice Walker: In search of Our Mothers' Gardens  
 Jean Rhys: Wide Sargossa Sea

<b>UNIT 2: Introduction to Post-Colonial Theory</b>	<b>15</b>
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Acculturation, Hybridity  
 Centre – margin literary tradition Resistance Subversion Writing back Mimicry  
 Nation – Narration Identity crisis Subaltern  
 English – language use Orient- Occident Hegemony

<b>UNIT 3: African and Canadian Fiction</b>	<b>15</b>
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Chinua Achebe: The Anthills of Savanna  
 Margaret Atwood: The Handmaid's Tale

**Suggested Readings:**

1. Annette Kolodny – Dancing through the Mine Field – Some observations on Theory, Practice and Politics of Feminist Literary Criticism, Penguin, London, 2002.
2. Kamala Bhasin and Sayed Khan Nikhat, Feminism in South Asia, Kali for Woman, 1985.
3. Only the Soul knows how to Sing, Poems by Kamala Das, Current Books, Kottayam, 1994.
4. Simon De Beovre: Second Sex (Introduction), Macmilan, London, 1970.
5. Cora Caplan: 'Woman and Language, Feminist Linguistic' A Reader Ed. Deborat, Michigan University, 1988.



**Name of the Program: B.A. B.Ed. SEM VIII**

**Name of the Course: CURRICULUM AND SCHOOL**

<b>Course Credits</b>	<b>No. of Hours per Week</b>	<b>Total No. of Teaching Hours</b>
4Credits	4+0+0 Hrs.	60 Hrs.

**Pedagogy:**  
Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- Understand the need and importance of curriculum.
- Analyze different issues in the curriculum.
- Apply different approaches to curriculum construction.
- Construct a curriculum for children with special needs.

<b>Syllabus:</b>	<b>Hours</b>
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<b>UNIT 1: Concept and determinants of curriculum</b>	<b>20</b>
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Meaning of Curriculum; the dynamics of the hidden curriculum and Its Effects; Core Curriculum; Spiral Curriculum; Determinants of the school curriculum; National Goals and Priorities: Trends in the Curriculum of school education at National and state levels (with reference to National Curriculum frameworks); Difference between curriculum and syllabus.

<b>UNIT 2: Curriculum Implementation in Schools</b>	<b>20</b>
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Planning and converting curriculum into syllabus and learning activities. Role of teacher in the operationalizing curriculum (Concept mapping, Long-range planning, daily lesson Planning, creating learning situations, selecting learning experiences, choice of resources, planning Assessments. Time management, Textbook as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, and other technological resources. Planning and use of curricular materials – teachers' handbook, sourcebooks, workbooks, manuals, and other learning materials.

<b>UNIT 3: School as a System for Curriculum Implementation</b>	<b>20</b>
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Concept of a school; its components; school climate and environment. School as an organization- mission, vision and core values. Factors influencing school environment. School plant, Physical and academic infrastructural facilities. Planning: Types of planning-short term, annual plan; Strategic planning and goal setting. Organization of curricular activities. Curricular activities: Management of classroom teaching-learning activities, Managing Examination and Evaluation in school. Reducing stress and strain of students facing public examinations and enhancing their chances for better schooling; Classroom management for different types of instructional strategies; Group dynamics and its implications, Instruction in a diverse classroom. Co-curricular activities: organizing various cultural and club activities and competitions, at the school level, inter-school level, district and National Levels. Planning School Timetable.

**Skill Developments Activities:**

- Group work to analyze the curricular concepts of school visits to study the factors required for implementing the curriculum in schools and writing reflective experiences.
- Review of national curriculum frameworks on school education and write a report for presentation and discussion.
- Analysis of teachers' handbooks, textbooks, workbooks, and sourcebooks followed by PowerPoint Presentations and report submission.
- Interviews with classroom practitioners and students who are the stakeholders to know their Perceptions about the curriculum and the textbooks in use.
- Readings of certain curriculum reviews and articles bearing significance to the course outlined and Reflections on them.

**Suggested Readings:**

- Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing, New Delhi.
- Buch M B Planning Education, Implementation and Development, NCERT, New Delhi. .
- Curriculum planning for better teaching and learning by J.G. Saylor and W Alexander (Holt, Rinehart and Winston).
- Dewey, John (1959): The child and the Curriculum, Chicago, The University of Chicago Press.
- Eugenia Hepworth Berger (1987), Parents as partners in Education: The school and home working together.



**Name of the Program: B.A. B.Ed. SEM VIII**  
**Name of the Course: INDIAN CONSTITUTION & HUMAN RIGHTS**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4Credits	2+2+0 Hrs.	60 Hrs.

**Pedagogy:** Classrooms lecture, Problemsolving, tutorials, Group discussion, Seminar, Casestudies & Fieldwork etc.

**Course Outcomes:** On successful completion of the course, the Students will be able to

- a) Knowing the importance of this the student teacher will be able to Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.
- b) Know the important, preamble and salient features of the Indian constitution.
- c) Appreciate the significance of fundamental rights, duties and directive principles of state policy
- d) Develop an understanding of the strength of the government union.

Syllabus:	Hours
<b>UNIT 1: Meaning and Importance of the Constitution</b>	<b>30</b>
1. Preamble, Salient features Constituent Assembly and the Spirit of the Indian Constitution. 2. Fundamental Rights, Duties and Directive Principles, Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution. 3. Union, State and Local Self Governments Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.	
<b>UNIT 2: Human Rights</b>	<b>30</b>

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organisations.

**Suggested Readings:**

1. Madhav Khosla, the Constitution of India, Oxford University Press.
2. Ghosh, Indian Government and Politics.
3. Naseem Ahmad, Indian Public Administration, Anmol Publications Pvt. Ltd.
4. Jagdish Chand, Education in India after Independence: Ansha Publishing House (Shipra Pub), H4-03 Mayurdhwaj, 60 Ip. Expansion. Delhi-92.
5. C. Naseema, Human Rights in India: Theory and Practice, Shipra Publications.





Credits= 02	Gender Sensitization	2+0+0 Total Lectures: 30
<b>Objective:</b>	The objective of this paper is to promote understanding and awareness of gender-related issues and inequalities to foster a more inclusive society.	
1	Introduction, Meaning , Definition, Nature ,Scope and Evolution of Gender Equality and Gender Sensitization.	Theory- 1Hr
2	Understanding : Femininity and Masculinity ,Feminism and Patriarchy	Theory: 1Hr
3	Constitutional Perspectives of Gender Sensitization	Theory: 1 Hr
4	Legal Perspectives of Gender Sensitization	Theory: 1 Hr
5	PCPNDT & Janani Suraksha Yojana, NHRM, under this scheme, pregnant women are provided with better food, Cash assistance during pregnancy and care during child birth,	Theory: 1 Hr
6	Sukanya Samridhi Yojana-is a saving scheme for the girl child,a sukanya account can be opened any time before girlchild turns 10 years old.	Theory: 1 Hr
7	Balika samridhi Yojana-the purpose of this yojana is to change negative attitude towards girl child among community and family members retaining girl children	Theory: 1 Hr
8	Help the girl child to take part in activities for income generation.	Theory: 1 Hr
9	One Stop Centre scheme-onr stop centres (OSC),shall set up for offering immediate response, emergency help, medical support, legal and psychological assistance to affected women	Theory: 1 Hr
10	Feminist Movements.	Theory: 1 Hr
11	Mahila-E-Haat-A shout out to the entire community of women leaders	Theory: 1 Hr
12	Plan emphasis on empowering women entrepreneurs	Theory: 1 Hr
13	Gender related Emerging Issues and Challenges	Theory: 1 Hr
14	Gender related Challenges	Theory: 1 Hr
15	Aspiring Personalities	Theory: 1 Hr
16	Play and skit on girl Education	Case study: 1Hr
17	Nukkad Natak on girl child on her rights	Case study: 1Hr
18	Interaction with students and villagers on girl child on government policies	Case study: 1Hr
19	Gender Based Violence : Nature, victims, causes, Impact	Case study: 1Hr
20	Scheme for Universalisation of various government and Helplines to provide 24 hrs	Case study: 1Hr
21	Workshop /Seminar on Gender Sensitization	Practice: 1 Hr
22	Rally on awareness regarding BETI BACHAO BETI PADAO	Practice: 1 Hr
23	Gender Sensitization at work and home , at adopted villages	Practice: 1 Hr
24	Prevention and Precautions : Crowded places, buses, trains, transport,	Practice: 1 Hr
25	Safe place, abusive language (feminish words etc.).	Practice: 1 Hr