



MANAV RACHNA UNIVERSITY

FACULTY OF EDUCATION & HUMANITIES
DEPARTMENT OF EDUCATION & HUMANITIES

PROGRAM STRUCTURE
&
DETAILED SYLLABUS

B.A. B.Ed

BATCH: 2017-2021

MANAV RACHNA UNIVERSITY

DEPARTMENT OF EDUCATION

B.A.B.Ed (2017-2021)

SEMESTER - 1										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/ Workshop/ NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH117-T	History I: Indian history till 1206 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH117-P	History I: Indian history till 1206 A.D. Lab				0	0	2	0		
EDH118-T	English I: An Introduction to English Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH118-P	English I: An Introduction to English Literature Lab				0	0	2	0		
EDH119-T	Economics: Microeconomics Theory and Application – I	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH119-P	Economics: Microeconomics Theory and Application – I Lab									
EDH120-T	Political Science: Introduction to Political Theory									
EDH120-P	Political Science: Introduction to Political Theory Lab									
EDH102-T	Foundation of Education	EDU	HARD	CORE	3	0	0	0	5	4
EDH102-P	Foundation of Education Lab				0	0	2	0		
EDS116	Communicative English- I	EDU	SOFT	CORE	1	0	2	0	3	2
EDW105	Critical Understanding of ICT in Education-I	EDU	WORKSHOP	CORE	0	0	3	0	3	2
CHH137	Environmental Science	CH	HARD	UNIVERSITY COMPULSORY	3	0	0	1	3	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					16	0	14	0	29	24

SEMESTER - 2										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/ Workshop/ NTCC)	(Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH137-T	History: Indian history-1206 A.D. to 1761 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH137-P	History: Indian history-1206 A.D. to 1761 A.D. Lab				0	0	2	0		
EDH138-T	English: Renaissance and Restoration	EDU	HARD	CORE	3	0	0	0	5	4
EDH138-P	English: Renaissance and Restoration Lab				0	0	2	0		
EDH139-T	Economics: Microeconomics Theory and Application – II	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH139-P	Economics: Microeconomics Theory and Application – II Lab									
EDH140-T	Political Science: Indian Constitution									

EDH140-P	Political Science: Indian Constitution Lab										
EDH133-T	Learner and Learning Process	EDU	HARD	CORE	3	0	0	0	5	4	
EDH133-P	Learner and Learning Process Lab				0	0	2	0			
EDS134	Communicative English-II	EDU	SOFT	CORE	1	0	2	0	3	2	
EDW125	Drama and Art Education	EDU	WORKSHOP	CORE	0	0	3	0	3	2	
EDN136	Project Report on Field Trip	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	0	0	2	
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	13	0	26	22	

Two weeks summer training (EDO165) (1.5 Credits)

SEMESTER - 3											
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft/ Workshop/ NTCC)	(Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS	
EDH226-T	History: Ancient Western Civilization	EDU	HARD	CORE	3	0	0	0	5	4	
EDH226-P	History: Ancient Western Civilization Lab				0	0	2	0			
EDH210-T	History: Indian History 1757 – 1857 A.D.	EDU	HARD	CORE	3	0	0	0	5	4	
EDH210-P	History: Indian History 1757 – 1857 A.D. Lab				0	0	2	0			
EDH211-T	English: Romanticism And The Victorian Period	EDU	HARD	CORE	3	0	0	0	5	4	
EDH211-P	English: Romanticism And The Victorian Period Lab				0	0	2	0			
EDH212-T	Economics: Macroeconomics Theory and Application – I	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4	
EDH212-P	Economics: Macroeconomics Theory and Application– I Lab										
EDH213-T	Political Science: Historical and cultural Background of Politics										
EDH213-P	Political Science: Historical and cultural Background of Politics Lab										
EDH206-T	Knowledge and Curriculum	EDU	HARD	CORE	3	0	0	0	5	4	
EDH206-P	Knowledge and Curriculum Lab				0	0	2	0			
EDS207	Gender, School and Society	EDU	SOFT	CORE	1	0	2	0	3	2	
EDW208	Craft And Visual Arts	EDU	WORKSHOP	CORE	0	0	3	0	3	2	

FLS101/102/103	Foreign Language-I	MRCFL	Audit	UNIVERSITY COMPULSORY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					17	1	15	0	33	24

Under Choice based Credit system, a basket of electives will be offered from which one elective will be taken by the student

SEMESTER - 4										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/ Workshop / MOOC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH230-T	History: National movement (1857 – 1947 A.D)	EDU	HARD	CORE	3	0	0	0	5	4
EDH230-P	History: National movement (1857 – 1947 A.D) Lab				0	0	2	0		
EDH307-T	English: Indian Writings in English	EDU	HARD	CORE	3	0	0	0	5	4
EDH307-P	English: Indian Writings in English Lab				0	0	2	0		
EDH231-T	English: Twentieth Century British Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH231-P	English: Twentieth Century British Literature Lab				0	0	2	0		
EDH232-T	Economics: Macroeconomics Theory and Application –II	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH232-P	Economics: Macroeconomics Theory and Application–II Lab									
EDH233-T	Political Science: Growth &international relations									
EDH233-P	Political Science: Growth &international relations Lab									
EDH122-T	Assessment For Learning	EDU	HARD	CORE	3	0	0	0	5	4
EDH122-P	Assessment For Learning Lab				0	0	2	0		
EDS227	School Organization & Management	EDU	SOFT	CORE	1	0	2	0	3	2
EDW228	Skill Lab, Robotics-Project Based Learning	EDU	WORKSHOP	Elective	0	0	3	0	3	2
MOOC-19E-EDS-202	Design Thinking- A Primer	EDU	MOOC		0	0	0	0	3	2
EDN 229	Street Play/ Skit/ Mime		Workshop	1	0	2	0			
MOOC-19E-EDS-201	Principles of Human Resource Management	EDU	MOOC	Elective	0	0	0	0	0	2
FLS 105/106/107	Foreign Language-II	MRCFL	Audit	UNIVERSITY COMPULSORY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	1	17	0	36	28

Under Choice based Credit system, a basket of electives will be offered from which one elective will be taken by the student

(EDO239) Two weeks Community Connect internship (1.5 credits)

SEMESTER - 5										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/ Workshop / MOOC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH306-T	History: History, Culture, State and Society of South India (1200 – 1800 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH306-P	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab				0	0	2	0		
EDH317-T	English: Literary Criticism	EDU	HARD	CORE	3	0	0	0	5	4

EDH317-P	English: Literary Criticism Lab	EDU	HARD	CORE	0	0	2	0	5	4
EDH308-T	Economics: Indian Economy	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH308-P	Economics: Indian Economy Lab									
EDH309-T	Political Science: Essence of public administration									
EDH309-P	Political Science: Essence of public administration Lab									
EDH318-T	Economics: International Economy	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH318-P	Economics: International Economy Lab									
EDH319-T	Political Science: Political thoughts									
EDH319-P	Political Science: Political thoughts Lab									
EDH214-T	Education in Contemporary India	EDU	HARD	CORE	3	0	0	0	5	4
EDH214-P	Education in Contemporary India Lab				0	0	2	0		
EDH108-T	Pedagogy of Social Sciences	EDU	HARD	CORE	3	0	0	0	5	4
EDH108-P	Pedagogy of Social Sciences Lab				0	0	2	0		
EDW304	Yoga & Health Education	EDU	WORKSHOP	CORE	0	0	3	0	3	2
EDN305	Colloquium	EDU	NTCC	CORE	0	0	0	0	0	2
EDO209	Phase I (Field Engagement)	EDU	OUTCOME	CORE	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	0	15	0	33	30

SEMESTER - 6										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/)	COURSE TYPE (Core/Elective /)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH316-T	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH316-P	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) Lab				0	0	2	0		
EDH407-T	English: Popular Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH407-P	English: Popular Literature Lab				0	0	2	0		
EDH408-T	Economics: Money and Banking	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH408-P	Economics: Money and Banking Lab									
EDH409-T	Political Science: International politics									
EDH409-P	Political Science: International politics Lab									
EDH127-T	Pedagogy of English	EDU	HARD	CORE	3	0	0	0	5	4

EDH127-P	Pedagogy of English Lab	EDU	SOFT	CORE	0	0	2	0	3	2
EDS103	Creating An Inclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2
EDW218	Critical Understanding of ICT in Education-II	EDU	WORKSHOP	CORE	0	0	3	0	3	2
EDW104	Reading And Reflection On Texts	EDU	WORKSHOP	CORE	0	0	3	0	3	2
EDO314	Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	16	2	29	24

SEMESTER - 7										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/)	COURSE TYPE (Core/Elective /)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH418-T	History: Indian and world history 1950 – 2000 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH418-P	History: Indian and world history 1950 – 2000 A.D.				0	0	2	0		
EDH406-T	History: Modern Western Civilization 1789 – 1945 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH406-P	History: Modern Western Civilization 1789 – 1945 A.D. Lab				0	0	2	0		
EDH419-T	English: Gender and Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH419-P	English: Gender and Literature Lab				0	0	2	0		
EDH420-T	Economics: Statistics	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH420-P	Economics: Statistics Lab									
EDH421-T	Political Science: Social Constructionists and Their Thoughts									
EDH421-P	Political Science: Social Constructionists and Their Thoughts Lab									
EDN412	Seminar	EDU	NTCC	CORE	0	0	0	2	0	2
EDS236	School leadership and Management	EDU	SOFT	ELECTIVE	1	0	2	0	3	2
MOOC-19E-EDS-402	Educational Leadership									
EDS220	Peace and Value Education									
EDS221	Guidance and Counseling									
EDS222	Human Rights in Education									
EDS223	Environment and Education									
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	10	2	23	20

SEMESTER - 8										
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SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/)	COURSE TYPE (Core/Elective /	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDN403	Reflective Journal	EDU	NTCC	CORE	0	0	0	2	0	2
EDO404	Phase-III School Internship-Pedagogy-I	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO405	Phase-III School Internship-Pedagogy-II	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO415	Action Research	EDU	OUTCOME	CORE	0	0	0	2	0	2
EDO416	Case Study	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					0	0	0	22	0	22

Career Development Centre Modules will be offered



PROGRAMME BOOKLET

Bachelor of Education (B.A B.Ed.) (EDU03)
(Academic Session: 2017-2021)

Department of Education and Humanities
School of Education and Humanities
Manav Rachna University

MANAV RACHNA UNIVERSITY

Vision

To educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens

Mission

- To impart outcome-based holistic education
- To disseminate education in frontier areas
- To produce globally competitive, ethical, and socially responsible human resources
- To produce human resources sensitive to issues of Environment and Sustainable Development
- To develop Environment and Sustainable development as a thrust area of research and development.

Quality Policy

To continuously learn from the best practices, study role models and develop transparent procedures for the empowerment of stakeholders.

Strategic Objectives

- To facilitate, enhance & promote innovation in curriculum design and delivery and have Outcome-oriented Learning Culture.
- To promote Research Environment and Management Practices.
- To enhance the quality of the student learning experience.
- To provide Resources and Infrastructure for Academic Excellence.

DEPT. OF EDUCATION AND HUMANITIES

Vision

To nurture professionals in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens.

Mission

- To integrate contemporary pedagogies and skills in the teaching-learning process.
- To formulate and transact research-based teacher education curriculum.
- To create a culture of grooming reflective practitioners.
- To demonstrate inclusion in deeds and actions.

Bachelor of Education (B.A. B.Ed.) (EDU03)

Programme Educational Objectives (PEOs)

- To groom professional and humane teachers with key competencies pertinent to local and global scenario.
- To educate students to succeed in higher studies and thrust areas of research in the field of Education and other related fields.

Programme Outcomes (POs) & Programme Specific Outcomes (PSOs)

- Demonstrate core values: Commitment to profession; honour diversity and ensure inclusion; ethical integrity.
- Demonstrate competencies such as; Communication skills; working effectively with students and parents; drive for achieving improved student learning outcome.
- Demonstrate professional/technical knowledge of the physical, social and intellectual development of students.
- Demonstrate knowledge and understanding of: differentiating teaching to meet specific learning needs of students; both school education and teacher education-related subjects.
- Demonstrate knowledge required to design lesson plan learning sequences, implement teaching strategies using ICT, set explicit, challenging and achievable learning goals for all students.
- Demonstrate professional competencies/practice that is required to manage classroom activities by establishing and maintaining orderly and workable routines.
- Demonstrate professional competencies required to select, use and develop informal and formal, diagnostic, formative and summative assessment strategies to assess student learning, provide timely feedback to students, and participate in assessment moderation activities.
- Demonstrate competencies and actions required for keeping oneself professionally engaged independently and participate in learning to update knowledge and practice.
- Demonstrate the ability to conduct research in related thrust areas.
- Demonstrate an ability to connect with the community and provide solutions at educational, environmental, and social level.
- Demonstrate an attitude of reflection, social entrepreneurship, and innovation.

Complete Program Structure
MANAV RACHNA UNIVERSITY
DEPARTMENT OF EDUCATION
B.A.B.Ed. (2017-2021)

SEMESTER – 1										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH117-T	History: Indian history till 1206 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH117-P	History: Indian history till 1206 A.D. Lab				0	0	2	0		
EDH118-T	English: An Introduction to English Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH118-P	English: An Introduction to English Literature Lab				0	0	2	0		
EDH119-T	Economics: Microeconomics Theory and Application – I	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH119-P	Economics: Microeconomics Theory and Application – I Lab				0	0	2	0		

EDH120-T	Political Science: Introduction to Political Theory				3	0	0	0		
EDH120-P	Political Science: Introduction to Political Theory Lab				0	0	2	0		
EDH102-T	Foundation of Education	EDU	HARD	CORE	3	0	0	0	5	4
EDH102-P	Foundation of Education Lab				0	0	2	0		
EDS116	Communicative English- I	EDU	SOFT	CORE	1	0	2	0	3	2
EDW105	Critical Understanding of ICT in Education-I	EDU	WORKSHO P	CORE	0	0	3	0	3	2
CHH137	Environmental Science	CH	NTCC	UNIVERSITY COMPULSOR Y	3	0	0	1	3	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					16	0	14	0	29	24

Semester-2

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH137-T	History: Indian history- 1206 A.D. to 1761 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH137-P	History: Indian history- 1206 A.D. to 1761 A.D.				0	0	2	0		

	Lab									
EDH138-T	English: Renaissance and Restoration	EDU	HARD	CORE	3	0	0	0	5	4
EDH138-P	English: Renaissance and Restoration Lab				0	0	2	0		
EDH139-T	Economics: Microeconomics Theory and Application – II	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH139-P	Economics: Microeconomics Theory and Application – II Lab				0	0	2	0		
EDH140-T	Political Science: Indian Constitution				3	0	0	0		
EDH140-P	Political Science: Indian Constitution Lab				0	0	2	0		
EDH133-T	Learner and Learning Process	EDU	HARD	CORE	3	0	0	0	5	4
EDH133-P	Learner and Learning Process Lab				0	0	2	0		
EDS134	Communicative English-II	EDU	SOFT	CORE	1	0	2	0	3	2
EDW125	Drama and Art Education	EDU	WORKSHO P	CORE	0	0	3	0	3	2
EDN136	Project Report on Field Trip	EDU	NTCC	UNIVERSITY COMPULSOR Y	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	13	0	26	22
POST SECOND SEMESTER SUMMER TRAINING (EDO165) (1.5 Credits)										

SEMESTER – 3

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH226-T	History: Ancient Western Civilization	EDU	HARD	CORE	3	0	0	0	5	4
EDH226-P	History: Ancient Western Civilization Lab				0	0	2	0		
EDH210-T	History: Indian History 1757 – 1857 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH210-P	History: Indian History 1757 – 1857 A.D. Lab				0	0	2	0		
EDH211-T	English: Romanticism And The Victorian Period	EDU	HARD	CORE	3	0	0	0	5	4
EDH211-P	English: Romanticism And The Victorian Period Lab				0	0	2	0		
EDH212-T	Economics: Macroeconomics Theory and Application– I	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH212-P	Economics: Macroeconomics Theory and Application– I Lab				0	0	2	0		
EDH213-T	Political Science: Historical and Cultural				3	0	0	0		

	Background of Politics									
EDH213-P	Political Science: Historical and Cultural Background of Politics Lab				0	0	2	0		
EDH206-T	Knowledge and Curriculum	EDU	HARD	CORE	3	0	0	0	5	4
EDH206-P	Knowledge and Curriculum Lab				0	0	2	0		
EDS207	Gender, School, and Society	EDU	SOFT	CORE	1	0	2	0	3	2
EDW208	Craft And Visual Arts	EDU	WORKSHO P	CORE	0	0	3	0	3	2

FLS101	Spanish-I	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y						
FLS102	German-I	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y	1	1	0	0	2	0
FLS103	French-1	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y						
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 7	1	15	0	33	24

Under Choice based Credit system, a basket of electives will b offered from which one electives will taken by the student

SEMESTER – 4

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH230-T	History: National Movement (1857 – 1947 A.D)	EDU	HARD	CORE	3	0	0	0	5	4
EDH230-P	History: National movement (1857 – 1947 A.D) Lab				0	0	2	0		
EDH307-T	English: Indian Writings in English	EDU	HARD	CORE	3	0	0	0	5	4
EDH307-P	English: Indian Writings in English Lab				0	0	2	0		
EDH231-T	English: Twentieth Century British Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH231-P	English: Twentieth Century British Literature Lab				0	0	2	0		
EDH232-T	Economics: Macroeconomics Theory and Application –II	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4

EDH232-P	Economics: Macroeconomics Theory and Application –II Lab				0	0	2	0		
EDH233-T	Political Science: Growth & International Relations				3	0	0	0		
EDH233-P	Political Science: Growth & International Relations Lab				0	0	2	0		
EDH122-T	Assessment For Learning	EDU	HARD	CORE	3	0	0	0	5	4
EDH122-P	Assessment For Learning Lab				0	0	2	0		
EDS227	School Organization & Management	EDU	SOFT	CORE	1	0	2	0	3	2
EDW228	Skill Lab, Robotics- Project Based Learning	EDU	WORKSHO P	Elective	0	0	3	0	3	2
MOOC-19E- EDS-202	Design Thinking- A Primer		MOOC		0	0	0	0	0	2
EDN229	Street Play/ Skit/ Mime	EDU	Workshop	Elective	1	0	2	0		
MOOC-19E- EDS-201	Principles of Human Resource Management		MOOC		0	0	0	0	0	2
FLS105	Spanish-II	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR	1	1	0	0	2	0

				Y						
FLS106	German-II	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY						
FLS107	French-II	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY						
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	11	17	0	36	28
(EDO239) Two weeks Community Connect Programme (1.5 credits)										
SEMESTER – 5										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH306-T	History: History, Culture, State and Society of South India (1200 – 1800 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH306-P	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab				0	0	2	0		
EDH317-T	English: Literary Criticism	EDU	HARD	CORE	3	0	0	0	5	4
EDH317-P	English: Literary Criticism Lab				0	0	2	0		

EDH308-T	Economics: Indian Economy	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH308-P	Economics: Indian Economy Lab				0	0	2	0		
EDH309-T	Political Science: Essence of Public Administration				3	0	0	0		
EDH309-P	Political Science: Essence of Public Administration Lab				0	0	2	0		
EDH318-T	Economics: International Economy	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH318-P	Economics: International Economy Lab				0	0	2	0		
EDH319-T	Political Science: Political Thoughts				3	0	0	0		
EDH319-P	Political Science: Political Thoughts Lab				0	0	2	0		
EDH214-T	Education in Contemporary India	EDU	HARD	CORE	3	0	0	0	5	4
EDH214-P	Education in Contemporary India Lab				0	0	2	0		
EDH108-T	Pedagogy of Social Sciences	EDU	HARD	CORE	3	0	0	0	5	4
EDH108-P	Pedagogy of Social Sciences Lab				0	0	2	0		
EDW304	Yoga & Health Education	EDU	WORKSHO P	CORE	0	0	3	0	3	2
EDN305	Colloquium	EDU	NTCC	CORE	0	0	0	0	0	2

EDO209	Phase-I Field Engagement	EDU	OUTCOME	CORE	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1	0	1	0	33	30
					8		5			
SEMESTER – 6										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH316-T	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH316-P	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) Lab				0	0	2	0		
EDH407-T	English: Popular Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH407-P	English: Popular Literature Lab				0	0	2	0		
EDH408-T	Economics: Money and Banking	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH408-P	Economics: Money and Banking Lab				0	0	2	0		
EDH409-T	Political Science: International Politics				3	0	0	0		

EDH409-P	Political Science: International Politics Lab				0	0	2	0		
EDH127-T	Pedagogy of English	EDU	HARD	CORE	3	0	0	0	5	4
EDH127-P	Pedagogy of English Lab				0	0	2	0		
EDS103	Creating An Inclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2
EDW218	Critical Understanding of ICT in Education-II	EDU	WORKSHO P	CORE	0	0	3	0	3	2
EDW104	Reading And Reflecting On Texts	EDU	WORKSHO P	CORE	0	0	3	0	3	2
EDO314	Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 3	0	1 6	2	29	24
SEMESTER – 7										
SUBJECT CODES	SUBJECT NAME	**OFF ERING DEPA RTME NT	*COURSE NATURE (Hard/Soft/ Workshop/ NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTA CT HOURS PER WEEK	NO. OF CREDIT S
EDH418-T	History: Indian and World History 1950 – 2000 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH418-P	History: Indian and world history 1950 – 2000 A.D. Lab				0	0	2	0		
EDH406-T	History: Modern Western Civilization	EDU	HARD	CORE	3	0	0	0	5	4

	1789 – 1945 A.D.									
EDH406-P	History: Modern Western Civilization 1789 – 1945 A.D. Lab				0	0	2	0		
EDH419-T	English: Gender and Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH419-P	English: Gender and Literature Lab				0	0	2	0		
EDH420-T	Economics: Statistics	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH420-P	Economics: Statistics Lab				0	0	2	0		
EDH421-T	Political Science: Social Constructionists and Their Thoughts				3	0	0	0		
EDH421-P	Political Science: Social Constructionists and Their Thoughts Lab				0	0	2	0		
EDN412	Seminar	EDU	NTCC	CORE	0	0	0	2	0	2
EDS236	School leadership and Management	EDU	SOFT	ELECTIVE	1	0	2	0	3	2
MOOC-19E-EDS-402	Educational Leadership		MOOC		1	0	2	0		
EDS220	Peace and Value Education		SOFT		1	0	2	0		
EDS221	Guidance and Counselling				1	0	2	0		
EDS222	Human Rights in Education				1	0	2	0		

EDS223	Environment and Education				1	0	2	0		
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	10	2	23	20

SEMESTER – 8

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDN403	Reflective Journal	EDU	NTCC	CORE	0	0	0	2	0	2
EDO404	Phase-III School Internship-Pedagogy-I	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO405	Phase-III School Internship-Pedagogy-II	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO415	Action Research	EDU	OUTCOME	CORE	0	0	0	2	0	2
EDO416	Case Study	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					0	0	0	22	0	22
Career Development Centre Modules will be offered										

Total Credit Scheme

S. No.	Semester	Contact Hours	Credits
1	I	29	24
2	II	26	22
3	Summer Training (Post II Sem)	30	1.5
4	III	33	24
5	IV	36	28
6	Community Connect (Post IV Sem)	0	1.5
7	V	33	30
8	VI	29	24
9	VII	23	20
10	VIII (School Internship)	0	22
Total		239	197

SEMESTER – 1

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH117-T	History: Indian history till 1206 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH117-P	History: Indian history till 1206 A.D. Lab				0	0	2	0		
EDH118-T	English: An Introduction to English Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH118-P	English: An Introduction to English Literature Lab				0	0	2	0		
EDH119-T	Economics: Microeconomics Theory and Application – I	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH119-P	Economics: Microeconomics Theory and Application – I Lab				0	0	2	0		
EDH120-T	Political Science: Introduction to Political Theory				3	0	0	0		

EDH120-P	Political Science: Introduction to Political Theory Lab				0	0	2	0		
EDH102-T	Foundation of Education	EDU	HARD	CORE	3	0	0	0	5	4
EDH102-P	Foundation of Education Lab				0	0	2	0		
EDS116	Communicative English- I	EDU	SOFT	CORE	1	0	2	0	3	2
EDW105	Critical Understanding of ICT in Education-I	EDU	WORKSHO P	CORE	0	0	3	0	3	2
CHH137	Environmental Science	CH	NTCC	UNIVERSITY COMPULSOR Y	3	0	0	1	3	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 6	0	1 4	0	29	24

Course Title/Code	History: Indian History till 1206 A.D. (EDH117-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to Ancient India
CO1	To understand the importance of literary, archaeological sources for the understanding of the Harappa and Aryan civilizations
CO2	To comprehend the rise of new religions, such as Jainism, Buddhism and its contribution to Indian civilization.
CO3	To comprehend the composition of empire and rise of Magadha as the political centre of Indian subcontinent.
CO4	To understand the process of political disintegration in Post-Gupta period India and rise of powerful regional kingdoms in ancient India
CO5	Student will be able to elaborate about the major political and economic structure of ancient India
CO6	To understand cultural contributions of Gupta and the Rajput rulers in the field of Literature, Science, Art and Architecture for Indian Society. To understand the Ancient period of Indian history.

SECTION A

ARCHAEOLOGICAL SOURCES AND INDUS VALLEY CIVILIZATION

Literary and Archaeological Sources – Indus Valley Civilization – Cities of Harappa civilization: Harappa, Mohenjo-Daro, Lethal and Chanhudaro - The political, economic and religious life of the Indus people – The Aryans – origin– political – economic – socio – religious life of the Aryans(in brief).

SECTION B

THE EVOLUTION OF JAINISM AND BUDDHISM IN THE SIXTH CENTURY B.C.

Causes for the rise of new Religions – Jainism – Life and Teachings of Mahaveera – Buddhism – Life and Teachings of Buddha - their contributions.

SECTION C

THE MAURYAN ERA AND CONVERSION OF ASHOKA INTO BUDDHISM

The Mauryas – Chandragupta Maurya, Asoka – Kalinga War – Welfare State – Asoka’s Dharma – Factors for the disintegration- The Indo – Greeks – Menander – The Kushans – Kanishka – Conquests – Patronage to Buddhism.

SECTION D

GUPTAS, RAJPUTS AND RISE OF KINGDOMS IN SOUTH INDIA

The Guptas – Samudragupta- Chandragupta Vikramaditya -The Gupta’s Contributions in the field of Literature, Science, Art Origin of the Rajput’s - Their Contribution to Art and Architecture
Rise of Kingdom in South India- Rashtrakutas

Reference Books and Readings:

1. Allchin, BR., Birth of Indian Civilization, Penguin Books Ltd., 1995.
2. Basham, AL., The Wonder that was India (Vol-I), Rupa & Co., New Delhi, 1995.
4. Basham AL., (Ed), a Cultural History of India, OUP, Delhi, 1998.
5. Devahuti D., Harsha–A Political Study, OUP, Delhi, 1998.
6. Himanshu P.Roy, The Winds of Change (Buddhism and the maritime links of early south Asia), OUP, Delhi, 1998.
7. Jha, DN., Ancient India-An Introductory Outline, People’s publishing House, New Delhi.
8. Jha D.N., Revenue System in Post-Maurya and Gupta Times, PunthiPustak, Calcutta, 1967
9. Luniya, BN., Evolution of Indian Culture, Lakshmi, Narian Agarwal, Agra, 1977.
10. Majumdar R.C., Ancient India, Motilal Banarsidas Pub., Delhi, 1982.

Course Title/Code	History I: Indian History till 1206 A.D. Lab (EDH117-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To gain a practical insight into the history of ancient India through hands on experience
CO1	To debate on the significance of Archaeological and Literary sources for the study of India's past
CO2	Collaborative Learning on the emergence of different religions such as Buddhism and Jainism
CO3	To dramatize the role of Ashoka and his policy of Dhamma
CO4	To exhibit the cultural contribution of different dynasties in India

1. Visit Archaeological survey of India (ASI) and write a report on it.
2. Critically examine the relevance of the movie "Asoka" with the historical reality.
3. Any other activity suggested by teacher

Reference Materials

1. Romila Thapar (Ed), recent perspectives of Indian History, Oxford Uni Press, Delhi, 1998.
2. Sharma, RS.Aspects of Political Ideas and Institutions in Ancient India,Motilal Banarsidas Pub.Pvt.Ltd., Delhi,1999.
3. S.Bhattacharya& Thapar R., (Ed), Situating Indian History, OUP, New Delhi, 1986
4. Romila, Thapar, from lineage to state, OUP, Delhi, 2000.
5. Romila, Thapar, Asoka and the Decline of the Manuryas, OUP, Delhi, 19

Course Title/Code	English I: An Introduction to English Literature (EDH118-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To expose students about the brief history of English Literature and they will be able to comprehend different genres of literature.
Course Outcomes (COs)	
CO1	Understand genesis and development of English Language and literature
CO2	Comprehend various aspects of Literature and its role in understanding social issues.
CO3	Identify different periods of English history and development of Literature during that time.
CO4	Classify literature into different genres.
CO5	Analyse variety of literary devices and figures of speech to analyse literature.

SECTION A

INTRODUCTION TO LITERATURE

Brief History of English Literature, Oral and written, literary vs. Non-literary, concept of the 'Genre'. Ideology and Literature; the ways of reading literature.

SECTION B POETRY

Language of poetry- diction, imagery, symbols, metre, rhythm, figures of speech, appreciation of poetry. Forms of poetry through illustrative examples.

John Milton –On His Blindness

SECTION C DRAMA

Types of drama- tragedy, comedy, farce, one-act play. Dramatic techniques - plot, character, stage, setting, writer, soliloquy.
Henrik Ibsen – A Doll’s House.

SECTION D FICTION & PROSE

Prose- kinds and structure, Discuss prose as an agent of social change.
Language of fiction- point of view, characterization (flat and round), settings, time and space, short fiction.
Types of Novels: Psychological Novels, Regional, Realist, Stream of Consciousness, Gothic, Romance.
J.D. Salinger - Catcher in the Rye

Reference Books and Readings

1. Abrahm, M.H.: *Glossary of Literary Terms*.
2. Auden ,W.H.: *In Memory of W.B.Yeats*
3. Beckson, Karl& Genz,Arthur:*A Reader’s Guide to Literary Terms*
4. Boulton,&Marjorie : *The Anatomy of Poetry*
5. Brook Cleanth & Warre: *Understanding Poetry and Understanding Drama*
6. Coleridge, Samuel T.: *Rime of the Ancient Mariner*
7. Durrel Lawrence: *Key to modern Poetry*
8. Prasad, B.: *Introduction to modern Literature*.
9. Orwell George : *Shooting an Elephan*

Course Title/Code	English I: An Introduction to English Literature Lab (EDH118-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To enable about genesis and development of English Language & Literature through different genres of literature.
Course Outcomes (COs)	
CO1	Understand genesis and development of English Language and literature
CO2	Comprehend the meaning of Literature and its role in understanding the contemporary social issues.
CO3	Identify different periods of English literature
CO4	Classify literature into different genres.

- Read and Discuss: Old English, Middle English
- Group work on Oral & Written English
- Movie review on Ideology & Literature
- Comprehension passage review of figures of Speech

Course Title/Code	Economics : Microeconomics Theory and Application – I (EDH119-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with the basic concepts of economics as an introductory area.
CO1	To recall the meaning, nature and scope of micro economics and functions of an economic system
CO2	To understand the theory of Demand, supply, and elasticity. Consumer equilibrium with the help of the indifference curve and budget line, the concept of utility and diminishing marginal utility.
CO3	To familiarize the concept of production and production function, law of variable proportion and producer's equilibrium.
CO4	To comprehend the idea of cost and revenue with their application.

SECTION A

Meaning, concept, nature and scope of microeconomics. Positive and normative economics, Problem of scarcity and choice, opportunity cost, production possibility frontier. DEMAND: Meaning, Individual and Market demand, determinants of demand, Demand function law of demand, and movement versus shift in demand curve. ELASTICITY OF DEMAND: Price elasticity, cross elasticity and income elasticity. Factor affecting elasticity of demand.

SECTION B

CONSUMER THEORY

Concept and measurement of utility-Cardinal and Ordinal, Theory of consumer choice-Marginal Utility Theory, Indifference Curve Approach (properties), Income and Price expansion paths, Demand curve, Income and Substitution effects, Theory of revealed preferences, Index Numbers

SECTION C

SUPPLY AND PRODUCTION

Production function, concept of TP, AP and MP. Law of variable proportions. Iso-quant, iso-cost lines, MRTS, ridge lines, producer's equilibrium, returns to scale, economies and diseconomies of scale (internal and external). Supply, determinants of supply, law of supply, shifts of supply versus movements along a supply curve, elasticity of supply.

SECTION D

COST AND REVENUE

Costs: Meaning, types, TC, TFC, TVC, AFC, AVC, ATC, MC and their relationship, Long run: derivation of LAC and LMC, economies of scale, Technological change and long run cost, Introduction to Revenue

Case Study: Any FMCG or Service sector management-both in respect of costs and revenue measurements

Reference Books and Readings:

1. A.Koutsoyiannis, Modern Microeconomics, Macmillan (Latest Edition).
2. A.W. Stonier and D.C.Hauge: A Text Book of Economic Theory (Fourth edition) Part-I.
3. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
4. Chaturvedi, D.D and Mittal Anand, Microeconomics, Mankiw
5. Hal R. Varian " Intermediate Microeconomic: A modern Approach", W.W Norton & Company, 6th Edition (June 2002)
6. J.E Stiglitz and G.E Walsh' "Principles of Economics", W.W Norton & Co. N.Y.
7. K.S. Gill: Evaluation of Indian Economy, NCERT
8. N.Gregory Mankiw' "Principles of Economics"" South-Western College; 5th Edition (2008)
9. Paul Samuelson and Nordhaus' "Economics", Tata Mcgraw Hill Publishing Company, New Delhi. 18th Edition (2004)
10. R.G Lipsey and KA. Chrystal, Economics, Oxford University Press, Oxford (2007).

Course Title/Code	Economics: Microeconomics Theory and Application – I Lab (EDH119-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To utilize hands-on practice to understand basics of economic concepts in everyday life
CO1	To enable students to understand the real-world working of microeconomic systems.
CO2	To train students to use economic concepts with graphical construction and mind-mapping
CO3	To develop infographics through a project-based method of the production function
CO4	To inculcate mathematical formulations using excel for cost and revenue functions

1. Solve the numerical based on elasticity of demand and supply
2. Take any economic sector and list out the economies and diseconomies of scale
3. Solve the questions based on cost, revenue and production.
4. Collect News articles from leading newspapers, magazines or research papers related with Economic activities and study those articles and make a portfolio book of it.
5. Provide any 5 products names in following categories: Normal Good, Substitute Goods, Complementary Goods, Inferior goods, Giffen goods
6. Solve a case study given by a teacher

7. Read and discuss the work of John Hicks Nobel prize winner (1972) "for his pioneering contributions to general economic equilibrium theory and welfare theory."

Reference Books and Readings:

1. R.G Lipsey and KA. Chrystal, "Principles of Economics", Oxford University Press, Oxford (2002-03).
2. R.S Pindyck & D.L Rubinfeld: Microeconomics, Prentice Hall Series in Economics MATE (2005)
3. Walter Nicholsan' " Microeconomic Theory: Basic Principles and Extensions", South Western College. South Western Publication (2007)
4. W.J Baumol & Alan S. Blinder, "Microeconomics: Principles and Policy" Thomson, India Edition. Ceneage Learning India Pvt Ltd (2006)

Course Title/Code	Political Science: Introduction to Political Theory (EDH120-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	The course introduces students to key political theory disputes and gives them a broad overview of some of the field's most important philosophers.

Course Outcomes (COs)	
CO1	To understand evolution and use of the concepts, ideas and theories with reference to individual thinkers.
CO2	To examine the terms like Pluralism, theories of law, liberalism, socialism and trends in democratic theory.
CO3	To understand the elements of State, theories of origin of state and nature of State.
CO4	To understand the meaning, definitions, kinds and theories of sovereignty.
CO5	To analyse the Nature, kinds and different views of equality.
Prerequisites (if any)	NA

SECTION A

NATURE, MEANING AND SIGNIFICANCE OF POLITICAL THEORY

Nature, meaning and Significance of Political Theory, developing trends, Pluralism, Theories of Law, 20th Century trends in Liberalism, Socialism.

SECTION B

STATE AND SOVEREIGNTY

State: Definition, elements of the State, theories of Origin of State, functions of the State, nature of State - Concept of Sovereignty, definitions of sovereignty, characteristics of sovereignty, development of sovereignty, kinds of sovereignty.

SECTION C

CONCEPT OF EQUALITY

Equality, development of the concept, nature of equality, kinds of equality, different views of equality. Recent theories of equality and justice, Concept,

SECTION D

DEVELOPMENT OF WELFARE STATE AND ADMINISTRATION

Development of Welfare State, evolution and scope of Welfare State, role of Government and non-government organization,

Reference Books and Readings:

1. Barker, E., *Principles of Social and Political Theory*, Oxford University Press, Calcutta, 1976.
2. Barry, N.P., *Introduction to Modern Political Theory*, Macmillan, London, 1995.
3. Benhabib, S., and Cornell, D., *Feminism as Critique*, Polity Press, Cambridge, 1987.

Course Title/Code	Political Science :Introduction to Political Theory Lab (EDH120-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-Structure	(0-0-2-0)
Credits	1
Course Objective	To understand dynamics of political economy including equity, application and functions of states
Course Outcomes (COs)	
CO1	Brainstorming on practices and application of theories of Law
CO2	Presentation on the function of State
CO3	Extempore on the application Social and political Equality
CO4	Discussion and group learning of practices of the Welfare State in India

1. Read and discuss the Sarvodaya theories of Social Change
2. Collect different articles from newspapers, magazines or any other source, if any, reflecting the efforts made by the Govt. in bringing equality in the society in the last 10 years and make an analytical report for the same.

Course Title/Code	Foundations of Education (EDH102-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To orient the students about the philosophical and sociological foundation of Education
Course Outcomes (COs)	
CO1	Assimilate the concept of Education and Its philosophical aspects
CO2	Comprehend the Socio-Cultural aspect of Education
CO3	Discuss the Inter-disciplinary nature of Education
CO4	Analyse the contribution of various Indian and western Educationists to Indian Education System
CO5	Reflect on the Educational concerns and Issues in the Indian context

SECTION A

BASICS OF EDUCATION AND PHILOSOPHY

Education: Concept, meaning, aims and functions of education, Critical understanding of various related terms: Training, Instruction, Teaching and Indoctrination, Education as a discipline and its interdisciplinary nature, Role of Education in promotion of Culture and value inculcation. Introduction to philosophy with special reference to its branches, Relation between Education and Philosophy, Nature and Scope of Educational Philosophy

SECTION B

EDUCATIONAL THOUGHTS AND THEIR IMPLICATIONS

Contribution of following thinkers with respect to meaning of education, aims, curriculum development and techniques of maintaining discipline in present scenario.

Indian Educationists: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Jiddu Krishnamurthy and Dr. B.R Ambedkar.

Western Educationists: Plato, Rousseau, John Dewey, and Paulo Friere

SECTION C

EDUCATION AND SOCIETY

Relation between Education and Society, Education as an agent of Social Change, Education and Culture, Socio-cultural influences of Globalization on Education, Socialization of child and social agencies of education, Constitutional values and Education

SECTION D

NATIONAL CONCERNS IN EDUCATION

Equalization of Education Opportunities- Accessibility, Affordability and Equality to all. Constitutional Provisions for ensuring equity and equality in Education-with special reference to Right to Education (RTE). Education and Gender Equality, Nature of Democracy and its implications, Secularism and Religious Pluralism, National and Emotional Integration in Indian context.

Reference Book and Readings

1. Anand, C L and et al (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.
2. Bhatia, K. & Bhatia, B. (1974) *the Philosophical and Sociological Foundations of Education*. Delhi: Doaba House.
3. Delors, Jacques (1996). *Learning the Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO.
4. Dewey J (1966). *Democracy in Education*, New York: Macmillan.
5. Gandhi M K (1956). *Basic Education*. Ahmedabad, Navajivan.
6. Goel, A. & Goel S.L. (2005). *Human values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Govt. of India (1952). *Report of the Secondary Education Commission*. New Delhi.

Course Title/Code	Foundations of Education Lab (EDH102-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To orient the students about the philosophical and sociological foundation of Education
Course Outcomes (COs)	
CO1	Apply the philosophical understanding of Education into the real classroom situation
CO2	Reflect upon the Socio-Cultural aspect of Education through practical activities
CO3	Appreciate the contribution of various Indian and western Educationists in shaping the Indian Education System with reference to the present scenario

Practical Activities

1. Report writing based on visits made to schools practicing innovative philosophies in areas of education like inclusive education, gender sensitization, secularism and any other crucial area.
2. A Survey regarding ground realities of implementation of the provisions of RTE in any one school in the neighbourhood.
3. Group discussions on any suitable topics concerning contemporary society like aggression among youth, misuse of democracy, implications of secularism etc. and to reflect upon different viewpoints.
4. Organization of and participation in street plays /dramas/ declamation/ debates/ any other suitable activity on any theme of Philosophical perspectives of Socio-Political scenario in India.
5. Preparation of quotation boards to display quotes of great philosophers in the college premises.
6. Any other suitable activity

Reference Book and Readings

1. Govt. of India. MHRD (1986, Revised 1992) *National Policy of Education*, New Delhi.
2. NCERT (2014). *Basics of Education*. NCERT: Publication Division.
3. R. S. Peters (Ed.) (1967) *the concept of education*. London: Routledge & Kegan Paul.
4. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
5. Saraswathi T S (1999). *Culture, Socialization and Human Development*. Sage Publication.
6. Sharma, A. P. (2010). *Indian and Western Educational Philosophy*. New Delhi: Unicorn Books.
7. Walia, J.S. (2011). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.

Course Title/Code	Communicative English-I (EDS116)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	The Course aims at developing communication skills among learners
Course Outcomes (COs)	
CO1	Demonstrate accuracy in the usage of grammar in their communication
CO2	showcase skills while communicating verbally
CO3	Display proficiency while using morphology and syntax of English language
CO4	Express themselves accurately in writing
CO5	Use different techniques while reading for comprehension

SECTION A

GRAMMAR AND USAGE

Parts of Speech, Sentence (Declarative, Affirmative, Negative, and Interrogative, Simple), concept of Clause and Phrase, Transformation of sentences. Word order and concord, Verbs (Finite, Nonfinite, linking verbs, auxiliary verbs, modals,) Tenses and some common errors in English.

SECTION B

ORAL COMMUNICATION

Features of oral communication- word stress-intonation- falling and rising tones.

CONVERSATIONS: Introducing yourself, Body Language, Public speaking, Debates, Group Discussion Skills, Interview skills and Etiquette, Meetings, Voice and delivery, Dress code, Class seminar presentation

SECTION C

READING COMPREHENSION: COMPREHENSION SKILLS:

Reasons for Poor Comprehension, Techniques for Good Comprehension (Skimming and Scanning), Non-verbal signals, Structure of the text, Author's Viewpoint, Reader's Anticipation, Summarizing

SECTION D

ACADEMIC WRITING: NOTE MAKING: Methods of preparing notes.

PRÉCIS: Summary, Abstract, Synopsis,

LETTER: Letter structure and element, types of letter (Application, Cover, Acknowledgement, Recommendation, Appreciation, Acceptance, Apology, Complaint, Inquiry, Order)

Reference Books and Readings:

1. Cholis, M. (2007). *Towards Academic English*. New Delhi :Cambridge University Press
2. Cohen, F. R. & Miller L. J. (2003). *Reasons to Write: Strategies for Success in Academic Writing*. New York: Oxford University Press.
3. Kohli , A. L. (1993). *English Grammar, Reading and Writing Skills*. Chandigarh: Kohli Publishers
4. Kumar ,S. & Lata, P. (2012). *Communication Skill in English*. New Dedlhi: Oxford University Press.
5. Mohan, K. & Banerji, M. (1990). *Developing Communication Skills*. New Delhi: MacMillan India Ltd.
6. Washburn, P. (2010). *The Vocabulary of Critical Thinking*. New York: OUP.
7. Eastwood, J. (1999). *Oxford Practice Grammar*. India: Oxford University Press

Course Title/Code	Critical Understanding of ICT in Education-I (EDW105)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Credits	2
Objective	To assist students in developing the fundamental information and skills they need to function successfully in their daily lives.
Course Outcomes	
CO1	To demonstrate the understanding of the main components of the computer hardware and software in use.
CO2	To integrate technology tools for teaching learning and material development
CO3	To integrate use of ICT to simplify record keeping, information management in education administration.
CO4	To implement various ICTs for project / problem-based constructivist learning environments.
CO5	To reflect critically on application of ICT in teaching-learning process.
CO6	To provide the hands on experience on ICT

Section A

Introduction to Computer Systems (1P)

Characteristics and Components of a computer system, Memory – Primary & Secondary, Input Devices, Output Devices, Hardware and Software

Operating System (6P)

Microsoft Windows - Versions of Windows, Basic Windows elements, Folder and File management, using essential accessories: Calculator, Notepad, Paint, WordPad. Utility of My Computer, My Documents, Recycle bin, My Network Places, Control Panel, Searching Files

Section B

Introduction to Internet (3P)

Introduction to internet, www, urls, portals, web browsers, ip addresses, searching and downloading content, e-mail, intranet.

Word Processing (9P)

Creating and handling documents, Editing, Spellcheck, Formatting, Tables, Macros, Mail merge, Page setting, Headers and footers, Printing documents

Section C

Spread sheet Package (10P).

Creating and handling workbook and spread sheet, Editing, Formatting, Cell referencing, Formulae and Functions, Charts and Graphs, Macros, Views, Sorting, Page setting, Headers and footers, Printing worksheets

Section D

Presentation Package (10P)

Creating and handling presentations, Using templates, Views, Handling Master slide - Notes and Hand-outs, Slide Design and layout, Animations, Transition, Slide Show, Custom Show, Timing, Headers and footers, Printing Presentations and hand-outs.

Reference Books and Readings

1. Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). *Microsoft PowerPoint*. NISCOM, CSIR: New Delhi.
3. Lee, William w., Dianna, L. Owens, and (2001) *Multimedia based Instructional Design: Computer based training*. Jossey-Bass
4. Mishra, S. (Ed.) (2009). *STRIDE handbook 08: E-learning*. IGNOU: New Delhi.
5. National Policy on ICT in Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI, Retrieved from: http://mhrd.gov.in/ict_school
6. Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

Course Title/Code	Environmental Sciences (CHH137)
Course Type	University Compulsory
Course Nature	Hard
L-T-P-O Structure	(3-0-0-1)
Credits	4
Course Objective	The Environmental Studies programme trains students to be leaders in recognising and resolving difficult environmental concerns from an interdisciplinary, problem-solving perspective.
CO1	Understand and explain the multidisciplinary dimensions of environmental issues.
CO2	Understand the primary environmental problems and suggest potential solutions
CO3	understand and explain about the various groups of plants and animals and their interaction with various ecosystem
CO4	Appreciate the principles governing the interactions between social and environmental factors

Section A
Multidisciplinary nature of environmental studies

Definition, scope and importance
Need for public awareness.

Natural Resources:

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, casestudies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
 - Role of an individual in conservation of natural resources.
 - equitable use of resources for sustainable lifestyles.
- (8 lectures)

Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem: -
 - a. Forest ecosystem
 - b. Grassland ecosystem

- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Section B

Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
 - Bio geographical classification of India
 - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
 - Biodiversity at global, National and local levels.
 - India as a mega-diversity nation
 - Hot-spots of biodiversity.
 - Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
 - Endangered and endemic species of India
 - Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- (8 lectures)

Environmental Pollution

Definition

- Cause, effects and control measures of:-
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.

- Pollution case studies.
 - Disaster management: floods, earthquake, cyclone and landslides.
- (8 lectures)

Section C

Social Issues and the Environment

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.
- Waste and reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness. (7 lectures)

Section D

Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health.
- Human Rights.

- Value Education.
 - HIV/AIDS.
 - Women and Child Welfare.
 - Role of Information Technology in Environment and human health.
 - Case Studies.
- (6 lectures)

Field work

- Visit to a local area to document environmental assets- river/forest/grassland/hill/mountain
 - Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
 - Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)

Reference Books and Readings:

- a) Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- b) Bharucha Erach, the Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email: mapin@icenet.net(R)
- c) Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- d) Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- e) Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopaedia, Jaico Publ. House, Mumbai, 1196p
- f) De A.K., *Environmental Chemistry*, Wiley Eastern Ltd.
- g) *Down to Earth*, Centre for Science and Environment(R)
- h) Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev Environment & Security. Stockholm Env. Institute Oxford Univ. Press 473p
- i) Hawkins R.E., Encyclopaedia of Indian Natural History, Bombay Natural History Society, Bombay(R)
- j) Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- k) Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p.

- l) Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition.639p.
 - m) Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
 - n) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co.(TB)
 - o) Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA,574p
 - p) Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd.345p.
 - q) Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
 - r) Survey of the Environment, The Hindu (M)
 - s) Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
 - t) Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media(R)
 - u) Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
 - v) WangerK.D., 1998EnvironmentalManagement.W.B.SaundersCo.
Philadelphia, USA 499p
- (M) Magazine
(R)Reference
(TB) Textbook

Further Readings:

1. Cunningham W.P., CooperT.H.GorhaniBharuchaErach, 2003.The BiodiversityofIndia,Mapin Publishing Pvt.Ltd, Ahmedabad–380013, India. Email:mapin@icenet.net
2. BrunnerRC, 1989, HazardousWasteIncineration, McGrawHillInc.
3. ClarkRS, MarinePollution, ClandersonPress, Oxford (TB).
4. E&HepworthMT, 2001.EnvironmentalEncyclopaedia, JaicoPublishingHouse, Mumbai, 1196pgs.
5. DeA. K., Environmental Chemistry, WileyEasternLtd.

Semester-2

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH137-T	History: Indian history-1206 A.D. to 1761 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH137-P	History: Indian history-1206 A.D. to 1761 A.D. Lab				0	0	2	0		
EDH138-T	English: Renaissance and Restoration	EDU	HARD	CORE	3	0	0	0	5	4
EDH138-P	English: Renaissance and Restoration Lab				0	0	2	0		
EDH139-T	Economics: Microeconomics Theory and Application – II	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH139-P	Economics: Microeconomics Theory and Application – II Lab				0	0	2	0		
EDH140-T	Political Science: Indian Constitution				3	0	0	0		
EDH140-P	Political Science: Indian Constitution Lab				0	0	2	0		
EDH133-T	Learner and Learning Process	EDU	HARD	CORE	3	0	0	0	5	4
EDH133-P	Learner and Learning Process Lab				0	0	2	0		
EDS134	Communicative English-	EDU	SOFT	CORE	1	0	2	0	3	2

	II									
EDW125	Drama and Art Education	EDU	WORKSHO P	CORE	0	0	3	0	3	2
EDN136	Project Report on Field Trip	EDU	NTCC	UNIVERSITY COMPULSOR Y	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 3	0	1 3	0	26	22

Course Title/Code	History: Indian History-1206 A.D. to 1761 A.D. (EDH137-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to Medieval India
CO1	To understand the foundations of the Delhi Sultanate, and its contribution to the culture and society of medieval India
CO2	To understand the foundation of the Mughal Empire and the nature of the Mughal State and its administration
CO3	To know the advent and contributions of the Maratha Rulers
CO4	To understand the relationship between the rise of regional kingdoms of India and the decline of Mughal Empire
CO5	To understand the contribution of Mughal Empire to Indian society, economy, literature , art and architecture in Medieval India
CO6	To recognise the rise of monotheistic religion, religious reformers, Sufi saints in medieval India and their contributions.

SECTION A

FOUNDATION OF DELHI SULTANATE

Literary Sources- Delhi Sultanate – Qutb-ud-din Aibak – Iltumish – Razia Sultana – Ghiasuddin Balban – The Khilji's & Alauddin Khilji.

The Tughlaqs– Mohammed bin Tughlaq and their theories of Kingship.

SECTION B

MUGHAL AND MARATHA EMPIRES

Foundation of the Mughal Empire – Shershah Suri – Career and achievements – Akbar – Conquests – Administration – Religious Policy. Aurangzeb – Religious & Deccan Policy.

Shivaji, Career Conquests – Administration, the Peshwas – Balaji Vishvanath – Baji Rao

SECTION C

SOCIETY AND ECONOMY UNDER THE MUGHALS

The Mughal contribution to art and architecture and their economy.

SECTION D

RISE OF THE BHAKTI MOVEMENT IN MEDIEVAL INDIA

Background – Alvars- Nayanars- Vaishnavite- Shaivite – Teachings of Kabir- Nanak- Sankardeva- Sufism - Sheik Moinuddin Chisti.

Reference Books and Readings:

1. B.Sheik Ali, History – Its Theory and Method, Mac Millan India Ltd., Delhi, 1995.
2. Chaudhary, Socio-Economic History of Mughal India, Discovery Pub.house, Delhi, 1987.
3. HarmannKulke, The State in India (1000-1700AD), OUP, 1997
4. Irfan Habib, (Ed), Akbar and His India, OUP, New Delhi, 1998.
5. Irfan Habib, (Ed), The Agrarian System of Mughal India (1556-1707 AD), OUP, 1999.
6. Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
7. Irfan Habib, Agrarian System of Mughal India (1556-1707), OUP, Delhi, 1999.
8. John F.Richards, The New Cambridge History of India – The Mughal Empire, Cambridge Uni. Press, New Delhi, 1997.
9. MujaffarAlam and Sanjay Subramanyam, The Mughal State (1526-1750) OUP, 1998.
10. Mehta J.L. Advanced Study in the History of Medieval India (3 vols

Course Title/Code	History: Indian History-1206 A.D. to 1761 A.D. Lab (EDH137-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To gain a practical insight into the history of medieval India through hands on experience
CO1	To dramatize emergence of different dynasties in medieval India
CO2	Collaborative learning on the role of the Mughals and Suris in India
CO3	To exhibit the cultural contribution of the Mughals
CO4	To debate on the cultural contribution of various Bhakti and Sufi saints

1. Students can pick up stories, poems, bhajans or any composition that they have heard in school, temple, dargah or media. (eg.Kair'sDohas, Mirabai's bhajans, Sufi composition like'Damba Dum Mast Qalandar') and appreciate how art, literature and stories played an important role in communication and shaped their ideas.
2. Depiction of Life such as administration, court proceedings, domestic life, life of commoners, war and trade etc. during Mughal period through Paintings.

Reference Books and Readings:

1. Mehta J.L. Advanced Study in the History of Medieval India (3 vols.)

2. Mohammed Habib, A Comprehensive History of India, vol-I, Delhi Sultanate (1206-1526) Peoples Pub. House, New Delhi.
3. Moreland W.H. Agrarian System of Moslem India, Orient Books, New Delhi.
4. Moreland W.H, From Akbar to Aurangzeb.
5. Qureshi, I H. Administration of Mughal India, Janaki Prakasana, Patna.
6. S.A.A.Rizwi, The Wonder that was India Vol-II Rupe& Co., New Delhi, 1995.
7. Satish Chandra, Medieval India from Sultanate to Mughals, Har Anand Pub.Vt.ltd., Delhi,1998.
8. Satish Chandra, Historiography, Religion, State in Medieval India, Har Anand Pub.Pvt. Ltd., Delhi, 1997.
9. Satish K Bajaj, Recent Trends in Historiography, Anmol Pvt. Ltd., New Delhi, 1999.
10. Streuchand Douglas, the Formation of Mughal Empire, OUP, 1999.
11. Tarachand, Influences of Islam on Indian Culture, the Indian Press, Pvt Ltd., Allahabad.
12. TapanRoychaudhuri, Irfan Habib, the Cambridge Economic History of India, II Vols, Oriental Longman in Association with Cambridge Uni.Press.

Course Title/Code	English: Renaissance & Restoration (EDH138-T)
Course Type	Core
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To expose students about Renaissance period, prevailing ideology, the major writers and their writings which are representative of the poetical and literary tendencies of the age
Course Outcomes (COs)	
CO1	Recall the evolution of drama and its type.
CO2	Analyse the writing of dramatist Christopher Marlowe along with the themes and techniques of the Renaissance theatre
CO3	Analyse the writing of dramatist Shakespeare along with the themes and techniques of the Renaissance theatre
CO4	Comprehend the prose and conceptualize humanism.
CO5	Comprehend the poetry and its stylistic decorum along with rules in restoration and renaissance period.

**SECTION A
DRAMA**

Christopher Marlowe : Dr. Faustus

**SECTION B
DRAMA**

Shakespeare : Twelfth Night

**SECTION C
PROSE**

Francis Bacon : “Of Studies”
Joseph Addison : Sir Roger at Church

SECTION D POETRY

Shakespeare : No Longer Mourn for Me When I am Dead (sonnet 71)
John Donne : “The Good Morrow”, “Batter My Heart”
John Milton : “L’Allegro”

Reference Books and Reading

1. Alaston, Robert.N. (1987) Ben Jonson’s Parodic Strategies: Literary Imperialism in the comedies, Cambridge , Mass: Harvard University Press
2. Bacon, F. : Novum Organum
3. Bradley, A.C.: (1968). “Macbeth”, Shakespeare: Macbeth, a Casebook. Ed.John
4. Cervantes: Don Quixote
5. Dr.Johnson : Preface to Shakespeare,
6. Jonson, Ben : Everyman In His Humour
7. Kirsch, Arthur (1990). The Passions of Shakespeare’s Tragic Heroes. Charlotte Ville: UP of Virginia
8. Machiavelly : The Prince
9. Marlow, Christopher : Doctor Faustus- Penguin Critical
10. Milton Jones :Lycidas
11. Moore Sir Thomas : Utopia
12. Nagarajan, MS : Shakespeare.
13. Nagarajan, MS : Literary Theory and Criticism
14. Nicoll Allrdyce: History of British Drama
15. Shakespeare - The Tempest
16. Webster,J. - The Duchess of Malfi

Course Title/Code	English: Renaissance & Restoration Lab (EDH138-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To expose students about Renaissance period, prevailing ideology, the major writers and their writings which are representative of the poetical and literary tendencies of the age
Course Outcomes (COs)	
CO1	Analyse theme, style of writing, language of Christopher Marlowe
CO2	Analyse theme, style of writing, language of William Shakespeare
CO3	Recall the poetry of Renaissance Age
CO4	Comprehend the prose and conceptualize Humanism

List of Practical:

1. Class Discussion on Renaissance and Reformation
2. Role -Play on Dr Faustus
3. William Shakespeare: Book reviews
4. Twelfth Night: Video review activity
5. English Essays : Writing and Delivery in form of deliverables
6. Review of English Essayists
7. Content analysis of English Sonnets
8. Identification of Metaphysical Poets

Course Title/Code	Economic: Microeconomics Theory and Application – II (EDH139-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To develop students' ability to create and maintain an argument utilizing the terminology and ideas that economists use when making decisions
CO1	To interpret the concept Perfect competition in short run and long run
CO2	To understand the concept of Monopolistic competition in SR and LR and social cost of monopoly, price discrimination; remedies for monopoly
CO3	To recognize the idea of Imperfect competition in SR and LR and various other market structure viz. Cartels, Duopoly, Oligopoly models & game theory.
CO4	To familiarize with the Concept of factor Pricing

SECTION A

THEORY OF PERFECT COMPETITION FIRM

Meaning, Characteristics of Perfect competition. Demand, Price and Revenue in Perfect Competition, Short Run Equilibrium under Perfect Competition. Profit Maximization: TR-TC Approach and MR-MC Approach, Long run Equilibrium: Demand and Supply Determination

SECTION B

THEORY OF A MONOPOLY COMPLETION FIRM

Concept of Monopoly competition, short run and long run price and output decisions of a monopoly firm, comparison of perfect competition and monopoly, Price discrimination, Dumping, Producer's surplus

SECTION C

IMPERFECT COMPETITION

Concept and characteristics of Monopolistic competition, cartel, duopoly, oligopoly, Price determination (LR and SR) under monopolistic competition, duopoly, oligopoly (Paul Sweezy model), price discrimination under monopoly, measures of monopoly power, Introduction to Game Theory

SECTION D

FACTOR OF PRODUCTION

The Market for factors of production: Labour market, capital market and equilibrium. Monopsony, Monopolistic and Monopolistic exploitation in labour market. Role of trade unions, rental element in factor remuneration. Government intervention in factor market-direct or through regulatory agencies.

Reference Books and Readings:

1. A.Koutsoyiannis, Modern Microeconomics, Macmillan (Latest Edition).
2. A.W. Stonier and D.C.Hauge: A Text Book of Economic Theory (Fourth edition) Part-I.
3. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition,2007.
4. Chaturvedi, D.D and Mittal Anand, Microeconomics, Mankiw
5. Hal R. Varian " Intermediate Microeconomic: A modern Approach", W.W Norton & Company, 6th Edition (June 2002)
6. J.E Stiglitz and G.E Walsh' "Principles of Economics", W.W Norton & Co. N.Y.
7. K.S. Gill: Evaluation of Indian Economy, NCERT

Course Title/Code	Economics: Microeconomics Theory and Application – II Lab (EDH139-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To relate the basic economic theory and principles to current microeconomic issues and evaluate related public policy
CO1	Understanding how to apply supply and demand principles to marketplaces that have external costs and benefits
CO2	Analyse the effects of different market regulation strategies.
CO3	Compare and contrast profits and revenues, short-term and long-term costs, and production and costs.
CO4	Assess and defend market behaviour through analysing industry and market behaviour.

1. Read a case study of any firm and enumerate the points which show the importance of trade unions in determining the remuneration and then discuss it in the class.
2. Make a power point presentation on the comparative analysis of all kinds of market structures viz. Perfect completion, Monopoly competition, Monopolistic competition, Duopoly and Oligopoly.
3. Make an e-portfolio of companies under Cartel, Duopoly, Oligopoly and Monopoly

4. Make a profile of any 5 eminent Economist of 21st Century
5. Identify the government policy to control Monopoly System in India

Reference Book and Readings

1. N.Gregory Mankiw' "Principles of Economics"" South-Western College; 5th Edition (2008)
2. Paul Samuelson and Nordhaus' "Economics", Tata McGraw Hill Publishing Company, New Delhi. 18th Edition (2004)
3. R.G Lipsey and KA. Chrystal, Economics, Oxford University Press, Oxford (2007).
4. R.G Lipsey and KA. Chrystal, "Principles of Economics", Oxford University Press, Oxford (2002-03).
5. R.S Pindyck& D.L Rubin Feld: Microeconomics, Prentice Hall Series in Economics MATE (2005)
6. Walter Nicholsan' " Microeconomic Theory: Basic Principles and Extensions", South Western College. South Western Publication (2007)
7. W.J Baumol & Alan S. Blinder, "Microeconomics: Principles and Policy" Thomson, India Edition. Ceneage Learning India Pvt Ltd (2006)

Course Title/Code	Political Science: Indian Constitution (EDH140-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objectives	To learn about Indian constitution includes sovereignty, socialism, secularism, democracy, and republic.
Course Outcomes (COs)	
CO1	To understand Political structure from both the Constitutional and Administrative perspectives
CO2	To understand efforts made by the Constituent Assembly in making of Indian Constitution
CO3	To understand strength of Indian democracy and the unity of the States
CO4	To understand powers and functions of judiciary in India.
CO5	To understand roles and functions of the Election Commission in India

SECTION A

INDIAN CONSTITUTION & ITS FRAMING

Framing of Indian Constitution, Constituent Assembly, Indian Constitution and its sources, Basic Features of India's Constitution, Philosophy of the Constitution, , Preamble of the Constitution, Integration.

SECTION B

RIGHTS AND PRIVILEGES OF THE CITIZENS

Nature and classification of Fundamental Rights, Rights and privileges of the citizens, Fundamental Rights and Duties; goals, classification, and principles of Directive Principles of State Policy.

SECTION C

GOVERNMENT: UNION, STATE AND JUDICIARY

Union-The President, Prime Minister, Council of Ministers ,Parliament, Lok Sabha, Rajya Sabha and Comptroller and Auditor-General.

State- The Governor, Chief Minister, Council of Ministers, Centre-State Relations, Legislative Assembly. *Judiciary*- Indian Judiciary and the Constitutional Process, Supreme Court, High Courts, Tribunals, its powers, and functions. Constitutional Amendments and emergency provisions.

SECTION D

ELECTION IN INDIA

Political Parties: Characteristics of Indian Party System, Elections in India, its organized method and periodical popular expressions, Electoral Reforms.

Reference Books and Readings

1. Alyar, S.P., and U.Mehta (eds.), *Essays on Indian Federalism*, Bombay, Allied Publishers,Bombay,1965.
2. Austin, G., *the Indian Constitution:Corner Stone of a Nation*, Oxford, Oxford UniversityPress, 2000.
3. Austin, G., *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press,2000.
4. Basu,D.D.,*anIntroductiontotheConstitutionofIndia*,NewDelhi,PrenticeHall, 1994.
5. Battleheim, C. *Independent India*, London, MacGibbon,1968.
6. Baxi, U., and B.Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage1994.
7. Baxi, U., *the Indian Supreme Court and Politics*, Delhi, Eastern BookCompany, 1980.
8. Bhambhri, C.P., *The Indian State: fifty years*, New Delhi, Shipra,1997.
9. Bose, S., and A.Jalal, *Modern South Asia: History, Culture, Political Economy*, London,Routledge, 1997.
10. Brass, P., *Ethnic Groups and the State*, London, Croom Helm,1995.
11. Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974.
12. Brass, P., *Politics of India since Independence*, Hyderabad, Orient Longman, 1990.
13. Chanda,A.,andR.Saxena(eds.)*IdologiesandInstitutionsinIndianPolitics*,New Delhi, Deep and Deep,1998.
14. Chanda, A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin,1965.
15. S.P.Verma and C.P.Bhambri (eds.), *Elections and Political Consciousness in India*, Meerut, Meenakshi Prakashan,1967.
16. *Politics in India*, Princeton NJ, Princeton University Press,1957.

Course Title/Code	Political Science: Indian Constitution Lab (EDH140-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objectives	To apply the core values (liberty, equality & fraternity) of Indian constitution

Course Outcomes (COs)	
CO1	To realise the significance of constitution of India to students from all walks of life and help them to understand the basic concepts of Indian constitution.
CO2	Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.
CO3	Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail
CO4	To understand powers and functions of judiciary in India.

CO5	Understand Electoral Process, Emergency provisions and Amendment procedure
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1. Debate: Caste, Religion, Languages & Region are they uniting us or dividing?
2. Activity: Run a mock election in your class by making all the necessary arrangement required for polling.

Reference Books and Readings

17. Alyar, S.P., and U.Mehta (eds.), *Essays on Indian Federalism*, Bombay, Allied Publishers, Bombay, 1965.
18. Austin, G., *the Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 2000.
19. Austin, G., *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
20. Basu, D.D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
21. Battleheim, C. *Independent India*, London, MacGibbon, 1968.
22. Baxi, U., and B.Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage 1994.
23. Baxi, U., *the Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
24. Bhambhri, C.P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.
25. Bose, S., and A.Jalal, *Modern South Asia: History, Culture, Political Economy*, London, Routledge, 1997.
26. Brass, P., *Ethnic Groups and the State*, London, Croom Helm, 1995.
27. Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974.
28. Brass, P., *Politics of India since Independence*, Hyderabad, Orient Longman, 1990.
29. Chanda, A., and R.Saxena (eds.) *Idologies and Institutions in Indian Politics*, New Delhi, Deep and Deep, 1998.
30. Chanda, A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
31. S.P.Verma and C.P.Bhambri (eds.), *Elections and Political Consciousness in India*, Meerut, Meenakshi Prakashan, 1967.
32. *Politics in India*, Princeton NJ, Princeton University Press, 1957.

Course Title/Code	Learner and Learning Process (EDH133-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To enable a learner to become aware of aspects of learning and learning process
Course Outcomes (COs)	
CO1	Comprehend the Nature of both the Psychology of the learner and learning
CO2	Assimilate the nature of different components of cognition and their role in producing learning
CO3	Apply the knowledge of concepts and principles of growth in the classroom situation
CO4	Elucidate the concept of Group dynamics in their day-to-day activities.
CO5	Exhibit all the traits of an effective teacher

SECTION A

EDUCATIONAL PSYCHOLOGY, LEARNING AND MOTIVATION

Educational Psychology - Meaning, Scope and Importance, Concept & factors affected to the learning
 Approaches to learning- Behaviourism, Cognitivist, Humanism, Social Constructivism Theories of learning (Pavlov, Skinner, Thorndike, Kohler, Roger, Vygotsky) and their educational implications
 Motivation in learning: Concept, types and educational implications, Abraham Maslow's Motivational Theory, Role of Teacher in Motivation.

SECTION B

INTELLIGENCE, CREATIVITY AND PERSONALITY

Intelligence: Meaning, theories of intelligence-Spearman, Thorndike, Thurstone, Gardner and Guilford, Measurement of intelligence, uses and limitations of intelligence test.

Creativity - concept, identification of creative potential, educational programme for developing creativity Intelligence and Creativity Personality- concept, big five theory, and Jung's theory

SECTION C

ADOLESCENTS AND DEVELOPMENT

Role of Heredity and Environment in human development

Concept of growth and development, Principles of development, Dimensions and stages of development, Factors influencing development (with special reference to Adolescents) Developmental characteristics of an adolescent: Physical, Cognitive, Social, Emotional, and Moral Language

Role of teacher, Parents and Society in catering the needs and problems of Adolescents

SECTION D

THEORIES OF GROWTH AND DEVELOPMENT

Piaget's Cognitive Development Theory- Concept, Stages and Implications Kohlberg's Theory of Moral

Development- Concept, Stages and implications

Erickson's Theory of social and moral development- Concept, stages and implications with special reference to Indian context. Maria Montessori's Planes of development

Reference Books and Readings

1. Claridge, Gordon & Davis, Caroline (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
2. Arnes, Peter et al (Ed.), (1984). *Personality Development and Learning, A Reader* Kent
3. Bower, G. H., (1986). *The Psychology of Learning and Motivation*, Academic Press
4. Chauhan S. S., (1983). *Advanced Educational Psychology*, (5th revised edition) New Delhi; Vikas Publishers
5. Gange R. M. and Briggs, L. J., (1979). *Principles of Instructional Design*, New York; Holt, Rinehart and Stoughton
6. Bernard, H. W., (1954). *Psychology of Learning and Teaching*, New York; McGraw Hill
6. Joshi, Kirit. (2011). *Child, Teacher and Teacher Education*. Gandhinagar: Children University.
7. Kochar, S. K., *Method & Techniques of Teaching*, New Delhi; Sterling Publishers.
8. Kratochwill, Thomas R., (1983). *Advances in School Psychology*, New Jersey; Lawrence Erlbaum Associated Publishers.
9. Kundu, C. L., and Tutoon, D. N. (1985). *Educational Psychology*, New Delhi; Sterling Publishers.
10. Rinehart and Winston Gange, R. M. and Briggs, L. J., (1979). *The Conditions of Learning and Theory of Instruction*, New York; Holt, Rinehart and Winston
11. Malek Parveenbanu M., (2014). *Technology & Teacher*, Ahmedabad; SSTCT Publication.
12. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers
13. D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
14. Farrell, M. (2009). *Foundations of Special Education: An Introduction*. (4th Ed.). Wiley Blackwell
15. Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London:
16. H. Havighurst, R. et al. (1995). *Society and Education*. Boston: Allyn and Bacon
17. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.
18. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Paladin Books

Course Title/Code	Learner and Learning Process Lab (EDH133-P)
Course Type	P Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To enable learners to apply concepts of Education Psychology in real life situations w.r.t Education.
Course Outcomes (COs)	
CO1	To develop teaching aids as per interests and capabilities of the learners.
CO2	To assign tasks /assignments as per the abilities of the learners
CO3	To enable a learner to test various factors of personality of an individual

1. Prepare SWOT analysis
2. Prepare a case study on an adolescent near you and mention his/her problems during that period
3. Study of a case and prepare a report on influential factors of learning
4. *Conduct a Stoichiometric Test in the class and interpret the result
5. Discuss the role of Emotions in the learning process
6. Presentation on educational implications of any one learning or development theory
7. Administration and Interpretation of any one psychological test- Intelligence test/Personality test/Creativity test/Attitude test/Aptitude test.
8. Conduct an experiment on transfer of learning
9. Preparation of learner profile based on cognitive/non-cognitive characteristics
10. Analysis of classroom teaching episode in the light of teaching skills /strategies

Course Title/Code	Communicative English II (EDS134)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	The course aims at developing skill related to Communicative English
Course Outcomes (COs)	
CO1	To get acquainted with the basics of vocabulary and types of sentences
CO2	To speak English with proper articulation
CO3	To develop impeccable presentation skills through effective communication
CO4	To develop skill in technical writing

Section – A

Lexis & Semantics: Vocabulary Building: The Concept of Word Formation, Root Words from Foreign Languages and their use in English

Sentence: Parts and Kinds, Simple, Compound & Complex Sentences, Use of Phrase & Clause in Sentences.

Section – B

Oral Communication: Importance of Speech Sounds, Organs of Speech, Vowel Sounds, Consonant Sounds, Intonation, Word Stress, Sentence Stress, Listening Comprehension, Conversations & Dialogues

Section – C

Presentation Skills: Communication, Process of Communication, Basic forms of Communication, Barriers & Filters of Communication, Body Language and Paralanguage, Gestures and Postures, , Importance of Body Language in Presentation, Hearing and Listening, Essentials of Effective Listening, Importance of Effective Listening,

Section – D

Technical Writing: Nature & Style of Sensible Writing, Techniques of Writing Precisely, Writing Practices: Paragraph & Essay Writing, Paraphrasing, and importance of proper punctuation in writing. Job application, resume writing, circular writing, memo writing & blog writing

Suggested Text Book Reading:

CIEFL, Hyderabad. *Exercises in Spoken English Parts I-III*. Oxford University Press.

Koneru, Aruna. *Professional Communication*. McGraw Hills Education Pvt. Ltd.

Kumar, Sanjay and Pushpa Lata. Oxford University Press, 2011. Print.

Lyons, Liz Hamp and Ben Hearsly. *Study Writing*. Cambridge University Press. 2006. Print.

Swan, Michael. *Practical English Usage*. OUP, 2014. Print.

Wood, F T. *Remedial English Grammar*. Macmillan, 2007. Print.

Zinsser, William. *On Writing Well*. Harper Resource Book, 2006. Print.

Subhrmania, T. Bala. *A Textbook of English Phonetics for Indian Students*. Macmillan.

R C Sharma & Krishna Mohan. *Communication*. McGraw Hill Education, Chennai, 2017.

Effective Technical Communication. M Ashraf Rizvi. McGraw Hill Education, Chennai, 2018.

Course Title/Code	Drama and Art Education (EDW125)
Course Type	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	Student Readiness for art-based education
Course Outcomes (COs)	
CO1	To develop the skills to use visual art in teaching learning process effectively.
CO2	To develop the skills to use literary art in teaching learning process effectively.
CO3	To develop the skills to use performing art in teaching learning process effectively.
CO4	To develop the skills to integrate technology and art in teaching learning process effectively.

SECTION A

THEORETICALFRAMEWORK

Meaning and concept of Arts and Aesthetics and its significance at secondary level of School Education, Role of Art (Visual arts, Literary Arts and performing Arts), Theatre: Introduction, Importance, and role of Drama in education, the impact of Music on Human behaviour.

SECTIONB

EDUCATIONALIMPLICATIONS

Need and importance of Art and Drama in Teaching and Learning, planning lessons based on Art Integrated Learning, Role of teacher as facilitator of learning Arts and Drama, Role Plays and Skits, Ethics of drama practice by students,

Reference Books and Readings:

1. Sahi,J.andSahi,R.(2008).*LearningthroughArt*.Eklavya,Bangalore.
 2. Chawla,S.S.(1986).*TeachingofArt*.PublicationBureau,PunjabiUniversity,Patiala.
 3. Minhas,N.S.(1974).*ArtandEducation*.N.B.SEducationalPublishers,Chandigarh.
- NCERT(2006).*PositionPaper,NationalFocusGrouponArts,Music,DanceandTheatre*..Publication department, NCERT

Course Title/Code	Project Report on Field Trip (EDN136)
Course Type	NTCC
Course Nature	University Compulsory
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	Student Readiness for value education
Course Outcomes (COs)	
CO1	To develop skills related to the core competencies like commitment to profession and honouring diversity
CO2	To develop skills including communication and problem solving
CO3	To develop skills like sensitization towards the environment and solving imminent problems
CO4	To develop skills like team work, co-operation and leadership

POST SECOND SEMESTER SUMMER TRAINING (EDO165) (1.5 Credits)

SEMESTER – 3

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH226-T	History: Ancient Western Civilization	EDU	HARD	CORE	3	0	0	0	5	4
EDH226-P	History: Ancient Western Civilization Lab				0	0	2	0		
EDH210-T	History: Indian History 1757 – 1857 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH210-P	History: Indian History 1757 – 1857 A.D. Lab				0	0	2	0		
EDH211-T	English: Romanticism And The Victorian Period	EDU	HARD	CORE	3	0	0	0	5	4
EDH211-P	English: Romanticism And The Victorian Period Lab				0	0	2	0		
EDH212-T	Economics: Macroeconomics Theory and Application– I	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH212-P	Economics: Macroeconomics Theory and Application– I Lab				0	0	2	0		
EDH213-T	Political Science: Historical and Cultural Background of Politics				3	0	0	0		

EDH213-P	Political Science: Historical and Cultural Background of Politics Lab				0	0	2	0		
EDH206-T	Knowledge and Curriculum	EDU	HARD	CORE	3	0	0	0	5	4
EDH206-P	Knowledge and Curriculum Lab				0	0	2	0		
EDS207	Gender, School, and Society	EDU	SOFT	CORE	1	0	2	0	3	2
EDW208	Craft And Visual Arts	EDU	WORKSHO P	CORE	0	0	3	0	3	2

FLS101	Spanish-I	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y						
FLS102	German-I	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y	1	1	0	0	2	0
FLS103	French-1	MRCF L	ELECTIVE	UNIVERSITY COMPULSOR Y						
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)										
Under Choice based Credit system, a basket of electives will b offered from which one electives will taken by the student										

Course Title/Code	History: Ancient Western Civilizations (EDH226-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to the development of Ancient Civilizations around the world.
CO1	To understand the evolution of Humankind- Palaeolithic, Mesolithic and Neolithic culture
CO2	To understand the beginning of different ancient civilization and the elements of continuity and change
CO3	To understand the scientific contribution of these ancient civilizations.
CO4	To comprehend the economic, political and environmental conditions of the regions where these ancient civilizations sites are situated.
CO5	To understand the art and cultural contributions of these ancient civilizations
CO6	To understand the factors behind the decline of these Civilization

SECTION A

BEGINNING OF CIVILIZATION

Evolution of Human Beings , Palaeolithic Age , Mesolithic Age , Neolithic Age , Beginning of Agriculture , Domestication , Settlement

SECTION-B

MESOPOTAMIAN CIVILIZATION

Origin of Fertile Crescent, religion and culture of Mesopotamia, Science and technology, Cuneiform writing, Ziggurats

SECTION-C

GREEK- ROMAN CIVILIZATION

Mythology, Art and Architecture, Gladiators, Olympics, Society and Culture

SECTION D

NILE VALLEY CIVILISATION

Government and economy, Hieroglyphics, Pyramid creation, legacy and decline of civilization

REFERENCES AND READINGS-

1. Robert Garland; Ancient Greece: Everyday Life in the Birthplace of Western Civilization, Sterlings,
2. Barry Linton; The Rise and Fall Of The Roman Empire: Life, Liberty, And The Death Of The Republic, 2015
3. Burns and Ralph. World Civilizations. Cambridge
4. History of Africa, Vol. I.
5. V. Gordon Childe, What Happened in History. Clark,
6. World Prehistory: A New Perspective.
7. B. Fagan, People of the Earth.

Course Title/Code	History : Ancient Western Civilizations Lab (EDH226-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To gain a practical insight into the history of the ancient civilizations of the world
CO1	To exhibit the development of Human civilization, tools and technology
CO2	Collaborative learning on the development of science and technology in Ancient Civilizations
CO3	To Dramatize the role of women and slaves in the ancient civilizations of the world
CO4	To debate on the role of religion on the development of the architecture of Nile Valley Civilization.

1. Classroom Discussion: The historical impact of food production (Wheat & Barley) and settled life (Village & Urban Settlements) had on the Mesopotamia region.
2. The contribution of Greek civilization on today's European culture and Civilization with special mention of art, architecture, and literature.

3. How the Roman republic system was different from modern republics of Europe. Any other activity suggested by the teacher

References and Readings:

1. World Prehistory: A New Perspective.
2. B.Fagan, People of the Earth.
3. Amar Farooqui, Early Social Formations
- 4 G.W.F.Saggs, The Greatness that was Babylon. B. Trigger,
- 5 Ancient Egypt: A Social History.
- 6 UNESCO Series: History of Mankind, Vols. I-III./ or New ed. History of Humanity
- 7 G.E.M. Ste Croix, Class Struggles in the Ancient Greek world.

Course Title/Code	History: Indian History 1757 – 1857 A.D. (EDH210-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to Early Phase of Modern India
CO1	Students will be able to understand the nature and characteristic features of 18th Century India and the decline of the Mughal Empire
CO2	Students will be able to comprehend the economic and political transitions which made Educated Indians of the 19th century realize the economic exploitation of Colonial rule.
CO3	Students will be able to explain about the process of expansion of British territory in India.
CO4	The student will be able to elaborate about the functioning of colonial Government & the reforms introduced by it.
CO5	Student will have clear understanding of different systems of taxation and reforms in police and army during colonial rule.
CO6	The Student will be able to understand the nature and debates regarding the Revolt of 1857

SECTION A

TRANSITION OF THE 18TH CENTURY

Decline of the Mughal Empire – India in the 18th Century - Advent of British and the French - Carnatic Wars.

SECTION B

EXPANSION OF BRITISH POWER IN INDIA

Expansion of British Power in India – Subjugation of the Bengal – Plassey and Buxar
– Anglo – Maratha Wars – Ranjit Singh – Anglo Sikh Wars

SECTION C

STRUCTURE OF GOVERNMENT, ADMINISTRATIVE AND SOCIAL REFORMS IN COLONIAL INDIA

The Regulating Act of 1773 – Pitt’s India Act of 1784 – Economic Policies – Land Revenue Policy – The Zamindari – Ryotwari and Mahalwari System.

Development of Transport and communication, Introduction of Railways, Post and Telegraph-Print technology.

Utilitarian and Orientalist influence on administrators: Administrative and Social Policy – Administrative Reforms of Cornwallis – the creation of the Civil Service Examinations – rule of law and the development of a new judicial system- Army – Reforms of William Bentinck

SECTION D

CAUSES AND EVENTS OF REVOLT OF 1857

Lord Dalhousie- Doctrine of Lapse- Sepoy Mutiny of 1857 -Debate

Reference Books and Readings:

1. Arthur, D.Innes, **History of British in India**, New Delhi, 1998.
2. Banarajee, T.S., **Indian Historical Research Since Independence**, NayaPrakashana, Calcutta, 1987.
3. Bipan, Chandra, **Essays on Colonialism**, Oriental Longman, Hyderabad, 1999.
4. Bipan Chandra, **Nationalism and Colonialism in India**, Oriental Longman, Hyderabad, 1979.
5. Bipan, Chandra, **theRise and Growth of Economic Nationalism in India**, Peoples Publishing House, New Delhi.
6. Burton, Stein, (Ed), **The Making of Agrarian Policy in British India, 1770–1900**, OUP., New Delhi, 1992.
7. Daniel Thorner, **Shaping of Modern India**, Allied Publishers Private Ltd., New Delhi, 1980.
8. Dharma Kumar, **Land and Caste in South India**, Cambridge University Press, 1965.
9. Frykenberg, R. E., (Ed), **Land Control and social Structure in Indian History**, The University of Wisconsin Press, London, 1969.
10. Gopal, S., **British Policy in India (1858- 1905)**, Oriental Congman, London, 1984.

Course Title/Code	History : Indian History 1757 – 1857 A.D. Lab (EDH210-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To gain a practical insight into the history of the early modern phase of modern India through hands on experience
CO1	To debate on the De- Industrialization debate as a result of the impact of British rule
CO2	Collaborative learning on the expansion of the British Empire
CO3	To exhibit the impact of the various measures introduced by the British in terms of agriculture, Transportation etc.
CO4	To debate on the causes , events of the Sepoy Mutiny 1857

1. Debate for and against (two groups) on the Introduction of English Education in India (in the light of role of Macaulay).
2. Debate for and against in two groups on the Doctrine of Lapse introduced by Lord Dalhousie

Reference and reading materials:

1. Gopal, S., **British Policy in India (1858- 1905)**, Oriental Congman, London, 1984.
2. Gordon, Johnson, (Gen. Editor), **India, Science and Technology and Medicine in Colonial India**, Cambridge University Press, 1998.
3. Grover, B.L., **A New Look at the Modern Indian History**, New Delhi, 2000.
4. John Malcolm, **Political History of British India**, Discovery Publishing House, Delhi, 1986.

5. Majumdar R.C., (Ed), **British Paramountacy and Indian Renaissance**, Bhartiya Vidyabhavan, Bombay, 1969.
6. Michael H. Fisher, **Indirect Rule in India–Resident and the Residency System, 1764 – 1857**, O.U.P., New Delhi, 1991.
7. Percival, Spear, **Oxford History of Modern India (1740-1975)**, New Delhi
8. Ranjit, Guha, **Elementary Aspects of Peasant Insurgency in Colonial India**, OUP, New Delhi, 1999.
9. Ramachandran, C., **East India Company and South Indian Economy**, New Era Pub., Madras, 1981.

Course Title/Code	English: Romanticism and The Victorian Period (EDH211-T)
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Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To enable the students about the poetry and fiction of Romantic Movement, writings of the influential Victorian poets and novelists
Course Outcomes (COs)	
CO1	Understanding & connecting themselves with Romantic and Victorian period of English Literature & the transition in Literature from Romanticism to the Victorianism.
CO2	Getting acquainted with the theme style and techniques employed in literary works of Romantic period writers such as Blake, Keats, Wordsworth, Coleridge, in their masterpieces.
CO3	Familiarization with the writings of the influential Victorian poets and novelists such as Tennyson, Robert Browning, Charles Dickens, Thomas Carlyle in their literary works
CO4	Appreciating the writings and writers of the age through understanding contemporary social, economic, and intellectual problems of Romantic & Victorian age.

SECTION A

POETRY

William Wordsworth : “Solitary Reaper”
 John Keats : “Ode to a Nightingale”
 PB Shelley : “To a Skylark”
 Robert Browning : “The Last Ride Together”
 Lord Byron : “She Walks in Beauty”
 Mathew Arnold : “Dover Beach”

SECTION B

FICTION

Jane Austen: *Emma*

**SECTION C
DRAMA**

Alfred Lord Tennyson: Becket

**SECTION D
PROSE**

Charles Lamb: "A Bachelor's Complaint of the Behaviour of Married People"
"The Old and the New Schoolmaster"
"The Praise of Chimney-Sweepers", "Imperfect Sympathies"

Reference Books and Readings

1. Abrams, M. H. (2nd Ed.) (1975). English Romantic Poets: Modern Essays in Criticism. Oxford: Oxford University Press.
 2. Coleridge : "Rime of the Ancient Mariner"
 3. Dickens, C.: Great Expectations
 4. Drew, P. (Ed.) (1985). Robert Browning: A Collection of Critical Essays. New Delhi: Macmillan.
 5. Wasserman, E. R. (1967). "The Finer Tone: Keats' Major Poems, Baltimore" The John Hopkins Press.
 6. Fraser, G.S. (Ed.) (1971). Keats: The Odes. (Case Book Series). London: Macmillan.
 7. Hardy, T. : The Mayor of Caster Bridge
 8. Stuart, M. S. (1973). Keats: The Poet. New Jersey: Princeton University Press.
 9. Walter, J. B. (Ed.) (1978). Keats: A Collection of Critical Essays, New Delhi: Prentice Hall India Pvt. Ltd.
- Watson, J.R. (Ed.) (1986). Browning: Men and Women and Other Poems (Case Book Series), New Delhi: Macmillan.
Read

Course Title/Code	English: Romanticism and The Victorian Period Lab (EDH211-P)
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Course Type	Core
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	Compare and contrast the characteristics of Romantic literature and Victorian literature
Course Outcomes (COs)	
CO1	Identifying the differences between Victorian poetry and its predecessor, Romantic poetry
CO2	Appreciating the simplicity and lucidity of expression of poets in romantic and victorian literature.
CO3	Understanding the difference between reason and imagination, literature and revolution

Read

1. William Blake : “The Chimney Sweeper”(from songs ofinnocence)
2. S.T. Coleridge : “Kubla Khan”

Course Title/Code	Economics: Macroeconomics Theory and Application- I (EDH212-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To give students a solid understanding of concepts and aggregate economic accounts, primarily so they can read and comprehend how the economy functions.
CO1	To familiarize with the basic concepts in Macroeconomics.
CO2	To define and measure the macroeconomic variables like GDP, consumption, savings, and investment
CO3	To discuss various theories of determining GDP in the short run.
CO4	To recognize the terminology of macroeconomics
CO5	To solve practical problems related to National Income, GDP and Multiplier

SECTION A

INTRODUCTION

Macroeconomic: Meaning and Difference between Microeconomics and Macroeconomics. Macroeconomics issues in an economy-unemployment, inflation, growth etc. Circular flow of economy- Two Sector Model, Three Sector Model and Four Sector Model.

SECTION B

NATIONAL INCOME ACCOUNTING

Concepts of GDP and National Income, Measurement of national income- Value Added Method, Income Method and Expenditure Method, Nominal and real income; limitations of the GDP concept.

SECTION C

GDP AND MULTIPLIER

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income. Concept of Investment multiplier and its working, MPS, APS, MPC, APC; autonomous expenditure;

SECTION D

DETERMINATION OF NATIONAL INCOME AND EMPLOYMENT

The Classical Theory Employment: Say's Law of Markets. Aggregate Demand and the Quantity Theory of Real Wage Function. Classical Macro Economic System, its Diagrammatic representation. Keynesian Critique of Classical system.

Keynesian Theory of Income and Employment: Equilibrium Level of National Income: Saving and Investment Approach: Consumption and Investment Approach. Relation between Investment and Income. Investment Multiplier. Inflationary and Deflationary Gaps and Full Employment level.

Reference Books and Readings:

1. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.

2. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
3. C.W.Baird: Elements of Macro Economics, West Publishing Company, 1977 (Ch.2.11)
4. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
5. Errol D'Souza, Macroeconomics, Pearson Education, 2009

Course Title/Code	Economics: Macroeconomics Theory and Application– I Lab (EDH212-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	With macro knowledge, determine how government fiscal policy and budgetary decisions will be impacted by economic indices and spending.
CO1	To discuss the GDP, the rate of inflation, the rate of unemployment, the government's budget deficit, the trade deficit, and the exchange rate as major macroeconomic indicators through peer-teaching
CO2	To determine how changes in macroeconomic variables will affect total supply and total demand.
CO3	Examine how individual optimization of consumer decisions, investment behaviour, trade, and Labour demand and supply might be related to aggregate patterns.

1. Solve the numerical of National Income and GDP.
2. Make presentation on the GDP/ National income of India in the last six decades and write down the reasons of slow growth and provide suggestions for improving the situation.
3. Critically analyse the theory of Keynes and discuss it in the class.
4. Collect 5 recent articles on the inflation and discuss its impact on Indian Economy.
5. Highlight the Current fiscal policies given by government and discuss its impact.

Reference Books and Readings

1. Harvey J and Johnsson M: Introduction to Macro Economics, McMillan and London.
2. M.C.Vaish, Macro Economic Theory, Oxford University Press.
3. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
9. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
4. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005
- 6... Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India

Course Title/Code	Political Science: Historical and cultural Background of Politics (EDH213-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objectives	To enable the students to comprehend the Historical and cultural implications of Politics.

Course Outcomes (COs)	
CO1	To understand the historical backgrounds of constitutions and their evolution.
CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.
CO3	To understand the Constituent structures, political Institutions and cultures
CO4	To understand the major constitutions of the World by adopting a comparative approach.

CO5	To analyse the role of social movements and local self-Government in India.
CO6	To understand the problems of SCs and STs, minorities and Constitutional safeguards regarding these groups.

SECTION A

POLITICAL CULTURE AND POLITICAL SOCIALIZATION IN INDIA

Political Parties and Party systems in India, Constitution, Constitutionalism, Constitutional Government – Meaning, Nature and Classification of Constitutional Amendments.

SECTION B

HISTORICAL BACKGROUND OF COMPARATIVE GOVERNMENTS AND POLITICS

Historical Legacy and Political Traditions, Constitutional structures; Executive, Legislature and Judiciary, Political Culture, Institutions and Change - Comparative Politics-Constitutions and Constitutionalism with reference to Government and Politics of UK, USA, Russia, China, Switzerland and France.

SECTION C

DYNAMICS OF POLITICS

Parties, Interest and Pressure groups, their role in social movements, State and Local Self Governments in India.

SECTION D

INDIAN CONSTITUTIONAL SAFEGUARDS

Women, Children, Scheduled Castes and Scheduled Tribes, Minorities and Constitutional Safeguards.

Reference Books and Readings:

1. Almond, G., *et.al. Comparative Politics Today; A World View*, 7th edn., New York, London, Harper/Collins, 2000.
2. Bagehot, W., *the English Constitution*, London, Fontana, 1963.
3. Beer, S., *Britain Against itself*, London Faber and Faber, 1982.
4. Birch, A.H., *British System of Government*, 4th edn. London, George Allen and Unwin, 1980.
5. Blondel, J., *an Introduction to Comparative Government*, London, Weidenfeld and Nicolson, 1969.
6. Blondel, J., *Comparative Legislatures*, Englewood Cliffs NJ, Prentice Hall, 1973.
7. Bryce, J., *Modern Democracies* Vol.2, New York, Macmillan, 1921.
8. Derbyshire, I., *Politics in China*, London, Chambers, 1991.
9. Dicey, A., *Introduction to the Study of the law of the Constitution*, 10th edn. London, Macmillan, 1959.

Course Title/Code	Political Science: Historical and cultural Background of Politics Lab (EDH213-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objectives	To enable the students to apply the knowledge of historical and Cultural background of Politics to learn deal with political issues and ideologies.

Course Outcomes (COs)	
CO1	To understand the historical backgrounds of constitutions and their evolution.
CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.
CO3	To understand the Constituent structures, political Institutions and cultures

1. Read editorial articles of at least two leading newspapers and discuss its implications in the classroom on the weekly basis.
2. Keep observing news on international politics and analyse it in contrast to Indian politics.

Course Title/Code	Knowledge and Curriculum (EDH206-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objectives	The course helps students to identify various dimensions of the curriculum and their relationship with the aims of Education.

Course Outcomes (COs)	
CO1	Explain the concept of knowledge and its relationship with various aspects of curriculum Development
CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum
CO3	Infer the interrelationship among Education, social forces and curriculum development
CO4	Assimilate the process of curriculum development with all its significant components
CO5	Reflect on the role of National Level institutions in curriculum Planning

SECTION A

KNOWLEDGE AND EDUCATION

Concept of knowledge, Methods of acquiring knowledge, Different kinds of knowledge, Nature of knowledge, belief, information, skill, perception

Epistemological thoughts of M.K. Gandhi, Rabindranath Tagore, Rousseau, John Dewey, Plato and Paulo Freire in context to activity/discovery/dialogue as defined for contemporary education

SECTION B

SOCIAL SYSTEMS AND KNOWLEDGE

Aims of Education and Society, Impact of social structure on concept of knowledge and teaching practices, Role of teacher in knowledge construction, concept of Academic Freedom, Interrelationship of education with culture, secularism, economy, politics, modernization and History

SECTION C

CURRICULUM- BASICS AND DEVELOPMENT

Concept of Curriculum and Syllabus, Core and Hidden Curriculum- Meaning and Role, Curriculum Development- Basic considerations, Principles, Determinants, Different Approaches of Curriculum Development, Process of Curriculum Development, Interrelationship between market forces, assessment, and curriculum

SECTION D

CURRICULUM FRAMEWORK AND TRANSACTION

Meaning of Curriculum Framework and Curriculum Transaction, Critical analysis of NCF2005 and its recommendations, Role of National and State level agencies in framing of the Curriculum- NCERT, SCERT, Boards of Education, Role of textbooks in Curriculum transaction, Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation

Reference Books and Readings:

1. Bawa, M.S. & Nagpal, B.M. eds (2016). *Developing Teaching Competencies*. New Delhi: Viva Books pvt.ltd.
2. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western University Press.
3. Dewey, J. (1997). *Experience and Education*. Touchstone, New York.
4. Kelly, A. V. (2006). *The Curriculum: Theory and Practice* (Fifth Edition). Sage Publications
5. Krishna, D. (1997). *Gyan Mimansa*. Jaipur: Rajasthan Hindi Granth Academy.
6. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
7. NCERT (2006). *Position Paper, National Focus Group on Curriculum, Syllabus and textbooks*. New Delhi: NCERT.
8. NCERT (2006). *Position Paper, National Focus Group on Systematic Reforms for Curriculum Change*. New Delhi: NCERT.
9. Sarangapani, P. (2003). *Construction of School Knowledge*. New Delhi: Sage Publication.

Course Title/Code	Knowledge and Curriculum Lab (EDH206-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objectives	The course helps students to apply various dimensions of the curriculum and their relationship with the aims of Education.

Course Outcomes (COs)	
CO1	discuss the educational thoughts of great educational thinkers on child entered education
CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum
CO3	To comprehend curriculum process and practice
Prerequisites	NA

1. Analyse and make report on the transactional curriculum of any one upper primary and secondary class in any one school subject in light of various considerations of Curriculum Development
2. *Write a report on different methods used by school teacher for construction of knowledge based on survey and observation in school
3. Analyse NCF 2005 with respect to different areas of Curriculum and prepare a presentation on it.
4. Draft out a few activities related to social concerns which can be incorporated in the Curriculum transaction.

Course Title/Code	Gender School and Society (EDS207)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	To examine the role of school and society in shaping gender identities.
Course Outcomes (COs)	
CO1	To develop a positive notion on sexuality amongst young people.
CO2	To identify social construction of gender under the lens of class and caste intersectionality.
CO3	To analyse the role of schools in promoting gender equality through value education.
CO4	To develop a strategic approach towards women empowerment with the support of government agencies.

SECTION A

PARADIGM SHIFT GENDER ROLES

Concept of gender, difference between gender and sex. Paradigm shift from women studies to gender studies: Brief discussion of landmarks in social reform from Vedic period to 21st century. Patriarchy vs. Matriarchy.

SECTION B

SOCIAL CONSTRUCTION OF GENDER

Gender Identity and its theoretical approaches, agencies of gender socialization (family, school, society, media). Gender roles and stereotypes. Gender and its intersection with Poverty, Caste, Disability and Region (rural, urban and tribal). Protection of children from sexual offences act 2012.

SECTION C

GENDER AND SCHOOL

LGBT concepts Gender Bias in School Environment, Gender Bias in Dropouts, Gender Bias in Household responsibilities, Social attitudes towards Girl's Education, Value accorded to Women's Education.

Gender equality- Role of schools in reinforcing gender equality, Role of peers in reinforcing gender equality, Role of teachers in reinforcing gender equality, Role of curriculum and textbook in reinforcing gender equality

SECTION D

STRATEGIES FOR CHANGE

Role of media in reinforcing gender parity, the role of family, religion, etc. in reinforcing gender parity. The role of NGOs and women's action groups in striving towards gender equity, the efforts of the government agencies to achieve gender parity: reservations and legal provisions Millennium Development Goal: Promoting gender equality and empowerment

Reference Books

1. Government of India (1975). *Towards Equality: Report of the committee on the status of Women in India*. Delhi: Department of Social Welfare, Government of India.

2. Kumar, K. (2010). Culture, State and Girls: An Educational Perspective. *Economic and Political Weekly*, XLV (17), p. 24.

Activities:

1. Analysis of folk songs in different languages to identify the myths prevailing in different regions.
2. Poster making: A society with complete gender parity.
3. Short plays with Gender equality as theme.
4. A case study based on Gender bias and intervention given to create awareness.
5. *Covert observation: To observe the distribution of roles and responsibilities among different gender groups in the school and identify their significance in promoting gender bias/parity.
6. Develop and present a skit that portrays gender inequality (Group activity).
7. Choose any one woman achiever from an unconventional field and analyse the various gender biases she would have overcome to achieve her goals.

Reference Books:

1. Bordia, A. (2007). *Education for gender equity*. The Lok Jumbish experience, p. 313-329.
2. Chatterji, S.A. (1993). *The Indian Women in Perspective*. New Delhi: Vikas Publishing.

Course Title/Code	Craft and Visual Arts (EDW208)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	Demonstrate an understanding of the relationships between the arts and other disciplines.
Course Outcomes (COs)	
CO1	To demonstrate awareness and understanding of craft and visual art forms
CO2	To demonstrate skill at integrating craft and visual art for effective teaching
CO3	To demonstrate aesthetic sensibility to respond through expression
CO4	To demonstrate imagination through participation in craft and visual art activities

SECTION A

Meaning and concept of Crafts and Visual Arts, various forms of Crafts and Visual Arts and their significance at secondary level of school education, relationship of arts and craft with aesthetics, Identification and experimentation with different forms of crafts and visual arts

SECTION B

APPLICATION OF CRAFTS AND VISUAL ARTS IN EDUCATION

Knowledge of Indian art and craft tradition and its relevance in education, Exploring crafts and Visual arts in education as pedagogy across school curriculum, planning lessons with systematic Classroom integration, Role of teacher in visual art and craft in integrated learning in the form of Sketching, Quilling, Calligraphy, Mask Making etc.

- Monotype surface painting: thread painting, vegetable painting, Stamp painting, block painting, and spray print
- making a Digital story on emerging social issue by making use of

Software, apps and other technological tools

Preparation of two teaching learning materials; Charts, Models, Flash Cards, Flip books etc.

Mindfulness based activity - Portrayal of the 'Self-concept'/ 'Future Me' in the form of mind map through different symbols, colours, Shades and designs

Recycling activity (Making usable papers through paper waste)

Paper folding activity; Folders, paper bags, lanterns and Greeting Cards

Candle making activity

Decorating Activity - Pottery and Diyas

Glass painting

Quill art and flower making activity

Paper Sculpture, Paper craft, and Paper Mache

Jumping Clay, Calligraphy and Mask Making

creating Best out waste

Making an E-portfolio in the form of digital compilation and

Documentation of all art and craft activities undertaken

Course Title/Code	Spanish-I (FLS101)
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written Spanish
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.

CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph using auxiliary verb and basic verbs.
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.

PART-A

Unit 1: Introduction to Spanish and SER

- 1.1 Presentation on Spanish language
- 1.2 Greetings and goodbyes
- 1.3 Spanish letters
- 1.4 Introduction of verboSER

Unit 2: Verb Ser, Nationality, Profession and Counting

- 2.1 Uses of verbo SER
- 2.2 Adjectives related to verbo SER.
- 2.3 Introduction of Nationality
- 2.4 Professions and vocabulary related to professions.
- 2.5 Counting till number 20.

PART-B

Unit 3: Articles, Interrogative and Estar

- 3.1 Introduction of Articles and Indefinite articles
- 3.2 Interrogatives
- 3.3 Introduction of Verbo Estar

Unit 4: Estar, Preposition, Tener and Self Introduction

- 4.1 Uses of Verbo ESTAR and adjectives related to it

- 4.2 Introduction of 'my house' vocabulary
- 4.3 Prepositions related to the positioning of an object
- 4.4 Self – introduction

Unit 5: Day, Month and Regular AR verb

- 5.1 Days
- 5.2 Months
- 5.3 Introduction to regular –AR verbs

Text Books/Reference Books:

1. ¡Ole!-Langers
2. ¡Uno, dos, tres.....

Weblinks:

<http://studyspanish.com/>

Assessment Tools:

- Sessional tests
- Term end examination scores
- Participation in class activities
- Home assignments
- Class attendance

Course Title/Code	German-I (FLS102)
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written German
Course Outcomes (COs)	
CO1	Students will be able to exchange greetings and introductions using formal and informal expressions. They will be able to ask and answer simple questions.
CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.
CO3	Students will be able to identify key details in short, highly-contextualized audio text dealing with a familiar topic, relying on repetition and extra linguistic support when needed. Students will be able to discuss likes and dislikes, understand simple conversations about familiar topics (e.g., greetings, weather,

	sports, hobbies and daily activities,) with repetition when needed.
CO4	Students will be able to differentiate certain patterns of behaviour in the cultures of the German- speaking world and the student's native culture. Students will be able to describe various places, location, themselves using simple sentences and vocabulary.

SECTION A

Unseen Passage

Subject oder Nominativ Personal Pronomen

wichtige Verben (sein , haben , heißen, kommen, wohnen)

Formelle und informelle Fragen

Kardinalzahlen 1-20

Kardinalzahlen 21-100 und Ordinalzahlen

wie geht es dir?, kleine Dialoge

SECTION B

Unseen Passage

regelmäßige Verben/ unregelmäßige Verben

Zahlen 0 -100

Articles

Fragen bilden (W_Fragen oder Ja/nein Fragen)

Länder und Sprachen

Translation

Unseen Passage
die Grüße
Subjekt oder Nominativ Personalpronomen

SECTION C

wichtige Verben (sein , haben , heißen, kommen, wohnen)
Formelle und informelle Fragen
Kardinalzahlen 1-20
Kardinalzahlen 21-100 und Ordinalzahlen
wie geht es dir?, kleine Dialoge
regelmäßige Verben – spielen, schlafen, fliegen
unregelmäßige Verben

SECTION D

Articles
Ja oder Nein Fragen
Länder und Sprachen
Translation
Dates
Hobbies and profession

Course Title/Code	French-I (FLS103)
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written French
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.

CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.
CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph using auxiliary verb and basic verbs.
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of Francophonic countries.

SECTION A

- Les alphabets
- Les salutations & forms of politeness
- Expression on taking leave
- Self-Introduction

SECTION B

- La culture de France
- Presentation on French Language
- Présentez-vous
- Les Pronoms Sujets
- “ER” verbs
- “IR” verbs

SECTION C

- Les articles définis et indéfinis
- Les Nombres en Cardinal (0-1000)
- Les Nombres en Ordinal (0-1000)
- Les noms et les Adjectifs

- Les verbes (avoir, être, faire, aller, venir)
- Masculin et Féminin
- Les Pluriels

SECTION D

- Moments of the day
- Days of the week & related questions
- Months of the year & related questions
- Les couleurs
- Les verbes (vouloir, pouvoir, savoir, devoir)
- Les Nationalités

Suggested Readings:

1. Apprenons le français, Méthode de français part 2, Mahitha Ranjit, Saraswati House Pvt.ltd
2. Apprenons le français, Méthode de français part 3, Mahitha Ranjit, Saraswati House Pvt.

SEMESTER – 4

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH230-T	History: National Movement (1857 – 1947 A.D)	EDU	HARD	CORE	3	0	0	0	5	4
EDH230-P	History: National movement (1857 – 1947 A.D) Lab				0	0	2	0		
EDH307-T	English: Indian Writings in English	EDU	HARD	CORE	3	0	0	0	5	4
EDH307-P	English: Indian Writings in English Lab				0	0	2	0		
EDH231-T	English: Twentieth Century British Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH231-P	English: Twentieth Century British Literature Lab				0	0	2	0		
EDH232-T	Economics: Macroeconomics Theory and Application –II	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH232-P	Economics: Macroeconomics Theory and Application –II Lab				0	0	2	0		

EDH233-T	Political Science: Growth & International Relations				3	0	0	0		
EDH233-P	Political Science: Growth & International Relations Lab				0	0	2	0		
EDH122-T	Assessment For Learning	EDU	HARD	CORE	3	0	0	0	5	4
EDH122-P	Assessment For Learning Lab				0	0	2	0		
EDS227	School Organization & Management	EDU	SOFT	CORE	1	0	2	0	3	2
EDW228	Skill Lab, Robotics- Project Based Learning	EDU	WORKSHO P	Elective	0	0	3	0	3	2
MOOC- 19E-EDS- 202	Design Thinking- A Primer		MOOC		0	0	0	0		
EDN229	Street Play/ Skit/ Mime		EDU	Workshop	Elective	1	0	2	0	
MOOC- 19E-EDS- 201	Principles of Human Resource Management	MOOC		0		0	0	0		
FLS105	Spanish-II	MRCF L	ELECTIVE	UNIVERSITY COMPULSORY						
FLS106	German-II	MRCF L	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	0	2	0
FLS107	French-II	MRCF L	ELECTIVE	UNIVERSITY COMPULSORY						
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	1	17	0	36	28
(EDO239) Two weeks Community Connect Programme (1.5 credits)										

Course Title/Code	History: National movement (1857 – 1947 A.D) (EDH230T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with the history of India's Freedom Struggle from 1857 onwards
CO1	Student will be able to appreciate and understand the nature and character of the historical writings of Modern India.
CO2	Student will have clear understanding of the rise and growth of national consciousness among the Indians during the freedom struggle.
CO3	Student will be able to elaborate about the contributions of the freedom fighters and the events that took place from 1885 to 1945.
CO4	To understand the nature, characteristic features and the techniques used by the freedom fighters to achieve freedom.
CO5	Student will be able to understand different stages of development of the epic struggle, and the achievement of freedom.
CO6	Student will be able to understand about the origin and growth of Communalism and Partition of the country.

SECTION A

HISTORIOGRAPHY OF MODERN INDIA

Colonialist, Nationalist, Marxist, Dalit, Feminist, Subaltern and Post – Subaltern

SECTION B

RISE OF NATIONALISM IN MODERN INDIA – 1885-1905

Factors responsible for the growth of Nationalism –Drain of Wealth-Socio-Religious Reform Movements and its background –era of moderates- modern political associations- the establishment of Indian National Congress

SECTION C

Indian National Movement: 1905-1920

The formation of Muslim League-Curzon and the Partition Of Bengal-The Swadeshi Movement in Bengal-growth of Extreme Nationalism–Revolutionary violence-constructive and self-help programmes: boycott and mass movements-Extremists and their Techniques – Militant Nationalism – Bhagat Singh and Chandrashekar Azad-the Home rule League.

SECTION D

Gandhi and the Indian National Movement – 1920-1947

National Movement during the World Wars –Lucknow Session of Congress- League Pact – Home Rule Movement – Rowlatt Satyagraha and Jallian Wala Bagh tragedy – Non-Co-operation Movement – Civil Disobedience Movement – Simon Commission – Round Table Conferences- National Movement after 1935 – Indian National Army – Growth of Communalism –Hindu Mahasabha- League and two nation theory – partition and Independence.

Reference Books and Readings:

1. Anil, Seel, **the Emergence of Indian Nationalism**, Cambridge, 1968.
2. Banarjee, T.S., **Indian Historical Research since Independence**, Nayaprakashana, Calcutta, 1987.
3. Bipan, Chandra, **Nationalism and Colonialism in India**, Orient Longman, Hyderabad, 1999.
4. Bipan, Chandra, **The Rise and Growth of Economic Nationalism in India**, Peoples Publishing House, New Delhi.
5. Bipan Chandra, MridulaMukharjee, **India's Struggle for Independence**, Penguin Books, New Delhi, 2000.
6. Daniel, Thorner, **Shaping of Modern India**, Allied Publishers Pvt. Ltd., New Delhi.
7. Desai, A. R., **Social Background of Indian Nationalism**, Popular Prakasan, Bombay, 1998.
8. Desai A. R., (Ed.), **Peasant Struggles in India**, Oxford University Press, Delhi.
9. Dharmakumar and Tapan, Roy, Chaudary, (Ed), **the Cambridge Economic History of India, Vol.2**, Hyderabad, 1982.
10. Hassan, Imam, **Indian National Movement**, Anmol Publishers Private Limited, New Delhi.

Course Title/Code	History: National movement (1857 – 1947 A.D) Lab (EDH230-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To gain a practical insight into the history of India's Freedom Struggle
CO1	Debate on the contribution of different schools to the development of Indian Historiography
CO2	Dramatize the role of different leaders who played major roles in the socio-religious reform movements
CO3	Collaborative learning on different forms of resistance that emerged during the period 1905-1920 such as Slogan writing , boycott, Self-help groups, Poetry, Songs
CO4	To exhibit the events during India's partition through partition archives and literary sources

1. Street play on any one Indian National movement (group activity)
2. Role play on any freedom fighter or activist. (Group activity)
3. Write an assignment on-how the Partition in 1947 was not just a division of territory but also a division of hearts and how it affected the common people.

Reference Books and Readings

1. Gopal, S., **British Policy in India (1858- 1905)**, Orient Longman, London, 1984.
2. Grover, B.L., and S., Grover, **A New Look at On Modern Indian History**, S Chand & Co., New Delhi, 2000.
3. Gynendra, Pandey, **Construction of Communalism in Colonial NorthIndia**, Oxford University Press, New Delhi, 1999.
4. Majumdar, R.C., (Ed), **Struggle for Freedom**, Bharatiya Vidya Bhavan, Bombay.
5. Misra, **the Unification and Division of India**, Oxford University Press, New Delhi.
6. Percival, Spear, **Oxford History of Modern India (1740–1975)**.
7. Peter, Hechs, **Nationalism, Terrorism and Communalism (Essays in Modern Indian History)**, Oxford University Press, Delhi, 1998.
8. Ranjit, Guha (Ed.), **Subaltern Studies (10 Vols) Writings on South Asian History and Society**, Oxford University Press, (1986–1990s).
9. Roychaudhuri, S.C., **Social, Cultural and Economic History of India**, Surjeet Publishers, Delhi, 1984.
10. Sen, Sunil, Kumar, **an Economic History of Modern India (1848–1939)**, Progressive Publishers, Calcutta, 1982.
11. Sen, S.P, (Ed), **Historical writings on Nationalist Movement in India**, Institute of Historical Studies, Calcutta, 1977.
12. Sen, S.P., (Ed), **Western Colonial Policy, Vol. II, & I** Institute of Historical Study, Calcutta.
13. Sen, S.P., (Ed), **Historians and Historiography in Modern India**, Institute of Historical Studies, Calcutta, 1973.
14. Subodh, Kumar, Mukhyopadya, **Evolution of Historiography in Modern India (1900 – 1960)**, K P Bagchi and Co., New Delhi, 1982.
15. Sumit, Sarkar, **Writing Social History**, Oxford University Press, New Delhi, 1999.
16. Sumit Sarkar, **Modern India (1885–1947)**, MacMillan India, Madras, 1986.

Course Title/Code	English: Indian Writings in English (EDH 307 -T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English.
Course Outcomes (COs)	
CO1	Establishing connection with Indian writings in English through different genres.
CO2	Familiarisation with the writing styles, characterization and themes of different Indian English poets.
CO3	Understanding the writing nuances of Indian dramatists writing in English.
CO4	Familiarisation with Indian English novels and novelists.
CO5	Understanding Indian English prose through essays of various writers and their writing styles.

SECTION A

POETRY

Nissim Ezekiel: “Enterprise,” “Good Bye Party to Miss Pushpa T.S.”

Kamala Das: “An Introduction”

Jayanta Mahapatra: “Dawn at Puri” A.K Ramanujan: “Obituary”

SECTION B

DRAMA

Girish Karnad: *Hayavadana*

SECTION C

FICTION

R.K. Narayanan: *Swami and Friends*

SECTION D

PROSE

Nirad C. Chaudhary: "Tell me the weather and I'll tell the Man"

R N Tagore: *Nationalism*

Reference Books and Readings:

1. Bruce, K. (1987). *Modern Indian Poetry in English*. New Delhi: Oxford University Press.
2. Dattani, M. : *Tara*
3. Dayal, R. (1988) : *Amitav Ghosh The shadow Lines*. Delhi.
4. Deshpande, S. : *A Matter of Time*
5. Devy, G. N. (Ed.) (2004). *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman.
6. Iyengar, K. R. S., (1985): *Indian Writing in English*. New Delhi: Sterling,
7. Naik, M. K. (1981). *Indian Writings In English*. Orient longman, New Delhi.
8. Naraasimhaia, C. D. (1982). *Swan and The Eagle*. New Delhi: OUP.
9. Parthasarthy, R. (Ed.)(1976). *Ten Twentieth Century Indian Poets*. Delhi: Oxford University.
10. Raghavn, V. & Nagendr. (1970). *An Introduction to Indian Poetics* .Bombay: Macmillan
11. Sen, A. (2009). *The argumentative Indian*. New Delhi: Orient Longman .
12. Tharoor, S. : *The Great Indian Novels*

Course Title/Code	English: Indian Writings in English Lab (EDH 307 -P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	Awareness of the problems of interpreting Indian Culture via the English Language and acquaintance with the work
Course Outcomes (Cos)	
CO1	To create literary sensibility and emotional response to Indian Poetry.
CO2	To expose students to the artistic and innovative use of language employed by the Writers.
CO3	To in still values and develop human concern in students through exposure to literary Texts.
CO4	To enhance the literary and linguistic competence of students.

Indian Writing in English Practical Activities

1. Recitation of Poetry
2. Reading of Text
3. Group Discussion
4. Presentation
5. Report Writing
- 6. Project Work**

Course Title/Code	English: Twentieth Century British Literature (EDH231-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To know the brief history of Twentieth Century British Literature and develop perspectives and insights into the heterogeneous themes and schools that populated Twentieth Century British Literature
Course Outcomes (COs)	
CO1	To develop perspectives and insights into the heterogeneous themes and schools that populated Twentieth Century British Literature – movements like symbolism, imagism, movement poetry, Theatre of the absurd, and postmodernism.
CO2	To get a deeper perspective into themes that dominated twentieth century British poetry.
CO3	To understand drama and theatre, specifically Theatre of Absurd.
CO4	To understand the most influential novelists and essayists of Twentieth Century British Literature.
Prerequisites (if any)	Knowledge of history as well as different genres of English Literature

SECTION A

POETRY

W. B. Yeats: “Sailing to Byzantium,” “The Second Coming”

T. S. Eliot: “Wasteland”

SECTION B

POETRY

Philip Larkin : “Next Please”

Seamus Heaney : “Digging”, “The Tollund Man”

Dylan Thomas : “Do not go Gentle into that Good Night”

Siegfried Sassoon : “Aftermath”

SECTION C

DRAMA

Samual Becket: *Waiting for Godot*

SECTION D

FICTION

Virginia Woolf: *Mrs. Dalloway*

Reference Books and Readings:

1. Doris, L: *The grass is singing*
2. Eliot, T.S: *Murder in The Cathedral*
3. Forster, E.M.: *A Passage to India*
4. Fowles, J: *The French Lieutenant's Woman*
5. Hugh, K: *A Reader Guide to Samuel Beckett*
(London, 1973)
6. James, J: *The Portrait of an Artist as a young Man*
(London, 1996)
7. Joseph, C: *Heart of darkness*
8. McLaurin, A: *Virginia Wolf: The Echoes Enslaved*
9. Tony, C. (ed): *The Art of Seamus Heaney* (Bridgend ,1982)
10. Smith, C. G: *T.S. Eliot's Poetry and Plays* (London 1974)
11. Stoppard, T: *Travesties*
12. Thomas,D,.Jones,D : *The Poems of Dylan Thomas, Volume 1*
13. Sasson, S: *The War Poems of Siegfried Sasson*

Course Title/Code	English: Twentieth Century British Literature Lab (EDH231-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To expose students about Twentieth Century British Literature, prevailing ideology, the major writers and their writings which are representative of the poetical and literary tendencies of the age
Course Outcomes (COs)	
CO1	To create literary sensibility and emotional response to the 20th Century British Literature
CO2	To expose students to the artistic use in literature
CO3	To develop creativity amongst the students in literature
CO4	To hone students' literary writing skills
Prerequisites (if any)	NA

List of Practicals:

1. Summarize W.H Auden : “The Unknown Citizen”
2. Read Mridula Koshy : *Not Only The Things That Have Happened*

Course Title/Code	Economics: Macroeconomics Theory and Application– II (EDH232-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	Understand the macroeconomic nature and the relationships between different sectors
CO1	To Understand the concept of inflation, its relationship with unemployment
CO2	To Identify the measures to control inflation and deflation
CO3	To Understand IS LM Model and its application.
CO4	To Recognize various phases of business cycle
CO5	To Familiarize with the working of balance of payment
CO6	To Determine the exchange rate.

SECTION A

INFLATION AND DEFLATION

Concept of Inflation and Deflation, Theories of Inflation: Cost-push and Demand-pull, Types of inflation on the basis of currency and intensity, Measures to Control Inflation and Deflation: Monetary and Fiscal Policies

SECTION B

GENERAL EQUILIBRIUM IN THE GOODS AND MONEY MARKET

Concept and Properties of IS Curve, The Derivation of IS Function in the Goods Market; Shift in IS curve due to Taxes, Concept and Properties of LM Curve, Derivation of LM Function in the Money Market, Shift in LM curve due to Money Supply, General Equilibrium in the Goods and Money Market, Adjustment towards Equilibrium.

SECTION C

BUSINESS CYCLE AND PHILLIPS CURVE

Business Cycles and their main features, Relationship between inflation and unemployment: Phillips Curve in short run and long run.

SECTION D

BALANCE OF PAYMENTS AND EXCHANGE RATE

Balance of payments: current account and capital account, Market for foreign exchange: Meaning, Function and Kinds, Determination of exchange rate: Fixed and Floating Exchange Rate, Meaning and Concept of PPP

Reference Books and Readings:

1. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
2. Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007.
3. C.W.Baird: Elements of Macro Economics, West Publishing Company, 1977 (Ch.2.11)
4. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
5. Errol D'Souza, Macroeconomics, Pearson Education, 2009
6. Harvey J and Johnsson M: Introduction to Macro Economics, McMillan and London.

Course Title/Code	Economics: Macroeconomics Theory and Application– II Lab(EDH232-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To make a macroeconomic evaluation, students will be able to recognise the right instruments.
CO1	Examine the historical long-run and short-run behaviour of macroeconomic indicators.
CO2	Using macroeconomic metrics, compare the Indian economy to other economies.
CO3	Compare and contrast traditional and Keynesian perspectives on how government spending affects the economy.

1. Observe the business cycle and analyse the fluctuations in the stock exchange. Make report on the market condition you have observed and predict the sector or firm with strong upshot and weak ending in future.
2. Keep check on the inflation rate and its effect on the value of rupee throughout your session and at the end of semester submit the report to the subject teacher about your learning and understanding.
3. Prepare a Quiz on IS-LM Model

Reference Books

1. M.C.Vaish, Macro Economic Theory, Oxford University Press.
2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
4. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005
6. Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India
7. T.F. Durnbarg and McDougal: Macro Economics, McGraw Hill, New York, 1976 (full book).

Course Title/Code	Political Science: Growth & international relations (EDH233-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Objectives	To understand The need, importance of peace, diplomacy, disarmament, human rights and the United Nations Organizations
Course Outcomes (COs)	
CO1	To understand the concepts of International Relations.
CO2	To comprehend dominant theories of Power, the question of equality and justice, balance of power and the present situation of the uni-polar world.
CO3	The understand the importance of national, non-national actors, multi-national, regional, economic and political organizations
CO4	The understand the importance of national, non-national actors, multi-national, regional, economic and political organizations

CO5	To understand the importance of League of Nations, United Nations, Disarmament and Peace Process since 1940.
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SECTION A

GROWTH AND INTERNATIONAL RELATIONS

Growth and development of International Relations as an academic discipline, approaches to the study of International Relations, Science vs. Tradition controversy, Communication and Decision-Making Process, Nature of International Relations.

SECTION B

PLAYERS OF INTERNATIONAL RELATIONS

National Actors, non-national actors, multi-nationals, regional, economic, and political organizations, State and Other Players.

SECTION C

ELEMENTS OF POWER

Power, Definition and Elements, Struggle for Power: Meaning, nature and limitations of national power and Balance of power.

SECTION D

PEACE TREATIES, SECURITY AND DISARMAMENT

Collective security and the problems of Disarmament, Peace Process and Settlements, Role of league of Nations, UN, Peace process since 1940 - Specific Issues: Environmentalism, Globalization and Human Rights, efforts towards Disarmament since 1960 and Peace Treaties.

Reference Books and Readings:

1. Axelrod, R., *the Evolution of Co-operation*, New York, Basic Books, 1984.
2. Baldwin, D.A. (ed.), *Neo-realism and Neo-liberalism*, New York, Columbia University Press, 1993.
3. Baldwin, D.A (ed.), *Paradoxes of Power*, New York, Basil Blackwell, 1989.

Course Title/Code	Political Science: Growth & international relations Lab(EDH233-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Objectives	To comprehend dominant theories of power, the question of equity and justice, balance of power and the present situation of the uni-polar world.

Course Outcomes (COs)

CO1	Brainstorming to solve a problem or answer a question of International Relations using the Communication and Decision Making Process.
CO2	Presentation on the Present situation of the uni-polar and multi polar world
CO3	Debate on the Reform of the United Nation
CO4	Discussion and group learning on various methods of Balance of Power in International Relations

1. Discuss the appropriateness and effectiveness of Peace treaties in the class.
2. Read the life sketch of any National or non-national actor and write an assignment on it.
3. Any other activity suggested by teacher

Course Title/Code	Assessment for Learning (EDH122-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To enable students in understanding of issues in assessment and evaluation from a constructivist paradigm
Course Outcomes (COs)	
CO1	Reflect critically on issues in assessment and evaluation
CO2	Justify the role of continuous and comprehensive assessment in holistic development
CO3	Organize appropriate assessment methods
CO4	Design learning indicators and rubrics as a part of assessment

CO5	Devise and implement ways to record and report learning landmarks to be supported by feedback
CO6	Access the habit self-critiquing to improve performance.

SECTION A

CONCEPT OF EVALUATION

CONCEPT: concept of measurement, assessment, examination, evaluation and their interrelationships, Distinction between ‘assessment of learning’ and ‘assessment for learning’.

FORMS OF ASSESSMENT: Based on purpose: (formative, summative; prognostic, diagnostic; norm referenced, criterion referenced), Based on nature of information gathered: Qualitative (observation, introspection, projection and sociometry) or Quantitative (written, oral, practical), Purpose of assessment in a ‘constructivist paradigm’.

CONTINUOUS AND COMPREHENSIVE EVALUATION mandated under RTE and NDP

SECTION B

ASSESSMENT AND RECORD KEEPING

ABILITY TO DEVELOP INDICATORS FOR ASSESSMENT: tasks for assessment (projects, assignments); formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses.

OBSERVATION of learning process by self, by peers, by teachers, Self-appraisal. Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teacher’s diaries.

GROUP ACTIVITIES FOR ASSESSMENT (nature of group dynamics, socio-metric techniques, steps for formation of groups, criteria for assessing tasks; criteria’s for assessment of social skills in cooperative and collaborative leaning situations)

DIMENSIONS AND LEVELS OF LEARNING, assessing conceptual development, recall of facts and concepts, application of specific skills, problem solving; application of learning to diverse and new situations (Construction of achievement test).

SECTION C

INTERPRETATION OF STUDENT'S PERFORMANCE

Descriptive statistics (measures of central tendency and percentages), Measures of variability, Graphical representations -histogram, frequency curves, pie charts, NPC –percentile, skewness and kurtosis. Grading –meaning, types and uses

SECTION D

FEEDBACK

FEEDBACK: feedback as an essential component of assessment, Role of feedback to stakeholders (students/peers, parents, teachers), to improve teaching-learning process, identifying the strengths and weaknesses of learners.

REPORTING STUDENTS' PERFORMANCE: progress reports, cumulative records, Developing and maintaining a comprehensive learner profile and their uses, portfolios, Challenges of assessment, Remedial Teaching.

References Books:

1. Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
2. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know* (Third Edition) Boston: Allyn & Bacon.
3. Gredler, M. E. (1999). *Classroom Assessment and Learning*. USA: Longman.
4. Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
5. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement* (Second Edition). New York: Macmillan College Publishing Company Inc.

Course Title/Code	Assessment for Learning Lab (EDH122-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To develop learners' self-assessment skills, so that they can recognise what aspects of their own work need to improve
Course Outcomes (COs)	
CO1	Demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard
CO2	To give effective feedback on assessment decisions
CO3	To reflect on the last performance and review learners' progress

1. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reforms'

2. *A perception scale to explore perceptions of stakeholder (parents, teachers and students) about prevailing examination system and present a report.
3. Critique of prevailing culture of popular tests such as Olympiads.
4. Devise a strategy to incorporate the suggestions given in the first CCE report for the progress of the learner.
5. Essay on 'Effect of assessment on self-esteem, motivation and identity of learners'.
6. Critical Analysis of "CCE Manual for Teachers-Elementary level"
7. Prepare rubrics for assessment of a topic of your choice from Elementary School Level.
8. Prepare a PowerPoint presentation on the outline of scholastic and co-scholastic components of CCE.
9. *Constructing a unit test using a table of specification, administering it to a group of students and interpreting the result.

*Field activity

Course Title/Code	School Organisation and Management (EDS227)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	To Facilitate the Basics of School Organisation and management in the Learners.
Course Outcomes (COs)	
CO1	Use various strategies to create positive school climate
CO2	Analyse various features of school as an organization.
CO3	Discuss different components of school management
CO4	Assimilate the concept and process of educational administration

SECTION A

SCHOOL ADMINISTRATION AND MANAGEMENT

Meaning and Definition of School Management, Scope of School management, aims, objectives

and functions of school management, types and principles of school management. Education Administration: Meaning, concept, scope, functions and Principles.

Organizational culture in a school to foster a stress- free work environment for Head, teachers, staff and students.

SECTION B

SCHOOL AS AN ORGANIZATION

The school – its functions and relationship with the society, school plant – location, classroom, furniture, design of the building, sanitary requirements, the environment, laboratory apparatus, library, museum, and the hostel.

The school staff – Headmaster: his role and responsibilities, leadership qualities, qualifications and duties, relations with subordinates, the guardians and the public.

Teacher: role and responsibilities, Qualities and competencies of teacher and professional ethics and Code of Conduct. The office staff, role and responsibilities, records and functions of each record, the service conditions of the staff.

SECTION C

INSTITUTIONAL PLANNING AND TQM

Role of School Management Committees, Parent Teacher Associations in School Development Democratic Decision Making: Concept and Procedure in the school functioning

Institutional Planning- Meaning and functions and its importance in school organization

TQM – Meaning and Characteristics and its importance in School organization, Tools and techniques of quality control in education / institutional evaluation, Quality assurance in Education Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council, School finance – sources of income and items of expenditure, Mobilization of resources – grants in aid, school budget.

SECTION D

ELEMENTS OF SCHOOL MANAGEMENT

School Climate: Meaning and Types, School time tables – principles and techniques of time table preparation, School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative). Organization of co-curricular activities and role of students. School discipline – Concept and Approaches, the value of moral training, Problems faced in School Management: Issues of Security, influence of media and Disaster Management, Student Unrest and how to deal with it.

References and Readings:

1. Agarwal, J.C. and Sharma, K. R.(2006): *Basic School Organisation*, Doaba House, Delhi
2. Agarwal, J.C. (2006): *School Administration*, Arya Book Depot, Delhi.
3. Mohanthy, Jagannath (2007). *Educational Management, Supervision, School Organization*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Owens, Robert G (1970). *Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J., Publishing House.
5. Safaya, R.N. and Shaida, B.D. (2000). *School Administration and Organization*. Dhanpat Rai and Sons, Delhi
6. NAAC (2003). *Total Quality Management for Tertiary Education* Bangalore: NAAC. Retrieved from: www.naac.gov.in/.../Total%20Quality%20Management%20for%20Tertia..

Practical Topics:

1. Preparation of an Academic Calendar of School
2. Preparation of an annual calendar for the schools co-curricular activities for the current session.
3. Class Presentations on difference in the competencies required for a traditional and 21st century Teachers.
4. Organize a group discussion on the Professional Ethics and Code of Conduct for teachers.
5. Survey of hostel and library and make a report of the problems faced by the students.
6. A Practical activity on the positive school climate.

7. Preparation of an outline of an institutional planning on any aspect of school organization.
8. Preparation of Class Time Table.
9. Write an assignment on how NCERT, SCERT and NAAC is ensuring external & internal quality at higher education
10. Critically analyse the allocation of budget to the education sector in the current Financial Year
11. Identify different ICT resources used by School Management and Administration.

References and Readings:

1. Agarwal, J.C. and Sharma, K. R.(2006): *Basic School Organisation*, Doaba House, Delhi
2. Agarwal, J.C. (2006): *School Administration*, Arya Book Depot, Delhi.
3. Mohanthy, Jagannath (2007). *Educational Management, Supervision, School Organization*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Owens, Robert G (1970).*Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J., Publishing House.
5. Safaya, R.N. and Shaida, B.D. (2000). *School Administration and Organization*. Dhanpat Rai and Sons, Delhi
6. NAAC (2003). *Total Quality Management for Tertiary Education* Bangalore: NAAC. Retrieved from: www.naac.gov.in/.../Total%20Quality%20Management%20for%20Tertia..

Course Title/Code	Skill Lab, Robotics-Project Based Learning (EDW228)
Course Type	Elective
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	The Course aims at developing skills related with design thinking
Course Outcomes (COs)	
CO1	To know about Robotics
CO2	To learn about soft skills
CO3	To know about the laws of Robotics
CO4	To know about Robot Drives and Kinetics
Prerequisites (if any)	NA

Course Title/Code	Design Thinking: A Primer (MOOC-19E-EDS-202)
Course Type	Elective
Course Nature	MOOC
L-T-P Structure	0-0-0-0
Credits	2
Course Objective	The Course aims at developing skills related with design thinking
Course Outcomes (Cos)	
CO1	To know about design thinking
CO2	To learn about customer journey mapping
CO3	To know about the analysis phase of design thinking
CO4	To know about the ideation phase of design thinking
Prerequisites (If any)	

1. Introduction to Design Thinking Week
2. Empathize Phase: Customer Journey Mapping Week
3. Analyze Phase: 5-Whys and how might we... Week
4. Solve Phase: Ideation: Free Brainstorming & Make/Test Phase: Prototype

Course Title/Code	Street Play/Skit/Mime (EDN229)
Course Type	Elective
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	The course aims at developing social awareness
Course Outcomes (COs)	
CO1	To develop a social sensitivity
CO2	Understand and identify the social needs of society
CO3	To organize camps related with social issues

Course Title/Code	Principles of Human Resource Management (MOOC-19E-EDS-201)
Course Type	Elective
Course Nature	MOOC
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	The Course aims at developing communication skills among learners
Course Outcomes (COs)	
CO1	To know about staffing/recruitment
CO2	To explore performance management and appraisal process
CO3	To explore training and development
CO4	To evaluate processes of career management

Week 1:Management: Definition, nature, purpose and scope of management, Skills and roles of a Manager, functions, principles; Evolution of Management Thought, Scientific Management.

Week 2:Planning: Types of plans, planning process, Characteristics of planning, Traditional objective setting, Strategic Management, premising and forecasting.

Week 3:Decision-Making: Process, Simon’s model of decision making, creative problem solving, group decision making.

Week 4:Management by Objectives: Management by exception; Styles of management: (American, Japanese and Indian), McKinsey’s 7-S Approach, Self-Management.

Week 5:Organizing: Organizational design and structure, Coordination, differentiation and integration.

Week 6:Span of management, centralization and de-centralization Delegation, Authority & power - concept & distinction, Line and staff organizations.

Week 7:Staffing: Human Resource Management and Selection, Performance appraisal and Career strategy, Coordination- Concepts, issues and techniques.

Week 8:Organizational Change: Introduction, Resistance to Change, Behavioral Reactions to Change, Approaches Or Models to Managing Organizational Change.

Week 9:Organizational Change: Introduction, Resistance to Change, Behavioral Reactions to Change, Approaches Or Models to Managing Organizational Change.

Week 10:Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work.

Week 11:Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work.

Week 12:Controlling: Concept, planning-control relationship, process of control, Types of Control, Control Techniques
Characteristics of team.

Course Title/Code	Spanish-II (FLS105)
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written Spanish
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.
CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph using auxiliary verb and basic verbs.
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.

SECTION A

Unit 1: Introduction to Spanish and SER

1.1 Presentation on Spanish language

1.2 Greetings and goodbyes

1.3 Spanish letters

1.4 Introduction of verboSER

Unit 2: Verb Ser, Nationality, Profession and Counting

2.1 Uses of verbo SER

2.2 Adjectives related to verbo SER.

2.3 Introduction of Nationality

2.4 Professions and vocabulary related to professions.

2.5 Counting till number 20.

SECTION-B

Unit 3: Articles, Interrogative and Estar

3.1 Introduction of Articles and Indefinite articles

3.2 Interrogatives

3.3 Introduction of VerboEstar

Unit 4: Estar, Preposition, Tener and Self Introduction

4.1 Uses of Verbo ESTAR and adjectives related to it

4.2 Introduction of 'my house' vocabulary

4.3 Prepositions related to the positioning of an object

4.4 Self – introduction

Unit 5: Day, Month and Regular AR verb

5.1 Days

5.2 Months

5.3 Introduction to regular –AR verbs

Text Books/Reference Books:

1. ¡Ole!-Langers
2. ¡Uno, dos, tres.....

Weblinks:

<http://studyspanish.com/>

Assessment Tools:

Sessional tests

Term end examination scores

Participation in class activities

Home assignments

Class attendance

Course Title/Code	German II (FLS106)
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate awareness of cultural and historical differences between the culture of German-speaking countries and the student's native culture.
Course Outcomes (COs)	
CO1	Students will be able to exchange greetings and introductions using formal and informal expressions. They will be able to ask and answer simple questions.
CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.
CO3	Students will be able to identify key details in short, highly-contextualized audio text dealing with a familiar topic, relying on repetition and extra linguistic support when needed. Students will be able to discuss likes and dislikes, understand simple conversations about familiar topics (e.g., greetings, weather, sports, hobbies and daily activities,) with repetition when needed.

CO4	Students will be able to differentiate certain patterns of behaviour in the cultures of the German-speaking world and the student's native culture. Students will be able to describe various places, location, themselves using simple sentences and vocabulary.
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SECTION A

Unseen Passage

Subjekt oder Nominative Personal Pronomen

wichtige Verben (sein , haben , heißen, kommen, wohnen)

Formelle und informelle Fragen

Kardinalzahlen 1-20

Kardinalzahlen 21-100 und Ordinalzahlen

wie geht es dir?, kleine Dialoge

SECTION B

Unseen Passage

regelmäßige Verben/ unregelmäßige Verben

Zahlen 0 -100

Articles

Fragen bilden (W_Fragen oder Ja/nein Fragen)

Länder und Sprachen

Translation

Unseen Passage

die Grüße

Subjekt oder Nominativ Personalpronomen

SECTION C

wichtige Verben (sein , haben , heißen, kommen, wohnen)

Formelle und informelle Fragen

Kardinalzahlen 1-20

Kardinalzahlen 21-100 und Ordinalzahlen

wie geht es dir?, kleine Dialoge

regelmäßige Verben – spielen, schlafen, fliegen

unregelmäßige Verben

SECTION D

Articles

Ja oder Nein Fragen

Länder und Sprachen

Translation

Dates

Hobbies and profession

Sport

Course Title/Code	French II FLS107
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written French
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.

CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph using auxiliary verb and basic verbs.
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of Francophonic countries.

SECTION A

- Les alphabets
- Les salutations & forms of politeness
- Expression on taking leave
- Self-Introduction

SECTION B

- La culture de France
- Presentation on French Language
- Présentez-vous
- Les Pronoms Sujets
- “ER” verbs
- “IR” verbs

SECTION C

- Les articles définis et indéfinis
- Les Nombres en Cardinal (0-1000)
- Les Nombres en Ordinal (0-1000)
- Les noms et les Adjectifs
- Les verbes (avoir, être, faire, aller, venir)
- Masculin et Féminin
- Les Pluriels

SECTION D

- Moments of the day
- Days of the week & related questions
- Months of the year & related questions
- Les couleurs
- Les verbes (vouloir, pouvoir, savoir, devoir)
- Les Nationalités

Suggested Readings:

3. Apprenons le français, Méthode de français part 2, Mahitha Ranjit, Saraswati House Pvt.ltd
4. Apprenons le français, Méthode de français part 3, Mahitha Ranjit, Saraswati House Pvt.

SEMESTER – 5										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH306-T	History: History, Culture, State and Society of South India (1200 – 1800 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH306-P	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab				0	0	2	0		
EDH317-T	English: Literary Criticism	EDU	HARD	CORE	3	0	0	0	5	4
EDH317-P	English: Literary Criticism Lab				0	0	2	0		
EDH308-T	Economics: Indian Economy	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH308-	Economics:				0	0	2	0		

P	Indian Economy Lab								
EDH309-T	Political Science: Essence of Public Administration				3	0	0	0	
EDH309-P	Political Science: Essence of Public Administration Lab				0	0	2	0	
EDH318-T	Economics: International Economy	EDU	HARD	ELECTIVE CORE	3	0	0	0	5
EDH318-P	Economics: International Economy Lab				0	0	2	0	
EDH319-T	Political Science: Political Thoughts				3	0	0	0	
EDH319-P	Political Science: Political Thoughts Lab				0	0	2	0	
EDH214-T	Education in Contemporary India	EDU	HARD	CORE	3	0	0	0	5
EDH214-P	Education in Contemporary				0	0	2	0	4

	India Lab									
EDH108-T	Pedagogy of Social Sciences	EDU	HARD	CORE	3	0	0	0	5	4
EDH108-P	Pedagogy of Social Sciences Lab				0	0	2	0		
EDW304	Yoga & Health Education	EDU	WORKSHOP	CORE	0	0	3	0	3	2
EDN305	Colloquium	EDU	NTCC	CORE	0	0	0	0	0	2
EDO209	Phase-I Field Engagement	EDU	OUTCOME	CORE	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	0	15	0	33	30

Course Title/Code	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) (EDH306-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to the state and society of South India
CO1	To understand the role of literary and epigraphically sources for the understanding of South India.
CO2	To comprehend the significant contributions of the Satavahanas, Rashtrakutas and Vijayanagara rulers and the administrative reforms in South India
CO3	To understand the nature of society, state and economy during Medieval period in South India
CO4	To understand the nature of economy, administration and modernization of Karnataka.
CO5	To understand the socio-cultural, religious and administrative reforms in South India
CO6	To understand the freedom movement and the backward class movements in Karnataka

**SECTION A:
HISTORY OF SOUTH INDIA**

Satavahanas–GautamiputraSatakarni–Cultural Contributions–Chalukyas ofBadami – Pulakesin II -Cultural Contributions – Pallavas of Kanchi – Mahendravarman – I – Narasimhavarman – I – Cultural Contributions.

**SECTION B:
EMPIRES OF RASHTRAKUTAS AND VIJAYANAGAR**

The Rashtrakutas of Manyakheta – Govinda III – AmoghavarshaNripatunga – the Chalukyas of Kalyani – Vikramaditya – III – Someshvara III.

Vijayanagar Empire – Sangama Dynasty – Devaraya II – Tuluva Dynasty – Krishnadevaraya – Aravidu dynasty – Ramaraya – Bahmani Kingdom – Mohammad Gawan – Adilshahis of Bijapur – Cultural Contributions.

**SECTION C:
STATE OF MEDIEVAL SOUTH INDIA**

The Hoysalas of Dwarasamudra–Vishnuvardhana–Ballala–II–Administration
– Art and Architecture – The Cholas of Tanjore – Rajaraja I – Rajendra I – Administration – Art and Architecture-
South Indian Society under Vijayanagar

**SECTION D:
SOCIETY AND ECONOMY IN SOUTH INDIA**

The Wodeyars–Chikkadevaraja Wodeyar–Career and Achievements–theNayakas of Ikkeri – Shivappanayaka – the
ChitradurgaChieftons – Madakarinarayaka – V-Hyder Ali – Tippu Sultan – Anglo – Mysore Wars-Modernisation in Karnataka –
Rangacharlu and K SheshadriIyer – Sir M Vishveshwariah – Mirza Ismail.

Reference Books and Readings:

1. Appadorai, A., **Economic Condition in Southern India, 1000–1500 A D (2Vols)**, Madras University of Madras, 1936.
2. A R Kulkarni, **Medieval Deccan History**, Popular Publishing House, Bombay, 1996.
3. Banerjee, T .S., **Indian Historical Research since Independence**, Calcutta, 1987.
4. Basavaraja, K.R.,**Administration Under the Chalukyas of Kalyana**, NewEraPublishers, Madras. Mahalingam, T. V., **South Indian Polity**.
5. Burton, Stein, **The New Cambridge History of India**, Vijayanagar, OUP, New Delhi.
6. Burton, Stein, **Peasant State and Society in Medieval South India**, OUP, New Delhi, 1999.
7. David, Ludden, **Peasant History in South India**, Oxford University Press, Delhi, 1989.
8. Dipak Ranjan Das, **Economic History of the Deccan**, New Delhi,1967.
9. Gordon, Johnson, (Gen. Ed), **Architecture and Art of Southern India**, Cambridge University Press, 1998.
10. Hiroshi, Fukazawa, **The Medieval Deccan (pleasant, social system and state16th to 18th century)**, Oxford University Press, New Delhi, 1991.

Course Title/Code	History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab (EDH306-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To gain a practical insight into the society and state in South India
CO1	Collaborative learning on the literary and archaeological sources of South India
CO2	Exhibit the contribution of the South Indian Art and Architecture
CO3	Dramatize the Role of Alavars and Nayyanars to the development of South Indian society
CO4	To debate on the role of the backward class in the freedom movement of Karnataka

1. Presentation on the rise of Tipu sultan and his glorious journey.
2. A comparative presentation on the contribution of South India and rest of the India in the struggle for Independence.
3. Hiroshi Fukazawa, **The Medieval Deccan**, OUP, Delhi, 1998.
4. Karashima, Noboru, **Historical Development in South Indian Society**, Tokyo Uni. Press, 1969.
5. NilakantaShastri, K.A., **A History of South India**, OUP, Madras. Heras, **South India Under Vijayanagar Empire (2 vols)**.
6. Noboru, Karashima, **Towards A New Formation South Indian societyunder Vijayanagara Rule**, Oxford University Press, New Delhi, 1992.
7. Rajayyan K, **History in Theory and Method**, Raj Publications, Madurai.
8. Rajashekhara, S, **Karnataka Architecture**, Sujatha Publishers, 1985.
9. Saki, **Making History (2 Vols) (Karnataka People and their Past)**, VimukhtiPrakashana, Shimoga, 1998.
10. Salatore, B.A., **Socio-Political Life in Vijayanagara Empire (2 Vols)**.
11. Satish, K., Bajaj, **Recent Trends in Historiography**, Anmol Private, New Delhi, 1999.
12. Sewel Robert, **A Forgotten Empire**, Asian Educational Services, New Delhi.

Course Title/Code	English: Literary Criticism (EDH317-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To focus on critical theory as it applies to literature and culture
Course Outcomes (COs)	
CO1	Familiarisation with various stages in the evolution of literary criticism.
CO2	Enlightenment with a composite picture of the major and most influential schools of literary criticism (From Classical to New Criticism).
CO3	Acquaintance with definitive and authentic criteria of judgment and perceptions to explicate, elucidate and interpret literary texts.
CO4	Building an understanding of the literary trajectory.
CO5	Developing skills needed for critical appraisal.

SECTION A

CLASSICAL AND NEO-CLASSICAL CRITICISM

Aristotle: Poetics

SECTION B

ROMANTIC CRITICISM

Wordsworth: Preface to Lyrical Ballads

SECTION C

VICTORIAN CRITICISM

Mathew Arnold: “The function of Criticism at Present Time”

SECTION D

NEW CRITICISM

T. S. Eliot: “Tradition and Individual Talent”,

Reference Books and Readings:

1. Abraham, M. H. (2000). A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd.
2. Barker, C. (2002). Cultural Studies. London: Faber Books.
3. Bertens, H. (2001). Literary Theory – The Basics. London: Routledge.
4. Blamires, H. (2001). A History of Literary Criticism. Delhi: Macmillan.
5. David, D. (2ndEd.)(2001). Critical Approaches to Literature. Hyderabad: Orient Longman.
6. Dorsch, T. S. (2002). Classical Literary Criticism. Penguin Books.
7. Ford, B. (Ed.). (1980). The Pelican Guide to English Literature (Vols. 4 & 5). London: Pelican.
8. Habib, M. A. R. (2005). A History of Literary Criticism: From Plato to the Present. Oxford: Blackwell.

9. House, H. (1970). Aristotle's Poetics. Ludhiana: Kalyani Publishers.
10. Lodge, D. (1985). Modern Criticism and Theory. London: Faber and Faber.
11. Lucas, F. L. (1970). Tragedy in Relation to Aristotle's Poetics. New Delhi: Allied Publishers.
12. Nagarjan ,M. S. (2006). English Literary Criticism & Theory : An Introductory History, Hyderabad : Orient Longman.
13. Patricia ,W. (2006). Literary Theory & Criticism: An Oxford Guide. Delhi: OUP.
14. Ramaswami, S. & Sethuraman, V. S. The English Critical Tradition. New Delhi: Macmillan.
15. Wellek, R. (1958). A History of Modern Criticism: 1750-1950, Vols. I-IV. London: Jonathan Cape.

Course Title/Code	English: Literary Criticism Lab (EDH317-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To demonstrate skills in understanding literary pieces and examine the techniques of Literary Criticism
Course Outcomes (COs)	
CO1	To apply the principles of literary criticism to the analysis of poetry.
CO2	Introduce and examine practical critical concepts that are influential and important at the present time.
CO3	Help students know how to read, comprehend, discuss, analyze, and interpret critical texts of all types. Special emphasis will be placed on the cultivation of critical thinking, writing, and conversational skills.

- Literary Criticism Practical Activities:
- Read and Analysis of Poetry by applying the theory of Literary Criticism.
- Thinking and writing the content of one's interests.
- Reading and analysis of Literary Theory.
- Review of articles, and papers from journals and newspapers.
- Recitation of Poetry.
- Reading of different texts.
- Writing reviews of different texts.

Course Title/Code	Economics: Indian Economy (EDH308-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To understand the fundamental aspects of economic development and progress.
CO1	To understand various aspects relating to different sectors in the India Economy.
CO2	To introduces the economic scenario prior to British period and traces the impact of British rule on Indian Economy.
CO3	To explain about the planning process, the economic crisis which led to the introduction of Economic Reforms and the impact of economic reforms on different sectors.
CO4	To appreciate the demographic present in India.
CO5	To develop a clear understanding of Indian economy.

Section A

Indian Economy in Pre-Independence Era

- Land Systems, Commercialization of agriculture, Theory of the drain of wealth, evolution of manufacturing, transport and money and credit.

- Indian economy at the eve of independence.

Section B

Indian Economy after Independence

- Planning: Economic Planning in India: Tracing the evolution from planning commission to NITI Aayog, New Economic Reforms and the policy of Liberalization, Privatisation and Globalisation.
- Agriculture: Land reforms, New Agriculture strategy and Green Revolution, Capital formation in agriculture, subsidies, agricultural prices and public distribution system, agriculture and WTO.
- Industry and Services: strategy of industrialization, self-reliance, disinvestment, role of foreign direct investments and multinationals. Make in India and Production Linked Incentive schemes.

Section C

Fiscal, Monetary and External Trade Policies in Indian Economy

FRBM Act 2003, Finance commission and fiscal federalism. India's monetary system and role of Reserve Bank of India. India and WTO, New EXIM policy.

Section D

Indian Economy: Goals and Challenges

Trends in poverty and inequality, Measurement of poverty and poverty alleviation schemes, trends in employment, MNREGA. Population policy in India and demographic trends. The major challenges in physical and social Infrastructure development. India's response to Climate change and Paris Climate Summit. Indian and Sustainable Development Goals 2030.

Reference Books and Readings:

1. Agarwal AN (2006), Indian Economy, Problems of Development and Planning, Viswa Prakash, New Delhi.
2. Amit Bhaduri, Development with Dignity. (2005) NBT New Delhi Additional Reading:
3. Bhalla, G.S. (2008) 'Indian Agriculture since Independence (2008), NBT. New Delhi

Course Title/Code	Economics: Indian Economy Lab (EDH308-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To comprehend the economic development indicators
CO1	To enhance students' understanding of how to analyse and assess economic factors using graphs and diagrams
CO2	Effectively describe how India's industrial development has been influenced by industrialization, new industrial programmes, and legislation.
CO3	Examine and evaluate the trends in Indian commerce abroad. India's New Economic Policy (LPG) and E-Government

1. Preparation of a Report on Programs run by Government relating to alleviation of poverty
2. Read and discuss: Agriculture under WTO-Changes in Cropping Pattern-Commercialization – Agricultural Policy
3. Discuss 12th five-year plan and about government's planning to drop Nehru's five-year plan to make way a vision for 15 years. Also debate on the positives and negatives of "Make in India" vision.
4. Write a reflective journal on 'Digital India'

5. Discuss the current initiatives taken by the government to promote employment, industrialization, education, globalization, health and hygiene, foreign trade. Prepare a report on it.
6. Prepare a presentation on the Initiatives taken by the companies to promote education, environment conservation, etc.
7. Make a presentation on current trends in International Trade and FDI
8. Prepare a report on Economic Cooperation among SAARC Countries

Reference Books

1. Dutta Rudra and Sundaram KPM (2006) *Indian Economy*, S.Chand and Company LTD, New Delhi.
2. Gadgil D.R. (1971) *The industrial Evolution in India in Recent Times*, 1860 – 1939, Oxford University press, Bombay
3. IC. Dhingra: *Indian Economy Environment and policy* – Sultan chand and sons.
4. Kumar D (Ed) (1982) *The Cambridge Economic History of India*, Volume II 1757 – 1970, Orient Longman Ltd., Hyderabad.
- 5.. Misra, S.K. and V.k.Puri (2001) *Indian Economy- Its Development Experience*, Himalaya Publishing House, Mumbai
- 6.. Mishra SK. And Puri VK (2006) *Indian Economy*, DTS Development Experience, Himalaya Publishing House, New Delhi.
- 7.. Prakash, B.A. (Ed.) (2009), ‘*Indian Economy Since 1991: Economic Reforms and Performance*, Sage Publications New Delhi.
8. Uma, Kapila, (2008), ‘*Indian Economy: Performance & Policies*’, 8th Ed. Academic Foundation, New Delhi

Course Title/Code	Political Science: Essence of Public Administration (EDH309-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objectives	This course intends to familiarize students with the basic concepts of Public Administration and Governance.

Course Outcomes (COs)	
CO1	To understand meaning, nature and scope of public administration.
CO2	To understand the methods and Approaches of Public administration
CO3	To comprehend the dichotomy between administration and politics
CO4	To understand the Meaning, types, merits, Marx, Weber and their theories of Bureaucracy
CO5	To understand the Legislative control, limitations of legislative control, executive control, over administration, Judicial control
CO6	To understand scope of judicial intervention, extraordinary remedies.

SECTION A

PUBLIC ADMINISTRATION

Meaning, Nature and Scope of Public Administration, Evaluation of Public administration as a discipline, Importance of Public Administration - Methods and Approaches of Public Administration.

SECTION B

DEVELOPMENT ADMINISTRATION

New Public Administration, Politics and Administration, Dichotomy. Public Administration in the age of Globalization and liberalization, Financial administration – Meaning, preparation and the characteristics of budget.

SECTION C

BUREAUCRACY IN INDIA

Meaning, types, merits, Marx, Weber and their theories of Bureaucracy, basic characteristics, criticism of Bureaucracy.

SECTION D

PUBLIC ADMINISTRATION & ITS CONTROL

Legislative control, limitations of legislative control, executive control, over Administration, Judicial control, scope of judicial intervention, extraordinary remedies.

Reference Books and Readings:

1. Appleby, P.H., *Policy and Administration*, Alabama University of Alabama Press, 1957.
2. Avasthi, A., and S R Maheshwari, *Public Administration*, Agra, Lakshmi Narain Aggarwal, 1996.
3. Basu, D.D., *Administrative Law*, New Delhi, Prentice Hall, 1986.
4. Bhambri, C.P., *Administration in a Changing Society : Bureaucracy and Politics in India*, Delhi, Vikas, 1991.

5. Bhambri, C.P., *Restructuring Public Administration: Essays in Rehabilitation*, New Delhi, Jawahar, 1999.
6. Dimock, M.E., and G O Dimock, *Public Administration*, Oxford, IBH Publishing Co., 1975.
7. Dimock, M.E., and G O Dimock, *Administrative Vitality: The Conflict with Bureaucracy*, New York, Harper, 1959.
8. Gladden, E.N., *The Essentials of Public Administration*, London, Staples Press, 1958.
9. Gaus, J.M., *A Theory of Organization in Public Administration*, Chicago, University of Chicago Press, 1936.
10. La Palombara, J., (ed.), *Bureaucracy and Political Development*, Princeton NJ, Princeton University Press, 1967.
11. Maheshwari, S.R., *Administrative Theories*, New Delhi, Allied, 1994.
12. Nigam, S.R., *Principles of Public Administration*, Allahabad Kitab Mahal, 1980.
13. Nigro, F.A., and L S Nigro, *Modern Public Administration*, New York, Harper and Brothers, 1956.
14. Waldo, D., (ed), *Ideas and issues in Public Administration*, New York, Mc Graw Hill, 1953.
15. White, N.D., *Introduction to the study of Public Administration*, New York, MacMillan, 1955.

1. Read and summarize the book of Karl Marx “The Communist Manifesto”.
2. Study the suits against government and public officials and administration and submit the report on the same.
3. Any other activity suggested by teacher

Course Title/Code	Political Science: Essence of Public Administration Lab (EDH309- P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objectives	To acquaint students with the contemporary discourse, approaches, issues and concerns along with changing dynamics of public administration

Course Outcomes (COs)	
CO1	An understanding of the ethical basis for public services and governance.
CO2	Prepare for higher order of thinking and analysis in different research areas of public administration.
CO3	Analytical and critical thinking skills and aptitude required to serve and address the public issues and concerns

1. Read and summarize the book of Karl Marx “The Communist Manifesto”.
2. Study the suits against government and public officials and administration and submit the report on the same.
3. Any other activity suggested by teacher

Course Title/Code	Economics: International Economy (EDH318-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To give the students the theoretical foundation they need to comprehend how the global economy works
CO1	To understand the importance of international trade and the basis for trade.
CO2	To comprehend the concept of gains from international trade and determinates of the gains from trade
CO3	To identify various trade barriers
CO4	To address global issues and policies with context to trade.
CO5	To discuss recent changes in India's foreign trade, policy initiatives and the role of International Trade Organization.

SECTION A

INTERNATIONAL ECONOMICS AND TRADE THEORIES

International Economic Trade-Importance, Features, Advantages and Disadvantages, Inter and Intra trade differences, Theory of comparative Cost- Ricardian Theory; Theories of Trade: Absolute Advantage, Comparative Advantage and opportunity cost – Heckscher Ohlin Theory of Trade (Features, assumptions and limitation); Exchange rate determination

SECTION B

INTERNATIONAL TRADE ORGANIZATION

GATT and WTO – Concept and Functions; Uruguay Round and WTO Agreements - TRIPS and TRIMS GATS (General Agreement on Trade in service) UNCTAD, UNIDO, ITC, International Monetary System and Liquidity - IMF - IBRD, ADB, IFC, International Capital Flows - FDI

SECTION C

GAINS FROM TRADE

Gains from trade –Meaning, kinds, Measurement, Determinants of Gains from Trade, Concepts of terms of Trade and their Importance

SECTION D

TRADE RESTRICTIONS

Arguments for and against Free Trade - Arguments for and Against Protection, Trade Restriction: Tariff – Non-Tariff trade barriers – Dumping, export subsidy and countervailing duties. (Concept only)

Economic Integration EU, NAFTA, ASEAN, SAARC, WTO.

Activities

1. Make an assignment on foreign Trade in India - Recent changes in the Composition and direction of foreign trade.
2. Read and discuss the work of Bertil Ohlin (1977)"for his path breaking contribution to the theory of international trade and international capital movements"
3. Prepare the presentation on any one Economic Integration
4. Make a portfolio of recent mergers, acquisition, and joint ventures

Reference Books

1. Nayyar, D. (1976), India's Exports and Export Policies in the 1960s, Cambridge University press, Cambridge.
2. Panchamukhi, V.R. (1978), Trade Policies of India: A Quantitative analysis, Concept Publishing Company, New Delhi.
3. Patel, S.J (1995), Indian Economy Towards the 21st Century, university Press Ltd., India.
4. Salvatore, D L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J
5. Singh, M. (1964), Indian Export Trends and the Prospectus for Self-sustained Growth, Oxford University Press, oxford.
6. Soderstenm, B O (1991), International Economics, Macmillan Press Ltd, London

Reference Books and Readings

1. Dutta Rudra and Sundaram KPM (2006) Indian Economy, S.Chand and Company LTD, New Delhi.
2. Gadgil D.R. (1971) The industrial Evolution in India in Recent Times, 1860 – 1939, Oxford University press, Bombay
3. IC. Dhingra: Indian Economy Environment and policy – Sultan chant and sons.
4. Kumar D (Ed) (1982) The Cambridge Economic History of India, Volume II 1757 – 1970, Orient Longman Ltd., Hyderabad.
5. Misra, S.K. and V.k.Puri (2001) Indian Economy- Its Development Experience, Himalaya Publishing House, Mumbai
6. Mishra SK. And Puri VK (2006) Indian Economy, DTS Development Experience, Himalaya Publishing House, New Delhi.
7. Prakash, B.A. (Ed.) (2009), 'Indian Economy Since 1991: Economic Reforms and Performance, Sage Publications New Delhi.
8. Uma, Kapila, (2008), 'Indian Economy: Performance & Policies', 8th Ed. Academic Foundation, New Delhi

Course Title/Code	Economics: International Economy Lab (EDH318-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objective	To assess the application of the various theories of global trade
CO1	Enable students to form their own opinions about current national or international policies and issues by preparing them to do so.
CO2	To illustrate International trade using mind-mapping and infographics
CO3	Analyse the effects of globalization

1. Preparation of a Report on Programs run by Government relating to alleviation of poverty
2. Read and discuss: Agriculture under WTO-Changes in Cropping Pattern-Commercialization – Agricultural Policy
3. Discuss 12th five-year plan and about government’s planning to drop Nehru’s five-year plan to make way a vision for 15 years. Also debate on the positives and negatives of “Make in India” vision.
4. Write a reflective journal on ‘Digital India’
5. Discuss the current initiatives taken by the government to promote employment, industrialization, education, globalization, health and hygiene, foreign trade. Prepare a report on it.
6. Prepare a presentation on the Initiatives taken by the companies to promote education, environment conservation, etc.
7. Make a presentation on current trends in International Trade and FDI
8. Prepare a report on Economic Cooperation among SAARC Countries.

Course Title/Code	Political Science: Political Thoughts (EDH319-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Objectives	To trace the thoughts of various thinkers to ancient political thought.

Course Outcomes (COs)	
CO1	To understand the Concepts, sources and bases of ancient political thought.
CO2	To examine the Contributions of Tilak, Gokhale and Lajpat Rai for their political thought in Modern India.
CO3	To understand the Contributions of Kautilya, Dayanand Saraswathi and Swami Vivekananda for the development of political thought.
CO4	To comprehend main sources of the political tradition in ancient India and its development in modern times .
CO5	To analyse the political thought of Mahatma Gandhi, Rajaram Mohan Roy and M N Roy in Indian Freedom Movement.

SECTION A

INDIAN POLITICAL THOUGHT

Political thought in Ancient India – Dharma, Varna and Ashrama Dharma, Trivarga (Dharma), Artha and Kama.

Political Thought in Modern India: Moderates and Extremites, Dadabai Naoraji, G K Gokhale, Bal Gangadhara Tilak, Lajpat Rai,

socialist political thought.

SECTION B

POLITICAL THOUGHT AND ITS DEVELOPMENT

Republics – Meaning, nature, organization, working, disappearance, theory of State relations, Mandala – Sadguna doctrine, Kautilya and his contributions to ancient Indian political thought, Dayanand Saraswathi and Swami Vivekananda

SECTION C

RENAISSANCE IN POLITICAL THOUGHT

Renaissance and Nationalism in India, Rajaram Mohan Roy, Mahatma Gandhi and M N Roy.

SECTION D

POLITICAL THOUGHT OF INDIAN LEADERS

B R Ambedkar, R N Lohia, Acharya Narendra Deva and J P Narayan.

Reference Books and Readings:

1. Altekar, A. S., State and Government in Ancient India, Delhi, Motilal Banarsidass, 1966.
2. Appadorai, A., Documents on Political thought in Modern India, 2 vols, Bombay Oxford University Press, 1970.
3. Bandhopadhyaya, J., Social and Political Thought of Gandhi, Bombay, Allied, 1969.
4. Jain, R.B., Contemporary Issues in Indian Administration, New Delhi, Vishal, 1976.
5. Nigro, F.A., and G.L.Nigro, Modern Public Administration, New York, Harper Row, 1980.
6. Perry, J., Handbook of Public Administration, San Francisco, Jossey-Bass, 1989.
7. Rabin, et.al., J., (eds.), handbook of Public Administration, New York, Marcel Dekker, 1989.
8. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
9. Stewart, C., and D Dunkerly (eds.), Critical Issues in Organizations, London, Routledge and Kegan paul, 1977.
10. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
11. Verma, S.P., and S.N.Swaroop, Personnel Administration, EROPA, 1993.
12. Wilson, J.Q., Bureaucracy: What Government Does and Why they Do It?, New York, Basic Books, 1989.

Course Title/Code	Political Science: Political thoughts Lab (EDH319-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Objectives	To comprehend main sources of the political tradition in ancient India and its development in modern times
Course Outcomes (COs)	
CO1	Brainstorming on practices and application Dharma
CO2	Presentation on the prominent moderate thinkers
CO3	Extempore on the application and relevance of various thoughts of Ancient Indian political thoughts
CO4	Discussion and group learning of socialist thinkers of India

1. Any activity suggested by teacher

Course Title/Code	Education in Contemporary India (EDH214-T)
Course Type	Core
Course Nature	Hard
L-T-P -O Structure	3-0-0-0
Credits	3
Course Objective	To enable students to equip themselves with system and structure of Indian Education.
Course Outcomes (COs)	
CO1	Explain diverse social realities and challenges faced by Indian Education System
CO2	Examine constitutional provisions and safeguards available for Indian citizen particularly in context of contemporary Educational set up for bringing social equality
CO3	Analyze current educational scenario in light of the recommendations of various Committees, Commissions and National Policies
CO4	Appreciate the role of nodal educational agencies and policy making institutions in national development.
CO5	Reflect upon the structural organization of Indian education system and role of teacher in inclusive education

SECTION A

INDIAN SOCIETY AND CONSTITUTION

Social Stratification of Indian Society on the basis of Castes, Languages, Tribes, Religions and Regions. Preamble of Constitution, Directive principles, Fundamental rights and duties of Indian citizens, Article 45,21A,

Equality of opportunities in education: Constitutional Provisions: Article 28,29,350,351, Education of socially disadvantaged segments namely Dalits, SC, ST, OBC, Women, PWD'S and minorities.

EDUCATIONAL REFORMATION IN THE PRE-INDEPENDENCE PERIOD: Charter Act, Macaulay'minutes, Wood & Despatch, Hunter Commissions, Sargent Report, Basic education

SECTION B

EDUCATION AND POLICY FRAMEWORK

EDUCATION IN POST INDEPENDENCE PERIOD: Mudaliar Commission (1952), Education Commission (1964-66), NPE 1968; NPE 1986 and its modified version 1992, Yashpal Committee Report, National Curriculum Framework-2005, Right to Education Act 2009: Right of children to free and compulsory education, NPE 2019, Midday meal scheme, Three language Formula

SECTION C

EDUCATION SYSTEM AND STRUCTURES

Concurrent status of education, Public Private Stratification in education, Types of schools in India, Role of educational agencies- NCERT, SCERT, CBSE, ICSE,

Open and Distance Education: Concepts, merits and demerits.

SECTION D

EQUITY AND QUALITY ISSUES IN EDUCATION

Equity in education, Modernization and Privatization of Education: Concept, merits and demerits, Role of teacher in universal and inclusive education

National System of Education, Sarva Shiksha Abhiyan (SSA), Kasturba Gandhi Balika Vidyalaya, Rashtriya Madhyamik Shiksha Abhiyan(RMSA)

Reference Books and Readings

1. GOI. (1966). *Report of the Education Commission-1964-66*. New Delhi: Ministry of Education.
2. GOI. (1992). *National policy on education, 1986* (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
3. GOI (1993). *Learning Without Burden*. Report of the National Advisory Committee retrieved from http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book Trust.
6. Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
7. Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
8. NCERT. (2006). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF2005)*. New Delhi: NCERT
9. Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
10. Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
11. Shankar, M. (2007). *Contemporary issues in modern Indian education*, New Delhi: Authors Press.
12. Stormquist, N. P.(2002). *Education in a Globalised world*. New York: Rowman & Littlefield publishers.
13. Walia, J.S.(1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.

Course Title/Code	Education in Contemporary India Lab(EDH214-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To deal with the social realities of Indian society and its impact on education.
Course Outcomes (COs)	
CO1	Appreciate the policies and schemes developed to achieve the objectives of education
CO2	Analyse the efforts to achieve the goals of UEE
CO3	Appreciate the efforts of various agencies in improving the education of children of the country

1. Collaboration with any NGO working for Marginalized groups, Conducting field visits, case studies, and participating in their projects.
2. Review of Mid-day meal programme in a particular rural area.
3. Review of recent articles, editorials, research papers etc. on emerging issues e.g. implementation of RTE/ Equal opportunities for all/ various govt. schemes for universalization of education, girl education/and modernization of education etc.

4. Comparative analysis of different school system prevalent in global world
5. Group discussion on fundamental rights, duties and directive principles.
6. Debate on true women empowerment.

Course Title/Code	Pedagogy of Social Sciences (EDH108-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	The learners gain an understanding of the nature and scope of Social Sciences.
Course Outcomes (COs)	
CO1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.
CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.
CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.
CO4	To understand different ways of assessing learner performance and providing additional support to the learners.
CO5	To explore the use and relevance of different learning resources in teaching of Social Science.

SECTION A

NATURE AND SCOPE OF SOCIAL SCIENCES

Concept and Scope of Social Sciences and Social Studies

Place of Social Sciences in the school curriculum,

Integration/fusion of different subjects of Social Science –History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage.

Aims & Objectives of Learning Social Sciences.

Emerging curriculum trend in social science as per NCF – 2005

SECTION B

APPROACHES AND MODELS OF TEACHING-LEARNING SOCIAL SCIENCES

Approaches to Teaching: Inductive, Deductive, Constructivist, Multidisciplinary & Integrated.

Models of Teaching in Social Science Education – Information Processing, Concept Attainment, Social inquiry Models

Methods: Project Method, Field Trip, Excursion, Role Play, Dramatization, Problem Solving, Exploratory, Concept Mapping, Storytelling, Observational Method, Assignment Method, Discussion Method.

Accommodating Diverse Learners in Social Science Classroom

SECTION C

INSTRUCTIONAL PLANNING

Instructional Planning: Concept, need and importance

Unit Planning, and Micro Teaching, Bloom’s Taxonomy.

Lesson planning- Writing teaching points, formulating objectives in behavioral terms , selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations.

Teacher as a facilitator-Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learners inquiry abilities. Teaching skills, teacher as a reflective practitioner

Adaptation of unit and lesson plans for diverse learners

SECTION D

ASSESSMENT OF LEARNING & LEARNING RESOURCES IN SOCIAL SCIENCES

Contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources.

Action research: Concept and Identification of problems faced by the teachers in the classroom

Construction of Achievement test, Diagnostic testing and enrichment techniques for diverse learners.

Reference Books and Readings

1. Banks, James, A., (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts
2. Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
3. Delors, J., (1996) Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
4. Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. DigumartiBhaskaraRao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi

6. George, Alex M. and Amman Madan (2009), Teaching Social Science in Schools: NCERT's New TextBook Initiative, Sage, New Delhi
7. James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
8. Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
9. Mehlinger, Howard D. (Ed) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO
10. National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
11. National Curriculum FrameWork 2005, NCERT, New Delhi.
12. NCERT textbooks in Social Sciences
13. Position Paper by National Focus Group on Teaching of Social Sciences
14. Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
15. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
16. Root, Michael (1993), Philosophy of Social Science. Blackwell, Oxford
17. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
18. Trigg, Roger (1985), Understanding Social Sciences, Basic Blackwell, Oxford
19. UNESCO, New Source Book for Teaching of Geography, UNESCO 2005. .
20. Wilkins, Elizabeth J. (1979), Elements of Social Science, Macdonald and Evans, London
21. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd.

Course Title/Code	Pedagogy of Social Sciences Lab (EDH108-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Course Objective	To enable the learners to teach Social Science using appropriate methods and strategies.
Course Outcomes (COs)	
CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.
CO2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.
CO3	To develop different tools of assessing learner performance and providing additional support to the learners.
Prerequisites (if any)	NA

Practical Activities

1. Planning of Lessons on the Social Sciences units/themes of class VI, VII, VIII, IX
2. Preparation of teaching learning aids for diverse learning styles
3. An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social and diverse learning needs

4. Critical analysis of Social Science Textbooks
5. Develop a Multimedia lesson plan using different sources of ICT.
6. Lesson plan (Through constructivist approaches ICON and 5E model)
7. Discussion on how to Deal with controversial Issues in Social Science.(Current events)
8. Prepare a Best out of waste teaching learning material
9. Content analysis of a selected topic/chapter/unit
10. Preparation of a blueprint and test items of an achievement test in geography/history/political science/economics for any secondary class
11. Reflection on Pedagogical Issues in Teaching Social Sciences: Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the textbook, primacy of the learner. Write Reflective Journals on it.
12. Identify a classroom problem and provide solution to it through action research
13. Organization and planning of Co-curricular Activities in Social Science & Field
14. Trip/Excursion / Bulletin Board in Social Science.
15. Social Science Laboratory- organization and management.

Reference Books and Readings

1. NCERT textbooks in Social Sciences
2. Position Paper by National Focus Group on Teaching of Social Sciences
3. Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi

5. Root, Michael (1993), Philosophy of Social Science. Blackwell, Oxford
6. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
7. Trigg, Roger (1985), Understanding Social Sciences, Basic Blackwell, Oxford
8. UNESCO, New Source Book for Teaching of Geography, UNESCO 2005. .
9. Wilkins, Elizabeth J. (1979), Elements of Social Science, Macdonald and Evans, London
10. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd., 1966.

Course Title/Code	Yoga & Health Education(EDW304)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	Student Readiness regarding Yoga and its benefits
Course Outcomes (COs)	
CO1	Acquire knowledge of theoretical concepts of Yoga and Meditation in relation to holistic health
CO2	Apply knowledge of Yogic and meditation-based practices in developing sound physical and mental wellbeing
CO3	Develop their personality with a sense of identity and meaning through the practice of Meditation
CO4	Build awareness of the importance of Yoga and Meditation in educational context
Prerequisites (if any)	NA

SECTION A

YOGA–THEORETICALFRAMEWORK

Yoga – History, Meaning, Need and Importance. The two schools of Yoga: Rāja Yoga and Haṭha Yoga. The streams of Yoga: Karma Yoga, Bhakti Yoga and Jñāna Yoga –main features and educational implications. Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and

Samathi. Meditation – Origin, Meaning and Types with focus on Mindfulness Meditation. Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari.

SECTION B

YOGA AND HEALTH – EDUCATIONAL IMPLICATIONS

Holistic Health – Yogic Concept of Holistic Health and its Components. Yoga for developing concentration, creativity, coping with stress and anxiety. Meditation in classrooms for positive Mental Health, Role of Meditation and Spirituality in developing Identity, Sense of Meaning and Value in students' life.

Reference Books and Readings

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Munshiram Manoharlal Publishers Pvt Ltd.
- Besant, A. (2005). An introduction to yoga, New Delhi: Cosmo.
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti
- Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.
- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi.
- NCTE. 2015. Yoga Education- Bachelor of Education Programme, New Delhi.
- MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- Mangal, S.K., Mangal, U. and Mana, S.K. (2009). Yoga education, New Delhi: Arya Publication.
- Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.

Course Title/Code	Colloquium (EDN305)
Course Type	Core
Course Nature	NTCC
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	The course aims at developing skill related to Communicative English
Course Outcomes (COs)	
CO1	Identify the contemporary problems existing in society.
CO2	Categorize the identified problem and relate it to different research genre.
CO3	Analyse the problem by reviewing the concepts.
CO4	Suggest best possible solution to the identified problems

Course Title/Code	Phase-1 Field Engagement (EDO209)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	To enable the students to have insights into the functioning of a school
Course Outcomes (COs)	
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning
CO2	Articulate experiences of observing various components of the particular school set up as part of internship including the aspects of Infrastructure and Human Resources
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks
CO4	Appreciate importance of school engagement program as a integral component of teacher training programme
CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.

Section A

Component 1- Observation of School Infrastructure (through schools website) in light of policy recommendations with special focus on NEP 2020 in context of provisions for School Education

This will include visiting websites of selected schools to observe school infrastructure including Classrooms, Sports facilities, Assembly hall, Laboratories, Auditorium etc. .

Component 2 - Observation of the Schools teaching sessions (Mode- Videos uploaded on Govt. platforms)

Section B

Component 3 - Survey Study (Questionnaire and Interview of Schools teachers) pertaining to various dimensions of teaching learning process

Component 4 – Detailed presentation and viva based on above components

SEMESTER – 6

SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) Lab				0	0	2	0		
English: Popular Literature	EDU	HARD	CORE	3	0	0	0	5	4
English: Popular Literature Lab				0	0	2	0		
Economics: Money and Banking	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
Economics: Money and Banking Lab				0	0	2	0		
Political Science: International Politics				3	0	0	0		
Political Science: International Politics Lab				0	0	2	0		
Pedagogy of English	EDU	HARD	CORE	3	0	0	0	5	4
Pedagogy of English Lab				0	0	2	0		
Creating An Inclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2
Critical Understanding of ICT in Education-II	EDU	WORKSHOP	CORE	0	0	3	0	3	2
Reading And Reflecting On Texts	EDU	WORKSHOP	CORE	0	0	3	0	3	2

Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2				
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)						13	0	16	2	29	24		
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)							13	0	16	2	29	24

Course Title/Code	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) (EDH316-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to the Asiatic societies of the World
CO1	To understand the developments that took place in China since 1800
CO2	To comprehend the causes for the development of modern Japan during the two world wars
CO3	To understand the impact of the Japanese wars
CO4	To understand the nature of colonialism and nationalism in South -East Asia
CO5	To understand the developments in Indonesia, post the colonial rule.
CO6	To understand the nature of colonialism and the rise of Arab Nationalism in Asia

**SECTION A
CHINA SINCE 1800**

China – The Opium Wars – Taiping Revolt – The Boxer Rebellion – Revolution of 1911 Dr.SunYatsen – Chiangkai Sheik – The Kumintang Party – Mao-tse Tung and The Communists.

**SECTION B
RISE OF MODERN JAPAN**

The Meiji Restoration – Anglo – Japanese Alliance – Russo-Japanese War – Japan between the two World Wars – American Occupation of Japan.

**SECTION C
COLONIALISM AND NATIONALISM IN SOUTH EAST ASIA**

Colonialism and Nationalism in South East Asia – The Struggle against the Dutch Colonial Rule in Indonesia – Dr Sukarno – French Colonial Rule in Indo- China – Hocht – Minh.

SECTION D
COLONIALISM IN ARAB WORLD

Western colonial interests in Arabia – the rise of Arab Nationalism – Balfour Declaration, the creation of Israel.

Reference Books and Readings:

1. Edward Said, **The Growth of Palestine.**
2. Edward Said, **Orientalism.**
3. George Lenczowski, **Middle East in the World Affairs**
4. Hall, D.G.E. **History of Southeast Asia.**
5. Immanuel C.Y. Hsu : **The Rise of Modern China**, Oxford, New York, 1995.
6. John F. Cady: **South East Asia–Its Historical Development**, Tata McGraw Hill, New Delhi, 1982.
7. Joel Car Michael, **The Shaping of the Arab**

Course Title/Code	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) Lab (EDH316-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To gain a practical insight into the history of the Asiatic Societies
CO1	To exhibit case studies related to Confucianism and Traditional practices
CO2	Dramatize the events leading to the bombing of Hiroshima and Nagasaki
CO3	Collaborative learning on the migration settlement pattern in Southeast Asian countries
CO4	Group Discussion on the present status of Arab League and its impact at the world affairs

1. Classroom Discussion: Technological advancement of Japan-A godsend or curse for the world?
2. Debate: Rise of Colonialism- A Necessity or Greed?
3. Any other activity suggested by teacher

References and Readings :

8. Shaik Ali, B., **A Short History of Modern Asia** (1900-1960), Chandra MouliPrakasan, 1987.
9. Vinacke, H.M **A History of the Far East in Modern Times** Luke, **Modern Turkey**.
10. W.David M.D., **Rise and Growth of Modern China**, Himalayan Publishing., Bombay, 1987.
11. William Yale, **The Near East**.
12. Youseef, M.C **Islamic Fundamentalism**.

Course Title/Code	English: Popular Literature (EDH407-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To introduce students to the theoretical discourses surrounding popular literature and culture.
Course Outcomes (COs)	
CO1	Acquaintance with the popular literature of proclaimed writers.
CO2	Examining the socio-cultural, psychological, and aesthetical motifs that act as the formative forces behind popular literature.
CO3	A comprehensive study and analysis of the factors that go into the creation of successful popular literature in stark contrast with the structures, themes, and ethos of the timeless classic masterpieces.
CO4	Building up of realistic perception of the various paths along which popular literature has have branched out like detective fiction, science fiction, children's fiction, and humorous writings.
CO5	Analysis of the common strands and denominators running through these different expressions that populate the popular literature

SECTION A CHILDREN LITERATURE

Tagore: *The Post Master, The Home Coming*

Sukumar Ray: *Jatin and his Sandals, HolLabaloo in Gosaipur*

**SECTION B
DETECTIVE FICTION**

Arthur Conan Doyle: *The Hound of Baskerville*

**SECTION C
SCIENCE FICTION**

Joanna Russ: *The Female Man*

**SECTION D
HUMOUR**

P. G. Wodehouse: *Full Moon*

Reference Books and Readings

1. Christopher, P.(1982). Popular Fiction, Ideology and Utopia, Macmillan
2. Clarke,M& Higgins(1987) Still Watch, Methuen Books, London
3. Eco Umberto Narrative Structure in Flemming' in The Study of Popular Culture: A Source Book ed. Bob Ashley (London: Pinter 1989 pp.124-34)
4. Fielder, Leslie (2004) :What was Literature?, Routededge, London
5. Huges, Feling(1977) pp.542-62 Children's Literature: Theory and Practice, Cambridge, 2001
6. Rowling, J .K Harry Potter (Book I)
7. Stoker Bram(1962) Dracula, Penguin classics, London
8. Suvin Darko On Teaching Science Fiction Critically

Course Title/Code	English: Popular Literature Lab (EDH407-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To introduce students to the theoretical discourses surrounding popular literature and culture.
Course Outcomes (COs)	
CO1	Enable students for having interactive discussion on multiple publication genre of popular literature
CO2	enable students to understand different terms and areas such as thriller literature through in depth text scrutiny and analysis
CO3	to enhance the knowledge and build perception of various paths along with popular literature
CO4	able to read and introduce through different form of fictions

Practical Activities:

1. Write a report on the analysis of Funny Side Up by Ruskin Bond
2. Write a report on the analysis of short stories by Sukumar Ray or Tagore

Course Title/Code	Economics: Money and Banking (EDH408-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To provide the students a basic knowledge of financial institutions and to acquaint them with major financial services in India.
CO1	To understand Basic concepts of money and its functions
CO2	To distinguish between commercial and central banks and their functions
CO3	To illustrate how banks, create credit, and suggest the instruments to control credit
CO4	To analyze various versions of quantity theory of money
CO5	To understand and determine the role of monetary policy in an open economy

SECTION A

BASIC CONCEPTS AND VALUE OF MONEY

Evolution of monetary system, Money-Meaning, kinds of money, Functions and Importance of Money, Money Supply and its measures. Demand for Money- Conventional, Neo-Classical and Keynes' Approaches

SECTION B

VALUE OF MONEY

Cash Transaction Approach, Cash Balance Approach; Theories of M. Friedman, Patinkin, Baumol and Tobin.

SECTION C

COMMERCIAL BANKING

Evolution of Commercial Banks in India, Functions and Importance of Commercial Banks in India, Credit Creation by Commercial banks. Nationalization of commercial banks

SECTION D

CENTRAL BANKING AND MONETARY POLICY

Functions of Central Banks, Qualitative and Quantitative methods of credit control, bank rate policy, Open Market operations, Cash reserve Ratio and selective methods. Role and functions of RBI, Monetary Policy and Objectives, Limitations with reference to India

Reference Books and Readings:

1. Ackley, G. (1978) *Macroeconomics: Theory and Policy*, Macmillan Publishing Company, New York.
2. Bhargava, R.N (1971) *The Theory and Working of Union Finance in India*, Chaitanya

Publishing House, Allahabad.

3. Day, A C L (1960), *Outline of Monetary Economics*, Oxford University Press, Oxford.
4. De Kock, M H (1960), *Central Banking*, Staples Press, London.
5. Due, J F (1963), *Government Finance*, Irwin, Homewood.
6. Government of India, *Economic Survey (Annual)*, New Delhi
7. Gupta, S B (1994), *Monetary Economics*, S Chand and Company, New Delhi.
8. Halm, G N (1955), *Monetary theory*, Asia Publishing House, New Delhi.
9. Harris, C L (1961), *Money and Banking*, Allyn and Bacon, London.
10. Herber, BP (1976), *Modern Public Finance*, Richard D. Irwin, Homewood.

Course Title/Code	Economics: Money and Banking Lab (EDH408-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To make students more familiar with the components and structure of the financial system
CO1	To understand analytics of money and banking in financial institutions
CO2	To create financial analyses of banks' performance.
CO3	Use quantitative methods to solve credit-creation numerical
CO4	To do an impact-analysis of monetary policy in annual budget documents

1. Make your classroom a virtual commercial bank and participate in the activity as bank officials and customers for getting practical & real understanding of functioning of commercial banks.
2. Critically analyze the Credit Policy of the Reserve Bank of India
3. Prepare a report on functioning of Credit Rating Agencies

4. Make an assignment on the impact of repo and reverse repo rate on Indian Economy
5. Prepare a e-portfolio on e-banking system(mobile banking, net banking, etc)

Reference Books

1. Houghton, E W (Ed) (1988), *Public Finance*, Penguin, Baltimore
2. Jha, R. (1998) *Modern Public Economics*, Routledge, London.
3. Laliwala, J I (1984), *The theory of Inflation*, Vani Educational Book, New Delhi.
4. Mithani, D M (1981), *Macroeconomic Analysis and Policy*, Oxford and IBH, New Delhi.
5. Mithani, D M (1998), *Modern Public Finance*, Himalaya Publishing House, Mumbai.
6. Musgrave, R.A. and P B Musgrave (1976), *Public Finance in Theory and Practice*, McGraw Hill, Kogakusha, Tokyo.
7. Misha, S S (1981), *Money, Inflation and Economic Growth*, Oxford and IBH Publishing Company, New Delhi.
8. Musgrave, R A (1959), *The Theory of Public finance*, McGraw Hill, Kogakusha, Tokyo.
9. Reserve Bank of India (1983), *The Reserve Bank of India: Functions and Working*, Bombay.
10. Reserve Bank of India Report on Trend and Progress of Banking in India, (various years), Mumbai.
11. Reserve Bank of India, *Report on Currency and Finance (Annual)* Mumbai.
12. Sayers, R S (1978), *Modern Banking (7th Edition)*, Oxford University Press, Delhi.
13. Shapiro, E (1996), *Macroeconomic Analysis*, Galgotia Publications, New Delhi

Course Title/Code	Political Science: International Politics (EDH409-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Objectives	To understand various aspects of conflict and conflict resolution, collective security, the post Second World War phase, the Cold War and Détente and Deterrence.

Course Outcomes (COs)	
CO1	To understand the nature and importance of international politics.
CO2	To understand the concepts, different theories and dimensions of international politics, major debates and differences within the different theoretical paradigms.
CO3	To understand the meaning, nature, elements of power and also the limitations of national power.
CO4	To comprehend Conflict, co-operation, collective security and co-operative security

CO5	To understand the nature, types and functions of Diplomacy.
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SECTION A

THEORY OF INTERNATIONAL POLITICS

Nature, concept, dimensions, importance, origin and growth of International Politics, Approaches to the Study of International Politics, Idealistic and Realistic Theories, New Approaches for International Politics.

SECTION B

NATIONAL POWER

Nature, elements and limitations of national power, power and ideology in international politics and Balance of Power and Balance of terror.

SECTION C

FOREIGN POLICY AND ITS INSTRUMENTS

Foreign Policy, domestic policy, Collective Security and Cooperative Security - Diplomacy, Deterrence and Détente: Nature, types and functions of Diplomacy, alliances - nature, types and utility of alliances in war and peace, economic instruments, foreign aid, economic and military aid, propaganda and subversion, techniques of propaganda, international Dependence and Inter-dependence.

SECTION D

WAR AND INTERNATIONAL REGIMES

War as an instrument of foreign policy, cause and effects of war, methods of preventing wars, war in nuclear age, cold war, origins, nature and its role, International Regimes and World Order.

Reference Books and Readings:

1. Axelrod, R., *The Evolution of Co-operation*, New York, Basic Books, 1984.
2. Baldwin, D.A., (ed.), *Neo-realism and Neo-realism*, New York, Columbia University Press, 1993.
3. Baldwin, D.A., (ed.), *Paradoxes of Power*, New York, Basil Blackwell, 1989.
4. Bennett, J.C., (ed.), *Nuclear Weapons and the Conflict of Conscience*, New York, Charles Scribner's Sons, 1962.
5. Brennan, D.G., (ed.), *Arms Control, Disarmament and National Security*, New York, George Braziller, 1961.

Course Title/Code	Political Science: International Politics Lab (EDH409-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Objectives	To understand the concepts, different theories and dimensions of international politics, major debates and differences within the different theoretical paradigms.

Course Outcomes (COs)	
CO1	Debate on the comparative ideas propounded by Idealists and realists on the nature of International Politics
CO2	Presentation on prominent theories that explain International Politics
CO3	Brainstorming on various methods to achieve a Balance of Power in International Politics
CO4	Discussion and group learning on important types of Diplomacy uses in International Politics

1. Organize Debate on External terrorism or internal terrorism- which is more dangerous?
2. Discuss the war in nuclear age & chances of third world war-with reference to the role of UN and other

- international regimes- and its consequences.
3. Any activity suggested by teacher

Reference Books:

1. De Bueno, M., and D.Laiman, *War and Reason : Domestic and International Imperatives*, New Haven Ct, Yale University Press, 1992.
2. Bull, H., *The Control of the Arms Race*, New York, Praeger, 1961.
3. Bull, H., *The anarchical Society: A Study of Order in World Politics*, London, Macmillan, 1977.
4. Vasquez, J.A., *The Power of Power Politics*, London, Frances Pinter, 1983.
5. Vasquez, J.A., *The War Puzzle*, Cambridge, Cambridge University Press, 1993.
6. Verma, S.P., *International System and the Third World*, New Delhi, Vikas, 1988.
7. Waltz, K.N., *Theory of International Politics*, Reading Massachusetts, Addison-Wesley, 1979.
8. Waltz, K.N., *The Emerging Structure of International Politics*, *International Security*, 18, 1993, pp.44-79.
9. Wolfers, A., *Discord and Collaboration*, Baltimore, Johns Hopkins University Press, 1962.

Course Title/Code	Pedagogy of English (EDH127-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To produce skilful and effective English Language Teachers.
Course Outcomes (COs)	
CO1	Develop proficiency in all the four skills of English language
CO2	Assimilate various approaches, methods and techniques to teach English
CO3	Use appropriate learning Resources while teaching English language
CO4	Use various approaches, methods and techniques to teach English
CO5	Evaluate different language items and skills skillfully

SECTION A

NATURE OF ENGLISH LANGUAGE & LITERATURE

Principles of Language Teaching

Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

English Language in the school context: An Evolutionary Perspective

Teaching as second language in Indian context

INSTRUCTIONAL PLANNING

Aims and objectives of Teaching English at different stages of schooling

Instructional Planning: Need and Importance

Unit and lesson plan: Need and Importance

Planning and adapting units and lessons for children with and without disabilities

SECTION B

APPROACHES AND METHODS OF TEACHING ENGLISH

Difference between an approach and a method

Translation method, Direct method, Bilingual and Eclectic Approaches: Structural, communicative, Situational and constructivist and Cooperative (Method and approaches of Teaching of Prose, Poetry, Drama, Grammar and Vocabulary),

Concept of Micro teaching , Micro teaching skills: introduction, illustration, questioning, stimulus variation, and reinforcement,

SECTION C

ENGLISH LANGUAGE PEDAGOGY

LANGUAGE SKILL DEVELOPMENT (LSRW): Listening - concept, types, significance, and activities like-listening to authentic material (announcements, commentaries, radio recordings); recorded material (learning material developed for secondary language teaching, teacher's recoded material); live listening material (teacher as a role model)

Speaking - concept, types, significance and activities like situational conversation, topic based discussion, task centered, picture composition, telling anecdotes, etc. Resources and Techniques- usage of dictionary, language Lab, multimedia, games, role play, story- telling)

Reading-concept, significance, types (loud, silent, intensive, extensive, and supplementary), methods(phonic, whole word), techniques to increase speed of reading (phrasing, skimming, scanning, columnar reading, keyword reading)

Writing-concept, types, significance of composition(guided, free, and creative), evaluating compositions,

SECTION D

EVALUATION: LANGUAGE LEARNING

Meaning and importance of tests and exams, Different types of test items for testing different skills of English language, Comprehensive and continuous evaluation in English class

Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

Adaptation of Evaluation Tools for Children with and without Disabilities

Individualized assessment for Children with and without Disabilities

Error analysis, Diagnostic tests and Enrichment measures

Reference Book and Readings

1. Agnihotri, R. K., Khanna, A. L. (1994). *Second Language Acquisition: Socio Cultural and Linguistic aspects of English in India*. New Delhi: Sage Publication.
2. Bhatia, K. K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana:Kalyani Publishers
3. Brumfit, C. (1984). *Communicative methods in Language teaching*. Cambridge: Cambridge University Press.
4. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
5. French, F. G. (1963). *Teaching English as an International Language*. London: Oxford University Press.
6. Gokak, V. K. (1963). *English in India: Its Present and Future*. Mumbai: Asia Publishing House.
7. Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
8. Richards & Lockhart (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
9. Sachdeva, M. S. (2013). *Teaching of English*. Patiala: Twenty first century Publication.

Course Title/Code	Pedagogy Of English Lab (EDH127-P)
Course Type	Core
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To produce skilful and effective English Language Teachers.
Course Outcomes (COs)	
CO1	Develop proficiency in all the four skills of English language
CO2	Assimilate Accuracy and Fluency in English Language.
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs

PEDAGOGY OF ENGLISH PRACTICAL

1. Group Discussion on Linguistics principles
2. Presentations on different principles of language Teaching.
3. A Seminar on the topic: Changed role of English language in 21st century.
4. Group discussion on different types of objectives.
5. Framing of Different objectives.
6. Writing of English lesson plans of all the 4 genres.
7. Class presentations of lesson plans.
8. Critical Appraisal of an English Text Book.
9. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
10. A visit to a Language Lab.
11. Presentations on different Micro-Skills.

12. Performing of different activities to develop Listening and Speaking Skills.
13. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.
14. Development of Good Test Items: Objective Types on different skills and three systems.
15. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.
16. Identifying E-resources suitable for Teaching English.

Reference Book and Readings

1. Anderson, A. & Lynch T. (1988). *Listening*. Oxford: Oxford University Press.
2. Beaumont, M. (1996). *The Teaching of Reading Skills in Second/ Foreign Language*. Patras: The Hellenic Open University.
3. Brown, G. & Yule. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
4. Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
5. Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
6. Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
7. Maley, A. & Duff, A. (1975). *Sounds interesting*. Cambridge: Cambridge University Press.
8. Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: Cambridge University Press.

Course Title/Code	Creating An Inclusive Classroom (EDS103)
Course Type	Core
Course Nature	Soft
L-T-P-0 Structure	1-0-2-0
Credits	2
Course Objective	To orient the students about the concept and principles of inclusive education and to enable them for classroom execution.
Course Outcomes (COs)	
CO1	To discuss the meaning and need of inclusion in education
CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education
CO3	To identify the social, economic and physical diversity that exists amongst learners & challenges in Inclusive Education
CO4	To recognize the challenges in inclusive education

SECTION A

FROM SEGREGATION TO INCLUSION

Inclusion as a Universal Human Right, Concept and Need of Inclusion in Education, Policies, programmes, Schemes with respect to Inclusive Education- Policy guidelines on inclusion in education, UNESCO (2009), National Policy for Persons with Disabilities (2006), SarvaShikshaAbhiyaan (2002).

SECTION B

ADDRESSING DIVERSITY THROUGH INCLUSIVE EDUCATION

Inclusive Education- Goals and Guiding principles, Diversity amongst learners-Social, Economic and Physical, Nature of physical and mental disabilities- Developmental (Learning disabilities, autism, Motor skill disorders), Behavioural(ADHD, ODD); Physical (Impairment, Disability, Handicap). Nature of Social and Economic diversity- Caste, Class, Gender

SECTION C

CHALLENGES IN INCLUSIVE EDUCATION

Attitudinal barriers amongst-Administrators, Teachers, Parents, Peers and Community, Assessment and Evaluation, Architectural barriers

SECTION D

OVERCOMING THE BARRIERS TO ADDRESS SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNER

Role of a teacher in an inclusive set up, Making learning more meaningful through- curricular accommodations, instructional adaptations, celebrating differences, creative educational aids and empathetic practices. Parent-School partnership, Universal Design in Learning; Individualised Education Programme

Practical Activities

1. Conduct an interview with a special education teacher and write a report on her/his challenges in addressing the needs of her students.
2. Visit a school having a Special Educational Needs (SEN) department and enlist the provisions that exist there to cater to the diverse needs of learners with special needs.*
3. Read the story 'A Different Kind of School' from Class-6 NCERT English book and mention two activities that you as a teacher would conduct to sensitize your students on disability.
4. Study in detail the symptoms of Autism/ ADHD and enact those symptoms through a role play.
5. Prepare a 10-15 point questionnaire for children of economically weaker section attempting to identify their challenges.
6. Any other suitable activity

*Field Activity

Reference Books and Reading:

1. Ballard, K. (1999). *Inclusive Education*: Falmer Press
2. *Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications
3. Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann
4. Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications
5. Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends*. NIMHANS Journal, 14,4,295-305
6. Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration
7. National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs*
8. NCERT. (2006b). *Position paper- National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT
9. RCI (2013). *Status of Disability in India*. New Delhi: Kanishka Publishers
10. Sebba, Judy, Sachdev, Darshan (1998). *What works in Inclusive Education?* Bernardo
11. UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO

Course Title/Code	Critical Understanding of ICT in Education-II (EDW218)
Course Type	Core
Course Nature	Workshop
L-T-P Structure	0-0-3-0
Credits	2
Course Objective	The course enables the learners to understand the fundamentals and basic principles of ICT and its use and applications in Education.
Course Outcomes (COs)	
CO1	To describe and demonstrate common computer literacy skills
CO2	To understand the fundamentals of the internet and perform basic internet skills
CO3	Describe and perform basic word processing skills
CO4	Enhance a word-processed document by including appropriate visual components.

SECTION A

INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology: Meaning, nature and advantages. Hardware and Software Fundamentals: Hardware fundamentals and Software fundamentals: meaning and types, Introduction to Office Applications: MS Office (word processing, spreadsheets, presentations, drawings)

Multimedia: meaning, types, advantages and evaluation of multimedia resources, development and use of multimedia in education.

COMPUTER SECURITY: hacking, virus, spyware, misuse, abuse, antivirus, cybercrime, firewall and safe practices (user security)

SECTION B

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPCK):

Approaches to integrating ICT in teaching-learning process. Subject specific ICT tools for creating and facilitating learning. Subject Specific online resources and their use. Designing technology integrated learning experiences.

Practical Activities

1. Construction of an portfolio and question papers of his teaching subjects
2. Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it.
3. Students progress record- Tabulation, and graphical representation of results of an Academic test.
4. Project/Problem based learning (PBL): Role of ICT, developing technology integrated PBL unit
5. Development and use of multimedia in education
6. Use ICT integrated Unit Plan: Web 2.0 for creating constructivist learning environment
7. Prepare Digital storytelling and Storyboarding.
8. Create an interactive quiz(Hot potatoes, Content generator)
9. Encourage student to create news article
10. Create a powerpoint presentation- add timings, graphics, sounds, etc to it

11. Use photoshop and similar graphic packages to alter photographs to predict change in landscape.
12. Use excel to create a drag and drop

Reference Books and Readings

1. Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). *Microsoft Powerpoint*. NISCOM, CSIR: New Delhi.
3. Lee, William w., Dianna, L. Owens, (2001) *Multimedia based Instructional Design: Computer based training*. Jossey-Bass
4. Mishra, S.(Ed.) (2009). *STRIDE handbook 08: E-learning*. IGNOU: New Delhi.
5. *National Policy on ICT in Education*. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI, Retrieved from: http://mhrd.gov.in/ict_school
6. Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

Course Title/Code	Reading and Reflecting on Texts (EDW104)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	Comprehend and think reflectively on spoken or written texts
Course Outcomes (COs)	
CO1	Explain the concept and importance of Reflection through reading especially in the context of the teaching profession.
CO2	Read and respond to a variety of texts in different ways as reader and writer.
CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.
CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.

SECTION A

Acquisition of reading skills, Reading as resource; Reading a wide variety of texts such as Descriptive, Narrative, Literary, Factual, Expository, Historical work, Policy documents, Ethnographies. Process of critical and reflective reading

SECTION B

Concept and distinguishing features of reflective writing, writing with a sense of purpose; Writing Skills for Teachers: writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

Reference Books and Readings:

1. Badheka, G. (2006). Divasvapan. National Book Trust. Retrieved from <http://www.arvindguptatoys.com/>
2. Bhatt, H. (n.d).The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
3. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
4. California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.
5. Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehensionexercises. Cambridge University Press.
6. Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
7. Watton, P., Collings, J. and Moon, J. (2001). Reflective Writing- Guidance notes for students. University of Exeter. Retrieved from www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf
8. [32 Ways to Use Google Apps in the Classroom - Google Slides.](https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvcIJCbUl2I3Oc912D8/present#slide=id.i0) Retrieved from https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvcIJCbUl2I3Oc912D8/present#slide=id.i0

1. Engaging with narrative and descriptive accounts in stories or chapters.
2. Re-telling the account (in one's own words) from different points of view after reading a specified content given by the teacher.
3. Writing based on text e.g. summary of any given text, extrapolation of a story, converting a situation into a dialogue etc.
4. Read a journal article, newspaper article or a chapter and write personal responses and summary.

5. Assessment of reading comprehension based on a given passage. The chosen text should be from different genres like story, description, conversation, poem etc.
6. GROUP ACTIVITY-Take two reference books on any one topic of your choice and conduct a comparative study.
7. Prepare presentations on literary (Autobiography/ ethnographic) text.
8. Prepare a Vocabulary Book (50 words) with Meanings and Usage.
9. Make a report based on reflection & analysis of any one Educational Policy/Document like Kothari commission, NPE 1986, POA – 1992, RTE Act, NCF 2005 etc.
10. Make your students read and then write a reflective summary of a text given by you. After assessing their reflective abilities submit a brief account of the same.

Course Title/Code	Phase-II Field Engagement (EDO314)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-2
Credits	2
Course Objective	To provide the students the meaningful experience as a teacher trainee
Course Outcomes (COs)	
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning
CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks
CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching
CO5	Appreciate importance of school engagement program as a integral component of teacher training programme
CO 6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.

SEMESTER – 7

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH418-T	History: Indian and World History 1950 – 2000 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH418-P	History: Indian and world history 1950 – 2000 A.D. Lab				0	0	2	0		
EDH406-T	History: Modern Western Civilization 1789 – 1945 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH406-P	History: Modern Western Civilization 1789 – 1945 A.D. Lab				0	0	2	0		
EDH419-T	English: Gender and Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH419-P	English: Gender and Literature Lab				0	0	2	0		
EDH420-T	Economics: Statistics	EDU	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH420-P	Economics: Statistics Lab				0	0	2	0		
EDH421-T	Political Science: Social Constructionists and Their Thoughts				3	0	0	0		

EDH421-P	Political Science: Social Constructionists and Their Thoughts Lab				0	0	2	0		
EDN412	Seminar	EDU	NTCC	CORE	0	0	0	2	0	2
EDS236	School leadership and Management	EDU	SOFT	ELECTIVE	1	0	2	0	3	2
MOOC-19E-EDS-402	Educational Leadership		MOOC		1	0	2	0		
EDS220	Peace and Value Education		SOFT		1	0	2	0		
EDS221	Guidance and Counselling				1	0	2	0		
EDS222	Human Rights in Education				1	0	2	0		
EDS223	Environment and Education				1	0	2	0		
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					13	0	10	2	23	20

Course Title/Code	History: Indian and World History 1950-2000 A.D. (EDH418-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	To familiarize students with an Introduction to the Post Independence India and World
CO1	To understand the origin and development of Indian Republic
CO2	To understand the problems of free and Independent India.
CO3	To understand the formation of power blocks and the impact of the Cold War.
CO4	To understand the role of India in shaping the balance of power
CO5	To understand the rise of nationalist struggle against apartheid in Africa
CO6	To understand the relationship between the rise of ASEAN countries and India

SYLLABUS

SECTION A

RISE OF INDIAN REPUBLIC

Rise of Indian Republic-effects of Partition-integration of Goa and Pondicherry to Indian Union - the five-year plans with special reference to the growth of Agriculture and Industries.

SECTION B

INDIA AFTER INDEPENDENCE

Reorganization of Linguistic States – Political parties- Regionalism and communalism in Modern India-Major crisis-Punjab, Kashmir, Assam, Indian Foreign Policy-India and her neighbors.

SECTION C

COLDWAR AND POWER BLOCKS

The Cold war and the Power Blocks – Stages of Coldwar – the Bandung conference and Non-alignment Movement-The Arab Israeli Wars.

SECTION D

DEVELOPMENTS IN SOUTH ASIA, NATIONALISM IN AFRICA

The emergence of Vietnam - ASEAN and India, Nationalism in Africa, Struggle against Apartheid – Nelson Mandela and the Republic of South Africa

Reference Books and Readings:

1. Arjun Dev, **Contemporary World**, NCERT, New Delhi.
2. Baily, C.A., **Origins of Nationality in South Asia**, Oxford, Delhi, 1998.
3. Brunn, Geoffrey, **The World in the Twentieth Century**, New York.
4. Burns, E M., **Ideas of Conflicts–A Survey of Contemporary Political Thought**.
5. David Taylor and Malcoim (Ed), **Political Identity in South Asia**, Centre of South Asian Studies, London, 1978.
6. Govind Kelkar, **China after Mao**, Usha Publishers, New Delhi.
7. Hall, D.G.E., **History of South-East Asia**, MacMillan Education Limited, Hampshire, 1995.
8. John Edwin Fogg, **Latin America**, MacMillan Co., London, 1969.
9. Norman Lowe, **Mastering Modern World History**.

Course Title/Code	History: Indian and World History 1950-2000 A.D. Lab (EDH418-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To gain a practical insight into the history of India and the World post 1950s
CO1	To inculcate hands on analysis of different farming and manufacturing commodities post-independence
CO2	Exhibit Case Studies on Operation Blue star , Bololand Movement , Assam Movement, Armed Forces Special Powers Act in Kashmir
CO3	Debate on the impact of Cold War on the world today.
CO4	Dramatize the role of Nelson Mandela and other leaders (including Mahatma Gandhi) in the struggle against Apartheid

1. Read “Long Walk to Freedom”: The Autobiography of Nelson Mandela and discuss its educational implication in the classroom.
2. Study the origin & working of ASEAN and make a report on it.

References and Readings

1. Peter Heehs, **Nationalism, Terrorism and Communalism**, Oxford University Press, Delhi, 1998.
2. Peter Heehs, **Modern India and the World**, Oxford University Press, New Delhi, 1991.
3. Sharma R.R. (Ed),: **The USSR in Transition : Issues and Themes** – Atlantic Publication and Distribution, New Delhi, 1995.
4. Shapire JS, **The World in Crisis**.
5. Sughata, Bose, Ayesha Jalal, **Modern South Asia** (History, culture and Political Economy), Oxford University Press, Delhi, 1999.
6. Urmila Phadnis, **Towards Integration of Indian States**, New Delhi, 1988.
7. Whitehead, AN, **Science and the Modern World**.

Course Title/Code	History: Modern Western Civilization 1789 – 1945 A.D. (EDH406-T)
Course Type	Core
Course Nature	Hard
L-T-P Structure	3-0-0-0
Credits	3
Course Objective	To familiarize students with an Introduction to the growth of Modern Civilization and Modern World History
CO1	Student will understand the nature, scope and course of the French Revolution.
CO2	Student will understand political developments in Europe since 1850 and the progress of Marxism
CO3	Student will be able to elaborate about the Nationalism and Socialism in 19th Century Europe.
CO4	The student will be able to understand about the political processes which led to the unification of Italy, Germany and the role of Bismarck in unification of Germany.
CO5	The student will understand the causes and effects of the 1st & 2nd World Wars.
CO6	Students will be able to understand the Russian revolution and the role and functions of United Nations organization.

SECTION A

FRENCH REVOLUTION

The French Revolution- causes –course- Philosophers of the French Revolution –the National Assembly – the Reign of Terror – Jacobins – Girondists – The results of the French Revolution.

SECTION B

ERA OF KARL MARX

Karl Marx – life and work, Theories of Marxism, Spread of his ideas in Europe

SECTION C

AMALGAMATION OF ITALY

Unification of Italy – Germany – German Empire after 1871 – Bismark’s Domestic and Foreign Policy.

SECTION D

THE WORLD DURING 1900-1945

The First World War – Causes and Results – the Russian Revolution of 1917 – Causes and Results – League of Nations- Rise of Dictatorship - Fascism and Nazism - Second World War - Causes and Results and the UNO.

Reference Books and Readings:

1. A.J.P., Taylor, **The Struggle for Mastery in Europe 1848-1918**. OUP, New Delhi, 1954.
2. C.D.Hazan, **Europe since 1815**.
3. Charles Hazen, **History of Modern Europe**.
4. Christopher Hill, **Reformation to Industrial Revolution**.
5. Edward Macnall Burns, **Western Civilization, History and Culture**,
6. Gokhale, B.K, **Modern Europe 1848 to 1960**, Himalayan Publishing Hosue, Bombay, 1987.
7. H.A.L. Fisher, **A History of Europe (2 volumes)**, Surjeeth Publications, Delhi.
8. H.E.Barnes, **Intellectual History of Europe (3 volumes)**.
9. Ketelbey, C.D.M., **A Short History of Modern Times 1789**: OUP, 2000.

Course Title/Code	Modern Western Civilization 1789 – 1945 A.D. (EDH406-P)
Course Type	Core
Course Nature	Hard
L-T-P Structure	0-0-2-0
Credits	1
Course Objective	To gain a practical insight into World History
CO1	Student will understand the course of the French Revolution through Team Building Activities.
CO2	To understand Marxism through Role Play
CO3	Group Discussions to understand about the political processes which led to the unification of Italy, Germany and the role of Bismarck in unification of Germany.
CO4	Movie Review to understand the causes and effects of the 1st & 2nd World Wars.

1. Critically evaluate the book of Karl Marx – “The Communist Manifesto”
2. Critically examine the impact of Napoleon on France and Second World War.

References and Readings:

1. Langsam, Voltaire and Mitcheel, **The world since 1918**, Surjeeth Publications, Delhi.
2. Lipson, **Master Modern World History Europe in the 19th & 20th Century**.
3. Marriott J.A.R., **A History of Europe 1815 to 1939**, SurjeethPublications.Delhi, 1986.
4. Normen Davies, **Europe–A History**, Oxford University Press, New York, 1996.
5. Swain, James, Edgar, **History of World Civilisation**, Eurasia, Pvt.Ltd., Delhi,1986.
6. Wallbank and Taylor, **Civilisation of past and present (vol.3)**.

Course Title/Code	English: Gender and Literature (EDH419-T)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To provide the students with an introduction of concept and ideology of Gender and Literature.
Course Outcomes (COs)	
CO1	Familiarization with a critical perspective into the role and status of the woman in a society, which is predominantly patriarchal in nature.
CO2	Interpreting the myth of the male hegemonic histories and civilizations through feminist literary readings.
CO3	Identifying the cardinal tenets of Feminism and its influence on literature.
CO4	Analysing and reinterpreting the most notable writings from the vociferous figures of the Feminist writing.

SECTION A

CRITICAL THEORY

Elaine Showalter: Toward Feminist Poetics

SECTION B

REVISIOINING THE CANON -1

Suniti Nam Jos: Feminist fables (stories 1-10)

SECTION C

REVISIONING THE CANON-II

C. N. Srikanth an Nair: Kanchan Sita (In Reflecting Ramayana (OUP)

SECTION D

WOMAN WRITING AND GYNOCRITICISM

Virginia Woolf : Profession for women

Alice Walker : In search of our Mothers' Gardens

Reference Books and Readings

Barret, M. (1999). The Cultural Production of Gender. Penn State University

Bhasin, K. & Khan, S. N. (1985). Feminism in South Asia, Kali for Woman.

Das, K. (1994). Only the Soul knows how to Sing. Women Writing in India Kottayam Poems.

De Beovre, & Simon (1970). Second Sex (Introduction). London: Macmilan.

Nambita, D. S. (2001). Chandrabhati Ramyare Sityana. Penn State University.

Kolondy, A. (2002). Dancing through the Mine Field – Some observations on Theory, Practice and Politics of Feminist Literary Criticis. London: Penguin.

Juliet, M. (2001). Feminity, Narrative and psychoanalysis in Modern Criticism and Theory: A reader. Michigan University.

Mukherjee, M. (2001). When the Gonds Get Together, Kali For Women. New Delhi.

Showalter, E. (1988). Introduction: A Literature of their Own- British Women Novelists from Bronte to Lessing. London: Faber Books.

Tharu, S. & Lalitha, K. (Ed). (2 Vols.) (2001). From 600 B.C. to the Present. New Delhi: OUP.

Gender and Literature Practical (EDH 419)

Read Jean Rhys:Wide Sargossa Sea

Read about Jo March in : Little Women

Course Title/Code	English: Gender and Literature Lab (EDH419-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To demonstrate an understanding of gender as it intersects with literature, race, ethnicity, religion, class and other critical variables.
Course Outcomes (COs)	
CO1	Understanding the struggle and success of women's movement in the history
CO2	Identifying the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences
CO3	Developing innovative skills of developing indicators of measuring women's empowerment
CO4	Conducting scholarly research on key gender issues and/or debates

LIST OF ACTIVITIES

1. Read Jean Rhys : *Wide Sargossa Sea*
2. Read about Jo March in : *Little Women*

Course Title/Code	Economics : Statistics (EDH420-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	3-0-0-0
Credits	3
Course Objective	To give diagrammatic understanding for graphs, diagrams, and charts of different sizes and decode statistical methods.
CO1	To Understand the basics of statistics
CO2	To Represent data by using various Charts and bars
CO3	To Calculate mean, median, mode and other measures of central tendency
CO4	To Solve problems related with correlation
CO5	To Understand the concept of dispersion, characteristics for an ideal measure of dispersion
CO6	To Comprehend Normal Probability Curve(NPC) and its properties

SECTION A

INTRODUCTION

Meaning of Statistics and Description of Data Definition, Scope and Limitations of Statistics,

Frequency distribution- Representation of data by Frequency polygon, Ogives and Pie Diagram.

Measures of Central tendency: Arithmetic Mean, Median, Mode, Positional values- Quartiles,

Deciles and Percentiles

SECTION B

MEASURES OF DISPERSION

Concept of dispersion, characteristics for an ideal measure of dispersion

Measures of Dispersion: Absolute and Relative measures of Range, Quartile Deviation, and

Mean Deviation and Standard Deviation Lorenz Curve- Gini Coefficient- Skewness and Kurtosis.

SECTION C

CORRELATION AND REGRESSION

Meaning, Types and Degrees of Correlation, Methods of Measuring Correlation- Graphical

Methods: Scatter Diagram and Correlation Graph

Algebraic Methods: Karl Pearson's Coefficient of Correlation and Rank Correlation Coefficient,

Simple linear regression Meaning, Principle of Ordinary Least Squares and Regression Lines.

SECTION D

SAMPLING DISTRIBUTIONS

Definitions of random sample, parameter and statistic, sampling distribution of a statistic, Types

of sampling, Standard errors of sample mean

Reference Books and Readings:

1. Allen, R .G .D. (1974), *Mathematical Analysis for Economists*, Macmillan press, London.
2. Black,J. and J F Bradley (1973), *Essential Mathematic s for Economists*, John Wiley and Sons.
3. Bose D.C. (2003), *An Introduction to Mathematical Economics*, Himalayan Publishing House, Mumbai.
4. Chiang, A.C. (1986). *Fundamental Methods of Mathematical Economics* (3rd a. Edition), McGraw Hill, New Delhi
5. Croxton, F.E., D.J. Cowden and S Klein (1973), *Applied General Statistics*, Prentice Hall, New Delhi.

Course Title/Code	Economics : Statistics Lab (EDH420-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Course Objective	To utilize a contemporary software program to estimate and understand the outcomes of statistical methods
CO1	To understand the basics of statistics in design, research, and development
CO2	To help students apply the probabilistic and statistical principles and algorithms to a variety of logical issues.
CO3	To make students comprehend the tools they need to evaluate and interpret probabilistic models for a variety of applications.
CO4	To make students familiar with excel software for problem-solving

1. Group Activity: Calculate mean, median, mode, geometric mean, harmonic mean, percentiles, standard deviation, construction of bar, pie diagrams, histograms & frequency polygon for the marks your class scored during I-VIIIth semester
2. Various Statistical Organization and its functions like NSSO, CSO, and National Sample Surveys - Census in India from 1980 onwards.

Reference Books

1. Gupta, S .C. and V K Kapoor (1993), *Fundamentals of Applied Statistics*. S.Chand

and Sons, New Delhi

2. Krishnaswamy O.R., (2002) *Research Methodology in Social Science*, Himalayan Publishing House, Bombay.

3. Specigal, M R. (1992), *Theory and Problems of Statistics*, McGraw Hill Book, London.

4. Veerachamy. R (2005) *Quantitative Methods for Economists*, New Age International Publishers, New Delhi

Course Title/Code	Political Science: Social Constructionists and Their Thoughts (EDH421-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(3-0-0-0)
Credits	3
Objectives	To comprehend and understand the legacy of the political thought and philosophy through the lens of various thinkers

Course Outcomes (COs)	
CO1	To understand the contributions of Locke and Rousseau for political thought and their philosophy.
CO2	To examine the contributions of Edmund Bruke, Jermy Bentham, their utilitarian and liberal thought.
CO3	To comprehend the contributions of Machiavelli and Hobbs for the political thought and their political realism
CO4	To understand the legacy of the Western thinkers.
CO5	To analyse the contributions of Plato and Aristotle for their political thought in Ancient and Medieval Period.

SECTION A

SOCIAL CONSTRUCTIONISTS

Locke – his contributions to Social Contract Theory, Edmond Bruke – His Utilitarian thought, Jermy Bentham – His Utilitarian and Legal thought.

SECTION B

MODERN POLITICAL THOUGHT

Machiavelli – his contributions to political thought and his political realism; Hobbes – his contributions to social contract theory.

SECTION C

ANCIENT AND MEDIEVAL POLITICAL THOUGHT

Plato – his contributions to Greek political thought, theory of Idealism, Theory of Realism – Church vs. State.

SECTION D

IDEALIST, SOCIALISTS AND LIBERTARIANS

Hegel - origin and development of Idealist Philosophy, J S Mill and T H Green – their liberal views, Karl Marx and Lenin – their socialist and political thought.

Reference Books and Readings:

1. Allen., J.W., *A History of Political thought in the Sixteenth Century*, London, Methuen, 1967.
2. Ashcraft, A., *Revolutionary Politics and Lke's Two Treatises of Government*, London, Alen and Unwin, 1986.
3. Ashcraft, A., *Locke's Two Treatises of Government*, London, Unwin and Hyman, 1987.
4. Avineri, A., *The Social and Political Thought of K.Marx*, New Dehi, S.Chand and Co., 1979.
5. Barker, E., *The Political thought of Plato and Aristotle*, New York, Dover publications 1959.

6. Barker, E., *Greek Political Theory, Plato and his Predecessors*, New Delhi, B.I Publications 1964.
1. Barker, E., *The Politics of Aristotle, translated with introduction, notes and appendix*, Oxford, Oxford University Press, 1995.
2. R.N.Berlin, *The history of political Thought; A short Introduction*, London, Dent, 1977.
3. Beril, I., *The Hedgehog and the Fox*, London, Weidengeld and Nicholson 1953
4. Beril, I., *Karl Marx: His life and Environment*, Oxford, Oxford university Press, 1963.
5. Bluhmn, W.H., *Theories of political System: Classics of political Thought and modern Political Analysis*, Englewood Cliffs NJ, Prentice Hall, 1965
6. Bowle, J., *Western political thought: A Historical Introduction from the origins to Rousseau*, London, Jonathan Cape, 1947
7. Bowle, J., *Politics and opinion in the Nineteenth Century: A historical introduction*, London, Jonathan Cape 1954.
8. Bowle, J., *Thoughts on Machiavellian*, Chicago, University of Chicago Press, 1958.
9. Bowle, J., *Studies in Platonic Political philosophy*, Chicago, Chicago University Press 1964.
10. Talmon, J.L., *The Origins of Totalitarian Democracy and Political Messianism: The Romantic Phase*, London, Secker and Wrburg, 1960.
11. Thorson, T.L., *Plato: Totalitarian or Democrat*, Englewood Cliffs NJ, Prentice Hall, 1963,
12. Tully, J., *A discourse on Property; John Locke and his Adversaries*, Cambridge, Cambridge University Press, 1980.
13. Vaughan, C.E., *Studies in the History of Political Philosophy before and after Rousseau*, Manchester U.K. University of Manchester Press, 1925.

Course Title/Code	Political Science: Social Constructionists and Their Thoughts Lab (EDH421-P)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	0-0-2-0
Credits	1
Objectives	To use practical application of social and political theories given by various thinkers

Course Outcomes (COs)	
CO1	Brainstorming on practices and application of utilitarian thoughts to maximize the happiness of a society
CO2	Presentation on the prominent social contract theories that explain the formation of State/Society
CO3	Extempore on the application and relevance of various thoughts of Machiavelli reflected on his work 'Prince' to the making of Modern State
CO4	Discussion and group learning of comparative analysis of Marx and Lenin socialist thoughts.

1. Study and write assignment on Aristotle and his contributions to Greek political thought
2. Read and discuss Rousseau and his philosophy - Utilitarian Thought.
3. Any activity suggested by teacher

Course Title/Code	Seminar (EDN412)
Course Type	Core
Course Nature	NTCC
L-T-P-O Structure	0-0-0-2
Credits	2
Course Objective	Give the student the ability to analyse problems, create a hypothesis, assess and validate outcomes, and make logical conclusions from those results.
CO1	To enable interest in a theme and structure thoughts for a presentation.
CO2	To understand annotated bibliography with an outline that demonstrates scholastic abilities
CO3	To develop analysis and understanding of conceptual data.
CO4	To develop soft skills and employ cutting-edge technology to create proposal reports, such as Trello, Zootero, Jasper ai, and Ref-n-write

Section A
Introduction to the research process

Survey of the subject area of research. Search and selection of a personal area of interest.

Review of sources in the subject area of research. Presentation of the results of the analytical review in the selected area of interest. Collective discussion of the research topic.

Section B

Development of a research plan.

Discussion of the main idea for the practical implementation of the research results. Collective brainstorming to shape the proposed scientific novelty of the research. Review of presentation of the results of the primary/secondary data search.

Section C

Thesis Report Preparation

Preparation of the theses of the report and overview presentation of the project. Development and filling of the projects

Section D

Research project/proposal Development

Development of a research plan, formation of a list of the main sources used, and design of the first section of the research project. Preparation of an article based on the results of the work. Project presentation for collective discussion.

Reference Books:

- The Craft of Research, Third Edition, by Wayne C. Booth, Gregory G. Colombo, Joseph M. Williams , 2016
- The Research Methods Knowledge Base, 3rd Edition, By William M.K. Trochim and James P. Donnelly, 20

Course Title/Code	School Leadership and Management (EDS236)
Course Type	E
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	To enable students to understand key leadership theories and ideas and develop their own leadership and able to undertake practice-based tasks enabling self-evaluation of their leadership in action.
Course Outcomes (COs)	
CO1	Understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice
CO2	Draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
CO3	Relate these to their own leadership context in planning actions
CO4	Undertake practice-based tasks enabling self-evaluation of their leadership in action.
CO5	Develop their reflective practice skills to help them to evaluate and improve their own leadership practice
CO6	Learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.

Section A

Leadership: Concept and Dynamics

- Concept and functions of Leadership and management
- Theories of leadership (Trait Theory, Behavioural Theory, Situational Theory), Theories of Management (Taylor, Fayol, Max Weber) and its application in educational organizations
- Models of educational leadership (Educational Leadership Model, Instructional Leadership Model)

Section B

Leadership Styles

- Authoritative Leadership v/s Participatory Leadership
- Transactional Leadership v/s Transformational Leadership
- Contemporary Leadership Styles: Situational leadership, Visionary Leadership, Ethical Leadership, Gender Leadership

Section C

Human Resource Management

- Concept of Human Resource Management, Process of Recruitment and Selection
- Types and Methods of Training
- Appraisal System and Grievance Handling

Section D

Team Building and Conflict management

- Concept of Group dynamics, types of groups, stages of group formation
- Conflict management: Concept and Strategies
- Stress management: Concept and Strategies
-

Course Title/Code	Educational leadership (MOOC-19E-EDS-402)
Course Type	Elective
Course Nature	MOOC
L-T-P Structure	0-0-0
Credits	0
Course Objective	Student Readiness in leadership skills
Course Outcomes (COs)	
CO1	understand key leadership theories and ideas, from inside and outside education ,and apply these to thinking about their own practice
CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
CO3	Relate these to their own leadership context in planning actions
CO4	undertake practice-based tasks enabling self-evaluation of their leadership inaction

SYLLABUS

Week 1: Educational Management & Leadership: Issues & challenges

Week 2: Professional Development & the Reflective Practitioner

Week 3: Professional Ethics & Values in Teaching

Week 4: Key Challenges for Educational Leaders: Grooming Capable & Authentic Educational Leaders

Week 5: Emotional Intelligence & Educational Leadership

Week 6: Leadership for Managing Diversity & Inclusion in Education

Week 7: Educational Leadership in a changing World: 21st Century Challenges

Week 8: Innovative Pedagogy, Technology & Turnaround Leadership: The Stakeholders' Perspectives

Reference Books and Readings

- 1) Educational Leadership: Key Challenges and Ethical Tensions; Author-Patrick Duignan, Cambridge University Press
- 2) Educational Leadership: Context, Strategy and Collaboration; Author- Margaret Preedy, Nigel Bennett and Christine Wise, SAGE publication

Course Title/Code	Peace and Value Education (EDS220)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	Student Readiness for value education
Course Outcomes (COs)	
CO1	To understand the nature of values and importance of value education in present day Indian society
CO2	-To get oriented with the need and role of yoga and meditation for inner harmony
CO3	-To understand impact of social processes on moral development
CO4	-To get oriented with various strategies of value orientation

SECTION A

VALUES: CONCEPTUAL FRAMEWORK

V Values-Nature, Sources, Determinants, Socialmalaiseandneedforvalueinculcation,Classification of values, Nature and need of family values, social values, moral values, religious values, environmental values

SECTION B

ESSENTIALS OF VALUE DEVELOPMENT

Value development – a lifelong process, Development of right attitude through introspection and self-control, Human values in relations Religious Pluralism, Role of Yoga and Meditation

SECTION C

UNDERLYING PERSONAL-

SOCIAL PROCESSES

R Role of family and community in preservation of culture and value development, Impact of electronic media on value inculcation in children, Value Conflict and Resolution

SECTION D

VALUE EDUCATION: TRANSACTIONAL ASPECTS

V Value Education: Meaning and need, Direct approach and integrated approach to Value Education, Co-curricular approach to Value Development Methods and techniques for inculcation of values, Role of a teacher and institute climate

Reference Books and Readings

1. CBSE (2012). *Values Education A Handbook for Teachers*. Retrieved from http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf
2. Goel, A. & Goel S. L. (2005). *Human values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
3. Kulshrestha, S.P. (1979), *Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India*, New Delhi: Light & Life Pub.
4. Passi, B.K. & Singh, P. (1987). *Value Education*. Agra: National Psychological Corporation.
5. NCERT (2012). *Education for Values in Schools – A Framework*. NCERT: Department of Educational

Psychology and Foundations of Education. Retrieved from

<http://www.ncert.nic.in/departments/nie/depfe/Final.pdf>

6. Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
7. Ruhela, S. P. & Bhargava, V. *Dimensions of Value education*. Agra: H.P. Bhargava Book House
8. Singh, Samporn (1979) *Human Values*, Jodhpur: Faith Pub.

Course Title/Code	Guidance and Counselling (EDS221)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	This course aim to give individuals a better understanding of the self. It helps them recognize their abilities and potentialities.

Course Outcomes (COs)	
CO1	The students will apply the knowledge of guidance and counselling in real life situations
CO2	The student will imbibe and demonstrate qualities of an effective counsellor
CO3	The student will demonstrate various approaches of guidance and counselling
CO4	The student will effectively use tools for testing and evaluating different techniques for assessment

SECTION A

GUIDANCE AND COUNSELLING: OVERVIEW

Difference between Guidance and Counselling, Purpose and assumptions of Guidance and Counselling in Education, Types of guidance- Educational, Vocational, and Personal, Types of Counselling: Directive, Non-directive and Eclectic.

SECTION B

GUIDANCE AND COUNSELLING: FUNDAMENTALS

Essentials of a teacher as a Counsellor: Commitment, Confidentiality, Congruence, Empathy, Genuineness, Interpersonal skills, Mental and physical wellbeing, Objectivity, Pace, Positive regard, Understanding Self, Warmth.

Basic counselling skills: Observing, Listening, Rapport building, History taking, Questioning, Responding, Maintaining records/portfolios.

SECTION C

GUIDANCE AND COUNSELLING: INTERVENTIONS

A Approaches to Counselling: Humanistic approach, Cognitive behavioral approach, Social learning approach, Integrative approach.

Issues in school requiring Counselling: Abuse, Anxiety, Behavioral problems, Bullying, Career choices, Peer pressure, Reproductive health, Self-image, Stress, Study habits, Substance abuse.

Counselling Exceptional children: Gifted, Talented, Creative; Differentlyabled.

Career Guidance and Counselling; Factors affecting Vocational choice; Strategies of disseminating Career Information (Individual, group-talks, orientations, workshops, internships, exhibitions); Steps of career counselling (Attending to the need, enabling self-understanding, exploring options, forming strategies and plans).

SECTION D

GUIDANCE AND COUNSELLING: OPTIMIZING OUTCOMES

Provisions for Guidance and Counselling in schools: Manpower provisions-Teachers, Counsellors/ psychologists, social workers; Physical provisions -Space, Testing tools (Aptitude Test, Personality Inventories and Interest Inventory), Print material.

Role of a teacher in Guidance and Counselling, Enhancing Guidance and Counselling outcomes through Parent-School partnership.

Reference Books and Readings

1. Bhatnagar, Asha & Gupta, Nirmala. (2000). *Guidance & Counselling -Vol. 1*. New Delhi: Vikas Publishing House.
2. Chandra, Ramesh. (2002). *Guidance & Counselling*. Delhi: Kalpaz Publications.
3. Dave, Indu. (1983). *The Basic Essentials of Counselling*. New Delhi: Sterling Publishers.
4. Chauhan, S.S. (2001). *Principles & Techniques of Guidance*. New Delhi: Vikas Publishing House.
5. Gibson, Robert. (2008). *Introduction to Counselling & Guidance*. New Delhi: Prentice Hall of India.
6. Kalia, H.L. (2006). *Counselling in Schools*. New Delhi: ICON.
7. Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill Publishing Co.
8. Panda, N.P. *Education & Exceptional Children*. New Delhi: Deep & Deep Publisher.
9. Pietrofesa, J.J, Bernstein, B. & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
10. Rao, Narayana. (2004). *Counselling Guidance*. New Delhi: Tata McGraw-Hill.
11. Rao, S.N. (2014). *Guidance & Counselling*. New Delhi: Discovery Publishing House.
12. Shrivastava, K.K. (2006). *Principles of Guidance & Counselling*. New Delhi: Kanishka Publishers and Distributors.

13. Singh,Raj. (1994).*Educational & Vocational Guidance*. New Delhi:Commonwealth.
14. Steffler & Stewart (2008). As in Kinra, A.K. *Guidance and Counselling*. Delhi: Pearson Education.
15. Vashist,S.R. (2001). *Methods of Guidance*.New Delhi: AnmolPublications.

Guidance and Counselling Activities

1. *Map the Guidance and Counselling services in your internship school and prepare a report mentioning various provisions available there.
2. Make a power point presentation on 'Handling examination stress'.
3. Prepare a collage on Bullying or Peer pressure.
4. Prepare a chart showing various career options available for student from different subject streams.
5. Conduct a workshop in your faculty on substance abuse/ reproductive health-Group
6. activity

Course Title/Code	Human Rights in Education (EDS222)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	Student Readiness for Human Rights Values
Course Outcomes (COs)	
CO1	To inculcate the knowledge of the Human Rights.
CO2	To Realize the importance and need of human rights
CO3	To Comprehend the role of the Constitution in human rights
CO4	To Comprehend the role of human rights in their life

SECTIONA

HISTORICALBACKGROUND OF HUMAN RIGHTS

Human Rights: Concept, Foundations, and Historical Background; Universal declaration of Human Rights and Indian Constitution Provisions
 Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and its role.

SECTIONB

HUMAN RIGHTS EDUCATION

Human Rights Education: Meaning, Objectives, Strategies. Role of Education towards duty-consciousness, Methods of Teaching Human Values, Human Rights Education at Secondary Level Curriculum

SECTION C

VIOLATION AND PROTECTION OF HUMAN RIGHTS

Human Rights Violation: Meaning and factors affecting human rights violation Human Rights Organizations: UN, UNESCO and Indian constitution

SECTION D

TRENDS OF HUMAN RIGHTS

G Growing Advocacy and Declining Trends of Human Rights Role of Media, School and NGOs in protecting Human rights

Reference Books and Readings:

1. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi
2. Bipan Chandra, India after Independence. Roopa, New Delhi 2000.
3. Borgohain, Bani, Human Rights: Social Justice and political challenge, New Delhi: Kanishka Publishers, 1999
4. Chandra, Ashish, Human Rights and Conflict Resolution, New Delhi: Rajat, 2000.
5. Dev, Arjun and India Arjun Dev and Others, Ed. Human Rights: A source Book, New Delhi: NCERT, 1996.
6. Dhand, Harry, Teaching Human Rights: A handbook, Bhopal: Ashian Institute of Human Rights, 2000.
7. Human Rights in India: Theory and Practice, National Book Trust, 2001
8. Jois, M. Rana, Human Rights and Indian Values, New Delhi: NCTE, 1998.
9. Khanna, S. K., Children and Human Rights, New Delhi: Commonwealth, 1998.
10. Mohanty, Jagannath Ed., Human Rights Education, New Delhi: Deep and Deep Pub., 2000.

11. Pachami, S.K., Children and Human Rights, new Delhi, APH Publishing, 1999.
12. Palai, Arun Kumar, National Human Rights Commission of India: Formation, Functioning and Future Prospects, New Delhi: Atlantic Pub., 1999.
13. Paul, R.C., Protection of Human Rights, New Delhi: Commonwealth, 2000

Course Title/Code	Environment and Education (EDS223)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
Credits	2
Course Objective	Student Awareness Regarding Environment
Course Outcomes (COs)	
CO1	To understand about the concept of environmental education.
CO2	To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
CO3	To build up a sense of responsibility towards conservation of environment, bio-diversity, and sustainable development.
CO4	To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.

Section A

Multidisciplinary nature of environmental studies

Definition, scope and importance (2 lectures) need for public awareness.

Section B

Natural Resources:

Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forestresources:Useandov

er-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources: Use and over-utilization of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles. (8 lectures)

Section C

Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem:-
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Section D

Biodiversity and its conservation

- Introduction-Definition:

genetic, species and ecosystem diversity.

- Bio geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
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Reference Books and Readings:

- a) Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- b) Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad– 380013, India, Email: mapin@icenet.net (R)
- c) Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- d) Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- e) Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopaedia, Jaico Publ. House, Mumbai, 1196p
- f) De A.K., *Environmental Chemistry*, Wiley Eastern Ltd.

Environment and Education Practical (EDS223)

- Visit to local area to document environmental assets-river/forest/grassland/hill/mountain
 - Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
 - Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)

SEMESTER – 8

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDN403	Reflective Journal	EDU	NTCC	CORE	0	0	0	2	0	2
EDO404	Phase-III School Internship-Pedagogy-I	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO405	Phase-III School Internship-Pedagogy-II	EDU	OUTCOME	CORE	0	0	0	8	0	8
EDO415	Action Research	EDU	OUTCOME	CORE	0	0	0	2	0	2
EDO416	Case Study	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					0	0	0	22	0	22
Career Development Centre Modules will be offered										

Course Title/Code	Reflective Journal (EDN403)
Course Type	Core
Course Nature	NTCC
L-T-P-O Structure	0-0-0-2
Credits	2
Course Objective	The course aims at developing skill related to Reflective Journal
Course Outcomes (COs)	
CO1	Introspect one's strength and weakness during classroom teaching
CO2	Develop a plan of action to channelize one's strength and improve upon the area of concerns
CO3	Envision himself/ herself as an effective prospective teacher
CO4	Imbibe the values essential for becoming the reflective and humane practitioner

Course Title/Code	Phase-III School Internship-Pedagogy-I (EDO404)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-8
Credits	8
Course Objective	The course aims at developing skill related to Pedagogy 1
Course Outcomes (COs)	
CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching
CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies
CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching
CO4	Make appropriate use of tools and techniques for effective evaluation of students learning
CO5	Make appropriate use of tools and techniques for effective evaluation of students learning
CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness

Course Title/Code	Phase-III School Internship-Pedagogy-II (EDO405)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-8
Credits	8
Course Objective	The course aims at developing skill related to Pedagogy 2
Course Outcomes (COs)	
CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching
CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies
CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching
CO4	Demonstrate effective use of ICT in transacting the curriculum
CO5	Make appropriate use of tools and techniques for effective evaluation of students learning
CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness

Course Title/Code	Action Research (EDO415)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-2
Credits	2
Course Objective	The course aims at developing skill related to Action Research
Course Outcomes (COs)	
CO1	Identify problems faced during the real classroom situation
CO2	Offer tentative solutions for the identified problems
CO3	Develop a research based systematic plan of action to solve the problem
CO4	Execute and evaluate the effectiveness of the solution

Course Title/Code	Case Study (EDO416)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	0-0-0-2
Credits	2
Course Objective	The course aims at developing skill related to Case Study
Course Outcomes (COs)	
CO1	Execute and evaluate the effectiveness of the solution
CO2	Collect relevant information about the case identified
CO3	Explore the probable causes for the present conditions of the identified case
CO4	Propose a plan of action for the improvement/ restoration of the subject