

CENTRAL UNIVERSITY OF PUNJAB



**INTEGRATED TEACHER EDUCATION
PROGRAMME (ITEP)
B.A. B.Ed. (ITEP-SECONDARY)
Batch: 2025
Department of Education**

Graduate Attribute

On successful completion of the four years Integrated Teacher Education Programme (ITEP)- B.A. B.Ed. Secondary level the teacher-trainees shall be able to develop disciplinary knowledge as well as requisite pedagogical skills necessary for secondary-level teaching. Further, they are expected to develop the qualities of a dynamic teacher and play a constructive role in individual and societal transformation.

Programme Learning Outcomes

After the completion of the Integrated Teacher Education Programme (ITEP)- B.A. B.Ed. Secondary the teacher-trainees shall be able to develop;

- a comprehensive knowledge of the aims of education, curricular goals, competencies, and learning outcomes at the secondary level
- procedural knowledge to perform and accomplish the professional tasks associated with teaching in secondary schools
- understanding on effective pedagogical approaches for curriculum transaction.
- skills in the assessment of student learning, including the selection of assessment methods, tools, and processes appropriate for secondary-level children.
- understanding on learning needs of students with disability or other learning disabilities and delivering learning experiences in an inclusive and caring environment.
- capacity in managing classroom activities and field-based learning, student behavior, and engaging with parents and other caregivers of secondary-level children as well as with community members.

CUPB B.A. B.Ed. Curriculum Structure

| SEM | Foundations of Education | Disciplinary/Interdisciplinary Courses | Stage-Specific Content-cum-Pedagogy | Ability Enhancement & VAC | School Experience | Community Engagement and Services | Foundation Elective | Total |
|--------------|--------------------------|--|-------------------------------------|---------------------------|-------------------|-----------------------------------|---------------------|------------|
| | | Discipline Major | | | | | | |
| I | 4 | 8 | x | 8 | x | x | x | 20 |
| II | x | 12 | x | 8 | x | x | x | 20 |
| III | 4 | 12 | 4 | x | x | x | x | 20 |
| IV | 4 | 12 | 4 | x | x | x | x | 20 |
| V | x | 12 | 4 | 2 | 2 | x | x | 20 |
| VI | 4 | 8 | 4 | 2 | 2 | x | x | 20 |
| VII | 4 | x | x | 4 | 12 | x | x | 20 |
| VIII | 6 | x | x | 4 | 4 | 2 | 4 | 20 |
| Total | 26 | 64 | 16 | 28 | 20 | 2 | 4 | 160 |

SEMESTER-I

| Two-Week Student Induction Programme | | | | | |
|--|---|---|---|---|-----------|
| Foundation Courses* | | | | | |
| Code | Name of Course | L | T | P | Credit |
| BAE.101 | Evolution of Indian Education | 4 | 0 | 0 | 4 |
| Disciplinary/ Interdisciplinary Courses (One major)** | | | | | |
| List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.102 | Elizabethan Drama | 4 | 0 | 0 | 4 |
| BAE.103 | Victorian Novel | 4 | 0 | 0 | 4 |
| History (Major) | | | | | |
| BAE.104 | History of India (From Earliest time to 650 AD.) | 4 | 0 | 0 | 4 |
| BAE.105 | History of India (650-1206 AD.) | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.106 | Introduction to Political Science | 4 | 0 | 0 | 4 |
| BAE.107 | Political Theory | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.108 | Microeconomics-I | 4 | 0 | 0 | 4 |
| BAE.109 | Macroeconomics-I | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.110 | Physical Geography-I: (Geomorphology) | 4 | 0 | 0 | 4 |
| BAE.111 | Geography Practical (Cartography – I) | 0 | 0 | 4 | 4 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| Any one of the following language subjects (Punjabi/Hindi) as Language 1 | | | | | |
| BAE.112 | ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਅਤੇ ਸਭਿਆਚਾਰ | 4 | 0 | 0 | 4 |
| BAE.113 | हिंदी भाषा का व्यावहारिक व्याकरण एवं लेखन | 4 | 0 | 0 | 4 |
| BAE.114 | Arts (Performing and Visual) and Creative Expressions | 1 | 0 | 0 | 1 |
| BAE.115 | Arts (Performing and Visual) and creative Expressions-Practical | 0 | 0 | 2 | 1 |
| BAE.116 | Understanding India (Indian Ethos and Knowledge Systems)-I | 2 | 0 | 0 | 2 |
| Total | | | | | 20 |

Note:

* Common Courses for all students

** Student has to choose one major discipline from List of Major Subjects (English, History, Political Science, Economics, Geography)

SEMESTER-II

| Code | Name of Course | L | T | P | Credit |
|--|---|---|---|---|-----------|
| Disciplinary/ Interdisciplinary Courses (One major)** | | | | | |
| List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.151 | Modern Prose-I | 4 | 0 | 0 | 4 |
| BAE.152 | Modern Prose-II | 4 | 0 | 0 | 4 |
| BAE.153 | Essentials of English Literature | 4 | 0 | 0 | 4 |
| History (Major) | | | | | |
| BAE.154 | History of India (1206-1526AD.) | 4 | 0 | 0 | 4 |
| BAE.155 | History of India (1526-1707 AD.) | 4 | 0 | 0 | 4 |
| BAE.156 | Indian Art and Architecture | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.157 | Constitution and Government in India | 4 | 0 | 0 | 4 |
| BAE.158 | Punjab Politics | 4 | 0 | 0 | 4 |
| BAE.159 | Comparative Politics-Approaches | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.160 | Microeconomics-II | 4 | 0 | 0 | 4 |
| BAE.161 | Macroeconomics-II | 4 | 0 | 0 | 4 |
| BAE.162 | Money and Banking | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.163 | Physical Geography - II: Climatology & Oceanography | 4 | 0 | 0 | 4 |
| BAE.164 | Human Geography | 4 | 0 | 0 | 4 |
| BAE.165 | Geography Practical (Cartography – II) | 0 | 0 | 4 | 4 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| Any one of the following language subjects (Communicative English/Punjabi/Hindi) as Language 2 (Other than language 1) | | | | | |
| BAE.166 | Communicative English | 4 | 0 | 0 | 4 |
| BAE.167 | ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਅਤੇ ਸਭਿਆਚਾਰ | 4 | 0 | 0 | 4 |
| BAE.168 | हिंदी भाषा का व्यावहारिक व्याकरण एवं लेखन | 4 | 0 | 0 | 4 |
| BAE.169 | Teacher and Society | 2 | 0 | 0 | 2 |
| BAE.170 | Understanding India (Indian Ethos and Knowledge Systems)-II | 2 | 0 | 0 | 2 |
| Total | | | | | 20 |

Note:

***Common Courses for all students**

****Major course will remain the same as taken in Semester I**

SEMESTER-III

| Code | Name of Course | L | T | P | Credit |
|--|--|---|---|---|-----------|
| Foundation Courses* | | | | | |
| BAE.201 | Child development and Educational Psychology | 3 | 1 | 0 | 4 |
| Disciplinary/ Interdisciplinary Courses (One major) List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.202 | English Grammar | 4 | 0 | 0 | 4 |
| BAE.203 | Indian English Literature | 4 | 0 | 0 | 4 |
| BAE.204 | Modern English Literature | 4 | 0 | 0 | 4 |
| History (Major) | | | | | |
| BAE.205 | History of India (1707-1857 AD.) | 4 | 0 | 0 | 4 |
| BAE.206 | History of India (1858-1947 AD.) | 4 | 0 | 0 | 4 |
| BAE.207 | Archives and Museums | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.208 | Foreign Policy of India | 4 | 0 | 0 | 4 |
| BAE.209 | Issues in Indian Politics | 4 | 0 | 0 | 4 |
| BAE.210 | Western Political Thought | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.211 | International Economics | 4 | 0 | 0 | 4 |
| BAE.212 | Economics of Growth and Development | 4 | 0 | 0 | 4 |
| BAE.213 | Economics of Innovation | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.214 | Environmental Geography | 4 | 0 | 0 | 4 |
| BAE.215 | Resource Geography | 4 | 0 | 0 | 4 |
| BAE.216 | Geography Practical (Cartographic Representation of Geographic Data) | 0 | 0 | 4 | 4 |
| Stage-Specific Content-cum-Pedagogy Course* | | | | | |
| BAE.217 | Basics of Pedagogy at Secondary Stage* | 4 | 0 | 0 | 4 |
| Total | | | | | 20 |

Note:

*Common Courses for all students

**Major course will remain the same as taken in Semester I

SEMESTER-IV

| Code | Name of Course | L | T | P | Credit |
|--|---|---|---|---|--------|
| Foundation Courses* | | | | | |
| BAE.251 | Philosophical and Sociological Perspective of Education-I | 4 | 0 | 0 | 4 |
| Disciplinary/ Interdisciplinary Courses (One major) | | | | | |

| List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
|--|---|---|---|---|-----------|
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.252 | Linguistics and Academic Writing | 4 | 0 | 0 | 4 |
| BAE.253 | British Literature | 4 | 0 | 0 | 4 |
| BAE.254 | American Literature | 4 | 0 | 0 | 4 |
| History (Major) | | | | | |
| BAE.255 | History of India (1947-2000 AD.) | 4 | 0 | 0 | 4 |
| BAE.256 | History of Ancient World Civilizations | 4 | 0 | 0 | 4 |
| BAE.257 | History of Indian Science | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.258 | Indian Political Thought- I | 4 | 0 | 0 | 4 |
| BAE.259 | Indian Political System | 4 | 0 | 0 | 4 |
| BAE.260 | Public Administration | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.261 | Indian Economy | 4 | 0 | 0 | 4 |
| BAE.262 | Public Finance | 4 | 0 | 0 | 4 |
| BAE.263 | Financial Institutions and Markets | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.264 | Geography of Punjab | 4 | 0 | 0 | 4 |
| BAE.265 | Geography of India | 4 | 0 | 0 | 4 |
| BAE.266 | Geography Practical (Map Work and Basics of Remote Sensing & GIS) | 0 | 0 | 4 | 4 |
| Stage-Specific Content-cum-Pedagogy Courses (Any one as per the major subject)* | | | | | |
| BAE.267 | Pedagogy of English-I | 4 | 0 | 0 | 4 |
| BAE.268 | Pedagogy of History-I | 4 | 0 | 0 | 4 |
| BAE.269 | Pedagogy of Political Science-I | 4 | 0 | 0 | 4 |
| BAE.270 | Pedagogy of Economics-I | 4 | 0 | 0 | 4 |
| BAE.271 | Pedagogy of Geography-I | 4 | 0 | 0 | 4 |
| Total | | | | | 20 |

Note:

*Common Courses for all students

**Major course will remain the same as taken in Semester I

SEMESTER-V

| Code | Name of Course | L | T | P | Credit |
|--|--|---|---|---|--------|
| Disciplinary/ Interdisciplinary Courses (One major) | | | | | |
| List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.301 | Literary Criticism and Critical Theory | 4 | 0 | 0 | 4 |
| BAE.302 | Women's Writing in English | 4 | 0 | 0 | 4 |

| | | | | | |
|--|---|---|---|---|-----------|
| BAE.303 | World Literature | | | | |
| History (Major) | | | | | |
| BAE.304 | History of the Medieval World | 4 | 0 | 0 | 4 |
| BAE.305 | History of the Modern World | 4 | 0 | 0 | 4 |
| BAE.306 | Perspectives on Environmental History | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.307 | International Politics: Theory and Practice | 4 | 0 | 0 | 4 |
| BAE.308 | Comparative Political Systems (UK & USA) | 4 | 0 | 0 | 4 |
| BAE.309 | Media and Politics | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.310 | Economics of Global Climate Change | 4 | 0 | 0 | 4 |
| BAE.311 | Rural Development | 4 | 0 | 0 | 4 |
| BAE.312 | Labour Economics | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.313 | World Regional Geography | 4 | 0 | 0 | 4 |
| BAE.314 | Population Geography | 4 | 0 | 0 | 4 |
| BAE.315 | Geography Practical (Map Projections) | 0 | 0 | 4 | 4 |
| Stage-Specific Content-cum-Pedagogy Courses (Any one as per the major subject)* | | | | | |
| BAE.316 | Pedagogy of English-II | 4 | 0 | 0 | 4 |
| BAE.317 | Pedagogy of History-II | 4 | 0 | 0 | 4 |
| BAE.318 | Pedagogy of Political Science-II | 4 | 0 | 0 | 4 |
| BAE.319 | Pedagogy of Economics-II | 4 | 0 | 0 | 4 |
| BAE.320 | Pedagogy of Geography-II | 4 | 0 | 0 | 4 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| BAE.321 | ICT in Education | 2 | 0 | 0 | 2 |
| School Experiences* | | | | | |
| BAE.322 | Pre-Internship Practice (Demonstration Lessons and Peer Teaching) | 0 | 0 | 4 | 2 |
| Total | | | | | 20 |

Note:

*Common Courses for all students

**Major course will remain the same as taken in Semester I

SEMESTER-VI

| Code | Name of Course | L | T | P | Credit |
|--|---------------------------|---|---|---|--------|
| Foundations of Education* | | | | | |
| BAE.351 | Assessment and Evaluation | 2 | 0 | 0 | 2 |
| BAE.352 | Inclusive Education | 2 | 0 | 0 | 2 |
| Disciplinary/ Interdisciplinary Courses (One major) | | | | | |
| List of Major Subjects (English, History, Political Science, Economics, Geography) | | | | | |
| Disciplinary Major Courses** | | | | | |
| English (Major) | | | | | |
| BAE.353 | Classical Literature | 4 | 0 | 0 | 4 |

| | | | | | |
|--|---|---|---|---|-----------|
| BAE.354 | Diasporic Literature | 4 | 0 | 0 | 4 |
| History (Major) | | | | | |
| BAE.355 | History of Contemporary World | 4 | 0 | 0 | 4 |
| BAE.356 | History and Culture of Punjab | 4 | 0 | 0 | 4 |
| Political Science (Major) | | | | | |
| BAE.357 | Indian Political Thought-II | 4 | 0 | 0 | 4 |
| BAE.358 | Human Rights and Constitutional Duties | 4 | 0 | 0 | 4 |
| Economics (Major) | | | | | |
| BAE.359 | Urban Economics | 4 | 0 | 0 | 4 |
| BAE.360 | Economics of Education | 4 | 0 | 0 | 4 |
| Geography (Major) | | | | | |
| BAE.361 | Settlement Geography | 4 | 0 | 0 | 4 |
| BAE.362 | Geography Practical (Map Projections - II and Field Work) | 0 | 0 | 4 | 4 |
| Stage-Specific Content-cum-Pedagogy Courses (Any one as per the major subject)* | | | | | |
| BAE.363 | Pedagogy of English-III | 4 | 0 | 0 | 4 |
| BAE.364 | Pedagogy of History-III | 4 | 0 | 0 | 4 |
| BAE.365 | Pedagogy of Political Science-III | 4 | 0 | 0 | 4 |
| BAE.366 | Pedagogy of Economics-III | 4 | 0 | 0 | 4 |
| BAE.367 | Pedagogy of Geography-III | 4 | 0 | 0 | 4 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| BAE.368 | Mathematical & Quantitative Reasoning | 2 | 0 | 0 | 2 |
| School Experiences* | | | | | |
| BAE.369 | School Observation (Field Practice) | 0 | 0 | 4 | 2 |
| Total | | | | | 20 |

Note:

*Common Courses for all students

**Major course will remain the same as taken in Semester I

SEMESTER-VII

| Code | Name of Course | L | T | P | Credit |
|---|---|---|---|----|-----------|
| Foundations of Education* | | | | | |
| BAE.401 | Perspectives on School Leadership and Management | 2 | 0 | 0 | 2 |
| BAE.402 | Curriculum Planning and Development (Textbooks, material development etc.) Stage Specific | 2 | 0 | 0 | 2 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| BAE.403 | Art Education (Performing and Visual) | 2 | 0 | 0 | 2 |
| BAE.404 | Sports Nutrition and Fitness | 2 | 0 | 0 | 2 |
| School Experiences* | | | | | |
| BAE.405 | School-Based Research Project | 0 | 0 | 4 | 2 |
| BAE.406 | Internship in Teaching | 0 | 0 | 20 | 10 |
| Total | | | | | 20 |

*Common Courses for all students

SEMESTER-VIII

| Code | Name of Course | L | T | P | Credit |
|---|---|---|---|---|-----------|
| Foundations of Education* | | | | | |
| BAE.451 | Philosophical and Sociological perspectives of Education-II | 4 | 0 | 0 | 4 |
| BAE.452 | Education Policy Analysis | 2 | 0 | 0 | 2 |
| Any one Elective from the offered courses (BAE.453 to BAE.463) as per the choice of student-teachers | | | | | |
| BAE.453 | Adolescence Education | 4 | 0 | 0 | 4 |
| BAE.454 | Education for Mental Health | 4 | 0 | 0 | 4 |
| BAE.455 | Education for Sustainable Development | 4 | 0 | 0 | 4 |
| BAE.456 | Emerging Technologies in Education | 4 | 0 | 0 | 4 |
| BAE.457 | Gender Education | 4 | 0 | 0 | 4 |
| BAE.458 | Guidance and Counselling | 4 | 0 | 0 | 4 |
| BAE.459 | Human Rights Education | 4 | 0 | 0 | 4 |
| BAE.460 | Peace Education | 4 | 0 | 0 | 4 |
| BAE.461 | Sports and Fitness Education | 4 | 0 | 0 | 4 |
| BAE.462 | Tribal Education | 4 | 0 | 0 | 4 |
| BAE.463 | Economics of Education | 4 | 0 | 0 | 4 |
| Ability Enhancement & Value- Added Courses * | | | | | |
| BAE.464 | Yoga and Understanding Self | 2 | 0 | 0 | 2 |
| BAE.465 | Citizenship Education, Sustainability and Environmental Education | 2 | 0 | 0 | 2 |
| School Experiences* | | | | | |
| BAE.466 | Post Internship (Review & Analysis) | 0 | 0 | 4 | 2 |
| BAE.467 | Creating Teaching-Learning Material | 0 | 0 | 4 | 2 |
| Community Engagement and Service* | | | | | |
| BAE.468 | Community Engagement and Services | 0 | 0 | 4 | 2 |
| | Total | | | | 20 |

*Common Courses for all students

Student Induction Programme;

The activities under the induction programme will include;

- Orientation programme on different aspects of the ITEP and required courses and credit requirements.
- Physical activities like team sports and physical training/exercise sessions designed to inculcate team spirit, group cohesion and bonding as well as physical and mental health.
- Participation in creative expression activities relating to visual and performing arts like painting, sculpture, pottery, music, dance etc. to develop aesthetic sensibility and creativity.
- Motivational lectures by eminent people in the society, visits to local areas of cultural and historical importance and institutions such as Balvatikas/Anganwadi Centres, schools and higher education institutions, hospitals, local artisans, adult and lifelong education activities to develop an understanding of the functioning of various institutions, community and

society.

- Familiarizing students with different Departments/Units within the institution and their roles, including visits to laboratories, workshops, facilities for sports etc. in order to acquaint students with various facilities available in the institution.

Examination Process

| Foundation Courses/Disciplinary/ Interdisciplinary Courses (Major) | | | Stage-Specific Content-cum-Pedagogy Courses, Ability Enhancement & Value- Added Courses or any other theory courses up to 2 credits | |
|--|---|---|---|---|
| | Marks | Evaluation | Marks | Evaluation |
| Internal Assessment | 25 | Surprise tests=10 Marks (Per course three surprise tests will be conducted and the average of the best two tests will be taken into consideration) Assignments=5 Marks Term paper=10 Marks | - | - |
| Mid-semester test (MST) | 25 | Descriptive (Covering both short answer and long answer) | 50 | Descriptive (70%): (Covering both short answer and long answer) Objective (30%): Multiple choice questions |
| End-semester exam (ESE) | 50 | Descriptive (70%): (Covering both short answer and long answer) Objective (30%): Multiple choice questions | 50 | Descriptive (70%): (Covering both short answer and long answer) Objective (30%): Multiple choice questions |
| School Experiences, Community Engagement | Field Performance Based (Practical Record, Presentation, and Viva-Voce). The evaluation will be made by a committee (concerned mentor and one examiner) as will be constituted by the HoD/Coordinator of the program. | | | |
| Practical Examinations (25 Marks) | | | | |

| | |
|---|----------------|
| Distribution of Marks | Total Marks 25 |
| a) Experiment | 10 Marks |
| b) Brief Theory | 05 Marks |
| c) Viva–Voce | 05 Marks |
| d) Record (Practical file) | 05 Marks |
| *The practical examination will be conducted by the concerned course coordinator. | |

SEMESTER-I

FOUNDATIONS OF EDUCATION

Course Title: Evolution of Indian Education

Course Code: BAE.101

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1: To develop an understanding among student teachers of the meaning of education and education during ancient period in India

CLO2: To orient student teachers to the historical perspective of Indian education during Islamic period

CLO3: To develop an understanding of education development in India during colonial period

CLO4: To provide an overview of the evolution of education during post-independence period

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------------|--|------------------------|
| UNIT I 15 Hours | Meaning, nature and scope of education, Aims of education, Individual and social, Agencies of education- Informal, formal and non-formal, Ancient Indian Education: Salient features of Vedic, Buddhist and Jain Education System. | CLO1 |
| UNIT II 15 Hours | Education during Islamic Period: Salient features of Islamic Education System. Finance and Management of educational institutions. | CLO1 & CLO2 |
| UNIT III 10 Hours | Colonial Education in India: Macaulay Minutes, Woods Despatch, Contribution of Indian thinkers: Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, | CLO2 & CLO3 |
| UNIT IV 20 Hours | Education in Independent India, Overview of Constitutional values and educational provisions. Features of Mudaliar Commission 1952-53, Kothari commission 1964-66, NPE-1986, NEP 2020 | CLO3 & CLO4 |

Suggestive Practicum

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Reading Materials

- Bhatia and Narang: Philosophical & Sociological Foundations Education Doaba House, New Delhi, 1992.
- Dash, B.N: Foundations of Education, Kalyani Publishers 14
- Saxena, N.R.S.: Principles of Education
- Govt. of India Ministry Report of Secondary Education Commission (1952–53).
- Prasad and Chandra: Sociological Foundations of Education, Deepak KSK Publishers, Delhi, 2006
- Sodhi, T.S. Philosophical and Sociological Foundations of Education, Bawa Publications, Patiala, 2007
- Taneja, V.R. Foundation of Education, Chandigarh, Mahindra Capital, Punjab, 2006.

ENGLISH (MAJOR)

Course Title: Elizabethan Drama

Course Code: BAE.102

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Define literary terms used in the literary texts.

CLO2 Interpret the chief characteristics and the stages of Elizabethan drama.

CLO3 Analyse the complexity of Hamlet's character, including his internal struggles, and indecisiveness.

CLO4 Evaluate the theme structure and style of Elizabethan drama.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 15 hours | Literary Terms: Ballad, Character, Comedy, Conceit, Epic, Irony, Plot, Paradox, Hamartia, Peripeteia, Anagnorisis, Backdrop, Proscenium arch, aside, soliloquy, supernatural Machinery <i>Learning Activities: Quizzes, Matching, Crossword Puzzles, Flashcard, Simulation.</i> | CLO1 |
| Unit 2 15 hours | History and Stages of Elizabethan Drama in English literature. <i>Learning Activities: Discussion, Quizzes, Dramatic Performance.</i> | CLO2 |
| Unit 3 | <i>Hamlet:</i> William Shakespeare | CLO3 |

| | | |
|----------------------------------|--|-------------|
| 15 hours | Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Quizzes, Mini Dictionary. | |
| Unit 4 15 hours | Theme Structure and style in Elizabethan Drama Learning Activities: Discussion, Quizzes, Theme(s) and Style Exploration. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning India Private Limited.
- Albert, E. (2017). *History of English literature* (5th ed.). Oxford University Press.
- Blamires, H. (1985). *A short history of English literature* (2nd ed.). Routledge.
- Carter, R., & McRae, J. (2016). *The Penguin guide to English literature*. Penguin.
- Carter, R., & McRae, J. (2016). *The Routledge history of literature in English: Britain and Ireland* (3rd ed.). Routledge.
- Cuddon, J. A., & Habib, M. A. R. (2015). *The Penguin dictionary of literary terms and literary theory* (5th ed.). Penguin.
- Evans, I. (1956). *A short history of English drama*. Penguin Books.
- Long, W. J. (2018). *English literature: Its history and its significance for the life of the English-speaking world*. AITBS Publishers.
- Prasad, B. (2013). *A background to the study of English literature*. Macmillan.
- Sanders, A. (2005). *The short Oxford history of English literature*. Oxford University Press.
- Shakespeare, W. (2017). *Hamlet* (A. Thompson & N. Taylor, Eds.). Arden Shakespeare. (Original Work Published 1599-1601).

Semester 1 English (Major 2)

Course Title: Victorian Novel

Course Code: BAE.103

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

CLO1 Identify the chief characteristics of the Victorian novels.

CLO2. Explain literary genre, Novel and its methods of textual analysis.

CLO3. Analyse literary terms used in the literary texts.

CLO4. Evaluate the role of fate in *Jude the Obscure*.

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 15 hours | History of British Novel in Victorian Age. <i>Learning Activities: Discussion, Quizzes, Flashcards.</i> | CLO1 |
| Unit 2 15 hours | Novel as literary genre. Methods of textual analysis. <i>Learning Activities: Discussion, Quizzes, Textual Analysis.</i> | CLO2 |
| Unit 3 15 hours | Literary Terms: Locale, Plot, Round Character, Flat Character, poetic justice, point of view. <i>Learning Activities: Quizzes, Matching, Crossword Puzzles, Flashcards, Simulation.</i> | CLO3 |
| Unit 4 15 hours | <i>Jude the Obscure:</i> Thomas Hardy <i>Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank.</i> | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning India Private Limited.
- Albert, E. (2017). *History of English literature* (5th ed.). Oxford University Press.
- Allen, W. (1979). *The English Novel*. Pelican.
- Blamires, H. (1985). *A short history of English literature* (2nd ed.). Routledge.
- Carter, R., & McRae, J. (2016). *The Penguin guide to English literature*. Penguin.
- Carter, R., & McRae, J. (2016). *The Routledge history of literature in English: Britain and Ireland* (3rd ed.). Routledge.
- Cuddon, J. A., & Habib, M. A. R. (2015). *The Penguin dictionary of literary terms and literary theory* (5th ed.). Penguin.
- Eagleton, T. (2012). *English novel: An introduction*. Wiley-Blackwell.
- Hardy, T. (1998). *Jude the Obscure*. Penguin Classics. (Original Work Published 1895).
- Long, W. J. (2018). *English literature: Its history and its significance for the life of the English-speaking world*. AITBS Publishers.
- Prasad, B. (2013). *A background to the study of English literature*. Macmillan.
- Sanders, A. (2005). *The short Oxford history of English literature*. Oxford University Press.

HISTORY (MAJOR)

Course Title: History of India (From Earliest Time to 650 AD.)

Course Code: BAE.104

Course Learning Outcomes

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Analyze the sources of history

CLO2: Understand the historical development of India.

CLO3: Explain the various ages of History of India.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|-------------------------------|
| Unit I 15 hours | History: Meaning and Definition, Sources of ancient Indian History: Archaeological and Literary, Pre-Historic Period: Paleolithic, Mesolithic, Neolithic and Chalcolithic Cultures, The Indus Valley Civilization: features, Origin, Extent, Urban Planning and decline. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Vedic and Later Vedic Period: Nature of polity, Religion, Literature, Religious reforms movement: Jainism, Buddhism and Ajivikas, Rise of States: Mahajanpada, Republic and Growth of Urban centers, Magadh Empire, Mauryan Dynasty: Ashoka's Dhamma and Mauryan Polity, Administration, Society, Economy and Culture. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Greek invasion, Indo-Greeks, Sungas, Satavahanas, Kushanas and Saka-Ksatrapas. Megalithic culture, Sangam literature: polity and society, Kingdoms in South India: Pallavas, Cheras, Cholas and Pandyas, Polity, Administration, Society, Economy and Culture. | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Gupta-Vakataka Period: Polity, Administration, Society, Economy, Art and Architecture, Literature, Science and technology, Huna Invasion and its impact, Vardhana, Maukharis and Maitrakas dynasty: Polity and Administration, Society, Economy and Culture. | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings:

- Agarwal, D.P, The Archaeology of India, 1985.
- Basham, A.L., Wonder that was India, Fontana, London, 1977.
- Jayaswal, Vidula, Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987

- Jha, D.N., Early India: Concise History of India, Manohar Publication, 2010
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II
- Pandey, Rajbali, Prachin Bharat, Vishwavidyalaya Prakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Raychaudhary, H.C, Political History of Ancient India, 1996.
- Sankalia, H.D, Prehistory and Protohistory of India and Pakistan, Poona, 1974.
- Sastri, K.A., Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Sharma, R.S., India's Ancient Past, Oxford University Press, New Delhi, 2005
- Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
- Thapar, Romila, Early India: From Origins to AD 1300, Penguin publication, New Delhi, 2003.

Course Title: History of India (650-1206 AD.)

Course Code: BAE.105

Course Learning Outcomes;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 learn and analyze about the transition from historic centuries to the early medieval.

CLO2 delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

CLO3 acquire knowledge of changing political and socio-cultural scenarios of India.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|-------------------------------|
| Unit I 15 hours | Tripartite Struggle, Dynasties of Kashmir and Sindh: their Political, Social, Economic and cultural achievements. Arab Invasion, Pal, Sen Bhaumakaras, Somavamsis, Dynasties of Kamroop and their Political, Social, Economic and cultural achievements. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Origin of Rajput: Various theories, Gurjara-Pratiharas, Chauhan, Kalacuri-Chedis, Chandelas, Gahadavalas and Paramaras and their Political, Social, Economic and cultural achievements. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Chalukya-Solanki and Rashtrakutas: their Political, Social, Economic and cultural achievements. Cholas, Chera, Pandya, and Pallava: their political, Social, Economic and cultural achievements. | CLO1 CLO3 |

| | | |
|-----------------------------------|---|---|
| Unit IV 15 hours | Gangas, Kadambas, Kakatiyas, Hoysalas and Yadavas: their political, Social, Economic and cultural achievements. Fall of Rajput Power. | CLO1 CLO2 CLO3 |
|-----------------------------------|---|---|

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings:

- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Raychaudhary, H.C.: Political History of Ancient India.
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
- Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
- Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
- Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
- Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

POLITICAL SCIENCE (MAJOR)

Course Title: Introduction to Political Science

Course Code: BAE.106

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Explain the meaning nature and scope political science

CLO2 Understand the concept of State

CLO3 Explain the various theories of origin of state

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO4 Analyze the concept of Sovereignty

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|-------------------------------|
| Unit I 15 hours | Political Science: Meaning, Nature and Scope, Traditional & Modern View. Relationship of Political Science with Economics, History, Sociology and Psychology. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | State: Definition, Elements and its distinction from Government and Society. Theories of the Origin of State: Social Contract, Historical/Evolutionary. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | State: Marxian Perspective, Gandhian Perspective. Nature of State: Welfare State, Developmental State | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Sovereignty: Definition, Attributes and Types of Sovereignty. Determinants of Political Participation, Types of Political representation | CLO1 to 4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on various Geomorphic Processes.

Recommended Books:

- J. C. Johari, *Principles of Political Science*, Sterling Publishers, New Delhi.
- S.P. Verma, *Political Theory*, Geetanjali Publishing House, New Delhi.
- A.C. Kapur, *Principles of Political Science*, S. Chand & Company, New Delhi.
- E. Asirvatham, *Political Theory*, S. Chand & Company, New Delhi.
- M.P. Jain, *Political Theory*, Authors Guild Publication, Delhi, (Punjabi & Hindi).
- David Easton, *The Political System*, Scientific Book Agency, Calcutta.
- D.C. Bhattacharya, *Political Theory*, Vijay Publishing House, Calcutta.
- O.P. Gauba, *An Introduction to Political Theory*, Macmillan Indian Ltd., New Delhi.
- Satish Kumar Sharma, *Adhunik Rajnitik Vishleshan*, Publication Bureau, Punjabi University, Patiala.
- Andrew Heywood, *An Introduction to Political Theory*, New Delhi, Palgrave Publications, 2004.

POLITICAL SCIENCE (MAJOR)

Course Title: Political Theory

Course Code: BAE.107

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Understand the Political system and culture

CLO2 Analyze the difference between major political concepts.

CLO3 Discuss the various kinds of Democracy

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|-------------------|
| Unit I 15 hours | Liberty: Meaning, Types and its Safeguards Equality: Meaning, Types and Relationship between Liberty and Equality | CLO1 to 3 |
| Unit II 15 hours | Authority : Meaning, Nature and Types Legitimacy: Meaning, Nature and Types | CLO1 to 3 |
| Unit III 15 hours | Rights and Duties: Meaning, Types and Relationship between the rights and duties Justice: The Meaning of Justice; Procedural and Substantive Justice | CLO1 to 3 |
| Unit IV 15 hours | Democracy: Meaning, Characteristics and Types Theories of Democracy: Liberal, Marxian and Elitist Theory | CLO1 to 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Critically analyse the theories of Democracy and prepare a report accordingly Indian Political System.

Recommended Books:

- J. C. Johari, *Principles of Political Science*, Sterling Publishers, New Delhi.
- S.P. Verma, *Political Theory*, Geetanjali Publishing House, New Delhi.
- A.C. Kapur, *Principles of Political Science*, S. Chand & Company, New Delhi.
- E. Ashirvatham, *Political Theory*, S. Chand & Company, New Delhi.
- M.P. Jain, *Political Theory*, Authors Guild Publication, Delhi, (Punjabi & Hindi).
- David Easton, *The Political System*, Scientific Book Agency, Calcutta.
- D.C. Bhattacharya, *Political Theory*, Vijay Publishing House, Calcutta.
- O.P. Gauba, *An Introduction to Political Theory*, Macmillan Indian Ltd., New Delhi.

ECONOMICS (MAJOR)

Course Title: Microeconomics-I

Course Code: BAE.108

Course Learning Outcomes:

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Recognise the conceptual foundations of microeconomics.

CLO2: Build knowledge about the basics of demand and supply.

CLO3: Analyse consumer behaviour in making choices of how much to consume.

CLO4: Analyse producer behaviour in making choices of how to produce and how much to produce.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|--------------------------|
| UNIT I 15 Hours | Introduction: The Concepts of Economy and Economics; Nature, Scope and Definition of Economics; Microeconomics vs. Macroeconomics; Approaches and Methods of studying economics; Normative and Positive Economics; Basic Economic Problems – Sources and Types; Production Possibility Curve. | CLO1 |
| UNIT II 15 Hours | Concepts of Demand and Supply: The Concepts of Individual and Market Demand and Supply; Law of demand, determinants of demand, change in demand and shift in demand curve; Law of supply, determinants of supply, change in supply and shift in supply. | CLO2 |
| UNIT III 15 Hours | Elasticity of Demand and Supply: Price, Income and Cross elasticity of demand, measurement of elasticity of demand, factors affecting elasticity of demand; Elasticity supply – measurement and determinants. Consumer Behavior: The concept of utility, cardinal analysis of consumer behavior – law of diminishing marginal utility, law of equi-marginal utility and consumer's equilibrium, concept of consumer's surplus and its measurement. | CLO3 |
| UNIT IV 15 Hours | Ordinal Utility: Indifference curve approach to consumer behavior, consumer's equilibrium; Producer Behavior: Short-run and Long- | CLO4 |

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| | run Production functions, Law of variable proportion, Laws of returns to scale; Producer's equilibrium – using isoquants and isocost line. | |
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Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on Basic Economic Problems prevailed in India.

Recommended Books:

- Ahuja, H. L. (2022). *Modern Microeconomics: Theory & Applications*, S. Chand & Company, 19th Edition, New Delhi.
- Koutsoyiannis, A. (2020). *Modern Microeconomics* (2nd edition). Macmillan Press, London
- Lipsey, R. G. (1979). *Introduction to positive economics*, ELBS, London.
- Samuelson, P.A. and Nordhaus, W.O. (2019). *Economics* (16th Edition). New Delhi: Tata McGraw Hill
- Snyder, C. and W. Nicholson. (2010). *Fundamentals of Microeconomics*, 10th Edition, Cengage Learning-New Delhi
- Stonier, A.W. and D.C. Hague (2003). *A Textbook of Economic Theory*, 5th ed., ELBS, London.

Course Title: Macroeconomics-I

Course Code: BAE.109

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand the basics of macroeconomics, and able to measure national income of a country.

CLO2: Analyse the classical macroeconomic theories and their relevance.

CLO3: Evaluate the Keynesian macroeconomic theories and their relevance.

CLO4: Appraise the trade-off debate between inflation and unemployment in a macroeconomic framework.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|--------------------------|
| UNIT I 15 Hours | Introduction: Microeconomics vs. Macroeconomics, Meaning, Nature and Scope of Macroeconomics, Macroeconomic Variables, Stock and Flow Concepts, Macroeconomic Schools of thoughts – From Classical to New Keynesians; National Income Accounting – National Income and related aggregates, methods of measuring national income, problems in the measurement of national income; Circular Flow of income models. | CLO1 |
| UNIT II 15 Hours | Classical Macroeconomics: Postulates of Classical macroeconomics, Say's Law of market, determination of equilibrium output and employment in classical model; Keynes; criticism of the classical model. | CLO2 |
| UNIT III 15 Hours | Keynesian Macroeconomics: Consumption, savings and investment functions; concepts of aggregate demand and supply; simple Keynesian model of determination of income and employment – using AD-AS approach and S-I approach; Investment multiplier – definition, working and limitations. | CLO3 |
| UNIT IV 15 Hours | Money and Inflation: Meaning, Nature and functions; Quantity Theory of Money – Classical and Keynesian; Theories of Money Supply, Components of Money Supply; Measures of Money Supply; Determinants of Money Supply; Inflation and Unemployment: Meaning, causes, effects and control of Inflation; Theories of Inflation – Classical and Keynesian; Phillips curve hypothesis - inflation and unemployment trade-off. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on the impact of Inflation on the Economy of any state.

Recommended Books:

- Dornbusch, R.; Fisher, S. and Startz, R. (2015). *Macroeconomics*, (11th edition), New Delhi, Tata McGraw hill education India Pvt. Ltd.
- Froyen, R. T. (2012). *Macroeconomics: theories and policies*. (8th edition), New Delhi, Pearson Education
- Hajela, T.N (2009). *Money and banking: Theory with Indian banking*. New Delhi, Ane books Pvt. Ltd.
- Mankiw, N. G. (2011). *Macroeconomics*, 6th edition, New York, Worth publishers
- Mithani, D.M. (2013). *Money, Banking, international trade and public finance*, New Delhi, Himalaya publishing house.
- Shapiro, Edward. (2015). *Macroeconomic analysis*, (5th edition), New Delhi, Galgotia publication Pvt.
- Uppal, R.K (2011). *Money banking and finance: evolution and present structure*, New Delhi, new century publications Ltd.

GEOGRAPHY (MAJOR)

Course Title: Physical Geography–I: Geomorphology

Course Code: BAE.110

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be to;

CLO1: Analyse the Geomorphology

CLO2: Understand the Landforms

CLO3: Explain the various types of Rocks

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------|---|-------------------|
| UNIT I 15 Hours | Geography: Definition, place of physical geography within the discipline of geography, division of physical geography–geomorphology, climatology, oceanography. Theories of the Origin of the Earth: Kant, and Laplace Interior of the Earth: Constitution, structure and composition, continental drift (with special reference to Wegener’s theory and Plate Tectonics). | CLO1 |

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|------------------------------------|--|--------------|
| UNIT II 15 Hours | Movements of the Earth: Orogenic, epeirogenic movements. Landforms resulting from forces of compression and tension: folding and faulting. Earthquakes and Volcanoes (causes, types and distribution) | CLO2 |
| UNIT III 15 Hours | Rocks: Their origin, classification and characteristics. Major Landforms: Mountains, plateaus and plains in the world. Geomorphic Agents: Geomorphic processes (weathering and erosion). | CLO3 |
| UNIT IV 15 Hours | Geomorphological Landscapes: Fluvial landforms, glacial landforms, aeolian landforms, coastal landforms, Karst landforms/Limestone topography | CLO 2 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on various Geomorphic Processes.

Books Recommended:

- Chawla, I.N.: *Bhautik Bhugol (in Punjabi)*, Bharat Prakashan, Jalandhar.
- Dayal, P.: *A Text Book of Geomorphology*, Rajesh Publications New Delhi, 2007.
- Dury, G.H.: *The Face of the Earth Penguin*, Middlesex, England, 1977.
- Gass, I.G.: *Understanding the Earth*, The Artemrs Press, Sussex, 1973.
- Holmes Arthur: *Principles of Physical Geology*, Thomas Nelson & Sons, Ltd., New York, Latest Edition, 1993.
- Kale, V. and Gupta A.: *Elements of Geomorphology*, Oxford University Press, Calcutta, 2001.
- Kaur Dhian: *The Earth*, Edited by R.C. Chandna, Kalyani Publishers, Ludhiana, Delhi, 2000.
- Nizamuddin: *An Introduction to Physical Geography*, Concept, New Delhi, 2002.
- Mamoria, C.P. and Niati, J.L.: *Bhautik Bhugol Ke Tatwa (in Hindi)* Agra, 1976.
- Monkhouse, F.J.: *Principles of Physical Geography*, Orient Longman, New Delhi, Latest Edition, 1975.
- R.N. Tikha: *Physical Geography*, New Academic Publishing Co., Jalandhar.
- Singh, Pritam & Bhatia S., *Bhautik Bhugol De Adhaar*, Punjabi University Publication, Patiala.
- Singh, Savinder: *Physical Geography*, Pravalika Publications, Allahabad, 2015.

- Sparks, B.W.: *Geomorphology*, Longman, London, 1986.
- Strahler, A.N. & Strahler A.H.: *Modern Physical Geography*, John Wiley, New York, 1992.
- Thornbury, W.D.: *Principles of Geomorphology*, Second Edition, Wiley Eastern Ltd., New Delhi, 1993.
- Singh Malkiat: *Principles of Physical Geography*, Rasmeet Parkashan, Jalandhar, 2005, Reprint 2015.

Course Title: Geography Practical (Cartography–I)

Course Code: BAE.111

Course learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 4 |

At the end of the practical the prospective teacher-trainees will be able to;

CLO1: Use Maps and Scales.

CLO2: Represent the Bench marks, hill shading and other representation of relief.

Practical to be conducted:

- Maps and Scale: History of Cartography and types of maps
- Scales: types of scales
- Methods of construction of graphic scales–plain scales, diagonal scales and comparative scales–different units, time scales.
- Representation of Relief: Spot heights, Trigonometrical stations, Bench Marks, form Lines, Contour-Profiling, Hachures, Hill–shading and Layer tints.

Sessional Work:

Prepare a Practical file.

Recommended Books:

- Khullar, D.R.: *Essentials of Practical Geography*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2016.
- Singh, Gopal: *Mapwork and Practical Geography*, Vikas Publishing House, Pvt. Ltd., New Delhi, 1995.
- Singh L.R. & Singh, Raghunandan: *Mapwork and Practical Geography*, Central Book Depot, Allahabad, 1993.
- Phyllis Dink: *Mapwork*, Atma Ram & Sons, 1991.

(Language1)
Punjabi

Course Title: ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਅਤੇ ਸਭਿਆਚਾਰ

Course Code: BAE.112

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

CLO1: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਬਣਤਰ ਅਤੇ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਉਲੀਕ ਸਕਣਗੇ।

CLO 2: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਬੁਨਿਆਦੀ ਸੰਕਲਪਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

CLO 3: ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ ਦੇ ਬੁਨਿਆਦੀ ਪੱਖਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

CLO4: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਆਕਰਨ ਦੀ ਵਰਤੋਂ ਵਿਹਾਰਕ ਹੁਨਰ ਵਿੱਚ ਕਰਣਗੇ

| Unit/Hours | Content | Mapping with CLOs |
|----------------------|---|-------------------|
| ਯੂਨਿਟ – 1 14 ਘੰਟੇ | ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪ੍ਰਕ੍ਰਿਤੀ • ਧੁਨੀਆਂ, ਅੱਖਰ ਅਤੇ ਵਿਆਕਰਨ • ਪੰਜਾਬੀ ਧੁਨੀਆਂ ਦਾ ਵਰਗੀਕਰਨ (ਸਵਰ ਅਤੇ ਵਿਅੰਜਨ) | CLO 1 CLO 2 |
| ਯੂਨਿਟ – 2 16 ਘੰਟੇ | ਸ਼ਬਦ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਸਮਾਂ (ਰਚਨਾ ਅਤੇ ਸਰੋਤ ਦੇ ਆਧਾਰ 'ਤੇ) • ਵਾਕਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਸਮਾਂ (ਬਣਤਰ ਦੇ ਆਧਾਰ 'ਤੇ) ਸ਼ਬਦਾਂ ਦੀਆਂ ਵਿਆਕਰਨਿਕ ਸ਼੍ਰੇਣੀਆਂ (ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ) • ਸ਼ਬਦ ਬਣਤਰ (ਸੰਯੋਜਕ, ਮਿਸ਼ਰਿਤ, ਅਗੇਤਰ, ਪਿਛੇਤਰ) • ਕਹਾਵਤਾਂ ਅਤੇ ਮੁਹਾਵਰੇ | CLO 1 CLO 2 |
| ਯੂਨਿਟ – 3 16 ਘੰਟੇ | ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ: ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ ਲੋਕਧਾਰਾ ਅਤੇ ਸਾਹਿਤ: ਵਣਜਾਰਾ ਬੇਦੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਬਣਤਰ: ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ | CLO 1 CLO 3 |
| ਯੂਨਿਟ – 4 14 ਘੰਟੇ | ਅਸ਼ੁੱਧਤਾ ਸੁਧਾਈ (ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦੇ ਪੱਧਰ 'ਤੇ) • ਪੱਤਰ ਲਿਖਣਾ (ਰਸਮੀ ਅਤੇ ਗੈਰ ਰਸਮੀ) | CLO 4 |

ਸਰਾਇਕ ਪੁਸਤਕ ਸੂਚੀ

1. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ. *ਪੰਜਾਬੀ ਵਿਆਕਰਣ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ*. ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ, 2008.
 2. ਪੁਆਰ, ਜੋਗਿੰਦਰ ਸਿੰਘ ਅਤੇ ਹੋਰ. *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਣ: ਭਾਗ I*. 1992. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ, 2016.
 3. ਹਰਕੀਰਤ ਸਿੰਘ ਅਤੇ ਉੱਜਲ ਸਿੰਘ ਬਾਹਰੀ, *ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ*, ਬਾਹਰੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ, 1973.
 4. ਕਸੇਲ, ਕਿਰਪਾਲ ਸਿੰਘ ਅਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ, *ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ*, 15ਵਾਂ ਸੋਧਿਆ ਐਡੀਸ਼ਨ, ਲਾਹੌਰ ਬੁਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2013.
 5. ਖਹਿਰਾ, ਭੁਪਿੰਦਰ ਸਿੰਘ, *ਲੋਕਯਾਨ, ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ*, ਪੈਪਸੂ ਬੁੱਕ ਡਿਪੂ, ਪਟਿਆਲਾ
 6. ਗਿੱਲ, ਹਰਜੀਤ ਸਿੰਘ, *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ ਦਾ ਵਿਸ਼ਵਕੋਸ਼*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ.
 7. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ, *ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਸ੍ਰੋਤ ਤੇ ਸਰੂਪ*, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ, 2004.
- ਰੰਧਾਵਾ, ਮਹਿੰਦਰ ਸਿੰਘ, *ਪੰਜਾਬ, ਭਾਸ਼ਾ ਵਿਭਾਗ*, ਪਟਿਆਲਾ, 1960.

(Language 1)
Hindi

Course Title: ਹਿੰਦੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਣਿਕ ਵਿਆਕਰਣ ਅਤੇ ਲੇਖਨ

Course Code: BAE.113

Course Learning Outcomes:

ਪਾਠ੍ਯਕ੍ਰਮ ਅਧਿਗਮ ਪਰਿਣਾਮ(CLO):

इस पाठ्यक्रम को पढ़ने के उपरान्त विद्यार्थी -

CLO-1 ਹਿੰਦੀ ਭਾਸ਼ਾ ਦੇ ਧੁਨਿ ਅਤੇ ਵਰਣ ਦੇ ਮੂਲ ਨਿਯਮਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੇਗੇ

CLO-2 ਹਿੰਦੀ ਭਾਸ਼ਾ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਅਤੇ ਵਾਕ-ਸੰਰਚਨਾ ਦਾ ਸੁਲਭਾਤਮਕ ਮੂਲਾਂਕਨ ਕਰੇਗੇ

CLO-3 ਹਿੰਦੀ ਭਾਸ਼ਾ ਦੀ ਸ਼ਬਦ ਨਿਰਮਾਣ ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਵਿਆਕਰਣਿਕ ਕੋਟਿਯਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੇਗੇ

CLO-4 ਹਿੰਦੀ ਭਾਸ਼ਾ ਦੇ ਵਿਆਕਰਣ ਦਾ ਵਿਆਕਰਣਿਕ ਕੌਸ਼ਲ ਮੈਂ ਪ੍ਰਯੋਗ ਕਰੇਗੇ

Course Contents:

| Unit/Hours | Content | Mapping with CLOs |
|------------------------------|---|-------------------|
| UNIT I Hours: 15 | <ul style="list-style-type: none"> ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪ੍ਰਕ੍ਰਿਤੀ ਧੁਨਿ, ਵਰਣ ਅਤੇ ਵਿਆਕਰਣ ਹਿੰਦੀ ਦੀ ਧੁਨਿਯੋਂ ਦਾ ਵਰਗੀਕਰਣ (ਸੁਰ ਅਤੇ ਵ੍ਯੰਜਨ) <p>ਅਭਿਆਸ : ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ , ਭਾਸ਼ਾ ਦੇ ਧੁਨਿ ਅਤੇ ਵਰਣ ਦੇ ਮੂਲ ਨਿਯਮਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੇਗੇ ।</p> | CLO-1 |
| UNIT II Hours: 15 | <ul style="list-style-type: none"> ਸ਼ਬਦ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਭੇਦ (ਰਚਨਾ ਅਤੇ ਸ੍ਰੋਤ ਦੇ ਆਧਾਰ ਪਰ) ਵਾਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਭੇਦ (ਸੰਰਚਨਾ ਦੇ ਆਧਾਰ ਪਰ) <p>ਅਭਿਆਸ :ਸ਼ਬਦ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਉਸਦੀ ਉਤਪਤਿ ਅਤੇ ਭੇਦ ਦਾ ਮੂਲਾਂਕਨ ਕਰੇਗੇ ।</p> | CLO-2 |
| UNIT III | <ul style="list-style-type: none"> ਸ਼ਬਦਾਂ ਦੀ ਵਿਆਕਰਣਿਕ ਕੋਟਿਯਾਂ (ਸੰਜ਼ਾ, ਸਰਵਨਾਮ, ਵਿਸ਼ੇਸ਼ਣ, ਕ੍ਰਿਤਾ) | CLO-3 |

| | | |
|------------------------------|--|--------------|
| Hours: 15 | <ul style="list-style-type: none"> शब्द निर्माण (संधि, समास, उपसर्ग, प्रत्यय) लोकोक्ति एवं मुहावरे अभ्यास : व्याकरणिक कोटियों का अध्ययन करेंगे। | |
| UNIT IV Hours: 15 | <ul style="list-style-type: none"> अशुद्धि शोधन (शब्द एवं वाक्य के स्तर पर) पत्र लेखन (औपचारिक एवं अनौपचारिक) अभ्यास : संधि, समास, उपसर्ग एवं प्रत्यय से परिचित होंगे। | CLO-4 |

Transaction Mode: Lecture; Video, Recitation, PPT, Group Discussion; Seminar, Self-learning, Text book analysis

अध्ययन के लिए पुस्तकें

- किशोरीदास वाजपेयी: हिंदी व्याकरण, लोक भारती प्रकाशन, इलाहाबाद. 2012
- कामता प्रसाद गुरु: हिंदी व्याकरण, नयी किताब प्रकाशन, नयी दिल्ली. 2019
- वासुदेवनंदन: आधुनिक हिंदी व्याकरण और रचना, भारती भवन पब्लिशर्स एंड वितरक, पटना, 2014

Course Title: Arts (Performing and Visual) and Creative Expressions

Course Code: BAE.114

Course Learning Outcomes;

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 1 | 0 | 0 | 1 |

CLO1: Articulate the importance of aesthetics and art in education

CLO2: Demonstrate their familiarity with and appreciation of theatre

CLO3: Learn basic theatre tools of improvisation, ideation, and creation of a script

CLO4: Create a short performance with educational possibilities

| Unit/Hours | Contents | Mapping with CLOs |
|-------------------|--|-------------------|
| Unit 1 5 Hours | Introduction to Performing Arts: Theatre/Drama/Music, Arts and Aesthetic in Education, Drama in education, Art and Craft in education | CLO 1 |
| Unit 2 3 Hours | Concept of theatre, history and development of Theatre, Introduction to Puppets designing | CLO 2 |
| Unit 3 4 Hours | Performing arts and script writing, analysis of script writing, Role play, story-telling, story writing, poems and newspaper article writing | CLO 3 |
| Unit 4 3 Hours | Educational play production process | CLO 4 |

Suggested Books:

- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.

Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.

- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. JyosnaPrakashan, Mumbai Ward, A. (1993). Sound and Music. Franklin Watts, New York

Course Title: Arts (Performing and Visual) and Creative Expressions-Practical

Course Code: BAE.115

Course Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

CLO1: Articulate the importance of Performing Arts in education

CLO2: Design the theatre Puppets

CLO3: Learn basic theatre tools of improvisation, ideation, and creation of a script

CLO4: Perform educational play

| Unit/Hours | Contents | Mapping with CLOs |
|-------------------|--|-------------------|
| Unit 1 7 Hours | Practical Process of Performing Arts: Theatre/Drama/Music, Art and Craft in education | CLO 1 |
| Unit 2 7 Hours | Theatre Puppets designing Practical aspects of Play production process | CLO 2 |
| Unit 3 8 Hours | Script writing, analysis of script writing, Role play, story-telling, story writing, poems and newspaper article writing | CLO 3 |
| Unit 4 8 Hours | Rehearsal of any educational play of production Final stage performing with proposal/Project | CLO 4 |

| Practical Examinations (25 Marks) | |
|---|----------------|
| Distribution of Marks | Total Marks 25 |
| a) Performing art – Theatre, Drama, Music, Script Writing/ Puppets designing (Anyone) | 10 Marks |
| b) Educational Play | 05 Marks |
| c) Viva-Voce | 05 Marks |
| d) Record (Practical file) | 05 Marks |
| *The practical examination will be conducted by the concerned course coordinator. | |

Suggested Books:

- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.

Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11.

- Finlay, V. (2014). *The brilliant History of Color in Art*. Getty Publications, Finlay.
- Shirley, G. (2000). *Art, an A to Z guide*. Franklin Watts, New York.
- Vaze, P. (1999). *How to Draw and Paint Nature*. Jyosna Prakashan, Mumbai Ward, A. (1993). *Sound and Music*. Franklin Watts, New York

Course Title: Understanding India (Indian Ethos and Knowledge Systems)-I

Course Code: BAE.116

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Interpret and appreciate ancient Indian knowledge, traditions and its culture.

CLO2: Examine and Interpret Indian Arts and Literature in context of spirituality, identity and globalization.

CLO3: Comprehend basis of law and its various sources as well as philosophy of Chanakyaniti for modern day India.

CLO4: Analyze the Evolution and Impact of the Indian Economy from stone Age to the Gupta period of Indian history

CLO5: Critique the **importance** of revisiting India's ancient knowledge, traditions, and culture, and **formulate** strategies for integrating these insights into modern society's governance, economy, and cultural practices.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------|--|----------------------------|
| UNIT I 6 Hours | Introduction to the Knowledge of India: Definition & scope; Relevance of this knowledge. Need to revisit our ancient knowledge, traditions, and culture | CLO1 CLO5 |
| UNIT II 8 Hours | Culture, Art and Literature: Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization); Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.). Literature (Sanskrit literature, Indian poetry, folk literature, Indian fiction) | CLO2 CLO5 |
| UNIT III 8 Hours | Polity and Law: Kingship & types of government (oligarchies, republics); Local administration (village administration); -Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti for modern-day India | CLO3 CLO5 |
| UNIT IV 8 Hours | Economy: Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture). Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy. | CLO4 CLO5 |

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Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, flipped learning, blended learning, demonstration, laboratory method

Suggested Readings:

- Bhattacharyya, K. (2009). *Dharma and Its Sources in Ancient Indian Law*. Oxford University Press.
- Bhagat, S. (2017). *Art and Identity in India: Cultural Expressions and Globalization*. Oxford University Press.
- Chattopadhyaya, B. D. (2006). *Economic History of Ancient India: From the Stone Age to the Seventh Century AD*. Munshiram Manoharlal Publishers.
- Kumar, R. (2016). *Indian Art: Tradition and Continuity*. Vikas Publishing.
- Rao, C. (2014). *The Indian Knowledge System: Tradition and Modernity*. Oxford University Press.
- Sarma, P. (2015). *The Performing Arts of India: Classical Dance, Music, and Theatre*. Anmol Publications.
- Srinivasan, M. (2014). *Local Government and Administration in Ancient India*. Kaveri Book Service.

SEMESTER-II

ENGLISH (MAJOR)
English (Major I)

Course Title: Modern Prose-1

Course Code: BAE.151

Course Learning Outcomes:

At the end of the course, the students will be able to:

CLO1 Recognise the role of language as a tool for manipulation and control.

CLO2 Discuss Osborne's use of dramatic irony, symbolism, and stage directions in context to social alienation and disillusionment with society.

CLO3 Analyse how *The Portrait of a Lady* addresses the cycle of life.

CLO4 Evaluate the setting of Firozsha Baag in shaping identity and social interactions.

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|--|-------------------|
| Unit 1 15 hours | <i>Animal Farm</i> : George Orwell Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO1 |
| Unit 2 15 hours | <i>Look Back in Anger</i> : John Osborne Learning Activities: Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO2 |
| Unit 3 15 hours | <i>The Portrait of a lady</i> : Khushwant Singh Learning Activities: Discussion, Quizzes, Flashcards, Word Bank, Spelling Bees. | CLO3 |
| Unit 4 15 hours | <i>The Ghost of Firozsha Baag</i> : Rohinton Mistry Learning Activities: Discussion, Quizzes, Flashcards, Word Bank. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc

Suggested Readings: -

- Boulton, M. (2013). *The anatomy of prose*. Routledge.
- Burton, S. H. (1973). *The criticism of prose*. Longman.

- Mistry, R. (2006). *Tales from Firozsha Baag*. Faber & Faber. (Original Work Published 1987).
- Orwell, G. (2000). *Animal farm*. Penguin Classics. (Original Work Published 1945).
- Osborne, J. (2013). *Look back in anger*. Pearson. (Original Work Published 1956).
- Singh, K. (2009). *The portrait of a lady*. Penguin Books.

English (Major II)

Course Title: Modern Prose-2

Course Code: BAE.152

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

CLO1 Explore Gandhi's belief in education that fosters moral, spiritual, and intellectual growth.

CLO2 Analyse the different forms of snobbery that Huxley critiques in his essay.

CLO3 Discuss the significance of symbols like the conch, the fire, the beast, and the Lord of the Flies.

CLO4 Explain how Eliot views tradition not as a static concept but as a dynamic and evolving framework.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|--|-------------------|
| Unit 1 15 hours | <i>At the High School:</i> M K Gandhi Learning Activities: Discussion, Quizzes, Mini Dictionary, Spelling Bees. | CLO1 |
| Unit 2 15 hours | <i>Selected Snobberies:</i> Aldous Huxley Learning Activities: Discussion, Quizzes, Mini Dictionary, Spelling Bees. | CLO2 |
| Unit 3 15 hours | <i>Lord of the Flies:</i> William Golding Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO3 |
| Unit 4 15 hours | <i>Tradition and the Individual Talent:</i> T S Eliot Learning Activities: Discussion, Quizzes, Mini Dictionary, Spelling Bees. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Boulton, M. (2013). *The anatomy of prose*. Routledge.
- Burton, S. H. (1973). *The criticism of prose*. Longman.
- Enright, D. J. & Chickera, E. D. (1997). *English critical texts*. Oxford University Press.
- Golding, W. (2000). *Lord of the flies*. Faber & Faber. (Original Work Published 1954).
- Sinha, S. K. (1997). *English essayists (ed.)*. Oxford University Press.
- Gandhi, M.K. (2009). *The story of my experiments with truth*. Penguin. (Original Work Published 1929).

English (Major III)

Course Title: Essentials of English Literature

Course Code: BAE.153

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Identify the major literary movements, genres, and writers from Chaucer to Shakespeare, analysing their historical, cultural, and artistic significance.

CLO2 Examine the key literary movements, authors, and texts from Milton to the Postmodern Age, highlighting their evolution across history and culture.

CLO3 Discuss the major literary schools and movements from the Renaissance to Postmodernism, examining their key features, representative writers, and cultural contexts.

CLO4 Analyse and evaluate the major poetical types such as lyric, ode, sonnet, elegy, pastoral, dramatic monologue, masque, and mock epic, understanding their forms, features, and functions.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|--|-------------------|
| Unit 1 10 hours | <i>Timeline of English Literature: From Chaucer to Shakespeare.</i> <i>Learning Activities: Matching, Crossword Puzzles, Quizzes</i> | CLO1 |
| Unit 2 15 hours | <i>Timeline of English Literature: From Milton to Postmodern Age.</i> <i>Learning Activities: Bingo Cards, Poster Making, Quizzes</i> | CLO2 |

| | | |
|--------------------------------------|--|-------------|
| Unit 3 20 hours | <i>Literary Schools and Movements:</i> Renaissance, Reformation, Metaphysical Poets, Neoclassicism, Romanticism, Modernism, Postmodernism <i>Literary Terms:</i> Allegory, Ambiguity, Archetype, Magical Realism, Stream of consciousness, Imagism, Symbolism, Realism, Naturalism, Theatre of the Absurd <i>Learning Activities:</i> Quizzes, Diagrams, Matching, Crossword Puzzles | CLO3 |
| Unit 4 15 hours | <i>Poetical Types:</i> Lyric, Ode, Sonnet, Elegy, Pastoral, Dramatic Monologue, Masque, Mock-Epic <i>Learning Activities:</i> Recitation, Matching, Quizzes | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, team teaching, focus group discussion, surveys, short-term project work, etc.

Suggested Readings: -

- Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning India Private Limited.
- Albert, E. (2017). *History of English literature* (5th ed.). Oxford University Press.
- Blamires, H. (1985). *A short history of English literature* (2nd ed.). Routledge.
- Carter, R., & McRae, J. (2016). *The Routledge history of literature in English: Britain and Ireland* (3rd ed.). Routledge.
- Cuddon, J. A., & Habib, M. A. R. (2015). *The Penguin dictionary of literary terms and literary theory* (5th ed.). Penguin.
- Kennedy, X. J., & Gioia, D. (2016). *Literature: An introduction to fiction, poetry, drama, and writing* (13th ed.). Pearson.
- Long, W. J. (2018). *English literature: Its history and its significance for the life of the English-speaking world*. AITBS Publishers.
- Palgrave, F. T. (2022). *Golden treasury*. Oxford University Press.
- Prasad, B. (2013). *A background to the study of English literature*. Macmillan.
- Sanders, A. (2005). *The short Oxford history of English literature*. Oxford University Press.

HISTORY (MAJOR)

Course Title: History of India (1206-1526AD.)

Course Code: BAE.154

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

CLO2: identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.

CLO3: Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|-------------------------------|
| Unit I 15 hours | Sources of Historiography of Sultanate Period, Invasions of Mahmud Ghaznavi and Muhammad Ghori, Foundation of Delhi Sultanate: Qutbuddin Aibak, Iltutmish, Raziyya, Balban. Mameluke's Sultans, Nobility and Iqta System, State, Administration, Society, Economy and culture | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Emergence of the Khiljis Power: State, Administration, Polity, Society, Economy and culture, Mongol invasions, Bhakti Movement. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | The Tughlaqs Dynasty: State, Administration, Polity, Society, Economy and culture, Taimur's Invasions, Decline of Delhi Sultanate, Sufism. | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Sayyids and the Lodis: State, Administration, Polity, Society, Economy and culture, Kingdom of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir, Vijaynagar and Bahmani States. | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings:

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017

- B.N.S Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- Chandra, Satish, History of Medieval India, Orient Black Swan, Hyderabad, 2007.
- Chandra, Satish, Medieval India, Vol. I & II, Har- Anand Publication Pvt. Ltd. New Delhi, 2010.
- G.H. Ojha: Rajputane Ka Itihas,(Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Ishwari Prasad : Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxfordtd, 1997
- K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Mahajan, V.D., Medieval India, S. Chand and Publication, New Delhi, 2010.
- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mehta, J.L. Medieval Indian Society and Culture (Advanced Study in the History of Medieval India, Vol. III), Sterling Publication, New Delhi, 2009.
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, theMughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope IndiaPublications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications,2012
- Raychaudhary, H.C.: Political History of Ancient India.
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Rizivi, S.A.A., The Wonder That Was India-II (1200-1700), Picador India,
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi GranthAcademy.
- Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.

- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.

Course Title: History of India (1526-1707 AD.)

Course Code: BAE.155

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO 1: identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.

CLO 2: Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement.

CLO 3: Delineate the development of trade and urban complexes during this period.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|-------------------------------|
| Unit I 15 hours | Sources of Historiography of Mughal Period, Babur: The Foundation of Mughals Empire, Humayun: Early difficulties, wars against Bahadur Shah and Sher Khan, exile and restoration, Sher Shah Suri: administrative reforms | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Akbar: Conquests; Rajput Policy; Religious policy; Administrative Reforms; An estimate. Jahangir: Mewar and Deccan conquests; An Estimate, Nurjahan: Role in Mughal politics. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Shahjahan: Central Asian and Qandhar policy; Deccan policy; War of succession, Aurangzeb: Rajput policy; Deccan policy; Ahom conflicts, Sikh Policy, revolts and reactions; Religious Policy; An Assessment, Mughal Administration: Central and Provincial structure, Revenue, Judicial and Military Administration under the Mughals. | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Resistance of Mewar and Marwar, Rise of Marathas under Shivaji, Maratha Administration, Concept of Hindu Pad Padshahi, Resistance of Sikhs, Jats and Bundelas, Shambhuji., War of Succession after the death of Aurangzeb. | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017.
- A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- B.N.S. Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- Chandra, Satish, History of Medieval India, Orient Black Swan, Hyderabad, 2007
- Chandra, Satish, Medieval India, Vol. I & II, Har- Anand Publication Pvt. Ltd. New Delhi, 2010
- G.H. Ojha: Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N. Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Irfan Habib (edn.): Madhaya Kaleen Bharat, (In India), 8 Volumes.
- Irfan Habib: The Agrarian System of Mughal India 1556-1707.
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Ishwari Prasad : Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N. Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
- K.N. Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Kesvan Veluthat: Political Structure of Early Medieval South India
- M. Athar Ali: Mughal Nobility Under Aurangzeb.
- Mahajan, V.D., Medieval India, S. Chand and Publication, New Delhi, 2010
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mehta, J.L. Medieval Indian Society and Culture (Advanced Study in the History of Medieval India, Vol. III), Sterling Publication, New Delhi, 2009
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N. Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- P.J. Marshall: The Eighteenth Century in Indian History.
- Percy Brown: Islamic Architecture.
- R.C. Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006

- R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, theMughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 Vol. I. H. Siddhiqui: Some aspects of Afghan Despotism
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Rizivi, S.A.A., The Wonder That Was India-II (1200-1700), Picador India
- S.A.A. Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries.
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974
- Shireen Moosvi: The Economy of the Mughal Empire
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- Stewart Gordon: The Marathas 1600-1818

Course Title: Indian art and Architecture
Course Code: BAE. 156

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

CLO1 : Explain the template for examining its various manifestations.

CLO2: Through specific examples the student will be able to identify the historical context.

CLO3: Identify the stylistic features of different genres of art. discuss the iconography of art forms.

CLO4: Differentiate between high/courtly art, popular art/folk, and tribal art. Point out the continuity in patterns and regional variations.

| Unit/Hours | Contents | Mapping with CLOs |
|--------------------------------------|--|--|
| Unit I 15 hours | Perspectives on Indian Art and Architecture. Historiography of Indian art: orientalist, nationalist and the making of 'Indian' art. Categories of classical/high/elite and popular/folk/tribal art and crafts; regional variations. | CLO1 CLO2 CLO3 CLO4 |

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| Unit II | Sculpture: styles, iconography. | CLO1 |
| 15 hours | Gandhara and Mathura. | CLO2 |
| | Chola bronzes. | CLO3 |
| | Terracotta art. | CLO4 |
| Unit III | Architecture: forms, contexts. | CLO1 |
| 15 hours | Sanchi: stupa and monastery architecture, pattern of patronage. | CLO2 |
| | Brihadeshwara: the Dravida style, imperial iconography. | CLO3 |
| | Khajuraho temple complex: the Nagar style, iconic scheme, patterns of patronage. | CLO4 |
| | Jama Masjid: the mosque of Shahjahanabad. | |
| | Humayun's Tomb: Timurid prototype, introduction of the Persian chahar bagh. | |
| | Sufi Dargahs: Nizamudin Auliya dargah at Delhi. | |
| | Construction of New Delhi and the imperial vision. | |
| Unit IV | PAINTINGS': styles, representation, popular and folk. | CLO1 |
| 15 hours | Ajanta Murals: characteristics, material culture. | CLO2 |
| | Mughal painting: formation of the school, features, themes, artist-patron relationship. | CLO3 |
| | Kangra painting: spectatorship and femininity. | CLO4 |
| | Colonial art and modernism in India: Raja Ravi Verma; the Bengal school; | |
| | Amrita Sher-Gil; M. F. Husain. | |
| | Folk, tribal art: Maithili painting. | |

Suggestive Mode of Transaction: The course transaction will include the following;
Planned lecture infused with multimedia

Suggestive Reading Materials

- Asher, C. B. (1992). *The new Cambridge history of India: Architecture of Mughal India* (Vol. 1.4). Cambridge: Cambridge University Press.
- Champakalakshmi, R. (2011). Iconographic programme and political imagery in early medieval Tamilakam: The Rajasimhesvara and Rajarajeshvara. In R. Champakalakshmi, *Religion, tradition, and ideology: Pre-colonial South India* (pp. 237–264). New Delhi: Oxford University Press.
- Dahejia, V. (1992). Collective and popular bases of early Buddhist patronage: Sacred monuments, 100 BC–AD 250. In B. S. Miller (Ed.), *The powers of art: Patronage in Indian culture* (pp. 35–46). New Delhi: Oxford University Press.
- Dehlvi, S. (2012). *The Sufi courtyard: Dargahs of Delhi*. New Delhi: Harper Collins.
- Desai, D. (1992). The patronage of Lakshamana Temple at Khajuraho. In B. S. Miller (Ed.), *The powers of art: Patronage in Indian culture* (pp. 112–129). New Delhi: Oxford University Press.
- Desai, D. (2013). The temple as an ordered whole: The iconic scheme at Khajuraho. In D. Desai (Ed.), *Art and icon: Essays on early Indian art* (pp. 45–67). New Delhi: Aryan Books International.
- Dhar, P. P. (Ed.). (2011). *Indian art history: Changing perspectives* (Introduction). New Delhi: DK Printworld.
- Gupta, S. P. (2006). *Elements of Indian art*. Delhi: D.K. Printworld.
- Huntington, S. (1985). *The art of ancient India: Buddhist, Hindu, Jain*. New York & Tokyo: John Weatherhill.
- Metcalf, T. R. (1986). Architecture and empire: Sir Herbert Baker and the building of New Delhi. In R. E. Frykenberg (Ed.), *Delhi through the ages: Essays in urban history, culture and society* (pp. 339–357). Delhi: Oxford University Press.
- Michell, G. (1977). *The Hindu temple: An introduction to its meaning and forms*. New Delhi: B.I. Publications.
- Mitter, P. (1977). *Much maligned monsters: A history of European reactions to Indian art*. New Delhi: Oxford University Press.
- Mitter, P. (2011). *Indian art*. Delhi: Oxford University Press.
- Sharma, Y. D. (2001). *Delhi and its neighbourhood*. New Delhi: Archaeological Survey of India.
- Sivaramamurti, C. (1962). *Indian bronzes*. Bombay: Marg Publications.
- Thapar, R. (1992). Patronage and community. In B. S. Miller (Ed.), *The powers of art: Patronage in Indian culture* (pp. 19–34). New Delhi: Oxford University Press.
- Trainor, K. (1996). Constructing a Buddhist ritual site: Stupa and monastery architecture. In V. Dehejia (Ed.), *Unseen presence: The Buddha and Sanchi* (pp. 23–45). Bombay: Marg Publications.
- Willis, J. D. (1992). Female patronage in Indian Buddhism. In B. S. Miller (Ed.), *The powers of art: Patronage in Indian culture* (pp. 87–101). New Delhi: Oxford University Press.

POLITICAL SCIENCE (MAJOR-I)

Course Title: Constitution and Government in India

Course Code: BAE.157

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

CLO1 Understand the historical development of Indian Constitution.

CLO2 differentiate between Fundamental rights and Duties.

| Units/ Hours | Contents | Mapping with CLOs |
|----------------------------------|---|--------------------------------|
| Unit I 15 hours | Historical Development of Indian Constitution. Basic features of the Indian Constitution. Constituent assembly debate. Preamble and its importance. Nature of Indian Federalism and Centre-State Relations. | CLO1 CLO2 |
| Unit II 15 hours | Fundamental Rights, features, kinds and evaluation. Fundamental Duties. Directive Principles of the State Policy. | CLO1 CLO2 |
| Unit III 15 hours | Parliament: Composition, Powers and Role. President: Election, Powers and Position. Indian Cabinet and Prime Minister: Election, Powers, Position and Changing Role. Supreme Court and High Court: Composition, Powers and Role. | CLO1 CLO2 |
| Unit IV 15 hours | Governor: Appointment, Powers and Role. State Legislature: Composition, Powers and Role. Council of Ministers and Chief Minister: Election, Powers, Position and Role. | CLO1 CLO2 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Report on the new parliament structure of India.

Recommended Books:

- G. Austin, The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press, 1966.
- G. Austin, Working of a Democratic Constitution: The Indian Experience, Oxford University Press, 2000, Delhi.
- D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 2008.
- C.P. Bambhri, The Indian State Fifty Years, New Delhi, Shipra, 1997.
- P. Brass, Politics of India since Independence, Hyderabad, Orient Longman, 1990.

- P. Brass, Caste, Faction and Parties in Indian Politics, Vol. II, Delhi, Chanakya Publications 1984-1985.

POLITICAL SCIENCE (MAJOR-II)

Course Title: Punjab Politics

Course Code: BAE.158

Course Learning Outcomes;

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Understand the Punjab Politics

CLO2 Trace the history of Punjab Politics

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/ Hours | Contents | Mapping with CLOs |
|----------------------------------|---|--------------------------------|
| Unit I 15 hours | Politics of Punjab during the Pre Independence Era: Socio-Political Movements from 1850 to 1919 Singh Sabha Movement: Major Causes, Objectives and its Contribution. Gurudwara Reform Movement: Major Aims, Nature and Ramifications | CLO1 CLO2 |
| Unit II 15 hours | Political Developments from 1920-1947 An Overview of the Changing Patterns & Dynamics of Punjab Politics from 1920 to 1947. Politics of the demand of Separate Sikh Home land: Justification of the Sikh Leadership; Reasons of the Failure. | CLO1 CLO2 |
| Unit III 15 hours | Politics of Punjab from 1921 to 1977 The Punjabi Suba Movement: Examining the Political Aspirations, Nature and Changing Patterns. State Autonomy and the Anandpur Sahib Resolution 1973 | CLO1 CLO2 |
| Unit IV 15 hours | Politics of Punjab from 1978 to 1992 Rise of Extremism: Causes and Consequences Coalition Politics: Nature and Changing Patterns | CLO1 CLO2 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare the reflective journal on PUNJAB POLITICS.

Suggested Readings:

- J.S. Grewal and Indu Banga Punjab in Prosperity and Violence (ed) 1947-1997 (Chandigarh: Institute of Punjab Studies, 1998)
- Indu Banga (ed.) Five Punjab Centuries 1500-1990 (New Delhi: Manohar Publishers, 1997)

- J.S. Grewal History of the Sikhs (Cambridge: Cambridge University Press, 1993)
- Moin Shakir Religion, State and Politics in India (New Delhi: Ajanta Publishers, 1989)
- Dalip Singh Dynamics of Punjab Politics (New Delhi: Macmillian, 1981)
- Satya M. Rai Punjab Since Partition (Delhi: Durga Publications, 1986)
- Robin Jeffery What is Happening to India (Delhi: Macmillian, 1986)
- M.J. Akbar The Siege Within (England: Penguin, 1986).

(MAJOR-III)

Course Title: Comparative Politics-Approches

Course Code: BAE.159

Course Learning Outcomes:

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Understand the concept of Comparative politics and its major approaches

CLO-2 Critically analyse the concept of state and civil society

CLO-3 Understand the political processes of political socialisation

CLO-4 Develop a deeper understanding about political participation

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|--|--------------------------|
| UNIT- I 15 Hours | Approaches to the Study of Comparative politics: Political Sociology: Systems Theory, Structural Functionalism Political Economy: Modernisation, Dependency and World Systems New Institutional Approach | CLO-1 |
| UNIT- II 15 Hours | Constitution and Constitutionalism: Constitution and Constitutionalism: Concepts and Difference Constitutions: written and conventional; rigid and flexible Organs of the Government: Executives, Legislatures and Judiciary | CLO-2 |
| UNIT- III 15 Hours | State and Civil Society State: concept, meaning and nature Civil Society: concept, meaning and nature Social Movements: 'old and 'new. | CLO-3 |
| UNIT- IV 15 Hours | Understanding Political Processes Political Culture: meaning with reference to civic culture Political Socialisation: meaning and forms Political Participation: modes, determinants and actors | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

SUGGESTED READING

1. G.A. Almond and S. Verba, The Civic Culture, Princeton NJ, Princeton University Press, 1963.

2. Touraine, A. (1985). An introduction to the study of social movements. Social Research, 52(4), 749–787.
3. R. Bendix, and S.M. Lipset, Class, Status and Power, 2nd edn., New York, The Free Press, 1966.
4. P.R. Brass, Caste, Faction and Party in Indian Politics, Vols. 2, Delhi, Chankya Publication, 1984-85.
5. P.R. Brass, Ethnicity and Nationalism: Theory and Comparison, New Delhi, Sage, 1991.
6. R.E. Dawson and K. Prewitt, Political Socialization, Boston, Little Brown, 1969.
7. A.R. Desai, State and Society in India: Essays in Dissent, Bombay, Popular, 1974.
8. M. Galanter, Competing Equalities : Law and the Backward Classes in India, Berkley, University of California Press, 1983.
9. M. Janowitz, Political Conflict: Essays in Political Sociology, New York, New Viewpoints, Watts, 1970.
10. Roy Macridis: The Study of Comparative Government, Random House 1966/‘The modern Political Regimes: Patterns and Institutions’, 1986.
11. Skocpol, T. (1979). States and social revolutions: A comparative analysis of France, Russia, and China. Cambridge University Press
12. R. Kothari, Democratic Polity and Social Change in India, Delhi, Allied, 1976.
13. A.Kumar (ed.), National-Building in India: Culture, Power and Society, New Delhi, Radiant Publishers, 1999.
14. L.Milbrath, Political Participation, Skokie Illinois, Rand-McNally, 1965.
15. T.K. Oomen, Protest and Change: Studies in Social Movements, New Delhi, Sage, 1990.
16. D. Sheth, “Caste and Class : Social Reality and Political Representation” in V.A. Pai Panadikar and A. Nandy (eds.), Contemporary India, Delhi, Tata McGraw Hill, 1999.
17. Almond, G.A., and S. Verba (eds.), The Civic Culture Revisited, Little Brown, Boston, 1980.
18. Almond, Gabriel G. Bingham Powell, Kaare Strom and Russel T. Dalton, Comparative Politics Today, Pearson Education, Delhi, 2005.
19. Anthias, Floyas and Nira Yuval-Davis, Racialized Boundaries, Race, Nation, Gender, Colour and Class and the Anti-Racist Struggle, Routledge, London, 1992
20. Ball, A., and F. Millward, Pressure Politics in Industrial Societies, Macmillan, London, 1986.

ECONOMICS (MAJOR)

Course Title: Microeconomics-II

Course Code: BAE.160

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand and analyse consumer’s behaviour in making choices.

CLO2: Build knowledge about the basics of market structure.

CLO3: Analyse nature of price and output under different market conditions.

CLO4: Evaluate the theories of distribution.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------------|---|-------------------|
| UNIT I 15 Hours | Consumer Behavior: Price, Income and Substitution Effects, Consumer's surplus using indifference curve analysis; Revealed Preference Analysis; Derivation of demand curve. Cost and Revenue: Meaning and Types of costs, Short-run and Long-run cost curves; Revenue curves and their relationship with elasticity of demand. | CLO1 |
| UNIT II 15 Hours | Market Structure: Meaning and types; Perfect Competition – Meaning, characteristics, and determination of price and output; Monopoly: Meaning, characteristics, and determination of price and output. | CLO2 |
| UNIT III 15 Hours | Monopolistic Competition: Meaning, characteristics, and determination of price and output; Oligopoly: Meaning, characteristics, and determination of price and output – Kinked demand curve model. | CLO3 |
| UNIT IV 15 Hours | Theories of Distribution: Marginal Productivity Theory; Rent: Ricardian and Modern Theories; Wage: Classical and Modern Theories; Interest: Classical, Loanable Funds and Keynesian Theories; Theories of Profit under Risks and Uncertainties | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on Basic Economic Problems prevailed in India.

Recommended Books:

- Ahuja, H. L. (2022). Modern Microeconomics: Theory & Applications, S. Chand & Company, 19th Edition, New Delhi.
- Koutsoyiannis, A. (2020). *Modern Microeconomics* (2nd edition). Macmillan Press, London

- Lipsey, R. G. (1979). Introduction to positive economics, ELBS, London.
- Samuelson, P.A. and Nordhaus, W.O. (2019). *Economics* (16th Edition). New Delhi: Tata McGraw Hill
- Snyder, C. and W. Nicholson. (2010). *Fundamentals of Microeconomics*, 10th Edition, Cengage Learning-New Delhi
- Stonier, A.W. and D.C. Hague (2003). A Textbook of Economic Theory, 5th ed., ELBS, London.

ECONOMICS (MAJOR)

Course Title: Macroeconomics-II

Course Code: BAE.161

Course Learning Outcomes:

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand the basics of IS-LM framework.

CLO2: Analyse the theories of consumption and their relevance.

CLO3: Evaluate the trade cycle theories and their relevance.

CLO4: Build knowledge on the macroeconomic policy framework.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|--------------------------|
| UNIT I 15 Hours | Basic IS-LM Framework: Assumptions and Derivation of IS and LM curves in a two sector model, Determination of equilibrium levels of national income and rate of interest. | CLO1 |
| UNIT II 15 Hours | Theories of Consumption: Absolute income hypothesis, Relative income hypothesis, Permanent income hypothesis, and Life cycle hypothesis. | CLO2 |
| UNIT III 15 Hours | Trade Cycle: Meaning, Characteristics, and Phases of trade cycle; Theories of business cycle - Monetary theory, innovation theory, and Hick's theory. | CLO3 |
| UNIT IV 15 Hours | Macroeconomic Policies: Meaning, Objectives and Types; Fiscal Policy - meaning, objectives, and instruments; Monetary Policy - meaning, objectives, and instruments. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on the impact of Inflation on the Economy of any state.

Recommended Books:

- Dornbusch, R.; Fisher, S. and Startz, R. (2015). *Macroeconomics*, (11th edition), New Delhi, Tata McGraw hill education India Pvt. Ltd.
- Froyen, R. T. (2012). *Macroeconomics: theories and policies*. (8th edition), New Delhi, Pearson Education
- Mankiw, N. G. (2011). *Macroeconomics*, 6th edition, New York, Worth publishers
- Mithani, D.M. (2013). *Money, Banking, international trade and public finance*, New Delhi, Himalaya publishing house.
- Shapiro, Edward. (2015). *Macroeconomic analysis*, (5th edition), New Delhi, Galgotia publication Pvt.

Course Name: Money and Banking

Course Code: BAE.162

Course Learning Outcomes: On completion of this course, learners will be able to:

- CLO1: Comprehend the theories of money supply,
- CLO2: Explain the theories of demand for money,
- CLO3: Assess the functioning of a financial system,
- CLO4: Evaluate the effectiveness of monetary policy in a country.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLO |
|----------------|--|------------------|
| I 15 Hours | Introduction to Money: Meaning, Nature and functions; Quantity Theory of Money – Classical, Keynesian, Monetarists; Theories of Money Supply, Components of Money Supply; Measures of Money Supply; Determinants of Money Supply; Money Multiplier. Liquidity Approach to Monetary Theory - Gurley-Shaw Thesis, Radcliffe Committee Approach. | CLO1 |
| II 15 Hours | Demand for Money: Classical Theory, Keynes' Theory, Inventory Approach, Portfolio Balance Theory, Friedman's Theory; Monetary Policy – Meaning, Objectives, and Instruments. Role of Monetary Policy Committee of RBI. | CLO2 |

| | | |
|-----------------|--|------|
| III 15 Hours | Financial System: Financial Markets – Functions and Types; Different theories & Approaches; Money Market and Capital Market – nature, functions and instrument; Structure of Indian money and capital markets; Theoretical perspectives on financial and real sectors. | CLO3 |
| IV 11 Hours | Banking: Theories of Banking; Commercial and Central Banking Systems – Functions, Credit Creation and Credit Control; Banking and Non-Banking Financial Intermediaries in India; RBI – Functions, Monetary Policy – Methods and Recent Policy Changes in India; International Monetary policy transmission mechanism. Impact of World Bank and IMF. | CLO4 |

Transaction Mode: Lectures, case study, debates, brain-storming, simulation, role playing and direct observation, blended learning.

Suggested Readings:

1. Bhole, L. M. (2004). *Financial Institutions and Markets: Structure, Growth and Innovations*. India: Tata McGraw-Hill Education.
2. Gautam, S.K. (2012). *Money, banking and finance*. Mumbai, Vakratund publishers.
3. Hajela, T.N (2009). *Money and banking: Theory with Indian banking*. New Delhi, Ane books Pvt. Ltd.
4. Hajela, T.N. (2015). *Money banking and public finance*, New Delhi, Ane Books Pvt. Ltd.
5. Iyenagar (2011). *Money matters: Macroeconomics and financial markets*, New Delhi, Sage publications.
6. Mithani, D.M. (2013). *Money, Banking, international trade and public finance*, New Delhi, Himalaya publishing house
7. Poonia, V. (2012). *Money banking in India*. New Delhi, Srishti books distributors.
8. Popli, G. S., Jain, A. (2015). *Principles and Systems of Banking*, PHI Publishing.
9. Uppal, R.K (2011). *Money banking and finance: evolution and present structure*, New Delhi, new century publications.
10. Zola, Emile (2014). *Money*, New Delhi, Oxford University press.

GEOGRAPHY (MAJOR)

Geography (Major-I)

Course Title: Physical Geography - II: Climatology & Oceanography

Course Code: BAE.163

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course earning Outcomes: At the end of the course the students will be to

CLO 1: Acquaint themselves with the elements and attributes of climatology.

CLO 2: Understand the global warming and its consequences.

CLO 3: Understand Climatology & Oceanography.

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------|----------|----------------------|
|-----------------|----------|----------------------|

| | | |
|----------------------|--|-------|
| UNIT I 15 Hours | <p>Definition of Climatology: Climate and Weather. Climate: Elements and controls. Composition (Particulate matters/aerosols, Vapour Particles, Active gases, inert gases) and Structure (Layers of the Atmosphere) of the Atmosphere.</p> <p>Insolation and Temperature: Horizontal and Vertical Distribution of Insolation, Factors Affecting Temperature of a Place, Annual, Seasonal and Diurnal distribution of Temperature.</p> | CLO 1 |
| UNIT II 15 Hours | <p>Atmospheric Pressure and Winds Distribution: Characteristics of Tropical Cyclones, Temperate Cyclones and Anticyclones. Atmospheric Moisture: Forms of Condensation Cloud, Dew, Fog and Frost. Precipitation forms and types. Climatic Classifications and their Bases: Elementary discussion of Koppen's classification of climates and climatic types. Global Warming: General causes, consequences and measure of control.</p> | CLO 2 |
| UNIT III 15 Hours | <p>Oceanography: Definition, Topography of the Ocean basins; Continental Shelf, Continental Slope, Deep Sea Plain and Oceanic deep. Features: Trench, Trough, Oceanic Ridge, Guyots, Seamount.</p> | CLO 3 |
| UNIT IV 15 Hours | <p>Movements of Oceanic Waters: Waves and Currents. Surface currents of the oceans. Marine Flora, Fauna and Deposits, Corals.</p> | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on the Features of Oceanography.

Books Recommended:

- Bhutani, Smita. (2002). *Our Atmosphere*, Edited by R.C. Chandna, Delhi & Ludhiana: Kalyani Publishers.

- Critchfield, H.J. (1983). *General Climatology*. New Delhi: Prentice Hall of India, Private Ltd.
- Gross, Grant, M. (1995). *Oceanography: A View of the Earth*. New Jersey: Prentice Hall.
- James Travis Jenkins, J. T. (2020). *A Textbook of Oceanography*. Alpha Edition
- K. Siddhartha, K. (2018) *Oceanography: A Brief Introduction*. Kitab Mahal
- Khan, N. (2002). *An Introduction to Physical Geography*. New Delhi: Concept.
- King, C.A.M. (1959): *Beaches and Coasts*. London: E. Arnold, London.
- King, C.A.M.: *Oceanography*. London: E. Arnold, Latest Edition.
- Lal, D. S. (2022). *Climatology and Oceanography*. Allahabad: Sharda Pustak Bhawan;
- Mathew, J.R.: *Climatology*, McGraw Hill, New Latest Edition.
- Monkhouse, F.J. (1975). *The Principles of Physical Geography*. London: University of London Press.
- Pattersen, S. *Introduction to Meteorology*. London: McGraw Hill Book Co., Latest Edition.
- Paul, Gautam. (2006). *A Text Book of Oceanography*. Das Gupta & Co. Pvt. Ltd.
- Sharma, R.C. & M. Vatel. (1970) : *Oceanography for Geographers*. Allahabad: Chetyna.
- Shepar, F.P. (1948). *Submarine Geology*. New York: Harper & Sons.
- Singh, Savindra. (2015). *Physical Geography*. Allahabad: Pravalika Publication.
- Singh, Savindra. (2022). *Climatology and Oceanography*. Allahabad: Pravalika Publication.
- Stringer, E.T. (1982). *Foundations of Climatology*. Delhi: Subject Publications.
- Sverdrup, H.U. et.al. (1959). *The Oceans*. New Jersey, U.S.A. : Prentice Hall.
- Tarbuck, Edward. J. (2018) *Essentials of Oceanography*. EBD Books Café
- Trewartha, G.T. (1980). *An Introduction to Climate*. New Delhi: McGraw Hill Book Co. International Student Edition.

Geography (Major-II)

Course Title: Human Geography

Course Code: BAE.164

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Understand the Meaning of Human Geography and Contributions of Geographers

CLO 2: Analyses Global Distribution of races and Culture through Human geography

CLO 3: Geographical understanding of Human Adjustment in Natural Environment

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------|----------|----------------------|
|-----------------|----------|----------------------|

| | | |
|----------------------|---|------------------|
| UNIT I 15 Hours | Nature and Scope of Human Geography and Development: Nature and Scope of Human Geography, Human Geography versus Physical Geography, Contributions of Carl Ritter, Alexander von Humboldt and Vidal de la Blache. | CLO 1 |
| UNIT II 15 Hours | Major Races and their Global Distribution and characteristics: Concept of race, Classification of race (major, composite and residual), Physical characteristics and distribution of major racial groups, Social characteristics of racial groups. | CLO 2 |
| UNIT III 15 Hours | Cultural Realms: Concept of cultural realms, Delimitation of cultural realms, Major cultural realms of the world, Linguistic and cultural regions of India. | CLO 2 & CLO 3 |
| UNIT IV 15 Hours | Human adjustments/adaptation to natural environment: Equatorial region, Polar region, Desert environment, Mountain environment. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Agricultural and Regional Characteristics

Books Recommended:

- D.S. Mankoo. Geography of India, Kalyani Publishers, Jalandhar.
- Deshpande, C.D.: India: A Regional Interpretation, Northern Book, Centre, New Delhi.
- Khullar D. R. India (A Comprehensive Geography) Kalyani Publication, New Delhi.
- Hussain Majid. (2021). Agricultural Geography. Rawat Publication. Jaipur.
- Johnson, B.L.C. (1981). South Asia, Heinemann, London.
- Khullar D.R. Geography of India, New Academic Publishing Co., Jalandhar.
- Malkiat Singh. Geography of India, Rasmeet Prakashan, Jalandhar.
- Singh R.L. (1971): India - A Regional Geography, National Geographical Society, India, Varanasi.
- Spate, O.H.K. & Learmonth, A.T.A. (1967). India and Pakistan: A General and Regional Geography, Methuen, London.

- Tirtha, Ranjit & Krishan, Gopal (1992). *Emerging India: A Geographical Introduction*, Conoub, Ann Arber, Michigan (U.S.A.).
- Carr M, : *Pattern, Process and Change in Human Geography*, McMillan London.
- Goh Cheng Leong, *Physical and Human Geography*, Mittal Publishers, New Delhi.
- Huntington, *Principles of Human Geography*, John Willey and Sons Inc, New York
- Johnston R.J. et al (eds), *The Dictionary of Human Geography*, Blackwell, Oxford.
- Mamoria C.B., *Human Geography, A modern perspective*.

Geography Practical (Major-III)

Course Title: Geography Practical (Cartography – II)

Course Code: BAE.165

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 4 |

Course Learning Outcomes: At the end of the course the students will be to

CLO 1: To show directions and bearings and different methods of representing relief.

CLO 2: To understand the maps and symbols of Maps

Practical to be conducted:

- **Direction and Bearings:** Plotting of a course, true north, magnetic north, finding true north with the pole star, a watch and a rod; bearing and its conversion.
- **Enlargement and Reduction:** Graphic methods - square and triangle.
- **Weather Maps:**
- General Introduction to the study of weather maps, the scheme of weather symbols including Beaufort's scale employed in Indian daily weather maps; weather in India: summer season (period of summer monsoon), winter season, forecasting of weather through the study of weather maps and recent advances in weather forecasting.

Sessional Work: Prepare a practical file.

Books Recommended:

- Khullar, D.R. (2019): *Essentials of Practical Geography*. Jalandhar: New Academic Publishing.
- Singh, Gopal. (1995). *Mapwork and Practical Geography*. New Delhi: Vikas Publishing House, Pvt. Ltd.
- Singh, L.R. & Singh, Raghunandan. (1993). *Mapwork and Practical Geography*. Allahabad: Central Book Depot.
- Phyllis, Dink. (1991). *Mapwork*. Atma Ram s& Sons.
- Singh, R. L. & Singh, Rana P.B. (2020). *Elements of Practical Geography*. Kalyani Publishers.
- Singh, L. R. (2010). *Fundamentals of Practical Geography*. Sharda Pustak Bhawan.

- Kannan, Monika & Yadav, Shilpi. (2022). Practical Geography. Rawat Publications.
- Bygott, J. (2015). Introduction to Mapwork and Practical Geography. Harper Collins Distribution Services
- Sarkar, Ashis. (2015). Practical Geography: A Systematic Approach. Orient Blackswan Private Limited - New Delhi.

Language 2 Communicative English

Course Title: Communicative English

Course Code: BAE.166

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 define the basics of language to develop listening, speaking, reading and writing skills.

CLO2 apply the combination of language and cognition for effective communication skills.

CLO3 improve pronunciation of individual sounds and sound combinations and write sentences with clarity and grammatically correct.

CLO4 demonstrate the ability to interpret texts and explain their understanding in both verbal and written communication.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 15 hours | Understanding Language Language: Definitions, principles and functions, Language, culture and society, language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language skills (listening, speaking, reading, & writing) and the new-age technologies. <i>Learning Activities: Task-Based Learning, Flow Chart, Quizzes.</i> | CLO1 |
| Unit 2 15 hours | Language and Communication and Cognition Communication: nature, types and process, barriers to communication, story of human communication from early times to new age. Language as a means of communication and language as a medium of cognition. The context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language. <i>Learning Activities: Role Play, Key Words Arrangement, Word Bank.</i> | CLO2 |
| Unit 3 15 hours | Understanding Speech Sound and Grammar Classification of speech sounds, identification of morphemes, word formation processes, Sentence formation, vocabulary formation and stress, pitch, tone, intonation and juncture. | CLO3 |

| | | |
|----------------------------------|--|-------------|
| | Parts of speech, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, Coining new words, speech acts. <i>Learning Activities:</i> - <i>Timeline Activity, Teams Race, Story Writing, Jumbled Words.</i> | |
| Unit 4 15 hours | Reading Writing and Speaking Skills Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students' active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading. Writing and Speaking Skills Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports). Dealing with New Words (Academic Vocabulary Building) Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations). Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience. <i>Learning Activities:</i> <i>Simulation, Group Writing, Group Presentation.</i> | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Recommended Books:

- Anderson, M. (2010). *Critical thinking, academic writing and presentation skills*. Pearson.
- Bansal, R. K. (2024). *Spoken English: A manual of speech and phonetics*. Orient Blackswan.
- Chaturvedi, P. D., & Chaturvedi, M. (2011). *Communication skills*. Pearson Education.
- Sethi, J., & Dhamija, P. V. (1999). *A course in phonetics and spoken English (2th ed)*. PHI Learning.
- Sinha, R. P. (2001). *Current English grammar and usage with composition*. Oxford University Press.
- Taylor, G. (2001). *English conversation practice*. McGraw-Hill.
- Thakur, K. P. (2018). *A practical guide to English grammar*. Bharati Bhawan.
- Wood, F. T. (2013). *A remedial English grammar for foreign students*. Macmillan.
- Wren, P. C., & Martin, H. (2023). *High school English grammar and composition*. S Chand Publishing.

(Language 2)
Punjabi

Course Title: ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਅਤੇ ਸਭਿਆਚਾਰ

Course Code: BAE.167

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

CLO1: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਬਣਤਰ ਅਤੇ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਉਲੀਕ ਸਕਣਗੇ।

CLO 2: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਬੁਨਿਆਦੀ ਸੰਕਲਪਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

CLO 3: ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ ਦੇ ਬੁਨਿਆਦੀ ਪੱਖਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

CLO4: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਆਕਰਨ ਦੀ ਵਰਤੋਂ ਵਿਹਾਰਕ ਹੁਨਰ ਵਿੱਚ ਕਰਣਗੇ

| Unit/Hours | Content | Mapping with CLOs |
|----------------------|---|-------------------|
| ਯੂਨਿਟ – 1 14 ਘੰਟੇ | ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪ੍ਰਕ੍ਰਿਤੀ • ਧੁਨੀਆਂ, ਅੱਖਰ ਅਤੇ ਵਿਆਕਰਨ • ਪੰਜਾਬੀ ਧੁਨੀਆਂ ਦਾ ਵਰਗੀਕਰਨ (ਸਵਰ ਅਤੇ ਵਿਅੰਜਨ) | CLO 1 CLO 2 |
| ਯੂਨਿਟ – 2 16 ਘੰਟੇ | ਸ਼ਬਦ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਸਮਾਂ (ਰਚਨਾ ਅਤੇ ਸਰੋਤ ਦੇ ਆਧਾਰ 'ਤੇ) • ਵਾਕਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਸਮਾਂ (ਬਣਤਰ ਦੇ ਆਧਾਰ 'ਤੇ) ਸ਼ਬਦਾਂ ਦੀਆਂ ਵਿਆਕਰਨਿਕ ਸ਼੍ਰੇਣੀਆਂ (ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ) • ਸ਼ਬਦ ਬਣਤਰ (ਸੰਯੋਜਕ, ਮਿਸ਼ਰਿਤ, ਅਗੇਤਰ, ਪਿਛੇਤਰ) • ਕਹਾਵਤਾਂ ਅਤੇ ਮੁਹਾਵਰੇ | CLO 1 CLO 2 |
| ਯੂਨਿਟ – 3 16 ਘੰਟੇ | ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ: ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ ਲੋਕਧਾਰਾ ਅਤੇ ਸਾਹਿਤ: ਵਣਜਾਰਾ ਬੇਦੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਬਣਤਰ: ਡਾ. ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ | CLO 1 CLO 3 |
| ਯੂਨਿਟ – 4 14 ਘੰਟੇ | ਅਸ਼ੁੱਧਤਾ ਸੁਧਾਈ (ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦੇ ਪੱਧਰ 'ਤੇ) • ਪੱਤਰ ਲਿਖਣਾ (ਰਸਮੀ ਅਤੇ ਗੈਰ ਰਸਮੀ) | CLO 4 |

ਸਰਾਇਕ ਪੁਸਤਕ ਸੂਚੀ

1. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ. *ਪੰਜਾਬੀ ਵਿਆਕਰਣ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ*. ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ, 2008.
2. ਪੁਆਰ, ਜੋਗਿੰਦਰ ਸਿੰਘ ਅਤੇ ਹੋਰ. *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ: ਭਾਗ I*. 1992. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ, 2016.
3. ਹਰਕੀਰਤ ਸਿੰਘ ਅਤੇ ਉੱਜਲ ਸਿੰਘ ਬਾਹਰੀ, *ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ*, ਬਾਹਰੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ, 1973.
4. ਕਸੇਲ, ਕਿਰਪਾਲ ਸਿੰਘ ਅਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ, *ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ*, 15ਵਾਂ ਸੋਧਿਆ ਐਡੀਸ਼ਨ, ਲਾਹੌਰ ਬੁਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2013.
5. ਖਹਿਰਾ, ਭੁਪਿੰਦਰ ਸਿੰਘ, *ਲੋਕਯਾਨ, ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ*, ਪੈਪਸੂ ਬੁੱਕ ਡਿਪੂ, ਪਟਿਆਲਾ
6. ਗਿੱਲ, ਹਰਜੀਤ ਸਿੰਘ, *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ ਦਾ ਵਿਸ਼ਵਕੋਸ਼*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ.
7. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ, *ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਸ੍ਰੋਤ ਤੇ ਸਰੂਪ*, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ, 2004.
8. ਰੰਧਾਵਾ, ਮਹਿੰਦਰ ਸਿੰਘ, *ਪੰਜਾਬ, ਭਾਸ਼ਾ ਵਿਭਾਗ*, ਪਟਿਆਲਾ, 1960.

Hindi (Language 2)

Course Title: हिंदी भाषा का व्यावहारिक व्याकरण एवं लेखन

Course Code: BAE.168

Course Learning Outcomes:

पाठ्यक्रम अधिगम परिणाम(CLO):

इस पाठ्यक्रम को पढ़ने के उपरान्त विद्यार्थी -

CLO-1 हिंदी भाषा के ध्वनि और वर्ण के मूल नियमों का विश्लेषण करेंगे

CLO-2 हिंदी भाषा के शब्द भंडार एवं वाक्य-संरचना का तुलनात्मक मूल्यांकन करेंगे

CLO-3 हिंदी भाषा की शब्द निर्माण प्रक्रिया एवं व्याकरणिक कोटियों का विश्लेषण करेंगे

CLO-4 हिंदी भाषा के व्याकरण का व्यावहारिक कौशल में प्रयोग करेंगे

Course Contents:

| Unit/Hours | Content | Mapping with CLOs |
|-------------------------------|---|-------------------|
| UNIT I Hours: 15 | <ul style="list-style-type: none"> भाषा की परिभाषा एवं प्रकृति ध्वनि, वर्ण और व्याकरण हिंदी की ध्वनियों का वर्गीकरण (स्वर और व्यंजन) <p>अभ्यास : भाषा की परिभाषा , भाषा के ध्वनि एवं वर्ण के मूल नियमों का विश्लेषण करेंगे ।</p> | CLO-1 |
| UNIT II Hours: 15 | <ul style="list-style-type: none"> शब्द की परिभाषा और भेद (रचना एवं स्रोत के आधार पर) वाक्य की परिभाषा और भेद (संरचना के आधार पर) <p>अभ्यास :शब्द की परिभाषा, उसकी उत्पत्ति एवं भेद का मूल्यांकन करेंगे ।</p> | CLO-2 |
| UNIT III Hours: 15 | <ul style="list-style-type: none"> शब्दों की व्याकरणिक कोटियाँ (संज्ञा, सर्वनाम, विशेषण, क्रिया) | CLO-3 |

| | | |
|------------------------------|--|--------------|
| | <ul style="list-style-type: none"> ● शब्द निर्माण (संधि, समास, उपसर्ग, प्रत्यय) ● लोकोक्ति एवं मुहावरे अभ्यास : व्याकरणिक कोटियों का अध्ययन करेंगे। | |
| UNIT IV Hours: 15 | <ul style="list-style-type: none"> ● अशुद्धि शोधन (शब्द एवं वाक्य के स्तर पर) ● पत्र लेखन (औपचारिक एवं अनौपचारिक) अभ्यास : संधि, समास, उपसर्ग एवं प्रत्यय से परिचित होंगे। | CLO-4 |

Transaction Mode: Lecture; Video, Recitation, PPT, Group Discussion; Seminar, Self-learning, Text book analysis

अध्ययन के लिए पुस्तकें

- किशोरीदास वाजपेयी: हिंदी व्याकरण, लोक भारती प्रकाशन, इलाहाबाद. 2012
- कामता प्रसाद गुरु: हिंदी व्याकरण, नयी किताब प्रकाशन, नयी दिल्ली. 2019
- वासुदेवनंदन: आधुनिक हिंदी व्याकरण और रचना, भारती भवन पब्लिशर्स एंड वितरक, पटना, 2014

Course Title: Teacher and Society

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Code: BAE.169

Course Learning Outcomes;

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Gain insight and reflect on concept of teacher education and professional teacher.

CLO2 comprehend different way of nurturing a teacher.

CLO3 Develop professional attitudes, values and interests needed to function as a teacher educator.

CLO4 Develop understanding of the role of values in teacher's professional development.

CLO5 Reflect on the historical development process of teacher education.

CLO6 Understand the role of ICT and role of different agencies in teacher education.

| Unit/Hours | Contents | Mapping with CLOs |
|----------------------------|--|-------------------------------|
| Unit-I 5 hours | Understanding the Teacher <ol style="list-style-type: none"> Teacher education; Concept and Objectives of teacher education at secondary level Exploring the professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure The Charismatic teacher, the communicator teacher, the missionary teacher, the competent practitioner, the reflective practitioner, the learning teacher | CLO1 CLO2 |
| Unit-II 5 hours | Nurturing the Teacher <ol style="list-style-type: none"> Teaching: One profession, many roles Teaching character: nurturing teacher for human flourishing Holistic teacher development: nurturing the Panchakoshas | CLO1 CLO2 CLO3 |

| | | |
|------------------------------|--|----------------------|
| | d. Teacher values, beliefs, and current philosophy of teaching: A reflective dialogue | |
| Unit-III 12 hours | Development of Teacher Education: <ol style="list-style-type: none"> Vedic Period, Buddhist Period, Muslim Period, British Period Teacher Education in Independent India: University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), NPE-1986, NEP 2020 | CLO5 |
| Unit-IV 8 hours | Structure and Management of Teacher Education: <ol style="list-style-type: none"> Structure of teacher education at foundational, preparatory, middle and secondary stage, Role of NCTE and NCERT in teacher education. Role of teacher for social change, School, community and teacher: Linkages | CLO5 CLO6 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

SESSIONAL WORK:

- Visit to teacher education institutions and make a report on the actual implementation of defined objectives of teacher education at various levels of school education (primary, secondary and higher).
- Make a presentation on recommendations of various educational commissions (University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66) NEP:2020) for teacher education in India (Any two).

Suggested Readings:

- Balsare Maitraya (2005) Administration and Reorganization of teacher education. Kanishka Publishers, New Delhi India.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.

Course Title: Understanding India (Indian Ethos and Knowledge Systems)-II

Course Code: BAE.170

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

CLO1: Interpret and conceive the concept of Indian Knowledge System (IKS) alongwith the concept of Panchakosha.

CLO2: Analyze investigate Philosophy, Ethics & Values of various schools of ancient Indian philosophy and their relevance in modern day India.

CLO3: Summarize, recapitulate and theorize Indian culture in context of its food and sports tradition

CLO4: Explore and Investigate Indian contribution to the World in the fields of arithmetic, logic and astronomy.

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------------------|--|-------------------------|
| UNIT I 6 Hours | Introduction to IKS (Indian Knowledge System): Meaning, scope, objectives, vision, mission, related subjects. ssConcept of Panchakosha in Vedic literature. | CLO1 |
| UNIT II 10 Hours | Philosophy, Ethics & Values: Schools of Orthodox Philosophy: Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa- Educational Implications, and their relevance in today's time. | CLO2 |
| UNIT III 8 Hours | Food: (regional cuisines, food and festival, vegetarianism, food and hospitality, and globalization). Clothes: (traditional Indian clothing, regional costumes, clothing status, globalization in clothing). Sports (traditional Indian sports, martial arts, sports and gender, sports & globalization). | CLO3 |
| UNIT IV 6 Hours | Arithmetic and logic: Natural sciences: math, physics, metallurgy, and chemistry. Astronomy: India's contributions to the world. Indian notions of time and space. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

- Make an assignment and draw a comparative and critical analysis of various schools of Indian Philosophy (Any three).
- Visit to a community and make a report on various food habits of different communities and its impact on other communities' cultures.
- Organize an awareness program on the topic of 'Relevance of Yoga for modern day

lifestyle' in the schools and make a report on this.

Suggested Readings:

- Aziz, K. K. (2007). Indian knowledge systems: A multidisciplinary approach. New Dawn Press.
- Chakrabarti, A. (2006). Indian Philosophy: An Introduction to Hindu and Buddhist Thought. Routledge.
- Chauhan, S. (2015). Indian Educational Philosophy and Its Relevance Today. Prentice Hall.
- Chaturvedi, B. K. (2009). The Indian knowledge system. National Publishing House.
- Kulkarni, P. (2010). Cosmos and Culture: India's Contributions to Astronomy. Kunal Books.
- Nanda, M. (2014). Ethics in Indian Philosophy (2nd ed.). Routledge.
- Singh, R. (2004). The Concept of Space and Time in Ancient Indian Thought. Rajkamal Prakashan
- Yadav, S. K. S. (2015). Science and technology in ancient India. Discovery Publishing House.

SEMESTER-III

FOUNDATION COURSES

Course Title: Child Development and Educational Psychology

Course Code: BAE.201

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes (CLOs)

After the completion of the course the prospective teacher-trainees will be able to;

CLO1: Describe the concept, characteristics, and factors affecting growth and development

CLO2: Analyze the nature and significance of physical, cognitive, socio-emotional, and moral development of the child

CLO3: Interpret and apply the various mechanisms of the process of learning

CLO4: Apply various problem solving and learning strategies in real classroom settings

CLO5: Explain group dynamics and apply strategies to facilitate group learning

| Units/ Hours | Contents | Mapping with CLOs |
|----------------------|--|---------------------------|
| UNIT I 17 hours | <p>Child Development</p> <p>A. Educational Psychology: Concept, meaning and scope.</p> <p>B. Growth and Development of the child: Meaning, and characteristics and difference</p> <p>C. Developmental Characteristics: Infancy, Early Childhood, Middle to Late Childhood and Adolescence stage</p> <p>D. Development across domains: Physical, cognitive, language, socio-emotional, and moral</p> <p>E. Factors affecting development.</p> <p>Learning Activities: Dialogue on different concepts, Discussion</p> | <p>CLO 1</p> <p>CLO 2</p> |
| UNIT II 15 hours | <p>Developmental Process</p> <p>A. Piaget's theory of cognitive development and its educational implications.</p> <p>B. Individual differences: • Children with special needs including developmental disorders. • Tools and Techniques for Identifying Learner with different abilities.</p> <p>C. Teachers' role and strategies to address the needs of learners with different learning abilities</p> <p>Learning Activities: conduction and interpretation if results of diagnostic tools, case-study, seminar, group discussion</p> | <p>CLO 1</p> <p>CLO 2</p> |
| UNIT III 14 hours | <p>Process of Learning</p> <p>A. Learning: Concept, characteristics, nature and significance.</p> <p>B. Theories of Learning: Behaviorist, Cognitivist, and Constructivist</p> | <p>CLO 3</p> <p>CLO 4</p> |

| | | |
|--------------------------------|---|-------|
| | <p>C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.</p> <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p> | |
| <p>UNIT IV</p> <p>14 hours</p> | <p>Motivation and Classroom Management</p> <p>A. Motivation: Conceptual clarity, nature, and significance • Intrinsic and Extrinsic Motivation • Strategies for enhancing Motivation</p> <p>B. Classroom management • Creating a positive learning environment • Managing behavioral problems</p> <p>C. Group dynamics: • Classroom as a social group • Characteristics of group • Strategies to facilitate group learning.</p> <p>Learning Activities: hand-on experiences of classroom management through the presentation of seminar</p> | CLO 5 |

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House.
- Dash, M. (2009). Educational psychology. New Delhi: Deep & Deep publications.
- Jha, A.K. (2009). Constructivist epistemology and pedagogy- insight into teaching learning and knowing. Atlantic publishers & distributors.
- Mangal, S.K. (2014). Advanced educational psychology. Delhi: PHI Learning Limited.
- McGraw Hill, New York, 1990.
- Robinson, S. K. (2009). Foundation of educational psychology. Ane books Pvt. Ltd. Publication.

ENGLISH (MAJOR)

Course Title: English Grammar

Course Code: BAE.202

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Write clear and concise sentences and paragraphs.

CLO2 Identify and apply the voice and narration as per situation.

CLO3 Use foreign expressions and idioms correctly in their expressions.

CLO4 Analyse common errors and correct them in formal and informal writing.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 20 hours | <i>Grammar and Usage:</i> Tense, Phrase, Clause, Sentence, Verb, Articles, Conjunction. <i>Learning Activities:</i> - Timeline Activity, Teams Race, Story Writing, Jumbled Words. | CL01 |
| Unit 2 15 hours | <i>Grammar and Usage:</i> Preposition, Active and Passive Voice, Direct Indirect Speech. <i>Learning Activities:</i> - Scavenger Hunt, Crossword Puzzles, Role-Playing. | CL02 |
| Unit 3 10 hours | <i>Foreign Expressions and Idioms:</i> Commonly used in Literary Texts. <i>Learning Activities:</i> - Matching, Flashcards, Word Bank | CL03 |
| Unit 4 15 hours | <i>Common Errors in English:</i> Subject-Verb Agreement, Prepositions, Articles, Singular and Plural, Spelling. <i>Learning Activities:</i> - Board Game, Sorting, Matching, Spelling Bees | CL04 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Nesfield, J. C. (2024). *Manual of English grammar and composition*. Gyan Publishing House.
- Sinha, R. P. (2001). *Current English grammar and usage with composition*. Oxford University Press.
- Thakur, K. P. (2018). *A practical guide to English grammar*. Bharati Bhawan.
- Thomson, A. J., & Martinet, A. V. (1997). *A Practical English Grammar*. Oxford University Press.
- Wood, F. T. (2013). *A remedial English grammar for foreign students*. Macmillan.
- Wren, P. C., & Martin, H. (2023). *High school English grammar and composition*. S Chand Publishing.

English (Major 2)

Course Title: Indian English Literature

Course Code: BAE.203

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

CLO1 Analyse the themes of youth, freedom, nationhood, mortality, memory, identity, and social aspiration through imagery, symbolism, and lyrical expression.

CLO2 Examine the themes of identity, incompleteness, tradition, and modernity through the use of myth, folklore, symbolism, and dramatic expression in Girish Karnad's *Hayavadana*.

CLO3 Explain the themes of memory, borders, and identity through fragmented narrative and symbolism in *The Shadow Lines*.

CLO4 Evaluate the themes of love, loss, and self-discovery through realist narration and spiritual reflection in *The English Teacher*.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|---|-------------------|
| Unit 1 10 hours | <i>To the Pupils of the Hindu College:</i> Henry Louis Vivian Derozio <i>Where The Mind Is Without Fear:</i> Rabindranath Tagore <i>Life and Death:</i> Sri Aurobindo <i>Still Life:</i> A. K. Ramanujan <i>The Professor:</i> Nissim Ezekiel <i>An Introduction:</i> Kamala Das <i>Learning Activities:</i> Recitation, Matching, Quizzes, Word Bank. | CLO1 |
| Unit 2 15 hours | <i>Hayavadana:</i> Girish Karnad <i>Learning Activities:</i> Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO2 |
| Unit 3 20 hours | <i>The Shadow Lines:</i> Amitav Ghosh <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO3 |
| Unit 4 | <i>The English Teacher:</i> R.K. Narayan | CL04 |

| | | |
|-----------------|--|--|
| 15 hours | <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | |
|-----------------|--|--|

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Ghosh, A. (2019). *The shadow lines*. Penguin Modern Classics. (Original Work Published 1988).
- Karnad, G. (1997). *Hayavadana*. OUP. (Original Work Published 1971).
- Mehrotra, A. K. (2017). *A concise history of Indian literature in English*. Permanent Black.
- Naik, M. K. (2009). *A history of Indian English literature*. Sahitya Akademi.
- Narayan, R. K., (1999). *The English teacher*. Indian Thought Publications. (Original Work Published 1945).

English (Major 3)

Course Title: Modern English Literature

Course Code: BAE.204

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Identify modern concerns of history, society, faith, and power through symbolism, irony, and dramatic voice in the works of Yeats, Auden, Larkin, and Hughes.

CLO2 Analyse themes of self-discipline, modern alienation, and roots of identity through didactic verse, modernist technique, and personal reflection in the works of Kipling, Eliot, and Heaney.

CLO3 Examine class, language, and social mobility in Shaw's *Pygmalion* and gender roles and cultural conflict in Dattani's *Dance Like a Man*.

CLO4 Explore and evaluate modernist techniques of stream of consciousness in Joyce's *Ulysses* and postcolonial concerns of displacement and identity in Desai's *The Inheritance of Loss*.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|---|--------------------------|
| Unit 1 15 hours | <i>The Second Coming</i> : W.B. Yeats <i>The Unknown Citizen</i> : W H Auden <i>Church Going</i> : Philip Larkin <i>Hawk Roosting</i> : Ted Hughes Learning Activities : Recitation, Matching, Quizzes, Word Bank. | CLO1 |
| Unit 2 15 hours | <i>If</i> : Rudyard Kipling <i>The Love Song of J. Alfred Prufrock</i> : T.S. Eliot <i>Digging</i> : Seamus Heaney Learning Activities : Recitation, Matching, Quizzes, Word Bank. | CLO2 |
| Unit 3 15 hours | <i>Pygmalion</i> : George Bernard Shaw <i>Dance Like a Man</i> : Mahesh Dattani Learning Activities : Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO3 |
| Unit 4 15 hours | <i>Ulysses</i> : James Joyce <i>The Inheritance of Loss</i> : Kiran Desai Learning Activities : Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, team teaching, focus group discussion, surveys, short-term project work, etc.

Suggested Readings: -

- Albert, E. (2017). *History of English literature* (5th ed.). Oxford University Press.

- **Dattani, M. (2023). *Dance like a man*. Penguin. (Original Work Published 1989).**
- **Desai, K. (2014). *The inheritance of loss*. Penguin. (Original Work Published 2006).**
- Eagleton, T. (2016). *How to read a poem*. Wiley-Blackwell.
- Fenton, J. (2003). *An introduction to poetry*. Penguin.
- **Joyce, J. (2011). *Ulysses*. Penguin Classics. (Original Work Published 1922).**
- Long, W. J. (2018). *English literature: Its history and its significance for the life of the English-speaking world*. AITBS Publishers.
- Mehrotra, A. K. (2017). *A concise history of Indian literature in English*. Permanent Black.
- Naik, M. K. (2009). *A history of Indian English literature*. Sahitya Akademi.
- Palgrave, F. T. (2002). *Golden treasury*. Oxford University Press.
- Prasad, B. (2017). *A short history of English poetry*. Laxmi Publications.
- Shaw, G.B. (2003). *Pygmalion*. Penguin. (Original Work Published 1913).

HISTORY (MAJOR-I)

Course Title: History of India (1707-1857 AD.)

Course Code: BAE. 205

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule.

CLO2: Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule.

CLO3: Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education

| Unit/Hrs | Contents | Mapping with CLOs |
|------------------------------|--|----------------------|
| Unit I 15 hours | India in the 18th century: Background, Debate Expansion and consolidation of British power: Bengal, Mysore, Maratha, Punjab Ideologies/Strategies of Raj | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Colonial Economy : 1. Land Revenue Settlements 2. Commercialisation of Agriculture 3. De-Industrialisation | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Social and Religious Reform Movements: An overview of the reformist movements of the 19th century. Indigenous and Modern education | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | The Great Revolt of 1857: Causes Nature, Impact Consequences | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman,
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan. (Also in Hindi)
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Dutt, R.P. (1986). India Today. Calcutta: Manisha.
- Sarkar, Sumit. 2014. Modern Times: India 1880s-1950s: Environment, Economy and Culture. Ranikhet: Permanent Black.
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan
- Guha, Ranajit. (1983) Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press
- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Alavi, Seema ed. (2002). The Eighteenth Century in India. New Delhi: OUP.
- Bhattacharya, Sabyasachi ed. (2007). Rethinking 1857. Delhi: Orient Longman.
- Jones, Kenneth. (2003) Socio-Religious Reform Movements in British India. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). Essays on the Commercialization of Indian Agriculture. New Delhi: Oxford University Press.

HISTORY(MAJOR-II)

Course Title: History of India (1858-1947 AD.)

Course Code: BAE. 206

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the various trends of anti-colonial struggles in colonial India.

CLO2: Outline the social and economic facets of colonial India and their influence on the national movement.

CLO3: Discuss the key debates on the making of the Indian Constitution, and need for socio-economic restructuring after independence.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------|---|----------------------|
| Unit I 15 hours | Early Nationalism : Emergence of Indian National Congress (INC), ‘Moderates’ and ‘Extremists’ Nationalist, Swadeshi and early Revolutionary Movements | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Emergence and social base of Gandhian Nationalism : Foundations of Gandhian Nationalism, Gandhi and National Movements (Champaran, Kheda, Ahmedabad, Rowlatt, Khilafat, Non-Cooperation Movements, Civil Disobedience Movement, Quit India Movement) | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Alternative trends in National Movement : Ambedkar and the Dalit Movement, Dravidian movements , Hindustan Socialist Republican Association (HSRA) and Revolutionary Movements, Gadhar, Singh Sabha and the Akali Movement, Peasants, Workers and Tribal movements; Emergence of the Left, Subhas Chandra Bose and Indian National Army; Royal Indian Navy Mutiny | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Towards Independence and after : Independence and Partition : The Making of the Constitution Formation of Identities : Caste, Community, Nation | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan.
- Sarkar, Sumit. (1973). Swadeshi Movement in Bengal, 1903 – 08. New Delhi, People’s Publishing House
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India’s Struggle for Independence. Delhi: Penguin Books.
- Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press,
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan
- Kumar, Ravinder. (1971). Essays on Gandhian Politics, Rowlatt Satyagraha 1919.
- min, Shahid. (1996). Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992. Delhi: Penguin.
- Bandyopadhyay, Sekhar. (1997). Caste, Protest and Identity in Colonial India: the Namasudras of Bengal, 1872-1947. London: Curzon Press.
- Chaube, S.K. (2009). The Making and Working of the Indian Constitution, Delhi, National Book Trust.

(HISTORY MAJOR-III)**Course Title: Archives and Museums****Course Code: BAE. 207**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:**CLO1: Examine these two repositories of history from close quarters.****CLO2: Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.****CLO3: Demonstrate the way in which museums are organised and managed.****CLO4: Examine the considerations which governs the way exhibitions in museums are managed****Suggestive Mode of Transactions**

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------------|--|--------------------------|
| Unit I 15 hours | Defination of Archives and museums: types- digital, Virtual, crafts, media, difference between archives, museum and library. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | History of development of Archives and museums in India with one case study each. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Characterstics of collection, Examines the concerns which governs its documentations, Preservation | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Organised and managed Museum, presentation and exhibitation. | CLO1 CLO2 CLO3 |

The course transaction will include the following; on the basis of regular group presentation and a detailed (individual) project submission-cum-presentation.

Planned lecture infused with multimedia and students will be assessed

Suggestive Reading Materials

- Agrawal, O. P. (2007). *Essentials of conservation and museology*. Delhi: Sundeep.

- Ambrose, T., & Paine, C. (1993). *Museum basics*. London: Routledge.
- Bhattacharya, S. (2018). *Archiving the Raj: History of archival policy of the Government of India with selected documents 1858–1947*. Delhi: Oxford University Press.
- Breckenridge, C. (1989). Aesthetics and politics of colonial collecting: India at world fairs. *Comparative Studies in Society and History*, 31(2), 195–216.
- Choudhary, R. D. (1988). *Museums of India and their maladies*. Calcutta: Agam Prakashan.
- जैन, संजय. (2009). *म्यूजियम एवं म्यूजिओलोजी: एक परिचय*. बड़ौदा: कनिका प्रकाशन.
- Kathpalia, Y. P. (1973). *Conservation and restoration of archive material*. Paris: UNESCO.
- Mathur, S. (2000). Living ethnological exhibits: The case of 1886. *Cultural Anthropology*, 15(4), 492–524.
- Mathur, S. (n.d.). *India by design: Colonial history and cultural display*. Berkeley: University of California Press.
- Nair, S. N. (2011). *Bio-deterioration of museum materials*. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). *Experiencing history through archives*. Delhi: Munshiram Manoharlal.
- Singh, K. (2003). Museum is national: The nation as narrated by the National Museum New Delhi. In G. Sen (Ed.), *India: A national culture* (pp. 171–203). New Delhi: Sage.

POLITICAL SCIENCE (Major-I)

Course Title: Foreign Policy of India

Course Code: BAE.208

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Explain the meaning and nature of Indian Foreign Policy

CLO-2 Understand the relationship of India and European Unions

CLO-3 Analysis the functions Indian relationship with Neighborhood

CLO-4 Identify India as Global Power

| L | T | P | Cr |
|---|---|---|----|
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| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|--|-------------------|
| UNIT- I 15 Hours | India's Foreign Policy: Meaning, Determinants and Evolution Domestic and International Determinants of India's Foreign Policy Non-Alignment and Beyond: Concepts, Policy and Relevance | CLO- 1 |
| UNIT- II 15 Hours | Changing Relations with the Global Powers from Cold War to the Post-Cold War Era India and USA India and Russia India and Israel India and European Union | CLO- 2 |
| UNIT- III 15 Hours | India and the Neighbourhood: Issues and Challenges Border disputes | CLO- 3 |

| | | |
|------------------------------------|---|---------------|
| | Migration and Refugee Issues Cross-border Terrorism | |
| UNIT- IV 15 Hours | India in the Contemporary Multipolar World India's Engagements in Multilateral Forums: Negotiations on Trade and Climate Change India as a Global Power: Prospects and Challenges | CLO- 4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Reading:

1. R.S. Yadav, *Bharat Ki Videsh Niti* (In Hindi), Pearson , New Delhi, 2013.
2. R.S. Yadav & Suresh Dhanda, eds., *India's Foreign Policy: Contemporary Trends*, Shipra, New Delhi, 2009.
3. R.S. Yadav (ed.) *India's Foreign Policy Towards 2000 A.D.*, Deep & Deep publication, New Delhi, 1993.
4. J. Bandhopadhyaya, *The Making of India's Foreign Policy*, Allied, Calcutta, 1979.
5. N.K Jha (ed.) , *India's Foreign Policy in a Changing World* , South Asian Publishers, New Delhi, 2000.
6. C. Raja Mohan, *Crossing The Rubicon: The shaping of India's New Foreign Policy*, Viking, New Delhi, 2003.
7. N S. Sisodida & C Uday Bhaskar, eds., *Emerging India : Security and Foreign Policy perspective*, Promilla, New Delhi, 2007.
8. Rajen Harshe & KM. Sethi, eds, *Engaging With the World : Critical Reflections on India's Foreign Policy*, Orient Longman, New Delhi, 2005.
9. Anand Mathur & Sohan Lal Meena, eds., *India Profile in Polycentric world orders*, RBSA, Jaipur, 2008.
10. Jayanta Kumar Roy, *India's Foreign Relations, 1947-2007*, Routledge, New Delhi, 2011.
11. Anjali Ghosh, et al., *India's Foreign Policy*, Pearson Publication, New Delhi, 2012.

POLITICAL SCIENCE (Major-II)

Course Title: Issues in Indian Politics

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.209

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Evolution of Indian Politics

CLO-2 Understand the Federalism and Governance Challenge

CLO-3 Analysis the Identity, caste based Politics

CLO-4 knowledge of social movements and Protest politics

| Units/Hours | Contents | Mapping with CLOs |
|--------------------|--|--------------------------|
| UNIT- I | Democracy, Elections, and Party System | |

| | | |
|-------------------------------|---|--------------|
| 15 Hours | <ol style="list-style-type: none"> 1. Evolution of Indian democracy: Strengths and contradictions 2. Democracy vs. Majoritarianism: Theoretical perspectives 3. Electoral system and major electoral reforms 4. Party system transformation: From Congress dominance to coalition politics 5. Role of Election Commission and challenges (money power, criminalization, media influence) 6. Rise of regional parties and their impact on national politics | CLO-1 |
| UNIT- II 15 Hours | Federalism and Governance Challenges <ol style="list-style-type: none"> 1. Nature of Indian federalism: Centralization vs. decentralization 2. Centre-State relations: Fiscal federalism and political conflicts 3. Governor's role and Article 356 (President's Rule) 4. Inter-state disputes: Water sharing, linguistic issues, and autonomy demands 5. Public policy challenges: Welfare vs. market-driven reforms | CLO-2 |
| UNIT- III 15 Hours | Identity Politics: Caste, Religion, and Regionalism <ol style="list-style-type: none"> 1. Caste and reservations: Social justice vs. meritocracy debate 2. Religion and politics: Secularism, communalism, and minority rights 3. Regionalism and linguistic politics: Statehood movements and autonomy debates 4. Role of Dalit, Tribal, OBC, and women's movements in shaping political discourse | CLO-3 |
| UNIT- IV 15 Hours | Democratic Institutions, Rights, and Emerging Issues (Social Movements and Protest Politics) <ol style="list-style-type: none"> 1. Judiciary: Judicial activism vs. judicial overreach 2. Freedom of speech and sedition laws 3. Role of media in democracy: Free press vs. political bias 4. Contemporary debates: CAA-NRC, UCC, and nationalism vs. pluralism 5. Populism and the future of Indian democracy 6. Farmer Movements, Labour movements and industrial strikes, Anti-corruption movements and civil society activism 7. Future of democracy in India: Challenges and prospects | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small

theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Key Readings

1. Brass, P. R. (2011). *An Indian political life: Charan Singh and Congress politics, 1937–1961*. SAGE Publications.
2. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
3. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. Macmillan.
4. Jaffrelot, C. (2021). *Modi's India: Hindu nationalism and the rise of ethnic democracy*. Princeton University Press.
5. Kohli, A. (Ed.). (2001). *The success of India's democracy*. Cambridge University Press.
6. Mehta, P. B. (2003). *The burden of democracy*. Penguin Books.
7. Nussbaum, M. C. (2009). *The clash within: Democracy, religious violence, and India's future*. Harvard University Press.
8. Yadav, Y. (2000). *Understanding the second democratic upsurge: Trends of Bahujan participation in electoral politics in the 1990s*. Orient Blackswan.
9. Deshpande, S. (2013). Caste and castelessness: Towards a biography of the 'general category'. *Economic & Political Weekly*, 48(15), 32–39.
10. Hansen, T. B. (1996). The vernacularisation of Hindutva: The BJP and Shiv Sena in rural Maharashtra. *Contributions to Indian Sociology*, 30(2), 177–214. <https://doi.org/10.1177/0069966796302002>
11. Jayal, N. G. (2019). Reconfiguring citizenship in contemporary India. *South Asia: Journal of South Asian Studies*, 42(1), 33–50. <https://doi.org/10.1080/00856401.2019.1555874>
12. Rudolph, L. I., & Rudolph, S. H. (2001). Iconisation of Chandrababu: Sharing sovereignty in India's federal market economy. *Economic & Political Weekly*, 36(18), 1541–1552.
13. Subramanian, N. (2014). Ethnicity and pluralism: An exploration with reference to Indian cases. *Commonwealth & Comparative Politics*, 52(4), 458–483. <https://doi.org/10.1080/14662043.2014.955983>
14. Varshney, A. (2002). *Ethnic conflict and civic life: Hindus and Muslims in India*. Yale University Press.
- Wilkinson, S. I. (2004). *Votes and violence: Electoral competition and ethnic riots in India*. Cambridge University Press.

POLITICAL SCIENCE (Major-III)

Course Title: Western Political Thought

Course Code: BAE.210

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Assess the significance of political ideas of Plato, Aristotle and realist thinkers Like Machiavelli

CLO-2 Critically evaluate the theory of Social Contract by Hobbes, Locke and Rousseau and the impact of their philosophy on the Constitutions of different countries

CLO-3 comprehensive understanding of the writings of Marx and Hegel that have shaped the

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understandings of society, politics and economy.

CLO-4 Present their own arguments and thought about contemporary issues to solve them through logical validation

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|---------------------|-------------------|
| UNIT- I 15 Hours | Plato, Aristotle, | CLO-1 |
| UNIT- II 15 Hours | Machiavelli, Hobbes | CLO-2 |
| UNIT- III 15 Hours | Locke, Rousseau | CLO-3 |
| UNIT- IV 15 Hours | Hegel, Marx. | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Key Readings

1. Sir E. Barker, *The Political Thought of Plato and Aristotle*, New York, Dover Publications, 1959.
2. Sir E. Barker, *Greek Political Theory: Plato and His Predecessors*, New Delhi, B.I. Publications, 1964.
3. Sir E. Barker, *The Politics of Aristotle*, (Translated with Introduction, Notes and Appendix), Oxford, Oxford University Press, 1995.
4. R.N. Berki, *The History of Political Thought: A Short Introduction*, London, Dent., 1977.
5. J.H. Burns (ed.), *The Cambridge History of Political Thought, 1450-1700*, Cambridge, Cambridge University Press, 1991.
6. H. Butterfield, *The Statecraft of Machiavelli*, New York, Collier, 1962.
7. A. Cobban, *Rousseau and the Modern State*, London, Unwin University Books, 1964.
8. J. Coleman, *A History of Political Thought: From Ancient Greece to Early Christianity*, London, Blackwell, 2000.
9. W.L. Davidson, *Political Thought in England: The Utilitarians from Bentham, to Mill*, Oxford, Oxford University Press, 1957.
10. M.B. Foster, W.T. Jones and L.W. Lancaster, *Masters of Political Thought*, 3 Vols., London, George G. Harrap and Co. Ltd., 1959.
11. R.G. Gettel, *History of Political Thought*, New York, Novell. & Co., 1924.
12. I.W. Hampsher-Monk, *Modern Political Thought from Hobbes to Marx*. Oxford, Basil Blackwell, 1992.
13. H.J. Laski, *Political Thought from Locke to Bentham*, Oxford, Oxford University Press, 1920.
14. S. Mukerjee and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi,

- Prentice Hall, 1999.
15. G.H. Sabine, *History of Political Theory*, 4th edn., Revised by T.L. Thorson, New Delhi, Oxford and IBH, 1973.
 16. Shefali Jha, *Western Political Thought*, Pearson, New Delhi, 2012.
 17. Bhargava and Acharya, *Political Theory: An Introduction*, Pearson, New Delhi, 2012.
 18. Bhargava and Acharya/Choubey, *Rajniti Siddhant: Ek Parichay*, Pearson, New Delhi, 2012.
 19. Kymlicka/Choubey, *Samkaleen Rajniti-Darshan: Ek Parichay*, Pearson, New Delhi, 2012.
- Abbas, *Political Theory*, Pearson, New Delhi, 2012.

ECONOMICS (MAJOR)

Course Name: International Economics

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Code: BAE.211

Course Learning Outcomes: On completion of this course, learners will be able to:

- CLO1: Understand the importance of trade,
- CLO2: Assess the theories of international trade,
- CLO3: Appraise the methods of BOPs adjustments,
- CLO4: Evaluate role of international organizations.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|--|------------------|
| I 15 Hours | Importance of Trade and Trade Theories: Importance of the study of international economics: Inter-regional and international trade, Theories of absolute advantage, comparative advantage and opportunity costs, Heckscher-Ohlin theory of trade – its main features, assumptions and limitations. | CLO1 |
| II 15 Hours | Theory of Interventions: Trade as an engine of economic growth; Terms of Trade: Concepts and measurements of terms of trade, Secular Deterioration Hypothesis. Doctrine of reciprocal demand – its importance and limitations in the theory of trade. Types of Tariffs and quotas; their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India. Custom Union. | CLO2 |
| III 15 Hours | The Balance of Payments and Adjustments: Concepts and components of Balance of Payments. Causes and consequences of disequilibrium in the balance of payments. The process of adjustment in the Balance of Payments under Gold Standard, fixed and flexible exchange rate systems. | CLO3 |
| IV 15 Hours | International Economic Institutions: Functions and Achievements of GATT/WTO. Impact of WTO on different sectors of Indian Economy. Problems of International Liquidity. Recent Trends towards Trade Liberalization Policies in India and their implications for Trade and Growth. Role of World Bank, IMF etc.. | CLO4 |

Transaction Mode: Lecture, problem solving, discussion & demonstration, blended learning.

Suggested Readings:

1. Kindlberger, C P (1991) : International Economics, R D Irwin, Homewood. 8th Ed.
2. Salvator, D L (1996) : Theory and Problems of International Economics, Prentice Hall, Upper Saddle River, New York
3. Salvator, D L (2001) : International Economics, Prentice Hall, Upper Saddle River, New York.
4. Soderston, B O (1999) : International Economics, Macmillan Press Ltd., London.
5. Paul, R Krugman & Maurice : International Economics, Theory and Policy
6. Obstfeld (2000) (5th ed.) Addison-Wesley Series in Economics
7. Ellsworth P T and J Clark Leith : The International Economy (1971) Collier Macmillan Ltd., London
8. Oded Shenkar and Yadong Luo : International Business – Wiley Student Edition, John Wiley & Sons.

Economics (Major)

Course Name: Economics of Growth and Development

Course Code: BAE.212

| L | T | P | Cr |
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Course Learning Outcomes: On completion of this course, learners will be able to:

- CLO1: Understand concepts of growth and development,
- CLO2: Understand the theories of growth and development
- CLO3: Understand the models of growth and development
- CLO4: Understand investment criterion for development, and techniques of economic production.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|---|------------------|
| I 15 Hours | Growth and Development: Meaning and difference; Indicators of Growth – GDP and Per capita GDP; Indicators of economic development – PQLI, HDI, MPI, Problems of Economic Development; Poverty, Inequality and Sustainable Development – SDGs and Managing Sustainable Development. | CLO1 |
| II 15 Hours | Theories of Development: Adam Smith, Ricardo, Malthus, Karl Marx, Schumpeter, and Rostow; Models of Economic Growth: Harrod-Domar, Solow, Robinson, Endogenous Growth Models. | CLO2 |
| III 15 Hours | Dualism: Meaning, Characteristics and forms; Models of Dualistic growth: Lewis, Ranis and Fei, and Todaro; Approaches to Development: Balanced Growth, Critical Minimum Effort, Big Push, Unbalanced growth. | CLO3 |
| IV 15 Hours | Investment Criteria: Choice of Techniques - labour, capital and intermediate; Vicious Circle of Poverty and Low Level Equilibrium Trap; Theories of Institutions and Development; Infrastructure and Economic Development. | CLO4 |

Transaction Mode: Lecture, problem solving, discussion & demonstration, blended learning.

Suggested Readings:

1. Ghatak, S. (2003). *Introduction to Development Economics*, Routledge.
2. Ray, D. (2004). *Development Economics*, Seventh Impression. New Delhi: Oxford University Press.
3. Ronald, G. (2010). *Development Economics*, Pearson, India
4. Thirlwall, A. P. (2006). *Growth and Development* (8th Edition). New York: Palgrave Macmillan.
5. Todaro, M. P. and Stephen C. S. (2024). *Economic Development* (12th Edition). New Delhi: Second Impression, Pearson Education.

Course Name: Economics of Innovation

Course Code: BAE.213

Course Learning Outcomes: On completion of this course, learners will be able to:

| L | T | P | Cr |
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- CLO1: Understand the Economics of Innovation
- CLO2: Understand the relations between technological change, and
- CLO3: Economic development,
- CLO4: Evaluate the STI policy.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|--|------------------|
| I 15 Hours | Nature of Innovation: Theories of innovation, Theories of National Innovation System, Genesis of R&D and innovation concepts. | CLO1 |
| II 15 Hours | Innovation: Firm and market characteristics, international aspects on Innovation. Innovation and Global Economic Changes. | CLO2 |
| III 15 Hours | Innovation and Intellectual property rights: Policymaking in the area of STI (Science, Technology and Innovation), The role of state and public-private partnerships for STI. | CLO3 |
| IV 15 Hours | Measuring economic effects of R&D and innovation: Digitalization and innovation. | CLO4 |

Transaction Mode: Lecture, case study, discussion, field visits and demonstration, blended learning.

Suggested Readings:

1. Fagerberg, Jan, David C. Mowery and Richard R. Nelson (eds.). (2005). *The Oxford Handbook of Innovation*, Oxford University Press.
2. Freeman, Chris and Luc Soete. (2000). *The Economics of Industrial Innovation*, 3rd ed., The MIT Press.
3. Greenhalgh, Christine and Mark Rogers (eds). (2010). *Innovation, Intellectual Property and Economic Growth*, Princeton University Press.
4. Hall, Bronwyn H. and Nathan Rosenberg (eds). (2010). *Handbook of the Economics of Innovation*, Elsevier.
5. Henri Delanghe, Ugur Muldur, and Luc Soete (eds). (2009). *European Science and Technology Policy*, Edward Elgar

GEOGRAPHY (MAJOR-I)

Course Title: Environmental Geography

Course Code: BAE.214

Course Learning Outcomes: At the end of the course the students will be able to

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CLO 1: Understand the Meaning of Environment relationship.

CLO 2: Analyse the Ecosystem and Environmental issues.

CLO 3: Globally understanding of Environment problem and Policies

| Units/ Hours | Contents | Mapping with CLOs |
|-------------------------|--|------------------------------|
| UNIT I 15 Hours | Meaning, Nature and Scope of Environmental Geography. Components of Environment: Natural and Human. Man-Environmental Relationship: Determinism, Possibilism and Ecology. | CLO 1 |
| UNIT II 15 Hours | Concept of Ecosystem: Structure and Function. Energy Flow in Ecosystem: Food Chain and Food Web. Environment Movements in India: Chipko Movement and Narmada Bachao Andolan. | CLO 2 |
| UNIT III 15 ours | Environmental Degradation and Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise and thermal Pollution. Urbanization and Industrialization and their environmental impacts. | CLO 2&3 |
| UNIT IV 15 Hours | Global Environment Issues: Climate Change and global warming, Ozone layer Depletion, Deforestation, and Loss of Biodiversity. International Environmental Protocols and Summits: Stockholm Conference (1972), Rio Earth Summit (1992), Kyoto Protocol (1997). | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Environment Resources and Issues.

Books Recommended:

- Chandna, R.C.: *Environmental Awareness*. Ludhiana: Kalyani Publishers.
- Chawla. I.N.: *Resources & Environmental*. Jalandhar: Bharat Publishers.
- Hussain, Julfikar. (2020). *Environmental Geography*. Notion Press
- Kates, R.W. & Burton, I. (1986). *Geography, Resources and Environment, Vol. I & II*. Chicago: University of Chicago Press.
- Naresh Kumar: *Environmental Studies*. Jalandhar: Sharma Publishers,.
- Panizza, Mario. (1996). *Environmental Geomorphology*. Elsevier Science
- Raw, Michael & Richards, Sue. (1989). *Resources and Environment (Understanding Geography)*. Collins Educational.
- Savindra Singh, Savindra. (2020). *Environmental Geography*. Allahabad: Pravalika Publications
- Saxena, H. M. (2021). *Environmental Geography*. Rawat Publications
- Singh, J.S. & Singh, S.P. & Gupta S.R. (2008): *Ecology Environment and Resources Conservation*. New Delhi: Anamaya Publishers.
- Singh, Malkit (2012). *Geography of Resources and Environment*. Jalandhar: Rasmeet Prakashan
- Singh, Mohan. (2011). *Environmental Geography*. ABD Publishers.

Geography (Major-II)

Course Title: Resource Geography

Course Code: BAE.215

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course earning Outcomes: At the end of the course the students will be able to

CLO 1: Analyse the Concept of Resource geography.

CLO 2: Utilization of Natural resources and understand the human resources.

CLO 3: To understand the Conservation and management of Natural Resources.

| Units/ Hours | Contents | Mapping with CLOs |
|---------------------|---|----------------------|
| UNIT I 15 Hours | Definition, nature and Scope of resource Geography. Classification of Resources: Natural and Man Made Resources, Biotic & Abiotic, Renewable and Non-Renewable. | CLO 1 |
| UNIT II 15 Hours | Distribution and Utilization: Water resources: Surface and Ground Water; problems of water Scarcity and Floods. Major Soil Types and Their | CLO 2 |

| | | |
|----------------------|---|---------|
| | Distribution: Problems of Soil Erosion and Soil conservation. Forest resources: Types, Distribution and Conservation. | |
| UNIT III 15 Hours | Distribution and Utilization: Mineral resources (Iron, Copper and Manganese). Energy Resources (Conventional: Coal, Petroleum and Natural Gas and Non-Conventional: Solar, Wind, Geothermal and Bioenergy). | CLO 2&3 |
| UNIT IV 15 Hours | Need of Resource Conservation and Management, Concept of Sustainable Development. Resource planning. Role of International Organizations in Resource Management. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Environment Resources and Issues.

Books Recommended:

- Chandna, R.C. (1996). *A Geography of Population*. Ludhiana: Kalyani Publishers.
- Chawla, I. N. () *Geography of Resources*. Jalandhar: Bharat Prakashan.
- Chawla, I.N.,: *Resources & Environmental*. Jalandhar: Bharat Publishers.
- Hartshorne Truman A and W. Alexander. (1988). *Economic Geography*. Prentice Hall, 3rd John Edition.
- Husain, Majid. (2017). *Indian and World Geography*. McGraw Hill Education.
- Kates, R.W. & Burton, I. (1986). *Geography, Resources and Environment, Vol. I & II*. Chicago: University of Chicago Press.
- Raw, Michael & Richards, Sue. (1989). *Resources and Environment (Understanding Geography)*. Collins Educational.
- Singh, J.S. & Singh, S.P. & Gupta S.R. (208): *Ecology Environment and Resources Conservation*. New Delhi: Anamaya Publishers.
- Singh, Malkit (2012). *Geography of Resources and Environment*. Jalandhar: Rasmeet Prakashan
- Trewartha, G.T. (1969): *A Geography of Population-World Patterns*. New York: John Wiley and Sons.
- Zimmerman E.W.: *World Resources and Industries*. New York: Harpar.

Geography Practical (Major-III)

Course Title: Geography Practical (Cartographic Representation of Geographic Data)

Course Code: BAE.216

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 4 |

Course Learning Outcomes: At the end of the course the students will be to

CLO 1: Analyse the population parameters on the map.

CLO 2: To understand the Cartographic representation of Various Data.

Practical to be conducted:

Symbolization of Geographical Data:

- **Point Symbols:** Dot, circle, sphere.
- **Line Symbols:** Isopleths and flow lines.
- **Areas Symbols:** Choropleth.
- **Cartographic Representation:** Population data (distribution, density, growth, migration and literacy)
- Agriculture data (land utilization, distribution of crops, percentage of cropped area and Irrigated areas).
- Industrial data (distribution, employment and production)
- Transport data (traffic flow).

Sessional Work: Prepare a practical file.

Books Recommended:

- Khullar, D.R. (2019). Essentials of Practical Geography. Jalandhar: New Academic Publishing Co.
- Robinson, A.H. (1995). Elements of Cartography. New York: John Wiley.
- Singh, Gopal. (1995). Mapwork & Practical Geography. New Delhi: Vikas Publishing House Pvt. Ltd.
- Singh, R.L. & Singh Raghunandan. (1993). Mapwork and Practical Geography. Allahabad: Central Book Depot.
- Birch, T.W. (1949). Maps Topographical & Statistical. Oxford: Clarendon Press, Oxford.
- Garnett, A. (1953). Geographical Interpretation of Topographical Maps. London: George Harrap & Co.
- Monkhusue, F.J. (1994). Maps and Diagrams. London: Methuen & Co.
- Phillips, Philip Lee. (2019). A List of Works Relating to Cartography. Wentworth Press
- Sarkar, Ashis. (2015). Practical Geography: A Systematic Approach. Orient Blackswan Private Limited - New Delhi.

Course Title: Basics of Pedagogy at Secondary Stage

Course Code: BAE.217

Course Learning Outcomes

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 build comprehensive understanding of secondary stage learners.

CLO2 assess the physical, mental, social, and emotional growth of secondary stage learners.

CLO3 create enriching and inclusive learning environments to foster values-based education after implementing effective teaching and learning strategies.

CLO4 identify various pedagogical approaches and their impact on learners.

CLO5 outline knowledge and skills necessary for continuous professional development.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------|---|-------------------|
| Unit 1 15 hours | <p>Understanding Secondary Stage Learners:</p> <p><i>A. Understanding the learners and learner background:</i></p> <ul style="list-style-type: none"> Physical, mental, social, and psychological growth of learners. Cognitive skills of learners. Conflicts and challenges of secondary learners. Characteristics of secondary stage learners. <p><i>B. Observing the unique capabilities of a child.</i></p> <p><i>Learning Activities: Discussion, Quizzes, Extempore.</i></p> | CLO1 CLO2 |
| Unit 2 15 hours | <p>Strategies of Teaching and Learning</p> <p><i>A. Understanding teaching and learning strategies:</i></p> <ul style="list-style-type: none"> Concept, characteristics and functions of teaching. Relating abstract concepts with real-life situations by enjoyable activities. Promoting multidisciplinary learning through integration of different disciplines. Promoting learner participation and engagement in learning Inculcating values through art integrated activities, community engagement etc. Promoting health and social sensitivities. Developing respect toward Cross-Cultural Heritage. Making classrooms inclusive and joyful learning spaces <p><i>B. Relationship between Aims and Values of Education, Curriculum and Pedagogy.</i></p> <p><i>Learning Activities: Discussion, Quizzes, Essay Writing.</i></p> | CLO3 |
| Unit 3 15 hours | <p>Pedagogical Approaches</p> <p><i>A. Pedagogical Approaches:</i> Constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; art-integrated learning, sports- integrated learning.</p> <p><i>B. Types of Pedagogy:</i> Social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.</p> <p><i>C. Role of pedagogy in effective learning:</i> How does pedagogy impact the learner?</p> | CLO4 |

| | | |
|--------------------|--|------|
| | <i>Learning Activities: Discussion, Quizzes, Extempore.</i> | |
| Unit 4 15 hours | <p>Continuous Professional Development of Teacher</p> <p><i>A. Concept, Meaning and Need:</i> Professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.</p> <p><i>B. Professional Development Activities:</i> Seminars, conferences, orientation programmes, workshops, online and offline courses, , publications, , capacity building programmes, and teacher exchange programmes.</p> <p><i>C. Development of professional competencies:</i> To deal with gender issues, equity and inclusion, ethical issues, environmental issues</p> <p><i>Learning Activities: Discussion, Quizzes, Extempore.</i></p> | CLO5 |

Suggestive Practicum (Any Three)

1. Analyse NEP 2020 with reference to pedagogical aspects of the concerned subject.
2. Analyse and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher’s Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.
4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).

Suggestive Readings

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft
- National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.
- Nunn, L. M. (2018). *33 simple strategies for faculty: A week-by-week resource for teaching first-year and first-generation students*. Rutgers University Press.

SEMESTER-IV

SEMESTER-IV

Course Title: Philosophical & Sociological Perspectives of Education – I

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.251

Course Learning Outcomes (CLOs)

After the completion of the course the prospective teacher-trainees will be able to:

CLO1 Students to know the basic concepts of philosophy and education.

CLO2 Demonstrate a foundational understanding of key philosophical concepts relevant to education

CLO3 Critically analyze the contributions of major philosophical schools to educational thought, identifying their key assumptions and implications for teaching and learning.

CLO4 To examining the philosophical basis of education in a social context.

CLO5 Engage in in-depth readings and critical analyses of the educational visions of prominent Indian and global educators and reflecting on their respective visions, educational processes, and contemporary relevance.

CLO6 Articulate the meaning of values and significance of value education within the context of contemporary society.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------|--|-------------------|
| Unit I 12 Hours | Education and Philosophy <ul style="list-style-type: none"> • Meaning, nature and scope of Philosophy • Branches of Philosophy • Functions of Philosophy of Education • Difference between Philosophy of Education and Educational Philosophy • Relationship between Philosophy and Education Learning Activities: Group discussion and Seminar | CLO1 CLO2 |
| Unit II 16 hours | Philosophical Schools and Education <ul style="list-style-type: none"> • Educational Implications of Indian Schools of thoughts: Samakhya, Yoga, Nyaya, Vaisheshika, Mimamsa, and Vedanta. • Western Schools of thoughts and their educational implications: Idealism, Naturalism, and Pragmatism Learning Activities: Individual presentation and panel discussion | CLO3 |
| Unit III 16 Hours | Examining the Philosophical basis of Education in a Social Context <ul style="list-style-type: none"> • Activity theory of learning: Mahatma Gandhi and Rabindranath Tagore • Discovery theory of learning: John Dewey | CLO4 CLO5 |

| | | |
|---------------------|--|------|
| | <ul style="list-style-type: none"> • Dialogue and theory of learning: Plato • Context of universalism, nationalism, and secularism with respect to Ambedkar, Jyotirao Phule <p>Learning Activities: Dialogue on different concepts</p> | |
| Unit IV 16 Hours | <p>Value Education</p> <ul style="list-style-type: none"> • Values: Meaning, classification of values, sources of values. • Values enshrined in Indian Constitution. • Values with special reference to 21st Century (NEP 2020). <p>Learning Activities: Group discussion and Seminar</p> | CLO6 |

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning and Cooperative Learning.

Suggested Readings

- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic
- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Brubacher, John. S. (1939). *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957). *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan& Paul.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kneller, G. F. (1964). *Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- NCERT (2014). *Basics in Education*. New Delhi: National Council of Educational Research and Training.
- Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn& Bacon.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: Anushka Publications.

- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling.

ENGLISH (MAJOR-I)

Course Title: Linguistics and Academic Writing

Course Code: BAE.252

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

CLO1 Analyse the development of English and its varieties, along with the impact of loan words from different languages.

CLO2 Discuss English phonetics and phonology, including the speech mechanism, vowel and consonant systems, phonemes, allophones, and phonetic transcription.

CLO3 Write clear different pieces of writing such as paragraph, summary, essay, report, letter/application, CV/resume, email.

CLO4 Use MLA and APA citation styles for journal articles, books, book chapters, and webpages in academic writing accurately to avoid plagiarism.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 10 hours | <i>General Linguistics:</i> Origin and Development of Human Language, Characteristics of Human Language, Characteristics of Old, Middle and Modern English, American English, Indian English. Loan Words – Scandinavian, Latin, French, Greek, Indian. <i>Learning Activities:</i> Task-Based Learning, Flow Chart, Quizzes. | CLO1 |
| Unit 2 15 hours | <i>Phonetics:</i> English Phonetics and Phonology, The Speech Mechanism Description and Classification of Vowels and Consonants Phonemes and Allophones, Phonetic Transcription. <i>Learning Activities:</i> Pictures, Index Cards, Mirror on the Wall, IPA Chart Exploration | CLO2 |
| Unit 3 15 hours | <i>Composition:</i> Paragraph, Summary, Essay, Report, Letter/Application, CV/Resume, Email. <i>Learning Activities:</i> Word Games, Jumbled Words, Group Writing | CLO3 |

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|--------------------------------------|---|-------------|
| Unit 4 20 hours | <i>Formatting and Citation Styles: MLA, APA (Journal Article, Book, Book Chapter, Webpage).</i> <i>Learning Activities: Citation Scavenger Hunt, Citation Puzzles, Citation Error Correction</i> | CLO4 |
|--------------------------------------|---|-------------|

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Anderson, M. (2010). *Critical thinking, academic writing and presentation skills*. Pearson.
- Balasubramanian, T. (2017). *A textbook of English phonetics for Indian students*. Laxmi Publications.
- Bansal, R. K. (2024). *Spoken English: A manual of speech and phonetics*. Orient Blackswan.
- Chaturvedi, P. D., & Chaturvedi, M. (2024). *The art and science of business communication: Skills, concepts, cases, and applications*. Pearson Education.
- Gimson, A. C. (2001). *Gimson's pronunciation of English* (6th ed.). SP Arnold.
- Jones, D. (1956). *The pronunciation of English* (4th ed.). Cambridge University Press.
- Jones, D. (2019). *An outline of English phonetics*. Alpha.
- King, S. (2012). *On writing: A memoir of the craft*. Hodder Paperbacks.
- Kumar, K. J. (2020). *Mass communication in India*. Jaico Publishing House.
- Modern Language Association. (2021). *MLA handbook* (9th ed.). Modern Language Association.
- O'Connor, J. D. (2005). *Better English pronunciation* (2nd ed.). Cambridge University Press.
- Sethi, J., & Dhamija, P. V. (1999). *A course in phonetics and spoken English* (2nd ed.). PHI Learning.
- Taylor, G. (2001). *English conversation practice*. McGraw-Hill.
 - Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.

English (Major II)

Course Title: British Literature

Course Code: BAE.253

Course Learning Outcomes:

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

At the end of the course, the prospective teachers will be able to: -

CLO1 Analyse how essayists from Bacon to Huxley explore human nature, knowledge, society, and emotions through varied styles of reflection, irony, and critique.

CLO2 Explore the themes of love, mortality, and divine order in Shakespeare, Donne, and Milton through sonnet, metaphysical poetry, and epic conventions.

CLO3 themes of mortality, legacy, art, heroism, and human ambition through elegy, sonnet, ode, and dramatic monologue in the works of Gray, Shelley, Keats, Tennyson, and Browning.

CLO4 Evaluate the critique of society, class, and human destiny in Dickens' *Oliver Twist* and Wells' *The Time Machine* through realism and science fiction allegory.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|--|-------------------|
| Unit 1 15 hours | <i>Of Studies</i> : Francis Bacon <i>A Bachelor's Complaint of the Behaviour of Married People</i> : Charles Lamb <i>On the Pleasure of Hating</i> : William Hazlitt <i>Knowledge and Understanding</i> : Aldous Huxley Learning Activities : Discussion, Quizzes, Mini Dictionary, Spelling Bees. | CLO1 |
| Unit 2 15 hours | <i>Sonnet (65)</i> : William Shakespeare <i>Death Be Not Proud</i> : John Donne <i>Paradise Lost (Book 1)</i> : John Milton Learning Activities : Recitation, Matching, Quizzes, Word Bank | CLO2 |
| Unit 3 15 hours | <i>Elegy Written in a Country Churchyard (1-9 Stanza)</i> : Thomas Gray <i>Ozymandias</i> : Percy Bysshe Shelley <i>Ode on a Grecian Urn</i> : John Keats <i>Ulysses</i> : Alfred, Lord Tennyson <i>My Last Duchess</i> : Robert Browning Learning Activities : Recitation, Matching, Quizzes, Word Bank | CLO3 |

| | | |
|-----------------|---|-------------|
| Unit 4 | <i>Oliver Twist</i> : Charles Dickens | CLO4 |
| 15 hours | <i>The Time Machine</i> : H.G. Wells | |
| | Learning Activities: Discussion, Theme(s) Exploration, Character(s) Analysis | |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Bacon, F. (1985). *The essays*. Penguin Classics. (Original Work Published 1597-1625).
- Dickens, C. (2010). *Oliver Twist*. Penguin. (Original Work Published 1838).
- Eagleton, T. (2016). *How to read a poem*. Wiley-Blackwell.
- Fenton, J. (2003). *An introduction to poetry*. Penguin.
- Lamb, C. (1961). *Essays of Elia and the last essays of Elia*. Oxford University Press. (Original Work Published 1823-1833).
- Palgrave, F. T. (2002). *Golden treasury*. Oxford University Press.
- Prasad, B. (2017). *A short history of English poetry*. Laxmi Publications.
- Walker, H. (2010). *The English essay and essayists*. Books Way.
- Wells, H.G. (2005). *The Time Machine*. Penguin. (Original Work Published 1895).

English (Major III)

Course Title: American Literature

Course Code: BAE.254

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Identify tradition, self-reliance, mortality, resilience, and confession in the works of Frost, Thoreau, Dickinson, Angelou, and Plath.

CLO2 Examine family, responsibility, and moral conflict in Miller's *All My Sons*.

CLO3 Analyse language, culture, and identity in Tan's *Mother Tongue* and guilt, madness, and narration in Poe's *The Tell-Tale Heart*.

CLO4 Evaluate struggle, endurance, and dignity in Hemingway's *The Old Man and the Sea* and the American Dream and disillusionment in Fitzgerald's *The Great Gatsby*.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|---|--------------------------|
| Unit 1 15 hours | <i>Where I Lived, and What I Lived For:</i> Henry David Thoreau. <i>Because I could not stop for Death:</i> Emily Dickinson <i>Mending Wall:</i> Robert Frost <i>Lady Lazarus:</i> Sylvia Plath <i>Still I Rise:</i> Maya Angelou <i>Learning Activities:</i> Recitation, Matching, Quizzes | CLO1 |
| Unit 2 15 hours | <i>All My Sons:</i> Arthur Miller <i>Learning Activities:</i> Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO2 |
| Unit 3 15 hours | <i>Mother Tongue:</i> Amy Tan. <i>The Tell-Tale Heart:</i> Edgar Allan Poe <i>Learning Activities:</i> Discussion, Quizzes, Flashcards, Word Bank. | CLO3 |
| Unit 4 15 hours | <i>The Old Man and the Sea:</i> Ernest Hemingway <i>The Great Gatsby:</i> F. Scott Fitzgerald <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, team teaching, focus group discussion, surveys, short-term project work, etc.

Suggested Readings: -

- Baym, N. (Ed.). (2012). *The Norton anthology of American literature* (8th ed.). W. W. Norton & Company.
- Dutta, N. (2024). *A short history of African American literature*. Orient BlackSwan.

- Eagleton, T. (2016). *How to read a poem*. Wiley-Blackwell.
- Fenton, J. (2003). *An introduction to poetry*. Penguin Books.
- Fitzgerald, F. S. (2004). *The great Gatsby*. Scribner. (Original work published 1925)
- Gray, R. (2015). *A history of American literature* (2nd ed.). Wiley-Blackwell.
- Hemingway, E. (1995). *The old man and the sea*. Scribner. (Original work published 1952)
- Miller, A. (2000). *All my sons*. Penguin Classics. (Original work published 1947)
- Poe, E. A. (1990). *The tell-tale heart*. In *The complete tales and poems of Edgar Allan Poe* (pp. 303–308). Vintage Classics. (Original work published 1843)
- Sen, K. & Sengupta, S. (2017). *A short history of American literature*. Orient BlackSwan.
- Tan, A. (1990). *Mother tongue*. In *The threepenny review*, 39, 7-8. (Original work published 1990)

HISTORY (MAJOR-I)

Course Title: History of India (1947-2000 AD.)

Course Code: BAE. 255

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the integration of the princely states.

CLO2: Understand the impact of various economic policies

CLO3: Analyze the growth of political parties

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------------|--|----------------------|
| Unit I 15 hours | 1. National government; Partition legacies; migration and resettlement. 2. The making of the Constitution- salient features and emergence of the Republic. 3. The integration of the Princely States. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | 1. The process of national-building; land reforms; Zamindari abolition 2. Economic planning; the model of mixed economy; the Green Revolution 3. Development of education; science and technology; Panchayati Raj | CLO1 CLO2 CLO3 |
| Unit III 15 hours | 1. Political parties: the Congress; the Left, the Communal and Regional parties 2. The issue of official language; problem of linguistic identity; the SRC and the reorganization of states 3. India's foreign Policy: the initial years | CLO1 CLO2 CLO3 |

| | | |
|-----------------------------------|---|----------------------|
| Unit IV 15 hours | 1. Tribals, scheduled castes and state policy 2. Coalition politics and governments in the states; JP movement; decline and re-emergence of the Congress 3. Growth of caste politics and revival of communalism in the 1980s and 1990s; experiment with coalition government at the Centre, 1989-2000 | CLO1 CLO2 CLO3 |
|-----------------------------------|---|----------------------|

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Bipan Chandra, Essays on Contemporary India, Har-Anand Publication, New Delhi, 1999.
- Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, Penguin Books, New Delhi, 2008.
- Christopher Jafferlot, The Hindu Nationalist Movement in Indian Politics, 1925 to the 1990s, Hurst and Company, London, 1996.
- Francis R. Frankel, India's Political Economy 1947-77, Oxford University Press, New Delhi, 1978.
- Mushirul Hasan, 'Indian Muslims Since Independence: In Search of Integration and Identity', Economic and Political Weekly, Vol. 23, No. 45/47, 1999, pp. 2467-76.
- Paul R. Brass, The Politics of India Since Independence, Cambridge University Press, New Delhi, 1992.
- Ramchandra Guha, India After Gandhi: The History of the World's Largest Democracy, Picador, New Delhi, 2008.
- Shashi Tharoor, India from Midnight to the Millennium, Arcade Publishing, New Delhi, 1997.

HISTORY(MAJOR-II)

Course Title: History of Ancient World Civilization

Course Code: BAE. 256

Course Learning Outcomes:

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Evaluate evolution of different civilizations and their impact;

CLO2: Think critically about the development of people politically, economically, socially and culturally.

CLO3: Explore the transition between Ancient and Medieval societies

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------|--|----------------------|
| Unit I 15 hours | Earliest Civilization-I Egyptian Civilization : Political development under the Pharaohs; Egyptian Religion, Art and Intellectual Achievements | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Earliest Civilization-II Mesopotamian Civilizations : Salient Features Sumerian Civilization, Babylonian Civilization, Assyrian Civilization, Chaldean Civilization | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Greek Civilization : Homeric Age, Periclean Age :Contribution of Pericles ; Salient Features of Hellenic and Hellenistic Civilizations Roman Civilization : Julius Caesar and Augustus-Their contribution; Roman Culture : Law, Art, Literature, Religion and Science; Roman Legacy Development of Christianity under Roman Empire | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Ancient Palestine, Iran and China : Achaemenid Empire ; Zarathustra and his reforms; Parthian Civilization, Sassanian Civilization; Chou and Chin Periods : Cultural Achievements; Confucius & Lao-Tzu | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Amar Farooqui, Early Social Formations, 2001.
- Perry Anderson, Passages from Antiquity to Feudalism, London, 1978.
- V. Gordon Childe, What Happened in History, Harmondsworth, 1942 (several reprints).
- V. Gordon Childe, Man Makes Himself.
- UNESCO, History of Humanity, Volumes I-III, London, 1994-1996.
- Burn and Ralph, World Civilizations.
- Maurice Dumas, A History of Technology and Innovation, Volume I, New York, 1969.
- Brian Fagan, People of the Earth: An Introduction to World Prehistory, Sixth Edition, Illinois, 1989.
- Richard Leakey, The Origin of Humankind, London, 1996.
- D. Dudley, Roman Society, Harmondsworth, 1970.
- Albert Hourani, A History of the Arab Peoples, London, 1991.

- P.M. Holt et al (eds.), The Cambridge History of Islam, Volume I: The Central Islamic Lands, Cambridge, 1970.
-

(HISTORY MAJOR-III)

Course Title: History of Indian Science and Technology

Course Code: BAE. 257

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

CLO1: Identify and explain key scientific and technological developments in ancient India through periods such as the Harappan era, Vedic literature, and classical treatises.

CLO2: Analyze the social, economic, and philosophical contexts that shaped these innovations.

CLO3: Use historical sources (archaeological, textual) to reconstruct the history of science in pre-modern India.

CLO4: Critically reflect on India's contributions to fields like mathematics, metallurgy, medicine, astronomy, and urban planning.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------------|--|--|
| Unit I 15 hours | Foundations of Ancient Indian Science & Technology Defining Science and Technology in Ancient India: Historical perspectives. Harappan Innovations: Urban planning, standardized weights and measures Early Metallurgy: Use of copper, bronze, and development of iron technology (e.g., Wootz steel) Foundations of Mathematics & Geometry: Insights from Sulbasutras and geometric patterns in Harappan artifacts | CLO1 CLO2 CLO3 CLO4 |
| Unit II 15 hours | Science in Textual and Philosophical Traditions Astronomy and Mathematics: Vedāṅga Jyotiṣa, Kautilya's <i>Arthashastra</i> , and ancient mathematical concepts. Vaisheshika School and Atomism: Kanada's theory of atoms; Dharmakirti and Dignāga's developments Physical Forces and Proto-Calculus: Naisargika Bala and Chesta Bala in astrological texts—foreshadowing concepts analogous to force and differential calculus. Urban and Civil Engineering: Stupas, stepwells, bridges, and other infrastructure innovations | CLO1 CLO2 CLO3 CLO4 |
| Unit III 15 hours | Medicine, Agriculture, and Knowledge Systems Medical Science: Ayurveda, surgery (e.g., Susruta), and health systems in ancient India. Biodiversity, Agriculture, and Geography: Ancient knowledge of crops, environmental adaptation, and mapping | CLO1 CLO2 CLO3 CLO4 |
| Unit IV | Science, Society, and Technology in Broader Perspective | CLO1 |

| | | |
|-----------------|--|------------------------------|
| 15 hours | Knowledge Transfer & Diffusion: Exchanges between ancient India, West Asia, and Europe. Interplay with Religion and Cosmology | CLO2 CLO3 CLO4 |
|-----------------|--|------------------------------|

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Agarwal, D. P. (2009). *Metals and civilization: India from the beginning*. Delhi: Aryan Books International.
- Basham, A. L. (2004). *The wonder that was India* (Vol. 1). London: Picador.
- Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (Eds.). (1971). *A concise history of science in India*. New Delhi: Indian National Science Academy.
- Chakrabarti, D. K. (1992). *Ancient Indian metallurgy: The beginnings to c. 1300 AD*. Delhi: Munshiram Manoharlal.
- Chattopadhyaya, D. (1986). *History of science and technology in ancient India: The beginnings* (Vol. 1). Calcutta: Firma KLM.
- Chattopadhyaya, D. (1987). *History of science and technology in ancient India: Formation of the theoretical fundamentals of natural science* (Vol. 2). Calcutta: Firma KLM.
- Ghosh, A. (1990). *An encyclopaedia of Indian archaeology* (Vols. 1–2). New Delhi: Munshiram Manoharlal.
- Joseph, G. G. (2010). *The crest of the peacock: Non-European roots of mathematics* (3rd ed.). Princeton: Princeton University Press.
- Kangle, R. P. (1992). *The Kautilīya Arthaśāstra* (Part I–III). Delhi: Motilal Banarsidass.
- Kharakwal, J. S., & Gurjar, L. K. (2006). *History of Indian metallurgy*. Delhi: Pragati Prakashan.
- Pingree, D. (1981). *Jyotiḥśāstra: Astral and mathematical literature*. Wiesbaden: Otto Harrassowitz.
- Rao, S. R. (1985). *Lothal and the Indus civilization*. New Delhi: Asia Publishing House.
- Ray, P., & Gupta, H. C. (1965). *Indian astronomy: A source book*. New Delhi: National Institute of Sciences of India.
- Sen, S. N. (1994). *Science, technology and medicine in ancient India*. New Delhi: Indian National Science Academy.
- Sharma, R. S. (1983). *Material culture and social formations in ancient India*. Delhi: Macmillan.
- Srinivasan, S. (1994). Wootz crucible steel: A newly discovered production site in South India. *World Archaeology*, 25(1), 154–177. <https://doi.org/10.1080/00438243.1993.9980230>

Subbarayappa, B. V. (2001). *Science in India: Past and present*. Hyderabad: Universities Press.

POLITICAL SCIENCE (Major-I)

Course Title: Indian Political Thought-I

Course Code: BAE.258

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Students will grasp the nature and significance of studying ancient Indian polity in the broader context of political science and historical inquiry.

CLO2: They will also gain insights into theories of Manu's socio-political idea and Kautilya's Arthashastra

CLO3: Understand the basic concepts, evolution and interpretation of Puranas and Vedanta.

CLO4: Develop an understanding of political philosophy of Buddhism and Jainism.

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|---|-------------------|
| UNIT- I 15 Hours | Introduction to Ancient Indian Polity Nature, significance and relevance of the study of Ancient Indian Polity Sources and Approaches to the study of Ancient Indian Polity (Philosophical, Historical and Institutional) Learning Activities: brain storming sessions, debate | CLO-1 |
| UNIT- II 15 Hours | Theories of State Craft Manu's Socio-Political Ideas: Social Order and Duties of King and Ministers. Kautilya's Arthashastra – Importance, Duties of the King, Saptang Theory of State, Mandal Theory, Espionage System. Learning Activities: brain storming sessions, Debate | CLO-2 |
| UNIT- III 15 Hours | Political Philosophy of Puranas – Basic Concepts, Evolution; Character and Interpretations; Political Philosophy of Vedanta – Basic concepts, Evolution, Character and Interpretations. Learning Activities: brain storming sessions, debate, group discussion | CLO-3 |
| UNIT- IV 15 Hours | Buddhist Political Philosophy – Basic Concepts, Evolution; Character and Interpretations; Political Philosophy of Jainism – Basic Concepts, Evolution, Character and Interpretations. Learning Activities: brain storming sessions, debate, group discussion | |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small

theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Reading:

- A.S. Altekar, *State & Government in Ancient India* Motilal Benarasi Das, Delhi
- B. Held, *Political Theory & Modern State*, Polity Press, Cambridge
- Bakshi, S. (1981). Bhagat Singh and his ideology. New Delhi: Capital Publishers. Bowles, A. (2007). *Dharma, disorder, and politics in ancient India*. Leiden: Brill.
- Chakrabarty, B., & Pandey, R. (2009). *Modern Indian Political Thought*. New Delhi: SAGE Publications India Pvt. Ltd.
- Chandra, P. (1998). *Modern Indian political thought*. New Delhi: Vikas Pub. House.
- Thakurdas, *Gitanjali, Essays on Political Theory*, New Delhi.
- H.J. Laski, Allen & Unwin, *Grammar of Politics*, London.
- J.V. Bondurant, *Conquest of Violence: The Gandhian, Philosophy of Conflict* University of California, Berkeley
- Jayapalan, N. (2000). *Indian political thinkers*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, R. (2006). *Modern Indian political thought*. New Delhi.
- Mehta, N.V. (1996). *Foundations of Indian Political Thought*. Delhi: Manohar Publications. Padhey, K.S. (2011). *Indian Political Thought*. Delhi: PH Learning.
- Ranjan, R. (2010). *Indian Political Thought*. New Delhi: Anmol Publications Pvt.Ltd. Ray, B., & Misra, R. (2012). *Indian Political Thought*. New Delhi: Kaveri Books.
- S. Maharajan, S. (2017), TIRUVALLUVAR, New Delhi: Sahitya Akademi
- S.E. Finer, Harmondsworth, *Cooperative Government*, Penguin Publisher.
- S.P. Varma, Vikas, *Modern Political Theory*, New Delhi.
- Saletore, B. (1963). *Ancient Indian political thought and institutions*. New York: Asia Pub. House.
- Sharma, A. (2000). *Classical Hindu thought*. New Delhi: Oxford University Press.
- Singh, B., & Verma, S. (1986). *Selected writings of Shaheed Bhagat Singh*. New Delhi: National Book Centre.
- Sukhdeva. (2002). *Living thoughts of the Ramayana*. Mumbai [India]: Jaico Publishing House.
- *The Moral and Political Thought -R. Iyer, of M. Gandhi* Oxford University Press, Delhi.

POLITICAL SCIENCE (MAJOR-1I)

Course Title: Indian Political System

Course Code: BAE.259

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Introduction to Indian party system

CLO-2 Understand the role and functions of political parties in India

CLO-3 Analysis the caste and regional politics in India

CLO-4 Understand the role of the state in economic policies in India.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|--|-------------------|
| UNIT- I 15 Hours | Nature of Indian Political System: Party System in India: A Critical Evaluation. Evolution and Shifts in Party System: Dominant Party System, It's Breakdown, Rise of Regional Parties and Coalition Politics | CLO-1 |
| UNIT- II 15 Hours | National Political Parties (INC, BJP, AAP, CPI, BSP) their organisation, Ideologies and electoral performance. Regional Political Parties (SAD, and DMK,): Their Organisation, Ideologies and Electoral Performance. | CLO-2 |
| UNIT- III 15 Hours | Voting Behaviour in India Caste and Politics: Rise of Dalit and Backward Caste Politics Region and Politics: Linguistic Identities and Reorganization of States; Politics of New States | CLO-3 |
| UNIT- IV 15 Hours | Role of state in Economic Development Development Planning Model: Concept, Policies, and Critique New Economic Policies: Social and Regional implications | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Books Recommended:

- Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
- Austin, *Working of a Democratic Constitution: The Indian Experience*, Oxford University Press, 2000, Delhi.
- D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 2008.
- C.P. Bambhari, *The Indian State Fifty Years*, New Delhi, Sipra, 1997.
- P. Brass, *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
- P. Brass, *Caste, Faction and Parties in Indian Politics*, Vol. II, Delhi, Chanakya Publications 1984-1985.
- P. Brass, *Ethnic Groups and the State*, London, Croom, Helm, 1995.
- P. Brass, *Language, Religion and Politics in North Indian*, London, Cambridge University Press, 1974.
- B.L. Fadia, *State Politics in India*, Vol. II, New Delhi, Radiant Publishers, 1984.

- F.R. Frankel, *India's Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press, 1978.
- R. Kothari, *State against Democracy: In Search of Human Governance*, Delhi, Ajanta, 1988.
- R. Kothari, *Politics in India*, New Delhi, Orient Longman, 1970.
- R. Kothari, *Party System and Election Studies*, Bombay, Asia Publishing House, 1967.
- Narain (ed.), *State Politics in India*, Meerut, Meenakshi Parkashan, 1967.
- M.V. Pylee, *Constitutional Government in India*, Bombay, Asia Publishing House, 1977.
- M.V. Pylee, *An Introduction to the Consitution of India*, New Delhi, Vikas, 1998.
- S.P. Verma and C.P. Bhambari (ed.), *Election and Political Consciousness in India*, Meerut, Meenakshi Parkashan, 1967.
- B.L. Fadia, *Indian Government and Politics*, Agra, Sahitya Bhavan Publications, 2008.
- A.S. Narang, *Indian Government and Politics*, New Delhi, Gitanjali, 1999.
- *Indian Journal of Political Sciences*
- Lloyd I. Rudolph and Susanne Hoeba Rudolph, *Explaining Indian Democracy: A Fifty-Year Perspective, 1956-2006*, Vol. I, II, III, New Delhi, OUP, 2008.
- Francine Frankel, *India's Political Economy: 1947-2004*, New Delhi, OUP, 2006. Zoya Hasan , *Parties and Party Politics in India*, Sage, 2012
- M. Laxmi Kanth, *Indian Polity*, Tata Mcgraw, 2012
- V. Krishna Ananth, *India Since Independence: Making Sense of Politics*, Pearson, 2011. Bipin Chandra, *India since Independence*, Benjamin, 2007.

POLITICAL SCIENCE (MAJOR-III)

Course Title: Public Administration

Course Code: BAE.260

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Understand the basics and the evolution of Public Administration

CLO-2 Comprehend various approaches to the study of Public Administration and theories of organization

CLO-3 Understand the principles types and forms of organization

CLO-4 Comprehend the role of Executive, Judiciary and Legislature in Public Administration.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|-------------------|
| UNIT- I 15 Hours | Meaning, Nature and Scope of Public Administration. Public and Private Administration. Development of Public Administration as a Discipline; New Public Administration. | CLO-1 |
| UNIT- II 15 Hours | Development Administration and Political Economy, Liberal, Democratic and Marxist Frameworks. Theories of Organization: Classical, Scientific, Human Relations. | CLO-2 |

| | | |
|-------------------------------------|---|--------------|
| UNIT- III 15 Hours | Principles of Organization- Line and Staff, Unity of Command, Hierarchy, Span of Control, Centralization and Decentralization. Forms of Organization: Department, Public Corporation and Board. | CLO-3 |
| UNIT- IV 15 Hours | Chief Executive: Types, Functions and Roles. Control Over Administration- Judicial and Legislative. | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Books Recommended:

1. J.E. Anderson, *Public Policy Making*, Boston, Houghton, Mifflin, 1990.
2. P.H., Appleby, *Public Administration for a Welfare State*, Bombay, Asia Publishing House, 1961.
3. A. Avasthi and S.N. Maheshwari, *Public Administration*, Agra, Laxmi N. Aggarwal, 1996.
4. P.R. Dubashi, *Recent Trends in Public Administration*, Delhi, Kaveri Books, 1995.
5. E.N. Gladden, *The Essential of Public Administration*, London, Staples Press, 1958.
6. J. La Palombara and M. Weiner (eds.), *Bureaucracy and Political Development*, Princeton NJ, Princeton University Press, 1966.
7. S.R. Maheshwari, *Administrative Theories*, New Delhi, Allied, 1994.
8. F.A. Nigro and L.S. Nigro, *Modern Public Administration*, New York, Harper and Row, 1984.
9. L. Peters, "Downsizing the Civil Service in Developing Countries: Golden Handshake or Smiling Farewells?" *Public Administration and Development*, 18(4), Oct. 1998, pp. 381-86.
10. D.C. Pitt, and B.C. Smith (eds.), *The Computer Revolution: The Impact of Information Technology on Government* Brighton, Wheatsheaf Books, 1984.
11. R. Presthus, *Public Administration*, New York, Ronald, 1975.
12. D. Waldo (ed.), *Ideas and Issues in Public Administration: A Book of Readings*, New York, McGraw Hill, 1953.
13. Hoshier Singh and Pradeep Sachdeva, *Public Administration*, Pearson, New Delhi, 2012.
Hoshier Singh and Pradeep Sachdeva, *Lok Prashasan*, Pearson, New Delhi, 2012.

ECONOMICS (MAJOR)

Course Name: Indian Economy

Course Code: BAE.261

Course Learning Outcomes: On completion of this course, learners will be able to:

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

- CLO1: Elucidate the pattern and structure of Indian economy,
- CLO2: Focus on issues, challenges and policy responses in India,
- CLO3: Describe the role of infrastructure development in India, and

- CLO4: Assess the centre-state financial relations in India.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|---|------------------|
| I 15 Hours | Economic Growth in India: Land revenue systems during the colonial period, Land reforms and policies after the independence; Agriculture – pattern & structure of growth, major challenges, policy responses; Industry - Pattern & structure of growth, major challenges, policy responses; Services - Pattern & structure of growth, major challenges, policy responses. Impact of Covid-19 on Indian Economy. India and the Global Economy. Thinking forward towards Viksit Bharat@2047, Dream or Reality. | CLO1 |
| II 15 Hours | Rural Development: Issues, Challenges and Policy Responses; Urban Development – Issues, Challenges and Policy Responses; Poverty, Inequality and Unemployment; Reforms in Land, Labour and Capital Markets. Various Issues of Rural Development. | CLO2 |
| III 15 Hours | Infrastructure Development: physical and social; public-private partnerships; Natural Resources; Foreign capital in India; and Foreign Direct and Portfolio Investments. | CLO3 |
| IV 15 Hours | Centre-State Financial Relations: 15 th Finance Commissions of India: FRBM; Foreign Trade in Goods and Services; Balance of Payment; WTO and Indian Economy; Restrictions on Monopolies and Concentration of economic power; Competition Act 2002; Regional imbalances; Trends in migration; Economic Development and Environment Degradation; SHGs and Women empowerment. Understanding the various views on Various aspects of Centre State Financial Relations. | CLO4 |

Transaction Mode: Lectures, case study, debates, brain-storming, simulation, role playing and direct observation, blended learning.

Suggested Readings:

1. Banik, N. (2015). *The Indian Economy: A Macroeconomic Perspective*. Sage Publication.
 2. Husain, M. H., & Sarwar, F. H. (2012). A comparative study of Zamindari, Raiyatwari and Mahalwari land revenue settlements: the colonial mechanisms of surplus extraction in 19th century British India. *Journal of Humanities and Social Science*, 2(4), 16-26.
 3. IMF (2023). *World Economic Outlook, Navigating Global Divergences*. International Monetary Fund.
 4. Datt, G., and Majajan, A. (2025). *Indian Economy*. New Delhi: S. Chand and Co.
 5. *Economic and Political Weekly*, various issues. *Millennial Asia*, various issues.
 6. Kapila, U. (2011). *Indian Economy: Performance and Policies*. Academic Foundation, India.
 7. Singh, R. (2017). *Indian Economy*. New Delhi: Tata McGraw-Hill Education.
- Verma, S. (2017). *The Indian Economy*. Unique Publishers, India.

Economics (Major)

Course Name: Public Finance

Course Code: BAE.262

Course Learning Outcomes (CLO): On completion of this course, learners will be able to:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1: Understand the functioning of government finance system,

CLO2: Assess the annual budgets in an economy,

CLO3: Describe the sources of public revenue, and

CLO4: Explain the effectiveness of government spending..

| Units/Hours | Contents | Mapping with CLO |
|-----------------|---|------------------|
| I 15 Hours | Introduction to Public Finance: Nature, Scope and Importance. Theory of Maximum Social advantage. Private goods, Public goods and Merit goods. Overview of different role of government: allocation, stabilization and distribution. Optimal provision of public goods. | CLO1 |
| II 15 Hours | Types of Government Budgets: Revenue account, Capital Account and different concepts of budgetary deficits in the Indian context. Economic and functional classification of Central Govt. Budgets. | CLO2 |
| III 15 Hours | Sources of Public Revenue: Tax and Non-tax sources, ad valorem and specific taxes, progressive and proportional taxes, direct and indirect taxes. Approaches to tax equity: Benefit principle; Ability to pay principle. Theory of Incidence of Indirect taxes. Taxable capacity: meaning and determinants. | CLO3 |
| IV 15 Hours | Public expenditure: Rationale for the growth of public expenditure: Wagner's law of increasing state activities; peacock-Wiseman hypothesis. Canons of public expenditure. Changing Trends and Pattern of direct and indirect taxes in India. Changing trends and pattern of government expenditure in India. Recent tax and expenditure reforms in India. | CLO4 |

Transaction Mode: Lectures, case study, debates, brain-storming, simulation, role playing and direct observation, blended learning.

Suggested Readings:

1. Musgrave, R & Musgrave, P B : Public Finance in Theory and Practice. Latest Edition
2. Atkinson, A B and Stiglitz, J E : Lectures on Public Finance, Latest Edition
3. Peacock, and Straw, G K (1970) : The Economic Theory of Fiscal Policy
4. Chelliah, R C (1996) : Sustainable Growth, Essays on Financial And Fiscal Sector Reforms, Oxford University Press.
5. Raghbendra Jha (1999) : Modern Public Economics, Rotledge
6. Govt. of India, Ministry of Finance : All Finance Commission Reports
7. Govt. of India, Ministry of Finance : Sarkaria Commission Report on Centre-State Financial Relations.

Course Name: Financial Institutions and Markets**Course Code: BAE.263**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes (CLO): On completion of this course, learners will be able to:

CLO1: Evaluate the functioning of a financial system,

CLO2: Assess the role of financial markets in an economy,

CLO3: Describe the efficiency of financial institutions, and

CLO4: Explain the effectiveness of financial services in an economy.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|--|------------------|
| I 15 Hours | Financial System – Formal and Informal Financial Sectors, Components of the formal financial system, functions of a financial system, key elements of a well-functioning financial system, nature and role of financial intermediaries and financial markets in an economy, Structure of the Indian Financial System and reforms, Relationship between the financial system and economic growth. | CLO1 |
| II 15 Hours | Financial Markets – The Money Market – Functions of the Money Market, Benefits of an Efficient Money Market, Money Market Instruments, The Indian Money Market; The Capital market – Functions of a Capital market, The Primary Market and Secondary Market, The Derivative Market, The Debt Market; Financial Regulation – RBI and SEBI. | CLO2 |
| III 15 Hours | Financial Institutions – Development Financial Institutions in India, Banking and Non-Banking Institutions, Management of NPAs by Banks in India, Mutual Funds – Investors, Organization, Types of Funds; Insurance – Role of Insurance in economic growth, Insurance intermediaries, Insurance Types, Insurance Regulatory – IRDA | CLO3 |
| IV 15 Hours | Financial Services – Investment Banking Services, Merchant Banking Services, The Depository System, Introduction to Credit Rating - CRISIL and ICRA, Housing Finance, Leasing and Hire Purchase, Financial Inclusion and Microfinance, International Financial Institutions such as IMF and the World Bank and their relationships with Indian Financial Institutions. FDI and FII: nature and scope. | CLO4 |

Transaction Mode: Lectures, case study, debates, brain-storming, simulation, role playing and direct observation, blended learning.

Suggested Readings:

1. Avadhani, V.A. (2012). *Financial Services and Markets*, Himalaya Publishing House, India
2. Bhole, L. M. (2015). *Indian Financial System*, Chugh Publications, Allahabad, India
3. Bhole, L. M. (2016). *Financial Institutions and Markets*, Tata McGraw Hill Company Ltd., New Delhi, India
4. Gordon and Natarajan. (2012). *Financial markets and services*, Himalaya Publishing House, India
5. Gupta, Shashi K. & Agrawal, Nisha. (2013). *Financial services*, Kalyani Publishers, India
6. Houthakker, H. S. & Williamson, P. J. (1996). *Economics of Financial Markets*, Oxford University Press.
7. Khan, M. Y. (2016). *Indian Financial System*, Tata McGraw Hill, New York.
8. Pathak, B. (2014). *Indian Financial System*, Pearson Publication, India

GEOGRAPHY (MAJOR)
Geography (Major-I)

Course Title: Geography of Punjab

Course Code: BAE.264

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Understand the Administrative, Population and Agricultural characteristics of Punjab

CLO 2: Industrial characteristics and transport network of Punjab.

CLO 3: Analyze the regional distribution of Punjab.

| Units/ Hours | Contents | Mapping with CLOs |
|----------------------|---|----------------------|
| UNIT I 15 Hours | Location, Administrative Divisions. Relief, Drainage, Climate, Soils, Vegetation, Mineral and Power Resources. | CLO 1 |
| UNIT II 15 Hours | Population: Distribution, Density, Growth (Birth rate, Death rate and Migration), Religious composition, Urbanization. Agriculture: Main characteristics including Green revolution, Irrigation, main crops (Wheat, Rice, Cotton, Sugarcane) and their distribution, Agricultural marketing, Livestock and Dairying, Problems of Agriculture. | CLO 2 |
| UNIT III 15 Hours | Industries: Main characteristics, Distribution pattern of major Industries (Cotton Textile, Sugar, and Hosiery) Industrial distribution, Problems of industrialization. Transport and Trade: Road, Rail and their Transport; inter-state trade. | CLO 2 |
| UNIT IV 15 Hours | Regional Geography of Majha, Doaba, Malwa and major characteristics of each Region. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Agricultural and Regional Characteristics

Books Recommended:

- Census of India. (2011 & Latest). Census of India and Punjab. India: Government of India
- Deshpande, C.D. (1992): India: A Regional Interpretation. New Delhi: Northern Book Centre.
- Development in Punjab. Kurukshetra: Vishal Publications.
- Gosal G.S. & Gopal Krishan. (1984). Regional Disparities in Levels of Socio-Economic
- Gupta, S.P. (2005). The Punjab: An Overview. Chandigarh: Ess Pee Publications.
- Mankoo, Darshan S. (2002). *Geography of Punjab*. Ludhiana: Kalyani Publication.
- Mavi, H.S. & Tiwana, D.S. (2022). *Geography of Punjab*. New Delhi: National Book Trust.
- Singh, Malkit. (2005). *Geography of Punjab*. Jalandhar: Reshmeet Publications.
- Singh, Pritam. (1995). Punjab Economy: The Emerging Pattern. New Delhi: Enkay Publishers.
- Singh, R.L. (2022). India: A Regional Geography. National Geographical Society of India,
- Spate O.H.K. & Learmonth, A.T.A. (1954). India and Pakistan: A General and Regional Geography. London: Methuen

SEMESTER-IV

Geography (Major-II)

Course Title: Geography of India

Course Code: BAE.265

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Analyse the regional distribution of India.

CLO 2: Understand the Land Use pattern and Agricultural characteristics of India

CLO 3: Industrial characteristics and transport network of India.

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------|----------|----------------------|
| | | |

| | | |
|----------------------|---|-------|
| UNIT I 15 Hours | India in the context of South Asia. Relief, drainage, climate, vegetation and soils. | CLO 1 |
| UNIT II 15 Hours | Mineral Resources: Iron ore, manganese, mica, copper, gold, and Energy resources. | CLO 2 |
| UNIT III 15 Hours | Agriculture: Characteristics of Indian agriculture; land use pattern, irrigation, major crops (rice, wheat, sugarcane, cotton, Jute, Tea), areas of surplus and deficit food production, problems of Indian agriculture. | CLO 2 |
| UNIT IV 15 Hours | Industries: Distribution and localization factors of major industries (iron and steel, cotton textiles, sugar). Transport: Rail, Road, airways and waterways. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Agricultural and Regional Characteristics

Books Recommended:

- D.S. Mankoo. Geography of India, Kalyani Publishers, Jalandhar.
- Deshpande, C.D.: India: A Regional Interpretation, Northern Book, Centre, New Delhi.
- Khullar D. R. India (A Comprehensive Geography) Kalyani Publication, New Delhi.
- Hussain Majid. (2021). Agricultural Geography. Rawat Publication. Jaipur.
- Johnson, B.L.C. (1981). South Asia, Heinemann, London.
- Khullar D.R. Geography of India, New Academic Publishing Co., Jalandhar.
- Malkiat Singh. Geography of India, Rasmeet Prakashan, Jalandhar.
- Singh R.L. (1971): India - A Regional Geography, National Geographical Society, India, Varanasi.
- Spate, O.H.K. & Learmonth, A.T.A. (1967). India and Pakistan: A General and Regional Geography, Methuen, London.
- Tirtha, Ranjit & Krishan, Gopal (1992). Emerging India: A Geographical Introduction, Conoub, Ann Arbor, Michigan (U.S.A.).

Geography Practical (Major-III)

Course Title: Geography Practical (Map Work and Basics of Remote Sensing & GIS)

Course Code: BAE.266

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 4 |

Course Learning Outcomes: At the end of the course the students will be to

CLO 1: How to Study and prepare the graphical representations with map

CLO 2: To study the Basic of Remote Sensing & GIS.

Construction and Significance of the following:

- **Columnar Diagrams:** Simple, superimposed, composite.
- **Graphs:** Line graphs, climograph, hythergraph, wind rose.
- **Topographical Maps:** Significance of topographical maps in geographical studies. Study and Interpretation of topographical Maps of India (Representing a hilly/mountainous tract and the other a plain tract).
- Basic Introduction to Remote Sensing and GIS (Geographical Information System).

Sessional Work: Prepare a practical file.

Books Recommended:

- Khullar, D.R. (2019). Essentials of Practical Geography. Jalandhar: New Academic Publishing Co.
- Singh, Gopal. (1995). Mapwork & Practical Geography. New Delhi: Vikas Publishing House Pvt. Ltd.
- Singh, R.L. & Singh Raghunandan. (1993). Mapwork and Practical Geography. Allahabad Central Book Depot.
- Birch, T.W. (1949). Maps Topographical & Statistical. Oxford: Clarendon Press, Oxford.
- Garnett, A. (1953). Geographical Interpretation of Topographical Maps: London: George Harrap & Co.
- Monkhosue, F.J. (1994). Maps and Diagrams. London: Methuen & Co.
- Robinson, Arthur H., Morrison, Joel L., Muehrcke, Phillip C., Kimerling, A. Jon & Guphill, Stephen C. (2009). Elements of Cartography. John Wiley & Sons
- Phillips, Philip Lee. (2019). A List of Works Relating to Cartography. Wentworth Press
- Jain, Jawahar Lal. (2024). Fundamentals of Cartography and Geoinformatics. Atlantic Publishers & Distributors (P) Ltd.
- Sarkar, Ashis. (2015). Practical Geography: A Systematic Approach. Orient Blackswan Private Limited - New Delhi.

- Sinha, M.M.P. & Bala, Seema. (2021). Advanced Cartography and Practical Geography. Rajesh Publications.

**STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY COURSES (ANY ONE AS PER
THE MAJOR SUBJECT)
PEDAGOGY OF ENGLISH-I**

Course Title: Pedagogy of English-I

Course Code: BAE.267

Course Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 identify nature, scope, and historical perspective of English language.

CLO2 outline the aims and objectives of teaching Language at the secondary level.

CLO3 relate values of the English language with other disciplines.

CLO4 discuss methods, approaches, and materials for teaching language at the secondary stage in the Indian context.

CLO5 analyse the pedagogical concerns related to English language.

| Units/Hours | Contents | Mappin g with CLOs |
|---------------------------|--|----------------------------|
| Unit 1 8 hours | Nature, Scope, and Historical Perspective of English Language A. Nature, scope, and importance of English Language; Linguistic features of English Language. B. Functions of language: Language learning, and language acquisition. C. English language as discourse E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning language in school education. F. Universality of English Language. <i>Learning Activities: Discussion, Language Family Tree</i> | CLO1 |
| Unit 2 8 hours | Aims and Objectives of English Language A. Aims and objectives of teaching language (L1 and L2). B. Linkages of English Language with other school subjects. C. Linkages between English literature and society. D. Values of Language: Functionality, fluency, coherence. <i>Learning Activities: Group Discussion, Simulation, Extempore</i> | CLO2 CLO3 |
| Unit 3 8 hours | Approaches and Methods of Teaching English Language A. Approaches of teaching English language: Inductive-deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches. B. Methods of teaching English language: learner-centric and group-centric, lecture-cum demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, problem-solving, concept-mapping, collaborative and cooperative learning. | CLO4 |

| | | |
|---------------------------|--|-------------|
| | <i>Learning Activities: Discussion, Simulation, Debate, Quizzes</i> | |
| Unit 4 6 hours | Pedagogical Concerns of English Language A. Critical and analytical pedagogical concerns related to teaching English language with special focus on Higher-Order Thinking skills (HOTs). B. Capabilities of students in English language skills and reflection. <i>Learning Activities: Simulation, Reflection, Peer Feedback</i> | CLO5 |

Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighbourhood focusing on how it has evolved.
2. Enumerate values of the English language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the English language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the English language.
6. Any other project assigned by the HEI.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (As per UGC norms).

Suggestive Readings

- Carrasquillo, A. L. (1994). *Teaching English as a second language*. Taylor & Francis.
- Nagraj, G. (2021). *English language teaching: Approaches, methods and techniques*. Orient BlackSwan.
- National Curriculum Framework for School Education, Government of India.
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- Richards, J.C. (2016). *Approaches and methods in language teaching*. Cambridge University Press.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Vyas, M.A. (2015). *Teaching English as a second language: A new pedagogy for a new century*. PHI Learning.

PEDAGOGY OF HISTORY-I

Course Title: Pedagogy of History-I

Course Code: BAE.268

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 explain the nature and scope of Social Sciences.

CLO2 elaborate the aims and objectives of the history.

CLO3 understanding of Bloom Taxonomy of Instructional Objectives.

CLO4 determine the suitability of the methods for teaching learning history.

CLO5 apply approaches and strategies of teaching learning history at the secondary stage.

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|---|------------------------------|
| UNIT- I 08 Hours | A. Concept and Nature of Social Sciences. B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life. C. Disciplines of Social Sciences and their interrelationship. D. Concept of Social Sciences and Social Studies. | CLO-1 |
| UNIT- II 07 Hours | A. Concept, Aims and objectives of teaching History at secondary stage. B. Learning outcomes and competencies of teaching History at secondary stage. C. Linkages of History with other subjects and its place in school curriculum. | CLO-2 |
| UNIT- III 08 Hours | Bloom Taxonomy of Objectives Revised Bloom Taxonomy (2001) Cognitive, Affective and Psychomotor Objectives | CLO-3 |
| UNIT- IV 07 Hours | Methods of Teaching History Characteristics of Good Teaching Method Project Method, Story Telling Method, Discussion Method, Inductive and Deductive Method, Constructive Approach, Experiential learning Field visit, discovery, project methods for learning of the selected chapters/concepts in History text books. | CLO-4 CLO-5 |

Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of history using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning outcomes for the concepts of history at the secondary stage.
3. Design an excursion activity to transact concepts of history.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in history.
5. Develop a write up on different pedagogical practices for transacting concepts of history.
6. Analyze the different recommendations of policies/commissions in context to history.
7. Any other project assigned by HEI

PEDAGOGY OF POLITICAL SCIENCE-I

Course Title: Pedagogy of Political Science-I

Course Code: BAE.269

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Explain the nature and scope of Social Sciences,

CLO2 Elaborate the aims and objectives of the political science,

CLO3 Understanding of Bloom Taxonomy of Instructional Objectives

CLO4 Determine the suitability of the methods for teaching learning political science,

CLO5 Apply approaches and strategies of teaching learning political science at the secondary stage

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|--|------------------------|
| UNIT- I 08 Hours | A. Concept and Nature of Social Science. B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life. C. Disciplines of Social Sciences and their interrelationship. D. Concept of Social Sciences and Social Studies. | CLO-1 |
| UNIT- II 07 Hours | A. Concept, Aims and objectives of teaching political science at secondary stage. B. Learning outcomes and competencies of teaching political science at secondary stage. C. Linkages of political science with other subjects and its place in school curriculum. | CLO-2 |
| UNIT- III 08 Hours | Bloom Taxonomy of Objectives Revised Bloom Taxonomy (2001) Cognitive, Affective and Psychomotor Objectives | CLO-3 |
| UNIT- IV 07 Hours | Methods of Teaching Political Science Characteristics of Good Teaching Method Project Method, Story Telling Method, Discussion Method, , Inductive and Deductive Method, Constructivism Approach, Experiential learning Field visit, discovery, project methods for learning of the selected chapters/concepts in political science text books. | CLO-4 CLO-5 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of political science using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.

2. Develop learning outcomes for the concepts of political science at the secondary stage.
3. Design an excursion activity to transact concepts of political science.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in political science.
5. Develop a write up on different pedagogical practices for transacting concepts of political science.
6. Analyze the different recommendations of policies/commissions in context to political science.
7. Any other project assigned by HEI

PEDAGOGY OF ECONOMICS-I

Course Title: Pedagogy of Economics-I

Course Code: BAE.270

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Explain the nature and Scope of Economics

CLO2 Examine the pedagogical aspects of the Economics

CLO3 Elaborate the Scope of ICT in pedagogy of Economics

CLO4 Analyze and development of teaching learning material for Economics

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| UNIT/Hours | Contents | Mapping with CLOs |
|----------------------|---|--------------------------|
| UNIT I 15 Hours | Nature of Economics, Historical development of Economics, scope, and role of Economics in daily Life, Disciplines of Economics and their interrelationship, Recommendations and suggestions of various committees, commissions, and policies in reference to Economics. | CLO I |
| UNIT II 15 Hours | Aims and Objectives of Teaching Economics A. Aims and objectives of teaching Economics at secondary stage. B. Learning outcomes and competencies of teaching Economics at secondary stage. C. Linkages of Economics with other subjects and its place in school curriculum. | CLO 2 |
| UNIT III 15 Hours | A. Bloom Taxonomy of instructional Objectives B. Difference between Educational Objectives and Instructional Objectivities C. Cognitive, Affective and Psychomotor Domain | CLO3 |
| UNIT IV Hours | Methods of Teaching Economics Characteristics of Good Teaching Method | CLO 4 |

| | | |
|--|--|--|
| | Lecture Method, Discussion Method, , Project Method, Inductive and Deductive Methods, Source Method, Problem Solving Method Field visit, discovery, project methods for learning of the selected chapters/concepts in Economics text books. | |
|--|--|--|

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

PEDAGOGY OF GEOGRAPHY-I

Course Title: Pedagogy of Geography-I

Course Code: BAE.271

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand the Nature and Concept of Geography.

CLO2: Understand the Role and Importance of Geography in Schools.

CLO3: Understand the Aims and Objectives and Pedagogical Approaches of Geography

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

| Units/ Hours | Contents | Mapping with CLOs |
|-------------------------|--|------------------------------|
| UNIT I 8 Hours | Concept, Nature and Scope of Geography, Latest trend in Geography. Historical background of Geography. | CLO 1 |
| UNIT II 8 Hours | Aims and Objectives of Teaching of Geography at Secondary Stage. Current Affairs: Meaning, Importance and Utilizing current events in Teaching of Geography. | CLO 2 |
| UNIT III 8 Hours | Need of Geography in the school curriculum for the holistic development of the students, Importance of local and Regional Geography. | CLO 2 & 3 |

| | | |
|--------------------|---|-------|
| | Correlation of the Geography with other subjects (Mathematics, Social Sciences, and Science. Revised Bloom Taxonomy (2001) | |
| UNIT IV 8 Hours | Pedagogical Approaches: Interdisciplinary approach, Experiential approach, Co-operative approach, Learning, map reading (Latitudes, Longitudes, Line of Cancer, Line of Capricorn, Equator, GMT. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare report on Nature and Importance of Geography

Books Recommended:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup and sons Publishers.
- Arora, K.L. (1989). *Teaching of Geography*. Ludhiana: Parkash Brother, (In Punjabi, English, Hindi).
- Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Bhattacharyya, Abhishek. (2021). *Pedagogy of Social Science Teaching Geography*. Aaheli Publishers.
- Graves, Norman, J. (1984). *Geography in Education Heinomamnn*. London: Heinemann Educational Publishers.
- Jha, P. K. (2007). *Modern Methods of Teaching Geography*. Rajat Publications.
- Kaul, A.K. (2000). *Why and How of Geography Teaching*. Ludhiana: Vinod Publisher.
- Mete, Jayanta & Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Shaida, B.D., & Sharma, J.C. (2002). *Teaching of Geography*. Jalandhar: Dhanpat Rai & Sons.
- Shipra. M. B. (2024). *Pedagogy of Geography*. Practicals and Practicum. Shipra Publication.
- Singh, R. P. (2016). *Pedagogy of School Subject Geography*. R. Lall Publisher Bookman.
- Singh, Satnam & Aggrawal, Vikas. (2012). *Modern Methods of Teaching Geography*. Sristhi Book Distributors.
- Singh, Yogesh, K. (2004). *Teaching of Geography*. Delhi: APH Publishers.
- Singh. R.P. (2004). *Teaching of Geography*. Meerut: R. Hall Book Depot.
- Varma, K. K. (2022). *Pedagogy of Geography*. Thakur Publication.
- Zaidi, S. M. (2005). *Modern Teaching of Geography*. Anmol Publications Pvt Ltd.

SEMESTER-V

ENGLISH (MAJOR-I)

Course Title: Literary Criticism and Critical Theory

Course Code: BAE.301

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

CLO1 Identify the six components of tragedy in Aristotle's *Poetics* and the five sources of sublimity in Longinus' *On the Sublime*.

CLO2 Examine Wordsworth's theory of poetry and language in the *Preface to the Lyrical Ballads* and Coleridge's concept of the imagination in *Biographia Literaria* (Chapter XIII).

CLO3 Analyse the function of irony and tension in Brooks' *The Language of Paradox* and the role of myth and archetypes in Frye's *The Archetypes of Literature*.

CLO4 Evaluate the concept of authorship in Barthes' *The Death of the Author* and the critique of Western representation in Said's *Introduction to Orientalism*.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|--|-------------------|
| Unit 1 15 hours | <i>Concept of Tragedy (Six Components):</i> Aristotle <i>On the Sublime (Five Sources):</i> Longinus <i>Learning Activities: Quizzes, Matching, Crossword Puzzles, Flashcards.</i> | CLO1 |
| Unit 2 15 hours | <i>Preface to the Lyrical Ballads:</i> William Wordsworth <i>Biographia Literaria (Chapter XIII):</i> S.T. Coleridge <i>Learning Activities: Quizzes, Flashcards, Word Bank.</i> | CLO2 |
| Unit 3 15 hours | <i>The Language of Paradox:</i> Cleanth Brooks <i>The Archetypes of Literature:</i> Northrop Frye <i>Learning Activities: Quizzes, Matching, Crossword Puzzles, Flashcards.</i> | CLO3 |
| Unit 4 15 hours | <i>The Death of the Author:</i> Roland Barthes <i>Introduction to Orientalism:</i> Edward Said <i>Learning Activities: Quizzes, Flashcards, Word Bank.</i> | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Aristotle. (1997). *Poetics* (S. H. Butcher, Trans.). Dover Publications. (Original work published ca. 335 BCE)

- Barthes, R. (1977). *The death of the author*. In *Image, music, text* (S. Heath, Trans., pp. 142–148). Hill and Wang. (Original work published 1967)
- Brooks, C. (1947). *The language of paradox*. In *The well-wrought urn: Studies in the structure of poetry* (pp. 3–21). Harcourt, Brace & World.
- Coleridge, S. T. (1989). *Biographia literaria* (Chapter XIII). Princeton University Press. (Original work published 1817)
- Frye, N. (1951). *The archetypes of literature*. *The Kenyon Review*, 13(1), 92–110.
- Longinus. (1991). *On the sublime* (J. C. Kennedy, Trans.). Macmillan. (Original work published ca. 1st century CE)
- Said, E. W. (1978). *Orientalism*. Pantheon Books.
- Wordsworth, W. (2003). *Preface to the lyrical ballads* (1802). In M. Gamer & D. Wu (Eds.), *The prelude: 1799, 1805, 1850* (pp. 601–628). W. W. Norton & Company. (Original work published 1802)

English (Major-II)

Course Title: Women's Writing in English

Course Code: BAE.302

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Explore gender, violence, and resistance in Mahasweta Devi's *Draupadi* and childhood, identity, and epiphany in Anita Desai's *Games at Twilight*.

CLO2 Analyse marriage, class, and social manners in Austen's *Pride and Prejudice* and modernist explorations of time, consciousness, and identity in Woolf's *Mrs. Dalloway*.

CLO3 Evaluate race, beauty, and identity in Toni Morrison's *The Bluest Eye* through its narrative form and cultural critique.

CLO4 Examine feminism, power, and women's roles in society in Caryl Churchill's *Top Girls* through its experimental form and dialogue.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|---|-------------------|
| Unit 1 10 hours | <i>Draupadi</i> : Mahasweta Devi (G. C. Spivak, Trans.) <i>Games at Twilight</i> : Anita Desai Learning Activities : Discussion, Quizzes, Flashcards, Word Bank. | CLO1 |
| Unit 2 10 hours | <i>Pride and Prejudice</i> : Jane Austen <i>Mrs. Dalloway</i> : Virginia Woolf Learning Activities : Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO2 |

| | | |
|--------------------------------------|---|-------------|
| Unit 3 20 hours | <i>The Bluest Eye:</i> Toni Morrison Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO3 |
| Unit 4 20 hours | <i>Top Girls:</i> Caryl Churchill Learning Activities: Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Austen, J. (2003). *Pride and prejudice*. Penguin Classics. (Original work published 1813)
- Churchill, C. (1996). *Top girls*. Methuen Drama. (Original work published 1982)
- Desai, A. (1978). *Games at twilight*. Heinemann.
- Devi, M. (1997). *Draupadi* (G. C. Spivak, Trans.). Seagull Books. (Original work published 1978)
- Morrison, T. (2007). *The bluest eye*. Vintage International. (Original work published 1970)
- Woolf, V. (2005). *Mrs. Dalloway*. Penguin Classics. (Original work published 1925)

English (Major-III)

Course Title: World Literature

Course Code: BAE.303

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Analyse myth, history, and magical realism in García Márquez's *One Hundred Years of Solitude* and colonial disruption and cultural conflict in Achebe's *Things Fall Apart*.

CLO2 Examine political oppression, survival, and human dignity in Mistry's *A Fine Balance*.

CLO3 Evaluate alienation, identity, and existential anxiety in Kafka's *The Metamorphosis*.

CLO4 Discuss race, mortality, colonial conflict, love, and loss in the works of Soyinka, Thomas, Walcott, and Neruda.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|--|--------------------------|
| Unit 1 15 hours | <i>One Hundred Years of Solitude:</i> Gabriel García Márquez <i>Things Fall Apart:</i> Chinua Achebe <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO1 |
| Unit 2 15 hours | <i>A Fine Balance:</i> Rohinton Mistry <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO2 |
| Unit 3 15 hours | <i>The Metamorphosis:</i> Franz Kafka <i>Learning Activities:</i> Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank. | CLO3 |
| Unit 4 15 hours | <i>Tonight I can Write:</i> Pablo Neruda <i>Do Not Go Gentle into That Good Night:</i> Dylan Thomas <i>Telephone Conversation:</i> Wole Soyinka <i>A Far Cry from Africa:</i> Derek Walcott <i>Learning Activities:</i> Recitation, Matching, Quizzes | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, team teaching, focus group discussion, surveys, short-term project work, etc.

Suggested Readings: -

- Bloom, H. (Ed.). (2003). *Gabriel García Márquez*. Chelsea House.
- Bloom, H. (Ed.). (2003). *Wole Soyinka*. Chelsea House.
- Damrosch, D. (2014). *How to read world literature* (2nd ed.). Wiley-Blackwell.
- Innes, C. L. (2007). *The Cambridge introduction to postcolonial literatures in English*. Cambridge University Press.
- Meyers, J. (1995). *Dylan Thomas: A new life*. Paragon House.

- Achebe, C. (1994). *Things fall apart*. Anchor Books. (Original work published 1958)
- García Márquez, G. (2006). *One hundred years of solitude* (G. Rabassa, Trans.). Harper Perennial Modern Classics. (Original work published 1967)
- Kafka, F. (1996). *The metamorphosis* (S. Corngold, Trans.). Bantam Classics. (Original work published 1915)
- Mistry, R. (1995). *A fine balance*. Random House.
- Neruda, P. (2004). *Tonight I can write: The love poems of Pablo Neruda* (W. M. C. Davies, Trans.). Penguin Classics.
- Soyinka, W. (2008). *Telephone conversation*. In *Collected poems 1957–1987* (pp. 34–35). Oxford University Press. (Original work published 1963)
- Thomas, D. (2003). *Do not go gentle into that good night*. In *The collected poems of Dylan Thomas* (pp. 123–124). New Directions. (Original work published 1952)
- Walcott, D. (2004). *A far cry from Africa*. In *Collected poems 1948-1984* (pp. 115-116). Farrar, Straus and Giroux. (Original work published 1962)

HISTORY (MAJOR-I)

Course Title: History of the Medieval World

Course Code: BAE. 304

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.

CLO2: Explain the trends in the medieval economy

CLO3: Analyse the rise of Islam and the move towards state formation in West Asia.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------|---|----------------------|
| Unit I 15 hours | Feudal societies in medieval Europe : The emergence of medieval monarchies, aristocracies and nobilities Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to selfdom. | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Early Feudal state and the Church; Cultural Patterns in medieval; Transitions in the feudal economy from 11 th -14 th centuries | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Early Islamic Societies in West Asia: Transition from tribe to state; Pre-Islamic tribal society in Arabia, The Prophet and the Ummah, State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE), Cultural transformations: Adab, literature and the urban tradition | CLO1 CLO2 CLO3 |

| | | |
|-----------------------------------|---|----------------------|
| Unit IV 15 hours | The crusades of Europeans to ‘the holy Land’, European colonisations of the America, Asia and Africa 1500-1800 CE and the wars of Reformation/Counter-Reformation Europe 1500-1700 CE | CLO1 CLO2 CLO3 |
|-----------------------------------|---|----------------------|

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Duby, G. (1978). The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). “The Seigneurie down to the crisis of the fourteenth and fifteenth centuries”, Chapter 3 in Marc Bloch, French Rural History: An Essay on its Basic Characteristics. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). The Fontana Economic History of Europe Volume I, The Middle Ages, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.
- Berkey, J. (2002). The Formation of Islam. Religion and Society in the Near East, 600–1800. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
- Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 271-273.
- Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), The Cambridge Illustrated History of the Islamic World, Cambridge: Cambridge University Press, pp. 2-31.

HISTORY(MAJOR-II)

Course Title: History of the Modern World

Course Code: BAE. 305

Course Learning Outcomes:

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Contextualize the elements of modernity in these realms.

CLO2: Discuss the features of the Europe’s economy and origins of the industrial revolution.

CLO3: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th Century.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------------|---|----------------------|
| Unit I 15 hours | Rise of the Modern World :Renaissance in Italy , Influence of the Asian world, Literature science Art and Architecture Political Thought, Reformation and Counter Reformation Martin Luther, Geographical explorations, Rise of Nation States | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Growth of capitalism :Scientific Revolution, Industrial Revolution, Plunder of Colonies Imperialism | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Development of Democracy:English Revolution John Locke, American Revolution Thomas Jefferson, French Revolution Enlightenment Thinkers, Abolition of Slavery in the US, Process of Unifications–Germany and Italy–Herder and Mazzini | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | 220thCentury world–I World war causes and Results , Russian Revolution–background, ideology and Impact, League of Nations–Great depression–Nazism and fascism, II World war–UNO | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Michael Beard- A history of Capitalism.
- Wallbank and Taylor- Civilization Past and Present
- C D M Ketelby-A history of Modern Times
- Wallerstein Emmanuel- The Modern World System
- Mark Ferrow- Colonialism:A world History
- E J Hobsbaum-The Age of Capitalism E
- J Hobsbaum–Nation and Nationalism Since 1780.
- E.J.Hobsbaum-Age of Revolution
- H.A.L.Fisher-History of Modern Europe
- David Thomson-World History.

(HISTORY MAJOR-III)

Course Title: Perspectives on Environmental History

Course Code: BAE.306

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

CLO1: Grasp key concepts and historiographical approaches in environmental history, especially as they pertain to ancient India.

CLO2: Analyze human environment interactions using interdisciplinary sources (archaeology, bio-archives, art, oral traditions).

CLO3: Understand how ecological contexts shaped ancient Indian societies, including resource use, technology, and settlement patterns.

CLO4: Apply interdisciplinary methods to reconstruct environmental pasts and link ecological change to social transformations.

| Unit/Hours | Contents | Mapping with CLOs |
|---------------------------------------|--|--|
| Unit I 15 hours | Introduction to Environmental History in Indian Context Understanding <i>Environmental History</i> its scope and relevance to Indian historical studies. Historiographical perspectives and methodology. Sources: Archaeological (geoarchaeological, palaeoenvironmental), bio-archives, art, material culture, oral traditions. | CLO1 CLO2 CLO3 CLO4 |
| Unit II 15 hours | Ecology and Resource Management in Ancient India Landscape dynamics and ecological zones rivers, forests, plains, deserts. Ancient water management: wells, stepwells, canal systems. Agriculture, pastoralism, and early deforestation/glacial cycles (using archaeological and textual evidence). | CLO1 CLO2 CLO3 CLO4 |

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|--|--|--|
| | | |
| Unit III 15 hours | Urbanism, Technology & Environmental Impact Environmental underpinnings of urbanization: Harappan towns, resource distribution, trade-related ecological footprints. Metallurgy and energy use: (e.g., production of metals like bronze and iron and its environmental consequences). Eco-impacts of temple construction, irrigation, and settlement expansion. | CLO1 CLO2 CLO3 CLO4 |
| Unit IV 15 hours | Cultural Interpretations & Long-Term Environmental Change Religious, literary, and cultural narratives how environment is represented and shaped in texts (e.g., forest in the <i>Mahābhārata</i> , agricultural metaphors in early literature). Human environment interaction and environmental ethics in ancient thought. Reflexive perspectives: modern environmental debates informed by ancient traditions. | CLO1 CLO2 CLO3 CLO4 |

Suggested Readings

- Arnold, D., & Guha, R. (Eds.). (1996). *Nature, culture, imperialism: Essays on the environmental history of South Asia*. New Delhi: Oxford University Press.
- Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. New Delhi: Penguin Books.
- Grove, R. H., et al. (Eds.). (1998). *Nature and the Orient: The environmental history of South and Southeast Asia*. Oxford: Oxford University Press.
- Habib, I. (2009). *Environmental history of India*. New Delhi: Tulika Publications.
- Kapoor Sinha, N. (2006). *Environmental history of ancient India*. Oxford: Oxford University Press.
- Lahiri, N. (Ed.). (2002). *The decline and fall of the Indus civilization*. Ranikhet: Permanent Black.
- Prasad, A. (2004). Reinterpreting tribal survival: The Baiga of Central India, 1730–1900. In S. Ratnagar & R. Heredia (Eds.), *Mobile and marginalised people* (pp. 173–190). New Delhi: Manohar.

POLITICAL SCIENCE (MAJOR-I)

Course Title: International Politics: Theory & Practice

Course Code: BAE. 307

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Explain the meaning and nature of International Politics

CLO-2 Understand the concept of national power

CLO-3 Analysis the factors of global environment

CLO-4 Understand the functions of different international organizations

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|---|-------------------|
| UNIT- I 15 Hours | 1. Meaning, Nature and Scope of International Politics. 2. Realist Approach to International Politics. 3. Idealist Approach to International Politics | CLO-1 |
| UNIT- II 15 Hours | 1. National Power: Its Elements 2. System of Power and Collective Security 3. Cold War and Emerging trends in World order | CLO-2 |
| UNIT- III 15 Hours | 1. Emerging world order and Multipolarity 2. Global Environment: Issues and Initiatives 3. International Terrorism : Emergence and Consequences | CLO-3 |
| UNIT- IV 15 Hours | 1. UNO: Principles, Aims, Objectives and its Functioning 2. Regional Organizations: SAARC and EU. 3. New International Economic Order (NIEO). | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Recommended Books:

Joshua S. Goldstein, *International Relations*, New Delhi, Pearson Education, 2006.

John Baylis and Steve Smith, *Globalization of World Politics*, New Delhi, Oxford University Press, 2005.

V.K. Malhotra, *International Relations*, New Delhi, Anmol Publishers Private Ltd., 2004.

R.P. Barston, *Modern Diplomacy*, New Delhi, Pearsons, 2006.

John Allphin Moore, Jr. and Jerry Pubantz, *The New United Nations, International Organization in the Twenty First Century*, New Delhi, Pearsons, 2008

J.C. Johari, *International Relations and Politics*, Sterling, 2012

V. K. Malhotr, *International Relations*, Anmol 2012

John Baylis and Sreve Smith, *The Globalizations of World Politics*, Oxford, 2005

Pen Ghosh, *International Relations*, PHI 2009

Scot. P. Handler, *International Politics*, Sage, 2013
 Palmer Pertains, *International Relations*, AIIBS, 2005
 H.J. Morgenthau, *Politics Among Nations*, Kalyani, 2004
 Kanth Bajpai & Siddharth Mallavarapn, *International Relations in India : Bringing theory BackHome*, Orient longman, 2005
 Leter Calvocoresis, *World Politics (1945-2000)*, Pearson, 2006

POLITICAL SCIENCE (MAJOR-II)

Course Title: Comparative Political System (UK & USA)

Course Code: BAE.308

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Understand the theoretical framework of comparative politics

CLO2 Analysis of UK and USA Politics

CLO3 Compare the legislative functions of UK and USA

CLO4 Evaluate the Judiciary system of UK and USA

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|---|-------------------|
| UNIT- I 15 Hours | Theoretical Framework 1. Meaning and Scope of Comparative Government and Politics. 2. Various Approaches to Comparative Politics 3. Systems Approach: David Easton, Almond & Powell. | CLO-1 |
| UNIT- II 15 Hours | 1. Features of British Political System. 2. Features of US Political System. 3. Executive in US: President, Powers, Position and Role, 4. Executive in UK: Monarchy, PM, Powers, Positions and Role. | CLO-2 |
| UNIT- III 15 Hours | 1. Legislatures in the US & UK: Functioning and Changing Role. 2. Political Parties and Pressure Groups in US and UK. | CLO-3 |
| UNIT- IV 15 Hours | 1. Judicial System in USA and UK: Judicial Review in USA and Rule of Law in UK. 2. Federal Features of the Political System of the USA. 3. Unitary Features of the UK's Political System. | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Books Recommended:

Rod Hague and Martin Harrop, *Comparative Government and Politics*, New Delhi, Palgrave Macmillan, 2007.

G.A. Almond, G.B. Powell, K. Strom, R.J. Dalton, *Comparative Politics Today: A World View*, New Delhi, Pearsons, 2006.

J.C. Johari, *New Comparative Government*, New Delhi, Lotus Press, 2006, 4263/3, Ansari Road, Daryaganj, New Delhi-110002.

A.C Kapur and K.K. Misra, *Selection Constitutions*, New Delhi, S. Chand, 2006 (Sixteenth Revised Edition).

S.N. Ray, *Modern Comparative Politics: Approaches, Methods and Issues*, New Delhi, PHI, 1999.

M.V. Pylee, *Select Constitutions of the World*, New Delhi, Universal Law Publishers, 2006 (Revised).

Judith Bara And Mark Lennigton, *Comparative Politics*, Sage, 2009

December Green and Lenra Luhrmann, *Comparative Politics of the Third World*, Viva 2004

Vishnoo Bhagwan and Vidhya Bhushan, *World Constitutions*, Sterling, 2002

Daniele Caramani, *Comparative Politics*, Oxford, 2008

Vidhya Bhushan, *Comparative Politics*, Atlantic, 2008

POLITICAL SCIENCE (MAJOR-III)

Course Title: Media and Politics

Course Code: BAE.309

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Comprehend the theories and role of Political Communication

CLO2 Critically evaluate the role and impact of Press in relation to Politics in India.

CLO3 Meaningfully engage with the idea of Freedom of Press

CLO4 Acquire deeper understanding of relation between Mass Media and Nation Building

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|---|-------------------|
| UNIT- I 15 Hours | Theories of Political Communication: Concept, Role of Communication in a Democracy; Media as a Means of Socialization | CLO-1 |
| UNIT- II 15 Hours | Press and Politics in India-Critical Evaluations of Role and Impact Election Campaigns, Opinion Polls, Exit Polls, Relevance, and Reliability. Agenda Setting Function of the Media | CLO-2 |
| UNIT- III 15 Hours | T.V., Radio and politics in India-Critical Evaluation of role and Impact Freedom of Media and Right to Information | CLO-3 |

| | | |
|------------------------------------|---|--------------|
| UNIT- IV 15 Hours | Mass Media and the Government- Issues and Problems: Government Monopoly; Executive Censorship; Judicial Interpretation; Legislation Mass Media, Nation Building and Political Development in India | CLO-4 |
|------------------------------------|---|--------------|

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Books Recommended:

1. Yogesh Atal, *Local Communities and National Politics: A Study in Communication Links and Political Involvement*.
 2. B.D. Dhawan, *Development of Television in India*.
 3. S.K. Goyal, et al., *Ownership and Control Structure of the Indian Press*.
 4. Rebert L. Hardgrave, "Politics and The Film in Tamil Nadu: The Stars and the DMK", *Asian Survey*, March 1973.
 5. Indian Institute of Mass Communication, *An Indian Personality for Television: Report of the Working Group on Software for Doordarshan*.
 6. Sharad Karkhanis, *Indian Politics and the Role of the Press*.
 7. Prayag Meha, *Election Campaign*.
 8. Ministry of Information and Broadcasting, Publication Division, Govt. of India, *Mass Media in India*.
 9. Claus Mueller, *The Politics of Communication*.
 10. Uma Narula and S.S. Yadava, *Portrayal of Election Campaign in Press*.
 11. A.G. Noorani, ed., *Freedom of the Press in India*.
 12. Thomas E. Patterson, *The Mass Media Election: How Americans Choose their President*.
 13. Nicholas Pronay and D.W. Spring, eds., *Propaganda, Politics and Film*.
 14. R. Righter, *Whose News? Politics, the Press and the Third World*.
 15. Susanne H. Rudolph, "Form Madras: A View of the Southern Film", *Yale Review*, Vol. 60, No. 3, March 1971.
 16. B. Rubin, *Media Politics and Democracy*.
- Aruna Vasudev, An Outlook for India

ECONOMICS (MAJOR)

Course Name: Economics of Global Climate Change

Course Code: BAE.310

Course Learning Outcomes: On completion of this course, learners will be able to:

CLO1: understand the basic concepts/Principles of climate change

CLO2: analyse the various issues of climate change through case studies

CLO3: apply the knowledge in understanding practical problems

CLO4: execute/create the project or field assignment as per the knowledge gained in the course

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLO |
|--------------------|-----------------|-------------------------|
|--------------------|-----------------|-------------------------|

| | | |
|-----------------|--|------|
| I 15 Hours | Understanding Climate Change: Introduction to the Climate System, Drivers of Climate system, Climate Change and Natural Variability; Economics; Dimensions and Indicators of Climate Change, Trend and Pattern of Climate Change across the globe. | CLO1 |
| II 15 Hours | The Impacts of climate change on growth and development: How climate change will affect people around the world, Implications of climate change for development, Costs of climate change in developed countries, Climate change impacts on society, Displacement and migration, Human settlement and Health; Impact of climate change on marginalized sections. | CLO2 |
| III 15 Hours | Optimal Climate Policy: Economic efficiency, carbon abatement costs, social cost of carbon, discounting; National climate policy: externalities, cost effectiveness, carbon tax, cap-and-trade, induced innovation; Climate change and equity: economic incidence, environmental justice, residential sorting; Climate change and the environmental Kuznets curve. | CLO3 |
| IV 15 Hours | Climate Change and India's Concerns: United Nations Framework Convention on Climate Change, The Kyoto Protocol to the Framework Convention; Climate Change Impacts on Natural Resources, Vulnerability of Coastal Belt in India towards climate Change; Climate Change, Rural Livelihoods and Food Security in India, India's Position on International Climate Negotiations; India's National Action Plan on Climate Change. | CLO4 |

Transaction Mode: Class Lecture, Blended Learning, Discussion & Demonstration, and Case Studies

Suggested Readings:

1. Keohane and Olmstead, (2016). Markets and the Environment. Island Press
2. Hepburn, Cameron (2006), "Discounting climate change damages: Working note for the Stern review".
3. Aldy, Krupnick, Newell, Parry, and Pizer, "Designing Climate Mitigation Policy." Journal of Economic Literature, 2010) Section 3.
4. ARE, Special Issue: California's Climate Change Policy: The Economic and Environmental Impacts of AB 32—Notes from the Editors, 2010,

Economics (Major)

Course Name: Rural Development

Course Code: BAE.311

Course Learning Outcomes: On completion of this course, learners will be able to:

- CLO1: Learn the nature of rural development in India,
- CLO2: Concepts underlying rural development,
- CLO3: Various agricultural and rural development policies,
- CLO4: Industrialisation and entrepreneurship.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLO |
|-------------|----------|------------------|
|-------------|----------|------------------|

| | | |
|-----------------|---|------|
| I 15 Hours | Rural Development: Rural social structure, occupations, interconnectedness, rural socio-economic issues; Rural Economy: rural social structure; rural dynamics: structural transformations; response to changing Agrarian Economy; Rural Farm and Non-Farm Sector: Employment and Barriers; Rural Employment Generation Programmes: NRLM, MGNREGA; Rural Development Policies. | CLO1 |
| II 15 Hours | Approaches to Understand rural development: Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA); Sustainable Rural development, Technology for rural growth: ICT, mobile, successful programmes; Business Markets for village economy. | CLO2 |
| III 15 Hours | Planning for Rural Development: levels, functions, decentralization, methodology of micro-level planning, for block and district level planning; Organizations for rural development: criteria, government organisations, PRIs, Cooperatives, Voluntary Agencies/NGOs, Corporations; Community Capacity Building, Common Property Resources. | CLO3 |
| IV 15 Hours | Rural Entrepreneurship: role, programmes, role of institutions, Agri Entrepreneurship; Rural Innovations; Micro-Finance Institutions (MFIs): role of MFIs, Self Help Groups; Micro, Small and Medium Enterprises in Rural India; Rural and micro-Insurance; Rural Industrialization. | CLO4 |

Transaction Mode: Lecture, case study, problem solving, group discussion & demonstration, self-study, blended learning.

Suggested Readings:

1. Pattanaik, B. K. (2025). Fundamentals of Rural Development, Routledge Falmer.
2. Pattanaik, B. K. (2022). Rudiments of Rural Development, Sage Publications
3. Pattanaik, B. K. (2011). Rural Development Principles, Policies and Management, Mohit Publications.
4. Jodhka, S.S. (2018). *A Handbook of Rural India* (Readings on the Economy, Polity and Society), Orient Black Swan.
5. Mukherjee, A. (2004). *Participatory rural appraisal: methods and applications in rural planning: essays in honour of Robert Chambers* (Vol. 5). Concept Publishing Company.
6. Narula, U. (2010). *Dynamics of Indian Rural Economy: Growth Perspective*, Atlantic Publishers, New Delhi.
7. Parthasarathy, G. (2003). *Economic Reforms and Rural Development in India*. Academic Foundation.
8. Reddy, K. V. (2012). *Agriculture and Rural Development*, Himalaya Publishing House.
9. Singh, B.M. and Namboodiri, KVN. (2007). *Unleashing Rural Entrepreneurship*, ICFAI University Press, Hyderabad.
10. Singh, Katar. (2009). *Rural Development: Principles, Policies and Management*, Sage Publications.

Course Name: Labour Economics

Course Code: BAE.312

Course Learning Outcomes: On completion of this course, learners will be able to:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1: understand the basics of labour economics

CLO2: comprehend the methods and approaches of wage determination

CLO3: accrue knowledge on the impact of wages on industrial relations

CLO4: learn the relationship between wages and labour migration

| Units/Hours | Contents | Mapping with CLO |
|-----------------|--|------------------|
| I 15 Hours | Introduction To Labour Economics: Definition, Significance and Peculiarities of Labour, Nature, Scope and Importance of Labour Economics, Characteristics of Indian Labour Market, Labour Market policies, Mobility of labour | CLO1 |
| II 15 Hours | Wage Determination: Marginal Productivity Theory, Theory of Collective Bargaining, Modern Theory of Wages. Minimum Wage and Fair Wage, Wage Determination in – Organised- Unorganised Sector, Evolution and Features of Wage Policy in India | CLO2 |
| III 15 Hours | Industrial Relations: Labour Unions in India- Growth, Pattern, Structure and Achievements of Labour Union in India, Causes of Industrial Disputes and their settlement and preventive mechanism, Current trends in Collective Bargaining, Social Security Measure | CLO3 |
| IV 15 Hours | Migration And Labour Market Reforms: Approaches to Labour Migration trends and effects of Migration, Child Labour Policy in India, Problems and Policy of Female Workers in India, Labour Relations in India, ILO:- Establishment of ILO, Aims and objectives of ILO. | CLO4 |

Transaction Mode: Class Lecture, Blended Learning, Discussion & Demonstration, and Case Studies

Suggested Readings:

1. Datt, G. (1996), Bargaining Power Wages and Employment: An Analysis of Agricultural Labour Markets in India, Sage Publications, New Delhi.
2. Hajela, P.D. (1998), Labour Restructuring in India: A Critique of the New Economic Policies, Common Wealth Publishers, New Delhi.
3. Lester, R.A. (1964), Economics of Labour (2nd Edition), Macmillan, New York.
4. McConnell, C. R. and S. L. Brue (1986), Contemporary Labour Economics, McGraw hill, NY.
5. Papola, T.S., P. P. Ghosh and A. N. Sharma (Eds) (1993), Labour Employment and Industrial Relations in India, B.R Publishing Corporation., New Delhi.
6. H.B. and T.N.srinivasan (Eds), The Handbook of Development Economics, North Holland, NY.
7. Venkata Ratnam C.S. (2001), Globalisation and Labour Management Relations, Dynamics of Change, Sage Publications, Response Books, New Delhi.

GEOGRAPHY (MAJOR)

Geography (Major-I)

Course Title: World Regional Geography

Course Code: BAE.313

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Understanding of Natural and Demographic resources in the world

CLO 2: Geographical study and Value of Agronomic and Industrial Resources

CLO 3: Global understanding of transportation system through mapping

| Units/ Hours | Contents | Mapping with CLOs |
|-------------------------|---|------------------------------|
| UNIT I 15 Hours | Natural Resources: Relief, Drainage, Climate, Vegetation and Soils. Demographic Resources: Population distribution, Growth, Age Structure, and Urbanization. | CLO 1 |
| UNIT II 15 Hours | Agronomic Resources: Agriculture: Major Crops: Rice, Wheat, Maize, Cotton, Sugarcane and Livestock farming. | CLO 2 |
| UNIT III 15 Hours | Industries: Iron and Steel, Cotton Textile, Automobile and Chemical Industries. | CLO 2 & 3 |
| UNIT IV 15 Hours | Transport and Filling of the map: (i) Trade and Major Transport Routes, (ii) Filling of the map covering the place studied of the above given attributes. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on Natural and Economic Resources

Books Recommended

- Ahmad, Aijazuddin. (2002). Social Geography. Rawat Publications
- Blij, Harm J.de Peter, O. Muller. (2013). *Geography: Realms, Regions and Concepts, 16th Edition*, New York: John Wiley.
- Don R. Hoy. (1984): *Essentials of Geography and Development*, New York: Macmillan.
- English, Paul Ward & James, A. Miller. (1989). *World Regional Geography: A Question of Place*, New York: John Wiley, New York, 1989.
- Gautam, Alka. (2023). Regional Geography of the World. Allahabad: Sharda Pustak Bhawan
- Hobbs, Joseph, J. (2012). Fundamentals of World Regional Geography. Cengage Learning.
- Husain, Majid. (2016). World Geography. Rawat Publications

- Jackson, Richard H. & Lloyd E. Hudman. (1991). *World Regional Geography Issues for Today*. New York: John Wiley, New York.
- Jiwan, Janki. (2021). *Regional Development and Planning*. Rawat Publications
- Johnson, D.L. Haarmann, V. Johnson, M. L. & Calwson, D.L. (2012): *World Regional Geography: A Development Approach*. New Delhi: PHI Learning Private Ltd.
- Kromm, D.E. (1981). *World Regional Geography*, New York: Saunders Publishing.
- Mankoo, Darshan Singh. (2015): *A Regional Geography of the World*, Ludhiana: Kalyani Publishers.
- Manku, Darshan Singh. (2017). *A Regional Geography of the World*. Kalyani Publishers
- Memoria, Chaturbhuj & Sisodiya, M.S. (2024) *World Regional Geography*. SBPD Publishing House
- Shafi, Mohammad. (2006). *Agricultural Geography*. Pearson
- Singh, Jagdish. (2003). *A Comprehensive Systematic Geography*. Radha Publications
- Singh, Malkiat. (2015). *World Regional Geography*, Jalandhar: Rasmeet Prakashan.
- Trikha, R.N. and Bali P.K. and Sekhon, M.S. (2002). *World Regional Geography*. New Academic Publishers.

SEMESTER-V

Geography (Major-II)

Course Title: Population Geography

Course Code: BAE.314

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Understand and analysis of population and demographic study.

CLO 2: Understand the theories and dynamic population analysis.

CLO 3: Dynamic demographic analysis of Indian and global population.

| Units/ Hours | Contents | Mapping with CLOs |
|--------------------|--|----------------------|
| UNIT I 15 Hours | Nature and Scope of Population Geography, Sources of Population Data with special reference of Indian Census. | CLO 1 |

| | | |
|----------------------|---|-----------|
| UNIT II 15 Hours | Population Size, Distribution and Growth - Determinants and Patterns; Theories of Growth - Malthusian Theory and Demographic Transition Theory. | CLO 2 |
| UNIT III 15 Hours | Population Dynamics: Fertility and Mortality - Measures and Determinants, Migration - Determinants and Implications. | CLO 2 &3 |
| UNIT IV 15 Hours | Dynamics of Population Pyramids and Women Empowerment and Indian Population Policies. Contemporary Issues - Ageing of Population, Demographic Dividends, Global Refugee Crisis. | CLO 2 & 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare report on Population and Demography of India

Books Recommended:

- **Bhende A. & Kanitkar T. (2019). Principles of Population Studies. New Delhi: Himalaya**
- Chandna, R.C. (2017). Geography of Population. Ludhiana: Kalyani Publishers.
- Clarks, John, I. (1972). Population Geography. New York: Pergamon Press,.
- Dangi, Santosh Kumar & Mamoria, Chaturbhuj. (2023). Population Geography. Sahitya Bhawan Publications
- Hassan M.I. (2020). Population Geography, A Systematic Exposition. New York: Routledge Taylor and Francis Group.
- Husain, Majid. (2021). Human Geography. Rawat Publications
- Lutz, W., Warren, C. S. and Scherbov, S. (2004). The End of the World Population Growth in the 21st Century. UK: Earthscan.
- Majumdar, P.K. (2010). Fundamentals of Demography. Jaipur: Rawat publications.
- Maurya, S. D. (2018). Population Geography. Allahabad: Parvalika Publication.
- Maurya, S. D. (2021). Jansankya Bhugol. Allahabad: Sharda Pustak Bhawan.
- Newbold, K. B. (2017). Population Geography: Tools and Issues. New York, USA: Rowman and Littlefield Publishers, NY,.
- Publishing House.

- R. C. Chadna, R.C. (2015). Geography of Population. Kalyani Publisher.
- Saroha, J. (2021). Jansankhya Bhugol, Jananki kievam Jansankhya Adhayan. New Delhi: M.K. Books.
- Singh, Makit & Rana, Pooja. (2011). Modern Geography of India. Modern Publishers.
- Weeks, John R. (2020). Population: An Introduction to Concepts and Issues. Boston: Cengage Learning.

Geography Practical (Major-III)

Course Title: Geography Practical (Map Projections)

Course Code: BAE.315

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 4 |

Course Learning Outcomes: At the end of the course the students will be to

CLO 1: Understand and analysis through various Projections.

- General introduction and classification of projections, constructions, properties, limitations and use of projections.
- Construction, properties and limitations of following map projections:
- Cylindricals: Plate Caree, Equal-Area and Mercator's.
- Construction, properties and limitations of following map projections:
- Conicals: One Standard Conic, Two Standard Conic, Bonne's, Polyconic and International.

Sessional Work: Prepare a practical file.

Books Recommended:

- Kellaway, George P. *Map Projections*, Methue and Co., London.
- Singh, Gopal. (1993). *Mapwork and Practical Geography*. Delhi: Surjeet Book Depot.
- Singh, Malkiat, (2014): *Cartography*, Jalandhar: Rasmeet Prakashan, Jalandhar.
- Singh, L. R. (2010). *Fundamentals of Practical Geography*. Sharda Pustak Bhawan
- Deokar, Bapu & Pandit, Anand. (2020). *Practical Geography: Map Scale, Projection and Representation of Geographic Data*. LAP Lambert Academic Publishing
- Harvey, Francis. (2017). *A Primer of GIS: Fundamental Geographic and Cartographic Concepts*. Rawat Publication
- Raisz, Erwin. (2007). *Principles of Cartography*. Surjeet Publications
- Sinha, M.M.P. & Bala, Seema. (2021). *Advanced Cartography and Practical Geography*. Rajesh Publications
- Khullar, D.R. (2019). *Essential of Practical Geography*. Chaukhamba Auriyantaliya
- Robinson, Arthur H., Morrison, Joel L., Muehrcke, Phillip C., Kimerling, A. Jon & Guptill, Stephen C. (2009). *Elements of Cartography*. John Wiley & Sons.

**STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY COURSES (ANY ONE AS PER
THE MAJOR SUBJECT)
PEDAGOGY OF ENGLISH-II**

Course Title: Pedagogy of English-II

Course Code: BAE.316

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

Course Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

CLO1 use teaching-learning materials related to English language education with reference to NEP 2020.

CLO2 apply different types of teaching-learning aids during classroom teaching.

CLO4 develop lesson plan for effective teaching of English language.

CLO5 integrate ICT and online tools during classroom teaching learning process.

CLO6 prepare ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK).

| Units/ Hours | Contents | Mapping with CLOs |
|--------------------------------|--|---------------------------------------|
| Unit 1 10 hours | <p>Teaching Learning Resources</p> <p>A. Teaching learning aids/materials: Concept, and importance in classroom teaching learning of English language.</p> <p>B. Types of teaching learning aids/ materials: Print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials, non-print and digital media such as websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flashcards, worksheets, multimedia etc.)</p> <p>C. Best out of Waste- Teaching learning aids/ materials</p> <p>D. Teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.</p> <p>Learning Activities: Discussion, Debate, Quizzes, Flashcards.</p> | <p>CLO1</p> <p>CLO2</p> |
| Unit 2 8 hours | <p>Content Analysis and Planning for Teaching English Language</p> <p>A. Concept, types and importance of unit and lesson planning.</p> <p>B. Pedagogical analysis of content taking examples from topics of English language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.</p> <p>C. Developing unit plans and lesson plans based on learning outcomes, Panchpadi Method and 5 Es</p> <p>Learning Activities: Discussion, Quizzes, Mind Mapping.</p> | <p>CLO3</p> |

| | | |
|---------------------------------|--|-------------|
| Unit 3 8 hours | ICT Integration and Application A. Scope and importance of using ICT in learning process of English language. B. Use of ICT in the classroom: C. Tools, software and platform for teaching learning of English language at secondary stage. <i>Learning Activities: Discussion, Simulation, Quizzes.</i> | CLO4 |
| Unit 4 4 hours | ICT in Lesson Plan Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia. <i>Learning Activities: Exploration, Discussion, Presentation.</i> | CLO5 |

Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing English language skills.
2. Develop e-content on any topic from English language textbooks at secondary stage.
3. Develop a list of English literary texts which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of English language teaching in reference to NEP 2020.
5. Prepare learning outcome-based lesson plans on Prose, Poetry, and Grammar of English language.
6. Any other project assigned by the HEI.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

Suggestive Readings

- Carrasquillo, A. L. (1994). *Teaching English as a second language*. Taylor & Francis.
- Nagraj, G. (2021). *English language teaching: Approaches, methods and techniques*. Orient BlackSwan.
- National Curriculum Framework for School Education, Government of India.
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- Richards, J.C. (2016). *Approaches and methods in language teaching*. Cambridge University Press.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Vyas, M.A. (2015). *Teaching English as a second language: A new pedagogy for a new century*. PHI Learning.

PEDAGOGY OF HISTORY-II

Course Title: Pedagogy of History-II

Course Code: BAE.317

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Explain the nature and types of lesson planning

CLO2 Examine the pedagogical aspects of the history.

CLO3 Differentiate between Indian and Herbertian Approach of Lesson Planning,

CLO4 Elaborate the Scope of ICT in pedagogy of history.

CLO5 Analyze and development of teaching learning material for history.

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|--|-------------------|
| UNIT- I 08 Hours | A. Concept, types and importance of lesson planning. B. Indian Approach of Lesson Planning (Panchpadi Lesson Plan) C. Herbertian Approach of Lesson Planning | CLO-1 |
| UNIT- II 07 Hours | Content and Pedagogy Analysis A. Stages and Operations involved B. Developing unit plans and lesson plans based on learning outcomes and experiential learning C. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage: Indian Ancient history, Saltanat history, Mughal dynasty, colonial history, Freedom movement and modern India. | CLO-2 CLO-3 |
| UNIT- III 08 Hours | A. Scope and importance of using ICT in learning process B. Use of ICT in the classroom: Artificial Intelligence, Smart boards for student development. C. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia. | CLO-4 |
| UNIT- IV 07 Hours | Development of Teaching-Learning Material A. Concept, types, Need and Principles of Selection B. History Text Book | CLO-5 |

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

PEDAGOGY OF POLITICAL SCIENCE-II

Course Title: Pedagogy of Political Science-II

Course Code: BAE.318

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Explain the nature and types of lesson planning

CLO2 Examine the pedagogical aspects of the political science

CLO3 Differentiate between Indian and Herbartian Approach of Lesson Planning,

CLO4 Elaborate the Scope of ICT in pedagogy of Political Science

CLO5 Analyze and development of teaching learning material for political science

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|--|-------------------|
| UNIT- I | A. Concept, types and importance of lesson planning. B.Approaches of Lesson Planning <ol style="list-style-type: none">1. Indian Approach2. Herbartian approach3. Constructivist Approach | CLO-1 |
| UNIT- II 07 Hours | Content and Pedagogy Analysis A. Stages and Operations involved B. Developing unit plans and lesson plans based on learning outcomes and experiential learning C. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage: Indian constitution, Major issues in Indian Politics, Fundamental Duties, Human Rights, Voting Behaviour | CLO-2 CLO-3 |
| UNIT- III 08 Hours | A. Scope and importance of using ICT in learning process B. Use of ICT in the classroom: Artificial Intelligence, Smart boards for student development. C. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia. | CLO-4 |

| | | |
|------------------------------------|--|-------|
| UNIT- IV 07 Hours | Development of Teaching-Learning Material A. Concept, types, Need and Principles of Selection B. Political Science Text Book: Meaning, Nature and Scope | CLO-5 |
|------------------------------------|--|-------|

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

PEDAGOGY OF ECONOMICS-II

Course Title: Pedagogy of Economics-II

Course Code: BAE.319

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Explain the nature and types of lesson planning

CLO2 Examine the pedagogical aspects of the economics

CLO3 Elaborate the Scope of ICT in pedagogy of economics

CLO4 Analyze and development of teaching learning material for economics

| UNIT/Hours | Contents | Mapping with CLOs |
|----------------------|--|--------------------------|
| UNIT I 15 Hours | A. Need for and importance of how to learn 21st century skills for learners and teachers of Economics B. Perspective of teaching and learning Economics. C. Role of a teacher in facilitating learning and creating dynamic learning environment of Economics. | CLO I |
| UNIT II 15 Hours | A. Concept and Importance of Research B. Action Research: meaning, significance, steps and planning. | CLO 2 |
| UNIT III 15 Hours | A. Recent trends in research related to teaching learning of Economics. | CLO3 |

| | | |
|------------------|--|-------|
| | B. Evidence-based practices and reflection, School-based research in Economics. | |
| UNIT IV Hours | A. Assessment and Evaluation: Concept and Need B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360 degree assessment. C. Tools and techniques of Assessment and Evaluation D. Basic steps of question paper setting, types of test items | CLO 4 |

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications

PEDAGOGY OF GEOGRAPHY-II

Course Title: Pedagogy of Geography-II

Course Code: BAE.320

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO 1: Differentiate types of Methods of Teaching Geography.

CLO 2: Understand the Learning Resources and Micro Skills in Geography.

CLO 3: Understand the Use of ICT and Tools of Geography.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/ Hours | Contents | Mapping with CLOs |
|--------------------|---|-------------------------|
| UNIT I 8 Hours | Methods: Meaning, Characteristics of good teaching method for Geography. Various methods of Teaching of Geography: Lecture Method, Project method, Observation Method, Discussion Method, Field Study Method, Regional Method, Laboratory Method | CLO 1 |
| UNIT II 8 Hours | Identification and use of learning resources in Geography from the local Environment. | CLO 1&2 |

| | | |
|---------------------|--|-----------|
| | Types of Test: Essay Type Test, Short Answer Type tests, and Objective Type/MCQs Tests along with merits. | |
| UNIT III 8 Hours | Scope and importance of using ICT in learning process of Geography. Tools, software, and platform for teaching learning of Geography at secondary stage. Teaching Micro Skills with special reference to five Skills: Skill of introducing the lesson, Skill of probing questions, Skill of Explanation, Skill of Black Board Writing. | CLO 2 & 3 |
| UNIT IV 8 Hours | Lesson Planning: Importance, Characteristics and steps of Construction of Composite Lesson Plan. Integration of projected and non-projected teaching aids with lesson planning. Specific topics for composite Lesson Plans per secondary book of Geography. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare report on teaching methods of Geography and Micro Skills

Books Recommended:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup and sons Publishers.
- Arora, K.L. (1989). *Teaching of Geography*. Ludhiana: Parkash Brother, (In Punjabi, English, Hindi).
- Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Bhattacharyya, Abhishek. (2021). *Pedagogy of Social Science Teaching Geography*. Aaheli Publishers.
- Graves, Norman, J. (1984). *Geography in Education Heinomamnn*. London: Heinemann Educational Publishers.
- Jha, P. K. (2007). *Modern Methods of Teaching Geography*. Rajat Publications.
- Kaul, A.K. (2000). *Why and How of Geography Teaching*. Ludhiana: Vinod Publisher.
- Mete, Jayanta & Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Shaida, B.D., & Sharma, J.C. (2002). *Teaching of Geography*. Jalandhar: Dhanpat Rai & Sons.
- Shipra. M. B. (2024). *Pedagogy of Geography*. Practicals and Practicum. Shipra Publication.
- Singh, R. P. (2016). *Pedagogy of School Subject Geography*. R. Lall Publisher Bookman.
- Singh, Satnam & Aggrawal, Vikas. (2012). *Modern Methods of Teaching Geography*. Sristhi Book Distributors.
- Singh, Yogesh, K. (2004). *Teaching of Geography*. Delhi: APH Publishers.
- Singh. R.P. (2004). *Teaching of Geography*. Meerut: R. Hall Book Depot.
- Varma, K. K. (2022). *Pedagogy of Geography*. Thakur Publication.
- Zaidi, S. M. (2005). *Modern Teaching of Geography*. Anmol Publications Pvt Ltd.

ABILITY ENHANCEMENT & VALUE-ADDED COURSES

Course Name: ICT IN EDUCATION

Course Code: BAE.321

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1. Explain the nature, scope and importance of educational technology and ICT

CLO2. Enhance their professional skills through the practice of various skills of microteaching

CLO3. Develop the skills in utilizing various models of teaching in classroom settings.

CLO4: Familiarize themselves with the concept of Artificial intelligence

CLO5. Demonstrate the concept of Blended and Flipped learning in their teaching and learning process

CLO6. Analyze the social, ethical, and legal issues related to technology

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------------------|--|---------------------------------------|
| Unit I 6 hours | <ul style="list-style-type: none"> Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) Phases of teaching and Levels of learning. Micro-teaching: Concept & applications. Bloom's (Revised) taxonomy of objectives, Implication of Learning Theories in ICT in Education: Behaviorism, Cognitivism & Constructivism. <p>Learning Activities: Group discussion, Individual presentation and writing of learning outcomes for lesson plans.</p> | <p>CLO1</p> <p>CLO2</p> |
| Unit II 10 hours | <ul style="list-style-type: none"> Models of teaching: Families of Teaching model, Classroom teaching model by Robert Glaser. Systems Approach to Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey model and their educational implications. Artificial Intelligence: Concept and Applications of Artificial Intelligence in education.. <p>Learning Activities: Preparation of e-learning module on any topic of prescribed syllabus.</p> | <p>CLO3</p> <p>CLO4</p> |
| Unit III 6 hours | <ul style="list-style-type: none"> E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Types of MOOCs: cMOOCs, xMOOCs & LMOOCs). Concept of Cooperative learning, Blended and Flipped learning and , using technology to connect, collaborate, create and development of critical thinking Open Education Resources (Creative Commons: Concept, and Application).Gamification in Education (Meaning, history, importance, tools and uses). | <p>CLO5</p> |

| | | |
|--------------------------------|--|-------------|
| | <ul style="list-style-type: none"> Ethical issues & safety in ICT- (Teaching, Learning and Research and concept of Cyber bullying, <p>Learning Activities: Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Google Classroom, Padlet and Prezi</p> | |
| Unit IV 8 hours | <ul style="list-style-type: none"> Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism. Online and offline assessment tools – e-portfolio, Rubrics, survey tools, puzzle makers, test generators, reflective journal (Blog) and question bank. <p>Learning Activities: Design a blog and e- portfolio for effective sharing of information and communication of ideas. Students will be checking their assignments and term paper by using plagiarism software.</p> | CLO6 |

Transaction Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, flipped learning problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Allan, B. (2007). *Blended learning: Tools for teaching and training*. London: Facet Publishing:
- Encyclopedia Britannica. (2020). *Artificial intelligence*. Available at: <https://www.britannica.com/technology/artificial-intelligence>
- Holmes,W., Bialik,M., & Fadel, C. (2019). *Artificial intelligence in education promises and implications for teaching and learning*. Boston, MA: The Center for Curriculum Redesign. Available at: [https:// curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf](https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf)
- Laanpere, M., Pata, K., Normak, P. &Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1),419–442.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- OECD. (2019). *Artificial intelligence in society*. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>
- Roberts, T. S. (2008). *Student plagiarism in an online world: Problems and solutions*. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582-599.
- Sammons, J., &Cross, M. (2017). *The basics of cyber safety: Computer and mobile device safety made easy*. US: Elsevier Inc.
- Zhadko, O. &K, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.
 - Zimmerman, M.R.(2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education

SCHOOL EXPERIENCES

Course Title: PRE-INTERNSHIP PRACTICE (DEMONSTRATION LESSONS AND PEER TEACHING)

Course Code: BAE.322

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,

CLO2 get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),

CLO3 develop lesson plans to transact them using appropriate pedagogies and learning resources,

CLO4 develop and practice teaching skills in a guided environment to be an effective teacher,

CLO5 be prepared for the school internship

A. Course Content

Orientation of student teachers to different pedagogic approaches like storytelling, art integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.

- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLM s
- Reading and reflecting on inspiring books on pedagogic practices

B. Mode of Conduct of Pre-Internship Practice (Demonstration Lessons and Peer Teaching)

- Demonstration lesson (minimum 2 in the pedagogical subject by the teacher educator)
- Peer Group teaching and peer observation (minimum 10 in the pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

C. Activities to be conducted:

- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and

assessment.

- Learning about inclusiveness in school education
- Orientation for Action Research/case study

D. Assessment Procedure

| Competence | Method of assessment | Assessed By | Credits | Marks |
|---|-----------------------------|--------------------|----------------|--------------|
| Classroom teaching skills and assessment tools (including learning standards) | Simulated Presentation | Teacher-Educator | <u>1</u> | <u>25</u> |
| Reflective group discussions/workshop | Observations | Teacher-Educator | <u>0.5</u> | <u>12.5</u> |
| Lesson Plans, TLM, Curated Videos and action research procedures | Evaluation | Teacher-Educator | <u>0.5</u> | <u>12.5</u> |

Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

SEMESTER-VI

FOUNDATIONS OF EDUCATION

Course Title: ASSESSMENT AND EVALUATION

Course Code: BAE.351

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1: differentiate measurement, assessment and evaluation

CLO2: analyze different approaches to evaluation

CLO3 comprehend and use different types of tools of evaluation

CLO4 interpret the achievement of students

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------------|--|-------------------|
| UNIT I 9 hours | Measurement, Assessment and Evaluation Measurement, Assessment and Evaluation: Meaning and significance <ul style="list-style-type: none"> • Purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education. • Taxonomy of Objectives (Revised in 2001) and Implications. • Forms of Assessment: Formative, Summative, Diagnostic, prognostic. • Internal and External assessment. • Assessment for learning, of learning and as learning. Learning Activities: | CLO1 |
| UNIT II 6 hours | Process of Assessment and Evaluation Approaches to assess and evaluate student performance: Time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self -assessment Learning Activities: | CLO2 |
| UNIT III 9 hours | Tools and Techniques of Assessment Objective and Subjective tests: concept, types and process of construction <ul style="list-style-type: none"> • Observation, rating scale, check list, anecdotes, interviews. rubrics • Assessment of attitudes and interests. • Socio-metric techniques. • Criteria for assessment of social and personal behaviour. • Self-assessment and Peer Assessment. Learning Activities: | CLO3 |
| UNIT IV 6 hours | Analysis and Interpretation <ul style="list-style-type: none"> • Analysis of students' performance and its graphical representation, Process of credit and grading | CLO4 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Interpretation of student's performance and improving learner's performance, constructive feedback. • Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, rubrics, qualitative reporting based on the observations, descriptive indicators in report-cards. <p>Learning Activities:</p> | |
|--|--|--|

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel, R. L. & Frisbe, D. A. (2009) *Essentials of Educational Measurement*, New Delhi: PHI Learning Pvt. Ltd.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PH

Suggested websites

- www.adprima.com
- www.tc.columbia.edu

Course Title: Inclusive Education

Course Code: BAE.352

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Develop sensitization/ awareness regarding inclusivity, equity and rehabilitation

CLO2: Identify diverse needs of the learners on the basis of their Geographical, Gender, Disabilities and SEDs and Substance Abuse

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

CLO3: Critically analyze the various suggestions and provisions given by Legal Acts on inclusive education

CLO4: Examine the multipurpose role of various TLM and Assistive devices for remedial teaching/ therapeutic intervention used by diverse learners

CLO5: Discuss upon the collaborative roles of Government and community for the enablement and empowerment of children with diverse needs

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------------------|--|------------------------------|
| UNIT I 9 hours | Inclusion and Diversities <ul style="list-style-type: none"> A. Inclusive Education: Conceptual understanding, Models, Principles and Barriers B. Understanding Diversities, Protection and Prevention: Geographical, Gender, Disabilities and SEDs C. Children in Vulnerable Situations: Orphans, Migrants/Displaced and Substance Abuse Learning Activities: Sensitization/ awareness of the community regarding inclusivity, equity and rehabilitation by executing Nukkad Natak/Rallies/Poster Making/ Slogan etc. | CLO 1 CLO 2 |
| UNIT II 8 hours | Legal Acts and Provisions <ul style="list-style-type: none"> A. Constitutional Provisions for Children with additional needs B. Right to Education Act, 2009 C. RPwDs Act, 2016 D. National Education Policy 2020 E. International provisions: UNCRPD, UNESCO & UNICEF Learning Activities: Dialogue with a person with disability/diverse needs on schemes and benefits concerning above mentioned acts and provisions. | CLO 3 |
| UNIT III 8 hours | Educational Provisions <ul style="list-style-type: none"> A. Development of Individualized Education Plan (IEP) B. Conceptual understanding on Resource Room and co-curricular activities C. Rehabilitation/ possible measures to Health and Disabilities challenges of Diverse Learners/ Children D. Role and usage of TLM and Assistive technologies Learning Activities: Enlist various TLM and Assistive devices for remedial teaching/ therapeutic intervention used by children with additional needs. Submit a report with images | CLO 4 |
| UNIT IV 5 hours | Collaboration and Transition <ul style="list-style-type: none"> A. Understanding the role of Parents-Teachers Meeting (PTM) | CLO 5 CLO 3 |

| | | |
|--|---|--|
| | <p>B. Government Organization and NGOs: Role and collaboration towards equitable quality education</p> <p>C. Transition of students with diverse needs: School to Home, Home to Community and Community to Workplace</p> <p>Learning Activities: Presentation of reflections on collaboration and transitions in the form of group discussion/Seminar.</p> | |
|--|---|--|

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

Ainscow, M., Booth, T. (2003). *The Index for inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.

Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.

Dimitraidi, S. (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.

Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage Publication.

Govind, R. L (2007). *Perspective on special education*. Neelkamal Publication: Hyderabad.

Jha, J. & Jhingran, D. (2002). *Elementary education for the poorest and other deprived groups: the real challenge of universalization*. New Delhi: Centre for Policy Research.

Jha, M. M. (2002). *School without walls: Inclusive education for all*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.

Alan, J. (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, 31(5). 603-619.

Kauffman J. M., Hallahan D. P., Pullen P. C., Badar (2018). *Special education: What it is and why we need it*. 2nd Edition, London: Routledge

Kuffman, J. M. (2019). *On educational inclusion: Meanings, history, issues and international perspectives*. 1st Edition, London: Routledge

Bika S. L. (2017). *Special education service models: Parental satisfaction and concerns*. Global Books Organization and Publication: New Delhi.

Webliography

<https://give.do/discover/news/ngos-redefining-inclusion-education-for-children-with-special-needs/>

<https://www.jetir.org/papers/JETIR2212277.pdf>

https://specialeducationnotes.co.in/paper10Unit5.htm#google_vignette

<https://journals.sagepub.com/doi/10.1177/2165143413482137?icid=int.sj-abstract.citing-articles.59>

<https://www.jstor.org/stable/1170626?seq=1>

<https://pmc.ncbi.nlm.nih.gov/articles/PMC3893941/>

ENGLISH (MAJOR-I)

Course Title: Classical Literature

Course Code: BAE.353

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Examine duty, heroism, and divine order in Valmiki's *Ramayana* and conflict, rage, and honour in Homer's *Iliad* (Book 1).

CLO2 Analyse love, duty, and reconciliation in Kalidasa's *Abhijñānaśākuntalam* and fate, morality, and tragedy in Sophocles' *Oedipus Rex*.

CLO3 Apply the moral lessons from the text to make thoughtful, ethical decisions in personal and professional life.

CLO4 Evaluate the cultural, historical, and philosophical significance of the *Natyashastra* in ancient India.

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------------|---|-------------------|
| Unit 1 15 hours | <i>Selections from the Ramayana</i> (Valmiki) <i>Selections from the Iliad- Book 1</i> (Homer) Learning Activities: Role Play, Dialogue Delivery, Theme(s) Exploration, Character(s) Analysis. | CLO1 |
| Unit 2 15 hours | <i>Abhijñānaśākuntalam</i> : Kalidasa (Trans. M R Kale) <i>Oedipus Rex</i> : Sophocles (R. Fagles, Trans.) Learning Activities: Discussion, Dialogue Delivery, Role Play | CLO2 |
| Unit 3 15 hours | <i>THIRUKKURAL</i> : XIV (Discipline): Thiruvalluvar (Trans. M Rajaram) Learning Activities: Discussion, Storytelling, Moral Exploration, Word Bank | CLO3 |
| Unit 4 15 hours | Aesthetics and Legacy: The Natyasastra: (Introduction): Bharata- Muni (Trans. M. Ghosh) Learning Activities: Discussion, Roleplay, Question-Answer Session. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Ghosh, M. (Trans.). (2016). *Natyasastram* (The *Natyasastram* of Bharata Muni). Chaukhambha.
- Homer. (1998). *The Iliad: Book I* (R. Fagles, Trans.).
- Kale, M. R. (Trans.). (2010). *Abhijñānaśākuntalam* (The *Abhijñānaśākuntalam* of Kalidasa). Motilal Banarsidass.
- Rajaram, M. (Trans.). (2009). *Thirukkural* (The *Thirukkural* of Thiruvalluvar). Rupa Publications.
- Sophocles. (1984). *Oedipus Rex* (R. Fagles, Trans.). Penguin Classics.
- Valmiki. (1992). *Selections from the Ramayana* (R. K. Narayan, Trans.). Penguin Classics.

English (Major-II)

Course Title: Diasporic Literature

Course Code: BAE.354

Course Learning Outcomes:

At the end of the course, the prospective teachers will be able to: -

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 Apply key postcolonial critical terms in literary analysis.

CLO2 Examine colonial displacement, memory, and identity in the works of Naipaul and Rushdie.

CLO3 Analyse Vikram Seth's choice of using the verse novel form (a narrative told entirely in poetry) to discuss the themes of love, friendship, and human connection.

CLO4 Evaluate immigration, identity, and cultural conflict in Lahiri's *The Namesake*.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------------|---|-------------------|
| Unit 1 15 hours | <i>Literary and Critical Terms:</i> Orientalism, Other/Othering, Subaltern, Hybridity, Mimicry, Ambivalence, Diaspora, Colonial Discourse, Eurocentrism, and Neo-colonialism. <i>Learning Activities:</i> Quizzes, Matching, Crossword Puzzles, Flashcard, Simulation. | CLO1 |
| Unit 2 | <i>The Colonial (An Area of Darkness):</i> V S Naipaul | CLO2 |

| | | |
|--------------------------------------|--|-------------|
| 15 hours | <i>Attenborough's Gandhi (Essay from Imaginary Homeland): Salman Rushdie</i> <i>Learning Activities: Discussion, Quizzes, Mini Dictionary, Spelling Bees.</i> | |
| Unit 3 15 hours | <i>The Golden Gate: A Novel in Verse: Vikram Seth.</i> <i>Learning Activities: Recitation, Theme(s) Exploration, Character(s) Analysis</i> | CLO3 |
| Unit 4 15 hours | <i>The Namesake: Jhumpa Lahiri</i> <i>Learning Activities: Discussion; Theme(s) Exploration, Character(s) Analysis, Word Bank.</i> | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning.
- Dominic, K V (2011). *Concepts and contexts of diasporic literature of India*. Gnosis Publishers.
- Lahiri, J. (2007). *The Namesake*. HarperCollins. (Original Work Published 2003).
- Naipaul, V. S. (2010). *An area of darkness*. Pan Macmillan. (Original Work Published 1964).
- Rushdie, S. (2008). *Imaginary homelands: Essays and criticism 1981-1991*. Vintage Classics. (Original Work Published 1981-91).
- Seth, V. (2012). *The Golden gate: A novel in verse*. Penguin. (Original Work Published 1986).

HISTORY (MAJOR-I)

Course Title: History of Contemporary World

Course Code: BAE. 355

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Trace varieties of nationalists and the processes by which new nation-states were carved out.

CLO2: Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.

CLO3: Contextualize major currents in the intellectual sphere and arts.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------|--|----------------------|
| Unit I 15 hours | Nations and Nationalism in the nineteenth century: Theories of Nationalism, Nationalist aspirations in Germany, Italy and the Austro-Hungarian Empire / Ottoman Empire, State and Politics in post-unification Germany / Italy | CLO1 CLO2 CLO3 |
| Unit II 15 hours | The First World War and Revolutions: Theories of Imperialism, Causes and Impact of the War: Historiographical debates, Revolutions: Russia 1905 and 1917 | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Europe Between the World Wars, Fascism: Historiographical debates, Nature of the State in Fascist Italy / Nazi Germany, Origins of the Second World War | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Cultural Transformation of Europe (1850-1939) : Trends in Painting, Architecture and National Art Galleries | CLO1 CLO2 CLO3 |

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Blackbourn, David. (2002). History of Germany 1780-1918: The Long Nineteenth Century. Oxford: Oxford University Press. (Chapters 5-9).
- Waller, Bruce (ed.), (1990) Themes in Modern European History 1830-90, Routledge: London.
- Fitzpatrick, Sheila. (1994). The Russian Revolution. Oxford: Oxford University Press. (Chapters 1 & 2).
- Henig, Ruth. (2003). The Origins of the First World War. London and New York: Routledge.
- Henig, Ruth. (2003). The Origins of the First World War. London and New York: Routledge.
- McDonough, Frank. (1999). Hitler and Nazi Germany. Cambridge: Cambridge University Press.
- McDonough, Frank . (1997). The Origins of the First and the Second World War. Cambridge: Cambridge University Press. (Chapters 4, 6, 7, 11, 13, 15, 17, 24, 26 & 29).
- Whitehead, Christopher, (2005) The Public Art Museum in Nineteenth Century Britain: The Development of the National gallery, Routledge: London. (Chapters 1,5 and 7).

- Aronsson, Peter and Elgenius, Gabriella, (2015), National Museums and Nation Building in Europe 1750-2010: Mobilisation and legitimacy, continuity and change, Routledge: London (Chapters 1, 3, 6 and 7).
- Colquhoun, Alan. (2002). Modern Architecture. Oxford: Oxford University Press, pp. 13- 35 & 87-109.
- Brettell, Richard. (1999). Modern Art, 1851-1929: Capitalism and Representation. Oxford: Oxford University Press.

HISTORY(MAJOR-II)

Course Title: History and Culture of Punjab

Course Code: BAE. 356

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: familiarize the students with history culture of ancient Punjab

CLO2: familiarize the students with literary epic traditions.

CLO3: familiarize the students with the geography of Punjab.

| Unit/Hours | Contents | Mapping with CLOs |
|------------------------------------|--|----------------------|
| Unit I 15 hours | Society and Culture in Punjab during the Turko-Afghan rule, The Punjab under the Mughals, Salient Features of the Bhakti movement and Sufism in Punjab | CLO1 CLO2 CLO3 |
| Unit II 15 hours | Guru Nanak : His teachings, concept of langar and Sangat, Development of Sikhism (1539-1581): Contribution of Guru Angad Dev, Guru Amar Das and guru Ram Das for the development of Sikhism, Transformation of Sikhism: Compilation of Adi-Granth; Martyrdom of Guru Arjan Dev; Guru Hargobind's New Policy. | CLO1 CLO2 CLO3 |
| Unit III 15 hours | Martyrdom of Guru Tegh Bahadur; the foundation of the Khalsa by Guru Gobind Singh; Banda Bahadur and his achievements; Sikhs struggle for sovereignty from 1716 to 1765 and the role of Dal Khalsa, Rakhi, Gurmata and Misls; Ranjit Singh's rise to power, civil and military administration, relations with the British. | CLO1 CLO2 CLO3 |
| Unit IV 15 hours | Annexation of the Punjab with special reference to the causes and consequences of the Anglo-Sikh wars; New developments in language, literature, education, art and architecture in the Punjab during the Medieval period; | CLO1 CLO2 CLO3 |

| | | |
|--|---|--|
| | Social life with special reference to the position of women, fairs, festivals, folk, music, dance and games in the Punjab | |
|--|---|--|

Suggestive Mode of Transaction

The course transaction will include the following;

Planned lecture infused with multimedia

Suggestive Reading Materials

- Singh, Kirpal: History and Culture of Punjab, Part II, Patiala, Publication Bureau, 1990.
- Singh, Fauja (ed): History of the Punjab, Vol. III, Punjabi University, Patiala, 1992.
- Grewal, J. S.: The Sikhs of the Punjab, The New Cambridge History of Hyderabad, 1990.
- Singh, Khushwant: A History of the Sikhs, Vol. I, Oxford University Press, Delhi, 1991.
- Chopra, P. N., Puri, B. N., and Das, M. N.: A Social, Cultural, and Economic History of India, Vol. II, Macmillan, Delhi, 1974.

POLITICAL SCIENCE (MAJOR-I)

Course Title: Indian Political Thought-II

Course Code: BAE.357

Course Learning Outcomes:

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Interpret the various sources of Ancient Indian Political Thought,

CLO-2 Critically observe the Indian liberal nationalism and freedom struggle,

CLO-3 Critically study religious nationalism and socio-religious problems.

CLO-4 Compare the ideas of different Indian Thinkers

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|--|--------------------------|
| UNIT- I 15 Hours | Indian Renaissance and Social Reform Movements: Raja Ram Mohan Roy, Jyotiba Phule, Pandita Ramabai | CLO-1 CLO-2 |
| UNIT- II 15 Hours | Religious Nationalism: Swami Vivekananda, Aurobindo Ghosh, Tilak | CLO-3 CLO-4 |
| UNIT- III 15 Hours | Indian Liberalism and Nation-building: Nehru, Tagore, Gokhale | CLO-3 CLO-4 |

| | | |
|------------------------------------|--|------------------------------|
| UNIT- IV 15 Hours | BR Ambedkar, Bhagat Singh, Lala Lajpat Rai | CLO-3 CLO-4 |
|------------------------------------|--|------------------------------|

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings:

- Chakrabarty, B., & Pandey, R. (2009). Modern Indian Political Thought. New Delhi: SAGE Publications India Pvt.Ltd.
- Chandra, P. (1998). Modern Indian political thought. New Delhi: Vikas Pub. House.
- Jayapalan, N. (2000). Indian political thinkers. New Delhi: Atlantic Publishers and Distributors.
- Kumar, R. (2006). Modern Indian political thought. New Delhi.
- Mehta, N.V. (1996). Foundations of Indian Political Thought. Delhi: Manohar Publications.
- Padhey, K.S. (2011). Indian Political Thought. Delhi: PH Learning.
- Ranjan, R. (2010). Indian Political Thought. New Delhi: Anmol Publications Pvt.Ltd.
- Ray, B., & Misra, R. (2012). Indian Political Thought. New Delhi: Kaveri Books.
- Saleore, B. (1963). Ancient Indian political thought and institutions. New York: Asia Pub. House.
- Sharma, A. (2000). Classical Hindu thought. New Delhi: Oxford University Press.
- Singh, A., & Mohapatra, S. (2010). Indian Political Thought: A Reader (1st ed.). Abingdon, Oxon: Routledge.
- Sukhdeva. (2002). Living thoughts of the Ramayana. Mumbai [India]: Jaico Publishing House.
- Bakshi, S. (1981). Bhagat Singh and his ideology. New Delhi: Capital Publishers.
- Bowles, A. (2007). Dharma, disorder, and politics in ancient India. Leiden: Brill.
- Singh, B., & Verma, S. (1986). Selected writings of Shaheed Bhagat Singh. New Delhi: National Book Centre.
- S. Maharajan, S. (2017), TIRUVALLUVAR, New Delhi: Sahitya Akademi

POLITICAL SCIENCE (MAJOR-II)

Course Title: Human Rights and Constitutional Duties

Course Code: BAE.358

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Explain the meaning and nature of Human rights

CLO-2 Understand the development of Human rights

CLO-3 Analysis the constitutional provisions of fundamental rights and duties

CLO-4 understand the constitutional values and fundamental duties in India

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|--------------------|-----------------|--------------------------|
|--------------------|-----------------|--------------------------|

| | | |
|-------------------------------------|--|--------------|
| UNIT- I 15 Hours | Human Rights: meaning, nature and characteristics of Human Rights, Liberal and Socialist tradition of Human Rights, Socio Political History of Human Rights | CLO-1 |
| UNIT- II 15 Hours | United Nations and Human rights, Universal Declaration of Human rights 1948, International Covenant in Civil and Political Rights, 1966, International Covenant in Economic, Social and Cultural Rights, 1966 | CLO-2 |
| UNIT- III 15 Hours | Human Rights and Indian Constitution: Preamble, Fundamental Rights and Directive Principles of State Policy, NHRC: Composition and Functions, Dalit perspective of Human Rights in India | CLO-3 |
| UNIT- IV 15 Hours | Constitutional Values: Justice, Liberty, Equality and Fraternity Fundamental Duties: Ancient Indian notion of righteousness and duty consciousness, Fundamental Duties, Legal status of Fundamental duties- Judicial Approach | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

SUGGESTED READING

- A Goewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.
- A A An Naim (ed.) : Human Rights in cross cultural perspectives, Philadelphia University of Pennsylvania Press, 1991
- Danjili Yael, Else stamatopulor and Clarenace J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond
- Durga Dass Basu: Introduction to the constitution of India (Lexis 26th Edn, 2022)
- J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life. S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.
- V. Kaushik :Women's Movements and Human Rights
- D. Basu: Human Rights in Constitutional Law, Press.
- V. Kaushik, Women's movements and Human Rights

ECONOMICS (MAJOR)

Course Name: Urban Economics

Course Code: BAE.359

Course Learning Outcomes: On completion of this course, learners will be able to:

CLO1: understand the basics of urban economics

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

CLO2: comprehend the fundamental theories of urban economics

CLO3: understand the ground level problem in an urban economy

CLO4: suggest policies for resolving the problems of an urban economy in India

| Units/Hours | Contents | Mapping with CLO |
|-----------------|---|------------------|
| I 15 Hours | Nature and scope of urban Economics, structure and growth of Urban economy, urban Public Services; Growth of Urban Economy. | CLO1 |
| II 15 Hours | Urban Growth; Central Place Theory and its application to the study of Urban Growth-the Urban economic base and urban growth; the communication theory of Urban growth; City size and urban growth; urban spatial structure; Concentric Zone Hypothesis-The Radial Sector theory. The Multiple Nuclei Hypothesis. | CLO2 |
| III 15 Hours | Urban Housing, Labour Market and Poverty; Housing market Imperfection-trends in slum Housing-tearing down the slums. Urban Labour Market: Determination of Labour incomes-wage differentials-the culture of urban poverty –Measures of Urban poverty-The nature and causes of urban poverty; Public Policies for reducing urban poverty-macroeconomic policies income-Maintenance Policies-negative income taxes. | CLO3 |
| IV 15 Hours | Urban Development Problems in India, Land Prices and land Speculation-Urban Land ceiling; Congestion and Urban transport pricing Policy; Cost and supply of alternative urban transport system. Urban Growth Strategies-An approach to Metropolitan Planning in Developing Countries; national urbanization policy with reference of India. | CLO4 |

Transaction Mode: Class Lecture, Blended Learning, Discussion & Demonstration, and Case Studies

Suggested Readings:

1. O'Sullivan, A. (2019). Urban Economics, McGraw-Hill, Boston, 9th ed.
2. Prasad, P. (2022). Urban Economics, AG Publishing House
3. G. F. Bussars (1964). Rapid Problems of Urbanisation in India. Popular Prakashan
4. R.K. Bharadwaj (1974). Urban Development in India. National Publishing House
5. Ashish Bose (1973). Studies in India's Urbanization. Tata McGraw-Hill Publications
6. Richard F. Moth (1975). Urban Economic Problems. Joanna Cotler Books
7. Harry, S. Perloff (1968). Issues in Urban economics. The Johns Hopkins Press, Washington DC
8. Harry, W. Richardson (1971). Urban Economics. Penguin Books

Course Name: Economics of Education

Course Code: BAE.360

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes CLO): On completion of this course, learners will be able to:

- CLO1: To acquire knowledge and understanding of key concepts, ideas and theories related to economics and education.
- CLO2: To acquire knowledge and understanding education market, Planning and private participation.
- CLO3: To understand the education finance, issues related to quality, efficiency and equality in Indian education system.

- CLO4: To understand the issues related to higher education, vocational education and contemporary policy issues in Indian perspective.

| Units/Hours | Contents | Mapping with CLO |
|-----------------|---|------------------|
| I 15 Hours | Introduction to Economics of Education: Effects of education on economic growth; investment in human capital; rate of return to education; capability approach to education; screening value of education; signalling value of education; health and education outcomes and their relationship; education and individual earnings and changes in it; the role of education in individual's mobility. | CLO1 |
| II 15 Hours | Education Market and Planning: Concepts of public goods, merit goods and mixed goods; subsidization; social Choice; quality of education. Demand for educational, supply of educational; determinants of education; market failure and education sector; educational planning; different modes of financing of education; Public-Private Partnership in education Sector. | CLO2 |
| III 15 Hours | Indian Education System equality and quality: Education and socio-economic inequalities; Education Sector in India: An overview-literacy rates, school participation, school quality measures. Organization, Education for equality; Quality of Education and evaluation. | CLO3 |
| IV 15 Hours | Higher, professional and vocational education and contemporary policy issues: Higher Education, Professional and Vocational Education: equity, access, vocational and professional education and incentives; Education loans; Unemployment and skill. Common Education System. Sarva Shiksha Abhiyan (SSA). Right to Education. National Education Policy, 2020 and knowledge economy. | CLO4 |

Transaction Mode: lecture, discussion, Presentation, Blended learning, Brain-storming.

Suggested Readings

1. Agarwal, Pawan(2009): Indian Higher Education Envisioning the Future, SAGE Publications Pvt. Ltd
2. Blaug, Mark (ed.) (1968) Economics of Education, Selected Readings, Volume I and II, Penguin Books.
3. Johnes, Geraint and Johnes, Jill (ed.) (2004) International Handbook on the Economics of Education, Edward Elgar Publishing Ltd.
4. National Education Policy, 2020
5. Sen, Amartya (2001) Development as Freedom, Oxford University Press.
6. Sen, Amartya, and Dreze, J., (1996) India: Economic Development and Social Opportunity, Oxford University Press.
7. Stiglitz, Joseph E. (2000). Economics of the Public Sector, W. W. Norton.
8. Towards an Enlightened and Humane Society, National Education Policy 1986, A Review, (Committee for Review of National Policy and Education), New Delhi 1990.

GEOGRAPHY (MAJOR)

Geography (Major-I)

Course Title: Settlement Geography

Course Code: BAE.361

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes: At the end of the course the students will be able to

CLO 1: Understand the Meaning of Settlement and Significances

CLO 2: Students learn about Concept of Urban morphology and Structure

CLO 3: Analyses the Differences between pattern and function of urban and rural Settlement

| Units/ Hours | Contents | Mapping with CLOs |
|-------------------------|---|------------------------------|
| UNIT I 15 Hours | Introduction to Settlement Geography: Meaning and Definition of Settlement Geography, Nature and scope of Settlement Geography, Origin and development of settlement, Factor and Significance of Settlement Geography. | CLO 1 |
| UNIT II 15 Hours | Theories of Urban Morphology:- Concentric Zone Model, Wedge or Sectoral Model, Multiple Nuclei Model | CLO 2 |
| UNIT III 15 Hours | Urban Settlement: Types of Settlements, Classification of urban settlements on the basis of size & functions, Concept of Urban Sprawl, Concept of Urban Fringe. | CLO 2 & CLO 3 |
| UNIT IV 15 Hours | Rural Settlement: Rural-Urban Continuum, Morphology of Rural Settlements, Rural House Types, Rural Settlement Planning | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare a report on various Agricultural and Regional Characteristics

Books Recommended:

- Hudson, F.S. (2013): A Geography of Settlement, Macdonald & Evans Ltd. Plymouth.
- Ghosh, S. (2002): A Geography of Settlement, Orient Longman, Kolkatta.

- Mandal, R.B. (2001): Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
- Singh, R.Y. (2000): Geography of Settlement, Rawat Publications, Jaipur and Delhi.
- Daniel, P. (2002). Geography of Settlement. Rawat Publications., Jaipur and New Delhi.
- C. Singh, K. N. and Singh, Rana, P.B., (1977). Man, Culture and Settlement. Kalyani Publishers., New Delhi.
- Mitra, A. (1960). Report on House Types and Village Settlement Patterns in India. Publication Division, Govt. of India, New Delhi, 1960.
- Tiwari, R.C.(2020) . Settlement Geography Rural and Urban Settlements. Pravalika Publications: Prayagraj.

SEMESTER-VI

Geography Practical (Major-II)

Course Title: Geography Practical (Map Projections - II and Field Work)

Course Code: BAE.362

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 4 | 4 |

Course Learning Outcomes: At the end of the course the students will be to

CLO 1: Understanding and Analysis Field data through Field Work

- Role of field work in Geography.
- Scale of study and field work methodology.
- Methods of collecting Primary data (questionnaire, observation, interview and measurement) and Secondary data and parts of report.
- Methods of field study of: a Farm, a Village, a Town and Physical Features of an area.

Sessional Work: Prepare a practical file.

Books Recommended:

- Jones, P.A. (1968). Field Work in Geography. London: Longman.
- Archer, J.E. & Dalton T.H. (1968). Field Work in Geography. London: E.T. Bastford Ltd.
- Singh, Gopal. (1993). Map work and Practical Geography. Delhi: Surjeet Book Depot.
- Phillips, Philip Lee. (2019). A List of Works Relating to Cartography. Wentworth Press
- Phillips, Philip Lee. (2019). A List of Works Relating to Cartography. Wentworth Press
- Sarkar, Ashis. (2015). Practical Geography: A Systematic Approach. Orient Blackswan Private Limited - New Delhi.

- Sinha, M.M.P. & Bala, Seema. (2021). Advanced Cartography and Practical Geography. Rajesh Publications
- Bygott, J.. (2015). Introduction to Mapwork and Practical Geography. Harper Collins Distribution Services
- Khullar, D.R. (2019). Essential of Practical Geography. Chaukhamba Auriyantiya
- Bygott, J.. (2015). Introduction to Mapwork and Practical Geography. Harper Collins Distribution Services.

**STAGE-SPECIFIC CONTENT-CUM-PEADAGOGY COURSES (ANY ONE AS PER
THE MAJOR SUBJECT)
PEDAGOGY OF ENGLISH -III**

Course Title: Pedagogy of English-III

Course Code: BAE.363

Course Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

CLO1 use 21st century skills for teaching learning process.

CLO2 list the different concepts related to assessment and evaluation in language teaching.

CLO3 discuss tools and techniques of assessment and evaluation in English language Teaching.

CLO4 identify the recent trends in research related to teaching learning of English language.

CLO5 review the related literature and make proper citations in a research article/paper.

| Units/Hours | Contents | Mapping with CLOs |
|---------------------------|---|--------------------------------|
| Unit 1 8 hours | 21st Century Skills for Learning A. Need and importance of 21 st century skills for learners and teachers of language. B. Psychological, sociological, and philosophical perspective of teaching and learning language. C. Qualities of a language teacher as professional for enhancing teaching learning skills. D. Role of a teacher in facilitating learning and creating dynamic learning environment of English language. <i>Learning Activities: Discussion, Extempore, Essay Writing</i> | CLO1 |
| Unit 2 8 hours | Assessment and Evaluation A. Assessment and evaluation: Need, importance and scope B. Development of learning indicators, C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, and 360 ⁰ assessment. D. Performance assessment: assessment of group activities, field observations, recording and reporting, assignments, projects, and presentations. E. Tools and techniques of assessment and evaluation: Unit test based on Table of Specification (TOS) and its importance; basic steps of | CLO2 CLO3 |

| | | |
|---------------------------|--|-------------|
| | question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of English language. <i>Learning Activities: Discussion, Quizzes, Extempore.</i> | |
| Unit 3 8 hours | Research and Innovative Practices in Teaching English Languages A. Recent trends in research related to teaching learning of English language. B. Action research: Meaning, significance, steps and planning. <i>Learning Activities: Discussion, Quizzes, Flashcards.</i> | CLO4 |
| Unit 4 6 hours | Reviewing the Literature and Citation A. Review of related literature: Need and significance in research. B. Citation: MLA; APA. <i>Learning Activities: Exploration, Discussion, Quizzes.</i> | CLO5 |

Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of English language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in English language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers with a multilingualism perspective.
4. Complete an online certificate course on English language from SWAYAM portal.
5. Develop a write-up on the power of language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

Suggestive Readings

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Carrasquillo, A. L. (1994). *Teaching English as a second language*. Taylor & Francis.
- Modern Language Association. (2021). *MLA handbook* (9th ed.). Modern Language Association.
- Nagraj, G. (2021). *English language teaching: Approaches, methods and techniques*. Orient BlackSwan.
- National Curriculum Framework for School Education, Government of India.
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- Richards, J.C. (2016). *Approaches and methods in language teaching*. Cambridge University Press.

- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Vyas, M.A. (2015). *Teaching English as a second language: A new pedagogy for a new century*. PHI Learning.

PEDAGOGY OF HISTORY-III

Course Title: Pedagogy of History-III

Course Code: BAE.364

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Elaborate the aims and objectives of the history in the 21st century skills.

CLO2 Understand the concept and importance of research in History.

CLO3 Analysis of recent trends in research in history.

CLO4 Evaluate the objectives of pedagogy of history.

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|--|-------------------|
| UNIT- I 08 Hours | A. Need for and importance of how to learn 21st century skills for learners and teachers of history. B. Perspective of teaching and learning history. C. Role of a teacher in facilitating learning and creating dynamic learning environment of history. | CLO-1 |
| UNIT- II 07 Hours | C. Concept and Importance of Research D. Action Research: meaning, significance, steps and planning. | CLO-2 |
| UNIT- III 08 Hours | A. Recent trends in research related to teaching learning of history. B. Evidence-based practices and reflection, School-based research in history. | CLO-3 |
| UNIT- IV 07 Hours | A. Assessment and Evaluation: Concept and Need B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360 degree assessment. C. Tools and techniques of Assessment and Evaluation D. Basic steps of question paper setting, types of test items | CLO-4 |

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Performance assessment: assessment of group activities, field observations, recording and

reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications

Pedagogy of Political Science-III

Course Title: Pedagogy of Political Science-III

Course Code: BAE.365

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Elaborate the aims and objectives of the political science in the 21st century skills

CLO2 Understand the concept and importance of Research in Political science

CLO3 Analysis of recent trends in research in political science

CLO4 Evaluate the objectives of pedagogy of political science

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------------|--|-------------------|
| UNIT- I 08 Hours | A. Need for and importance 21st century skills for learners and teachers of Political Science B. Perspective of teaching and learning Political Science. C. Role of a teacher in facilitating learning and creating dynamic learning environment of Political Science. | CLO-1 |
| UNIT- II 07 Hours | A. Concept and Importance of Research B. Action Research: meaning, significance and steps of Action Research | CLO-2 |
| UNIT- III 08 Hours | A. Recent trends in research related to teaching learning of Political Science. B. Evidence-based practices and reflection, School-based research in Political Science. | CLO-3 |
| UNIT- IV 07 Hours | A. Assessment and Evaluation: Concept and Need B. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360 degree assessment. C. Tools and techniques of Assessment and Evaluation D. Basic steps of question paper setting, types of test items | CLO-4 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Mode of Assessment

Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications

PEDAGOGY OF ECONOMICS-III

Course Title: Pedagogy of Economics-III

Course Code: BAE.366

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the nature and scope of economics as an important subject for civil society

CLO2: Interpret the recommendation of the various policy documents about economics education,

CLO3: outline linkages between Economics and other subjects,

CLO4: classify the aims and objectives of teaching economics,

CLO5: examine pedagogical concerns of economics,

| UNIT/Hours | Contents | Mapping with CLOs |
|---------------------|---|--------------------------|
| UNIT I 14 hours | A. Concept, types and importance of lesson planning. B. Steps for preparing Lesson Plan C. Components of Lesson Plan | CLO I |
| UNIT II 15 Hours | Content and Pedagogy Analysis A. Stages and Operations involved B. Developing unit plans and lesson plans based on learning outcomes and experiential learning | CLO 2 |

| | | |
|----------------------|--|---------|
| | C. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage: New Economic Policy, LPG, WTO, | |
| UNIT III 15 Hours | A. Scope and importance of using ICT in learning process B. Use of ICT in the classroom: Artificial Intelligence, Smart boards for student development. C. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia. | CLO3 |
| UNIT IV Hours | Development of Teaching-Learning Material A. Concept, types, Need and Principles of Selection B. Economics Text Book | CLO 4,5 |

Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

Suggestive Mode of Assessment

Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications

PEDAGOGY OF GEOGRAPHY-III

Course Title: Pedagogy of Geography-III

Course Code: BAE.367

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO 1: To Learn the Skills as a Geography

CLO 2: Evaluation and Assessment Skills

CLO 3: Importance of Research and innovation at school level

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------|----------|----------------------|
|-----------------|----------|----------------------|

| | | |
|---------------------|--|-----------|
| UNIT I 8 Hours | Need and importance of how to learn 21st century skills for learners and teachers of Geography. Sociological, and Philosophical perspective of Teaching and Learning Geography. Qualities of a Geography Teacher as Professional for Enhancing Teaching learning skills. Role of a Teacher in Facilitating Learning and Creating Dynamic Learning Environment of Geography. | CLO 1 |
| UNIT II 8 Hours | Assessment & Evaluation: Concept, Need and Importance. Development of learning indicators, Performance-based assessment, Learners' records of observations. Performance Assessment: Assessment of group activities, Field observations, Recording and reporting, Creating platform and portfolio management, Assessment of lab skills, Assignments, Projects, and Presentations. | CLO 1&2 |
| UNIT III 8 Hours | Research and Innovative Practices in Teaching Geography Divergent thinking and innovation in sociological (Physical and Human Geography) perspectives for quality learning experiences. Recent trends in research related to teaching learning of Geography. | CLO 2 & 3 |
| UNIT IV 8 Hours | Action Research: Meaning, Significance, Steps and Planning. Evidence-based Practices and Reflection, school-based Research in Geography. | CLO 3 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: Prepare report on teaching Skills and innovative research.

Books Recommended:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup and sons Publishers.
- Arora, K.L. (1989). *Teaching of Geography*. Ludhiana: Parkash Brother, (In Punjabi, English, Hindi).

- Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Bhattacharyya, Abhishek. (2021). *Pedagogy of Social Science Teaching Geography*. Aaheli Publishers.
- Graves, Norman, J. (1984). *Geography in Education Heinomamnn*. London: Heinemann Educational Publishers.
- Jha, P. K. (2007). *Modern Methods of Teaching Geography*. Rajat Publications.
- Kaul, A.K. (2000). *Why and How of Geography Teaching*. Ludhiana: Vinod Publisher.
- Mete, Jayanta & Banerjee, Kamalika. (2022). *Pedagogy of Geography*. Rita Publication.
- Shaida, B.D., & Sharma, J.C. (2002). *Teaching of Geography*. Jalandhar: Dhanpat Rai & Sons.
- Shipra. M. B. (2024). *Pedagogy of Geography*. Practicals and Practicum. Shipra Publication.
- Singh, R. P. (2016). *Pedagogy of School Subject Geography*. R. Lall Publisher Bookman.
- Singh, Satnam & Aggrawal, Vikas. (2012). *Modern Methods of Teaching Geography*. Sristhi Book Distributors.
- Singh, Yogesh, K. (2004). *Teaching of Geography*. Delhi: APH Publishers.
- Singh. R.P. (2004). *Teaching of Geography*. Meerut: R. Hall Book Depot.
- Varma, K. K. (2022). *Pedagogy of Geography*. Thakur Publication.
- Zaidi, S. M. (2005). *Modern Teaching of Geography*. Anmol Publications Pvt Ltd.

ABILITY ENHANCEMENT & VALUE-ADDED COURSES

Course Name: Mathematical & Quantitative Reasoning

Course Code: BAE.368

Course Learning Outcomes;

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 2 | 0 | 0 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: analyse the foundational concepts of mathematical and quantitative reasoning

CLO2: interpret educational data from diverse sources, and make informed, data-driven decisions in educational settings

CLO3: apply appropriate statistical tools to interpret and visually represent educational data for meaningful insights and decision-making

| Units/Hours | Contents | Mapping with CLOs |
|--------------------------------|---|-------------------|
| UNIT – I (10 hours) | Foundations of Mathematical and Quantitative Reasoning A. Definition, nature, and scope of mathematical and quantitative reasoning. B. Importance and interdisciplinary applications of mathematical and quantitative reasoning. C. Types of quantitative reasoning: Deductive, inductive, and probabilistic reasoning D. The role of mathematical reasoning in problem-solving and decision-making. | CLO1 |

| | | |
|----------------------------------|---|-------------|
| | E. The concept and significance of mathematization across various domains | |
| UNIT – II (10 hours) | Data and Its Role in Education A. Understanding data: Sources, classification, and relevance in educational research B. Key educational indicators: <ul style="list-style-type: none"> • School enrolment (Gross and Net Enrolment Ratios). • Dropout rates and progression statistics. • Literacy measurement techniques. C. The Indian Census and its role in data collection: Key parameters and insights. D. Nationwide sample surveys: National Family Health Survey (NFHS), District Level Household Survey (DLHS), and Unified District Information System for Education (UDISE) | CLO2 |
| UNIT – III (10 hours) | Data Analysis and Interpretation A. Introduction to data interpretation techniques using equations, diagrams, graphs, and tables. B. Statistical tools for educational data analysis: <ul style="list-style-type: none"> • Measures of Central Tendency (Mean, Median, Mode). • Measures of Variability (Standard Deviation, Variance, Range). • Percentiles and their applications C. Visual and numerical representation of data: Bar graphs, histograms, pie charts, and scatter plots. D. Introduction to Learning Analytics: Concept, significance, levels, and applications in education | CLO3 |

Suggested Practicum

1. Collect and analyse UDISE data from the last five years to examine trends in school enrolment, teacher-student ratios, and infrastructure development.
2. Interpret and visualize real-world educational datasets using statistical tools.
3. Develop and present a case study analysing key educational indicators for a selected district or state.
4. Conduct a small-scale survey among peers and apply statistical methods for data interpretation.

Suggested Mode of Transaction

The course will employ diverse instructional strategies to enhance student engagement and ensure practical application of concepts:

- **Active Learning:** Engaging students through group discussions, case studies, and problem-solving exercises
- **Real-World Applications:** Integrating real-life scenarios and case studies to illustrate the significance of mathematical reasoning in education
- **Collaborative Learning:** Encouraging teamwork through peer discussions and cooperative learning activities.
- **Technology Integration:** Utilizing tools such as Excel, R, Python, and data visualization software to enhance analytical skills
- **Interactive Teaching:** Implementing flipped classroom methods, online simulations, and gamification strategies to foster student participation and retention

Suggested Mode of Assessment

A combination of formative and summative assessments will be used to evaluate student learning outcomes effectively:

- **Quizzes and Online Assessments** – To assess conceptual understanding.
- **Assignments and Data Analysis Reports** – To apply mathematical reasoning in real-world educational contexts.
- **Group Projects and Case Studies** – To promote collaborative problem-solving.
- **Presentations and Data Interpretation Exercises** – To develop communication skills in quantitative reasoning.
- **Final Examination** – To evaluate comprehensive understanding and application of course concepts

Suggested References

- Batanero, C. (2005). *Statistical Education: Challenges for Mathematics Education*. ICME Monographs.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
- Boaler, J. (2016). *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*. Jossey-Bass.
- Bonwell, C., & Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1.
- Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. ASCD.
- Gal, I. (2002). *Adult's Statistical Literacy: Meanings, Components, Responsibilities*. International Statistical Review.
- Garfield, J., & Ben-Zvi, D. (2008). *Developing Students' Statistical Reasoning: Connecting Research and Teaching Practice*. Springer.
- Gravetter, F. J., & Wallnau, L. B. (2020). *Statistics for the Behavioral Sciences (11th ed.)*. Cengage Learning.
- Kilpatrick, J., Swafford, J., & Findell, B. (2001). *Adding It Up: Helping Children Learn Mathematics*. National Academy Press.
- Niss, M., & Højgaard, T. (2019). *Mathematical Competencies in Mathematics Education*. Springer.
- National Council of Educational Research and Training (NCERT). (2020). *National Achievement Survey (NAS) Report*. NCERT, India.
- OECD. (2012). *PISA 2012 Results: What Students Know and Can Do*. OECD Publishing.
- Polya, G. (1957). *How to Solve It*. Princeton University Press.
- Shavelson, R. J. (2013). *Statistical Reasoning for the Behavioral Sciences*. Pearson.
- Siemens, G., & Baker, R. S. J. D. (2012). Learning analytics and educational data mining: Towards communication and collaboration. *Proceedings of the 2nd International Conference on Learning Analytics & Knowledge*.
- Tufte, E. R. (2001). *The Visual Display of Quantitative Information (2nd ed.)*. Graphics Press.
- Wing, J. M. (2006). Computational thinking. *Communications of the ACM*, 49(3), 33-35.

SCHOOL EXPERIENCES

Course Title: SCHOOL OBSERVATION (FIELD PRACTICE)

Course Code: BAE. 369

Course Learning Outcomes (CLOs)

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 describe various schooling systems,

CLO2 describe the processes, practices, and overall environment of the school,

CLO3 establish rapport with the stakeholders of the school system

CLO4 describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),

CLO5 describe the availability and usage of ICT and TLMs, summarize the available documents in both physical and digital modes, including UDISE data,

CLO6 reflect upon relationships among the stakeholders,

CLO7 Analyze various assessment processes adopted in different types of schools,

CLO8 prepare and present a comprehensive profile of the schools observed (including classroom processes).

Content

The school observation as a field-based activity that will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses. Further the student teachers need to develop thorough understanding on the following aspects;

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
 1. Schooling system
 2. Rapport with all the stakeholders
 3. Office management procedures of different types of schools
 4. School environment in all perspectives
 5. Process of conducting curricular activities in the schooling process
 6. Existing infrastructure available in the school
 7. Utility of ICT and TLM facilities
 8. Interpersonal relationships among the stakeholders
 9. Various assessment processes adopted in different types of schools.
 10. Engagement of parents and other community members in school activities.

Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation

- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems

Activities to be conducted

Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.

- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
 - Academic plan
 - Classroom activities
 - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - Maintenance of students' records

- Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

Assessment

| Competence | Method of assessment | Assessed By | Credits | Marks |
|--|---------------------------|------------------|------------|-------------|
| Involvement and active participation during the school visit | Observations | Teacher Educator | 0.5 | 12.5 |
| Comprehensive school profile | Presentation & reflection | Teacher Educator | 1.5 | 37.5 |

Suggestive Mode of Assessment: Lecture cum discussion, group work, ICT- enabled methods, activity-based and art-integrated demonstration, field-based experiences, library visits, self-study, field observations, assignment preparation, classroom presentations, discussion forums, observation, flip classroom, use of the digital platform.

Suggestive Readings:

- MESE 001(2003) Teaching and Learning Mathematics. IGNOU series
- NCERT Publications: Pedagogy of Mathematics

SEMESTER-VII

FOUNDATIONS OF EDUCATION

Course Name: Perspectives on School Leadership and Management

Course Code: BAE.401

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Describe the diversity of schools in India, its structure, its governance, issues, challenges and School diverse issues

CLO-2 Explain the concept of Educational management and Best Practices in Education Management

CLO-3 Build a quality of Good Leadership among teachers

CLO-4 Plan for school vision, mission, goals and proper school functioning.

| Units/Hours | Contents | Mapping with CLOs |
|-------------------------------|---|-------------------|
| UNIT- I 08 Hours | Understanding Indian School System <ul style="list-style-type: none"> A. Indian School Structure, Governance, Socio-Cultural Context, Funding, Management, Autonomy and Accountability Mechanism, Support System B. School diversity issues, challenges, and needs. C. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools | CLO- 1 |
| UNIT- II 07 Hours | Educational Management <ul style="list-style-type: none"> A. Educational management: Meaning, Nature and Scope and Principles B. Functions of Educational management. C. Role and Skills of teachers in Educational Management D. Best Practices in School Management | CLO- 2 |
| UNIT- III 08 Hours | Understanding School Leadership <ul style="list-style-type: none"> A. Leadership: Meaning and Nature and Types B. School Leadership: Concept as defined and concept as practiced. C. Being a School Leader: Roles and responsibilities and challenges of school leadership in the Indian context. D. Best Practices in School Leadership | CLO- 3 |
| UNIT- IV 07 Hours | Schools as Learning Organizations <ul style="list-style-type: none"> A. Nurturing school belongingness: Engaging Students, Teachers, Staff, Parents, SMC, and | CLO- 4 |

| | | |
|--|--|--|
| | Community in the formulation of a whole school development plan. | |
| | B. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning. | |

Suggestive Mode of Transaction:

Perspectives on school leadership and management are a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course leanings to their school context.

Suggested Readings:

- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
- Craigs, M.W. (1995). *Dynamics of Leadership*. Bombay. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management* (11th Ed.). Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas an anthology*. New York: Vintage Books.
- Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi :Prentice Hall of India Pvt.Ltd
- Kochhar. S.K. (2011). School Administration & Management Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
- Luthans, F. (1981). *Organizational Behaviour*. Tokyo: McGraw-Hill International Book
- Mohanty, J. (2007) Educational Administration, Supervision and School Management, New Delhi: Deep and Deep Publications,
- Mukhopadhyay, M. (2005). *Total quality management in education (2nd Ed.)*. London: SAGE Publication.
- Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.
- Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley (India) Pvt.Ltd: New Delhi

- Shah, K. (2011) *Vinoba on Gandhi*. Varanasi: Sarva Seva Sangh Prakashan
- Sharma, S. L. (2009) *Educational Management: A Unified Approach of Education*, New Delhi: Global India Publications Pvt. Ltd.

Course Title: Curriculum Planning and Development

Course Code: BAE.402

Course Learning Outcomes (CLOs)

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the concept and principles of curriculum development

CLO2: Analyze the bases and different concerns of curriculum development

CLO3: Examine the components, sources and different designs of curriculum development

CLO4: Develop understanding on implementation process and role of teachers in contextualizing the curriculum

Course Content

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------------|--|-------------------|
| UNIT I 9 hours | Education and Curriculum A. Concept of curriculum, relationship between education and curriculum and nature of curriculum B. Basic principles of Curriculum Development C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks Learning Activities: Analysis of secondary school curriculum with respect to principles of curriculum | CLO1 |
| UNIT II 6 hours | Developing the Curriculum A. Foundations of Curriculum Development B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, environmental concerns, gender concerns, inclusiveness, technological advancement. Learning Activities: Identification of inclusive concern in secondary school curriculum | CLO2 |
| UNIT III 9 hours | Planning and Designing the Curriculum A. Components of Curriculum Design: Objectives, Content, learning experiences, Transaction mode and Assessment B. Sources of Curriculum design, Types of curriculum design: Subject centred, learner centred, experience centred, activity centred, problem centred and core curriculum. Learning Activities: presentation on core curriculum | CLO3 |
| UNIT IV 6 hours | Implementation of Curriculum A. Curriculum Implementation: Operationalizing and Contextualizing curriculum into learning situations, | CLO4 |

| | | |
|--|---|--|
| | Converting curriculum into syllabus, Curriculum engagement activities, B. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks, teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, and playground Learning Activities: preparation of a report on contextualization of curriculum | |
|--|---|--|

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning.

Suggested Readings

- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Beane, J.A. Topfer, Jr. C.F, Alessi, Jr. S.J. (1986): *Curriculum Planning and Development*, London: Allyn and Bacon, INC.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Dewal, O.S. (2004): *National Curriculum, in J.S.Rajput (Ed.). Encyclopedia of Education*, New Delhi: NCERT
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press

ABILITY ENHANCEMENT & VALUE ADDED COURSES

Course Title: Art Education (Performing and Visual)

Course Code: BAE.403

Course Learning Outcomes (CLOs)

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Analyze Indian and global artistic traditions (music, visual arts) and their cultural significance.

CLO2: Create interdisciplinary art projects integrating STEM and pedagogical principles.

CLO3: Demonstrate film appreciation skills and produce educational media content.

CLO4: Design and execute art-based learning tools (puppetry, scripts) for classrooms.

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------|--|----------------------|
| Unit I 8 hours | Unit 1: Indian Music Traditions <ul style="list-style-type: none"> Classical Music: Raga-Tala system in Hindustani/Carnatic traditions. Folk Music: Regional forms (Baul, Lavani, Bihu) and their socio-cultural contexts. Contemporary Music: Fusion trends and educational applications. Learning Activity: Musical Storytelling: Groups compose a 2-minute song using folk/classical elements to teach a concept. | CLO1 |
| Unit II 8 hours | Unit 2: Visual Arts & Crafts <ul style="list-style-type: none"> Sculpture: Terracotta, bronze, and modern installations. Folk Paintings: Warli, Madhubani, Pattachitra techniques. Photography: Basics of composition and educational storytelling Learning Activity: Eco-Art Installation: Create a sculpture/painting using recycled materials with an environmental message. | CLO2 |
| Unit III 7 hours | Unit 3: Puppetry & Scriptwriting <ul style="list-style-type: none"> Traditional Puppetry: Kathputli, Bommalattam, shadow puppetry. Script Writing: Adapting folktales into 10-minute educational scripts. Learning Activity: Puppet Showcase: Perform a puppet show on a social issue (e.g., gender equality) with written scripts. | CLO4 |
| Unit IV 7 hours | Unit 4: Interdisciplinary Art Integration Topics: <ul style="list-style-type: none"> Stages of production: Script selection, casting, rehearsals, staging. Language of Cinema: Basic film techniques (shot composition, lighting, editing). Analysing films as pedagogical tools (e.g., Taare Zameen Par for inclusive education). Educational Filmmaking: Storyboarding a 3-minute educational short film on social issues. Using smartphone filmmaking for classroom projects. Community Art Projects: Murals for school walls; photography documentaries. Learning Activity: Phone Film Challenge: Shoot a 1-minute film on "My Ideal Classroom." | CLO2 CLO3 |

Transaction Mode

- Interactive lectures, audio-visual demonstrations, guest sessions by musicians

- Studio-based learning, museum visits (virtual/physical), peer critiques
- Workshops with puppeteers, role-playing, storyboarding software (Canva)
- Project-based learning, film screenings with guided discussions

Suggested Readings

- Bordwell, D., & Thompson, K. (2017). *Film art: An introduction* (11th ed.). McGraw-Hill.
- Ghosh, S. (2005). *Indian puppets*. Abhinav Publications.
- Mookerjee, A. (1985). *Folk art of India*. UNESCO.
- National Council of Educational Research and Training. (2019). *Art integrated learning: A handbook for teachers*.
- Neuman, D. M. (1990). *The life of music in North India*. University of Chicago Press.
- Root-Bernstein, R. (1999). *Sparks of genius: The 13 thinking tools of the world's most creative people*. Houghton Mifflin.
- UNESCO. (2018). *Teaching folk arts in schools* [PDF]. <https://ich.unesco.org>

Course Title: Sports, Nutrition and Fitness

Course Code: BAE.404

Course Learning Outcomes (CLOs)

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 explain the importance of sports, and the need and impact of sport for maintaining

CLO2 discuss the sports for children with disabilities and inclusion.

CLO3 discuss physical fitness, and the methods of teaching and organization of different types of sports,

CLO4 explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,

CLO5 recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------|--|-------------------|
| Unit I 6 Hours | UNIT – I: Sports <ul style="list-style-type: none"> • Meaning of sports, importance of sports, types of sports. • Different stages of sports (primary and secondary). • Psychology of sports, methods of teaching different sports (indoor, outdoor, team, and individual), different sports activities (individual and team games). | CLO1 |
| Unit II 8 hours | UNIT – II: Sports for Inclusion and Special Populations <ul style="list-style-type: none"> • Sports for children with disabilities and inclusion. | CLO2 |
| Unit III | UNIT – III: Physical Fitness | CLO3 |

| | | |
|----------------------------|--|-------------|
| 8 Hours | <ul style="list-style-type: none"> • Meaning and importance of Physical fitness, components of physical fitness: Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance. • Importance of a healthy lifestyle. • Coordination of Health and Fitness. | CLO4 |
| Unit IV 8 Hours | UNIT – IV: Nutrition <ul style="list-style-type: none"> • Meaning of nutrition, types of nutrition, importance of nutrition, need for nutrition, methods for teaching nutrition. • Nutrition for different age groups, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness. • Nutritious food in schools (midday meals), hostels. | CLO5 |

Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups, Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

Suggestive Reading Materials

- Academy of Nutrition and Dietetics. (2020). *Sports nutrition: A handbook for professionals* (6th ed.). Routledge.
- American College of Sports Medicine. (2022). *ACSM's guidelines for exercise testing and prescription* (11th ed.). Wolters Kluwer.
- Bailey, R., & MacNamara, Á. (2018). *Sporting excellence, schools and sports development: The politics of crowded policy spaces*. Sport, Education and Society, 23(4), 311-323. <https://doi.org/10.1080/13573322.2016.1182012>
- Coakley, J. (2021). *Sports in society: Issues and controversies* (13th ed.). McGraw-Hill Education.
- Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2021). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (12th ed.). McGraw-Hill Education.

- DePauw, K. P., & Gavron, S. J. (2020). *Disability sport* (3rd ed.). Human Kinetics.
- Fahey, T. D., Insel, P. M., & Roth, W. T. (2021). *Fit & well: Core concepts and labs in physical fitness and wellness* (14th ed.). McGraw-Hill Education.
- Heyward, V. H., & Gibson, A. L. (2021). *Advanced fitness assessment and exercise prescription* (8th ed.). Human Kinetics.
- Hutzler, Y., & Sherrill, C. (2019). *Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan* (7th ed.). McGraw-Hill.
- Mahan, L. K., & Raymond, J. L. (2020). *Krause's food & the nutrition care process* (15th ed.). Elsevier.
- Singh, A., & Uijtewilligen, L. (2020). *Nutrition in schools: A review of policies and programs*. Journal of School Health, 90(12), 1001-1010. <https://doi.org/10.1111/josh.12959>
- Warburton, D. E. R., & Bredin, S. S. D. (2019). *Health benefits of physical activity: A systematic review of current systematic reviews*. Current Opinion in Cardiology, 34(5), 541-556. <https://doi.org/10.1097/HCO.0000000000000641>
- Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.
- Whitney, E., & Rolfes, S. R. (2021). *Understanding nutrition* (16th ed.). Cengage Learning.
- Williams, M. H., & Rawson, E. S. (2022). *Nutrition for health, fitness & sport* (12th ed.). McGraw-Hill Education.

SCHOOL EXPERIENCES

Course Title: SCHOOL BASED RESEARCH PROJECT

Course Code: BAE.405

Course Learning Outcomes (CLOs)

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Identify contextual problems and formulate appropriate research design,

CLO2 present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,

CLO3 demonstrate the tools and techniques used for the collection of relevant data,

CLO4 summarize the analyzed data used to identify the causes,

CLO5 demonstrate the interventions used for addressing the problems,

CLO6 present the effectiveness of the intervention(s),

CLO7 share the school-based research experiences through reports and presentation.

Contents:

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes-

the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.

Suggestive Mode of Assessment

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

| Competence | Method of assessment | Assessed By | Credits | Marks |
|---|-----------------------------|--|----------------|--------------|
| Observation during the execution of action research | Observations | Teacher Educator | 0.5 | 12.5 |
| Research Report | Presentation of Report | Teacher Educators (panel of three experts) | 1.5 | 37.5 |

Course Title: INTERNSHIP IN TEACHING

Course Code: BAE.406

| L | T | P | Cr |
|----------|----------|-----------|-----------|
| 0 | 0 | 20 | 10 |

Duration: Three weeks in the institute and 12 weeks in two types of schools (6 weeks in each)

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 explain the overall functioning of the school.

CLO2 describe and appreciate the different roles played by a teacher in the school.

CLO3 experience the importance of teacher-student relationships for effective teaching.

CLO4 use different pedagogies learnt in real-life classrooms and create appropriate teaching-learning materials.

CLO5 develop necessary planning and execution skills to conduct school activities (assembly, celebrations, cultural programmes).

CLO6 create rapport with the stakeholders and understand their roles in the school system.

CLO7 create student portfolios and comprehensive 360-degree (holistic) progress reports.

CLO8 discuss the importance of maintaining different types of records in the school system.

Content

1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test
7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities

Suggestive Mode of Transaction

- Observation, Interaction, Discussion, Teaching in the classroom, Analysis and reporting and Collection of relevant documents and data

Activities:

Student teachers are required to undertake the following stage specific activities:

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons, including 4 stray lessons. Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 10 lessons in the pedagogy course may be transacted using lesson notes.
 - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyse the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyse data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.

13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Prepare a sample student portfolio,
19. Write a reflective diary daily and prepare a report of each activity.

Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme:

| Competence | Method of assessment | Assessed By | Credits | Marks |
|--|---|---------------------------------|----------------|--------------|
| Observation of classroom practices | <ul style="list-style-type: none"> • Observation of a Minimum of 6 lessons of School Teachers • Observation of a Minimum of 10 lessons of Peers | Teacher-Educator | Non evaluative | |
| Unit planning, Lesson Planning & Transaction | 80 lessons transaction for the pedagogical subject * Unit plans and lesson plans * Minimum 4 Innovative lesson plans in the pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology) | Teacher-Educator, School Mentor | 6.0 | 60 |
| Assessment Planning and execution | Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For The Pedagogical course) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for the Pedagogical course) Development of plan for learning enhancement of students related to subjects (for the Pedagogical | Teacher-Educator, School-Mentor | 1.5 | 15 |

| | | | | |
|--|-----------------------------|---------------------------------|------------|-----------|
| | course) | | | |
| Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings | Observation & Interaction | School Mentor | 0.5 | 5 |
| Preparation of Logbook/Teachers diary Min 10 lessons for the pedagogical method | Review | Teacher-Educator, School Mentor | 0.5 | 5 |
| Overall feedback on student-teacher performance by School Head | Observation and Interaction | School Head | 0.5 | 5 |
| Test lesson (One in the pedagogical method) | Presentation | Teacher Educator | 1.0 | 10 |

Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/assignments of the student teachers to be carried out during the programme in the school.

- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- Grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.

- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

SEMESTER-VIII

FOUNDATIONS OF EDUCATION

Course Title: Philosophical & Sociological Perspectives of Education – II

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.451

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

Course Learning Outcomes

CLO1 Demonstrate a foundational understanding of key sociological concepts relevant to education.

CLO2 Analyze the interconnectedness of socialization, social change, culture, and equality within educational settings, considering their impact on student learning and development.

CLO3 Examine the role of schools in fostering social progress by critically analyzing their potential to promote social mobility, equity, and civic engagement.

CLO4 Discuss the significance of academic freedom within an educational context, exploring its implications for student learning, intellectual growth, and the overall progress of children.

CLO5 Critically analyze the evolving nature of values in contemporary society and their implications for education, exploring how schools can cultivate ethical, responsible, and socially conscious individuals.

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------|---|-------------------|
| Unit I 12 Hours | Introduction to Sociology of Education <ul style="list-style-type: none"> • Introduction to sociology: Meaning, definition, nature and scope of Sociology • Meaning, definition, nature and scope of Sociology of Education • Relationship between Sociology and Education • Sociology and its Implications to Education Learning Activities: Group discussion and Seminar | CLO1 |
| Unit II 17 hours | Socialization, Social Change, Culture and Equality <ul style="list-style-type: none"> • Socialization: Meaning, Process and methods of Socialization and Agencies. • Social Change: Meaning and factors effecting on education. • Culture: Meaning, Characteristics of Culture and Relation between Culture and Education. • Equality of Educational Opportunities. Learning Activities: Individual presentation and panel discussion | CLO2 |
| Unit III | School and Social Progress | CLO3 |

| | | |
|-----------------------------|---|-------------|
| 16 Hours | <ul style="list-style-type: none"> • Conservative functions of school. • Progressive functions of school • Neutral functions of school • Indoctrination, academic freedom, liberty of teacher, and freedom of learner and learning • Academic freedom and progress of children <p>Learning Activities: Dialogue on different concepts</p> | CLO4 |
| Unit IV 16 Hours | <p>Values in the Emerging Social Context</p> <ul style="list-style-type: none"> • Perspectives on Values: The Emerging Social Context in India. Some Important Values • Value Conflicts in Schools • Education and Values • Transforming Values through Education: The Curriculum, The School and Classroom Environment, The Teaching-Learning Process, and Evaluation/Assessment • Humanism and Humanistic value training. <p>Learning Activities: Group discussion and Seminar</p> | CLO5 |

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning and Cooperative Learning.

Suggested Readings

- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic
- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Brubacher, John. S. (1939). *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957). *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kneller, G. F. (1964). *Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.

- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: Kitab Mhal.
- NCERT (2014). *Basics in Education*. New Delhi: National Council of Educational Research and Training.
- Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: Anushka Publications.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling.

Course Title: Education Policy Analysis

Course Code: BAE.452

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 understand and Analyze Educational Policies

CLO2 critically evaluate the historical development, goals, and frameworks of educational policies in India

CLO3 identify challenges in implementing educational policies and propose solutions.

CLO4 explain the mechanisms and strategies for implementing educational policies.

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------|---|----------------------|
| Unit I 6 Hours | UNIT – I: Planning an Educational Policy <ul style="list-style-type: none"> • Meaning and significance of 'Policy on Education • Purpose and Dimensions of an Educational Policy at local and Global level. • Philosophical and Sociological Perspective of planning an Educational Policy. • Basic steps involved in planning. • Fundamental principles for analyzing an Educational Policy. | CLO1 CLO2 |
| Unit II 8 hours | UNIT – II: Educational Policies in India <ul style="list-style-type: none"> • Constitutional provision for Policy on Education. • Historical development of Educational Policies in India. • Critical analysis of Policies on Education | CLO1 |

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|-----------------------------|--|-------------|
| | since Independence: 1968, 1986 (Modified in 1992), NEP 2020 | |
| Unit III 8 Hours | UNIT – III: Implementation of an Educational Policy <ul style="list-style-type: none"> • Mechanism of Policy Implementation. • Strategies to Implement an Educational Policy. • Programme of action and implementation: conceptual clarification and significance | CLO4 |
| Unit IV 8 Hours | Unit –IV Issues and challenges of Educational Policy <ul style="list-style-type: none"> • Issue of modifying an Educational Policy. • Challenges for Implementation. • Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public. | CLO3 |

Practicum

1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
4. Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

Mode of Transaction

The course content transaction will include the following:

1. Planned lectures infused with multimedia /power-point presentations.
2. Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
3. Hands on experience of engaging with diverse communities, children and schools.

Suggestive Reading Materials

- Agarwal, Y. (2001). *Educational policy in India: 1992 and review 2001*. Shipra Publications.
- Bray, M., & Varghese, N. V. (2011). *Directions in educational planning: International experiences and perspectives*. UNESCO International Institute for Educational Planning.
- Carnoy, M. (1999). *Globalization and educational reform: What planners need to know*. UNESCO International Institute for Educational Planning.

- Chabbott, C. (2003). *Constructing education for development: International organizations and education for all*. Routledge.
- Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas* (2nd ed.). Sage Publications.
- Naik, J. P. (1975). *Equality, quality and quantity: The elusive triangle in Indian education*. Allied Publishers.
- Rani, P. G. (2006). *Education policy in India: Retrospect and prospect*. Discovery Publishing House.
- Tilak, J. B. G. (2003). *Education, society, and development: National and international perspectives*. APH Publishing.
- Tilak, J. B. G. (2018). *Education and development in India: Critical issues in public policy and development*. Palgrave Macmillan.

ANY ONE ELECTIVE FROM THE FOLLOWING OFFERED COURSES (FROM BAE.453 TO BAE.463) AS PER THE CHOICE OF STUDENT-TEACHERS

Course Title: Adolescence Education

Course Code: BAE.453

Course Learning Outcomes (CLOs)

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Develop sensitivity, and interpret adolescence and adolescence education

CLO2: Develop life skills for matters related to reproductive health, sex and sexuality and communicate effectively on these issues

CLO3: Examine the role of local as well as international agencies towards Adolescent Educational Programme

CLO4: Inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior

CLO5: Develop pedagogical skills for Adolescence Education Programmes

| Units/ Hours | Contents | Mapping with CLOs |
|----------------------------------|--|------------------------------|
| UNIT I 14 hours | Adolescence and Adolescence Education A. Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities. B. Adolescence Education: concept, nature, and significance of Adolescence Education in Indian context, aims and objectives of Adolescence Education. | CLO 1 CLO 4 |

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| | <p>C. Role of school, family, media, and community as social agencies in Adolescence Education.</p> <p>D. Challenges of Adolescence Education.</p> <p>Learning Activities: Case studies, report preparation on the specific educational needs of adolescents</p> | |
| <p>UNIT II 15 hours</p> | <p>Life Skills and Adolescence Education</p> <p>A. Concept, nature, and significance of Life Skills for Adolescence Education.</p> <p>B. Relationship between Life Skills and Adolescence Education.</p> <p>C. Core Life Skills and their significance.</p> <p>D. Understanding sexual and reproductive health.</p> <p>E. STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.</p> <p>Learning Activities: Role play, sensitization of community regarding the STIs and HIV by executing Nukkad Natak, Rallies etc.</p> | <p>CLO 1</p> <p>CLO 2</p> <p>CLO 4</p> |
| <p>UNIT III 15 hours</p> | <p>Adolescence Education Programme in India (AEP)</p> <p>A. Historical Development of Adolescence Education Programme in India.</p> <p>B. Goals and Significance of Adolescence Education Programme in India.</p> <p>C. Role of Teachers in Adolescence Education in India (AEP).</p> <p>D. Challenges to Educational Programmes in India.</p> <p>E. Myths / Misconceptions</p> <p>Learning Activities: Group discussion, Individual presentation, Panel discussion</p> | <p>CLO 3</p> |
| <p>UNIT IV 16 hours</p> | <p>Pedagogical Issues</p> <p>A. Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology</p> <p>B. Preparation of teachers</p> <p>C. Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.</p> <p>Learning Activities: Discussion, think-pair-share, Debate, Seminar</p> | <p>CLO 4</p> <p>CLO5</p> |

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- Alan, S., & Gavin, B. (2017). [*An introduction to development psychology*](#). John Wiley

& Sons.

- Choudhary, G. B. (2014). *Adolescence education*. Delhi: PHI publisher.
- [Nagarajun, N. \(2010\). *Adolescence and family life education*. New Delhi: Shipra education.](#)
- Santrock, J. W. (2011). *Adolescence*. New Delhi: McGraw Hill Education India Pvt Ltd.

Course Title: Education for Mental Health

Course Code: BAE.454

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the concept of mental health, mental hygiene, mental health disorders and healthy personality

CLO2: analyze the causes of stress and process of stress management and its significance

CLO3: analyze the needs and importance of global mental health education programme

CLO4: Critically examine the role of teachers and parents to maintain the good mental health of children

CLO5: Suggest prevention and promotional measures to maintain good mental health of society

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------------------------|--|------------------------------|
| UNIT I 14 hours | Mental Health A. Meaning and determinants of Mental Health. B. Mental Health Vs Mental Hygiene. C. Mental disorders: Characteristics and Types. D. Causes of poor Mental Health. E. Myths Vs Facts about Mental Health. F. Legal perspectives of Mental Health in India. G. Concept of Healthy Personality Learning Activities: Discussion, seminar, Panel discussion, dialogues | CLO 1 |
| UNIT II 16 hours | Stress, Stress Management and Adjustment A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures. B. Stress management and adjustment: meaning and significance of stress management and adjustment, prevention and promotion, role of parents, peer group and teachers. | CLO 2 CLO 5 |

| | | |
|------------------------------|---|------------------------------|
| | Learning Activities: identification of the symptoms of stress and mal-adjustment with the help of criteria of DSM-V, ICD-11 | |
| UNIT III 14 hours | Mental Health Education Programme A. Meaning and significance of Mental Health Education Programme. B. Dimensions of Mental Health Education Programme in India. C. Historical development of Mental Health Education Programmes in India. D. Local and Global Perspective of Mental Health Education Programme. E. Characteristics of a good Mental Health Education Programme. F. Role of Educational Institutions. Learning Activities: Group discussion, Individual presentation and preparation of report | CLO 3 CLO 5 |
| UNIT IV 16 hours | Pedagogical Issues A. Lifestyles of teachers and parents • Mental health concerns of teachers and parents • Material availability/production B. Guidance and Counselling Programme: • Concept, need and techniques. • Teacher as a counselor C. Designing and evaluating Mental Health Programmes Learning Activities: Sensitization of different educational stakeholders regarding mental health by execution of Nukkad Natak, Rallies, plays etc. | CLO 4 CLO 5 |

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- Bahadur, M. (1995). Mental health in theory and practice. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). Mental health in education. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). Introduction to counseling. London: Allynand Bacon.
- Carroll, H. A. (1975). Mental hygiene: The dynamic of adjustment (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). Abnormal psychology and modern life. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alince. (1952). Mental hygiene, New York: McGraw Hill Book Company Inc.
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers
- and Distributors.

- Nayak, A. K. (2014). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). Guidance and counselling in India. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Sinha, A.K., & Dutt. (1982). The concept of mental health in India and western psychologies. Kurukshetra: Vishal Publications.

Course Title: Education for Sustainable Development

Course Code: BAE.455

Course learning Outcomes:

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand the concept of sustainable development and the relationship between education and sustainability.

CLO2: Analyze the Sustainable Development Goals (SDGs) and their implications for education systems globally.

CLO3: Evaluate the role of educational institutions and pedagogical strategies in achieving SDG 4 (Quality Education).

CLO4: Critically assess policies related to sustainable development and education.

CLO5: Develop and implement various strategies for integrating sustainable development into curricula and educational practices.

| Units/ Hours | Contents | Mapping with CLOs |
|---|---|-------------------------|
| UNIT I 14 Hours | Education and Sustainable Development <ul style="list-style-type: none"> - Meaning, relationship, goals, and significance of education for sustainable development (ESD), Characteristics of ESD. - Historical perspective of ESD. - Decolonizing knowledge for sustainable development. - Challenges in education for sustainable development. Learning Activity: Case Study Analysis- Students will analyze a case study of a country/institution implementing ESD programs, identifying challenges and strategies for integrating sustainability in education. | CLO1 |
| UNIT II 16 Hours | Sustainable Development Goals (SDGs) <ul style="list-style-type: none"> - Meaning, nature, and significance of SDGs. - Overview of the 17 SDGs: UNESCO agenda. - SDGs and social transformation as universal commitments. - Education as a human right to achieve sustainable development. - Role of educational institutions and challenges in achieving SDGs. | CLO2 |

| | | |
|------------------------------------|---|----------------------------|
| | Learning Activity: SDG Mapping Activity-In groups, students will map the 17 SDGs to educational strategies and present how each can be achieved through education. | |
| UNIT III 15 Hours | SDG-4: Quality Education for All - Meaning, nature, and significance of SDG-4 (Quality Education). - The NEP 2020 on SDG-4: Sustainable lifestyle, gender equality, peace promotion, global citizenship, mental health, and justice in society. - Pedagogical issues related to SDG-4. Learning Activity: To present critical review on NEP, 2020 in the context of SDGs. | CLO3 |
| UNIT IV 15 Hours | Policy work & Strategies for Integrating Sustainability in Education -Understanding the policy-making process in sustainable development. - Policy analysis and its implications for education. -Approaches to incorporating sustainability in curricula. -Case studies on successful sustainable education models. -Pedagogical tools and methods for teaching sustainability. | CLO4 CLO5 |

Suggestive Mode of Transaction

The **suggestive mode of transaction** for the Education for Sustainable Development course includes a blend of traditional lectures, case studies, small group discussion, panel interactions, small theme-based seminars, and project-based learning. Collaborative online learning and reflective journals will encourage continuous engagement, while role plays and workshops promote active application of concepts.

Suggestive Reading Materials

- Corcoran, P. B., & Wals, A. E. J. (Eds.). (2004). *Higher education and the challenge of sustainability: Problematics, promise, and practice*. Springer.
- Filho, W. L., & Kovaleva, M. (2018). *Handbook of sustainability science and research*. Springer.
- Ghosh, S. K. (2014). *Education for sustainable development in India: Approaches, strategies, and challenges*. Routledge India.
- Huckle, J., & Sterling, S. (Eds.). (2014). *Education for sustainable development: A guide for educators*. Routledge.
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
- Tilbury, D. (2011). *Education for sustainable development: An expert review of processes and learning*. UNESCO.
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.

Suggested websites/links:

- <https://en.unesco.org/themes/education-sustainable-development>
- <https://sdgs.un.org/goals>
- <https://www.un.org/sustainabledevelopment/education/>
- <https://www.iisd.org/>
- <https://www.earthcharter.org/>
- <https://www.globalgoals.org/>
- <https://www.sustainabledevelopment.un.org/>
- <https://www.wwf.org/>
- <https://www.thegef.org/>

Course Title: Emerging Technology in Education**Course Code: BAE.456****Course Learning Outcomes:**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;**CLO1:** Understand the relationship between education and technology and its significance in modern educational settings.**CLO2:** Identify and evaluate various ICT tools and their applications in education.**CLO3:** Scrutinize approaches for integrating technology into pedagogy and subject-specific teaching.**CLO4:** Develop instructional content and e-learning resources using various multimedia and online tools.

| Units/ Hours | Contents | Mapping with CLOs |
|---|---|-------------------------|
| UNIT I 15 Hours | Education and Technology <ul style="list-style-type: none"> - Relationship between Education and Technology. - Concept of Technology in Education. - Historical development of technology use in education. - Principles of using technology in education. - Emerging trends in educational technology. Learning Activity: Create a concept map linking the relationship between education and technology. | CLO1 |
| UNIT II 15 Hours | Information and Communication Technology <ul style="list-style-type: none"> - Meaning, nature, and types of ICT. - Fundamentals of ICT. - ICT tools and applications in education. - Social, economic, and ethical issues associated with ICT use Learning Activity: Debate on Social, Economic, and Ethical Issues in ICT | CLO2 |

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|------------------------------------|--|-------------|
| UNIT III 15 Hours | Technology in Education and Pedagogy - Integration of technology in teaching and learning. - Subject-specific ICT tools for creating and facilitating learning. - Use of technology for children with special needs: Tools and processes. - ICT for assessment and management. Learning Activity: Explore different ICT tools (e.g., Google Classroom, Moodle, Zoom, Padlet) and present a report on their features, uses in education, advantages and limitations. | CLO3 |
| UNIT IV 15 Hours | Instructional Design and E-content - Instructional design: principles, models, and stages. - E-learning courseware design. - Designing instructional media and creating interactive content. - Creating multimedia content: Audio, video editing, and animation basics. Learning Activity: Conduct a hands-on workshop where students will create multimedia content on a chosen topic using tools like Adobe Spark, Canva, etc., to enhance their presentation skills. | CLO4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations, group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggestive Reading Materials

- Anderson, T. (2011). *The theory and practice of online learning (2nd ed.)*. Athabasca University Press.
- Jonassen, D. H. (2000). *Computers as mindtools for schools: Engaging critical thinking (2nd ed.)*. Prentice Hall.
- Kirkwood, A., & Price, L. (2014). *Technology and learning: A review of the literature*. The Higher Education Academy.
- Nayak, P., & Sahoo, S. (2016). *Information and communication technology in education*. Tata McGraw-Hill Education.
- Prakash, A. (2011). *Educational technology: A practical approach*. R. Lall Book Depot.
- Puentedura, R. R. (2009). *Transformation, technology, and education*. *Educational Leadership*, 67(4), 22-26.
- Roblyer, M. D., & Doering, A. H. (2013). *Integrating educational technology into teaching (6th ed.)*. Pearson Education.
- Sharma, R. (2009). *Technology in education: A practical approach*. Kanishka Publishers.

Suggested websites/links:

- <https://en.unesco.org/themes/education-sustainable-development>
- <https://www.iste.org/>
- <https://www.edutopia.org/technology-integration>

- <https://www.oercommons.org/>
- <http://nroer.gov.in/>
- <https://edtechreview.in/>
- <https://www.coursera.org/>
- <https://www.open.ac.uk/about/teaching-and-learning-technology>
- <https://elearningindustry.com/>
- <https://www.nmc.org/>

Course Title: Gender Education

Course Code: BAE.457

Course Learning Outcomes (CLOs)

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

After the completion of the course the students will be able to;

CLO1: Explain key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy

CLO2: Analyze gender issues in school, curriculum, and textual materials across disciplines

CLO3: Address issues related to sexuality, sexual violence, and abuse

CLO4: Examine school environment, curriculum, and pedagogy with reference to gender related issues

| Units/ Hours | Contents | Mapping with CLOs |
|-----------------------------------|---|----------------------------------|
| UNIT I 15 hours | Gender and Education A. Meaning, relationship, and significance of studying. B. Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment. C. Gender as the basis in school education. D. Constitutional Provisions with special reference to equity and equality, rights of girls. E. Education and women's empowerment. F. Shifting from women's studies to Gender Studies. Learning Activities: Discussion, Debate, dialogues, seminar | CLO 1 CLO 2 |
| UNIT II 14 hours | Learning Gender Roles A. Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/ agencies B. Socialization and learning gender roles. C. Gender stereotyping/Role models. D. Preventing Measures: role of school and home Learning Activities: Case study, role play | CLO 2 |

| | | |
|------------------------------------|---|--------------|
| UNIT III 17 hours | Gender, Sexuality, Sexual Violence and Abuse A. Development of sexuality and its impact on children with reference to gender, body image, role-models. C. Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children. D. Providing dos and don'ts about sexual abuse. E. Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act. Learning Activities: Execution of play, Nukkad Natak and Rallies for sensitizing educational stakeholders regarding the various aspects of sexual harassment | CLO 3 |
| UNIT IV 14 hours | Pedagogical Issues A. Creating gender friendly classrooms and school environment. B. Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies. C. ICT pedagogy for gender sensitive school curriculum. D. Challenges for pedagogical issues. Learning Activities: Preparation and submission of report on the theme discussed | CLO 4 |

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- [MacNaughton, G. \(2013\). *Rethinking gender in early childhood education*. SAGE Publications Ltd.](#)
- Cole, M. (2023). *Education, equality and human rights: issues of gender, race, sexuality, disability and social class*. New York: Routledge.
- Dandapat, A. K. (2015). *Education gender stereotyping and development*. New Delhi: Shipra publications.
- Kumar, N. (2011). [The politics of gender community and modernity: Essays on education in India](#). New Delhi: Oxford University Press.
- Ro, H. K., Frank, F., Elizabeth, R. (2022). [Gender equity in stem in higher education: International perspectives on policy institutional culture and individual choice](#). New York: Routledge.
- Chakraborty, S. (2015). *Gender identity and role in India: Issues and Challenges*. Jaipur: Aavishkar publishers.

Course Title: Guidance and Counselling

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.458

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Explain the basic meaning, need and significance of Guidance and Counseling in the context of education

CLO2: Differentiate between Guidance and Counselling with special reference to the purpose and strategies

CLO3: Apply various tools and techniques for developing insight to the multiple aspects of students' life

CLO4: Critically analyze the issues and challenges of the process of guidance and counselling

| Units/ Hours | Contents | Mapping with CLOs |
|------------------------------------|---|------------------------------|
| UNIT I 14 hours | Guidance A. Meaning, need, nature and scope of Guidance. B. Brief historical background of Guidance movement in India. C. Individual and Group Guidance. D. Basic assumptions and principles of Guidance. F. Essential information for Effective Guidance. G. Vocational Guidance and Role of teachers. Learning Activities: Construction of report on the guidance needs of the junior students | CLO 1 CLO 2 |
| UNIT II 16 hours | Counselling A. Meaning, importance, areas, and types of Counselling. B. Approaches to Counseling: directive, non-directive and eclectic. C. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview. D. Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterns and communication responses, silence, use of questions, transference and countertransference, regarding and respect in counseling relationships, involuntary clients, client expectation. E. Role of family and community. Learning Activities: Seminar and Presentations | CLO 1 CLO 2 |
| UNIT III 14 hours | Tools and Techniques to Collect Data A. Psychological Testing and Diagnosis: Need and Nature. B. Counseling Interview: Essential aspects, basis procedures, problems, and their handling. C. Personality Assessment: Historical perspective | CLO 3 |

| | | |
|---|---|---------------------|
| | <p>D. Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests.</p> <p>E. Case Study: Need and Importance.</p> <p>Learning Activities: Conduction of case study, Administration and interpretation of tools of personality</p> | |
| <p>UNIT IV 16 hours</p> | <p>Issues Related to Guidance and Counselling</p> <p>A. Factors affecting Guidance and Counselling.</p> <p>B. Ethical issues in Guidance and Counseling.</p> <p>C. Limitation of diagnosis with special reference to Counselling.</p> <p>D. Challenges to organize Guidance and Counselling programmes in schools.</p> <p>E. Counselling and Guidance of persons with learning disabilities, visual and hearing impairment.</p> <p>Learning Activities: Preparation and submission of report on school guidance programme</p> | <p>CLO 4</p> |

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counselling and guidance. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). Guidance and career counselling. New Delhi: APH Publishing Corporation.
- Johnson, D. W., & Johnson, R. T. (1994). Learning together. Connecticut: Greenwood Press.
- Jothiet. (2009). Guidance and counselling. New Delhi: Centrum Press.
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). Guidance and counselling. New Delhi: APH Publishing Corporation.
- Pal, O. (2011). Educational and vocational guidance and counselling. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). Educational Guidance and Counselling. Isha Books: New Delhi.
- Pratap, N. (2014). Educational and vocational guidance and counselling. Random Publications. New Delhi.
- Sharma, R. N., & Sharma, R. (2013). Guidance and counselling in India. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). Guidance and counselling. New Delhi: APH Publishing Corporation.
- Srivastva, S. K. (2011). Career counselling and Planning. Atlantic Publishers. New Delhi.
- Verma, L.N. (2013). Educational psychology –experimentation in problems and methods in teaching. Jaipur: Rawat Publications.

Course Title: Human Rights Education**Course Code: BAE.459****Course Learning Outcomes:****At the end of the course the prospective teacher-trainees will be able to;**

| | | | |
|---|---|---|----|
| L | T | P | Cr |
| 4 | 0 | 0 | 4 |

CLO1 identify contemporary human rights and human rights education.**CLO2** advocate for the promotion and protection of human rights locally and globally.**CLO3** explore the substantive knowledge of policies concerning human rights in the field of human rights education.**CLO4** apply human rights principles to real-world scenarios and advocate for human rights in local and global contexts.**CLO5** promote human rights education and awareness through active engagement in their communities.

| Units/Hours | Contents | Mapping with CLOs |
|----------------------------|--|-------------------|
| Unit 1 20 hours | Introduction to Human Rights and Human Rights Education: Historical development of Human rights: From ancient civilizations to modern Human rights. Human rights: concept, meaning and definition, nature and significance, relationship between rights and duties. Introduction to Human rights education with reference to philosophical, psychological, political, and sociological perspective. Categories of Human rights: <ul style="list-style-type: none">○ Civil and political rights.○ Economic, social, and cultural rights.○ Collective and development rights. Learning Activities: Group Discussion, Document Analysis, Case Study, Quizzes. | CL01 |
| Unit 2 10 hours | Constitution, Human Rights and Social Justice: Fundamental rights and duties, relationship between them, Directive principles of state policies, international human rights and the Indian constitution. Gender equality and women's rights. Understanding human rights of children, minorities, Dalits, differently abled and homosexuals. Learning Activities: Discussion, Simulation, Group Presentation. | CL02 |
| Unit 3 15 hours | Concerns in Human Rights and Human Rights Education: Technology, privacy, and digital rights. Environmental rights and climate change. Human rights in the age of artificial intelligence. Methods of Human rights as pedagogy. | CL03 |

| | | |
|----------------------------------|--|----------------------------|
| | Revisiting of Indian constitution with reference to Human rights. Critical review of Human right in globalized world. Learning Activities: Debate, Discussion, Extempore. | |
| Unit 4 15 hours | School Education and Human Rights Perspective: Human rights perspective in curriculum. Human rights perspective in teaching-learning processes. Human rights perspectives in assessment. Human right perspective and school ethos and culture. National education policies and human rights. Learning Activities: Group Discussion, Panel Discussion, Poster Presentation. | CL04 CL05 |

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Suggested Readings: -

- Dikshit, R.C. (1998). *Human rights and the law, universal and Indian*. Deep and Deep.
- Freeman, M. (2003). *Human rights: An interdisciplinary approach*. Cambridge.
- Ishay, M.R. (2008). *The history of human rights: From ancient times to the globalization era*. University of California Press.
- Joshi, S. C. (2011). *Global trends in human rights education*. Akansha Publishing.
- McCowan, T. (2018). *Education as a human right: principles for a universal entitlement to learning*. Bloomsbury Academic India.
- Vatsala, P. (2019). *Human rights education: Issues and challenges*. Atlantic Publishers and Distributors.

Course Title: Peace Education

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.460

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

Learning Outcomes

After the completion of this course students will be able to:

CLO1 acquire a holistic and critical understanding of the theoretical and practical bases of peace education

CLO2 identifying the best ways to follow peace in life

CLO3 show ability to select and use appropriate method of resolving conflict

CLO4 become critical learners and reflective peace practitioners

CLO5 appreciate the foundations of just and peaceful societies

CLO6 understand and practice the positive action and non-violent conflict resolution in society, enhance students' intellectual flexibility, creativity & problem-solving capacities.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|---|-------------------------------|
| Unit I 12 Hours | Peace Education: Nature and Significance <ul style="list-style-type: none">• Peace and Peace Education: Meaning, need, dimensions and goal of Peace Education.• Philosophical, sociological, and psychological perspectives of Peace Education.• Types of Peace: Positive, negative, inner, social and with nature.• Conflict-Resolution and Peace Education.• Relationship between Development and Peace building.• Challenges to Peace Education. | CLO1 CLO2 CLO3 |
| Unit II 18 hours | Towards the Global Culture of Peace <ul style="list-style-type: none">• Approaches to Peace Education• Role of Social and Religious Foundations in Peace building.• Role of local and International Agencies in the Peace building process. | CLO1 CLO2 |
| Unit III 16 Hours | Thoughts on Peace and Harmony <ul style="list-style-type: none">• Ancient Indian views• UNO role for Global Peace Education.• Study of following thinkers in context of global Peace and Harmony: J. Krishnamurti, Dalai Lama. | CLO3 CLO4 |
| Unit IV 16 Hours | Pedagogical Issues for Peace Education <ul style="list-style-type: none">• Comparative and historical perspective on school knowledge and peace.• Teachers' perceptions of the effects of young people's war experiences and pandemic.• Critical analysis of school curriculum at school level in the light of peace building process.• Challenges of Pedagogical issues of Peace Education. | CLO5 CLO6 |

Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical

readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

Suggested Readings

- Balasooriya, A.S. (1994a). Teaching Peace to Children. Maharagama, Sri Lanka: National Institute of Education.
- Balasooriya, A.S. (1994b). Management of Conflict in Schools. Maharagama, Sri Lanka: National Institute of Education.
- Balasooriya, A.S. (1995). Education for Peace: Learning Activities, Maharagama, Sri Lanka: National Institute of Education.
- Balasooriya, A.S. (2000a). World Peace through School Manuscript. Maharagama, Sri Lanka: National Institute of Education.
- Bey T.M. and G.Y. Turner (1995). Making School a Place of Peace. London: Sage.
- Brown, G. (1971). Human Teaching for Human Learning. New York, Viking.
- Canfeid, J. (1975). 101 Ways to Enhance Self-concept in the Classroom. Engle Cliffs: Prentice Hall.
- Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the 21st Century. Paris: UNESCO.
- Dewy, J. (1916). Democracy and Education, London: The Free Press.
- Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian Institute of Human Rights Education.
- Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.
- Fountain, S. (1999). Education for Peace in UNICEF. New York: Working Paper Education Section, Programme Division, UNICEF.
- Galtung, J. and D. Ikeda (1995). Choose Peace. London: Pluto Press.
- Government of India (1949). Report of the University Education Commission, (1948-49). New Delhi: Ministry of Education, Government of India.
- Government of India (1953). Report of the Secondary Education Commission, (1952-53). New Delhi: Ministry of Education, Government of India.
- Government of India (1966). Report of the Education Commission 1964-66 on “Education and National Development”. New Delhi: Ministry of Education, Government of India.
- Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.
- Government of India. (1986). Report of the National Policy on Education (1986). New Delhi, Ministry of Human Resources Development, Government of India.
- Handa, M.L. (1983). Manifesto for a Peaceful World Order: A Gandhian Perspective. New Delhi: Gandhi Bhavan.
- Harris, I. and C. McCauley (2000). Report on the International Workshop on Education for Peace. Israel: University of Haifa.
- Harris, I. M. (1988). Education for Peace. London: McFarland and Company.

- Herzog, S. (1982). Joy in the Classroom. Boulder Creek, California: University of the Tree Press.
- Hicks, D. (1985). Education for Peace: Issues, Dilemmas and Alternatives. Lancaster: St. Martin's College.
- Hodder and P. Pruzman (1988). The Friendly Classroom for a Small Planet. Progra Fellowship of Reconciliation. London: New Society Publishers.
- Hutchinson, F. P. (1996). Educating beyond Violent Futures. London: Routledge.
- International Institute for Democracy and Electoral Assistance (IDEA) (2003). Reconciliation After Violent Conflict: A Handbook. Sweden: International Institute for Democracy and Electoral Assistance.
- Joseph, A and K. Sharma (eds) (2003). Terror Counter-terror. New Delhi: Kali for Women.
- Kreidler, W.I. (1991). Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classro. Foreman, Scott, Glenview.
- Maria, D. (2003). 'Value Education for Peace', The CTE Journal, 2 (3): 25.
- National Council of Educational Research and Training (NCERT) (2000). National Curriculum Framework for School Education. New Delhi: NCERT.
- Okamoto, M. (1984). "Peace Research and Education for Peace". What is Education for Peace in the New Light of Peace Research?" Gandhi Marg, 6 (July-August): 220.
- Pandey, S. (2004). Education for Peace: Self Instructional Package for Teacher Educators.
- Pike, G. and D. Seiby (1993). Global Teacher–Global Learner: Public Report on Basic Education in India.
- Reardo, B. A. (1997). Tolerance—The Threshold of Peace. Paris: UNESCO.
- Schmidt, F. and A. Friedman (1983). Creative Conflict Solving for Kids. London: Stoughton Ltd.
- UNESCO (1998). Learning to Live together in Peace and Harmony. A UNESCO APNIEVE Source Book for Teacher Education and Tertiary Level Education. Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific.
- UNESCO (2001). Learning the Way of Peace. A Teachers' Guide to Education for Peace. New Delhi: UNESCO.
- UNICEF (1994). I Dream of Peace. New York: Harper Collins.
- UNICEF (1996). Education from Conflict Resolution Project: Final Progress Report to the U.K. Committee for UNICEF. Colombo, Sri Lanka: UNICEF
- UNESCO. (2001). Learning the Way to Peace. A Teachers Guide to Education for Peace. New Delhi: UNESCO.

Course Title: Sports and Fitness Education

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Course Code: BAE.461

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Demonstrate an understanding of the historical evolution, conceptual foundations, and global perspectives of Health and Physical Education, including its integration into school curricula and its relationship with other disciplines.

CLO2 Analyze the concept, dimensions, and determinants of health, evaluate common health problems, and explain the role of nutrition, physical activities, and yoga in maintaining and improving health.

CLO3 Apply the principles of physical fitness, demonstrate fundamental sports skills, and evaluate the impact of games, sports, and rhythmic activities on overall health and well-being.

CLO4 Critically assess health policies, programmes, and school health initiatives, and evaluate the role of yoga and legal frameworks like POCSO in promoting health and well-being.

| Units/Hours | Contents | Mapping with CLOs |
|------------------------------|--|-------------------|
| Unit I 12 Hours | Evolution of Health and Physical Education <ul style="list-style-type: none"> Health and Physical Education: Conceptual Clarity (locally as well as globally), importance and aims. Place in School Curriculum: Historical Development as a subject, Objectives with special reference to Indian Education and its relationship with other subjects. Status of Health and Physical Education: From primary to secondary education in a global perspective, ayurvedic and yogic concept of Health Education, legal perspective of Health and Health Education in India. | CLO1 |
| Unit II 19 hours | Health Education <ul style="list-style-type: none"> Concept, dimensions, and determinants of health with special to India. Psycho-social concerns of children and adolescents including differently able children. Understanding the body system and its functions Common health problems and diseases: causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems. Food and nutrition, nutrients and their functions. | CLO2 |
| Unit III 16 Hours | Games and Fitness <ul style="list-style-type: none"> Physical fitness and its components: athletics (general physical fitness exercises), games (lead-up games, relays, and major games), Rhythmic activities, gymnastics, and their impact on health. Development of physical fitness: Postures and | CLO3 |

| | | |
|-----------------------------------|---|-------------|
| | <p>Importance of relaxation, Fitness tests; Resources and services for games and sports and Health.</p> <ul style="list-style-type: none"> • Fundamentals skills of sports: Sports for recreation and competition, Sports awards and scholarships, sport person ship, Indigenous and self-defense activities. • School and family, health services, policies and major health and physical education- related programmes, blood banks, role of media. • Safety and security. • First Aid: Need and Principles. | |
| Unit IV 16 Hours | Policies, Programmes and Assessment <ul style="list-style-type: none"> • Policies, programmes, and services for addressing health needs. • School Health Programme: school health services, health promoting schools, global school health initiatives. • Yoga: Meaning, initiation, historicity, classification, streams, and schools of yoga, Need and importance and role of yoga for healthy life and living, Yoga as Psychotherapy. • POCSO (Protection of Children from Sexual Offences Act, 2012), PWD 2016, the Integrated Child Protection Scheme. • Assessment of health performance testing in games and sports, reporting of health condition and performance of child in the sport fields. | CLO4 |

Practicum

1. Recognizing important indicators of health and wellbeing of children and mental health.
2. Undertaking a survey, understanding local food related matters, and understanding the importance of the right to food.
3. Analyzing NEP, 2020 with reference to Games Oriented Education.
4. Planning activities for development of physical fitness.
5. Organization of games and sports tournaments
6. Learning and performing basic yogic activities, asanas, and pranayama, Kriyas and Meditation. Celebration of yoga day, yoga week.
7. Arranging reflective Dialogues on Serials and related videos.
8. Preparation of inventories on myths on exercises and different types of food.
9. Preparation of First Aid kit.
10. A critical review of YOGA-SUTRA.

Mode of Transaction

The course content transaction will include the following:

1. Planned lectures infused with multimedia /power-point presentations.
2. Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work, etc.
3. Hands on experience of engaging with diverse communities, children, and schools.

Suggestive Reading Materials

- American Heart Association. (2021). *First aid, CPR, and AED training manual* (7th ed.). American Heart Association.
- American Red Cross. (2021). *First aid/CPR/AED participant's manual*. American Red Cross.
- Bucher, C. A., & Thaxton, N. A. (2019). *Foundations of physical education, exercise science, and sport* (20th ed.). McGraw-Hill Education.
- Corbin, C. B., & Lindsey, R. (2020). *Fitness for life* (7th ed.). Human Kinetics.
- Government of India. (2012). *Protection of Children from Sexual Offences (POCSO) Act, 2012*. Ministry of Women and Child Development.
- Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- International Yoga Day. (2021). *Yoga for health and well-being: A practical guide*. United Nations.
<https://www.un.org/en/observances/yoga-day>
- Iyengar, B. K. S. (2019). *Light on yoga: The bible of modern yoga*. HarperCollins.
- Jain, N. (2016). *Sports and physical education: New trends and innovations*. Khel Sahitya Kendra.
- Lumpkin, A. (2020). *Introduction to physical education, exercise science, and sport studies* (11th ed.). McGraw-Hill Education.
- National Institute of Mental Health and Neurosciences. (2020). *Mental health and well-being: A guide for schools*. NIMHANS.
- Pangrazi, R. P., & Beighle, A. (2019). *Dynamic physical education for elementary school children* (19th ed.). Pearson.
- Park, K. (2021). *Park's textbook of preventive and social medicine* (26th ed.). Banarsidas Bhanot.
- Sharma, R. (2017). *Health and physical education: A teachers' guide for elementary school*. Pearson Education.
- Singh, A. (2015). *Yoga and ayurveda: Self-healing and self-realization*. Motilal Banarsidass.
- Srilakshmi, B. (2018). *Nutrition science* (6th ed.). New Age International Publishers.
- Swami Satyananda Saraswati. (2008). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
- World Food Programme. (2021). *The state of school feeding worldwide 2020*. WFP.
<https://www.wfp.org/publications/state-school-feeding-worldwide-2020>

- World Health Organization. (2018). *Global action plan on physical activity 2018–2030: More active people for a healthier world*. WHO. <https://www.who.int/publications/i/item/9789241514187>
- World Health Organization. (2020). *Health education: Theoretical concepts, effective strategies, and core competencies*. WHO. <https://www.who.int/publications/i/item/9789240012136>

Course Title: Tribal Education

Course Code: BAE.462

Course Learning Outcomes (CLOs)

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Explain the socio-cultural, historical, and economic context of tribal communities and their impact on education.

CLO2 Design inclusive and culturally responsive curricula and pedagogical strategies for tribal students.

CLO3 Analyze the role of policies, programs, and community participation in promoting tribal education.

CLO4 Evaluate the challenges and barriers to education in tribal communities and propose solutions.

CLO5 Apply knowledge of indigenous knowledge systems and multilingual education to enhance learning outcomes.

CLO6 Reflect on the role of teachers and technology in addressing the unique needs of tribal students.

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------|---|-------------------------------|
| Unit I 12 Hours | Unit I: Understanding Tribal Communities and Education <ul style="list-style-type: none"> • Concept and characteristics of tribal communities in India. • Historical and socio-cultural context of tribal education. • Challenges in tribal education: Access, equity, and quality. • Constitutional provisions and policies for tribal education (e.g., Article 46, PESA Act, Forest Rights Act). • Role of NGOs and government initiatives in tribal education. | CLO1 |
| Unit II 16 hours | Unit II: Curriculum and Pedagogy for Tribal Education <ul style="list-style-type: none"> • Designing inclusive and culturally responsive curricula for tribal students. • Multilingual education and the role of tribal languages in learning. • Pedagogical strategies for addressing diverse learning needs. | CLO2 CLO6 CLO5 |

| | | |
|----------------------------------|---|----------------------|
| | <ul style="list-style-type: none"> Integrating indigenous knowledge systems into formal education. Use of technology and ICT in tribal education. | |
| Unit III 16 Hours | Unit III: Socio-Economic and Psychological Aspects of Tribal Education <ul style="list-style-type: none"> Socio-economic barriers to education in tribal communities. Gender issues in tribal education. Psychological and emotional needs of tribal students. Role of community participation in promoting education. Health, nutrition, and their impact on learning outcomes. | CLO1 CLO3 |
| Unit IV 16 Hours | Unit IV: Policies, Programs, and Evaluation in Tribal Education <ul style="list-style-type: none"> National and state-level policies for tribal education (e.g., Eklavya Model Residential Schools, Ashram Schools). Evaluation and assessment strategies for tribal students. Role of teachers and teacher training for tribal education. Case studies of successful tribal education models. Future directions and innovations in tribal education. | CLO4 |

Practicum

1. Conduct a field visit to a tribal community and prepare a report on their educational challenges and opportunities.
2. Develop a culturally responsive lesson plan for a tribal classroom.
3. Organize a workshop on the importance of multilingual education in tribal areas.
4. Create a case study on a successful tribal education model or program.
5. Design a community engagement program to promote education in tribal areas.
6. Prepare a presentation on the role of technology in tribal education.
7. Analyze and critique a policy document related to tribal education (e.g., NEP 2020, Eklavya Model Residential Schools).

Mode of Transaction

- Lectures and Discussions: Interactive sessions to discuss theoretical concepts and case studies.
- Field Visits: Visits to tribal communities and schools to observe and understand ground realities.
- Workshops and Seminars: Hands-on workshops on curriculum design, pedagogy, and community engagement.
- Group Projects: Collaborative projects to develop culturally responsive teaching materials.
- Technology Integration: Use of ICT tools for teaching and learning.
- Reflective Journals: Encouraging students to maintain journals to reflect on their learning and experiences.

Suggestive Reading Materials

- Ambasht, N. K., & Mooij, J. (2010). *Education for all: Mid-decade assessment*. National University of Educational Planning and Administration.
- Bhatia, K. (2018). *Tribal education in India: Challenges and prospects*. Sage Publications.
- Government of India. (2020). *National Education Policy 2020*. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Mohanty, A. K. (2010). *Languages, inequality, and marginalization: Implications of the double divide in Indian multilingualism*. *International Journal of the Sociology of Language*, 205, 131–154.
- NCERT. (2006). *Position paper on education of tribal children*. National Council of Educational Research and Training.
- Rao, N. (2017). *Education and empowerment of marginalized groups in India: Policies and practices*. Sage Publications.
- Sarangapani, P. M., & Winch, C. (2010). *Handbook of education in India: Debates, practices, and policies*. Routledge.
- Singh, Y. K. (2016). *Education for tribal development*. APH Publishing.
- World Bank. (2011). *India: Vocational education and training*. World Bank Publications.
- Xaxa, V. (2014). *Report of the high-level committee on socio-economic, health, and educational status of tribal communities of India*. Ministry of Tribal Affairs, Government of India.

Course Title: Economics of Education

Course Code: BAE.463

Course Learning Outcomes:

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

At the end of the course the prospective teacher-trainees will be able to;

CLO1: Understand the Foundations of Economics of Education

CLO2: Analyze the Economic Aspects of Educational Planning

CLO3: Evaluate the Indian Education System in Terms of Equity and Quality

CLO4: Assess Higher, Vocational, and Professional Education Policies

| UNIT/Hours | Contents | Mapping with CLOs |
|--------------------|--|-------------------|
| UNIT I 15 Hours | Introduction of Economics Education: <ul style="list-style-type: none">• Definition, objectives, scope, and nature of Economics of Education.• Effects of education on economic growth.• Investment in human capital and rate of return to education.• Relationship between health and education outcomes. | CLO I |

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|----------------------|---|-------|
| | | |
| UNIT II 15 Hours | Educational Economy and Planning: <ul style="list-style-type: none"> • Public goods, merit goods, and mixed goods in education. • Subsidization and social choice in education. • Demand and supply of education; determinants of education. • Market failure in the education sector. • Educational planning and financing. • Public-Private Partnership (PPP) in education | CLO 2 |
| UNIT III 15 Hours | Indian Education System equality and quality: <ul style="list-style-type: none"> • Education and socioeconomic inequalities. • Overview of India's education sector: Literacy rates, school participation, quality measures. • Educational organization and policies for equality. • Quality of education and evaluation methods. | CLO3 |
| UNIT IV Hours | Higher, Vocational and Professional Education and Policies: <ul style="list-style-type: none"> • Higher, professional, and vocational education: Equity, access, and incentives. • Education loans, unemployment, and skill development. • Common Education System. • Key government initiatives: Sarva Shiksha Abhiyan (SSA), Right to Education (RTE), National Education Policy (NEP) 2020. • Education and the knowledge economy. | CLO 4 |

Suggestive Mode of Transaction

The course content transaction will include the following;

Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work:

Prepare a report on Basic Economic Problems prevailed in India.

Recommended Books:

Akerlof, G. A., & Kranton, R. E. (2002). Identity and schooling: Some lessons for the economics of education. *Journal of economic literature*, 40(4), 1167-1201.

ABILITY ENHANCEMENT & VALUE-ADDED COURSES

Course Title: Yoga and Understanding Self

Course Code: BAE. 464

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes (CLOs)

Learning Outcomes

At the end of the course the prospective teacher-trainees will be able to;

CLO1 Explain the concept, philosophy, and historical development of Yoga, and evaluate its relevance and importance for healthy living in modern times.

CLO2 Analyze the different streams/schools of Yoga and construct Yoga practices for holistic development.

CLO3 Apply the traditional and modern principles of Yoga to understand the holistic nature of the human body and individual needs.

CLO4 Demonstrate the practices of meditation and pranayama, and integrate Yoga as a way of life for achieving peace, harmony, health, and self-understanding.

| Units/ Hours | Contents | Mapping with CLOs |
|---|---|-------------------------|
| Unit I 6 Hours | Philosophy and Historical Perspective of Yoga <ul style="list-style-type: none"> • Concept and Meaning of Yoga, Philosophy of Yoga. • Brief history and development of Yoga (Classical Yoga, Post-Classical Yoga, and Modern Period). • Importance of Yoga for healthy living, Yoga and its relevance in modern times, Traditions in Yoga. | CLO1 |
| Unit II 8 hours | Schools of Yoga <ul style="list-style-type: none"> • Different streams/schools of Yoga (Gnana, Bhakthi, Karma). • Construction of Yoga Practice for all-round development. | CLO2 |
| Unit III 8 Hours | Principles of Yoga <ul style="list-style-type: none"> • Principles of Yoga: Ahimsa, Satya, Asteya, Brahmacharya, Aparigraha, Shoucha, Santhosha, Tapas, Swadhyaya, and Isvara Paridhana. • Modern Principles: Human Body as a holistic entity, Individuals and their needs, Dhāraṇa & Dhyāna, etc. | CLO3 |
| Unit IV 8 Hours | Meditation, Pranayama, and Yoga as a Way of Life <ul style="list-style-type: none"> • Meditation: Its Importance, Types, and Process. • Pranayama: Its Importance, Types, and Process. • Yoga as a Way of Life for Peace, Harmony, Health, Love, and Happiness. • Yoga in Indian Philosophy for understanding self. • The importance of meditation and reflective practices in becoming an effective teacher, unique self-empowering, and the quality and state of an individual's mind in healing. | CLO4 |

Practicum

1. Practice of Basic Yoga Asanas/ Kriyas.

Mode of Transaction

Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation Techniques for imparting concentration, Understanding Self and personality development.

Suggested Reading Materials

- Desikachar, T. K. V. (2020). *The heart of yoga: Developing a personal practice*. Inner Traditions.
- Easwaran, E. (2018). *The Bhagavad Gita: A new translation*. Nilgiri Press.

- Feuerstein, G. (2020). *The philosophy of classical yoga*. Inner Traditions.
- Iyengar, B. K. S. (2019). *Light on yoga: The bible of modern yoga*. HarperCollins.
- Iyengar, B. K. S. (2019). *Yoga: The path to holistic health*. DK Publishing.
- Kabat-Zinn, J. (2018). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hachette Books.
- Lidell, L. (2021). *The book of yoga: The complete step-by-step guide*. Ebury Press.
- Saraswati, S. N. (2021). *Four chapters on freedom: Commentary on the yoga sutras of Patanjali*. Yoga Publications Trust.
- Saraswati, S. N. (2021). *Yoga education for children*. Yoga Publications Trust.
- Saraswati, S. S. (2021). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
- Saraswati, S. S. (2021). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
- Saraswati, S. S. (2021). *Prana and Pranayama*. Yoga Publications Trust.
- Satchidananda, S. (2020). *The yoga sutras of Patanjali: Commentary on the Raja yoga sutras*. Integral Yoga Publications.
- Singleton, M. (2010). *Yoga body: The origins of modern posture practice*. Oxford University Press.
- Sivananda, S. (2020). *The science of yoga: The yoga-sutras of Patanjali*. Divine Life Society.
- Stephens, M. (2020). *Teaching yoga: Essential foundations and techniques*. North Atlantic Books.
- Swami Rama. (2021). *Meditation and its practice*. Himalayan Institute Press.
- Swami Satyananda Saraswati. (2020). *A systematic course in the ancient tantric techniques of yoga and kriya*. Yoga Publications Trust.
- Taimni, I. K. (2021). *The science of yoga: The yoga-sutras of Patanjali in Sanskrit with transliteration, translation, and commentary*. Theosophical Publishing House.
- Vivekananda, S. (2019). *Raja yoga: Conquering the internal nature*. Advaita Ashrama.

Course Title: Citizenship Education, Sustainability and Environmental Education

Course Code: BAE. 465

Course Learning Outcomes:

At the end of the course the prospective teacher-trainees will be able to;

CLO-1 Describe the citizen education and its need for present society.

CLO-2 Develop a sense of national consciousness, unity and development

CLO-3 Explain the concept of Vasudhaiva kutumbakam and Global citizenship.

CLO-4 Explain the concept of sustainability in all fields of Human activities and approaches to achieving sustainable development in its dimensions.

CLO-5 Awareness and Plan for Environmental awareness and Education.

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

| Units/Hours | Contents | Mapping with CLOs |
|-----------------------------------|---|-------------------|
| UNIT- I 08 Hours | Citizen Education A. Concept of citizenship and citizenship education. B. Aims of and approaches to citizenship education. | CLO- 1 |

| | | |
|-------------------------------------|---|-------------------------------|
| | C. Good Citizen Behavior in Indian Context D. Fundamental duties and National Responsibilities | |
| UNIT- II 07 Hours | Global Citizenship A. Concept of Global Citizenship and Global Citizenship Education. B. Aims of and approaches to global citizenship education. C. Concept of Vasudhaiva Kutumbakam, its importance in development of a holistic perspective towards local and global communities. D. Values and Responsibilities in our Community | CLO- 2 CLO-3 |
| UNIT- III 08 Hours | Sustainability A. Concept of ‘Sustainability’ in all fields of human activities. B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental. C. Sustainable development goals. D. Sustainable management of natural resources. E. School- and community-based activities. | CLO- 4 |
| UNIT- IV 07 Hours | Environmental Education A. Environmental issues. B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc. C. Approaches to delivering Environmental Education D. Role of Mass Media and Technology in delivering environmental education. E. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education. F. School and community-based Environmental Education activities. | CLO- 5 |

Suggestive Mode of Transaction

The course content transaction will include the following; Planned lectures infused with multimedia/PowerPoint presentations. Small group discussion, panel interactions, small theme-based seminars, cooperative teaching, and team teaching, focus group discussion, surveys, short term project work, etc.

Sessional Work: (any one)

1. Prepare a report on SDG 11 (**Sustainable Cities and Communities**: Develop cities and communities that are inclusive, safe, resilient and sustainable).
2. Visit local sustainable initiatives such as organic farms, recycling centers or green Building.

Suggestive Reading Materials

- Dalal- Chnyton,B.& Bess.S. (2012). *Sustainable developmental strategies. A resource Book*. Routledge.
- Davies.I., Grammes,T.& Kuno.i-1. (2017). *Citizenship education and character education*. JSSE-Journal of Social sciences Education.
- Ellis.M.(2015). *The critical global educator. Global citizen education as sustainable development*. Routledge.
- Gupta A. & Mishra A. (2020). *Vasudhaiva Kutumbakam: Relevance of India's Ancient Thinking to Contemporary Strategic Reality*. (1st ed.). (2020). New Delhi. India: Aryan Books International.
- Hussen.A. (2012). *Principles of environmental economics and sustainability: An integrated economics and ecological approach*. Routledge
- Palmar J. (2002). *Environmental Education in the 21st century: Theory, Practice, Progress and Promise*. Routledge
- Smith,G.A.. &Sobel.D. (2014). *Place-and community based Education in school*. Routledge
- Tarun & Torres(2016). *Global citizen education and the crisis of multiculturalism: A comparative perspective*. Bloomsbury Publishing

SCHOOL EXPERIENCES

Course Title: POST INTERNSHIP (REVIEW AND ANALYSIS)

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

Course Code: BAE.466

About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 develop comprehensive understanding of the school ecosystem,

CLO2 describe their learning from internship with the peers and teacher educators,

CLO3 reflect on school internship sharing learning experiences on each activity undertaken.

Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

Activities:

Experience Sharing and Reflective Learning

- Presentation of reflective journal summary
- My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the

context of the foundational stage)

- Holding a training workshop for the parents and community and encouraging them to act as volunteers.

Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

Mode of Assessment

| Competence | Method of assessment | Assessed By | Credits | Marks |
|---|---------------------------|------------------|---------|-------|
| Artefacts created during the internship. My Learning Journey | Exhibition & Presentation | Teacher-Educator | 1 | 25 |
| Comprehensive Internship Report | Review | Teacher-Educator | 1 | 25 |

Course Title: CREATING TEACHING-LEARNING MATERIAL

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

Course Code: BAE.467

Course Learning Outcomes (CLOs)

At the end of the course the prospective teacher-trainees will be able to;

CLO1 assess the need for Teaching Learning Materials and prepare innovative TLM,

CLO2 develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs.

Activities to be conducted.

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

Suggestive Mode of transaction

- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys

- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

Mode of Assessment

| Competence | Method of assessment | Assessed By | Credits | Marks |
|---------------|--------------------------|---|---------|-------|
| TLM developed | Presentation /Exhibition | Teacher Educators (panel of three experts including an external expert) | 1.5 | |
| Manual | Presentation | Teacher Educator | 0.5 | |

COMMUNITY ENGAGEMENT AND SERVICES

Course Title: Community Engagement and Service

Course Code: BAE.468

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 4 | 2 |

Course Learning Outcomes (CLOs)

On successful completion of the 'Community Engagement and Service' programme, the student teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- organize activities such as *street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for **ten days** in total,

- two days in Preparation for Community Engagement & Service in the institution,
- seven days working with the community, and the last day in the institution for sharing their experiences and reflections.
- The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)

Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Visit and interact with local artisans and craftsperson.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (: In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

Mode of Assessment

| Competence | Method of assessment | Assessed By | Credits | Marks |
|---|--|---|---------|-------|
| Involvement and active participation in activities relating to Community Engagement and Service | Observation by teacher educator, teacher and community members | Teacher educator, teacher and community members | 1.5 | |
| Group Report & Reflections | Presentation by student teachers | Teacher Educator | 0.5 | |