



MANAV RACHNA UNIVERSITY

**FACULTY OF EDUCATION & HUMANITIES
DEPARTMENT OF EDUCATION & HUMANITIES**

**PROGRAM STRUCTURE
&
DETAILED SYLLABUS**

B.A. B.Ed.

BATCH: 2018-2022

MANAV RACHNA UNIVERSITY

DEPARTMENT OF EDUCATION

B.A.B.Ed (2018-2022)

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	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	5	
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		
MOOC-18E-EDS 103	Developing of Soft Skills and Personality	EDU	MOOC	CORE	0	0	0	0	0	2
EDS116	Communicative English- I		SOFT		1	0	2	0	3	
CSW114B	Critical Understanding of ICT in Education-I	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDO144	Co Curricular Activities	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	2	2	0.5
CHH137	Environmental Science	CHH	NTCC	UNIVERSITY COMPULSORY	2	0	0	2	2	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	0	19	0	35	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. 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		
EDS103	Creating An Inclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2
MOOC-18E-EDS-103	Better Spoken English/ Speaking Effectively	EDU	MOOC	CORE	0	0	0	2	0	2
EDS134	Communicative English-II		SOFT	CORE	1	0	2	0	3	
CSW115B	Critical Understanding of ICT-II	CST	WORKSHOP	CORE	0	0	3	0	3	1.5
EDW125	Drama and Art Education	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDN136	Project Report on Field Trip	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					14	0	18	0	32	25

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: Theory and Application of Macroeconomics – I	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH212-P	Economics: Theory and Application of Macroeconomics – 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	1.5
FLS101/ 102/103	Foreign Language-I	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					17	1	15	0	33	23.5

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: Theory and Application of Macroeconomics –II	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH232-P	Economics: Theory and Application of Macroeconomics –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	e-learning	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
MOOC-19E-EDN-205	Design Thinking- A Primer	EDU	MOOC	CORE	0	0	0	3	3	1.5
EDN229	Street Play/ Skit/ Mime		Workshop	CORE	1	0	2	0		

MOOC-18E-EDS-204	Principles of Human Resource Management	MGT	MOOC	CORE	0	0	0	3	3	2
MCS231/232	Basics of Economics/ Introduction to Finance		SOFT	Elective	1	0	2	0		
FLS105/106/107	Foreign Language-II	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					19	1	19	6	39	27

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/ 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	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	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/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			
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			
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				0	0	2	0			
EDW104	Reading And Reflection On Texts	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5	
EDO314	Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2	
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					15	0	13	2	28	23.5	

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 1750 – 2000 A.D.	FDII	HARD	CORE	3	0	0	0	5	4	

EDH418-P	History: Indian and world history 1750 – 2000 A.D. Lab	EDU	HARD	CORE	0	0	2	0	5	4
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 Counselling									
EDS222	Human Rights in Education									
EDS223	Environment and Education									
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					10	0	8	2	18	16

Note * More courses can be offered in Elective basket

SEMESTER - 8										
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)									22	22

PROGRAMME BOOKLET

Bachelor of Education (B.A B.Ed.) (EDU03)
(Academic Session: 2018-2022)

Department 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.

DEPARTMENT 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)

1. To groom professional and humane teachers with key competencies pertinent to local and global scenario.
2. 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)

1. Demonstrate core values: Commitment to profession; honour diversity and ensure inclusion; ethical integrity.
2. Demonstrate competencies such as; Communication skills; working effectively with students and parents; drive for achieving improved student learning outcome.
3. Demonstrate professional/technical knowledge of the physical, social and intellectual development of students.
4. Demonstrate knowledge and understanding of: differentiating teaching to meet specific learning needs of students; both school education and teacher education-related subjects.
5. Demonstrate knowledge required to design lesson plan learning sequences, implement teaching strategies using ICT, set explicit, challenging and achievable learning goals for all students.
6. Demonstrate professional competencies/practice that is required to manage classroom activities by establishing and maintaining orderly and workable routines.
7. 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.
8. Demonstrate competencies and actions required for keeping oneself professionally engaged independently and participate in learning to update knowledge and practice.
9. Demonstrate the ability to conduct research in related thrust areas.
10. Demonstrate an ability to connect with the community and provide solutions at educational, environmental, and social level.
11. Demonstrate an attitude of reflection, social entrepreneurship and innovation.

Programme Specific Outcomes (PSOs)

1. Demonstrate the practical and theoretical understanding of core social science courses: History/English/political Science/economics
2. Demonstrate an ability to develop inter and trans disciplinary approaches to connect with community and to provide solutions to emerging problems.
3. Demonstrate bridging of the gap between academia, industry and society through field based projects and social engagements.

MANAV RACHNA UNIVERSITY

DEPARTMENT OF EDUCATION

B.A.B.Ed (2018-2022)

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	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	5	
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		
MOOC-18E-EDS 103	Developing of Soft Skills and Personality	EDU	MOOC	CORE	0	0	0	0	0	2
EDS116	Communicative English- I		SOFT		1	0	2	0	3	

CSW114B	Critical Understanding of ICT in Education-I	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDO144	Co Curricular Activities	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	2	2	0.5
CHH137	Environmental Science	CHH	NTCC	UNIVERSITY COMPULSORY	2	0	0	2	2	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	0	19	0	35	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. 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			
EDS103	Creating An Inclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2	
MOOC-18E-EDS-103	Better Spoken English/ Speaking Effectively	EDU	MOOC	CORE	0	0	0	2	0	2	
EDS134	Communicative English-II		SOFT	CORE	1	0	2	0	3		
CSW115B	Critical Understanding of ICT-II	CST	WORKSH OP	CORE	0	0	3	0	3	1.5	
EDW125	Drama and Art Education	EDU	WORKSH OP	CORE	0	0	3	0	3	1.5	
EDN136	Project Report on Field Trip	EDU	NTCC	UNIVERSITY COMPULSO RY	0	0	0	0	0	2	
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					14	0	18	0	32	25	

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

SEMESTER - 3

SUBJECT CODES	SUBJECT NAME	**OFFERIN G DEPARTME NT	*COURSE NATURE (Hard/Sof t/ Worksho p/ NTCC)	COURSE TYPE (Core/Electi ve / University Compulsory)	L	T	P	O	NO. OF CONTA CT HOURS PER WEEK	NO. OF CREDI TS
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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: Theory and Application of Macroeconomics – I	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH212-P	Economics: Theory and Application of Macroeconomics – 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	WORKSH OP	CORE	0	0	3	0	3	1.5
FLS101/ 102/103	Foreign Language-I	MRCFL	ELECTIVE	UNIVERSITY COMPULSO RY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					17	1	15	0	33	23.5



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: Theory and Application of Macroeconomics –II	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH232-P	Economics: Theory and Application of Macroeconomics –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	e-learning	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
MOOC-19E-EDN-205	Design Thinking- A Primer	EDU	MOOC	CORE	0	0	0	3	3	1.5
EDN229	Street Play/ Skit/ Mime		Workshop	CORE	1	0	2	0		
MOOC-18E-EDS-204	Principles of Human Resource Management	MGT	MOOC	CORE	0	0	0	3	3	2
MCS231/232	Basics of Economics/ Introduction to Finance		SOFT	Elective	1	0	2	0		
FLS105/106/107	Foreign Language-II	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	0	2	0
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					19	1	19	6	39	27

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/ 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	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	WORKSH OP	CORE	0	0	3	0	3	2
EDN305	Colloquium	EDU	NTCC	CORE	0	0	0	0	0	2
EDO209	Phase I (Field Engagement)	EDU	OUTCOM E	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/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		
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		
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				0	0	2	0		
EDW104	Reading And Reflection On Texts	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5

EDO314	Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1	0	1	2	28	23.5
					5	3				

SEMESTER -7										
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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 1750 – 2000 A.D.	EDU	HARD	CORE	3	0	0	0	5	4
EDH418-P	History: Indian and world history 1750 – 2000 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 Counselling													
EDS222	Human Rights in Education													
EDS223	Environment and Education													
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)									10	0	8	2	18	16

*Note * More courses can be offered in Elective basket*

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)									22	22	

Total Credit Scheme

S. No.	Semester	Contact Hours	Credits
1	I	35	24
2	II	32	25
3	Summer Training (Post II Sem)	30	1.5
4	III	33	23.5
5	IV	39	27
6	Community Connect (Post IV Sem)	0	1.5
7	V	33	30
8	VI	28	23.5
9	VII	18	16
10	VIII (School Internship)	0	22
Total		248	194

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	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	5	
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		
MOOC-18E-EDS 103	Developing of Soft Skills and Personality	EDU	MOOC	CORE	0	0	0	0	0	2
EDS116	Communicative English- I		SOFT		1	0	2	0			3
CSW114B	Critical Understanding of ICT in Education-I	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDO144	Co Curricular Activities	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	2	2	0.5

CHH137	Environmental Science	CHH	NTCC	UNIVERSITY COMPULSORY	2	0	0	2	2	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					18	0	19	0	35	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	
	Course Outcomes (COs)	Mapping
CO1	To understand the importance of literary, archaeological sources for the understanding of the Harappa and Aryan civilizations	Skill Development
CO2	To comprehend the rise of new religions, such as Jainism, Buddhism and its contribution to Indian civilization.	Skill Development
CO3	To comprehend the composition of empire and rise of Magadha as the political centre of Indian subcontinent.	Skill Development
CO4	To understand the process of political disintegration in post-Gupta period India and rise of powerful regional kingdoms in ancient India	Skill Development
CO5	Student will be able to elaborate about the major political and economic structure of ancient India	Skill Development
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.	Skill Development

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.
3. Basham AL., (Ed), a Cultural History of India, OUP, Delhi, 1998.
4. Devahuti D., Harsha–A Political Study, OUP, Delhi, 1998.
5. Himanshu P.Roy, The Winds of Change (Buddhism and the maritime links of early south Asia), OUP, Delhi, 1998.
6. Jha, DN., Ancient India-An Introductory Outline, People’s publishing House, New Delhi.
7. 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	3	2	2	-	1	1	-	-	-	1	-	-
CO2	1	-	-	1	1	3	2	2	3	-	-	-	2	-
CO3	1	-	2	2	2	1	-	-	1	-	-	-	-	3
CO4	2	-	-	1	2	2	-	3	1	-	-	3	-	-
CO5	2	1	2	3	-	3	3	2	1	-	-	-	1	-
CO6	1	-	-	1	1	2	2	2	2	-	-	-	-	1

Course Title/Code	History: 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

Course Outcomes (COs)		Mapping
CO1	To debate on the significance of Archaeological and Literary sources for the study of India's past	Skill Development
CO2	Collaborative Learning on the emergence of different religions such as Buddhism and Jainism	Skill Development
CO3	To dramatize the role of Ashoka and his policy of Dhamma	Skill Development
CO4	To exhibit the cultural contribution of different dynasties in India	Skill Development, Employability

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.

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, 1999.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	3	2	2	-	1	1	-	-	-	1	2	1
CO2	1	-	-	1	1	3	2	2	3	-	-	1	-	-
CO3	1	-	2	2	2	1	-	-	1	-	-	2	3	-
CO4	2	-	-	1	2	2	-	3	1	-	-	-	2	-

Course Title/Code	English: 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)	Mapping	
CO1	Understand genesis and development of English Language and literature	Skill Development
CO2	Comprehend various aspects of Literature and its role in understanding social issues.	Skill Development
CO3	Identify different periods of English history and development of Literature during that time.	Skill Development
CO4	Classify literature into different genres.	Skill Development
CO5	Analyse variety of literary devices and figures of speech to analyse literature.	Skill Development

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

- Abrahm, M.H.: *Glossary of Literary Terms*.
- Auden ,W.H.: *In Memory of W.B.Yeats*
- Beckson, Karl& Genz,Arthur:*A Reader's Guide to Literary Terms*

- Boulton,&Marjorie : *The Anatomy of Poetry*
- Brook Cleanth & Warre: *Understanding Poetry and Understanding Drama*
- Coleridge, Samuel T.: *Rime of the Ancient Mariner*
- Durrel Lawrence: *Key to modern Poetry*
- Prasad, B.: *Introduction to modern Literature.*
- Orwell George : *Shooting an Elephant*

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	----	1	----	----	2	----	----	3	----	3	----
CO2	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO3	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO4	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO5	2	3	3	----	----	2	3	3	----	3	2	----	----	3

Course Title/Code	English: 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)		Mapping
CO1	Understand genesis and development of English Language and literature	Skill Development
CO2	Comprehend the meaning of Literature and its role in understanding the contemporary social issues.	Skill Development
CO3	Identify different periods of English literature	Skill Development
CO4	Classify literature into different genres.	Skill Development

1. Read and Discuss:

Chaucer- The Canterbury Tales

E M Forster – What I believe?

To Kill a Mockingbird - Harper Lee

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	----	1	----	----	2	----	----	3	----	3	----
CO2	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO3	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO4	2	3	3	----	----	2	3	3	----	3	2	----	----	3

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.	
	Course Outcomes (COs)	Mapping
CO1	To recall the meaning, nature, and scope of micro economics and functions of an economic system	Employability
CO2	To understand the theory of Demand, supply, and elasticity. Consumer equilibrium with the help of indifference curve and budget line, the concept of utility and diminishing marginal utility.	Entrepreneurship, Employability
CO3	To familiarize the concept of production and production function, law of variable proportion and producer's equilibrium.	Entrepreneurship
CO4	To comprehend the idea of cost and revenue with their application.	Entrepreneurship, Employability

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

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 5products 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 Nicholсан' " 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)

CO	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	-----	-----	-----	1	3	2	3	3	2	3
CO2	2	1	----	----	-----	-----	-----	1	3	2	3	3	3	3
CO3	2	1	----	----	-----	-----	-----	1	3	2	3	3	3	3
CO4	1	1	----	----	-----	-----	-----	1	3	2	3	3	3	3

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	
	Course Outcomes (COs)	Mapping
CO1	To enable students to understand the real-world working of microeconomic systems.	Entrepreneurship
CO2	To train students to use economic concepts with graphical construction and mind-mapping	Entrepreneurship, Skill Development
CO3	To develop info graphics through a project-based method of the production function	Skill Development
CO4	To inculcate mathematical formulations using excel for cost and revenue functions	Skill Development, Employability

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."

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	-----	-----	-----	-----	-----	_	3	2	2	3	_	3
CO2	2	1	1	-----	-----	-----	-----	1	3	2			3	3
CO3	3	1	-----	-----	-----	-----	-----	1	1	2	2	3	3	3
CO4	1	2	-----	-----	-----	-----	-----	1	3	2	3	3		

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)		Mapping
CO1	To understand evolution and use of the concepts, ideas and theories with reference to individual thinkers.	Skill Development
CO2	To examine the terms like Pluralism, theories of law, liberalism, socialism and trends in democratic theory.	Skill development
CO3	To understand the elements of State, theories of origin of state and nature of State.	Skill Development
CO4	To understand the meaning, definitions, kinds and theories of sovereignty.	Employability
CO5	To analyse the Nature, kinds and different views of equality.	Entrepreneurship

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	-----	2	----	-----	-----	2	3	3	3	-----	3	3	3
CO2	1	-----	2	1	-----	-----	2	3	3	3	-----	3	3	3
CO3	-----	-----	2	----	-----	-----	-----	3	3	3	-----	3	3	3
CO4	-----	-----	2	----	-----	-----	2	3	3	3	-----	3	3	3
CO5	2	-----	2	----	-----	2	2	3	3	3	-----	3	3	3

Course Title/Code	Political Science: Introduction to Political Theory Lab (EDH120-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O 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)		Mapping
CO1	Brainstorming on practices and application of theories of Law	Skill Development
CO2	Presentation on the function of State	Employability
CO3	Extempore on the application Social and political Equality	Employability
CO4	Discussion and group learning of practices of the Welfare State in India	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2	2	1	-----	-----	2	3	3	3	2	3	3	3
CO2	1	1	2	1	-----	-----	1	3	3	3	1	3	3	3
CO3	2	1	2	2	3	-----	2	3	3	3	-----	3	3	3
CO4	2	----	1	----	2	1	2	3	3	3	2	3	3	3

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)	Mapping
CO1	Assimilate the concept of Education and Its philosophical aspects	Employability
CO2	Comprehend the Socio-Cultural aspect of Education	Employability
CO3	Discuss the Inter-disciplinary nature of Education	Skill Development
CO4	Analyse the contribution of various Indian and western Educationists to Indian Education System	Entrepreneurship
CO5	Reflect on the Educational concerns and Issues in the Indian context	Entrepreneurship

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	-----	2	3	-----	2	----	2	3	3	3	-	1	-
CO2	3	1	2	3	-----	3	----	2	3	3	1	-	1	-
CO3	3	3	3	-----	-----	3	----	2	3	3	-----	-	1	-
CO4	2	----	1	2	3	3	----	2	3	3	3	-	1	-
CO5	1	----	2	3	-----	3	-----	2	3	2	3	-	2	-

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)		Mapping
CO1	Apply the philosophical understanding of Education into the real classroom situation	Employability
CO2	Reflect upon the Socio Cultural aspect of Education through practical activities	Employability
CO3	Appreciate the contribution of various Indian and western Educationists in shaping the Indian Education System with reference to the present scenario	Entrepreneurship

Practical Activities

- 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.
- A Survey regarding ground realities of implementation of the provisions of RTE in any one school in the neighbourhood.

- 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.
- 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.
- Preparation of quotation boards to display quotes of great philosophers in the college premises.
- Any other suitable activity

Reference Book and Readings

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

Jalandhar: Ahim Paul Publishers.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	-----	2	3	-----	2	----	2	3	3	3	-	2	-
CO2	3	1	2	3	-----	3	----	2	3	3	1	-	2	-
CO3	2	----	1	2	3	3	----	2	3	3	3	-	1	-

Course Title/Code	Developing Soft Skills and Personality (MOOC-210-EDS-101)
Course Type	ELECTIVE
Course Nature	MOOC
L-T-P-O Structure	(0-0-0-0)
Credits	2
Objective	The course aims to cause a basic awareness about the significance of soft skills in professional and interpersonal communications and facilitate an all-round development of personality

Course Outcomes (COs)		Course Mapping
CO1	To encourage the all-round development of students by focusing on soft skills.	Skill Development
CO2	To become more effective individual through goal/target setting, self-motivation and practicing creative thinking.	Entrepreneurship
CO3	To expose students to right attitudinal and behavioral aspects and to build the same through activities	Skill Development

Week 01: Introduction: A New Approach To Learning, Planning And Goal-Setting, Human Perceptions: Understanding People, Types of Soft Skills: Self-Management Skills, Aiming For Excellence: Developing Potential And Self-Actualisation, Need Achievement And Spiritual Intelligence.

Week 02: Conflict Resolution Skills: Seeking Win-Win Solution, Inter-Personal Conflicts: Two Examples, Two Solutions, and and Types of Conflicts: Becoming a Conflict Resolution Expert, Types of Stress: Self-Awareness about Stress, Regulating Stress: Making the Best out of Stress.

Week 03: Habits: Guiding Principles, Identifying Good And Bad Habits, Habit Cycle; Breaking Bad Habits, Using The Zeigarnik Effect For Productivity And Personal Growth, Forming Habits of Success.

Week 04: Communication: Significance Of Listening, Active Listening, Barriers To Active Listening; Telephone Communication: Basic Telephone Skills Advanced Telephone Skills, Essential Telephone Skills.

Week 05: Technology And Communication: Technological Personality? Mobile Personality?, E-Mail Principles, How Not To Send E-Mails!, Netiquette, E-Mail Etiquette.

Week 06: Communication Skills: Effective Communication, Arising out Of Sender/Receiver's Personality; Barriers to Communication: Interpersonal Transactions, Miscommunication; Non-Verbal Communication: Pre-Thinking Assessment-1 & 2.

Week 07: Nonverbal Communication: Introduction And Importance, Issues And Types, Basics And Universals, Interpreting Non-Verbal Cues; Body Language: For Interviews, For Group Discussions.

Week 08: Presentation Skills: Overcoming Fear, Becoming A Professional, The Role Of Body Language, Using Visuals, Reading Skills: Effective Reading, Human Relations: Developing Trust And Integrity.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2	2	1	-----	-----	2	3	3	3	2	3	3	3
CO2	1	1	2	1	-----	-----	1	3	3	3	1	3	3	3
CO3	2	1	2	2	3	-----	2	3	3	3	-----	3	3	3

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)	Mapping
CO1	Demonstrate accuracy in the usage of grammar in their communication	Employability /Skill
CO2	showcase skills while communicating verbally	Skill Development
CO3	Display proficiency while using morphology and syntax of English language	Entrepreneurship/Skill
CO4	Express themselves accurately in writing	Skill development
CO5	Use different techniques while reading for comprehension	Skill development

SECTION A

GRAMMAR

GRAMMAR AND USAGE – Grammaticality and Acceptability, Descriptive and Prescriptive approach to language, Parts of Speech , Sentence (Declarative, Affirmative, Negative, and Interrogative, Simple, Complex and Compound sentences), Clause, Phrase, Transformation of sentences.

Tenses , Word order and concord, Verbs (Finite, Nonfinite, linking verbs, auxiliary verbs, modals, phrasal verbs), Nouns, Determiners, Word formation, Punctuation, Some common errors in English.

SECTION B

ORAL COMMUNICATION

Difference between language as a school subject and language as a means of communication, Impact of socio- cultural variations on English language, 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 Etiquettes, Meetings, Voice and delivery, Dress code, Class seminar presentation, Viva voce.

SECTION C

READING COMPREHENSION

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

SECTION D

ACADEMIC WRITING

NOTE MAKING: Methods of preparing notes.

PRÉCIS: Summary, Abstract, Synopsis, Paraphrase

LETTER AND RESUME: Letter structure and element, types of letter (Application, Cover, Acknowledgement, Recommendation, Appreciation, Acceptance, Apology, Complaint, Inquiry, Order), Resume: Features and Types, Essay Writing

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 Delhi: 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	1	1	2	3	1	-----	2	----	3	3	-	2	2
CO2	-----	1	1	3	3	1	2	1	3	3	---	-	2	2
CO3	-----	1	2	3	2	1	2	1	3	3	---	-	2	1
CO4	-----	1	2	3	2	1	2	1	3	3	---	-	2	2
CO5	-----	1	2	3	2	1	2	1	3	3	---	-	2	2

Course Title/Code	Critical Understanding of ICT in Education-I (CSW114B)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Credits	1.5
Objective	To assist students in developing the fundamental information and skills they need to function successfully in their daily lives.

Course Outcomes (Cos)		Mapping
CO1	To demonstrate the understanding of the main components of the computer hardware and software in use.	Entrepreneurship
CO2	To integrate technology tools for teaching learning and material development	Entrepreneurship
CO3	To integrate use of ICT to simplify record keeping, information management in education administration.	Employability
CO4	To implement various ICT's for project / problem based constructivist learning environments.	Entrepreneurship
CO5	To reflect critically on application of ICT in teaching-learning process.	Employability
CO6	To provide the hands on experience on ICT	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	2	3	-	3	2	3	2	-	3	-	-	-	1
CO2	-	2	3	-	2	2	2	1	-	2	-	-	-	2
CO3	-	1	2	-	2	2	1	3	-	1	-	-	-	1
CO4	-	1	1	-	2	2	2	2	-	1	-	-	-	1
CO5	1	-	-	-	3	-	-	2	-	-	1	-	1	1
CO6	1	-	1	-	2	-	-	1	1	2	1	-	-	3

Course Title/Code	Co-curricular activities (EDO144)
Course Type	University Compulsory
Course Nature	NTCC
L-T-P-O Structure	(0-0-0-2)
Credits	0.5
Course Objective	Examine topics relating to the social, economic, and cultural development of the area, the country, and the world at large from various angles.

Course Outcomes (COs)		Mapping
CO1	Student Teacher will demonstrate skills related to the core values such as professionalism and time management	Employability
CO2	Student teachers will demonstrate team work and group activities	Skill Development
CO3	Student teachers demonstrate skill at organizing and participating in activities related to their cognitive domain	Skill Development
CO4	Student teachers will demonstrate skills at organizing and participating in activities related to affective domain	Employability
CO5	Student teachers will demonstrate skills at organizing and participating in activities related to psychomotor domain	Skill Development

Section A

1. Board Decoration (On any theme pertaining to SDG)
2. Talent Hunt Competition
3. Organizing of Assembly based on diverse themes
4. Celebrating Unity in Diversity through festivals festivals with activities like Diya making/Rangoli Making (SDG 16)
5. Poster making - Taking care of Psychological Well- Being (SDG 3)
6. Board decoration (Theme - Environment) (SDG 13)
7. Skit on Gender Sensitization (SDG 5)
8. Caricature Competition - Importance to renewable resources (SDG 13)
9. Debate on various topics nurturing scientific temperament (SDG 4)
10. Hands on Session on Mindfulness (SDG 3)
11. Community Lunch (SGD 16)
12. Logo designing – Swatch Bharat (SDG3)

Section B

1. Board Decoration (On any theme pertaining to SDG)
2. Talent Hunt Competition
3. Organizing of Assembly based on diverse themes
4. Poem Recitation Competition (WORLD HEALTH DAY) (SDG 3)
5. Board decoration (Theme –Quality Education) (SDG 4)
6. CREATIVE WRITING (SDG 16)
7. DRAMA AND ART (ENVIRONMENT AWARENESS) (SDG 13)
8. Visit to any prominence place of national importance (SDG 16)
9. Carry out of Survey (Mental Health) (SDG 3)
10. Making of Digital Documentaries – Indian Culture (SDG 16)
11. Movie screening (SDG5)
12. Plantation Drive (SDG 13)

Reference Books

1. Aggarwal, J.C. (1994): Educational Administration, Management and Supervision, Principles and Practices, New Delhi.
2. Aggarwal, J.C. (1967): Educational Administration, School Organisation and Supervision, Arya Book Depot, New Delhi. Kochhar S.K. (1990):
3. Secondary School Administration, Jullundhar University Publishers. Mukherjee, S.N. (1959):

4. Secondary School Administration, Acharya Book Depot, Baroda. Safaya, R.N. and Shaida B.D. (1969):

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	-	-	-	-	-	-	3	3	2	-	1	-
CO2	3	2	1	-	-	-	-	2	1	2	1	-	1	-
CO3	3	3	-	-	-	-	-	1	1	1	1	-	1	-
CO4	3	2	-	-	-	-	-	3	3	2	3	-	2	-
CO5	3	3	-	-	-	-	-	3	3	3	2	-	1	-

Course Title/Code	Environmental Sciences (CHH137)
Course Type	University Compulsory
Course Nature	NTCC
L-T-P-O Structure	(2-0-0-2)
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.

Course Outcomes (COs)		Mapping
CO1	Explain the multidisciplinary dimensions of environmental issues and suggest potential solutions	Employability, Skill development, Entrepreneurship
CO2	Discuss about the various types of organisms and draw inferences about their interactions in different e systems	Employability, Skill development, Entrepreneurship

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 wasteproducts.
- Environment ProtectionAct.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution)Act
- Wildlife ProtectionAct
- Forest Conservation Act
- Issues involved in enforcement of environmentallegislation.
- Public awareness. (7 lectures)

Section D
Human Population and the Environment

- Population growth, variation amongnations.
 - Population explosion – Family WelfareProgramme.
 - Environment and humanhealth.
 - HumanRights.
 - Value Education.
 - HIV/AIDS.
 - Women and ChildWelfare.
 - Role of Information Technology in Environment and humanhealth.
 - 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)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	2	2	2	----	----	2	2	1	3
CO2	2	2	2	3	2	2	1	2	----	----	2	2	1	3

SEMESTER – 2

SUBJECT CODES	SUBJECTNAME	**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.	E D U	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: Renaissanceand Restoration	E D U	HARD	CORE	3	0	0	0	5	4
EDH138-P	English: Renaissanceand Restoration Lab				0	0	2	0		
EDH139-T	Economics: Microeconomics Theory andApplication – II	E D U	HARD	ELECTIVE CORE	3	0	0	0	5	4
EDH139-P	Economics: Microeconomi				0	0	2	0		

	cs Theory and Application – II Lab									
EDH140-T	Political Science: Indian Constitution				3	0	0	0		
EDH140-P	Political Science: Indian Constitution Lab				0	0	2	0		
EDS103	Creating AnInclusive Classroom	EDU	SOFT	CORE	1	0	2	0	3	2
EDH133-T	Learner andLearning Process	EDU	HARD	CORE	3	0	0	0	5	4
EDH133-P	Learner and Learning Process Lab				0	0	2	0		
MOOC-19E- EDS-101	Speaking Effectively	EDU	MOOC	CORE	0	0	0	2	0	2
MOOC-18E- EDS-103	Better SpokenEnglish									
EDS134	Communicative English-II		SOFT	CORE	1	0	2	0	3	
CSW115B	Critical Understandingof ICT in Education -II	CST	WORKSHOP	CORE	0	0	3	0	3	1.5

EDW125	Drama and Art Education	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
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EDN136	Project Reporton Field Trip	EDU	NTCC	UNIVERSITY COMPULSORY	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1	0	2	2	32	25
POST SECOND SEMESTER SUMMER TRAINING (EDO165) (1.5 Credits)										

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

Course Outcomes (COs)		Mapping
CO1	To understand The foundations of the Delhi Sultanate, and its contribution to the culture and society of medieval India	Skill Development
CO2	To understand the foundation of the Mughal Empire and the nature of the Mughal State and its administration	Skill Development
CO3	To know the advent and contributions of the Maratha Rulers	Skill Development
CO4	To understand the relationship between the rise of regional kingdoms of India and the decline of Mughal Empire	Skill Development
CO5	To understand the contribution of Mughal Empire to Indian society , economy , literature , art and architecture in Medieval India	Skill Development
CO6	To recognise the rise of monotheistic religion, religious reformers, Sufi saints in medieval India and their contributions.	Skill Development

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 - The Third battle of Panipat.

SECTION C

SOCIETY AND ECONOMY UNDER THE MUGHALS

The Mughal contribution to art and architecture and their economy.

SECTION D

RISE OF NEW RELIGIONS OF MEDIEVAL INDIA

Rise of Monotheistic religions in India – Kabir – Nanak – Sufism – Sheik Moinuddin Chisti.

Reference Books and Readings:

- a) B.Sheik Ali, History – Its Theory and Method, Mac Millan India Ltd., Delhi, 1995.
- b) Chaudhary, Socio-Economic History of Mughal India, Discovery Pub.house, Delhi, 1987.
- c) HarmanKulke, The State in India (1000-1700AD), OUP, 1997
- d) Irfan Habib, (Ed), Akbar and His India, OUP, New Delhi, 1998.
- e) Irfan Habib, (Ed), The Agrarian System of Mughal India (1556-1707 AD), OUP, 1999.
- f) Irfan Habib, (Ed), Medieval India – 1 (1200-1750), Oxford Uni.Press, 1997.
- g) Irfan Habib, Agrarian System of Mughal India (1556-1707), OUP, Delhi, 1999.
- h) John F.Richards, The New Cambridge History of India – The Mughal Empire, Cambridge Uni. Press, New Delhi, 1997.
- i) MujaffarAlam and Sanjay Subramanyam, The Mughal State (1526-1750) OUP, 1998.
- j) Mehta J.L. Advanced Study in the History of Medieval India (3 vols.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	3	3	2	-	2	2	1	1	1	2	1	2
CO2	-	-	-	1	1	2	3	2	1	1	1	1	1	1
CO3	-	-	2	1	2	2	-	-	1	1	1	1	-	2
CO4	-	-	-	2	1	1	-	1	1	2	2	2	-	2
CO5	-	1	3	2	-	2	1	1	1	1	2	1	-	-
CO6	-	-	-	2	1	1	1	1	2	1	3	3	1	-

Course Title/Code	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	
	Course Outcomes (COs)	Mapping
CO1	To dramatize emergence of different dynasties in medieval India	Skill Development
CO2	Collaborative learning on the role of the Mughals and Suris in India	Skill Development
CO3	To exhibit the cultural contribution of the Mughals	Skill Development
CO4	To debate on the cultural contribution of various Bhakti and Sufi saints	Skill Development, Employability

1. 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	3	3	3	2	-	2	2	1	-	-	1	1	2
CO2	1	1	-	1	1	2	3	2	1	-	-	1	-	-
CO3	2	1	2	1	2	2	-	-	1	-	-	2	-	1
CO4	1	-	-	2	1	1	-	1	1	-	-	2	2	-

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)		Mapping
CO1	Recall the evolution of drama and its type.	Skill Development
CO2	Analyse the writing of dramatist Christopher Marlowe along with the themes and techniques of the Renaissance theatre	Skill Development
CO3	Analyse the writing of dramatist Shakespeare along with the themes and techniques of the Renaissance theatre	Skill Development
CO4	Comprehend the prose and conceptualize humanism.	Skill Development
CO5	Comprehend the poetry and its stylistic decorum along with rules in restoration and renaissance period.	Skill Development

SECTION A

DRAMA

Christopher Marlow: 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 (sonnet71)

John Donne: "The Good Morrow", "Batter My Heart"

Alexander Pope: "The Rape of the Lock"

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	----	1	----	----	2	----	----	3	----	3	----
CO2	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO3	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO4	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO5	2	3	3	----	----	2	3	3	----	3	2	----	----	3

Course Title/Code	English: Renaissance & Restoration Lab (EDH138-P)		
Course Type	Core		
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)		Mapping
CO1	Analyse theme, style of writing, language of Christopher Marlowe		Skill Development
CO2	Analyse theme, style of writing, language of William Shakespeare		Skill Development
CO3	Recall the poetry of Renaissance Age		Skill Development
CO4	Comprehend the prose and conceptualize Humanism		Skill Development

List of Practical:

1. Critically evaluate “The Summer I Was Sixteen” by Geraldine Connolly
2. Read “Pilgrim's Progress” by John Bunyan

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	3	-----
CO2	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3
CO3	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3
CO4	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3

Course Title/Code	Economics: 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	
Course Outcomes (COs)	Mapping	
CO1	To interpret the concept Perfect competition in short run and long run	Entrepreneurship
CO2	To understand the concept of Monopolistic competition in SR and LR and social cost of monopoly, price discrimination; remedies for monopoly	Entrepreneurship
CO3	To recognize the idea of Imperfect competition in SR and LR and various other market structure viz. Cartels, Duopoly, Oligopoly models & game theory.	Skill Development
CO4	To familiarize with the Concept of factor Pricing	Employability

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, SR & LR price and output determinations under monopolistic competition, Cartels, Duopoly, Oligopoly, game theory, Antitrust laws

SECTION D

FACTOR OF PRODUCTION

The Market for factors of production: Labour market, capital market and equilibrium. Monopsony, Monopolistic and Monopsonistic exploitation in labour market. Role of trade unions, rental element in factor remuneration.

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

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	-----	-----	-----	1	3	2	3	3	1	2
CO2	2	1	----	----	-----	-----	-----	1	3	2	3	3	1	2
CO3	2	1	----	----	-----	-----	-----	1	3	2	3	3	1	2
CO4	----	1	----	----	-----	-----	-----	1	3	2	3	3	1	2

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	
	Course Outcomes (COs)	Mapping
CO1	Understanding how to apply supply and demand principles to marketplaces that have external costs and benefits	Entrepreneurship
CO2	Analyse the effects of different market regulation strategies.	Employability
CO3	Compare and contrast profits and revenues, short-term and long-term costs, and production and costs.	Employability
CO4	Assess and defend market behaviour through analysing industry and market behaviour.	Skill development

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)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2	1	-	-	-	-	-	1	3	-	1	-	2
CO2	3	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
CO3	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
CO4	-----	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2

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
Coursed Objectives	The main objectives of the course to learn about Indian constitution include sovereignty, socialism, secularism, democracy, and republic.

Course Outcomes (COs)		Mapping
CO1	To understand Political structure from both the Constitutional and Administrative perspectives	Skill Development
CO2	To understand efforts made by the Constituent Assembly in making of Indian Constitution	Employability
CO3	To understand strength of Indian democracy and the unity of the States	Skill Development
CO4	To understand powers and functions of judiciary in India.	Entrepreneurship
CO5	To understand roles and functions of the Election Commission in India	Entrepreneurship

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

- Alyar, S.P., and U.Mehta (eds.), *Essays on Indian Federalism*, Bombay, Allied Publishers, Bombay, 1965.
- Austin, G., the Indian Constitution: *Corner Stone of a Nation*, Oxford, Oxford University Press, 2000.
- Austin, G., *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
- Basu, D.D., *an Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
- Battleheim, C. *Independent India*, London, MacGibbon, 1968.
- Baxi, U., and B.Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage 1994.
- Baxi, U., *the Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- Bhambhri, C.P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.

- Bose, S., and A.Jalal, *Modern South Asia: History, Culture, Political Economy*, London, Routledge, 1997.
- Brass, P., *Ethnic Groups and the State*, London, Croom Helm, 1995.
- Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974.

- Brass, P., *Politics of India since Independence*, Hyderabad, Orient Longman, 1990.
- Chanda, A., and R.Saxena (eds.) *Idologies and Institutions in Indian Politics*, New Delhi, Deep and Deep, 1998.
- Chanda, A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- S.P.Verma and C.P.Bhambri (eds.), *Elections and Political Consciousness in India*, Meerut, Meenakshi Prakashan, 1967.
- *Politics in India*, Princeton NJ, Princeton University Press, 1957.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	----	2	----	----	----	1	3	3	3	----	3	3	3
CO2	2	1	2	1	-----	----	2	3	3	3	1	3	3	3
CO3	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3
CO4	2	2	2	1	1	-----	2	3	3	3	----	3	3	3
CO5	2	2	2	1	1	----	2	3	3	3	-----	3	3	3

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
Coursed Objectives	To apply the core values of Indian Constitution in their daily routine life.

Course Outcomes (COs)		Mapping
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.	Skill Development
CO2	Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.	Employability
CO3	Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail	Skill Development
CO4	To understand powers and functions of judiciary in India.	Entrepreneurship
CO5	Understand Electoral Process, Emergency provisions and Amendment procedure	Entrepreneurship

Debate: Caste, Religion, Languages & Region are they uniting us or dividing?

1. Activity: Run a mock election in your class by making all the necessary arrangement required for polling.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----		2	----	----	----	1	3	3	3	----	3	3	3
CO2	2	1	2	1	-----	----	2	3	3	3	1	3	3	3
CO3	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3
CO4	2	2	2	1	1	-----	2	3	3	3	----	3	3	3
CO5	2	2	2	1	1	----	2	3	3	3	-----	3	3	3

Course Title/Code	Creating An Inclusive Classroom (EDS103)	
Course Type	Soft	
L-T-P-O Structure	1-0-2-0	
Credits	2	
Course Objective	Student Readiness for Future Teaching in an Inclusive Classroom	
	Course Outcomes (COs)	Mapping
CO1	To understand the meaning and need of inclusion in education	Employability
CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education	Skill Development
CO3	To identify the social, economic, and physical diversity that exists amongst learners	Entrepreneurship
CO4	To recognize the challenges in Inclusive Education	Entrepreneurship
CO5	To appreciate the role of a teacher and various other stakeholders in making inclusion a success	Skill Development

SECTION A

Section A- Inclusive education

Understanding diversities, Transition from Segregation to Inclusion, aims and objectives, Characteristics of Inclusive Education, Important aspects for Inclusive Education: Circle of Inclusion, Models of Inclusive education (Strategies intervention model, team teaching model, full inclusion model, circle of inclusion method)

SECTION B

OVERCOMING CHALLENGES IN INCLUSIVE EDUCATION

Barriers in inclusive education (attitudinal, infrastructural, curriculum, assessment, funding, expectations, organizational values)
 salmanca statement and framework, pwd act 1995, rci act 1992, rpwd act, uncrpd, sarva shiksha abhiyaan, national policy for persons with disabilities (2006), fundamental constitutional rights for persons with disability.

SECTION C

ADDRESSING DIVERSITY THROUGH INCLUSIVE EDUCATION

Visual Impairment, Hearing Impairment, Speech Impairment, Orthopaedic Impairment, Intellectual Impairment, Learning disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity disorder

SECTION D

INCLUSIVE EDUCATION AND ITS PRACTICES

Adaptations (Modifications and accommodations), creative educational aids and empathetic practices. Parent-School partnership, Universal Design in Learning; Individualized/Group Education Programme, Inclusive lesson plan, Differentiating Instruction(peer tutoring and peer mediated instruction and interventions, co-opretive learning and co-operative teaching assignments, self-regulated learning),Inclusive instruction strategies at school level- Remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement, Provisions pertaining to appearing in examination for CWSN (As available in CBSE and ICSE)

Reference Books and Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

- King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
Activities

1. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
2. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
3. Design a Poster on Inclusive Education
4. Prepare a Lesson Plan on any one School subject of your choice using any one
5. Inclusive Academic Instructional Strategy

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	2	--	-	1	--	---	---	--	--	--	--
CO2	2	2	--	1	--	-	-	--	---	---	--	--	--	--
CO3	1	3	2	3	--	-	1	--	---	---	--	--	--	--
CO4	1	2	--	2	--	-	1	-	---	---	--	--	--	--
CO5	1	2	--	2	1	1	1	--	---	---	--	--	--	--

Course Title/Code	Learner and Learning Process (EDH133-T)	
Course Type	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)	Mapping
CO1	Comprehend the Nature of both the Psychology of the learner and Learning	Employability
CO2	Assimilate the nature of different components of cognition and their role in producing learning	Skill Development
CO3	Apply the knowledge of concepts and principles of growth in the classroom situation	Entrepreneurship
CO4	Elucidate the concept of Group dynamics in their day-to-day activities.	Entrepreneurship
CO5	Exhibit all the traits of an effective teacher	Skill Development

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, Gardener 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 Winston 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. Kochhar, 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. Baston: 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	1	1	2	3	1	-----	2	-----	3	3	-	2	2
CO2	-----	1	1	3	3	1	2	1	3	3	-----	-	2	2
CO3	-----	1	2	3	2	1	2	1	3	3	-----	-	2	1
CO4	-----	1	2	3	2	1	2	1	3	3	-----	-	2	2
CO5	-----	1	2	3	2	1	2	1	3	3	-----	-	2	2

Course Title/Code	Learner and Learning Process Lab (EDH133-P)	
Course Type	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)	Mapping
CO1	To develop teaching aids as per interests and capabilities of the learners.	Skill Development
CO2	To assign tasks /assignments as per the abilities of the learners	Employability
CO3	To enable a learner to test various factors of personality of an individual	Entrepreneurship

1. Prepare your own SWOT analysis
2. Prepare a case study on an adolescent near you and mention his/her problems during that period and provide remedial measures after discussing the case with your teacher.
3. Study of a case and prepare a report on influential factors of learning
4. *Conduct a Sociometric 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
8. Intelligence test/Personality test/Creativity test/Attitude test/Aptitude test.
9. Conduct an experiment on transfer of learning
10. Preparation of learner profile based on cognitive/non-cognitive characteristics
11. Analysis of classroom teaching episode in the light of teaching skills / strategies

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	3	2	3	---	2	2	1	2	-----	3	-----	-----
CO2	1	2	2	3	3	2	1	2	1	1	3	-----	3	2
CO3	3	2	3	2	1	----	1	3	1	2	3	3	-----	2

Course Title/Code	Speaking Effectively (MOOC-19E-EDS-101)	
Course Type	ELECTIVE	
Course Nature	MOOC	
L-T-P-O Structure	0-0-0-0	
Credits	2	
Course Objective	Student Readiness for Speaking effectively	
	Course Outcomes (COs)	Mapping
CO1	-To read and comprehend the major points discussed in various types art of speaking	Employability
CO2	-To use Verbal and Non- Verbal encoding.	Skill Development
CO3	-To build up eye communication and gestures.	Entrepreneurship
CO4	-To make academic presentations precisely, logically, and effectively.	Skill Development

Section A

Introduction

The Art of Speaking, Encoding Meaning Using Verbal and Nonverbal Symbols, Cross Cultural Communication, Verbal Communication, Encoding Meaning Using Verbal Symbols

Section B

Nonverbal Communication

Encoding Meaning Using Nonverbal Symbols, How to Improve Body Language, Eye Communication, Facial Expression, Dress and Appearance, Posture and Movement, Gesture, Paralanguage

Section C

Phonetics

Standard Language and Queen's English, Phonemes of English: Vowels, Phonemes of English: Diphthongs and Consonant, Stress and Rhythm, Intonation

Section D

Voice and Delivery

Voice and Personality, How to Improve Voice, How to Improve Delivery, Pace, Pause, Pitch, Volume, Modulation, Resonance

Reference Books and Readings

Chaudhary, Shreesh (1992/2004) Better Spoken English, New Delhi: Vikas Publishing.

https://www.researchgate.net/publication/351414669_EFFECTIVE_SPEAKING_AND_EFFECTIVE_LISTENING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	3	3	3	-	-	-	3	1	-	3	3	1	-
CO2	-	3	-	2	1	-	-	3	-	-	-	3	-	-
CO3	-	3	-	2	-	-	-	3	-	-	-	3	-	-
CO4	-	3	3	1	-	1	-	3	-	-	3	3	-	-

Course Title/Code	Better Spoken English (MOOC-18E-EDS-103)	
Course Type	ELECTIVE	
Course Nature	MOOC	
L-T-P-O Structure	0-0-0-0	
Credits	2	
Course Objective	Student Readiness for Spoken English	
	Course Outcomes (COs)	Mapping
CO1	-To read and comprehend the major points discussed in various types of written texts.	Employability
CO2	-To use acceptable English in academic writing.	Skill Development
CO3	-To build up their vocabulary.	Entrepreneurship
CO4	-To make academic presentations precisely, logically, and effectively.	Skill Development

Section A

- 1 Why a course in Spoken English?
- 2 Student Presentation: Cycle I: Who I am
- 3 Feed Back on Presentation
- 4 Aspects of Theatre in Formal Presentation: Grooming, Body Language, Eye Contact, Voice Modulation
- 5 Linguistic Aspects of Mishearing

Section B

- 6 A “Good” Tempo of Speech in English NPTEL Humanities and Social Sciences Pre-requisites: Ability to speak about familiar things in basic sentences in English. Coordinators: Shreesh Chaudhary Humanities & Social Sciences IIT Madras
- 7 Announce Topic for Presentation: Cycle II: A Civic Problem in My Place
- 8 Research and Organization of Presentation I: Sources of Information
- 9 Research and Organization of Presentation II: Tables, Charts, Graphs...
- 10 Making Power Point Slides and Other Presentation Aid
- 11 Criteria for (Self) Evaluation of Presentation
- 12 Student Presentation: Cycle II: A Civic problem in My Place I
- 13 Student Presentation: Cycle II: A Civic problem in My Place II

Section C

- Feedback on Presentation Cycle II
- 15 Announce Topic for Cycle III: A Managerial Solution
 - 16 Grammar of Phrasal Pause in English
 - 17 Rhythm in Spoken English: All I want’s a room somewhere/ Far away...

Section D

18 Rhythm in Spoken English – II

19 Phrasal Pause in Spoken English

20 Phrasal Pause in Spoken English – II: Numbers, Units of Weight, Height...

Inculcation of values, Role of a teacher and institute climate



...

Course Title/Code	Communicative English-II (EDS134)
Course Type	Core
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)		Mapping
CO1	To get acquainted with the basics of vocabulary and types of sentences	Skill development
CO2	To speak English with proper articulation	Skill Development
CO3	To develop impeccable presentation skills through effective communication	Skill development
CO4	To develop skill in technical writing	Skill development

...

SECTION A

EXPLORING LANGUAGE

Difference between language as a school subject and language as an important component in day- to- day life
Impact of socio- cultural variations on English language.

SECTION B

READING

Sub-skills of reading, understanding the importance of developing reading skills, reading aloud and silent reading, study skills including using thesauruses, dictionary, encyclopaedia etc.

SECTION C

COMPREHENSION

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

SECTION D

ACADEMIC WRITING

Note Making: Methods of preparing notes. Précis: Summary, Abstract, Synopsis, Paraphrase
Letter and Resume: Letter structure and element, types of letter (Application, Cover, Acknowledgement, Recommendation, Appreciation, Acceptance, Apology, Complaint, Inquiry, Order). Résumé: Features and Types, Essay Writing

Reference Books and Readings:

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	3	3	3	-	-	-	3	1	-	3	1	2	-
CO2	-	3	-	2	1	-	-	3	-	-	-	1	-	-
CO3	-	3	-	2	-	-	-	3	-	-	-	-	-	1
CO4	-	3	3	1	-	1	-	3	-	-	3	-	-	1

Course Title/Code	Critical Understanding of ICT in Education-II (CSW115B)	
Course Type	Workshop	
Course Nature	Soft	
L-T-P-O Structure	(0-0-3-0)	
Credits	1.5	
Objective	To assist students in developing the fundamental information and skills they need to function successfully in their daily lives.	
Course Outcomes	Mapping	
CO1	To demonstrate the understanding of the main components of the computer hardware and software in use.	Entrepreneurship
CO2	To integrate technology tools for teaching learning and material development	Entrepreneurship
CO3	To integrate use of ICT to simplify record keeping, information management in education administration.	Employability
CO4	To implement various ICT's for project / problem based constructivist learning environments.	Entrepreneurship

Section-A

Advance Excel: Conditional Formatting: Manage Rules, Data Bars, Color Scales, Icon Sets, Create New Rule, Find Duplicates, Shade Alternate Rows, Compare Two Lists, Conflicting Rules, Checklist. Filter: Number and Text Filters, Date Filters, Advanced Filter, Data Form. Pivot Tables: Group Pivot Table Items, Multi-level Pivot Table, Frequency Distribution, Pivot Chart, Slicers, Update Pivot Table, and Calculated Field/Item. Lookup & Reference: Vlookup, Index and Match, Two-way Lookup, Offset, Case-sensitive Lookup, Left Lookup, Locate Maximum Value, Indirect, Two-column Lookup, Closest Match.

Section-B

Website with G-Site: Create your site, select a layout, select a background image, header type, and theme, Add, reorder, and nest pages, Set up site navigation. Add content to your site, edit (text, sections, images), add a logo, add content from another website, Move and resize content. Share and collaborate on Sites, preview your site, publish your site for the first time, Change your site's URL, Unpublish your site, Search in a site.

Section-C

Programming with Turtle Block: Demonstrate the possibilities of movement. Familiarize with the move/draw/color functionalities. Familiarize with ways of defining parameters - movement, coordinates and color. Visualize space, coordinates and shapes through movement and vice versa. Demonstrate instructions that simplify the task; using repeat instructions/ loops. Visualize the construction of a shape through a set of repeating instructions. Take inputs and execute instructions; assigning value to a variable, etc. Demonstrate the logic of different repeating programming structures.

Section-D

Google Suite: Gmail and its security feature, Virtual-room using Hangout, Calendar: Schedule events, reminders, share and view calendars, customize your calendar, Group: Create, find and join a group, Manage group. Drive: Upload content, view and update, organize and search content. Docs: create, edit and format online docs, share, collaborate with team. Forms: Create your form or quiz, choose settings and preview, Send your form or quiz, Analyze or grade responses.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	1	3	-	3	2	3	2	-	-	-	-	-	1
CO2	-	1	3	-	3	2	3	1	-	-	-	-	-	1
CO3	-	1	2	-	3	3	1	3	-	3	-	-	-	2
CO4	-	1	1	-	2	1	1	1	-	-	-	-	-	1

Course Title/Code	Drama and Art Education (EDW125)
Course Type	Workshop
L-T-P-O Structure	0-0-3-0
Credits	1.5
Course Objective	Student Readiness for art-based education

Course Outcomes (COs)		Mapping
CO1	To develop the skills to use visual art in teaching learning process effectively.	Skill Development
CO2	To develop the skills to use literary art in teaching learning process effectively.	Skill Development
CO3	To develop the skills to use performing art in teaching learning process effectively.	Entrepreneurship
CO4	To develop the skills to integrate technology and art in teaching learning process effectively.	Entrepreneurship

SECTION A

THEORETICAL FRAMEWORK

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.

SECTION B

EDUCATIONAL IMPLICATIONS

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,

Activities

1. Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her philosophy and contributions
2. Make and submit a sample advertisement for a product with the help of visual art.
3. Activities based on Floral and Geometrical (Rangoli).
4. Participation in any Musical/theatrical/visual art activity
5. Presentation of any 4 folk dances of India with costumes and instrument.
6. Presentation of any four folk songs
7. Project work on any five Indian festivals and its artistic significance.
8. Monotype surface-printing, Thread-print, spray-print, Simple block making and print, vegetable print, Potato-cut-print,– any two medium.
9. Poster-Designs
10. Visual art in writing - calligraphy
11. Teaching a lesson plan through one Act Play, Skit, Mono Acting, Storey Board etc.
12. Two lessons through drama. The contents will be from or based on the lesson to teach in the class.

13.Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.

Reference Books and Readings:

- Sahi, J. and Sahi, R. (2008). Learning through Art. Eklavya, Bangalore.
- Chawla, S. S. (1986). Teaching of Art. Publication Bureau, Punjabi University, Patiala.
- Minhas, N. S. (1974). Art and Education. N.B.S Educational Publishers, Chandigarh.

NCERT (2006).Position Paper, National Focus Group on Arts, Music, Dance and Theatre.. Publication department, NCERT

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2	1	3	2	1	1	2	1	1	2	-	-	-
CO2	1	2	1	3	2	1	1	2	1	1	2	-	-	-
CO3	1	2	1	3	2	1	1	2	1	1	2	-	-	-
CO4	1	2	1	3	3	1	1	2	1	1	2	-	-	-

Course Title/Code	Project Report on Field Trip (EDN136)
Course Type	NTCC
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	Student Readiness for value education

Course Outcomes (COs)		Mapping
CO1	To develop skills related to the core competencies like commitment to profession and honouring diversity	Employability
CO2	To develop skills including communication and problem solving	Skill Development
CO3	To develop skills like sensitization towards the environment and solving imminent problems	Entrepreneurship
CO4	To develop skills like team work, co-operation and leadership	Skill Development

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	-	-	-	-	-	-	2	2	-	1	1	-
CO2	2	2	-	-	-	-	-	-	2	2	-	2	2	-
CO3	2	1	-	-	-	-	-	-	2	2	-	2	1	1
CO4	2	2	-	-	-	-	-	-	2	2	-	1	1	3

Course Title/Code	Post Second Semester Summer Training (EDO165)
Course Type	Outcome
L-T-P-O Structure	0-0-0-0
Credits	1.5
Course Objective	Student Readiness for value education

Course Outcomes (COs)		Mapping
CO1	To develop skills like sensitization towards the environment and solving imminent problems	Employability
CO2	To develop skills like team work, co-operation, and leadership	Skill Development

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	-	-	-	-	-	-	2	2	-	1	1	2
CO2	2	2	-	-	-	-	-	-	2	2	-	2	1	1

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 VictorianPeriod	EDU	HARD	CORE	3	0	0	0	5	4
EDH211-P	English: Romanticism And The VictorianPeriod Lab				0	0	2	0		
EDH212-T	Economics: Macroeconomics Theory andApplication– I	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH212-P	Economics: Macroeconomics Theory andApplication– I Lab									
EDH213-T	Political Science: Historical and culturalBackground of Politics									

EDH21 3-P	Political Science: Historical and cultural Background of Politics Lab									
EDH20 6-T	Knowledge and Curriculum	EDU	HARD	CORE	3	0	0	0	5	4
EDH20 6-P	Knowledge and Curriculum Lab				0	0	2	0		
EDS20 7	Gender, School and Society	EDU	SOFT	CORE	1	0	2	0	3	2
EDW2 08	Craft And Visual Arts	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
FLS10 1	Spanish –I	MRCFL	ELECTIVE	UNIVERSI TY COMPULS ORY	1	1	0	0	2	0
FLS10 2	German –I									
FLS 103	French –I									
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 7	1	1 5	0	33	23.5

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.	
Course Outcomes (COs)		Mapping
CO1	To understand the evolution of Humankind- Palaeolithic , Mesolithic and Neolithic culture	Skill Development
CO2	To understand the beginning of different ancient civilization and the elements of continuity and change	Skill Development
CO3	To understand the scientific contribution of these ancient civilizations.	Skill Development
CO4	To comprehend the economic, political and environmental conditions of the regions where these ancient civilizations sites are situated.	Skill Development
CO5	To understand the art and cultural contributions of these ancient civilizations	Skill Development
CO6	To understand the factors behind the decline of these Civilization	Skill Development

SECTION –A

MESOPOTAMIAN CIVILIZATION

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

SECTION-B

MYTHOLOGY

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

SECTION-C

NILE VALLEY CIVILISATION

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

SECTION-D

INDUS VALLEY CIVILISATION

Date and extent, town planning, writing system, religion, causes of decline

Reference Books 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	1	3	2	3	-	-	1	1	1	1	-	-
CO2	1	-	2	1	2	-	-	-	2	2	1	1	-	-
CO3	1	-	1	3	3	1	-	-	2	1	1	-	1	-
CO4	2	-	2	3	-	2	-	-	2	1	1	-	2	-
CO5	2	-	3	-	1	1	-	-	2	1	2	-	2	-
CO6	3	-	1	1	1	2	-	-	1	1	1	3	3	3

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	
	Course Outcomes (COs)	Mapping
CO1	To exhibit the development of Human civilization, tools and technology	Skill Development
CO2	Collaborative learning on the development of science and technology in Ancient Civilizations	Skill Development
CO3	To Dramatize the role of women and slaves in the ancient civilizations of the world	Skill Development
CO4	To debate on the role of religion on the development of the architecture of Nile Valley Civilization.	Skill Development, Employability
Prerequisites (if any)	NA	

Classroom Discussion:

1. 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.

Reference Books 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	3	2	3	-	-	1	1	2	1	1	-	-
CO2	1	2	-	-	-	2	2	1	-	-	1	-	2	1
CO3	-	1	1	-	-	2	1	2	1	1	2	-	-	1
CO4	3	-	2	-	-	2	1	1	-	-	1	-	1	-

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	
	Course Outcomes (COs)	Mapping
CO1	Students will be able to understand the nature and characteristic features of 18th Century India and the decline of the Mughal Empire	Skill Development
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.	Skill Development
CO3	Students will be able to explain about the process of expansion of British territory in India.	Skill Development
CO4	The student will be able to elaborate about the functioning of colonial Government & the reforms introduced by it.	Skill Development
CO5	Student will have clear understanding of different systems of taxation and reforms in police and army during colonial rule.	Skill Development
CO6	The student will be able to understand the nature and debates regarding the Revolt of 1857	Skill Development

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, **the Rise 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.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	1		3	2	-	-	2	1	-	3	3	3
CO2	1	1	2	2	2	2	-	-	-	1	1	3	3	3
CO3	2	-	-	2	2	-	-	-	1	1	1	3	3	3
CO4	2	-	-	2	3	1	-	-	2	1	1	3	3	3
CO5	-	-	-	3	-	1	-	-	-	1	1	3	3	3
CO6	3	-	3		3	2	-	-	1	1	1	3	3	3

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	
Course Outcomes (COs)		Mapping
CO1	To debate on the De- Industrialization debate as a result of the impact of British rule	Skill Development
CO2	Collaborative learning on the expansion of the British Empire	Skill Development
CO3	To exhibit the impact of the various measures introduced by the British in terms of agriculture, Transportation etc.	Skill Development
CO4	To debate on the causes, events of the Sepoy Mutiny 1857	Skill Development, Employability

1. Debate for and against (two groups) on the Introduction of English Education in India (in the light of role of Macaulay).
2. Assignment on social reforms by – Rajaram Mohan Roy and Iswarchandra Vidya Sagar.
3. Any other activity suggested by teacher

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	3	3	2	-	2	2	1	-	1	1	2	2
CO2	1	-	-	1	1	2	3	2	1	-	2	1	-	2
CO3	2	-	2	1	2	2	-	-	1	-	1	3	-	2
CO4	1	-	-	2	1	1	-	1	1	-	2	1	2	-

Course Title/Code	English: Romanticism and Victorian Period (EDH211-T)
Course Type	Core
L-T-P-O Structure	(3-0-0-0)
Credits	3
Course Objective	Students (A) would be able to know the poetry and fiction of Romantic movement, writings of the influential Victorian poets and novelists (B) get acquainted with the theme, style and techniques employed in literary works of Romantic and Victorian period writers (C) understand and analyse the transition in literature from Romanticism to the Victorianism.

Course Outcomes (COs)		Mapping
CO1	Understanding & connecting themselves with Romantic and Victorian period of English Literature & the transition in Literature from Romanticism to the Victorianism.	Skill Development
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.	Skill Development
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	Skill Development
CO4	Appreciating the writings and writers of the age through understanding contemporary social, economic, and intellectual problems of Romantic & Victorian age.	Skill Development

SECTION A

POETRY

William Wordsworth: "The world is too much with us"

"A slumber Did my spirit seal"

John Keats: "Ode on a Grecian Urn"

"Ode to a Nightingale"

Robert Browning: "My Last Duchess"

:"The Last Ride Together"

Alfred Lord Tennyson : "Ulysses"

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SECTION B

FICTION

Jane Austen : *Emma*

SECTION C

FICTION

Charles Dickens : *Hard Time*

SECTION D

PROSE

Thomas Carlyle: “The Hero as Divinity” (On Heroes, Hero worship, and The heroic in History)

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.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2	2	----	----	----	----	2	3	2	----	3	2	3
CO2	2	2	2	----	----	----	----	2	3	2	----	3	2	3
CO3	1	2	2	----	----	----	----	2	3	2	----	3	2	3
CO4	2	2	2	----	----	----	----	2	3	2	----	3	2	3

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	1	—	1	—	3	2	1	2	3	1	1
CO2	2	3	3	1	—	1	—	3	2	1	2	3	1	1
CO3	2	3	3	1	—	1	—	3	2	1	2	3	1	1

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.	
	Course Outcomes (COs)	Mapping
CO1	To familiarize with the basic concepts in Macroeconomics.	Entrepreneurship
CO2	To define and measure the macroeconomic variables like GDP, consumption, savings, and investment	Skill Development
CO3	To discusses various theories of determining GDP in the short run.	Skill Development
CO4	To recognize the terminology of macroeconomics	Employability
CO5	To solve practical problems related to National Income, GDP and Multiplier	Skill Development

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 Employability: 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 Employability: 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 Employability 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	----	----	----	1	3	2	2	3	2	----
CO2	2	1	----	----	----	----	----	1	3	2	2	3	2	----
CO3	2	1	----	----	----	----	----	1	3	2	3	3	3	3
CO4	2	1	----	----	----	----	----	1	3	2	3	3	3	3
CO5	2	1	----	----	----	----	----	1	3	2	3	3	3	3

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.

Course Outcomes (COs)		Mapping
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	Entrepreneurship
CO2	To determine how changes in macroeconomic variables will affect total supply and total demand.	Skill Development
CO3	Examine how individual optimization of consumer decisions, investment behaviour, trade, and Labour demand and supply might be related to aggregate patterns.	Skill Development

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
7. T.F. Durnbarg and McDougal: Macro Economics, McGraw Hill, New York, 1976 (full book).

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	-----	-----	-----	-----	-----	1	1	3	2	3	2	-----
CO2	3	1	-----	-----	-----	-----	-----	1	3	1	2	3	2	-----
CO3	1	—	2	-----	-----	-----	-----	—	3	2	3	1	3	3

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	The Course aims to analyse major constitutions of the World by adopting a comparative approach

Course Outcomes (COs)		Mapping
CO1	To understand the historical backgrounds of constitutions and their evolution.	Skill Development
CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.	Employability
CO3	To understand the Constituent structures, political Institutions and cultures	Skill Development
CO4	To understand the major constitutions of the World by adopting a comparative approach.	Entrepreneurship
CO5	To analyse the role of social movements and local self-Government in India.	Entrepreneurship
CO6	To understand the problems of SCs and STs, minorities and Constitutional safeguards regarding these groups.	Entrepreneurship

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	----	2	----	----	----	2	3	3	3	----	3	3	3
CO2	2	----	3	----	1	----	2	3	3	3	----	3	3	3
CO3	----	----	2	1	---	----	2	3	3	3	----	3	3	3
CO4	----	----	2	-----	1	----	2	3	3	3	----	3	3	3
CO5	2	1	3	----	2	1	2	3	3	3	1	3	3	3
CO6	2	1	2	----	2	----	2	3	3	3	2	3	3	3

Course Title/Code	Political Science: Historical and cultural Background of Politics Lab (EDH213-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Course Objectives	The Course aims to analyse major constitutions of the World by adopting a comparative approach

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

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	-----	2	-----	-----	-----	2	3	3	3	-----	3	3	3
CO2	2	-----	3	-----	1	-----	2	3	3	3	-----	3	3	3
CO3	-----	-----	2	1	---	-----	2	3	3	3	-----	3	3	3

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

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 Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	2	3	-	1	-----	2	1	2	2	3	3	3
CO2	3	2	2	3	1	2	-	2	1	2	2	3	3	3
CO3	2	3	3	2	-	1	-----	2	3	3	3	3	2	1
CO4	1	2	2	3	-	1	2	1	2	2	2	----	----	----
CO5	1	2	1	1	-	-----	1	1	2	1	2	-----	3	3

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 identify various dimensions of the curriculum and their relationship with the aims of Education.

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

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	2	3	-	1	-----	2	1	2	2	3	3	3
CO2	3	2	2	3	1	2	-	2	1	2	2	3	3	3
CO3	2	3	3	2	-	1	-----	2	3	3	3	3	2	1

Course Title/Code	Gender, School, and Society (EDS207)	
Course Type	Audit	
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)	Mapping
CO1	To develop a positive notion on sexuality amongst young people.	Skill Development
CO2	To identify social construction of gender under the lens of class and caste intersectionality.	Skill Development
CO3	To analyse the role of schools in promoting gender equality through value education.	Employability
CO4	To develop a strategic approach towards women empowerment with the support of government agencies.	Entrepreneurship

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	-	-	1	-	----	--	--	---	-	-	-	-	-
CO2	1	-	-	2	-	1	--	--	---	-	-	-	1	-
CO3	1	-	-	2	-	-	--	--	---	-	-	-	-	2
CO4	2	-	-	1	-	-	--	--	---	-	-	-	-	2

Course Title/Code	Craft and Visual Arts (EDW208)	
Course Type	Workshop Soft	
L-T-P-O Structure	0-0-3-0	
Credits	1.5	
Course Objective	Demonstrate an understanding of the relationships between the arts and other disciplines.	
	Course Outcomes (COs)	Mapping
CO1	To demonstrate awareness and understanding of craft and visual art forms	Employability
CO2	To demonstrate skill at integrating craft and visual art for effective teaching	Skill Development
CO3	To demonstrate aesthetic sensibility to respond through expression	Skill Development
CO4	To demonstrate imagination through participation in craft and visual art activities	Skill Development

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	--	--	2	--	--	--	--	--	2	2	1	-	2
CO2	2	---	---	---	2	2	---	---	---	2	2	1	-	2
CO3	2	2	--	2	2	2	---	1	--	2	2	2	1	3
CO4	2	--	--	--	2	1	---	1	---	2	2	1	-	-

Course Title/Code	Spanish-I FLS101	
Course Type	University Compulsory	
L-T-P-0 Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written Spanish	
Course Outcomes (COs)		Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development
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.	Skill Development
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.	Skill Development

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 verbo SER

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 Verbo Estar

SECTION-C

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

SECTION-D

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/>

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	-	-	1
CO2	2	3	3	-	-	-	-	-	-	-	-	-	1	2
CO3	1	3	3	-	-	-	-	2	1	-	-	3	1	-
CO4	1	1	2	-	-	-	-	3	1	-	-	-	-	1
CO5	1	-	-	-	2	1	-	-	-	--	-	2	1	-

Course Title/Code	German-I FLS102	
Course Type	University Compulsory	
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)		Mapping
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.	Skill Development
CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	Skill Development

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.	Skill Development
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.	Skill Development

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	1	-	-
CO2	2	3	3	-	-	-	-	-	-	-	-	-	-	-
CO3	1	1	2	-	-	-	-	3	1	-	-	1	-	-
CO4	1	3	3	-	-	-	-	2	1	-	-	-	-	-

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	
L-T-P-O Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written French	
	Course Outcomes (COs)	Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development
CO4	Students will be able to understand audio text and comprehend to the	Skill Development

	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.	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	1	1	-
CO2	2	3	3	-	-	-	-	-	-	-	-	1	2	-
CO3	1	3	3	-	-	-	-	2	1	-	-	1	1	-
CO4	1	1	2	-	-	-	-	3	1	-	-	1	3	-
CO5	1	1	3	-	-	-	-	3	2	-	-	3	1	-

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SEMESTER – 4										
SUBJECT CODES	SUBJECTNAME	**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: Nationalmovement (1857 – 1947 A.D)	EDU	HARD	CORE	3	0	0	0	5	4
EDH230-P	History: Nationalmovement (1857 – 1947 A.D) Lab				0	0	2	0		
EDH307-T	English: IndianWritings 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 COR					5	4
EDH232-P	Economics: Macroeconomics Theory and Application–II – II Lab				3	0	2	0		

EDH233-T	Political Science:Growth &international relations			E						
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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	
MOOC- 19E-EDS- 202	Design Thinking- A Primer	EDU	MOOC	CORE	0	0	0	3	3	1.5	
EDN229	Street Play/ Skit/ Mime		Workshop	CORE	1	0	2	0			
MOOC- 19E-EDS- 201	Principles of Human Resource Management	MGT	MOOC	CORE	0	0	0	3	3	2	
MCS231/23 2	Basics of Economics/ Introduction to Finance		SOFT	Elective	1	0	2	0			
FLS105	Spanish-II	MRCFL	ELECTIVE	UNIVERSITY COMPULSOR Y	1	1	0	0	2	0	
FLS106	German-II										
FLS107	French -II										
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					19	1	16	6	36	25.5	
EDO239	Community Connect Internship										

Course Title/Code	History: National movement (1857 – 1947 A.D) (EDH230-T)	
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	
	Course Outcomes (COs)	Mapping
CO1	Student will be able to appreciate and understand the nature and character of the historical writings of Modern India.	Skill Development
CO2	Student will have clear understanding of the rise and growth of national consciousness among the Indians during the freedom struggle.	Skill Development
CO3	Student will be able to elaborate about the contributions of the freedom fighters and the events that took place from 1885 to 1945.	Skill Development
CO4	To understand the nature, characteristic features and the techniques used by the freedom fighters to achieve freedom.	Skill Development
CO5	Student will be able to understand different stages of development of the epic struggle, and the achievement of freedom.	Skill Development
CO6	Student will be able to understand about the origin and growth of Communalism and Partition of the country.	Skill Development

SECTION A

HISTORIOGRAPHY OF MODERN INDIA

Nationalist, Marxist Feminist, Dalit, Subalternist and Post-subalternist approaches-Historical Writings: Sumit Sarkar –Ranjit Guha.

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, Seal, **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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	-	1	2	1	-	-	1	1	-	-	1	1
CO2	2	-	-	1	-	2	-	-	2	-	1	-	2	-
CO3	2	1	-		3		-	-	2	1	1	-	2	1
CO4	1	1	-	2	1	2	-	-	1	1	1	-	1	1
CO5	1	-	-	2	2	1	-	-	1		1	-	1	
CO6	1	1	-	2	2	1	-	-	1	1	-	-	1	1

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	Skill Development
CO2	Dramatize the role of different leaders who played major roles in the socio-religious reform movements	Skill Development
CO3	Collaborative learning on different forms of resistance that emerged during the period 1905-1920 such a Slogan writing , boycott, Self-help groups, Poetry, Songs	Skill Development
CO4	To exhibit the events during India's partition through partition archives and literary sources	Skill Development, Employability

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	3	2	3	-	-	1	1	-	1	1	1	2
CO2	1	2	-	-	-	2	2	1	-	1	2	-	3	
CO3	-	1	1	-	-	2	1	2	-	-	3	1	1	-
CO4	3		2	-	-	2	1	1	-	-		1	2	1

Course Title/Code	Indian Writings in English (EDH307-T)	
Course Type	Core	
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)	Mapping
CO1	Establishing connection with Indian writings in English through different genres.	Employment
CO2	Familiarisation with the writing styles, characterization and themes of different Indian English poets.	Skill Development
CO3	Understanding the writing nuances of Indian dramatists writing in English.	Entrepreneurship
CO4	Familiarisation with Indian English novels and novelists.	Employment
CO5	Understanding Indian English prose through essays of various writers and their writing styles.	Skill Development

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*

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	---	1	---	---	---	---	---	3	--	3	---
CO2	2	3	3	---	---	2	3	3	---	3	2	---	---	3
CO3	2	3	---	2	2	---	---	---	---	2	2	---	3	3
CO4	1	2	2	---	---	---	---	2	3	2	---	3	2	3
CO5	2	2	2	---	---	---	---	2	3	2	---	3	2	3

Course Title/Code	Indian Writings in English Lab (EDH307 -P)	
Course Type	Core	
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)	Mapping
CO1	To create literary sensibility and emotional response to Indian Poetry.	Employment
CO2	To expose students to the artistic and innovative use of language employed by the Writers.	Skill Development
CO3	To in still values and develop human concern in students through exposure to literary Texts.	Employment
CO4	To enhance the literary and linguistic competence of students.	Skill Development

Indian Writing in English (EDH 307) Practical Activities

1. Watch the movie “To Be and To Have” (2002) followed by a group discussion.
2. Read and discuss: Kiran Nagarkar : God’s Little Soldier
3. Keki N Daruwala: “The Unrest of Desire”

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	---	1	---	---	---	---	---	3	--	3	---
CO2	2	3	3	---	---	2	3	3	---	3	2	---	---	3
CO3	2	3	---	2	2	---	---	---	---	2	2	---	3	3
CO4	1	2	2	---	---	---	---	2	3	2	---	3	2	3

Course Title/Code	English: Twentieth Century British Literature (EDH231-T)	
Course Type	Core	
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)	Mapping
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.	Skill Development
CO2	To get a deeper perspective into themes that dominated twentieth century British poetry.	Skill Development
CO3	To understand drama and theatre, specifically Theatre of Absurd.	Skill Development
CO4	To understand the most influential novelists and essayists of Twentieth Century British Literature.	Skill Development

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. Dorris, 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 Samual Beckett*

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------

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CO1	1	1	2	----	1	----	----	2	----	----	3	----	3	----
CO2	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO3	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO4	2	3	3	----	----	2	3	3	----	3	2	----	----	3

Course Title/Code	English: Twentieth Century British Literature Lab (EDH231-P)	
Course Type	Core	
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)	Mapping
CO1	To create literary sensibility and emotional response to the 20th Century British Literature	Skill Development
CO2	To expose students to the artistic use in literature	Skill Development
CO3	To develop creativity amongst the students in literature	Skill Development
CO4	To hone students' literary writing skills	Skill Development

List of Practical:

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	----	1	----	----	2	----	----	3	----	3	----
CO2	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO3	2	3	3	----	----	2	3	3	----	3	2	----	----	3
CO4	2	3	3	----	----	2	3	3	----	3	2	----	----	3

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	Entrepreneurship
CO2	To Identify the measures to control inflation and deflation	Skill Development
CO3	To Understand IS LM Model and its application.	Skill Development
CO4	To Recognize various phases of business cycle	Employability
CO5	To Familiarize with the working of balance of payment	Skill Development
CO6	To Determine the exchange rate.	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO2	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO3	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO4	1	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO5	1	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3
CO 6	1	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3

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.	Entrepreneurship
CO2	Using macroeconomic metrics, compare the Indian economy to other economies.	Skill Development
CO3	Compare and contrast traditional and Keynesian perspectives on how government spending affects the economy.	Skill Development

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).

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO1	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO 2	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO 3	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3

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)		Mapping
CO1	To understand the concepts of International Relations.	Skill Development
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.	Employability
CO3	The understand the importance of national, non-national actors, multi-national, regional, economic and political organizations	Skill Development
CO4	The understand the importance of national, non-national actors, multi-national, regional, economic and political organizations	Entrepreneurship
CO5	To understand the importance of League of Nations, United Nations, Disarmament and Peace Process since 1940.	Entrepreneurship

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	----	2	----	1	-----	2	3	3	3	-----	3	3	3
CO2	1	1	2	----	1	----	1	3	3	3	1	3	3	3
CO3	1	----	2	----	1	-----	1	3	3	3	----	3	3	3
CO4	-----	----	2	----	----	-----	----	3	3	3	----	3	3	3
CO5	1	-----	2	----	1	-----	1	3	3	3	1	3	3	3

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

Practical: Diplomatic statement drafting activities

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	-----	1	2	-----	-----	-----	2	3	3	3	----	3	3	3
CO2	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3
CO3	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3
CO4	2	2	2	1	1	-----	2	3	3	3	----	3	3	3

Course Title/Code	Assessment for Learning (EDH122-T)	
Course Type	Core	
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)	Mapping
CO1	Reflect critically on issues in assessment and evaluation	Skill Development
CO2	Justify the role of continuous and comprehensive assessment in holistic development	Entrepreneurship Development
CO3	Organize appropriate assessment methods	Employability
CO4	Design learning indicators and rubrics as a part of assessment	Skill Development
CO5	Devise and implement ways to record and report learning landmarks to be supported by feedback	Entrepreneurship & Skill Development
CO6	Access the habit self-critiquing to improve performance.	Skill & Employability Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	3	2	1	2	3	3	2	3	2	1	2	1
CO2	3	2	2	2	1	2	3	3	2	3	2	1	2	2
CO3	3	1	-	-	3	2	3	3	2	3	2	3	1	1
CO4	3	1	2	2	2	2	3	3	2	3	2	1	2	1
CO5	3	1	2	2	2	2	3	3	2	3	2	1	1	1
CO6	3	3	2	2	2	2	3	3	1	3	2	2	2	3

Course Title/Code	Assessment for Learning Lab (EDH122-P)	
Course Type	Core	
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, Develop an assessment instrument (a test, essay, project, etc.) and a scoring rubric.	
	Course Outcomes (COs)	Mapping
CO1	demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard	Skill Development
CO2	To give effective feedback on assessment decisions	Skill & Employability Development
CO3	To reflect on the last performance and review learners' progress	Skill & Employability Development

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

*Field activity

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-	1	-	-	3	3	3	-	-	-	1	1	2
CO2	3	-	1	-	-	3	3	3	-	2	1	1	2	-
CO3	3	-	1	-	-	3	3	3	-	-	1	2	3	-

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Course Title/Code	School Organisation and Management (EDS227)	
Course Type	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)	Mapping
CO1	Use various strategies to create positive school climate	Entrepreneurship Employability
CO2	Analyse various features of school as an organization.	Entrepreneurship
CO3	Discuss different components of school management	Entrepreneurship Employability
CO4	Assimilate the concept and process of educational administration	Entrepreneurship Employability

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..

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	3	2	---	2	----	3	---	2	2	----	2	3
CO2	----	----	3	3	---	3	---	3	----	2	2	----	2	3
CO3	----	----	3	3	----	3	----	3	----	2	2	---	2	3
CO4	1	1	3	2	---	2	----	3	---	2	2	----	2	3

Course Title/Code	E- Learning (EDW228)	
Course Type	Core	
Course Nature	Workshop	
L-T-P-O Structure	0-0-3-0	
Credits	1.5	
Course Objective	Student Readiness regarding E-learning	
	Course Outcomes (COs)	Mapping
CO1	Understand concept of e-learning and key concepts	Employability
CO2	Use blended learning approach in e-learning	Skill Development
CO3	Use different online tools and resources in assessment	Skill Development
CO4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry-based learning	Entrepreneurship

SECTION A

Basic of e-learning

1. Concept of e-learning
2. Types of e-learning
3. Terminologies related to e-learning
Learners create mind map of e-learning

SECTION B

Use of ICT for learning management

4. Record keeping and scheduling tools
5. Communicative tools
6. Learning management system- Introduction

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Activity

1. Use Google classroom, create classroom, create assignment
2. Use google drive and dropbox for storing document

SECTION C

ICT for teaching learning process

Blended learning approach for e-learning

7. Tools for conducting online classes
8. Digital tools for collaborative & constructive learning-Google doc, Discussion forum,

Activity:

3. Prepare a week plan of teaching using blended learning approach
4. Analyse online platforms for online classes
5. Conduct a seminar using online platform
6. Discuss any ICT related issue using any mode of online discussion forum.

SECTION D

ICT in Assessment

9. Computer assisted assessment
10. Use of e-portfolios, Rubrics in assessment
11. Use of innovative strategies for formative assessment

Activity

7. Create e portfolio of this workshop
 8. Create rubric to assess group discussion
 9. Generate a test
- Create crosswords puzzles etc

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	3	1	1	1	1	3	1	1	1	1	1	1
CO2	3	2	2	2	3	3	1	3	1	2	2	1	3	2
CO3	2	3	3	3	3	1	3	1	2	1	2	1	1	1
CO4	2	3	2	3	3	2	3	1	2	2	2	1	3	2

Course Title/Code	Design Thinking: A Primer (MOOC-19E-EDS-202)	
Course Type	ELECTIVE	
Course Nature	MOOC	
L-T-P-O Structure	0-0-0-0	
Credits	1.5	
Course Objective	The Course aims at developing skills related with design thinking	
	Course Outcomes (COs)	Mapping
CO1	To know about design thinking	Employability /Skill
CO2	To learn about customer journey mapping	Skill Development
CO3	To know about the analysis phase of design thinking	Entrepreneurship/Skill
CO4	To know about the ideation phase of design thinking	Skill development

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	1	1	0	0	1	-----	0	----	0	0	-	1	1
CO2	-----	1	1	0	0	0	0	0	0	0	---	-	2	2
CO3	-----	1	2	0	0	1	0	1	0	0	---	-	2	1
CO4	-----	1	2	0	0	1	0	0	0	0	---	-	2	2

Course Title/Code	Street Play/Skit/Mime (EDN229)	
Course Type	ELECTIVE	
Course Nature	WORKSHOP	
L-T-P-O Structure	1-0-2-0	
Credits	1.5	
Course Objective	The course aims at developing social awareness	
	Course Outcomes (COs)	Mapping
CO1	To develop a social sensitivity	Employability
CO2	understand and identify the social needs of society	Skill Development
CO3	To organize camps related with social issues	Entrepreneurship

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	-	-	1	1		3	2
CO2	-	-	-	-	-	-	-	-	-	1	1	1	2	
CO3	-	-	-	-	-	-	-	-	1	1	1		2	3

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)	Mapping
CO1	To know about staffing/recruitment	Employability /Skill
CO2	To explore performance management and appraisal process	Skill Development
CO3	To explore training and development	Entrepreneurship/Skill
CO4	To evaluate processes of career management	Skill development

INTRODUCTION TO HRM

Staffing / Recruitment : Job Analysis and Design, Human resource Planning / Recruitment, Employee Testing and Selection, Interviewing Candidates

Performance Management and Appraisal Process : Performance Appraisal Process / Types of Performance Appraisal / Performance Evaluation / Performance Feedback

Training and development : Training Process / Need for Training / Training Methods / General and Specific Training/ Training evaluation

Managing Careers : Basics of Career Management / Career Planning / Succession Planning/ Career Development / Promotions and Transfers / Employee Commitment

Implications : Implications of the above in real life

Compensation Management : Components of Wage Structure / Wage and Salary Administration / Compensation Structure / Compensation Benchmarking / Internal and External Parity / Competency based pay

Pay for Performance and Incentives : Competency / Performance based pay / Variable pay / Team or Group base pay / Incentives / Managerial Incentives / Fringe Benefits

Benefits and Services : Retirement / Insurance / Flexible benefits

Employee Relations : Ethics, Justice and Fair treatment in HR / Collective Bargaining /Employee Safety and Health / Managing Global Human Resources / International HRM

Strategic Human Resource Management and HR Scorecard :Linking people, strategy and performance

a. HR – Strategic Partner

b. Creating an HR scorecard

c. Measuring HR alignment

1. Stephen P. Robbins, David A. Decenzo, 2016. Fundamentals of Management, Pearson Education, 9th Edition
2. Harold Koontz, O'Donnell and Heinz Wehrich, 2012. Essentials of Management. New Delhi, 9th edition, Tata McGraw Hill
3. Management Fundamentals: Concepts, Applications, & Skill Development, 6th edition, Sage. 2014
4. Richard L. Daft, Principles Of Management, Cengage Learning. 2009
5. Robbins, Management, 9th edition Pearson Education. 2008

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	1	1	-----	-----
CO2	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----
CO3	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----
CO4	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----

Course Title/Code	Basics of Economics (MCS231)	
Course Type	Elective Core	
L-T-P-O Structure	1-0-2-0	
Credits	2	
Objective	Students (A) will be able to explain the basic economic concepts and laws, (B) their relation with real life situations, (C) discuss the nature and characteristics of Indian Economy.	
Course Outcomes		
CO1	To comprehend the economic problems of the society.	Employability
CO2	To Enlighten the laws of utility, demand and supply and their measurement.	Entrepreneurship
CO3	To Explain the laws of production and various concepts of costs.	Entrepreneurship
CO4	To elaborate the various market forms	Skill Development

SECTION A

Definition of Economics - various definitions, Nature of Economic problem, Production possibility curve, Concepts and measurement of utility, Law of Diminishing Marginal Utility, Law of equi-marginal utility - its practical application and importance.

SECTION B

Meaning of Demand, Individual and Market demand schedule, Law of demand, shape of demand curve, Elasticity of demand, degrees of Price elasticity of demand, factors effecting elasticity of demand, practical importance & applications of the concept of elasticity of demand.

SECTION C

Meaning of production and factors of production, laws of production, various concepts of cost - Fixed cost, variable cost, average cost, marginal cost, money cost, real cost and opportunity cost. Shape of short run cost curves.

SECTION D

Meaning of Market, Types of Market -Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition (Main features of these markets). Supply and Law of Supply, Role of Demand & Supply in Price Determination, and effect of changes in demand and supply on prices.

TEXT BOOKS:

- a) Principles of Economics: P.N. Chopra (Kalyani Publishers).
- b) Economics for Engineers- T R Jain & O P Khanna
- c) Micro Economic Theory – M.L. Jhingan (S.Chand).
- d) Micro Economic Theory - H.L. Ahuja (S.Chand).
- e) Modern Micro Economics: S.K. Mishra (Pragati Publications).
- f) Economic Theory - A.B.N. Kulkarni & A.B. Kalkundrikar (R.Chand & Co.).
- g) Indian Economy: Rudar Dutt & K.P.M. Sundhram

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	1	1	--	--	--	--	3	2	2	1	1	-
CO2	1	1	1	1	--	--	--	--	1	1	1	2	2	-
CO3	2	1	2	1	--	--	--	--	1	2	3	2	1	3
CO4	2	1	--	--	--	--	--	--	3	1	1	1	-	-

Course Title/Code	Introduction to Finance MCS232	
Course Type	Elective	
L-T-P-O Structure	1-0-2-0	
Credits	2	
Objective	This course's goal is to teach students to fundamental financial concepts. A job in corporate finance or additional study in the fields of investments, real estate, banking, and insurance require this foundational understanding.	
Course Outcomes		
CO1	To take an overview of Financial management and its need to take financial decisions.	Employability
CO2	To understand financial statements and distinguishes between profit & loss and Balance sheet of different business organizations.	Entrepreneurship
CO3	To identify the different sources of long term finance and differentiate amongst equity, preference and Debt	Skill Development
CO4	To elaborate and apply various techniques of capital budgeting and analyse cost of capital and capital structure	Skill Development

SECTION A

Financial Management: An Overview—forms of business organization, financial decision in a firm, Financial System, Financial Markets and Intermediaries.

SECTION B

Financial Analysis and Planning: Financial Statements-Balance sheet, Statement of Profit and Loss, Taxes and Cash Flow, Financial Ratios, Break Even Analysis.

SECTION C

Sources of Long term Finance – Equity Capital, Preference Capital, Terms Loans, Debentures; Raising Long term Finance

SECTION D

Time Value of Money, Capital Budgeting- Techniques of Capital Budgeting, Net Present Value and Payback Period, Capital Structure and Cost of Capital

Suggested Readings:

1. Pandey, I.M., Financial Management, Vikas Publishing House, New Delhi
2. Khan M.Y, and Jain P.K., Financial Management, Tata McGraw Hill, New Delhi
3. Keown, Arthur J., Martin, John D., Petty, J. William and Scott, David F, Financial Management, Pearson Education
4. Chandra, Prasanna, Financial Management, TMH, New Delhi
5. Van Horne, James C., Financial Management and Policy, Prentice Hall of India
6. Brigham & Houston, Fundamentals of Financial Management, Thomson Learning, Bombay.
7. Kishore, R., Financial Management, Taxman's publishing House, New Delhi.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	1	--	3	2	1	--	-	-	-	1	1	2
CO2	3	2	1	--	3	2	1	--	-	-	-	2	1	1
CO3	3	2	1	-	3	2	1	--	-	-	-	-	2	-
CO4	3	2	1	-	3	2	1	--	-	-	-	3	-	2

Course Title/Code	Spanish-II FLS105	
Course Type	University Compulsory	
L-T-P-O Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written Spanish	
	Course Outcomes (COs)	Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development

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.	Skill Development
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.	Skill Development

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



CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	-	-	1
CO2	2	3	3	-	-	-	-	-	-	-	-	-	1	2
CO3	1	3	3	-	-	-	-	2	1	-	-	3	1	-
CO4	1	1	2	-	-	-	-	3	1	-	-	-	-	1
CO5	1	-	-	-	2	1	-	-	-	--	-	2	1	-

Course Title/Code	German II FLS106	
Course Type	University Compulsory	
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)		Mapping
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.	Skill Development
CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	Skill Development
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.	Skill Development
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.	Skill Development

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

...

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	1	1	2
CO2	2	3	3	-	-	-	-	-	-	-	-	2	1	1
CO3	1	1	2	-	-	-	-	3	1	-	-	-	2	-
CO4	1	3	3	-	-	-	-	2	1	-	-	3	-	2

Course Title/Code	French-II FLS107	
Course Type	University Compulsory	
L-T-P-O Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written French	
	Course Outcomes (COs)	Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development

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.	Skill Development
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of Francophonic countries.	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	3	-	-	-	-	-	-	-	-	1	1	2
CO2	2	3	3	-	-	-	-	-	-	-	-	2	1	1
CO3	1	3	3	-	-	-	-	2	1	-	-	-	2	-
CO4	1	1	2	-	-	-	-	3	1	-	-	3	-	2
CO5	1	1	3	-	-	-	-	3	2	-	-	1	1	1

Course Title/Code	Community Connect Internship (EDO239)
Course Type	Core
L-T-P-O Structure	0-0-0-0
Credits	1.5
Course Objective	
CO1	To equip the learners to do intensive research on a specific case, and to make it possible to identify essential factors, processes and relationships in teaching learning process

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	-	-	-	-	-	-	-	3	2

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
EDH30 6-T	History: History, Culture, State and Society of South India (1200 – 1800 A.D.)	EDU	HARD	CORE	3	0	0	0	5	4
EDH30 6-P	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab				0	0	2	0		
EDH31 7-T	English: Literary Criticism	EDU	HARD	CORE	3	0	0	0	5	4
EDH31 7-P	English: Literary Criticism Lab				0	0	2	0		
EDH30 8-T	Economics: Indian Economy	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH30 8-P	Economics: Indian Economy Lab									
EDH30 9-T	Political Science: Essence of public administration									
EDH30 9-P	Political Science: Essence of public administration Lab									
EDH31 8-T	Economics: International Economy	EDU	HARD	ELECTIVE CORE	3	0	2	0	5	4
EDH31 8-P	Economics: International Economy Lab									
EDH31 9-T	Political Science: Political thoughts									
EDH31 9-P	Political Science: Political thoughts Lab									
EDH21 4-T	Education in Contemporary India	EDU	HARD	CORE	3	0	0	0	5	4
EDH21 4-P	Education in Contemporary India Lab				0	0	2	0		

EDH10 8-T	Pedagogy of Social Sciences	EDU	HARD	CORE	3	0	0	0	5	4
EDH10 8-P	Pedagogy of Social Sciences Lab				0	0	2	0		
EDW30 4	Yoga & Health Education	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDW22 8	e-learning	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDN305	Colloquium	EDU	NTCC	CORE	0	0	0	0	0	2
EDO20 9	Phase I Field Engagement	EDU	OUTCOME	CORE	0	0	0	0	0	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)					1 8	0	1 8	0	36	31

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	
	Course Outcomes (COs)	Mapping
CO1	To understand the role of literary and epigraphically sources for the understanding of South India.	Skill Development
CO2	To comprehend the significant contributions of the Satavahanas, Rashtrakutas and Vijayanagara rulers and the administrative reforms in South India	Skill Development
CO3	To understand the nature of society, state and economy during Medieval period in South India	Skill Development
CO4	To understand the nature of economy, administration and modernization of Karnataka.	Skill Development
CO5	To understand the socio-cultural, religious and administrative reforms in South India	Skill Development
CO6	To understand the freedom movement and the backward class movements in Karnataka	Skill Development

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 – Dasas – Purandarasa – Kanakadasa – Vyasaraya – Sufism – Khwaja Bande Nawaz – Bababudan Saheb of Chikmagalur-

SECTION D: SOCIETY AND ECONOMY IN SOUTH INDIA

The Wodeyars–Chikkadevaraja Wodeyar–Career and Achievements–theNayakas of Ikkeri – Shivappanayaka – the ChitradurgaChieftons – Madakarinarayana – 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	-	1	2	3	-	-	1	1	1	3	3	3
CO2	-	-	-	3	2	1	-	-	2	1	2	3	3	3
CO3	-	-	-	-	2	2	-	-	1		1	3	3	3
CO4	-	-	-	-	3	-	-	-	2	1	1	3	3	3
CO5	-	-	-	1	2	-	-	-	-	1	1	3	3	3
CO6	-	-	-	1	3	3	-	-	1	1	1	3	3	3

Course Title/Code	History: 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	
	Course Outcomes (COs)	Mapping
CO1	Collaborative learning on the literary and archaeological sources of South India	Skill Development
CO2	Exhibit the contribution of the South Indian Art and Architecture	Skill Development
CO3	Dramatize the Role of Alavars and Nayyanars to the development of South Indian society	Skill Development
CO4	To debate on the role of the backward class in the freedom movement of Karnataka	Skill Development, Employability

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. Nilakanta Shastry, 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 society under 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), Vimukht iPrakashana, 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.
13. Sherwani, H. K., and Joshi P. M., History of Medieval Deccan.
14. T Rayachandhari and Irfan Habib, The Cambridge Economic History of India, Vol.1.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	2	3	-	-	1	1	1	-	-	3	-	1
CO2	2	3	2	1	-	-	2	1	2	-	-	3	1	-
CO3	2	-	2	2	-	-	1	-	1	-	-	3	-	1
CO4	1	-	-	1	-	-	1	-	2	-	1	2	1	-

Course Title/Code	English: Literary Criticism (EDH317-T)	
Course Type	Core	
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)	Mapping
CO1	Familiarisation with various stages in the evolution of literary criticism.	Employability
CO2	Enlightenment with a composite picture of the major and most influential schools of literary criticism (From Classical to New Criticism).	Skill Development
CO3	Acquaintance with definitive and authentic criteria of judgment and perceptions to explicate, elucidate and interpret literary texts.	Skill Development
CO4	Building an understanding of the literary trajectory.	Skill Development
CO5	Developing skills needed for critical appraisal.	Skill Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	--	--	3	--	1	3	1	2	3	1	---	--	2	1
CO2	1	---	3	3	--	2	3	---	3	2	---	--	2	2
CO3	1	2	--	---	---	3	3	1	2	--	1	--	2	1
CO4	3	1	1	2	--	---	3	2	---	---	3	2	2	1
CO5	---	---	---	3	2	1	1	3	3	3	---	--	2	2

English: Literary Criticism Lab (EDH317-P)		
Course Title/Code		
Course Type	Core	
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)	Mapping
CO1	<i>To apply the principles of literary criticism to the analysis of poetry.</i>	Skill Development
CO2	Introduce and examine practical critical concepts that are influential and important at the present time.	Skill Development
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.	Skill Development

Literary Criticism Practical Activities:

1. Watch any movie based on the novel of Shakespeare and criticize it in the light of originality.
2. Enact on any play of Shakespeare

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	--	--	--	1	2	2	---	2	1	---	---
CO2	2	1	1	2	--	--	---	2	2	3	1	---	2	---
CO 3	1	3	3	---	---	--	---	3	2	2	2	---	---	3

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.	
Course Outcomes (COs)		Mapping
CO1	To understand various aspects relating to different sectors in the India Economy.	Entrepreneurship
CO2	To introduces the economic scenario prior to British period and traces the impact of British rule on Indian Economy.	Skill Development
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.	Skill Development
CO4	To appreciate the demographic present in India.	Employability
CO5	To develop a clear understanding of Indian economy.	Entrepreneurship

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

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	-----	-----	-----	1	3	-----	1	3	1	1
CO2	2	1	----	----	-----	-----	-----	1	3	-----	1	3	1	1
CO3	2	1	----	----	-----	-----	-----	1	3	-----	1	3	1	1
CO4	2	1	----	----	-----	-----	-----	1	3	-----	1	3	1	1
CO5	2	1	----	----	-----	-----	-----	1	3	-----	1	3	1	1

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	
	Course Outcomes (COs)	Mapping
CO1	To enhance students' understanding of how to analyse and assess economic factors using graphs and diagrams	Entrepreneurship
CO2	Effectively describe how India's industrial development has been influenced by industrialization, new industrial programmes, and legislation.	Skill Development
CO3	Examine and evaluate the trends in Indian commerce abroad. India's New Economic Policy (LPG) and E-Government	Skill Development

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 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	-----	-----	-----	-----	-----	1	3	-----	1	3	1	1
CO2	2	1	-----	-----	-----	-----	-----	1	3	-----	1	3	1	1
CO3	1	1	-----	-----	-----	-----	-----	2	3	-----	2	3	1	1

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)		Mapping
CO1	To understand meaning, nature and scope of public administration.	Skill Development
CO2	To understand the methods and Approaches of Public administration	Employability
CO3	To comprehend the dichotomy between administration and politics	Skill Development
CO4	To understand the Meaning, types, merits, Marx, Weber and their theories of Bureaucracy	Entrepreneurship
CO5	To understand the Legislative control, limitations of legislative control, executive control, over Administration, Judicial control	Entrepreneurship

CO6	To understand scope of judicial intervention, extraordinary remedies.	Skill Development
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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:

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

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

Read and summarize the book of Karl Marx “The Communist Manifesto”.

Study the suits against government and public officials and administration and submit the report on the same.

Any other activity suggested by teacher

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	----	2	----	-----	-----	2	3	3	3	----	3	3	3
CO2	1	-----	2	-----	-----	-----	1	3	3	3	----	3	3	3
CO3	-----	1	2	-----	-----	-----	1	3	3	3	-----	3	3	3
CO4	1	2	2	1	1	-----	2	3	3	3	-----	3	3	3
CO5	1	1	2	1	2	1	2	3	3	3	1	3	3	3
CO6	2	2	2	----	1	-----	1	3	3	3	1	3	3	3

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	This course intends to familiarize students with the basic concepts of Public Administration and Governance.

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	----	2	-----	-----	-----	2	3	3	3	----	3	3	3
CO2	1	-----	2	-----	-----	-----	1	3	3	3	----	3	3	3
CO3	-----	1	2	-----	-----	-----	1	3	3	3	-----	3	3	3

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.	Entrepreneurship
CO2	To comprehend the concept of gains from international trade and determinates of the gains from trade	Skill Development
CO3	To identify various trade barriers	Skill Development
CO4	To address global issues and policies with context to trade.	Employability
CO5	To recent changes in India's foreign trade, policy initiatives and the role of International Trade Organization.	Skill Development

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 21stCentury, university Press Ltd., India.
4. Selvatore, D L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J
5. Singh, M. (1964), Indian Export Trends and the Prospectus for Self-sustainedGrowth, 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 DevelopmentExperience, 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	-----	-----	-----	-----	-----	1	3	1	1	3	1	1
CO2	2	1	-----	-----	-----	-----	-----	1	1	1	1	3	1	1
CO3	2	1	-----	-----	-----	-----	-----	1	2	1	3	3	1	1
CO4	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3
CO5	2	1	-----	-----	-----	-----	-----	1	3	3	3	3	3	3

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.	Entrepreneurship
CO2	To illustrate International trade using mind-mapping and infographics	Skill Development
CO3	Analyze the effects of globalization	Skill Development

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
5. Any other activity suggested by the teacher.

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	-----	-----	-----	-----	-----	1	3	1	1	3	1	1
CO2	2	1	-----	-----	-----	-----	-----	1	1	1	1	3	1	1
CO 3	2	1	-----	-----	-----	-----	-----	1	2	1	3	3	1	1

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)
Objectives	-To comprehend main sources of the political tradition in ancient India and its development in modern times

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

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 Extremities, Dadabai Naoraji, G K Gokhale, Bal Gangadhar 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-----	2	-----	-----	-----	2	3	3	3	-----	3	3	3

CO2	----	----	2	----	-----	-----	-----	3	3	3	----	3	3	3
CO3	1	----	2	----	-----	-----	1	3	3	3	1	3	3	3
CO4	1	----	2	----	-----	-----	-----	3	3	3	-----	3	3	3
CO5	----	1	2	----	-----	-----	1	3	3	3	1	3	3	3

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)
Objectives	To understand thinkers from ancient to modern times, their seminal contribution to the evolution of political theory in India.

Course Outcomes (COs)		Mapping
CO1	Brainstorming on practices and application Dharma	Skill Development
CO2	Presentation on the prominent moderate thinkers	Employability
CO3	Extempore on the application and relevance of various thoughts of Ancient Indian political thoughts	Employability
CO4	Discussion and group learning of socialist thinkers of India	Skill Development

Practical Activity: Students on spot extempore activities on the Traditional knowledge of India

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	2	2	----	----	----	2	3	3	3	2	3	3	3
CO2	2	1	2	1	-----	----	2	3	3	3	1	3	3	3
CO3	2	1	2	1	3	-----	1	3	3	3	----	3	3	3
CO4	2	----	2	1	2	1	2	3	3	3	----	3	3	3

Course Title/Code	Education in Contemporary India (EDH214-T)	
Course Type	Core	
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)	Mapping
CO1	Explain diverse social realities and challenges faced by Indian Education System	Employability Development
CO2	Examine constitutional provisions and safeguards available for Indian citizen particularly in context of contemporary educational set up for bringing social equality	Employability & Entrepreneurship Development
CO3	Analyze current educational scenario in light of the recommendations of various Committees, Commissions and National Policies	Skill Development
CO4	Appreciate the role of nodal educational agencies and policy making institutions in national development.	Skill Development &Employability Development
CO5	Reflect upon the structural organization of Indian education system and role of teacher in inclusive education	Entrepreneurship & Skill Development

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's 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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-	3	-	1	-	-	-	-	2	2	1	1	1
CO2	3	-	3	-	1	-	-	-	-	2	2	1	2	2
CO3	3	3	-	-	-	3	-	-	2	-	2	1	-	-
CO4	2	-	-	-	-	2	-	-	2	2	2	1	-	-
CO5	-	2	2	2	-	2	-	-	2	2	2	-	2	-

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Course Title/Code	Education in Contemporary India Lab (EDH214-P)	
Course Type	Core	
L-T-P-O Structure	0-0-2-0	
Credits	1	
Course Objective	To deal with social reality in education.	
	Course Outcomes (COs)	Mapping
CO1	Appreciate the policies and schemes developed to achieve the objectives of education	Employability Development
CO2	Analyse the efforts to achieve the goals of UEE	Skill & Employability Development
CO3	Appreciate the efforts of various agencies in improving the education of children of the country	Skill & Employability Development

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-	-	2	2	-	-	-	-	3	-	1	2	1
CO2	3	-	-	-	2	2	2	-	-	3	1	1	1	-
CO3	3	-	-	-	-	2	1	1	-	3	-	2	1	-

Course Title/Code	Pedagogy of Social Sciences (EDH108-T)
Course Type	Elective
Course Nature	Hard
L-T-P-O	(3-0-0-0)
Credits	3
Course Objective	To gain the knowledge of Social Science

	Course Outcomes (COs)	Mapping
CO1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.	Employability
CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.	Skill Development
CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	Skill Development
CO4	To understand different ways of assessing learner performance and providing additional support to the learners.	Skill Development
CO5	To explore the use and relevance of different learning resources in teaching of Social Science.	Skill Development

**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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	-	2	-	-	-	-	-	2	2	2	3	3	3
CO2	-	2	-	3	3	2	-	-	2	-	2	3	3	3
CO3	-	-	-	3	3	2	-	-	-	-	-	3	3	3
CO4	-	2	-	2	1	2	3	-	-	-	-	3	3	3
CO5	2	3	-	-	2	2	-	2	3	2	2	3	3	3

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Course Title/Code	Pedagogy of Social Sciences Lab (EDH108-P)
Course Type	Elective
Course Nature	Hard
L-T-P-O	(0-0-2-0)
Credits	1
Course Objective	To enable the learners to gain knowledge using different strategies and approaches

Course Outcomes (COs)		Mapping
CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.	Skill Development
CO2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	Skill Development
CO3	To develop different tools of assessing learner performance and providing additional support to the learners.	Skill Development

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
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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	2	-	3	3	2	-	-	2	-	2	1	2	1
CO2	-	-	-	3	3	2	-	-	-	-	-	1	-	-
CO3	-	2	-	2	1	2	3	-	-	-	-	2	-	-

Course Title/Code	Yoga & Health Education (EDW304)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	Student Readiness regarding Yoga and its benefits	
	Course Outcomes (COs)	Mapping
CO1	Acquire knowledge of theoretical concepts of Yoga and Meditation in relation to holistic health	Employability
CO2	Apply knowledge of Yogic and meditation-based practices in developing sound physical and mental wellbeing	Skill Development
CO3	Develop their personality with a sense of identity and meaning through the practice of Meditation	Skill Development
CO4	Build awareness of the importance of Yoga and Meditation in educational context	Entrepreneurship

SECTION A

YOGA – THEORETICAL FRAMEWORK

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.

Practicum: Task and Assignment

- Create a portfolio exhibiting performing of basic Yogic Asanas (any two) with documentary video and/or relevant photographs.
- Visit to a Yoga Institute/Centre and make a record of your observations in context of practices being followed along with other relevant details.
- Prepare a brief write up on Practical benefits of Yoga based on research evidence by reviewing two papers from reputed yoga journals.
- Write a reflective account of the changes in oneself after practicing meditation for a consistent period of time.
- Conduct a survey and write a report on the experiences of at least three persons who have been practicing yogic practices for a period of minimum two years.
- Exploring one's self concept through Mindfulness based reflection and present it through creative mode of expressions.
- Making a report of one's analysis of documentary screening/ Expert session on yogic and meditation practices
- Any other suitable activity

Reference Books and Readings

1. Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: MunshiramManoharlal Publishers Pvt Ltd.
2. Besant, A. (2005). An introduction to yoga, New Delhi: Cosmo.
3. Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYMSamiti
4. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and DeepPublications.
5. Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
6. NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi.
7. NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
8. MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
9. Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga education, New Delhi: AryaPublication.
10. Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
11. Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	3	.....	.....	2	.....	2	2	2	3	1	2	2
CO2	2	2	3	.....	.....	2	.....	3	2	3	3	1	2	2
CO3	3	3	3	.....	.....	2	.....	3	2	3	3	1	2	2
CO4	3	3	3	.....	.....	2	.....	2	2	2	3	1	2	2

Course Title/Code	Colloquium (EDN305)		
Course Type	Audit		
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)		Mapping
CO1	Identify the contemporary problems existing in society.		Skill development
CO2	Categorize the identified problem and relate it to different research genre.		Skill Development
CO3	Analyse the problem by reviewing the concepts.		Skill development
CO4	Suggest best possible solution to the identified problems		Skill development

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2
CO2	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2
CO3	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2
CO4	-----	-----	1	-----	-----	-----	-----	-----	3	3	3	1	3	3

Course Title/Code	Phase-I Field Engagement (EDO209)	
Course Type	Core	
Course Nature	Outcome	
L-T-P-O Structure	0-0-0-0	
Credits	2	
Course Objective	The purpose of the internship programme is to provide the students with the opportunity of undergoing a meaningful experience as practioner.	
Course Outcomes (COs)		Mapping
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	Skill Development
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	Skill Development

CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	Skill Development
CO4	Appreciate importance of school engagement program as a integral component of teacher training programme	Skill Development
CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	Skill Development

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	3	-----	-----	-----	-----	3	-----	3	3	3	3	1	-----	2
CO2	3	3	3	3	3	3	-----	3	-----	3	3	1	-----	2
CO3	3	3	3	3	3	3	-----	3	-----	3	3	1	-----	1
CO4	3	3	-----	-----	-----	3	-----	3	-----	3	3	-	-----	1
CO5	3	3	-----	3	-----	-----	-----	3	-----	3	3	1	-----	1

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		
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		
EDH407-T	English: Popular Literature	EDU	HARD	CORE	3	0	0	0	5	4
EDH407-P	English: Popular Literature				0	0	2	0		

	Lab									
EDH408-T	Economics: Money and Banking	EDU	HARD	ELECTIV E 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				0	0	2	0		
EDW104	Reading And Reflection On Texts	EDU	WORKSHOP	CORE	0	0	3	0	3	1.5
EDO314	Phase-II Field Engagement	EDU	OUTCOME	CORE	0	0	0	2	0	2
					15	0	13	2	28	23.5

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	Skill Development
CO2	To comprehend the causes for the development of modern Japan during the two world wars	Skill Development
CO3	To understand the impact of the Japanese wars	Skill Development
CO4	To understand the nature of colonialism and nationalism in South -East Asia	Skill Development
CO5	To understand the developments in Indonesia post the colonial rule.	Skill Development
CO6	To understand the nature of colonialism and the rise of Arab Nationalism in Asia	Skill Development

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 – Hochi – 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:

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	-	-	-	3	2	-	-	-	1	2	2	1	-	1
CO2	-	-	2	3	-	-	-	-	1	1	1	2	-	1
CO3	-	-	3	-	3	-	-	-	2	1	1	1	-	1
CO4	-	-	2	3	3	-	-	-	1	1	2	2	-	2
CO5	-	-	2	3	1	-	-	-	-	1	1	1	-	-
CO6	-	-	2	2	-	-	-	-	1	1	-	1	-	-

Course Title/Code	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) (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	Skill Development
CO2	Dramatize the events leading to the bombing of Hiroshima and Nagasaki	Skill Development
CO3	Collaborative learning on the migration settlement pattern in Southeast Asian countries	Skill Development
CO4	Group Discussion on the present status of Arab League and its impact at the world affairs	Skill Development, Employability

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:

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1		1	2	3	-	-	1	1	1	-	-	1	-	-
CO2	2	3	2	1	-	-	2	1	2	-	-	-	2	3
CO3	1	-	2	2	-	-	1	-	1	-	-	-	2	-
CO4	-	-	-	-	-	-	-	-	-	-	-	2	2	-

Course Title/Code	History : Modern Western Civilization 1789 – 1945 A.D. (EDH406-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 growth of Modern Civilization and Modern World History	
CO1	Student will understand the nature, scope and course of the French Revolution.	Skill Development
CO2	Student will understand political developments in Europe since 1850 and the progress of Marxism	Skill Development
CO3	Student will be able to elaborate about the Nationalism and Socialism in 19th Century Europe.	Skill Development
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.	Skill Development
CO5	The student will understand the causes and effects of the 1st & 2nd World Wars.	Skill Development
CO6	Students will be able to understand the Russian revolution and the role and functions of United Nations organization.	Skill Development

SECTION A

CAUSES OF 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 -the progress of Marxism 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 - Facism 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)**.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	2	-	1	3	2	2	-	-	1	2	1	2	-	
CO2	1	2	2	-	-	2	-	-	1	1	2	2	-	-
CO3	-	-	-	2	-	3	1	-	2	-	2	2	-	-
CO4	-	-	-	-	2	1	1	-	-	1	3	1	1	-
CO5	-	-	-	2	3	-	-	-	1	1	2	1	3	-
CO6	-	-	-	3	-	3	-	-	2	2	1	-	1	1

Course Title/Code	History: Modern Western Civilization 1789 – 1945 A.D. Lab (EDH406-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 World History	
CO1	Student will understand the course of the French Revolution through Team Building Activities.	Skill Development
CO2	To understand Marxism through Role Play	Skill Development
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.	Skill Development
CO4	Movie Review to understand the causes and effects of the 1st & 2nd World Wars.	Skill Development, Employability

1. Critically evaluate the book of Karl Marx – “The Communist Manifesto”
2. Critically examine the impact of Napoleon on France and Second World War.
3. Group discussion on the timeline of french revolution
4. Pictorial Representation on any revolution in world history

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& 20thCentury**.
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)**.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	1	1	1	3	2	2	-	-	1	2	1	2	-2	
CO2	1	1	2	-	-	-	-	-	1	1	2	2	1	-
CO3	-	1	-	2	-	-	-	-	2	-	2	2	1	-
CO4	-	1	-		2	1	-	-	-	1	3	1	1	-

Course Title/Code	English: Popular Literature (EDH407-T)	
Course Type	Core	
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)	Mapping
CO1	Acquaintance with the popular literature of proclaimed writers.	Employability
CO2	Examining the socio-cultural, psychological and aesthetical motifs that act as the formative forces behind popular literature.	Skill Development
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.	Employability
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.	Employability
CO5	Analysis of the common strands and denominators running through these different expressions that populate the popular literature	Skill Development

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

Or

...

Christie Agatha : Murder On The Orient Express

SECTION C

SCIENCE FICTION

Joanna Russ: The Female Man

SECTION D

HUMOUR

P. G. Wodehouse: *Full Moon*

Reference Books and Readings

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

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	3	3	3	--	--	--	--	3	1	3	2	1	1	-
CO2	3	3	3	1	--	--	--	3	2	3	3	-	2	-
CO3	3	3	3	---	---	---	--	3	3	2	3	-	2	-
CO4	3	3	3	---	--	---	--	3	3	3	3	-	1	-
CO5	2	3	3	---	--	---	--	3	3	2	3	-	-	2

Course Title/Code	English: Popular Literature (EDH407-P)	
Course Type	Core	
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)		Mapping
CO1	To enable students for having interactive discussions on multiple publication genres of popular literature.	Employability
CO2	To enable students to understand the different terms and areas such as thriller literature through in-depth text scrutiny and analysis.	Skill Development
CO3	To enable students to enhance their knowledge and build perceptions of various paths along with popular literature.	Employability
CO4	Students will be able to read and introduce to the different forms of fiction	Employability

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO 3
CO1	1	3	3	_--	_--	_--	_--	3	3	1	2	1	-	1-
CO2	1	2	1	----	----	----	----	2	3	1	1	-	-	-
CO3	3	2	1	_--	_--	_--	_--	3	2	1	2	-	-	2
CO4	3	2	1	___	___	___	___	3	2	2	2	2	-	-

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	Entrepreneurship
CO2	To distinguish between commercial and central banks and their functions	Skill Development
CO3	To illustrate how banks, create credit, and suggest the instruments to control credit	Skill Development
CO4	To analyze various versions of quantity theory of money	Employability
CO5	To understand and determine the role of monetary policy in an open economy	Entrepreneurship

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO2	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO3	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO4	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO5	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3

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Course Title/Code	Economics: Money and Banking (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	Entrepreneurship
CO2	To create financial analyses of banks' performance.	Skill Development
CO3	Use quantitative methods to solve credit-creation numericals	Skill Development
CO4	To do an impact-analysis of monetary policy in annual budget documents	Skill Development

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO2	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO3	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
CO4	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3

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 Nature and importance of International politics.

Course Outcomes (COs)		Mapping
CO1	To understand the nature and importance of International politics.	Skill Development
CO2	To understand the concepts, different theories and dimensions of international politics, major debates and differences within the different theoretical paradigms.	Employability
CO3	To understand the meaning, nature, elements of power and also the limitations of national power.	Skill Development
CO4	To comprehend Conflict, co-operation, collective security and co-operative security	Entrepreneurship
CO5	To understand the nature, types and functions of Diplomacy.	Entrepreneurship

SECTION A

THEORY OF INTERNATIONAL POLITICAL SCIENCE

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.

1. Brennan, D.G., (ed.), *Arms Control, Disarmament and National Security*, New York, George Braziller, 1961.
2. Brown, C., *International Relations Theory*, London, Harvester Wheatsheaf.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	----	2	----	---	----	1	3	3	3	----	3	3	3
CO2	----	----	2	----	---	----	1	3	3	3	----	3	3	3
CO3	---	----	1	----	---	----	1	3	3	3	----	3	3	3
CO4	-----	-----	2	----	---	----	1	3	3	3	----	3	3	3
CO5	1	1	2	1	1	----	2	3	3	3	1	3	3	3

Course Title/Code	Political Science: International politics(EDH409-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P-O Structure	(0-0-2-0)
Credits	1
Objectives	To understand the practical approach of international politics.

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

Practical Activities

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.

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	2	-----	-----	-----	2	3	3	3	----	3	3	3
CO2	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3
CO3	2	1	2	2	3	-----	1	3	3	3	2	3	3	3
CO4	2	----	2	1	1	-----	2	3	3	3	----	3	3	3

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

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	---	1	1	2	3	3	3	---	---	---	----	1	3	2
CO2	----	1	1	2	---	---	----	---	---	3	3	1	3	2
CO3	----	1	1	2	2	1	1	1	3	3	----	1	3	2
CO4	---	1	1	2	1	1	2	2	3	---	----	1	3	2
CO5	----	3	3	2	3	3	1	3	---	----	----	1	3	2

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Course Title/Code	Pedagogy Of English (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)	Mapping
CO1	Develop proficiency in all the four skills of English language	Skill Development Employability
CO2	Assimilate Accuracy and Fluency in English Language.	Skill Development Employability
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	Entrepreneurship Employability Skill Development

1. Group activity to identify relevant activities from day to daylife.
2. Presentations on “Maxim of Teaching’
3. Framing of Different objectives.
4. A Seminar on the topic: Changed role of English language in 21st century.
5. Critical Appraisal of an English Text Book.
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
7. A visit to a Language Lab.
8. Presentations on different Micro-Skills. 37
9. Performing of different activities to develop Listening and Speaking Skills.
10. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.
11. Development of Good Test Items: Objective Types on different skills and three systems.
12. Draft a question paper in English for class seven in compliance with Bloom’s taxonomy. Identifying E-resources suitable for Teaching English.
Framing of Different objectives.
13. A Seminar on the topic: Changed role of English language in 21st century.
14. Critical Appraisal of an English Text Book. 15. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
16. A visit to a Language Lab.
17. Presentations on different Micro-Skills.
18. Performing of different activities to develop Listening and Speaking Skills.

19. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

20. Development of Good Test Items: Objective Types on different skills and three systems.

21. Draft a question paper in English for class seven in compliance with Bloom's taxonomy. 22. Identifying E-resources suitable for Teaching English.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	1	1	2	----	-----	-----	3	---	3	3	1	3	2
CO2	----	----	3	3	---	3	---	3	-----	2	2	-----	2	3
CO3	----	----	2	2	----	3	----	3	----	3	3	---	2	3

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	1.5	
Course Objective	Comprehend and think reflectively on spoken or written texts	
	Course Outcomes (COs)	Mapping
CO1	Explain the concept and importance of Reflection through reading especially in the context of the teaching profession.	Employability
CO2	Read and respond to a variety of texts in different ways as reader and writer.	Skill Development
CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.	Skill Development
CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	Entrepreneurship

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:

- Badheka, G. (2006). Divasvapan. National Book Trust. Retrieved from <http://www.arvindguptatoys.com/>
 - 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
 - Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
 - California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.
 - Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehensionexercises. Cambridge University Press.
 - Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
 - 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
 - [32 Ways to Use Google Apps in the Classroom - Google Slides.](https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvclJCbul2I3Oc912D8/present#slide=id.i0) Retrieved from
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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	-	3	-	1	-	2	-	-	3	-	-	-
CO2	2	3	-	2	-	1	-	2	-	-	2	-	-	-
CO3	2	2	-	2	-	1	-	2	-	-	2	-	-	-
CO4	3	3	-	2	-	1	-	3	-	-	3	-	-	-

Course Title/Code	Phase-II Field Engagement (EDO314)	
Course Type	Core	
Course Nature	Outcome	
L-T-P-O Structure	0-0-0-0	
Credits	2	
Course Objective	The purpose of the internship programme is to provide the students with the opportunity of undergoing a meaningful experience as practioner.	
	Course Outcomes (COs)	Mapping
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	Skill Development
CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers	Skill Development
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	Skill Development

CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching	Skill Development
CO5	Appreciate importance of school engagement program as a integral component of teacher training programme	Skill Development
CO 6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	Skill Development

Mode - Simulated teaching by trainee teachers and peer observation

1. Online Simulated Teaching by trainee teachers (one lesson each by one pupil teacher according to the pedagogy subject)
2. Extensive Mentor and Peer Feedback from both institutions
3. Daily engagement of six hours including presentation and observation of lessons
4. Collaborative learning and sharing of best practices of both institutions

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-----	-----	-----	-----	3	-----	3	3	3	3	-----	-----	-----
CO2	3	-----	-----	-----	-----	3	-----	3	3	3	3	-----	-----	-----
CO3	3	-----	-----	-----	-----	3	-----	3	3	3	3	-----	-----	-----
CO4	3	3	-----	-----	-----	3	3	-----	-----	-----	-----	-----	-----	-----
CO5	3	3	-----	-----	-----	3	-----	3	-----	3	3	-----	-----	-----
CO6	3	3	-----	3	-----	-----	-----	3	-----	3	3	-----	-----	-----

SEMESTER – 7

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/ NTCC)	COURSE TYPE (Core/Elective /University Compulsory)	L T P			NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
					L	T	P		
EDH418-T	History: Indian and world history 1950 – 2000 A.D.	EDU	HARD	CORE	3	0	0	5	4
EDH418-P	History: Indian and world history 1950 – 2000 A.D. Lab				0	0	2		
EDH419-T	English: Gender and Literature	EDU	HARD	CORE	3	0	0	5	4
EDH419-P	English: Gender and Literature Lab				0	0	2		
EDH420-T	Economics: Statistics	EDU	HARD	ELECTIVE CORE	3	0	2	5	4
EDH420-P	Economics: Statistics Lab								
EDH421-T	Political Science: Social Constructionists and Their Thoughts	EDU	HARD	ELECTIVE CORE	3	0	2	5	4
EDH421-P	Political Science: Social Constructionists and Their Thoughts Lab								
EDN412	Seminar	EDU	NTCC	CORE	0	0	0	0	2
EDS236	School leadership and Management	EDU	MOOC	ELECTIVE	1	0	2	3	2
MOOC-210-EDS-401	Educational Leadership								
EDS220	Peace and Value Education								

EDS221	Guidance and Counselling							
EDS222	Human Rights in Education							
EDS223	Environment and Education							

Course Title/Code	Indian and world history 1950-2000 A.D. (EDH316-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
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	Skill Development
CO2	To understand the problems of free and Independent India.	Skill Development
CO3	To understand the formation of power blocks and the impact of the Cold War.	Skill Development
CO4	To understand the role of India in shaping the balance of power	Skill Development
CO5	To understand the rise of nationalist struggle against apartheid in Africa	Skill Development
CO6	To understand the relationship between the rise of ASEAN countries and India	Skill Development

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**.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	-	-	3	2	-	-	-	1	2	2	-	-	-
CO2	-	-	3	2	2	-	1	1	1	-	-	2	2	1
CO3	-	-	1	2	1	-	1	1	1	-	-	1	1	1
CO4	-	-	1	2	2	-	2	2	1	-	-	1	1	1
CO5	-	-	2	2	2	-	1	1	1	-	-	1	1	1
CO6	-	-	2	2	2	-	1	1	1	-	-	1	1	1

Course Title/Code	Indian and world history 1950-2000 A.D. (EDH316-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(0-0-2)	
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	Skill Development
CO2	Exhibit Case Studies on Operation Blue star , Bololand Movement , Assam Movement, Armed Forces Special Powers Act in Kashmir	Skill Development
CO3	Debate on the impact of Cold War on the world today.	Skill Development
CO4	Dramatize the role of Nelson Mandela and other leaders (including Mahatma Gandhi) in the struggle against Apartheid	Skill Development, Employability

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

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

Whitehead, AN, **Science and the Modern World**.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	1	2	3	-	-	1	1	1	2	2	-	-	-
CO2	-	3	2	1	-	-	2	1	2	-	-	2	2	1
CO3	-	-	2	2	-	-	1		1	-	-	1	1	1
CO4	-	-	-	-	-	-	-	-	-	-	-	1	1	1

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

SECTION A

Elaine Showalter : Toward Feminist Poetics

SECTION B

REVISIOINING THE CANON -1 (Any Two)

Suniti Namjoshi: Feminist fables (stories 1-10)

Tagore Rabindranath : The Wife's Letter Rokeya Sakhawat Hossain : Sultana's Dream

SECTION C

REVISIONING THE CANON-II (Any One)

C. N .Srikanthan Nair : Kanchan Sita (In Reflecting Ramayana (OUP) Arundhati Roy : God of Small Things

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	3	—	—	1	—	3	2	3	3	3	3	1
CO2	3	3	3	—	—	1	—	3	3	2	3	3	3	2
CO3	2	2	3	—	—	1	—	3	3	1	3	3	3	1
CO4	3	2	3	—	—	1	—	3	3	2	3	3	3	2

Course Title/Code	Gender and Literature (EDH419-P)	
Course Type	Core	
L-T-P Structure	(0-0-2)	
Credits	1	
Course Objective	Demonstrating an understanding of gender as it intersects with literature, race, ethnicity, religion, class and other critical variables.	
Course Outcomes (COs)		Mapping
CO1	Understanding the struggle and success of women's movement in the history	Skill Development
CO2	Identifying the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences	Skill Development
CO3	Developing innovative skills of developing indicators of measuring women's empowerment	Employability
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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	3	1	3	1	—	1	—	3	2	1	1	3	3	2
CO 2	3	3	3	1	—	1	—	3	2	1	1	3	3	2
CO 3	3	3	3	1	—	1	—	3	2	1	1	3	3	2
CO 4	3	3	3	1	—	1	—	3	2	1	1	3	3	2

Course Title/Code	Economics : Statistics (EDH420-T)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
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	Entrepreneurship
CO2	To Represent data by using various Charts and bars	Skill Development
CO3	To Calculate mean, median, mode and other measures of central tendency	Skill Development
CO4	To Solve problems related with correlation	Employability
CO5	To Understand the concept of dispersion, characteristics for an ideal measure of dispersion	Entrepreneurship
CO6	To Comprehend Normal Probability Curve(NPC) and its properties	Entrepreneurship

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, eds237
- 2.

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.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 2	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 3	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 4	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 5	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 6	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2

Course Title/Code	Economics: Statistics (EDH420-P)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(0-0-2)	
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	Entrepreneurship
CO2	To help students apply the probabilistic and statistical principles and algorithms to a variety of logical issues.	Skill Development
CO3	To make students comprehend the tools they need to evaluate and interpret probabilistic models for a variety of applications.	Skill Development
CO4	To make students familiar with excel software for problem-solving	Skill Development

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-VIIth 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 2	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 3	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO4	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2

Course Title/Code	Political Science: Social Constructionists and Their Thoughts(EDH421-T)
Course Type	Elective Core
Course Nature	Hard
L-T-P Structure	(3-0-0)
Credits	3
Objectives	To understand the legacy of the Western thinkers.

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

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:

9. Allen., J.W., *A History of Political thought in the Sixteenth Century*, London, Methuen, 1967.
10. Ashcraft, A., *Revolutionary Politics and Lke's Two Treatises of Government*, London, Alen and Unwin, 1986.
11. Ashcraft, A., *Locke's Two Treatises of Government*, London, Unwin and Hyman, 1987.
12. Avineri, A., *The Social and Political Thought of K.Marx*, New Dehi, S.Chand and Co., 1979.

13. Barker, E., *The Political thought of Plato and Aristotle*, New York, Dover publications 1959.
 14. 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.
 1. Bowle, J., *Studies in Platonic Political philosophy*, Chicago, Chicago University Press 1964.
 2. Talmon, J.L., *The Origins of Totalitarian Democracy and Political Messianism: The Romantic Phase*, London, Secker and Warburg, 1960.
 3. Thorson, T.L., *Plato: Totalitarian or Democrat*, Englewood Cliffs NJ, Prentice Hall, 1963,
 4. Tully, J., *A discourse on Property; John Locke and his Adversaries*, Cambridge, Cambridge University Press, 1980.
 5. Vaughan, C.E., *Studies in the History of Political Philosophy before and after Rousseau*, Manchester U.K. University of Manchester Press, 1925.
 6. Warrender, A., *The Political Philosophy of Hobbes: His theory of obligation*, Oxford, The Clarendon Press 1957.
- Warburton, N., J.Pike and D. Matravers, *Reading Political Philosophy: Machiavelli to Mill*, London, Routledge in association with Open University 2000.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	1	2	----	-----	-----	2	3	3	3	----	3	3	3
CO2	----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3
CO3	----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3
CO4	1	1	2	1	1	-----	1	3	3	3	1	3	3	3
CO5	-----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3

Course Title/Code	Political Science : Social Constructionists and Their Thoughts (EDH421-P)
Course Type	Elective Core
Course Nature	Hard
L-T-P Structure	(0-0-2)
Credits	1
Objectives	To understand Contributions of Edmund Bruke, Jermy Bentham, their utilitarian and liberal thought.

Course Outcomes (COs)		Mapping
CO1	CO1: Brainstorming on practices and application of utilitarian thoughts to maximize the happiness of a society	Skill Development
CO2	CO2: Presentation on the prominent social contract theories that explain the formation of State/Society	Employability
CO3	CO3: Extempore on the application and relevance of various thoughts of Machiavelli reflected on his work 'Prince' to the making of Modern State	Employability

CO4	CO4: Discussion and group learning of comparative analysis of Marx and Lenin socialist thoughts.	Skill Development
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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	2	2	-----	-----	-----	2	3	3	3	2	3	3	3
CO2	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3
CO3	2	1	2	1	3	-----	1	3	3	3	-----	3	3	3
CO4	2	----	2	1	2	1	2	3	3	3	-----	3	3	3

Course Title/Code	Seminar (EDN412)	
Course Type	Core	
Course Nature	NTCC	
L-T-P Structure	(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.	Entrepreneurship
CO2	To understand annotated bibliography with an outline that demonstrates scholastic abilities	Skill Development
CO3	To develop analysis and understanding of conceptual data.	Skill Development
CO4	To develop soft skills and employ cutting-edge technology to create proposal reports, such as Trello, Zootero, Jasper ai, and Ref-n-write	Skill-Development

- **Introduction to the research process**

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 2	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO 3	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
CO4	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2

Course Title/Code	School Leadership and Management (EDS236)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	1-0-2	
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)	Mapping
CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	Employability Development
CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	Employability & Entrepreneurship Development
CO3	relate these to their own leadership context in planning actions	Skill Development
CO4	undertake practice-based tasks enabling self-evaluation of their leadership in action.	Skill Development &Employability Development
CO5	develop their reflective practice skills to help them to evaluate and improve their own leadership practice	Entrepreneurship & Skill Development
CO6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	Skill Development &Employability Development

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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

Practical Activities

- Students will be performing a SWOC analysis to develop their own leadership plan
- A critical analysis on the attributes of “Young Leader”
- Analyse leadership practices of any five Successful leaders and prepare a report on it.
- Analyse any three appraisal form of an organization and prepare a report on it
- List down Do’s and Don’ts in creating a Professional Work Environment.
- Develop a training program for the new trainees
- A Group discussion/activities on “Power of Positive Feedback and Tips to deliver negative feedback”
- Any other related activity suggested by a teacher

References

- Batra, Sunil (2003). From School Inspection to School Support. .
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership.
- Fullan, M. (1993) Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).

- Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 128-1
- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	-	2	-	-	3	--	3	-	-	-	1	1	1
CO2	2	-	-	-	-	3	--	3	-	-	-	-	-	2
CO3	3	-	-	-	-	3	--	3	-	-	-	-	-	3
CO4	3	-	3	-	-	3	--	3	-	-	-	-	-	-
CO5	3	-	3	-	-	3	--	3	2	-	-	1	2	3
CO6	3	-	3	-	-	3	--	3	-	-	-	3	-	-

Course Title/Code	Educational leadership (MOOC-210-EDS-401)	
Course Type	ELECTIVE	
Course Nature	MOOC	
L-T-P Structure	1-0-2	
Credits	2	
Course Objective	Student Readiness in leadership skills	
	Course Outcomes (COs)	Mapping
CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	Employability
CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	Skill Development
CO3	relate these to their own leadership context in planning actions	Entrepreneurship
CO4	undertake practice-based tasks enabling self-evaluation of their leadership inaction	Skill Development

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	-	2	-	-	3	--	3	-	-	-	1	-	1
CO2	2	-	-	-	-	3	--	3	-	-	-	2	-	-
CO3	3	-	-	-	-	3	--	3	-	-	-	1	2	3
CO4	3	-	3	-	-	3	--	3	-	-	-	-	-	1

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

SECTION A

PEACE AND VALUES: CONCEPTUAL FRAMEWORK

Peace and Values - Nature, Sources, Determinants, Social malaise and need for value inculcation, Classification of values, Nature and need of family values, social values, moral values, religious values, environmental values

SECTION B

ESSENTIALS OF VALUE DEVELOPMENT

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

SECTION C

UNDERLYING PERSONAL-SOCIAL PROCESSES

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

PEACE AND VALUE EDUCATION: TRANSACTIONAL ASPECTS

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

Peace and Value Education Practical

1. *Case study of any one private school with respect to its approaches to value education
2. Preparation of collage with the relevant cuttings from printed media highlighting issues and latest updates on values inculcation.
3. Making a report on national and international initiatives for value education with help of online resources.
4. Role Plays/Dramas/ Street Plays on the current issues highlighting the emerging issues and challenges regarding value crisis.
5. Making a brief report on the basis of autobiography of any relevant great personality, with respect to values being followed and promoted.
6. Reflective note on contribution of great educational thinkers such as Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Swami Vivekananda, Dalai Lama etc. in value education
7. Any other suitable activity

*Field Activity

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
- Singh, Samporn (1979) *Human Values*, Jodhpur: Faith Pub

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	---	2	2	2	-----	1	2	2	2	1	2	1
CO2	----	3	---	2	3	2	---	1	2	2	2	1	-	-
CO3	1	2	1	1	1	2	2	1	2	2	2	1	1	
CO4	2	2	3	2	3	2	1	1	2	2	2	-	-	1

Course Title/Code	Guidance and Counselling (EDS221)
Course Type	Elective
Course Nature	Soft
L-T-P Structure	(1-0-2)
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)		Mapping
CO1	The students will apply the knowledge of guidance and counselling in real life situations	Skill Development
CO2	The student will imbibe and demonstrate qualities of an effective counsellor	Employability
CO3	The student will demonstrate various approaches of guidance and counselling	Skill Development
CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	Entrepreneurship

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

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; Differently abled. 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), Printmaterial. 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: Anmol Publications.

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	3	-	-	-	2	2	2	2	2	-	-	2
CO2	3	3	2	-	-	-	3	3	1	2	2	-	2	1
CO3	2	2	2	-	-	-	2	2	2	1	2	-	-	1
CO4	1	1	1	-	-	-	2	3	1	1	2	1	-	-

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

SECTION A

HISTORICAL BACKGROUND 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.

SECTION B

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

Growing Advocacy and Declining Trends of Human Rights Role of Media, School and NGOs in protecting Human rights
Human Rights Education Practical (EDS222)

1. Prepare a report on the role of UNESCO in protecting Human Rights
2. Collect 10-12 articles related to human right violation
3. Write a reflective journal on role of media in protecting Human rights. Mention some latest cases of Human right violation
4. Prepare a case study on the violation of Human Rights.
5. Mention the constitutional provisions related to human rights
6. *Prepare a report on a NGO's contribution towards the protection of Human rights

*Field activity

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, NewDelhi: NCERT, 1996.
6. Dhand, Harry, Teaching Human Rights: A handbook, Bhopal: Ashian Institute of HumanRights, 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.

Paul, R.C., Protection of Human Rights, New Delhi: Commonwealth, 2000

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	----	3	---	2	3	2	---	1	2	2	2	1	2	1
CO2	1	2	1	1	1	2	2	1	2	2	2	-	-	1
CO3	2	2	3	2	3	2	1	1	2	2	2	-	2	-
CO4	-	-	-	-	-	-	-	-	1	1	1	-	-	-

Course Title/Code	Environment and Education (EDS223)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	1-0-2	
Credits	2	
Course Objective	Student Awareness Regarding Environment	
	Course Outcomes (COs)	Mapping
CO1	To understand about the concept of environmental education.	Skill Development
CO2	-To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.	Employability
CO3	-To build up a sense of responsibility towards conservation of environment, bio-diversity, and sustainable development.	Skill 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.	Entrepreneurship

SECTION A

BIODIVERSITY AND ECOSYSTEM

Meaning, scope and nature of environment. Natural and Man-made Environment. Meaning and values of Biodiversity, India as Mega diversity Nation, Threats to Biodiversity-habitat loss, poaching of wild life, man wildlife conflicts. Conservation of genetic diversity, an important environment priority : learning to live in harmony with nature

SECTION B

NATURAL RESOURCES-EXPLOITATION AND CONSERVATION

WATER RESOURCES: use and overexploitation of surface and ground water. Rainwater Harvesting and watershed management.

MINERAL RESOURCES: use, exploitation and conservation, effect of mining on man & environment.

FOREST RESOURCES: use and overexploitation. Deforestation-cause, effects and remedy

ENERGY RESOURCES: growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

SECTION C

ENVIRONMENTAL EDUCATION

Environmental Education: Meaning, Objectives, Principles, Significance., NCERT as nodal agency, Curriculum outline for Environmental Education prescribed by NCERT for Secondary School level.

SECTION D

METHODS AND EVALUATION

Methods (Traditional, Innovative) for Teaching Environmental Education-Eco clubs, Exhibitions, Field Trips, Projects, Observation/ Survey etc. Evaluation of EE -theoretical for awareness and knowledge, and Practicum for skill and participation (Environmental Education Activities).

Reference Books and Readings:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd.Bikaner.
- BharuchaErach, The Biodiversity of India, Mapin Publishing Pvt. Ltd.,Ahmedabad – 380 013, India, Email:mapin@icenet.net(R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T.2001, Environmental Encyclopaedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., *Environmental Chemistry*, Wiley EasternLtd.
- *Down to Earth*, Centre for Science and Environment(R)

Environment and Education Practical

1. Measurement of Ph of water.
2. Measurement of dissolved oxygen in water.
3. Make a report on innovative methods for teaching Environmental Education.
4. Conduct an activity concerned with Environmental issue in the school allotted to you.
5. Any other activity as suggested by the concerned teacher.
6. Discuss and make a presentation on the impact of Climate Change- Global Warming, Acid Rain, Ozone layer depletion.
7. Active participation of student in street plays focusing on awareness about environment and conserves it.
8. List out various organization (National level and Global Level) working to conserve the environment.
9. Prepare report on water purification system available in India
10. Poster making competition on environmental issue.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	2	2	2	----	----	2	2	1	3
CO2	2	2	2	3	2	2	1	2	----	----	2	2	1	3
CO3	2	2	2	1	3	2	2	1	----	----	2	2	2	1
CO4	1	1	2	2	2	2	1	2	----	----	2	2	2	3

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-----	-----	-----	-----	3	-----	3	3	3	3	1	-	-
CO2	3	-----	-----	-----	-----	3	-----	3	3	3	3	1	1	1
CO3	3	-----	-----	-----	-----	3	-----	3	3	3	3	2	-	1
CO4	3	3	-----	-----	-----	3	3	-----	-----	-----	-----	1	2	2

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	-	2	3	-	1	2	-	-	-	1	2	-
CO2	1	3	-	1	3	3	1	2	-	-	-	1	2	-
CO3	1	1	-	-	3	2	-	1	-	-	-	2	1	-
CO4	1	-	-	-	3	2	-	1	-	-	-	2	1	-
CO5	-	2	3	-	1	1	3	-	-	-	-	1	1	-
CO6	1	2	-	-	-	-	-	3	-	-	2	1	1	1

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	-	2	3	-	-	-	-	-	-	1	-	-
CO2	1	3	1	1	3	3	-	1	-	-	-	1	-	-
CO3	1	-	1	-	3	2	-	-	-	1	-	1	1	1
CO4	1	-	1	-	3	2	-	1	-	-	-	1	1	-
CO5	1	2	3	-	-	-	3	-	1	2	-	2	2	-
CO6	2	-	-	-	-	-	-	3	-	2	2	2	1	1

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO11	PSO1	PSO2	PSO3
CO1	2	2	2	-	-	-	-	1	3	-	1	-	-	-
CO2	2	2	2	-	-	-	-	1	3	-	1	1	1	-
CO3	2	2	2	-	-	-	-	1	3	-	2	-	1	2
CO4	2	2	2	-	-	-	1	1	3	-	1	2	2	-

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	3	-	-	-	1	1	3	1	-	1	-	-
CO2	3	1	3	-	-	-	1	1	3	1	-	-	2	-
CO3	3	1	3	-	-	-	1	1	3	1	-	-	-	3
CO4	3	1	3	-	-	-	1	1	3	1	-	-	-	2

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Course Code	Courses	Course Outcomes	CO Statement	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3		
SEMESTER I																			
EDH117 -T	History: Indian history till 1206 A.D.	CO1	To understand the importance of literary, archaeological sources for the understanding of the Harappa and Aryan civilizations	1	_	3	2	2	_	1	1	_	_	_	1	_	_		
		CO2	To comprehend the rise of new religions, such as Jainism, Buddhism and its contribution to Indian civilization.	1	_	_	1	1	3	2	2	3	_	_	_	_	2	_	
		CO3	To comprehend the composition of empire and rise of Magadha as the political centre of Indian subcontinent.	1	_	2	2	2	1	_	_	1	_	_	_	_	_	_	3
		CO4	To understand the process of political disintegration in	2	_	_	1	2	2	_	3	1	_	_	_	3	_	_	

			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	2	1	2	3	–	3	3	2	1	–	–	–	1	–
		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.	1	–	–	1	1	2	2	2	2	–	–	–	–	1
EDH117 -P	History: Indian history till 1206 A.D. Lab	CO1	To debate on the significance of Archaeological and Literary sources for the study of India's past	1	–	3	2	2	–	1	1	–	–	–	1	2	1
		CO2	Collaborative Learning on the emergence of different	1	–	–	1	1	3	2	2	3	–	–	1	–	–

			religions such as Buddhism and Jainism															
		CO3	To dramatize the role of Ashoka and his policy of Dhamma	1	-	2	2	2	1	-	-	1	-	-	2	3	-	
		CO4	To exhibit the cultural contribution of different dynasties in India	2	-	-	1	2	2	-	3	1	-	-	-	2	-	
EDH118 -T	English: An Introduction to English Literature	CO1	Understand genesis and development of English Language and literature	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	3	-----	
		CO2	Comprehend various aspects of Literature and its role in understanding social issues.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	
		CO3	Identify different periods of English history and development of Literature during that time.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	
		CO4	Classify literature into different genres.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	
		CO5	Analyse variety	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	

			of literary devices and figures of speech to analyse literature.															
EDH118 -P	English: An Introduction to English Literature Lab	CO1	Understand genesis and development of English Language and literature	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	3	-----	
		CO2	Comprehend the meaning of Literature and its role in understanding the contemporary social issues.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	-----
		CO3	Identify different periods of English literature	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	-----
		CO4	Classify literature into different genres.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3	-----
EDH119 -T	Economics: Microeconomics Theory and Application – I	CO1	To recall the meaning, nature and scope of micro economics and functions of an economic system	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	2	3	
		CO2	To understand the theory of	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3	3

			Demand, supply, and elasticity. Consumer equilibrium with the help of 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.	2	1	----	----	----	----	----	1	3	2	3	3	3	3
		CO4	To comprehend the idea of cost and revenue with their application.	1	1	----	----	----	----	----	1	3	2	3	3	3	3
EDH119 -P	Economics: Microeconomics Theory and Application – I Lab	CO1	To enable students to understand the real-world working of microeconomic systems.	1	1	----	----	----	----	----	–	3	2	2	3	–	3
		CO2	To train students to use economic concepts with graphical	2	1	1	----	----	----	----	1	3	2				3	3

			construction and mind-mapping															
		CO3	To develop info graphics through a project-based method of the production function	3	1	----	----	-----	-----	-----	1	1	2	2	3	3	3	
		CO4	To inculcate mathematical formulations using excel for cost and revenue functions	1	2	----	----	-----	-----	-----	1	3	2	3	3			
EDH120 -T	Political Science: Introduction to Political Theory	CO1	To understand evolution and use of the concepts, ideas and theories with reference to individual thinkers.	----- --	-----	2	----	-----	-----	2	3	3	3	-----	3	3	3	
		CO2	To examine the terms like Pluralism, theories of law, liberalism, socialism and trends in democratic theory.		1	-----	2	1	----	-----	2	3	3	3	-----	3	3	3
		CO3	To understand the elements of State, theories of origin of state and nature of State.	----- --	-----	2	----	-----	-----	-----	3	3	3	3	-----	3	3	3

		CO4	To understand the meaning, definitions, kinds and theories of sovereignty.	----- --	-----	2	----	-----	-----	2	3	3	3	-----	3	3	3
		CO5	To analyse the Nature, kinds and different views of equality.	2	-----	2	----	-----	2	2	3	3	3	-----	3	3	3
EDH120 -P	Political Science: Introduction to Political Theory Lab	CO1	Brainstorming on practices and application of theories of Law	1	2	2	1	----	-----	2	3	3	3	2	3	3	3
		CO2	Presentation on the function of State	1	1	2	1	-----	-----	1	3	3	3	1	3	3	3
		CO3	Extempore on the application Social and political Equality	2	1	2	2	3	-----	2	3	3	3	-----	3	3	3
		CO4	Discussion and group learning of practices of the Welfare State in India	2	----	1	----	2	1	2	3	3	3	2	3	3	3
EDH102 -T	Foundation of Education	CO1	Assimilate the concept of Education and Its philosophical aspects	-----	-----	2	3	-----	2	----	2	3	3	3	-	1	-
		CO2	Comprehend the Socio Cultural aspect of Education	3	1	2	3	-----	3	----	2	3	3	1	-	1	-

		CO3	Discuss the Inter-disciplinary nature of Education	3	3	3	-----	-	3	----	2	3	3	-----	-	1	-
		CO4	Analyse the contribution of various Indian and western Educationists to Indian Education System	2	----	1	2	3	3	----	2	3	3	3	-	1	-
		CO5	Reflect on the Educational concerns and Issues in the Indian context	1	----	2	3	-----	3	-----	2	3	2	3	-	2	-
EDH102 -P	Foundation of Education Lab	CO1	Apply the philosophical understanding of Education into the real classroom situation	-----	-----	2	3	-----	2	----	2	3	3	3	-	2	-
		CO2	Reflect upon the Socio Cultural aspect of Education through practical activities	3	1	2	3	-----	3	----	2	3	3	1	-	2	-
		CO3	Appreciate the contribution of various Indian and western Educationists in shaping the	2	----	1	2	3	3	----	2	3	3	3	-	1	-

			Indian Education System with reference to the present scenario														
MOOC-210-EDS-101	Developing of Soft Skills and Personality	CO1	To encourage the all-round development of students by focusing on soft skills.	1	2	2	1	-----	-----	2	3	3	3	2	3	3	3
		CO2	To become more effective individual through goal/target setting, self-motivation and practicing creative thinking.	1	1	2	1	-----	-----	1	3	3	3	1	3	3	3
		CO3	To expose students to right attitudinal and behavioral aspects and to build the same through activities	2	1	2	2	3	-----	2	3	3	3	-----	3	3	3
EDS116	Communicative English- I	CO1	Demonstrate accuracy in the usage of grammar in their communication	-----	1	1	2	3	1	-----	2	----	3	3	-	2	2
		CO2	showcase skills while communicating verbally	-----	1	1	3	3	1	2	1	3	3	---	-	2	2

		CO3	Display proficiency while using morphology and syntax of English language	-----	1	2	3	2	1	2	1	3	3	---	-	2	1
		CO4	Express themselves accurately in writing	-----	1	2	3	2	1	2	1	3	3	---	-	2	2
		CO5	Use different techniques while reading for comprehension	-----	1	2	3	2	1	2	1	3	3	---	-	2	2
CSW11 4B	Critical Understanding of ICT in Education-I	CO1	Describe and demonstrate common computer literacy skills	-	2	3	-	3	2	3	2	-	3	-	-	-	1
		CO2	understand the fundamentals of the internet and perform basic internet skills;	-	2	3	-	2	2	2	1	-	2	-	-	-	2
		CO3	Describe and perform basic word processing skills;	-	1	2	-	2	2	1	3	-	1	-	-	-	1
		CO4	Enhance a word-processed	-	1	1	-	2	2	2	2	-	1	-	-	-	1

			document by including appropriate visual components.															
EDO144	Co Curricular Activities	CO1	Student Teacher will demonstrate skills related to the core values such as professionalism and time management	3	2	-	-	-	-	-	-	3	3	2	-	1	-	
		CO2	Student teachers will demonstrate team work and group activities	3	2	1	-	-	-	-	2	1	2	1	-	1	-	
		CO3	Student teachers demonstrate skill at organizing and participating in activities related to their cognitive domain	3	3	-	-	-	-	-	1	1	1	1	-	1	-	
		CO4	Student teachers will demonstrate skills at organizing and participating in activities related to affective domain	3	2	-	-	-	-	-	3	3	2	3	-	2	-	
		CO5	Student teachers will demonstrate skills at	3	3	-	-	-	-	-	3	3	3	2	-	1	-	

			organizing and participating in activities related to psychomotor domain														
CHH13 7	Environmental Science	CO1	Understand and explain the multidisciplinary dimensions of environmental issues.	2	2	1	1	2	2	2	2	----	----	2	2	1	3
		CO2	Understand the primary environmental problems and suggest potential solutions	2	2	2	3	2	2	1	2	----	----	2	2	1	3
		CO3	understand and explain about the various groups of plants and animals and their interaction with various ecosystem	2	2	2	1	3	2	2	1	----	----	2	2	2	1
		CO4	Appreciate the principles governing the interactions between social and	1	1	2	2	2	2	1	2	----	----	2	2	2	3

environmental factors

SEMESTER II

EDH137 -T	History: Indian history-1206 A.D. to 1761 A.D.	CO1	To understand The foundations of the Delhi Sultanate, and its contribution to the culture and society of medieval India	-	-	3	3	2	-	2	2	1	1	1	2	1	2	
		CO2	To understand the foundation of the Mughal Empire and the nature of the Mughal State and its administration	-	-	-	1	1	2	3	2	1	1	1	1	1	1	1
		CO3	To know the advent and contributions of the Maratha Rulers	-	-	2	1	2	2	-	-	1	1	1	1	1	-	2
		CO4	To understand the relationship between the rise of regional kingdoms of India and the decline of Mughal Empire	-	-	-	2	1	1	-	1	1	2	2	2	2	-	2
		CO5	To understand the contribution of Mughal Empire to Indian society ,	-	1	3	2	-	2	1	1	1	1	2	1	-	-	-

			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.	-	-	-	2	1	1	1	1	2	1	3	3	1	-		
EDH137 -P	History: Indian history-1206 A.D. to 1761 A.D. Lab	CO1	To dramatize emergence of different dynasties in medieval India	1	3	3	3	2	-	2	2	1	-	-	1	1	2		
		CO2	Collaborative learning on the role of the Mughals and Suris in India	1	1	-	1	1	2	3	2	1	-	-	1	-	-		
		CO3	To exhibit the cultural contribution of the Mughals	2	1	2	1	2	2	-	-	1	-	-	2	-	1		
		CO4	To debate on the cultural contribution of various Bhakti and Sufi saints	1	-	-	2	1	1	-	1	1	-	-	2	2	-		
		CO1	Recall the evolution of drama and its	1	-	-	-	1	-	2	-	-	2	-	-	2	-		
EDH138 -T	English: Renaissance and	CO1	Recall the evolution of drama and its	1	-	-	-	1	-	2	-	-	2	-	-	2	-		

	Restoration		type.														
		CO2	Analyse the writing of dramatist Christopher Marlowe along with the themes and techniques of the Renaissance theatre	1	1	2	----	1	----	----	2	----	----	3	----	3	----
		CO3	Analyse the writing of dramatist Shakespeare along with the themes and techniques of the Renaissance theatre	2	3	3	----	----	2	3	3	----	3	2	----	----	3
		CO4	Comprehend the prose and conceptualize humanism.	2	3	3	----	----	2	3	3	----	3	2	----	----	3
		CO5	Comprehend the poetry and its stylistic decorum along with rules in restoration and renaissance period.	2	3	3	----	----	2	3	3	----	3	2	----	----	3
EDH138-P	English: Renaissance and Restoration Lab	CO1	Analyse theme, style of writing, language of Christopher Marlowe	2	3	3	----	----	2	3	3	----	3	2	----	----	3

		CO2	Analyse theme, style of writing, language of William Shakespeare	1	1	2	----	1	----	----	2	----	----	3	----	3	----
		CO3	Recall the poetry of Renaissance Age	2	3	3	----	----	2	3	3	----	3	2	----	----	3
		CO4	Comprehend the prose and conceptualize Humanism	2	3	3	----	----	2	3	3	----	3	2	----	----	3
EDH139 -T	Economics: Microeconomics Theory and Application – II	CO1	To interpret the concept Perfect competition in short run and long run	2	1	_	_	_	_	_	1	3	2	3	3	1	2
		CO2	To understand the concept of Monopolistic competition in SR and LR and social cost of monopoly, price discrimination; remedies for monopoly	2	1	----	----	----	----	----	1	3	2	3	3	1	2
		CO3	To recognize the idea of Imperfect competition in SR and LR and various other market structure viz. Cartels, Duopoly, Oligopoly	2	1	----	----	----	----	----	1	3	2	3	3	1	2

			models & game theory.														
		CO4	To familiarize with the Concept of factor Pricing	-----	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
EDH139 -P	Economics: Microeconomics Theory and Application – II Lab	CO1	Understanding how to apply supply and demand principles to marketplaces that have external costs and benefits	1	2	1	_	_	_	_	_	1	3	_	1	_	2
		CO2	Analyse the effects of different market regulation strategies.	3	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
		CO3	Compare and contrast profits and revenues, short-term and long-term costs, and production and costs.	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
		CO4	Assess and defend market behaviour through analysing industry and market behaviour.	-----	1	-----	-----	-----	-----	-----	1	3	2	3	3	1	2
		CO1	To understand Political	-----	-----	2	-----	-----	-----	1	3	3	3	-----	3	3	3
EDH140 -T	Political Science:	CO1	To understand Political	-----	-----	2	-----	-----	-----	1	3	3	3	-----	3	3	3

	Indian Constitution		structure from both the Constitutional and Administrative perspectives															
		CO2	To understand efforts made by the Constituent Assembly in making of Indian Constitution	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3	3
		CO3	To understand strength of Indian democracy and the unity of the States	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3	3
		CO4	To understand powers and functions of judiciary in India.	2	2	2	1	1	-----	2	3	3	3	-----	3	3	3	3
		CO5	To understand roles and functions of the Election Commission in India	2	2	2	1	1	-----	2	3	3	3	-----	3	3	3	3
EDH140 -P	Political Science: Indian Constitution Lab	CO1	To realise the significance of constitution of India to students from all walks of life and help them to understand the	-----	-	2	-----	-----	-----	1	3	3	3	-----	3	3	3	

			basic concepts of Indian constitution.														
		CO2	Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3
		CO3	Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3
		CO4	To understand powers and functions of judiciary in India.	2	2	2	1	1	-----	2	3	3	3	-----	3	3	3
		CO5	Understand Electoral Process, Emergency provisions and Amendment procedure	2	2	2	1	1	-----	2	3	3	3	-----	3	3	3
EDS103	Creating An Inclusive Classroom	CO1	To understand the meaning and need of inclusion in	3	1	1	2	---	---	1	1	2	2	1	3	--	2

			education														
		CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education	2	2	1	2	---	1	1	---	2	1	1	2	--	3
		CO3	To identify the social, economic, and physical diversity that exists amongst learners	2	3	2	3	1	3	2	1	2	3	1	3	1	-
		CO4	To recognize the challenges in Inclusive Education	3	3	1	2	2	2	2	2	2	2	1	2	1	-
EDH133-T	Learner and Learning Process	CO1	Comprehend the Nature of both the Psychology of the learner and Learning	-	1	1	2	3	1	-	2	3	3	-	2	2	
		CO2	Assimilate the nature of different components of cognition and their role in producing learning	-	1	1	3	3	1	2	1	3	3	-	2	2	
		CO3	Apply the	-	1	2	3	2	1	2	1	3	3	-	2	1	

			knowledge of concepts and principles of growth in the classroom situation	-														
		CO4	Elucidate the concept of Group dynamics in their day-to-day activities.	----- -	1	2	3	2	1	2	1	3	3	-----	-	2	2	
		CO5	Exhibit all the traits of an effective teacher	----- -	1	2	3	2	1	2	1	3	3	-----	-	2	2	
EDH133 -P	Learner and Learning Process Lab	CO1	To develop teaching aids as per interests and capabilities of the learners.		3	2	3	2	3	---	2	2	1	2	----- --	3	----- --	
		CO2	To assign tasks /assignments as per the abilities of the learners		1	2	2	3	3	2	1	2	1	1	3	----- --	3	2
		CO3	To enable a learner to test various factors of personality of an individual		3	2	3	2	1	----	1	3	1	2	3	3	----- --	2
MOOC-19E-EDS-101	Speaking Effectively	CO1	-To read and comprehend the major points discussed in various types art of speaking	-	3	3	3	-	-	-	3	1	-	3	3	1	-	
		CO2	-To use Verbal and Non- Verbal encoding.	-	3	-	2	1	-	-	3	-	-	-	3	-	-	

		CO3	-To build up eye communication and gestures.	-	3	-	2	-	-	-	3	-	-	-	3	-	-
		CO4	-To make academic presentations precisely, logically, and effectively.	-	3	3	1	-	1	-	3	-	-	3	3	-	-
MOOC-18E-EDS-103	Better Spoken English	CO1	-To read and comprehend the major points discussed in various types of written texts.	-	3	3	3	-	-	-	3	1	-	3	3	1	-
		CO2	-To use acceptable English in academic writing.	-	3	-	2	1	-	-	3	-	-	-	3	-	-
		CO3	-To build up their vocabulary.	-	3	-	2	-	-	-	3	-	-	-	3	-	-
		CO4	-To make academic presentations precisely, logically, and effectively.	-	3	-	2	-	-	-	3	-	-	-	3	-	-
EDS134	Communicative English-II	CO1	To get acquainted with the basics of vocabulary and	-	3	3	3	-	-	3	1	-	3	1	2	-	

			types of sentences															
		CO2	To speak English with proper articulation	-	3	-	2	1	-	-	3	-	-	-	1	-	-	
		CO3	To develop impeccable presentation skills through effective communication	-	3	-	2	-	-	3	-	-	-	-	-	-	1	
		CO4	To develop skill in technical writing	-	3	3	1	-	1	-	3	-	-	3	-	-	1	
CSW115 B	Critical Understanding of ICT in Education-II	CO1	To demonstrate the understanding of the main components of the computer hardware and software in use.	-	1	3	-	3	2	3	2	-	-	-	-	-	1	
		CO2	To integrate technology tools for teaching learning and material development	-	1	3	-	3	2	3	1	-	-	-	-	-	-	1
		CO3	To integrate use of ICT to simplify record keeping, information management in education administration.	-	1	2	-	3	3	1	3	-	3	-	-	-	-	2

		CO4	To implement various ICT's for project / problem based constructivist learning environments.	-	1	1	-	2	1	1	1	-	-	-	-	-	1
EDW125	Drama and Art Education	CO1	To develop the skills to use visual art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2	-	-	-
		CO2	To develop the skills to use literary art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2	-	-	-
		CO3	To develop the skills to use performing art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2	-	-	-
		CO4	To develop the skills to integrate technology and art in teaching learning process effectively.	1	2	1	3	3	1	1	2	1	1	2	-	-	-
EDN136	Project Report on Field Trip	CO1	To develop skills related to the core competencies like commitment to	2	2	-	-	-	-	-	2	2	-	1	1	-	

			profession and honouring diversity														
		CO2	To develop skills including communication and problem solving	2	2	-	-	-	-	-	-	2	2	-	2	2	-
		CO3	To develop skills like sensitization towards the environment and solving imminent problems	2	1	-	-	-	-	-	-	2	2	-	2	1	1
		CO4	To develop skills like team work, co-operation and leadership	2	2	-	-	-	-	-	-	2	2	-	1	1	3
EDO165	Post Second Semester Summer Training	CO1	To develop interest in listening, speaking, reading and writing	1	3	---	---	---	---	---	---	---	---	---	1	1	-
		CO2	To comprehend & paraphrase the ideas and their use in professional as well as in personal life	1	3	---	---	---	---	---	---	---	---	---	-	-	-
		CO3	To give presentation in a structured	1	3	---	---	---	---	---	---	---	---	---	-	-	-

			manner on provided topic														
		CO4	To understand the importance of teamwork and its use in professional life.	1	3	---	---	---	---	---	---	---	---	---	-	-	1
		CO5	To minimize the gap/translation pattern created due to the influence of mother tongue.	1	3	---	---	---	---	---	---	---	---	---	1	-	-
SEMESTER III																	
EDH226 -T	History: Ancient Western Civilization	CO1	To understand the evolution of Humankind- Palaeolithic , Mesolithic and Neolithic culture	1	_	1	3	2	3	_	_	1	1	1	1	_	_
		CO2	To understand the beginning of different ancient civilization and the elements of continuity and change	1	_	2	1	2	_	_	_	2	2	1	1	_	_
		CO3	To understand the scientific contribution of these ancient civilizations.	1	_	1	3	3	1	_	_	2	1	1	_	1	_
		CO4	To comprehend the economic, political and	2	_	2	3	_	2	_	_	2	1	1	_	2	_

			environmental conditions of the regions where these ancient civilizations sites are situated.														
		CO5	To understand the art and cultural contributions of these ancient civilizations	2	_	3	_	1	1	_	_	2	1	2	_	2	_
		CO6	To understand the factors behind the decline of these Civilization	3	_	1	1	1	2	_	_	1	1	1	3	3	3
EDH226 -P	History: Ancient Western Civilization Lab	CO1	To exhibit the development of Human civilization, tools and technology	_	_	3	2	3	_	_	1	1	2	1	1	-	-
		CO2	Collaborative learning on the development of science and technology in Ancient Civilizations	1	2	_	_	_	2	2	1	-	-	1	-	2	-1
		CO3	To Dramatize the role of women and slaves in the ancient civilizations of the world	_	1	1	_	_	2	1	2	1	1	2	-	-	1

		CO4	To debate on the role of religion on the development of the architecture of Nile Valley Civilization.	3	-	2	-	-	2	1	1	-	-	1	-*	1	-	
EDH210 -T	History: Indian History 1757 – 1857 A.D.	CO1	Students will be able to understand the nature and characteristic features of 18th Century India and the decline of the Mughal Empire	1	-	1	-	3	-	2	-	-	-	-	-	2	-	
		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.	1	1	2	2	2	2	-	-	-	-	-	-	-	-	1
		CO3	Students will be able to explain about the process of expansion of	2	-	-	2	2	-	-	-	-	-	-	-	1	-	1

			British territory in India.														
		CO4	The student will be able to elaborate about the functioning of colonial Government & the reforms introduced by it.	2	-	-	2	3	1	_	-	_	-	_	2	_	1
		CO5	Student will have clear understanding of different systems of taxation and reforms in police and army during colonial rule.	-	-	-	3	_	1	_	-	_	-	_	-	_	1
		CO6	The Student will be able to understand the nature and debates regarding the Revolt of 1857	3	_	3	_	3	2	_	_	_	_	_	1	_	1
EDH210 -P	History: Indian History 1757 – 1857 A.D. Lab	CO1	To debate on the De-Industrialization debate as a result of the impact of British rule	1	_	3	3	2	_	2	2	1	_	1	1	2	2
		CO2	Collaborative learning on the	1	_	_	1	1	2	3	2	1	_	2	1	_	2

			expansion of the British Empire														
		CO3	To exhibit the impact of the various measures introduced by the British in terms of agriculture, Transportation etc.	2	_	2	1	2	2	_	_	1	_	1	3	_	2
		CO4	To debate on the causes , events of the Sepoy Mutiny 1857	1	_	_	2	1	1	_	1	1	_	2	1	2	_
EDH211 -T	English: Romanticism and The Victorian Period	CO1	Understanding &connecting themselves with Romantic and Victorian period of English Literature & the transition in Literature from Romanticism to the Victorianism.	1	2	2	----	----	----	----	2	3	2	----	3	2	3
		CO2	Getting acquainted with the theme style and techniques employed in literary works of Romantic period writers such as Blake, Keats, Wordsworth,	2	2	2	----	----	----	----	2	3	2	----	3	2	3

			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	1	2	2	-----	-----	-----	-----	2	3	2	-----	3	2	3
		CO4	Appreciating the writings and writers of the age through understanding contemporary social, economic, and intellectual problems of Romantic & Victorian age.	2	2	2	-----	-----	-----	-----	2	3	2	-----	3	2	3
EDH211 -P	English: Romanticism And The Victorian Period Lab	CO1	Identifying the differences between Victorian poetry and its predecessor, Romantic poetry	2	3	3	1			1	3	2	1	2	3	1	1

		CO2	Appreciating the simplicity and lucidity of expression of poets in romantic and victorian literature.	2	3	3	1	1	3	2	1	2	3	1	1		
		CO3	Understanding the difference between reason and imagination, literature and revolution	2	3	3	1	1	3	2	1	2	3	1	1		
EDH212 -T	Economics: Macroeconomics Theory and Application– I	CO1	To familiarize with the basic concepts in Macroeconomics.	2	1	-----	-----	-----	-----	-----	1	3	2	2	3	2	-----
		CO2	To define and measure the macroeconomic variables like GDP, consumption, savings, and investment	2	1	-----	-----	-----	-----	-----	1	3	2	2	3	2	-----
		CO3	To discuss various theories of determining GDP in the short run.	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3
		CO4	To recognize the terminology of macroeconomics	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3
		CO5	To solve	2	1	-----	-----	-----	-----	-----	1	3	2	3	3	3	3

			practical problems related to National Income, GDP and Multiplier														
EDH212 -P	Economics: Economics: Macroeconomics Theory and Application– I – I Lab	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	1	1	-----	-----	-----	-----	-----	1	1	3	2	3	2	-----
		CO2	To determine how changes in macroeconomic variables will affect total supply and total demand.	3	1	-----	-----	-----	-----	-----	1	3	1	2	3	2	-----
		CO3	Examine how individual optimization of consumer decisions, investment behaviour, trade, and Labour demand and supply	1			2	-----	-----	-----	-----		3	2	3	1	3	3

			might be related to aggregate patterns.															
EDH213 -T	Political Science: Historical and cultural Background of Politics	CO1	To understand the historical backgrounds of constitutions and their evolution.	-----	-----	2	-----	-----	-----	2	3	3	3	-----	3	3	3	
		CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.		2	-----	3	-----	1	-----	2	3	3	3	-----	3	3	3
		CO3	To understand the Constituent structures, political Institutions and cultures	-----	-----	2	1	---	-----	2	3	3	3	----	3	3	3	3
		CO4	To understand the major constitutions of the World by adopting a comparative approach.	-----	-----	2	-----	1	-----	2	3	3	3	----	3	3	3	3
		CO5	To analyse the role of social movements and local self-Government in India.		2	1	3	-----	2	1	2	3	3	3	1	3	3	3

		CO6	To understand the problems of SCs and STs, minorities and Constitutional safeguards regarding these groups.	2	1	2	----	2	----	2	3	3	3	2	3	3	3
EDH213 -P	Political Science: Historical and cultural Background of Politics Lab	CO1	To understand the historical backgrounds of constitutions and their evolution.	----	----	2	----	----	----	2	3	3	3	----	3	3	3
		CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.	2	----	3	----	1	----	2	3	3	3	----	3	3	3
		CO3	To understand the Constituent structures, political Institutions and cultures	----	----	2	1	---	----	2	3	3	3	----	3	3	3
		CO1	Explain the concept of knowledge and its relationship with various aspects of	2	3	2	3	-	1	----	2	1	2	2	3	3	3
EDH206 -T	Knowledge and Curriculum	CO1	Explain the concept of knowledge and its relationship with various aspects of	2	3	2	3	-	1	----	2	1	2	2	3	3	3

		curriculum Development																
		CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	3	2	2	3	1	2	-	2	1	2	2	3	3	3	3
		CO3	Infer the interrelationship among Education, social forces and curriculum development	2	3	3	2	-	1	-----	2	3	3	3	3	2	1	
		CO4	Assimilate the process of curriculum development with all its significant components	1	2	2	3	-	1	2	1	2	2	2	----	----	----	
		CO5	Reflect on the role of National Level institutions in curriculum Planning	1	2	1	1	-	-----	1	1	2	1	2	----		3	3
EDH206-P	Knowledge and Curriculum Lab	CO1	discuss the educational thoughts of great educational thinkers on child	2	3	2	3	-	1	----	2	1	2	2	3	3	3	

			entered education																
		CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	3	2	2	3	1	2	-	2	1	2	2	3	3	3	3	
		CO3	To comprehend curriculum process and practice	2	3	3	2	-	1	-----	2	3	3	3	3	2	1	1	
EDS207	Gender, School and Society	CO1	To develop a positive notion on sexuality amongst young people.	----	-	-	1	-	----	--	--	---	_	_	-	_	_		
		CO2	To identify social construction of gender under the lens of class and caste intersectionality.	1	-	-	2	-	1	--	--	---	_	_	-	1	_		
		CO3	To analyse the role of schools in promoting gender equality through value education.	1	-	-	2	-	-	--	--	---	_	_	-	_		2	
		CO4	To develop a strategic approach	2	-	-	1	-	-	--	--	---	_	_	-	_		2	

			towards women empowerment with the support of government agencies.														
EDW208	Craft And Visual Arts	CO1	To demonstrate awareness and understanding of craft and visual art forms	2	--	--	2	--	--	--	--	2	2	1	-	2	
		CO2	To demonstrate skill at integrating craft and visual art for effective teaching	2	---	---	---	2	2	---	---	---	2	2	1	-	2
		CO3	To demonstrate aesthetic sensibility to respond through expression	2	2	--	2	2	2	---	1	--	2	2	2	1	3
		CO4	To demonstrate imagination through participation in craft and visual art activities	2	--	--	--	2	1	---	1	---	2	2	1	-	-
FLS101	Spanish-I	CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	2	3	3	-	-	-	-	-	-	-	-	-	1	

			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.																	
		CO2		2	3	3	-	-	-	-	-	-	-	-	-	1	2			
		CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	1	3	3	-	-	-	-	2	1	-	-	3	1	-			
		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.	1	1	2	-	-	-	-	3	1	-	-	-	-	-			1
		CO5	Students will be introduced to Spanish culture and civilization.	1	-	-	-	2	1	-	-	-	--	-	2	1	-			

			They will be able to describe various places and locations of Spanish countries.															
FLS102	German-I	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.	2	3	3	-	-	-	-	-	-	-	-	1	-	-	
		CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	2	3	3	-	-	-	-	-	-	-	-	-	-	-	-
		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	1	1	2	-	-	-	-	3	1	-	-	1	-	-	

			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.	1	3	3	-	-	-	-	2	1	-	-	-	-	-
FLS103	French-I	CO1	Exchange greetings and do introductions using formal	2	3	3	-	-	-	-	-	-	-	-	1	1	-

			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.	2	3	3	-	-	-	-	-	-	-	-	1	2	-	
		CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	1	3	3	-	-	-	-	2	1	-	-	1	1	-	
		CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph	1	1	2	-	-	-	-	3	1	-	-	1	3	-	

			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.	1	1	3	-	-	-	-	3	2	-	-	3	1	-
-	-	-	-	-													

SEMESTER IV

EDH230 -T	History: National movement (1857 – 1947 A.D)	CO1	Student will be able to appreciate and understand the nature and character of the historical writings of Modern India.	1	1		1	2	1		1	1			1	1	
		CO2	Student will have clear understanding of the rise and growth of national consciousness among the Indians during the freedom struggle.	2			1		2		2		1			2	
		CO3	Student will be able to elaborate	2	1			3			2	1	1			2	1

			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.	1	1		2	1	2			1	1	1		1	1	
		CO5	Student will be able to understand different stages of development of the epic struggle, and the achievement of freedom.	1			2	2	1			1		1		1		
		CO6	Student will be able to understand about the origin and growth of Communalism and Partition of the country.	1	1		2	2	1			1	1			1	1	
EDH230 -P	History: National movement (1857 – 1947 A.D) Lab	CO1	Debate on the contribution of different schools to the development of			3	2	3			1	1			1	1	2	

			Indian Historiography														
		CO2	Dramatize the role of different leaders who played major roles in the socio-religious reform movements	1	2				2	2	1		1	2	-	3	
		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												1	1	
		CO4	To exhibit the events during India's partition through partition archives and literary sources														
				3		2			2	1	1				1	2	1
EDH307-T	English: Indian Writings in English		Establishing connection with Indian writings in English through different genres.														
		CO1		1	1	2	---	1	---	---	---	---	---	3	--	3	---
		CO2	Familiarisation	2	3	3	---	---	2	3	3	---	3	2	---	---	3

			with the writing styles, characterization and themes of different Indian English poets.														
		CO3	Understanding the writing nuances of Indian dramatists writing in English.	2	3	---	2	2	---	---	---	---	2	2	---	3	3
		CO4	Familiarisation with Indian English novels and novelists.	1	2	2	---	---	---	---	2	3	2	---	3	2	3
		CO5	Understanding Indian English prose through essays of various writers and their writing styles.	2	2	2	---	---	---	---	2	3	2	---	3	2	3
EDH307 -P	English: Indian Writings in English Lab	CO1	To create literary sensibility and emotional response to Indian Poetry.	1	1	2	---	1	---	---	---	---	---	3	--	3	---
		CO2	To expose students to the artistic and innovative use of language employed by	2	3	3	---	---	2	3	3	---	3	2	---	---	3

			the Writers.														
		CO3	To in still values and develop human concern in students through exposure to literary Texts.	2	3	---	2	2	---	---	---	---	2	2	---	3	3
		CO4	To enhance the literary and linguistic competence of students.	1	2	2	---	---	---	---	2	3	2	---	3	2	3
EDH231 -T	English:Twentieth Century British Literature	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.	1	1	2	----	1	----	----	2	----	----	3	----	3	----
		CO2	To get a deeper perspective into	2	3	3	----	----	2	3	3	----	3	2	----	----	3

			themes that dominated twentieth century British poetry.														
		CO3	To understand drama and theatre, specifically Theatre of Absurd.	2	3	3	----	----	2	3	3	----	3	2	----	----	3
		CO4	To understand the most influential novelists and essayists of Twentieth Century British Literature.	2	3	3	----	----	2	3	3	----	3	2	----	----	3
EDH231 -P	English: Twentieth Century British Literature Lab	CO1	To create literary sensibility and emotional response to the 20th Century British Literature	1	1	2	----	1	----	----	2	----	----	3	----	3	----
		CO2	To expose students to the artistic use in literature	2	3	3	----	----	2	3	3	----	3	2	----	----	3
		CO3	To develop creativity amongst the students in	2	3	3	----	----	2	3	3	----	3	2	----	----	3

			literature														
		CO4	To hone students' literary writing skills	2	3	3	----	----	2	3	3	----	3	2	----	----	3
EDH232-T	Economics: Macroeconomics Theory and Application–II	CO1	To Understand the concept of inflation, its relationship with unemployment	2	1	----	----	----	----	1	3	3	3	3	3	3	3
		CO2	To Identify the measures to control inflation and deflation	2	1	----	----	----	----	1	3	3	3	3	3	3	3
		CO3	To Understand IS LM Model and its application.	2	1	----	----	----	----	1	3	3	3	3	3	3	3
		CO4	To Recognize various phases of business cycle	1	1	----	----	----	----	1	3	3	3	3	3	3	3
		CO5	To Familiarize with the working of balance of payment	1	1	----	----	----	----	1	3	2	3	3	3	3	3
		CO6	To Determine the exchange rate.	1	1	----	----	----	----	1	3	2	3	3	3	3	3
EDH232-P	Economics: Macroeconomics Theory and Application–II Lab	CO1	Examine the historical long-run and short-run behaviour of macroeconomic indicators.	2	1	----	----	----	----	1	3	3	3	3	3	3	3

		CO2	Using macroeconomic metrics, compare the Indian economy to other economies.	2	1	----	----	-----	-----	-----	1	3	3	3	3	3	3
		CO3	Compare and contrast traditional and Keynesian perspectives on how government spending affects the economy.	2	1	----	----	-----	-----	-----	1	3	3	3	3	3	3
EDH233 -T	Political Science: Growth & international relations	CO1	To understand the concepts of International Relations.	----	----	2	----	1	-----	2	3	3	3	-----	3	3	3
		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.	1	1	2	----	1	----	1	3	3	3	1	3	3	3
		CO3	The understand the importance of national, non-national actors, multi-national,	1	----	2	----	1	-----	1	3	3	3	-----	3	3	3

			regional, economic and political organizations														
		CO4	The understand the importance of national, non-national actors, multi-national, regional, economic and political organizations	----	----	2	----	----	----	3	3	3	----	3	3	3	
		CO5	To understand the importance of League of Nations, United Nations, Disarmament and Peace Process since 1940.	1	----	2	----	1	----	1	3	3	3	1	3	3	3
EDH233-P	Political Science: Growth & international relations Lab	CO1	Brainstorming to solve a problem or answer a question of International Relations using the Communication and Decision Making Process.	----	1	2	----	----	----	2	3	3	3	----	3	3	3
		CO2	Presentation on the Present situation of the uni-polar and multi polar	2	1	2	1	----	----	2	3	3	3	1	3	3	3

			world															
		CO3	Debate on the Reform of the United Nation	2	1	2	2	-----	-----	1	3	3	3	1	3	3	3	
		CO4	Discussion and group learning on various methods of Balance of Power in International Relations	2	2	2	1	1	-----	2	3	3	3	-----	3	3	3	
EDH122 -T	Assessment For Learning	CO1	Reflect critically on issues in assessment and evaluation												1	2	1	
				3	3	3	2	1	2	3	3	2	3	2				
		CO2	Justify the role of continuous and comprehensive assessment in holistic development													1	2	2
				3	2	2	2	1	2	3	3	2	3	2				
		CO3	Organize appropriate assessment methods													3	1	1
				3	1			3	2	3	3	2	3	2				
		CO4	Design learning indicators and rubrics as a part of assessment												1	2	1	
				3	1	2	2	2	2	3	3	2	3	2				
		CO5	Devise and implement ways to record and report learning landmarks to be supported by												1	1	1	
				3	1	2	2	2	2	3	3	2	3	2				

			feedback															
		CO6	Access the habit self-critiquing to improve performance.	3	3	2	2	2	2	3	3	1	3	2	2	2	3	
EDH122-P	Assessment For Learning Lab	CO1	demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard	3		1			3	3	3				1	1	2	
		CO2	To give effective feedback on assessment decisions	3		1			3	3	3		2	1		1	2	
		CO3	To reflect on the last performance and review learners' progress	3		1			3	3	3				1	2	3	
EDS227	School Organization & Management	CO1	Use various strategies to create positive school climate	3	3	3	2	---	2	---	3	---	2	2	---	2	3	
		CO2	Analyse various features of school as an organization.	---	---	3	3	---	3	---	3	---	2	2	---	2	3	
		CO3	Discuss different components of school management	---	---	3	3	---	3	---	3	---	2	2	---	2	3	

		CO4	Assimilate the concept and process of educational administration	1	1	3	2	---	2	---	3	---	2	2	---	2	3
EDW22 8	E-learning	CO1	Understand concept of e-learning and key concepts	1	1	3	1	1	1	1	3	1	1	1	1	1	1
		CO2	Use blended learning approach in e-learning	3	2	2	2	3	3	1	3	1	2	2	1	3	2
		CO3	Use different online tools and resources in assessment	2	3	3	3	3	1	3	1	2	1	2	1	1	1
		CO4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry-based learning	2	3	2	3	3	2	3	1	2	2	2	1	3	2
		CO1	To know about design thinking	1	1	0	0	1	-----	0	----	0	0	-	1	1	
		CO2	To learn about customer journey mapping	1	1	0	0	0	0	0	0	0	---	-	2	2	

MOOC-19E-EDS-202	Design Thinking- A Primer	CO3	To know about the analysis phase of design thinking	1	2	0	0	1	0	1	0	0	---	-	2	1		
		CO4	To know about the ideation phase of design thinking	1	2	0	0	1	0	0	0	0	0	---	-	2	2	
EDN229	Street Play/ Skit/ Mime	CO1	To develop a social sensitivity	-	-	-	-	-	-	-	-	-	1	1		3	2	
		CO2	understand and identify the social needs of society	-	-	-	-	-	-	-	-	-	-	1	1	1	2	
		CO3	To organize camps related with social issues	-	-	-	-	-	-	-	-	-	1	1	1		2	3
MOOC-19E-EDS-201	Principles of Human Resource Management	CO1	To know about staffing/recruitment		-----	1							----	1	1			
		CO2	To explore performance management and appraisal process		-----	1									2	1		

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		CO3	To explore training and development		-----	1								2	1		
		CO4	To evaluate processes of career management		-----	1								2	1		
MCS23 1	Basics of Economics	CO1	To comprehend the economic problems of the society.	2	1	1	1	--	--	--	--	3	2	2	1	1	-
		CO2	To Enlighten the laws of utility, demand and supply and their measurement.	1	1	1	1	--	--	--	--	1	1	1	2	2	-
		CO3	To Explain the laws of production and various concepts of costs.	2	1	2	1	--	--	--	--	1	2	3	2	1	3
		CO4	To elaborate the various market forms	2	1	--	--	--	--	--	--	3	1	1	1	-	-
MCS23 2	Introduction to Finance	CO1	To take an overview of Financial management and its need to take financial decisions.	3	2	1	--	3	2	1	--	-	-	-	1	1	2
		CO2	To understand financial statements and distinguishes between profit & loss and	3	2	1	--	3	2	1	--	-	-	-	2	1	1

			Balance sheet of different business organizations.														
		CO3	To identify the different sources of long term finance and differentiate amongst equity, preference and Debt	3	2	1	-	3	2	1	--	-	-	-	-	2	-
		CO4	To elaborate and apply various techniques of capital budgeting and analyse cost of capital and capital structure	3	2	1	-	3	2	1	--	-	-	-	3	-	2
FLS105	Spanish-II	CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	2	3	3	-	-	-	-	-	-	-	-	1	1	2
		CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using	2	3	3	-	-	-	-	-	-	-	-	2	1	1

			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.	1	3	3	-	-	-	-	2	1	-	-	-	2	-
		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.	1	1	2	-	-	-	-	3	1	-	-	3	-	2
		CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.	1	-	-	-	2	1	-	-	-	--	-	2	1	-

FLS106	German-II	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.	2	3	3	-	-	-	-	-	-	-	-	1	1	2	
		CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	2	3	3	-	-	-	-	-	-	-	-	-	2	1	1
		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	1	1	2	-	-	-	-	3	1	-	-	-	-	2	-

			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.	1	3	3	-	-	-	-	2	1	-	-	3	-	2
FLS107	French-II	CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple	2	3	3	-	-	-	-	-	-	-	-	1	1	2

		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.	2	3	3	-	-	-	-	-	-	-	2	1	1	
		CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	1	3	3	-	-	-	-	2	1	-	-	-	2	-
		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.	1	1	2	-	-	-	-	3	1	-	-	3	-	2
		CO5	Students will be introduced to	1	1	3	-	-	-	-	3	2	-	-	1	1	1

			French culture and civilization. They will be able to describe various places and locations of Francophonic countries.														
SEMESTER V																	
EDH306 -T	History: History, Culture, State and Society of South India (1200 – 1800 A.D.)	CO1	To understand the role of literary and epigraphically sources for the understanding of South India.	-	-	-	1	2	3	-	-	1	1	1	3	3	3
		CO2	To comprehend the significant contributions of the Satavahanas, Rashtrakutas and Vijayanagara rulers and the administrative reforms in South India	-	-	-	3	2	1	-	-	2	1	2	3	3	3
		CO3	To understand the nature of society, state and economy during Medieval period in South India	-	-	-	-	2	2	-	-	1		1	3	3	3
		CO4	To understand the nature of economy,	-	-	-	-	3	-	-	-	2	1	1	3	3	3

			administration and modernization of Karnataka.															
		CO5	To understand the socio-cultural, religious and administrative reforms in South India	-	-	-	1	2	-	-	-	-	1	1	3	3	3	
		CO6	To understand the freedom movement and the backward class movements in Karnataka	-	-	-	1	3	3	-	-	1	1	1	3	3	3	
EDH306 -P	History: History, Culture, State and Society of South India (1200 – 1800 A.D.) Lab	CO1	Collaborative learning on the literary and archaeological sources of South India	2	1	2	3	-	-	1	1	1			3		1	
		CO2	Exhibit the contribution of the South Indian Art and Architecture	2	3	2	1	-	-	2	1	2			3	1		
		CO3	Dramatize the Role of Alavars and Nayyanars to the development of South Indian society	2	-	2	2	-	-	1		1			3			1
		CO4	To debate on the	1			1	-	-	1		2		1	2	1		

			role of the backward class in the freedom movement of Karnataka														
EDH317 -T	English: Literary Criticism	CO1	Familiarisation with various stages in the evolution of literary criticism.	--	--	3	--	1	3	1	2	3	1	---	--	2	1
		CO2	Enlightenment with a composite picture of the major and most influential schools of literary criticism (From Classical to New Criticism).	1	---	3	3	--	2	3	---	3	2	---	--	2	2
		CO3	Acquaintance with definitive and authentic criteria of judgment and perceptions to explicate, elucidate and interpret literary texts.	1	2	--	---	---	3	3	1	2	--	1	--	2	1
		CO4	Building an understanding of the literary trajectory.	3	1	1	2	--	---	3	2	---	---	3	2	2	1
		CO5	Developing skills needed for	---	---	---	3	2	1	1	3	3	3	---	--	2	2

			critical appraisal.															
EDH317 -P	English: Literary Criticism Lab	CO1	To apply the principles of literary criticism to the analysis of poetry.	3	1	1	--	--	--	1	2	2	---	2	1			
		CO2	Introduce and examine practical critical concepts that are influential and important at the present time.	2	1	1	2	--	--	---	2	2	3	1		2		
		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.	1	3	3	---	---	--	---	3	2	2	2				3
EDH308 -T	Economics: Indian Economy	CO1	To understand various aspects relating to different sectors in the India Economy.	2	1	----	----	----	----	----	1	3	----	1	3	1	1	
		CO2	To introduces	2	1	----	----	----	----	----	1	3	----	1	3	1	1	

			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.	2	1	----	----	----	----	----	1	3	----	1	3	1	1
		CO4	To appreciate the demographic present in India.	2	1	----	----	----	----	----	1	3	----	1	3	1	1
		CO5	To develop a clear understanding of Indian economy.	2	1	----	----	----	----	----	1	3	----	1	3	1	1
EDH308 -P	Economics: Indian Economy Lab	CO1	To enhance students' understanding of how to analyse and assess economic factors using graphs and diagrams	2	1	----	----	----	----	----	1	3	----	1	3	1	1

		CO2	Effectively describe how India's industrial development has been influenced by industrialization , new industrial programmes, and legislation.	2	1	-----	-----	-----	-----	-----	1	3	-----	1	3	1	1
		CO3	Examine and evaluate the trends in Indian commerce abroad. India's New Economic Policy (LPG) and E-Government	1	1	-----	-----	-----	-----	-----	2	3	-----	2	3	1	1
EDH309 -T	Political Science:Essen ce of public administration	CO1	To understand meaning, nature and scope of public administration.	1	----	2	-----	-----	-----	2	3	3	3	----	3	3	3
		CO2	To understand the methods and Approaches of Public administration	1	-----	2	-----	-----	-----	1	3	3	3	----	3	3	3
		CO3	To comprehend the dichotomy between administration and politics	-----	1	2	-----	-----	-----	1	3	3	3	-----	3	3	3
		CO4	To understand the Meaning, types, merits, Marx, Weber	1	2	2	1	1	-----	2	3	3	3	-----	3	3	3

			and their theories of Bureaucracy														
		CO5	To understand the Legislative control, limitations of legislative control, executive control, over Administration, Judicial control	1	1	2	1	2	1	2	3	3	3	1	3	3	3
		CO6	To understand scope of judicial intervention, extraordinary remedies.	2	2	2	----	1	-----	1	3	3	3	1	3	3	3
EDH309 -P	Political Science:Essen ce of public administration Lab	CO1	An understanding of the ethical basis for public services and governance.	1	----	2	----	-----	-----	2	3	3	3	----	3	3	3
		CO2	Prepare for higher order of thinking and analysis in different research areas of public administration.	1	----	2	----	-----	-----	1	3	3	3	----	3	3	3
		CO3	Analytical and critical thinking skills and aptitude required to serve and address the	----	1	2	----	-----	-----	1	3	3	3	----	3	3	3

			public issues and concerns															
EDH318 -T	Economics: International Economy	CO1	To understand the importance of international trade and the basis for trade.	2	1	----	----	-----	-----	-----	1	3	1	1	3	1	1	
		CO2	To comprehend the concept of gains from international trade and determinates of the gains from trade	2	1	----	----	-----	-----	-----	1	1	1	1	3	1	1	1
		CO3	To identify various trade barriers	2	1	----	----	-----	-----	-----	1	2	1	3	3	1	1	1
		CO4	To address global issues and policies with context to trade.	2	1	----	----	-----	-----	-----	1	3	3	3	3	3	3	3
		CO5	To discuss recent changes in India's foreign trade, policy initiatives and the role of International Trade Organization.	2	1	----	----	-----	-----	-----	1	3	3	3	3	3	3	3
EDH318 -P	Economics: International Economy Lab	CO1	Enable students to form their own opinions about current national or	2	1	----	----	-----	-----	-----	1	3	1	1	3	1	1	

			international policies and issues by preparing them to do so.														
		CO2	To illustrate International trade using mind-mapping and infographics	2	1	----	----	-----	-----	-----	1	1	1	1	3	1	1
		CO3	Analyze the effects of globalization	2	1	----	----	-----	-----	-----	1	2	1	3	3	1	1
EDH319 -T	Political Science:Politic al thoughts	CO1	To understand the Concepts, sources and bases of ancient political thought.	1	----	2	----	-----	-----	2	3	3	3	----	3	3	3
		CO2	To examine the Contributions of Tilak, Gokhale and Lajpat Rai for their political thought in Modern India.	----	----	2	----	-----	-----	----	3	3	3	----	3	3	3
		CO3	To understand the Contributions of Kautilya, Dayanand Saraswathi and Swami Vivekananda for the development of political thought.	1	----	2	----	-----	-----	1	3	3	3	1	3	3	3

		CO4	To comprehend main sources of the political tradition in ancient India and its development in modern times.	1	----	2	----	-----	-----	-----	3	3	3	-----	3	3	3
		CO5	To analyse the political thought of Mahatma Gandhi, Rajaram Mohan Roy and M N Roy in Indian Freedom Movement.	----	1	2	----	-----	-----	1	3	3	3	1	3	3	3
EDH319 -P	Political Science:Political thoughts Lab	CO1	Brainstorming on practices and application Dharma	----	2	2	----	-----	-----	2	3	3	3	2	3	3	3
		CO2	Presentation on the prominent moderate thinkers	2	1	2	1	-----	-----	2	3	3	3	1	3	3	3
		CO3	Extempore on the application and relevance of various thoughts of Ancient Indian political thoughts	2	1	2	1	3	-----	1	3	3	3	-----	3	3	3
		CO4	Discussion and group learning of socialist thinkers of India	2	----	2	1	2	1	2	3	3	3	-----	3	3	3
EDH214	Education in	CO1	Explain diverse	3	-	3	-	1	-	-	-	-	2	2	1	1	1

-T	Contemporary India		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	3	-	3	-	1	-	-	-	-	2	2	1	2	2
		CO3	Analyze current educational scenario in light of the recommendations of various Committees, Commissions and National Policies	3	3	-	-	-	3	-	-	2	-	2	1	-	-
		CO4	Appreciate the role of nodal educational agencies and policy making institutions in national development.	2	-	-	-	-	2	-	-	2	2	2	1	-	-
		CO5	Reflect upon the structural organization of	-	2	2	2	-	2	-	-	2	2	2	-	2	-

			Indian education system and role of teacher in inclusive education															
EDH214 -P	Education in Contemporary India Lab	CO1	Appreciate the policies and schemes developed to achieve the objectives of education	3			2	2					3		1	2	1	
		CO2	Analyse the efforts to achieve the goals of UEE	3				2	2	2			3	1	1	1		
		CO3	Appreciate the efforts of various agencies in improving the education of children of the country	3						2	1	1		3		2	1	
EDH108 -T	Pedagogy of Social Sciences	CO1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.	2	-	2	-	-	-	-	-	2	2	2	3	3	3	
		CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.	-	2	-	3	3	2	-	-	2	-	2	3	3	3	3

		CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-	3	3	3
		CO4	To understand different ways of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-	3	3	3
		CO5	To explore the use and relevance of different learning resources in teaching of Social Science.	2	3	-	-	2	2	-	2	3	2	2	3	3	3
EDH108 -P	Pedagogy of Social Sciences Lab	CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.	-	2	-	3	3	2	-	-	2	-	2	1	2	1
		CO2	To prepare lessons based on different approaches,	-	-	-	3	3	2	-	-	-	-	-	-	1	-

			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.	-	2	-	2	1	2	3	-	-	-	-	2	-	-
EDW30 4	Yoga & Health Education	CO1	Acquire knowledge of theoretical concepts of Yoga and Meditation in relation to holistic health	2	2	3	.....	.....	2	.....	2	2	2	3	1	2	2
		CO2	Apply knowledge of Yogic and meditation-based practices in developing sound physical and mental wellbeing	2	2	3	.....	.....	2	.....	3	2	3	3	1	2	2
		CO3	Develop their personality with a sense of identity and meaning	3	3	3	.....	.....	2	.....	3	2	3	3	1	2	2

			through the practice of Meditation														
		CO4	Build awareness of the importance of Yoga and Meditation in educational context	3	3	3	.....	.....	2	.....	2	2	2	3	1	2	2
EDW22 8	E-learning	CO1	Understand concept of e-learning and key concepts	1	1	3	1	1	1	1	3	1	1	1	1	1	1
		CO2	Use blended learning approach in e-learning	3	2	2	2	3	3	1	3	1	2	2	1	3	2
		CO3	Use different online tools and resources in assessment	2	3	3	3	3	1	3	1	2	1	2	1	1	1
		CO4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry-based learning	2	3	2	3	3	2	3	1	2	2	2	1	3	2
EDN305	Colloquium	CO1	Identify the contemporary problems	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2

			existing in society.														
		CO2	Categorize the identified problem and relate it to different research genre.	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2
		CO3	Analyse the problem by reviewing the concepts.	-----	-----	1	-----	-----	-----	-----	-----	3	2	3	1	3	2
		CO4	Suggest best possible solution to the identified problems	-----	-----	1	-----	-----	-----	-----	-----	3	3	3	1	3	3
EDO209	Phase-I Field Engagement	CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	3	----- --	----- --	----- --	----- --		3	----- --	3	3	3	3	1	2
		CO2	Articulate experiences of observing various components of the particular school set up as part of	3	3	3	3	3	3	3	----- --	3	----- --	3	3	1	2

		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	3	3	3	3	3	3	----- --	3	----- --	3	3	1		1
	CO4	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	----- --	----- --	----- --	3	----- --	3	----- --	3	3	-		1
	CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	----- --	3	----- --	----- --	----- --	3	----- --	3	3	1		1
SEMESTER VI																

EDH316 -T	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.)	CO1	To understand the developments that took place in China since 1800				3	2				1	2	2	1		1	
		CO2	To comprehend the causes for the development of modern Japan during the two world wars				2	3					1	1	1	2		1
		CO3	To understand the impact of the Japanese wars				3		3				2	1	1	1		1
		CO4	To understand the nature of colonialism and nationalism in South -East Asia				2	3	3				1	1	2	2		2
		CO5	To understand the developments in Indonesia post the colonial rule.				2	3	1					1	1	1		-
		CO6	To understand the nature of colonialism and the rise of Arab Nationalism in Asia				2	2					1	1		1		-
EDH316 -P	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) Lab	CO1	To exhibit case studies related to Confucianism and Traditional practices			1	2	3	-	-	1	1	1	-	1	2	-	1
		CO2	Dramatize the events leading			3	2	1	-	-	2	1	2	-	-	-	-	-

			to the bombing of Hiroshima and Nagasaki															
		CO3	Collaborative learning on the migration settlement pattern in Southeast Asian countries		-	2	2	-	-	1	1	_	1	_	_	1		
		CO4	Group Discussion on the present status of Arab League and its impact at the world affairs									_	2	_	_	_		
EDH406 -T	History: Modern Western Civilization 1789 – 1945 A.D.	CO1	Student will understand the nature, scope and course of the French Revolution.	2	-	1	3	2	2	-	-	1	2	1	2	-		
		CO2	Student will understand political developments in Europe since 1850 and the progress of Marxism	1	2	2	-	-	2	-	-	1	1	2	2	2	-	-
		CO3	Student will be able to elaborate about the Nationalism and Socialism in 19th Century	-		-	2	-	3	1	-	2	-	2	2	2	-	-

			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.	-	-	-		2	1	1	-	-	1	3	1	1	-
		CO5	The student will understand the causes and effects of the 1st & 2nd World Wars.	-	-	-	2	3	-	-	-	1	1	2	1	3	-
		CO6	Students will be able to understand the Russian revolution and the role and functions of United Nations organization.	-	-	-	3	-	3	-	-	2	2	1	-	1	1
EDH406 -P	History: Modern Western Civilization 1789 – 1945 A.D. Lab	CO1	Student will understand the course of the French Revolution through Team Building Activities.	1	1	1	3	2	2	-	-	1	2	1	2		-2

		CO2	To understand Marxism through Role Play	1	1	2	-	-	-	-	-	1	1	2	2	1	
		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.	-	1	-	2	-	-	-	-	2	-	2	2	1	
		CO4	Movie Review to understand the causes and effects of the 1st & 2nd World Wars.	-	1	-		2	1	-	-	-	1	3	1	1	
EDH407 -T	English: Popular Literature	CO1	Acquaintance with the popular literature of proclaimed writers.	3	3	3	--	--	--	--	3	1	3	2	1	1	-
		CO2	Examining the socio-cultural, psychological and aesthetical motifs that act as the formative forces behind popular literature.	3	3	3	1	--	--	--	3	2	3	3	-	2	-
		CO3	A comprehensive study and analysis of the	3	3	3	---	---	---	--	3	3	2	3	-	2	-

			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 branched out like detective fiction, science fiction, children's fiction and humorous writings.	3	3	3	---	--	---	--	3	3	3	3	-	1	-
		CO5	Analysis of the common strands and denominators running through these different expressions that populate the popular literature	2	3	3	---	--	---	--	3	3	2	3	-	-	2
EDH407 -P	English: Popular Literature Lab	CO1	Enable students for having interactive discussion on multiple	1	3	3	--	--	--	--	3	3	1	2	1	-	1-

			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	1	2	1	----					2	3	1	1	-	-	-	
		CO3	to enhance the knowledge and build perception of various paths along with popular literature	3	2	1	---					3	2	1	2	-	-	2	
		CO4	able to read and introduce through different form of fictions	3	2	1						3	2	2	2	2	-	-	
EDH408 -T	Economics: Money and Banking	CO1	To understand Basic concepts of money and its functions	2	1	-----	-----	-----	-----	-----	-----	1	3	3	2	3	3	3	
		CO2	To distinguish between commercial and central banks and their functions	2	1	-----	-----	-----	-----	-----	-----	-----	1	3	3	2	3	3	3
		CO3	To illustrate how banks, create credit, and suggest the instruments to control credit	2	1	-----	-----	-----	-----	-----	-----	-----	1	3	3	2	3	3	3
		CO4	To analyze	2	1	-----	-----	-----	-----	-----	-----	-----	1	3	3	2	3	3	3

			various versions of quantity theory of money														
		CO5	To understand and determine the role of monetary policy in an open economy	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
EDH408 -P	Economics: Money and Banking Lab	CO1	To understand analytics of money and banking in financial institutions	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
		CO2	To create financial analyses of banks' performance.	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
		CO3	Use quantitative methods to solve credit-creation numericals	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
		CO4	To do an impact-analysis of monetary policy in annual budget documents	2	1	----	----	-----	-----	-----	1	3	3	2	3	3	3
EDH409 -T	Political Science: International politics	CO1	To understand the nature and importance of International politics.	----	----	2	----	---	----	1	3	3	3	----	3	3	3
		CO2	To understand the concepts, different theories	----	----	2	----	---	----	1	3	3	3	----	3	3	3

			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.	---	----	1	----	---	_	1	3	3	3	----	3	3	3
		CO4	To comprehend Conflict, co-operation, collective security and co-operative security	----	----	2	----	---	_	1	3	3	3	----	3	3	3
		CO5	To understand the nature, types and functions of Diplomacy.	1	1	2	1	1	_	2	3	3	3	1	3	3	3
EDH409 -P	Political Science: International politics Lab	CO1	Debate on the comparative ideas propounded by Idealists and realists on the nature of International Politics	3	1	2	----	----	----	2	3	3	3	----	3	3	3
		CO2	Presentation on prominent	2	1	2	1	----	----	2	3	3	3	1	3	3	3

			theories that explain International Politics														
		CO3	Brainstorming on various methods to achieve a Balance of Power in International Politics	2	1	2	2	3	-----	1	3	3	3	2	3	3	3
		CO4	Discussion and group learning on important types of Diplomacy uses in International Politics	2	----	2	1	1	-----	2	3	3	3	----	3	3	3
EDH127 -T	Pedagogy of English	CO1	Develop proficiency in all the four skills of English language	---	1	1	2	3	3	3	---	---	---	----	1	3	2
		CO2	Assimilate various approaches, methods and techniques to teach English	----	1	1	2	---	---	----	---	---	3	3	1	3	2
		CO3	Use appropriate learning Resources while teaching English language	----	1	1	2	2	1	1	1	3	3	----	1	3	2
		CO4	Use various approaches, methods and	_	1	1	2	1	1	2	2	3	---	----	1	3	2

			techniques to teach English														
		CO5	Evaluate different language items and skills skillfully	----	3	3	2	3	3	1	3	---	----	----	1	3	2
EDH127 -P	Pedagogy of English Lab	CO1	Develop proficiency in all the four skills of English language	----	1	1	2	----	----	----	3	---	3	3	1	3	2
		CO2	Assimilate Accuracy and Fluency in English Language.	----	----	3	3	---	3	---	3	----	2	2	----	2	3
		CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	----	----	2	2	----	3	----	3	----	3	3	---	2	3
EDW10 4	Reading And Reflecting on Texts	CO1	Explain the concept and importance of Reflection through reading especially in the context of the teaching profession.	2	2	-	3	-	1	-	2	-	-	3	_	_	3
		CO2	Read and	2	3	-	2	-	1	-	2	-	-	2	_	_	2

			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.	2	2	-	2	-	1	-	2	-	-	2	_	_	2
		CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	3	3	-	2	-	1	-	3	-	-	3	_	_	3
EDO314	Phase-II Field Engagement	CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	3	---	---	---	---	3	---	3	3	3	3	_	_	_
		CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers	3	---	---	---	---	3	---	3	3	3	3	_	_	_

		CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	3	----- --	----- --	----- --	----- --	3	----- --	3	3	3	3	---	---	---
		CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching	3	3	----- --	----- --	----- --	3	3	----- --	----- --	----- --	----- --	---	---	---
		CO5	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	----- --	----- --	----- --	3	----- --	3	----- --	3	3	---	---	---
		CO6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	----- --	3	----- --	----- --	----- --	3	----- --	3	3	---	---	---

SEMESTER VII

EDH418 -T	History: Indian and world history 1750 – 2000 A.D.	CO1	To understand the origin and development of Indian Republic	-	-	-	3	2	-	-	-	1	2	2	-	-	-
		CO2	To understand the problems of free and Independent India.	-	-	3	2	2	-	1	1	1	-	-	2	2	1
		CO3	To understand the formation of power blocks and the impact of the Cold War.	-	-	1	2	1	-	1	1	1	-	-	1	1	1
		CO4	To understand the role of India in shaping the balance of power	-	-	1	2	2	-	2	2	1	-	-	1	1	1
		CO5	To understand the rise of nationalist struggle against apartheid in Africa	-	-	2	2	2	-	1	1	1	-	-	1	1	1
		CO6	To understand the relationship between the rise of ASEAN countries and India	-	-	2	2	2	-	1	1	1	-	-	1	1	1
EDH418 -P	History: Indian and world history 1750 – 2000 A.D. Lab	CO1	To inculcate hands on analysis of different farming and	-	1	2	3	-	-	1	1	1	2	2	-	-	-

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			manufacturing commodities post independence														
		CO2	Exhibit Case Studies on Operation Blue star , Bololand Movement , Assam Movement, Armed Forces Special Powers Act in Kashmir	-	3	2	1	-	-	2	1	2	-	-	2	2	1
		CO3	Debate on the impact of Cold War on the world today.	-	-	2	2	-	-	1	-	1	-	-	1	1	1
		CO4	Dramatize the role of Nelson Mandela and other leaders (including Mahatma Gandhi) in the struggle against Apartheid	-	-	-	-	-	-	-	-	-	-	-	1	1	1
EDH419 -T	English: Gender and Literature	CO1	Familiarization with a critical perspective into the role and status of the woman in a society, which is predominantly patriarchal in nature.	3	3	3			1		3	2	3	3	3	3	1

		CO2	Interpreting the myth of the male hegemonic histories and civilizations through feminist literary readings.	3	3	3			1		3	3	2	3	3	3	2
		CO3	Identifying the cardinal tenets of Feminism and its influence on literature.	2	2	3			1		3	3	1	3	3	3	1
		CO4	Analysing and reinterpreting the most notable writings from the vociferous figures of the Feminist writing.	3	2	3			1		3	3	2	3	3	3	2
EDH419 -P	English: Gender and Literature Lab	CO1	Understanding the struggle and success of women's movement in the history	3	1	3	1		1		3	2	1	1	3	3	2
		CO2	Identifying the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences	3	3	3	1		1		3	2	1	1	3	3	2
		CO3	Developing innovative skills of developing indicators of	3	3	3	1		1		3	2	1	1	3	3	2

			measuring women's empowerment														
		CO4	Conducting scholarly research on key gender issues and/or debates	3	3	3	1		1		3	2	1	1	3	3	2
EDH420 -T	Economics: Statistics	CO1	To Understand the basics of statistics	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO2	To Represent data by using various Charts and bars	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO3	To Calculate mean, median, mode and other measures of central tendency	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO4	To Solve problems related with correlation	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO5	To Understand the concept of dispersion, characteristics for an ideal measure of dispersion	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO6	To Comprehend Normal Probability Curve(NPC) and its properties	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		EDH420 -P	Economics: Statistics Lab	CO1	To understand the basics of	2	1	-----	-----	-----	-----	1	3	2	-----	3	2

			statistics in design, research, and development														
		CO2	To help students apply the probabilistic and statistical principles and algorithms to a variety of logical issues.	2	1	----	----	-----	-----	-----	1	3	2	-----	3	2	2
		CO3	To make students comprehend the tools they need to evaluate and interpret probabilistic models for a variety of applications.	2	1	----	----	-----	-----	-----	1	3	2	-----	3	2	2
		CO4	To make students familiar with excel software for problem-solving	2	1	----	----	-----	-----	-----	1	3	2	-----	3	2	2
EDH421 -T	Political Science: Social Constructionists and Their Thoughts	CO1	To understand the contributions of Locke and Rousseau for political thought and their philosophy.	1	1	2	----	-----	-----	2	3	3	3	----	3	3	3
		CO2	To examine the contributions of Edmund Bruke, Jermy Bentham, their utilitarian and liberal	----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3

			thought.														
		CO3	To comprehend the contributions of Machiavelli and Hobbs for the political thought and their political realism	----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3
		CO4	To understand the legacy of the Western thinkers.	1	1	2	1	1	-----	1	3	3	3	1	3	3	3
		CO5	To analyse the contributions of Plato and Aristotle for their political thought in Ancient and Medieval Period.	-----	-----	2	----	-----	-----	1	3	3	3	----	3	3	3
EDH421 -P	Political Science: Social Constructionists and Their Thoughts Lab	CO1	Brainstorming on practices and application of utilitarian thoughts to maximize the happiness of a society	----	2	2	----	-----	-----	2	3	3	3	2	3	3	3
		CO2	Presentation on the prominent social contract theories that explain the formation of State/Society	2	1	2	1	-----	----	2	3	3	3	1	3	3	3
		CO3	Extempore on the application and relevance of various thoughts	2	1	2	1	3	-----	1	3	3	3	----	3	3	3

			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.	2	----	2	1	2	1	2	3	3	3	-----	3	3	3
EDN412	Seminar	CO1	To enable interest in a theme and structure thoughts for a presentation.	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO2	To understand annotated bibliography with an outline that demonstrates scholastic abilities	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO3	To develop analysis and understanding of conceptual data.	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2
		CO4	To develop soft skills and employ cutting-edge technology to create proposal reports, such as Trello, Zootero, Jasper ai, and Ref-n-write	2	1	-----	-----	-----	-----	-----	1	3	2	-----	3	2	2

EDS236	School leadership and Management	CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	2	-	2	-	-	3	--	3	-	-	-	1	1	1	
		CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	-	-	-	-	3	--	3	-	-	-	-	-	-	2
		CO3	relate these to their own leadership context in planning actions	3	-	-	-	-	3	--	3	-	-	-	-	-	-	3
		CO4	undertake practice-based tasks enabling self-evaluation of their leadership in action.	3	-	3	-	-	3	--	3	-	-	-	-	-	-	-
		CO5	develop their reflective practice skills to help them to evaluate and improve their own leadership	3	-	3	-	-	3	--	3	2	-	-	1	2	3	

			practice														
		CO6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	3	-	3	-	-	3	--	3	-	-	-	3	-	-
MOOC-210-EDS-401	Educational Leadership	CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	2	-	2	-	-	3	--	3	-	-	-	1	-	1
		CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	-	-	-	-	3	--	3	-	-	-	2	-	-
		CO3	relate these to their own leadership context in	3	-	-	-	-	3	--	3	-	-	-	1	2	3

			planning actions														
		CO4	undertake practice-based tasks enabling self-evaluation of their leadership in action	3	-	3	-	-	3	--	3	-	-	-	-	-	1
EDS220	Peace and Value Education	CO1	To understand the nature of values and importance of value education in present day Indian society	2	2	---	2	2	2	----	1	2	2	2	1	2	1
		CO2	To get oriented with the need and role of yoga and meditation for inner harmony	----	3	---	2	3	2	---	1	2	2	2	1	-	-
		CO3	To understand impact of social processes on moral development	1	2	1	1	1	2	2	1	2	2	2	1	1	-
		CO4	To get oriented with various strategies of value orientation	2	2	3	2	3	2	1	1	2	2	2	-	-	1
		CO1	The students will apply the knowledge of guidance and counselling in real life	3	3	3	-	-	-	2	2	2	2	2	-	-	2
EDS221	Guidance and Counselling	CO1	The students will apply the knowledge of guidance and counselling in real life	3	3	3	-	-	-	2	2	2	2	-	-	2	

			situations																	
		CO2	The student will imbibe and demonstrate qualities of an effective counsellor	3	3	2	-	-	-	3	3	1	2	2	-	2	1			
		CO3	The student will demonstrate various approaches of guidance and counselling	2	2	2	-	-	-	2	2	2	1	2	-	-	1			
		CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	1	1	1	-	-	-	2	3	1	1	2	1	-	-			
EDS222	Human Rights in Education	CO1	To inculcate the knowledge of the Human Rights.	2	2	-----	2	2	2	-----	1	2	2	2		1	2	1		
		CO2	To Realize the importance and need of human rights	----	3	-----	2	3	2	-----	1	2	2	2					1	
		CO3	To Comprehend the role of the Constitution in human rights	1	2	1	1	1	2	2	1	2	2	2	2					
		CO4	To Comprehend the role of human rights in their life	2	2	3	2	3	2	1	1	2	2	2	2					
EDS223	Environment	CO1	To understand	2	2	1	1	2	2	2	2	----	----	2	2	1	3			

and Education		about the concept of environmental education.															
	CO2	-To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.	2	2	2	3	2	2	1	2	----	----	2	2	1	3	
	CO3	-To build up a sense of responsibility towards conservation of environment, bio-diversity, and sustainable development.	2	2	2	1	3	2	2	1	----	----	2	2	2	1	
	CO4	-To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.	1	1	2	2	2	2	1	2	----	----	2	2	2	3	

SEMESTER VIII

EDN403	Reflective Journal	CO1	Introspect one's strength	3	----- --	----- --	----- --	----- --	3	----- --	3	3	3	3	1	-	-
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			and weakness during classroom teaching														
		CO2	Develop a plan of action to channelize one's strength and improve upon the area of concerns	3	----- --	----- --	----- --	----- --	3	----- --	3	3	3	3	1	1	1
		CO3	Envision himself/ herself as an effective prospective teacher	3	----- --	----- --	----- --	----- --	3	----- --	3	3	3	3	2	-	1
		CO4	Imbibe the values essential for becoming the reflective and humane practitioner	3	3	----- --	----- --	----- --	3	3	----- --	----- --	----- --	----- --	1	2	2
	Phase-III	CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	1	-	-	2	3	-	1	2	-	-	-	1	2	-

EDO404	School Internship- Pedagogy-I	CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and	1	3	-	1	3	3	1	2	-	-	-	1	2	-
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			competencies														
		CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	1	1	-	-	3	2	-	1	-	-	-	2	1	-
		CO4	Make appropriate use of tools and techniques for effective evaluation of students learning	1	-	-	-	3	2	-	1	-	-	-	2	1	-
		CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	-	2	3	-	1	1	3	-	-	-	-	1	1	-
		CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	1	2	-	-	-	-	-	3	-	-	2	1	1	1
EDO405	Phase-III School Internship-Pedagogy-II	CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	1	-	-	2	3	-	-	-	-	-	-	1	-	-

		CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	1	3	1	1	3	3	-	1	-	-	-	1	-	-
		CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	1	-	1	-	3	2	-	-	-	1	-	1	1	1
		CO4	Demonstrate effective use of ICT in transacting the curriculum	1	-	1	-	3	2	-	1	-	-	-	1	1	-
		CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	1	2	3	-	-	-	3	-	1	2	-	2	2	-
		CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	2	-	-	-	-	-	-	3	-	2	2	2	1	1
EDO415	Action Research	CO1	Identify problems faced during the real	2	2	2	-	-	-	-	1	3	-	1	-	-	-

			classroom situation														
		CO2	Offer tentative solutions for the identified problems	2	2	2	-	-	-	-	1	3	-	1	1	1	-
		CO3	Develop a research based systematic plan of action to solve the problem	2	2	2	-	-	-	-	1	3	-	2	-	1	2
		CO4	Execute and evaluate the effectiveness of the solution	2	2	2	-	-	-	1	1	3	-	1	2	2	-
EDO416	Case Study	CO1	Execute and evaluate the effectiveness of the solution	3	1	3	-	-	-	1	1	3	1	-	1	-	-
		CO2	Collect relevant information about the case identified	3	1	3	-	-	-	1	1	3	1	-	-	2	-
		CO3	Explore the probable causes for the present conditions of the identified case	3	1	3	-	-	-	1	1	3	1	-	-	-	3
		CO4	Propose a plan of action for the improvement/	3	1	3	-	-	-	1	1	3	1	-	-	-	2

			restoration of the subject														
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