PROGRAMME BOOKLET

Bachelor of Education (B.A B.Ed.) (EDU03)
(Academic Session: 2022-2026)

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.

Complete Program Structure

DEPARTMENT OF EDUCATION
B.A.B.Ed (2022-2026)

SEMESTER - 1								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH117B	History: Indian history till 1206 A.D.	EDU	CORE	4	0	0	4	4
EDH118B	English: An Introduction to English Literature	EDU	CORE	4	0	0	4	4
EDH 119B	Economics: Microeconomics Theory and Application – I							
EDH120B	Political Science: Introduction to Political Theory	EDU	Elective CORE	4	0	0	4	4
EDH102B	Foundation of Education	EDU	CORE	4	0	0	4	4
EDW168	ICT in Education	EDU	CORE	0	0	3	3	1.5
CDO105	Professional Communication I	CDC	CORE	2	0	0	2	0
CHH137B	Environmental Science	CHH	UNIVERSITY COMPULSORY	2	0	4	2	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				20	0	7	23	21.5
SEMESTER - 2								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH137B	History: Indian history-1206 A.D. to 1757 A.D.	EDU	CORE	4	0	0	4	4
EDH138B	English: Renaissance and Restoration	EDU	CORE	4	0	0	4	4
EDH139B	Economics: Microeconomics	EDU	Elective CORE	4	0	0	4	4

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
	Theory and Application – II							
EDH140B	Political Science: Indian Constitution							
EDH167B	Creating An Inclusive Classroom	EDU	CORE	4	0	0	4	4
EDH133B-T	Learner and Learning Process			3	0	0		
EDH133B-P	Learner and Learning Process Lab	EDU	CORE	0	0	2	5	4
CDO106	Professional Communication II	CDC	CORE	2	0	0	2	2
EDW125	Drama and Art Education	EDU	CORE	0	0	3	3	1.5
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				24	0	5	26	23.5

Two weeks summer training (EDO165B) (1.5 Credits)

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

SEMESTER - 3								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH210B	History: Indian History 1757 – 1857 A.D.	EDU	CORE	4	0	0	4	4
EDH226B	History: Ancient Western Civilization	EDU	CORE	4	0	0	4	4
EDH211B	English: Romanticism And The Victorian Period	EDU	CORE	4	0	0	4	4
EDH212B	Economics: Macroeconomics Theory and Application– I							
EDH213B	Political Science: Historical and cultural Background of Politics	EDU	Elective CORE	4	0	0	4	4
EDH206B	Knowledge and Curriculum	EDU	CORE	4	0	0	4	4
EDS207B	Gender, School and Society	EDU	CORE	2	0	0	2	2
EDW217B	Understanding the Self							
EDW304B	Yoga & Health Education	EDU	Elective CORE	0	0	3	3	1.5
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				22	0	3	25	23.5

			SEMESTER - 4					
SUBJECT CODES	**SUBJECT NAME**	****OFFERING DEPARTMENT**	**COURSE TYPE (Core/Elective / University Compulsory)**	**L**	**T**	**P**	**NO. OF CONTACT HOURS PER WEEK**	**NO. OF CREDITS**
EDH230B	**History: National movement (1857 – 1947 A.D)**	EDU	CORE	4	0	0	4	4
EDH307B	**English: Indian Writings in English**	EDU	CORE	4	0	0	4	4
EDH231B	**English: Twentieth Century British Literature**	EDU	CORE	4	0	0	4	4
EDH232B	**Economics: Macroeconomics Theory and Application –II**							
EDH233B	**Political Science: Growth &international relations**	EDU	**Elective CORE**	4	0	0	4	4
EDH122B-T	**Assessment For Learning**			3	0	0		
EDH122B-P	**Assessment For Learning Lab**	EDU	CORE	0	0	2	5	4
EDS227B	**School Organization & Management**	EDU	CORE	2	0	0	2	2
MOOC-22E-EDS-204	**Principles of Human Resource Management**							
MOOC-22E-EDN-205	**Design Thinking- A Primer**							
MOOC-22E-EDN-206	**Principles of Management**							
MCS231	**Basics of Economics**							
MCS232	**Introduction to Finance**							
MCS368	**Basics of Entrepreneurship**	MGT	**Elective**	2	0	0	2	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				**23**	**0**	**2**	**25**	**24**
Two weeks Community Connect (EDO239) (1.5 credits)								
			SEMESTER - 5					
SUBJECT CODES	**SUBJECT NAME**	****OFFERING DEPARTMENT**	**COURSE TYPE (Core/Elective / University Compulsory)**	**L**	**T**	**P**	**NO. OF CONTACT HOURS PER WEEK**	**NO. OF CREDITS**
EDH316B	History: Nationalism &	EDU	CORE	4	0	0	4	4

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
	Colonialism in Asia (1800 – 1950 A.D.)							
EDH317B	English: Literary Criticism	EDU	CORE	4	0	0	4	4
EDH318B	Economics: International Economy							
EDH319B	Political Science: Political thoughts	EDU	Elective CORE	4	0	0	4	4
EDH214B	Education in Contemporary India	EDU	CORE	4	0	0	4	4
EDH108B-T	Pedagogy of Social Sciences			3	0	0		
EDH108B-P	Pedagogy of Social Sciences Lab	EDU	CORE	0	0	2	5	4
EDW228B	E-learning	EDU	CORE	0	0	3	3	1.5
EDO209B	Phase I (Field Engagement)	EDU	CORE					2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				**22**	**0**	**4**	**24**	**23.5**
SEMESTER - 6								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH406B	History: Modern Western Civilization 1789 – 1945 A.D.	EDU	CORE	4	0	0	4	4
EDH 407B	English: Popular Literature	EDU	CORE	4	0	0	4	4
EDH 408B	Economics: Money and Banking							
EDH409B	Political Science: International politics	EDU	Elective CORE	4	0	0	4	4
EDH308B	Economics: Indian Economy							
EDH309B	Political Science: Essence of public administration	EDU	Elective CORE	4	0	0	4	4
EDH127B-T	Pedagogy of English			3	0	0		
EDH127B-P	Pedagogy of English Lab	EDU	CORE	0	0	2	5	4
EDW254B	Basic Research and Statistics (EPC)	EDU	CORE	0	0	3	3	1.5
EDW104B	Reading And Reflection on Texts	EDU	CORE	0	0	3	3	1.5
EDO314B	Phase-II Field Engagement	EDU	CORE					2

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				24	0	2	27	**25**

SEMESTER - 7

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH418B	History: Indian and world history 1950-2000 A.D.	EDU	CORE	4	0	0	4	4
EDH419B	English: Gender and Literature	EDU	CORE	4	0	0	4	4
EDH420B	Economics: Statistics							
EDH421B	Political Science: Social Constructionists and Their Thoughts	EDU	Elective CORE	4	0	0	4	4
LWS121	General Laws for Educators							
LWS122	Women and Child Laws	LAW/NPTEL	Elective	2	0	0	2	2
CDO432	Professional Competency Education			2	0	0	2	2
EDS236B	School leadership and Management							
EDS221B	Guidance and Counseling							
EDS220B	Peace and Value Education							
EDS222B	Human Rights in Education							
EDS223B	Environmental Education							
MOOC-21O-EDS-401	Educational Leadership	EDU	CORE	2	0	0	2	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				**18**	**0**	**0**	**18**	**18**

SEMESTER - 8

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDN403B	Reflective Journal	EDU	CORE					2
EDO404B	School Internship Pedagogy: I	EDU	CORE					12

EDO405B	School Internship Pedagogy-II	EDU	CORE					12
EDO415B	Action Research	EDU	CORE					2
EDO416B	Case Study	EDU	CORE					2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)			**0**	**0**	**0**	**0**	**30**

Total Credit Scheme

S. No.	Semester	Contact Hours	Credits
1	I	23	21.5
2	II	26	23.5
3	Summer Training (Post II Sem)	0	1.5
4	III	25	23.5
5	IV	25	24
6	Community Connect (Post IV Sem)	0	1.5
7	V	24	23.5
8	VI	27	25
9	VII	18	18
10	VIII (School Internship)	0	30
	Total	168	192

SEMESTER - 1								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH117B	History: Indian history till 1206 A.D.	EDU	CORE	4	0	0	4	4
EDH118B	English: An Introduction to English Literature	EDU	CORE	4	0	0	4	4
EDH119B	Economics: Microeconomics Theory and Application – I							
EDH120B	Political Science: Introduction to Political Theory	EDU	Elective CORE	4	0	0	4	4
EDH102B	Foundation of Education	EDU	CORE	4	0	0	4	4
EDW168B	ICT in Education	EDU	CORE	0	0	3	3	1.5
CDO105	Professional Communication I	CDC		2	0	0	2	0
CHH137B	Environmental Science	CHH	UNIVERSITY COMPULSORY	2	0	4	2	4
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				20	0	7	23	21.5

Course Title/Code	History: Indian history till 1206 A.D. (EDH117B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

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, The Rise of the Kingdoms in South India- Satavahanas , Age of Sangam , Chalukyas , Introduction to Cholas, Vijaynagara Empire

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, 1995.1.
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
8. Luniya, BN., Evolution of Indian Culture, Lakshmi, Narian Agarwal, Agra, 1977.
9. Majumdar R.C., Ancient India, Motilal Banarsidas Pub., Delhi, 1982.

History: Indian history till 1206 A.D. Lab(EDH117B)

1. Pick out any Ancient India historical figure , Ashoka, Buddha etc and write a review based on movie , illustrative comics or any other medium
2. Project work on the art and architecture of the Rajput rulers
3. Trace how Buddhism and Jainism grew as a religion during the 6th century B.C and its present status today

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	_	_
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	English: An Introduction to English Literature (EDH118B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

Historical Development of English Language & Literature

The position of English in Germanic Family, The influence of French, Latin, Greek and other languages and current trends, Landmarks in the history of English, English as an international language, Literature: Oral and written, Literature & Society, Literature as an agent of social change, Ideology and Literature; The ways of reading literature, concept of the 'Genre' & its types: Drama, Poetry, Fiction and Non-Fiction.

SECTION B

History of English Literature

Genesis of English Literature: Old English, Middle English & Modern English.

Literary Movements, authors and books of various periods: Renaissance Age, Restoration Age, Neoclassical Age, Romantic Age, Victorian Age, Modern Age, Postmodern & Contemporary Period.

SECTION C

GENRES OF LITERATURE

Drama: Function & types of drama- tragedy, comedy, tragicomedy, farce, one-act play.

Poetry: Forms of poetry: Elegy, Epic, Sonnet, blank verse, free verse, ode, lyric, ballad, dramatic monologue

Prose A: Fiction: types of fiction: short story, novella and novel. Types of Novels: Psychological, Regional, Realist, Gothic, Romance, Epistolary, Picaresque & Science fiction.

B: Non-Fiction: kinds and structure: History, Biography, Autobiography, Travelogue, Memoir, Essay, Academic Texts.

SECTION D

Literary Devices

Critical appreciation of poetry: Language, diction, imagery, symbol, metre & rhythm, rhyme.

Dramatic techniques - plot, character, diction, stage, setting; Point of view.

Dramatic speech: dialogue, monologue & soliloquy.

Figures of Speech: Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.

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, Samual T.: *Rime of the Ancient Mariner*
- Durrel Lawrence: *Key to modern Poetry*
- Prasad, B.: *Introduction to modern Literature.*
- Orwell George : *Shooting an Elephant*

English: An Introduction to English Literature Lab(EDH118B)
1. Read and Discuss: Old English, Middle English
2. Group work on Oral & Written English
3. Movie review on Ideology & Literature
4. Comprehension passage review of figures of Speech

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	Economics : Microeconomics Theory and Application – I (EDH119B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

INTRODUCTION

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

Economics: Microeconomics Theory and Application – I Lab (EDH119B)

1. Creative Question development activity: develop a question using pictures or teaching tools for understanding microeconomics.
2. A report on demographic structure of your neighbourhood.
3. Create an art file with the bills of groceries, and entertainment outings you have undertaken and analyse the bills.
4. Classify normal, substitute and inferior goods in your daily life.
5. Two sectors and 3 sectors make a diagram of this sector's-One sector, Two sectors, Three sector and four sector

Reference Books and Readings:

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

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	Political Science: Introduction to Political Theory (EDH120B)
Course Type	Elective Core
Course Nature	Hard
L-T-P Structure	(4-0-0)
Credits	4
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
Prerequisites(if any)	NA	

SECTION A

NATURE, MEANING AND SIGNIFICANCE OF POLITICAL THEORY

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

SECTION B

STATE AND SOVEREIGNTY

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

SECTION C

CONCEPT OF EQUALITY

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

SECTION D

DEVELOPMENT OFWELFARE STATE AND ADMINISTRATION

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

Political Science : Introduction to Political Theory Lab (EDH120B)

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.

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	Foundations of Education (EDH102B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	4-0-0	
Credits	4	
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
Prerequisites(if any)	NA	

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 Frieri

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.

Foundations of Education Lab (EDH102B)

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 neighborhood.
- 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
- 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	ICT in Education-I (EDW168B)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	(0-0-3)	
Credits	1.5	
Course 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	Demonstrate an awareness of the main processes and components used in ICT systems.	Skill Development
CO2	Describe and apply emerging technologies in teaching and learning environments	Employability
CO3	Create/Develop technology-enabled assessment and evaluation strategies	Employability
CO4	Describe the role of information and communication technology (ICT) in educational administration and management	Employability
Prerequisites(if any)	NA	

SECTION A

Introduction to ICT
Meaning, concept of ICT in education
Concept of Information Technology, Communication Technology, Educational Technology in Education
Components of ICT: - Hardware (Input Devices, Output Devices, Secondary Storage Devices, (Internal Components), Software (System Software, Application Software) Introduction to office applications (MS-Office, MS-Word, MS-Excel, MS-PowerPoint)

SECTION B

ICT based teaching -learning approaches: -
Concept, Importance, Use of ICT in teaching and learning
Multimedia: - Add Text, Images, Graphics, Audio, Video, Multimedia Presentation tools:- Google Slides, Slides Go, Adobe Premiere Pro, Intuiface, Zoho Show
Web-conferencing tools for teaching: - Zoom, Google meet, Teams, Webex, Skype
Web 2.0 Tools: - Blogs, Podcast
Open Educational Resources (OER): - Meaning, Importance, Creation, Sharing, OER Repositories,
Creative Commons License

SECTION C

ICT for evaluations
Digital assessment tools –E-Portfolios, Rubrics, survey tools, puzzle makers, test generators, question
bank

SECTION D

ICT for educational administration and Management: -
ICT for personal management: e-mail, task, events, diary, networking
ICT for educational administration: Scheduling, record keeping, student information, electronic grade
book, connecting with parents and community
LMS: - Concept and features

PRACTICAL SESSIONS

Using word processor, spread sheet, and presentation software to produce various teaching learning resources
Create Students Grade Card using spreadsheet
Developing a lesson plan using Multimedia Package
Create an academic blog on WordPress or Blogger and post different types of content on topics in your Subject.
Create a Podcast and share it on Podcasting sites
Create and Share OER materials
Developing Online Portfolio
Creating Digital Rubrics on any topic
Constructing and Implementing Tests/quizzes using ICT Resources
Use google calendar to schedule events/Meetings/activities and set reminders
Creating online groups (Google Groups) and sharing ideas/discussion
LMS experience- hands on various features of LMS

REFRENCE BOOKS AND READINGS:
1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: NewDelhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Powerpoint. NISCOM, CSIR: New Delhi.
3. Lee, William w., Dianna, L. Owens, (2001) Multimedia based Instructional Design:
Computer based training. Jossey-Bass 4. Mishra, S.(Ed.) (2009). STRIDE handbook 08: E- learning. IGNOU: New Delhi.
4. 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
5. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
6. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in
7. Singh, Kamal Deep. (2012). Lesson through Multimedia. N. Delhi: Arya Book Depot.
8. Singh, Kamal. D., & Kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
9. Varanasi, L., Sudhakar, V. & Mrunalini, T. (2004). Computer Education. New Delhi: Neelkamal Publications Pvt. Ltd.
10. Walia, J.S. (2008). Foundations of Computer Education and Applications. Punjab: Ahim Paul Publishers.

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

Course Title/Code	Professional Communication - I (CDO105)	
Course Type/ Semester	Core	
L-P-O Structure	2-0-0	
Credits	2	
Course Objective	To familiarize students with the effective knowledge of Communication & Presentation.	
Course Outcomes (COs)		**Mapping**
CO1	Students will be able to develop all-round personality by mastering interpersonal skills to function effectively in different circumstances.	**Skill Development**
CO2	Students will be able to demonstrate effective communication through grammatically correct language.	**Skill Development**
CO3	Students will be able to apply effective listening and speaking skills in real life scenarios.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A
Unit I: Developing Communication Skills- II (Reading & Writing), Reading Comprehension, Writing Skills: Specific to AMCAT. Introduction to Writing: Organizing Principles of Paragraph, Precise Writing, Punctuations, Report Writing, Note Taking

Section B
Unit II: Syntactical English II, Indianism & Localism, Conditionals, Preposition of Time & Place

Section C

Unit III: Effective Communication, Concepts of Chronemics: Interpretation of time with business environment, Monochromic vs. Polychromic Cultures, Non- Verbal Communication: Kinesics & Proxemics, Acing virtual (video) interviews

Section D

Unit IV: Presentation Skills, Opening & closing of Presentations, Audience Analysis, Structuring the Presentation, Best Practice in Presentations

CO Statement (CDO105)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CDO105.1	-	3	1	-	-	-	-	-	-	-	-	1	-	-	-
CDO105.2	-	3	2		-	-	-	-	-	2	-	1	-	-	-
CDO105.3	2	3	-	-	-	-	-	-	-	2	-	1	-	-	-

Course Title/Code	Environmental Sciences (CHH137B)	
Course Type	University Compulsory	
Course Nature	NTCC	
L-T-P Structure	(2-0-4)	
Credits	4	
Course Objective	The Environmental Studies programme trains students to be leaders in recognizing and resolving difficult environmental concerns from an interdisciplinary, problem-solving perspective.	
Course Outcomes (COs)	Mapping	
CO1	Understand and explain the multidisciplinary dimensions of environmental issues.	Entrepreneurship
CO2	Understand the primary environmental problems and suggest potential solutions	Entrepreneurship, Skill Development
CO3	understand and explain about the various groups of plants and animals and their interaction with various ecosystem	Skill Development
CO4	Appreciate the principles governing the interactions between social and environmental factors	Employment
Prerequisites(if any)	NA	

SECTION-A

Multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness (OC) Renewable and Non-Renewable Resources: Forest resources: Use and over-exploitation, deforestation, case studies. Timberextraction, mining, dams and their effects on forest and tribal people.

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

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

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

SECTION-B

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Casestudies (OC). Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources. (OC) Equitable use of resources for sustainable lifestyle

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 :- Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (OC)

Biodiversity and its conservation: Introduction – Definition: genetic, species and ecosystem diversity, Biogeographical classificationof India.

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values (OC), Biodiversity at global, National and local levels, India as a mega-diversity nation, Hot-sports of biodiversity, Threats to biodiversity: habitat loss, poaching ofwildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (OC).

SECTION-C

Environmental Pollution: Definition, Cause, effects and control measures of :- Air pollution, Water pollution, Soil pollution, Marinepollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management : Causes, effects and control measures of urban and Industrial wastes. (OC), Role of an individual in prevention of pollution. (OC), Pollution case studies. (OC), Disaster management:floods, earthquake, cyclone and landslides.

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.

SECTION-D

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies (OC): Wasteland reclamation, Consumerism and waste products, Environment Protection Act, Air (Prevention and Control of Pollution) Act (OC), Water (Prevention and control of Pollution) Act (OC), Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation (OC), Public awareness (OC).Human Population and the Environment: Population growth, variation among nations, Population explosion – Family Welfare Programme, Environment and human health, Human Rights (OC), Value Education (OC), HIV/AIDS (OC), Women and Child Welfare (OC), Role of Information Technology in Environment and human health, Case Studies (OC). *OC = Outcome component

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.
- Any socially relevant problem identification and proposing its possible solution
- NOTE: Manav Rachna has adopted five villages, where students would be visiting, will identify the socially relevant issues and workon to provide possible solution.

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

SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
		SEMESTER - 2						
EDH137B	History: Indian history-1206 A.D. to 1757 A.D.	EDU	CORE	4	0	0	4	4
EDH138B	English: Renaissance and Restoration	EDU	CORE	4	0	0	4	4
EDH139B	Economics: Microeconomics Theory and Application – II							
EDH140B	Political Science: Indian Constitution	EDU	Elective CORE	4	0	0	4	4
EDH167B	Creating An Inclusive Classroom	EDU	CORE	4	0	0	4	4
EDH133B-T	Learner and Learning Process			3	0	0		
EDH133B-P	Learner and Learning Process Lab	EDU	CORE	0	0	2	5	4
CDO106	Professional Communication-II	CDC		2	0	0	2	2
EDW125	Drama and Art Education	EDU	CORE	0	0	3	3	1.5
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				24	0	5	26	23.5

Course Title/Code	History: Indian history-1206 A.D. to 1757 A.D. (EDH137B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

SECTION A

FOUNDATION OF DELHI SULTANATE

Literary Sources- Delhi Sultanate – Qutb-ud-din Aibak – Iltumish – Razia Sultana – GhiasuddinBalban – 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- Shahjahan
– Art and Architecture Aurangzeb –Deccan Policy

SECTION C

THE RISE OF REGIONAL POWERS IN INDIA
Shivaji, Career Conquests – Administration, The Peshwas
The Cholas of Tanjore – Rajaraja I – Rajendra I – Rise of Vijayanagara Empire – Krishnadeva Raya- State and Society

SECTION D

RISE OF THE BHAKTI MOVEMENT IN MEDIEVAL INDIA

Background – Alvars- Nayanars- Vaishnavite- Shaivite – Teachings of Kabir- Nanak- Sankardeva- Chaitanya Mahaprabhu
Sufism - Sheikh Moinuddin Chisti, .

Indian History-1206 A.D. to 1761 A.D. Lab (EDH137B)

1. Group activity - Drama on the different dynasties of the Delhi Sultanate
2. Project work - Classroom activity on the sources of Medieval Indian History
3. Imagine travelling through the time machine to any historical time period during the medieval India era. Present on why and what attracted you to this time period.
4. Movie review on any contemporary historical character

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) HarmannKulke, 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	English: Renaissance & Restoration (EDH138B)	
Course Type	Core	
Course Nature	(4-0-0)	
L-T-P Structure	4	
Credits	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 Objective	To familiarize students with an Introduction to Medieval India	
Course Outcomes (COs)	**Mapping**	
CO1	To get acquainted with the Renaissance period, prevailing ideology, the major writers and their writings which are representative of the poetical and literary tendencies of the age.	**Skill Development**
CO2	-To comprehend the concept of Humanism, the way the poets, dramatists and novelists of this period shaped their concept of Humanism.	**Skill Development**
CO3	-To compare with the cardinal tenets, perceptions and the intense intellectual demands of Metaphysical schools and rigid canons of Puritanism.	**Skill Development**
CO4	-To analyse the writings of major dramatists, such as Shakespeare, Christopher Marlowe along with the themes and techniques of the Renaissance theatre.	**Skill Development**
CO5	-To discuss the dominant theatrical forms of the Renaissance period such as Tragedies, Comedies and Comedy of Humor.	**Skill Development**
Prerequisites(if any)	Basic understanding of different genres of English Literature	

<center>**SECTION A**</center>

DRAMA
Christopher Marlow: Dr. Faustus

<center>**SECTION B**</center>

DRAMA
Shakespeare: Twelfth Night

<center>**SECTION C**</center>

PROSE

Francis Bacon: "Of Studies"
Joseph Addison: Sir Roger at Church

SECTION D

POETRY

Spenser	:	Sonnet 67
Shakespeare	:	No Longer Mourn for Me When I am Dead (sonnet 71)
John Donne	:	"The Good Morrow", "Batter My Heart"
John Milton	:	"On his Blindness"

English: Renaissance & Restoration Lab (EDH138B)

List of Practical:
1. Critically evaluate Poem "The Summer I Was Sixteen" by Geraldine Connolly
2. Read and Discuss "Pilgrim's Progress" by John Bunyan/any other drama of contemporary writers.
3. Enact any one scene of Dramas given in syllabus read.
4. Any other suitable activity.

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	_	_	2	_	_	2	_
CO2	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	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	Economics: Microeconomics Theory and Application – II(EDH139B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

THEORY OF PERFECT COMPETITION FIRM

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

SECTION B

THEORY OF A MONOPOLY COMPLETION FIRM

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

SECTION C

IMPERFECT COMPETITION

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

SECTION D

FACTOR OF PRODUCTION

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

Economics: Microeconomics Theory and Application – II Lab
1. Case analysis of Group D workers in university or helps at home to understand their understanding and value for microeconomic living
2. Power -point presentation on the types and kinds of markets with some real-life examples
3. Identification of private and government schools and the policies adopted at micro level for improvements
4. Dissemination of price information for growers and its impact on consumers.
5. Study of a cooperative institution: milk cooperatives, marketing cooperatives, etc.

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.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	Political Science: Indian Constitution (EDH140B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	The main objectives of the course to learn about Indian constitution include sovereignty, socialism, secularism, democracy, and republic. Apart from this, justice, liberty, and fraternity are also, a part of the objectives of the Indian constitution	
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	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
Prerequisites (if any)	NA	

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.

Political Science: Indian Constitution Lab (EDH140B)

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.

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, MacGibban, 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 BookCompany, 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	Creating An Inclusive Classroom (EDS167B)	
Course Type	Core	
L-T-P Structure	4-0-0	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

FROM SEGREGATION TO INCLUSION
Historical perspective and contemporary trends: Journey from charity, medical, social towards human rights-based model ; Succession from segregation, integration and inclusion; Circle of Inclusion; Inclusive Education- Goals and Guiding principles Schemes with respect to Inclusive Education- Policy guidelines on inclusion in education, UNESCO
(2009), National Policy for Persons with Disabilities (2006), Sarva Shiksha Abhiyaan (2002), NEP 2020, RPWD 2016, PWD ACT 1995, RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006) 5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000)

SECTION B

Disabilities: Concept,
Characteristics and Interventions Concept of Impairment, Disability and Handicap ICIDH Model 1980
a. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)
b. Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability, ADHD)
c. Locomotor Disabilities: (cerebral palsy and Dwarfism)

<div align="center">**SECTION C**</div>

Barriers: Types and Strategies to overcome Psychosocial barriers, Infrastructural
Learning and learner support--assistive and adaptive devices, ICT
Barriers and Instructional Barriers;
Curriculum adaptation/
modifications

Differentiated Learning
Role of a teacher in an inclusive set up, creating educational aids and empathetic practices; screening and referral for CWSN;
Parent-School partnership

<div align="center">**SECTION D**</div>

INCLUSIVE PRACTICES IN CLASSROOMS: POSITION OF TEACHER, SUPPORT STRUCTURES AND NETWORKS
1. Principals of making learning meaningful (Child centeredness, Community Centeredness, Activity Centeredness, Variety, Coordination and Integration, conservation, creativity, forward looking, flexibility, Balance and Utility)
2. Role of Teachers (both regular and special) : Concessions and Relaxations
3. Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
4. Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi-disciplinary team (along with child in the decision making process)
5. Designing Differentiated worksheets Case studies

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

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.

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

Course Title/Code	Learner and Learning Process (EDH133B-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	3-0-0	
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
Prerequisites (if any)	NA	

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

- Claridge, Gordon & Davis, Caroline (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
- Arnes, Peter at al (Ed.), (1984). Personality Development and learning, A Reader Kent
- Bower, G. H., (1986). The Psychology of Learning and Motivation, Academic Press
- Chauhan S. S., (1983). Advanced Educational Psychology, (5th revised edition) New Delhi; Vikas Publishers
- Gange R. M. and Briggs, L. J., (1979). Principles of Instructional Design, New York; Halt, Hodder and Stoughton Bernard, H. W., (1954). Psychology of Learning and Teaching, New York; MgGraw Hill
- Joshi, Kirit. (2011). Child, Teacher and Teacher Education. Gandhinagar: Children University.

- o Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers.
- o Kratochwill, Thomas R., (1983). Advances in School Psychology, New Jersey; Lawrence Erlbaum Associated Publishers.
- o Kundu, C. L., and Tutoon, D. N. (1985). Educational Psychology, New Delhi; Sterling Publishers.
- o Rinehart and Winston Gange, R. M. and Briggs, L. J., (1979). The Conditions of Learning and Theory ofInstruction, New York; Halt, Rinehart and Winston
- o Malek Parveenbanu M., (2014). Technology & Teacher, Ahmedabad; SSTCT Publication.

- o Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers
- o D. K. Behera (Ed.), Childhoods in South Asia. New Delhi: Pearson Education India.
- o Farrell, M. (2009).Foundations of Special Education: An Introduction. (4th Ed.). Wiley Blackwell
- o Gardner, H. (1980). Frames of mind: The theory of multiple intelligence.London:
- o H.Havighurtst, R. et al. (1995). Society and Education. Baston: Allyen ad Bacon
- o Piaget, J. (1952). The Origins of Intelligence in Children. New York: International University Press.
- o Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers.Paladin Books
- o Saraswathi, T.S. (Ed) (1999). Culture, Socialisation and Human Development: Theory, Research and Application in India. New Delhi: Sage.
- o Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology.Agra: HPB
- o Singh, Agya Jit (2012). Development of the Learner and Teaching-Learning Process.Patiala: Twenty First Century Publications.

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 (EDH133B-P)	
Course Type	Hard	
L-T-P Structure	0-0-2	
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
Prerequisites (if any)	NA	

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- Intelligence test/Personalitytest/Creativity test/Attitude test/Aptitude test.
8. Conduct an experiment on transfer of learning
9. Preparation of learner profile based on cognitive/non-cognitive characteristics
10. Analysis of classroom teaching episode in the light of teaching skills / strategies

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	**Professional Communication - II (CDO106)**	
Course Type/ Semester	**Core**	
L-P-O Structure	**2-0-0**	
Credits	**2**	
Course Objective	**To familiarize students with the basic knowledge of Quantitative Aptitude & Logical Reasoning**	
Course Outcomes (COs)		**Mapping**
CO1	Students will be able to exhibit effective reading and writing skills in a professionally stimulated environment..	**Skill Development**
CO2	Students will be able to enhance skills to effectively deliver formal and informal presentations to a variety of audiences in multiple contexts.	**Skill Development**
CO3	Students will be able to learn grammatically correct formal writing skills.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A

Unit I: Attitudinal Communication, Attitude and its Impact on Communication, Courtesy & Politeness in Communication, Diversity & Inclusion – Bullying, Cultural Sensitivity, Stereotypes, Sexual Harassment, LGBTQ, Respect, Chivalry, Racial & Gender Discrimination, Disability Harassment, Inclusion, Power Dressing

Section B

Unit II: Syntactical Communication – I, Common errors in communication, Identification of word class, Errors & rectifications, Article usage, Tenses usage -
Present Perfect vs. Past Simple vs. Past Perfect, Subject Verb Agreement

Section C

Unit III: Phonetics, Impact of First Language Influence, Tone, Intonation, Rate of Speech, Pronunciation: Vowels & Consonant sounds

Section D

Unit IV: Developing Communication Skills –I (Listening & Speaking), Concept of LSRW: Importance of LSRW in communication, Listening Skills: Real Life challenges, Barriers to Listening, Speaking : Self Introduction, Interview, GD, Resume

CO Statement (CDO105)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	3	1	-	-	-	-	-	-	-	-	-	1	-	-	-
CO2	1	2	-	-	-	-	-	-	-	2	-	1	-	-	-
CO3	2	2	-	-	-	-	-	-	-	2	-	1	-	-	-

Course Title/Code	Drama and Art Education (EDW125)
Course Type	Workshop
L-T-P Structure	0-0-3
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
Prerequisites (if any)	NA	

SECTION A

INTRODUCTION TO ART EDUCATION

Art and art education: Meaning, scope, and difference

Artistic expression: Meaning and strategies to facilitate

Art therapy: Concept and application to students with and without disabilities Linking Art Education with Multiple Intelligences

Understanding emerging expression of art by students

SECTION B

PERFORMING ARTS: DANCE AND MUSIC

Range of art activities related to dance and Music

Experiencing, responding, and appreciating dance and music

Exposure to selective basic skills required for dance and music

Dance and Music: Facilitating interest among students: planning and implementing activities

Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

PERFORMING ARTS: DRAMA

Range of art activities in drama

Experiencing, responding, and appreciating drama

Exposure to selective basic skills required for drama

Drama: Facilitating interest among students: planning and implementing activities

Enhancing learning through drama for children with and without special needs: strategies and adaptations

SECTION C

VISUAL ARTS

Range of art activities in visual arts

Experiencing, responding, and appreciating visual art

Exposure to selective basic skills in visual art

Art education: Facilitating interest among students: planning and implementing activities

Enhancing learning through visual art for children with and without special needs: strategies and adaptations

SECTION D

MEDIA AND ELECTRONIC ARTS

Range of art activities in media and electronic art forms

Experiencing, responding, and appreciating media and electronic arts

Exposure to selective basic skills in media and electronic arts

Media and electronic arts: Facilitating interest among students: planning and implementing activities

Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

      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 andTheatre..* 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	Post Second Semester Summer Training (EDO165B)
Course Type	Outcome
L-T-P Structure	0-0-0
Credits	1.5
Course Objective	**Student Readiness for value education**

Course Outcomes (COs)		Mapping
CO1	To develop interest in listening, speaking, reading and writing	**Skill Development**
CO2	To comprehend & paraphrase the ideas and their use in professional as well as in personal life	**Skill Development**
CO3	To give presentation in a structured manner on provided topic	**Skill Development**
CO4	To understand the importance of teamwork and its use in professional life.	**Skill Development**
CO5	To minimize the gap/translation pattern created due to the influence of mother tongue.	**Skill Development**
Prerequisites (if any)	**NA**	

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

SEMESTER - 3								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH210B	History: Indian History 1757 – 1857 A.D.	EDU	CORE	4	0	0	4	4
EDH226B	History: Ancient Western Civilization	EDU	CORE	4	0	0	4	4
EDH211B	English: Romanticism And The Victorian Period	EDU	CORE	4	0	0	4	4
EDH212B	Economics: Macroeconomics Theory and Application– I							
EDH213B	Political Science: Historical and cultural Background of Politics	EDU	Elective CORE	4	0	0	4	4
EDH206B	Knowledge and Curriculum	EDU	CORE	4	0	0	4	4
EDS207B	Gender, School and Society	EDU	CORE	2	0	0	2	2
EDW217B	Understanding the Self		Elective CORE					
EDW304B	Yoga & Health Education	EDU		0	0	3	3	1.5
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				22	0	3	25	23.5

Course Title/Code	History: Indian History 1757 – 1857 A.D. (EDH210B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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**
Prerequisites (if any)	NA	

<div align="center">**SECTION A**</div>

TRANSITION OF THE 18TH CENTURY

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

<div align="center">**SECTION B**</div>

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, Hyder Ali and Tipu Sultan

<div align="center">**H**</div>

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

<div align="center">**SECTION D**</div>

CAUSES AND EVENTS OF REVOLT OF 1857
Lord Dalhousie- Doctrine of Lapse- Sepoy Mutiny of 1857 -Debate

History: Indian History 1757 – 1857 A.D. (EDH210B)
PRACTICAL ACTIVITIES

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

Reference 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,** Peopls 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.

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

Course Title/Code	History : Ancient Western Civilizations (EDH226B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

<center>**SECTION A**</center>

BEGINNING OF CIVILIZATION

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

Settlement

<center>**SECTION-B**</center>

MESOPOTAMIAN CIVILIZATION

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

<center>**SECTION-C**</center>

GREEK- ROMAN CIVILIZATION

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

<center>**SECTION D**</center>

NILE VALLEY CIVILISATION

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

History: Ancient Western Civilizations (EDH226B)

PRACTICAL ACTIVITIES
1. Mapping of the Ancient Civilizations River valley civilizations of the world and tracing its importance
2. The archaeological relevance of Greek- Roman Civilization to the modern architecture
3. Project work on the Harappan Valley Civilization sites, mapping
4. Trace how along with human evolution, culture also developed in terms of tool technology, food production , dwelling spaces etc .

REFERENCES AND READINGS-

1. Robert Garland; Ancient Greece: Everyday Life in the Birthplace of Western Civilization, Sterlings,

2. Barry Linton; The Rise and Fall Of The Roman Empire: Life, Liberty, And The Death Of TheRepublic, 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	P03	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	English: Romanticism and Victorian Period (EDH211B)	
Course Type	Core	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

POETRY

William Wordsworth   : "Solitary Reaper"
John Keats   : "Ode to a Nightingale"
PB Shelley   : "To a Skylark"
Robert Browning   : "The Last Ride Together"

Lord Byron   : "She Walks in Beauty"

Mathew Arnold : "Dover Beach"

SECTION B

FICTION

Jane Austen **:** *Emma*

SECTION C

DRAMA

Alfred Lord Tennyson : Becket

SECTION D

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

English: Romanticism and Victorian Period (EDH211B)

LIST OF ACTIVITIES

1. Extempore
2. Script Writing
3. Group Discussion
4. Role Play
5. Presentation Power Point
6. Summarizing
7. Paraphrasing
8. Movie Screening
9. Book Review
10. Mock Interview
11. Quiz

12. Presentation

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

7. Stuart, M. S. (1973). Keats: The Poet. New Jersey: Princeton University Press.

8. Walter, J. B. (Ed.) (1978). Keats: A Collection of Critical Essays, New Delhi: Prentice Hall India Pvt. Ltd.

9. Watson, J.R. (Ed.) (1986). Browning: Men and Women and Other Poems (Case Book Series), New Delhi: Macmillan.

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	Economics: Macroeconomics Theory and Application– I(EDH212B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

INTRODUCTION

Macroeconomic: Meaning and Difference between Microeconomics and Macroeconomics. Macroeconomics issues in an economy-unemployability, 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 it's working, MPS, APS, MPC, APC; autonomous expenditure;

SECTION D

DETERMINATION OF NATIONAL INCOME AND EMPLOYABILITY

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.

Economics: Macroeconomics Theory and Application– I(EDH212B)

PRACTICAL ACTIVITIES

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. 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	Political Science: Historical and cultural Background of Politics (EDH213B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objectives	The Course aims to analyse major constitutions of the World by adopting a comparative approach and to comprehend social stratification of castes, historical backgrounds of constitutions and their evolution. It help students apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in the discipline of the Political Science.	
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
Prerequisites(if any)	NA	

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.

Political Science: Historical and cultural Background of Politics (EDH213B)

PRACTICAL ACTIVITIES
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. Reference Books and Readings:

REFERENCES

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	Knowledge and Curriculum (EDH206B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	The course helps students to identify various dimensions of the curriculum and their relationship with the aims of Education. Also to help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual context.	
	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
Prerequisites (if any)	NA	

SECTION A

KNOWLEDGE AND EDUCATION

Concept of knowledge, Methods of acquiring knowledge, Different kinds of knowledge, Nature of knowledge, belief, information, skill, and perception. Role of teacher in knowledge construction

Epistemological thoughts of M.K. Gandhi, Rabindranath Tagore, Rousseau and John Dewey, 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. economy, politics, 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, Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation

<center>**SECTION D**</center>

CURRICULUM FRAMEWORK AND TRANSACTION
Meaning of Curriculum Framework and Curriculum Transaction**,** Critical analysis of NPE 2020 and its recommendations with special reference to curriculum framework and curriculum Transaction**,** 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

Knowledge and Curriculum (EDH206B)

PRACTICAL

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.

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	Gender, School and Society (EDS207B)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	2-0-0	
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
Prerequisites (if any)	NA	

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 ofchildren 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 actiongroups in striving towards gender equity, the efforts of the government agencies to achieve gender parity: reservations and legal provisionsMillennium Development Goal: Promoting gender equality and empowerment

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 andidentify their significance in promoting gender bias/ parity.
6. Develop and present a skit that portrays gender inequality (Group activity).
7. Choose any one woman achiever from an unconventional field and analyse the various gender biases she would have overcome to achieve her goals.

Reference Books

1. 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.

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	Understanding the Self (EDW217B)	
Course Type	Elective Core	
Course Nature	Workshop	
L-T-P Structure	(0-0-3)	
Credits	1.5	
Course Objective	**To enable the trainee teachers to understand and apply awareness of oneself in becoming a professional and humane teacher**	
Course Outcomes (COs)		**Mapping**
CO1	Assimilate the concept of Self Identity	**Employability**
CO2	Reflect on the factors which influence one's self-Identity	**Employability**
CO3	Analyse the factors which positively enhance one's professional Identity	**Skill Development**
CO4	Appreciate the teaches role as a facilitator to build students self-identity and professional identity	**Skill Development**
CO5	Showcase qualities of teacher as a reflective practioner	**Skill Development**
Prerequisites (if any)	NA	

SECTION A

UNDERSTANDING AND DEVELOPING SELF

Exploring oneself: Self-identity, potential, fears, aspirations, reflecting on one's own self and identity with critical analysis. Identifying factors in the development of self and in shaping identity. Building an understanding about philosophical and cultural perspectives of self- Understanding socio-cultural, historical, and political influences in shaping one's professional identity

SECTION BREFLECTIVE

PRACTICE AND YOGA

Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings, Teacher as a reflective practitioner, Understanding the role of teacher as facilitator and partner in well being among learners.Developing skills of awareness about identity, effective listening, accepting, positive regard etc. among learners as a facilitator.

Introduction of yoga, and meditation as important components to enhance understanding of bodyand mind

Practical Activities

1. Developing self awareness as a teacher
2. Exploring the 'known' and 'unknown' self' in relation to what one and others knowabout one self and what others do not know
3. Reflecting, recording, and sharing of critical moments in one's life
4. Reflections on critical moments in the lives of peers
5. Critically evaluate yourself as a 'prospective teacher'.
6. Briefing a self- reflecting account on significant experiences concerning gender,stereotypes, and prejudices
7. Role play and paired activity for empathetic listening
8. Give a reflective feedback on your contribution during any community service
9. Conducting yoga/ meditation sessions (Group activity)
10. Any other suitable activity

Reference Books and Readings

1. Bhatt, H. (n.d.). *The Diary of a School Teacher* . An Aziz Premji University Publication.Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf

2. Bhattacharjee, D. K. (ed.) (2001). *Psychology and Education- Indian Perspectives*,Section III 'Self and Growth Process' pp. 255-402, NCERT publication.

3. Brooksfield, S. D. (1995). *Becoming a Critically Reflective Teacher* . San Francisco. CA:John Wiley & Sons.

4. Dalal, A. S. (ed.) (2001). *A Greater Psychology- An Introduction to the Psychologicalthoughts of Sri Aurobindo* . Puducherry: Sri Aurobindo Ashram publication.

5. Delors, J. (1996). *Learning the Treasure within- 21st century Education*. UNESCOEducation Commission Report.

6. Duval, T. S., & Silvia, P. J. (2001). *Self awareness and Causal attribution: A Dualsystems Theory* . Boston: Kluwer Academics.

7. Krishnamurti, J. (1998). *On Self- knowledge*. Chennai: Krishnamurti Foundations India.

8. Krishnamurti, J. (2000). *Education and Significance of Life.* Chennai: KrishnamurtiFoundations India.

9. Pant, D., & Gulati, S. (2010). *Ways to Peace- A Resource Book for Teachers* . NCERTpublications.

10. Venkateshamurthy, C. G., & Rao, A. V. G. (2005). *Life Skill Education TrainingPackage*. R.I.E. Mysore.

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

Course Title/Code	Yoga & Health Education (EDW304B)	
Course Type	Elective Core	
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
Prerequisites (if any)	NA	

SECTION A

YOGA – THEORETICAL FRAMEWORK

Yoga – History, Meaning, Need and Importance. The two schools of Yoga: Rāja Yoga and HaṭhaYoga. 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 andValue in students' life.

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

SEMESTER - 4								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH230B	History: National movement (1857 – 1947 A.D)	EDU	CORE	4	0	0	4	4
EDH307B	English: Indian Writings in English	EDU	CORE	4	0	0	4	4
EDH231B	English: Twentieth Century British Literature	EDU	CORE	4	0	0	4	4
EDH232B	Economics: Macroeconomics Theory and Application –II							
EDH233B	Political Science: Growth &international relations	EDU	Elective CORE	4	0	0	4	4
EDH122B-T	Assessment For Learning			3	0	0		
EDH122B-P	Assessment For Learning Lab	EDU	CORE	0	0	2	5	4
EDS227B	School Organization & Management	EDU	CORE	2	0	0	2	2
MOOC-22E-EDS-204	Principles of Human Resource Management							
MOOC-22E-EDS-205	Design Thinking- A Primer							
MOOC-22E-EDS-206	Principles of Management							
MCS231	Basics of Economics							
MCS232	Introduction to Finance							
MCS368	Basics of Entrepreneurship	MGT	Elective	2	0	0	2	2
TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				23	0	2	25	24

Course Title/Code	History: National movement (1857 – 1947 A.D) (EDH230B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

SECTION A

HISTORIOGRAPHY OF MODERN INDIA

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

SECTION B

RISE OF NATIONALISM IN MODERN INDIA – 1885-1905

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

SECTION C

Indian National Movement: 1905-1920

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

SECTION D

Gandhi and the Indian National Movement – 1920-1947

National Movement during the World Wars –Lucknow Session of Congress- League Pact – Home Rule Movement – Rowlatt Satyagraha and Jallian Wala Bagh tragedy – Non-Co-operation Movement – Civil Disobedience Movement – Simon Commission

– Round Table Conferences- National Movement after 1935 – Indian National Army
– Growth of Communalism –Hindu Mahasabha- League and two nation theory – partition and Independence.

History: National movement (1857 – 1947 A.D) (EDH230B)

PRACTICAL ACTIVITIES

1. Role play on any religious reformer of the 18th century and enact the socio-political situation of the period
2. Trace the socio- religious movements campaigns as dowry , sati, child marriage, caste and compare and highlight its present status today .
3. Documentary review on Untouchable India
4. Pick out partition stories from Partition archives , or stories you have listened from your grandparents or any other relatives and narrate how it affected them .
5. Collecting and forming a collage of the important speeches during the freedom struggle

Reference Books and Readings:

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

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	English: Indian Writings in English (EDH307B)	
Course Type	Core	
L-T-P Structure	4-0-0	
Credits	4	
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.	Employability
CO2	Familiarization 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.	Employability
CO5	Understanding Indian English prose through essays of various writers and their writing styles.	Skill Development
Prerequisites (if any)	NA	

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*

English: Indian Writings in English (EDH307B)

Practical Activities

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

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	English: Twentieth Century British Literature (EDH231B)	
Course Type	Core	
L-T-P Structure	(4-0-0)	
Credits	4	
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**
Prerequisites (if any)	Knowledge of history as well as different genres of English Literature	

SECTION A

POETRY

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

T. S. Eliot: "The Love Song of J Alfred Prufrock"

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*

English: Twentieth Century British Literature (EDH231B)

List of Practical:

1. Twentieth Century English Literature
2. Modernism
3. Modernist Poets
4. War Poets
5. Poem Analysis-1
6. Poem Analysis-2
7. Twentieth Century Drama
8. Samuel Beckett
9. Waiting for Godot
10. Virginia Woolf
11. Mrs Dalloway
12. Presentation

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
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(EDH232B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

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 unemployability: 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

Economics: Macroeconomics Theory and Application – II(EDH232B)

PRACTICAL ACTIVITIES

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 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	Political Science: Growth & International relations (EDH233B)
Course Type	Elective Core
Course Nature	Hard
L-T-P Structure	(4-0-0)
Credits	4
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
Prerequisites (if any)	NA	

<div align="center">SECTION A</div>

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.

<div align="center">SECTION B</div>

PLAYERS OF INTERNATIONAL RELATIONS

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

<div align="center">SECTION C</div>

ELEMENTS OF POWER

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

<div align="center">SECTION D</div>

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.

Political Science : Growth & International relations (EDH233B)

Practical: Diplomatic statement drafting activities

Reference Books and Readings:
1.   Axelrod, R., *the Evolution of Co-operation*, New York, Basic Books, 1984.
2.   Baldwin, D.A. (ed.), N*eo-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	Assessment for Learning (EDH122B-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To enable students in understanding of issues in assessment and evaluation from a constructivist paradigm, develop appropriate assessment tasks and tools to assess learner's performance and competence, devise ways to record and report learning landmarks to be supported by feedback and develop the habit of reflecting-on and self-critiquing to improve performance.	
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
Prerequisites (if any)	NA	

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 (EDH122B-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	0-0-2	
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 recognize when they have achieved that standard	Skill Development
CO2	To give effective feedback on assessment decisions	Skill & EmployabilityDevelopment
CO3	To reflect on the last performance and review learners' progress	Skill & EmployabilityDevelopment
Prerequisites (if any)	NA	

PRACTICAL ACTIVITIES

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

*Field activity

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	-----

Course Title/Code	School Organisation & Management (EDS227B)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	2-0-0	
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
Prerequisites (if any)	NA	

SECTION –A

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 – Principal: his qualifications and duties, role and responsibilities, leadership qualities, relations with subordinates, the guardians and the public.

Teacher: role and responsibilities, Qualities and competencies of teacher, and professional ethics and Code of Conduct.

SECTION –B

SCHOOL ADMINISTRATION AND MANAGEMENT

Concept of School Management, its aims, objectives, functions, principles and scope.

Concept of School Administration, its aims and objectives, functions, principles and scope.

School as an Organization Concept of Organizational Culture and School Climate. Difference between organizational culture and School Climate. Factors influencing the organizational culture of any institution.

SECTION-C

ELEMENTS OF SCHOOL MANAGEMENT

School time tables – principles and techniques of time table preparation, school records and registers (Academic and Administrative). Organization of co-curricular activities and role of students. Problems faced in School Management: Issues of Disaster Management, Student Unrest and how to deal with it. Role of Parent Teacher Associations in School Development

SECTION-D

INSTITUTIONAL PLANNING AND TQM

Institutional Planning- Meaning and functions and its importance in school organization
TQM – Meaning and Characteristics and its importance in School organization, Regulatory Bodies in Quality Assurance in Education - NAAC, NCTE, NCERT,
SCERT, RCI and AICTE.
School finance – sources of income and items of expenditure.

Practical Topics:

1. Preparation of an Academic Calendar of School
2. Preparation of an annual calendar for the schools co-curricular activities for the current session.
3. Class Presentations on difference in the competencies required for a traditional and 21st century Teachers.
4. Organize a group discussion on the Professional Ethics and Code of Conduct for teachers.
5. Survey of hostel and library and make a report of the problems faced by the students.
6. A Practical activity on the positive school climate.
7. Preparation of an outline of an institutional planning on any aspect of school organization.
8. Preparation of Class Time Table.
9. Write an assignment on how NCERT, SCERT and NAAC is ensuring external & internal quality at higher education
10. Critically analyse the allocation of budget to the education sector in the current Financial Year
11. Identify different ICT resources used by School Management and Administration.

References and Readings:

1. Agarwal, J.C. and Sharma, K. R.(2006): *Basic School Organisation*, Doaba House, Delhi
2. Agarwal, J.C. (2006): *School Administration*, Arya Book Depot, Delhi.
3. Mohanthy, Jagannath (2007). *Educational Management, Supervision, School Organization*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Owens, Robert G (1970). *Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J., Publishing House.
5. Safaya, R.N. and Shaida, B.D. (2000). School Administration and Organization. Dhanpat Rai and Sons, Delhi
6. NAAC (2003). *Total Quality Management for Tertiary Education* Bangalore: NAAC. Retrievedfrom:
   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	Principles of HRM (MOOC-22E-EDS-204)
Course Type	Elective
Course Nature	Soft
L-T-P	2-0-0
Credits	2
Course Objective	The course aims managerial competence among the learners
Course Outcomes (COs)	
CO1	To know about staffing/recruitment
CO2	To explore performance management and appraisal process
CO3	To explore training and development
CO4	To evaluate processes of career management
Prerequisites (if any)	NA

Syllabus

Introduction to HRM
  Week 1:Management: Definition,nature, purpose and scope of management, Skills and roles of a Manager, functions, principles; Evolution of ManagementThought, Scientific Management.
  Week 2:Planning: Types of plans, planning process, Characteristics of planning, Traditional objective setting, Strategic Management, premising and forecasting
  Week 3:Decision-Making: Process, Simon's model of decision making, creative problem solving, group decision making.
  Week 4:Management by Objectives: Management by exception; Styles of management: (American, Japanese and Indian), McKinsey's 7-S Approach, Self Management
  Week 5:Organizing: Organizational design and structure, Coordination, differentiation and integration.

  b. Creating an HR scorecard
  c. Measuring HR alignment

  Week 6: Span of management, centralization and de-centralization Delegation,Authority & power - concept & distinction, Line and staff organizations
  Week 7: Staffing: Human Resource Management and Selection, Performance appraisal and Career strategy, Coordination- Concepts, issues and techniques
  Week 8: Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.

Week 9: Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.
Week 10: Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work
Week 11: Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work
Week 12: Controlling: Concept, planning-control relationship, process of control, Types of Control, Control Techniques
Characteristics of team

Books and references
1. Principles of management : Stoner
2. Principles of management: Koontz O'donell

CO-PO Mapping

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

Course Title/Code	Design Thinking: A Primer (MOOC-22E-EDS-205)	
Course Type	Elective	
L-T-P Structure	2-0-0	
Credits	2	
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
Prerequisites (if any)	NA	

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	-	-	1	------	-	----	-	-	-	1	1	-----
CO2	1	1	-	-	-	-	-	-	-	---	-	2	2	-----
CO3	1	2	-	-	1	-	1	-	-	---	-	2	1	-----
CO4	1	2	-	-	1	-	-	-	-	---	-	2	2	-----

Course Title/Code	Principles of Management (MOOC-22E-EDS-206)	
Course Type	Elective	
L-T-P Structure	2-0-0	
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
Prerequisites (if any)	NA	

Week 1:Introduction to Management: Management – An Emerging Profession, Definition, Nature, Scope, Purpose, and characteristics of Management, Functions, roles, skills of an effective Manager

Week 2:Evolution of Management Thought : Classical Theory, Scientific Management , Management Process or Administrative Management, Bureaucracy, Behavioural Science Approach, Quantitative Approach, Systems Approach, Contingency Approach, Operational Approach

Week 3: Planning: Types of Plans, Planning Process, Introduction to Strategic Management, Types of Strategies, Understanding environment of business: Environmental appraisal – Industry Analysis - Porter's Model of competitive advantage, analysis of organisational resources and capabilities

Week 4:Forecasting and Premising : Introduction to Forecasting, Essential Components in Business Forecasting, Determinants of Business Forecasts, Benefits of Forecasting, Techniques of Forecasting, Limitations of Forecasting

Week 5:Decision-making : Introduction, Components of Decision-making, Decision-making Process, Group Decision-making, Creativity Problem-solving

Week 6:Management by Objectives and Styles of Management : Core Concepts of MBO, Characteristics of Management by Objectives, Process of MBO, Defining the Goal, Action Plan, Final Review, Benefits of Management by Objectives, Limitations of Management by Objectives, Styles of Management, American Style of Management, Japanese Style of Management, Indian Style of Management

Week 7: Organizing and Directing: Introduction, Organizational Design, Hierarchical Systems , Organization Structure, Types of Organization Structure, Formal and Informal Organization, Factors Determining Span of Management, Centralization and Decentralization, Span of control, Understanding authority and responsibility, Principles of Delegation, Authority, Developing a culture of Innovation and performance

Week 8:Staffing and Coordination: Introduction, Human Resource Management, Recent Trends in HRM, Technology in HRM, Economic Challenges, Workforce Diversity, Concept of Coordination, Need for Coordination, Importance of Coordination, Principles of Coordination, Coordination Process, Types of Coordination, Issues and Systems Approach to Coordination, Techniques of Coordination

Week 9:Career Development Strategy: Introduction, Concept and Elements of Career, Overview of Career Development, Significance and Advantages of Career Development, Objectives of Career Development, Types of Career Development Programmes, Different Stages or Cycles of Career Development Process, Career Anchors, Steps in the Career Planning Process

Week 10:Leadership styles of Managers: Leadership Concept, Nature, Importance, Attributes of a leader, Role of a leader in demonstrating awareness of legal, personnel, and strategic issues relating to globalization, culture and gender diversity in an organization, Role of leader in conflict resolution and negotiations

Week 11: Organizational Communication: Communication in Organizations: Introduction, Importance of Communication in the Workplace; Understanding Communication Process, Barriers to Communication, Use of tone, language and styles in Communication, Role of Perception in influencing communication, Role of culture in communication

Week 12:Change management: Concept of change, change as a natural process, Importance & Causes of change – social, economic, technological, organizational, Developing a climate for learning, Concept of learning organizations

Challenges of Contemporary Business: Role of Ethics, Corporate social responsibility, and environmental issues

Books and references

1. Stephen P. Robbins, David A. Decenzo, 2016. Fundamentals of Management, Pearson Education, 9th Edition

2. Harold Koontz, O'Donnell and Heinz Weihrich, 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	-----	-----

Course Title/Code	Basics of Economics (MCS231)	
Course Type	Elective	
LTP Structure	2-0-0	
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		Mapping
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
Prerequisites (if any)	NA	

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	
LTP Structure	2-0-0	
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
Prerequisites (if any)	NA	

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. Pandy, 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	Basics of Entrepreneurship (MCS368)
Course Type	Elective
Course Nature	Soft
LTP Structure	2-0-0
Credits	2
Objective	The course aims to equip the students towards understanding the various steps involved in the journey from an idea or problem worth solving to the stage of creating a Minimum Viable product(MVP)

Course Outcomes		
CO1	Students will be able to identify a problem worth solving using Jobs-to-be-Done (JTBD) methodology and empathize with the customer to further define the problem using Design Thinking.	Entrepreneurship
CO2	Students will be able to craft their solutions using the Value Proposition Canvas by defining the gain creators and pain relievers	Entrepreneurship
CO3	Students will be able to create your own business model using the Lean Canvas template	Entrepreneurship
CO4	Students will be able to build solution demo, validate solution demo, build and validate MVP or pivot through MVP interviews	Entrepreneurship
Prerequisites (if any)	NA	

Basics of Entrepreneurship

Unit 1

Decision to become an entrepreneur

Introduction to entrepreneurship- Defining entrepreneurship, characteristics of successful entrepreneurs, importance of entrepreneurship, Myths about entrepreneurs, Corporate entrepreneurship, Self-Discovery & SWOT analysis, Effectuation –Meaning , Five principles of effectuation, , Defining a Start-up, 4 Ps of a Startup, Reasons of Start-up failure, Basic Model of entrepreneurial process.

Unit 2

Opportunity discovery

Recognizing opportunities and generating Ideas, Validating the market need, Identify problem worth solving using Jobs to be done(JTBD) methodology, design Thinking- Meaning, Design Thinking Values, Design Thinking Process, Double diamond approach in design thinking

Unit 3

Customer and Solution-

Customer Vs. Consumer, different market types and their specific requirements, estimate the market size, identify your customer Segment (through STP), Switching costs and psychological biases, understanding Market research for start ups, Customer profile ,Value proposition Canvas- understanding the jobs, pains and gains.

Unit 4

Business Model & Validation and Business Plan

Business Model- Concept, Elements of Business Model and Lean Approach, Lean canvas template, , Blue Ocean Strategy, difference between Solution Demo and MVP, Business plan- definition and importance, components of Business plan- market, technical and financial, legal and ethical aspects in a Start-Up.

Unit 5

 Finance, Marketing & Sales

Cost Structure, Estimate Your Costs, Revenue Streams, Types of Revenue, Identify Your Secondary Revenue Streams, Pricing, Estimate Your Revenue and Price, Check the Profitability of Your Business Idea, Bootstrapping; Sources and Uses of Funds, Identify Sources and Uses of Funds, Create Your Positioning Statement, What Is Branding?, Create Your Brand Strategy, Introduction to Channels, Selecting Your Channels, Create Your Company Profile. Legal and ethical steps in startups, frugal innovation and social entrepreneurship Relation between Creativity and Innovation, types of innovation, frugal innovation- features and importance, concept of social entrepreneurship.

References:

- Higgins, M., & Nohria, N. (1999). The sidekick effect: Mentoring relationships and the development of social capital. In Corporate social capital and liability (pp. 161-179). Springer US.
- Sullivan, R. (2000). Entrepreneurial learning and mentoring. International Journal of Entrepreneurial Behavior & Research, 6(3), 160-175

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

SEMESTER - 5								
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH316B	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.)	EDU	CORE	4	0	0	4	4
EDH317B	English: Literary Criticism	EDU	CORE	4	0	0	4	4
EDH318B	Economics: International Economy							
EDH319B	Political Science: Political thoughts	EDU	Elective	4	0	0	4	4
EDH214B	Education in Contemporary India	EDU	CORE	4	0	0	4	4
EDH108B-T	Pedagogy of Social Sciences			3	0	0		
EDH108B-P	Pedagogy of Social Sciences Lab	EDU	CORE	0	0	2	5	4
EDW228B	E-Learning	EDU	CORE	0	0	3	3	1.5
EDO209B	Phase I (Field Engagement)	EDU	CORE					2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)			22	0	4	24	23.5

Course Title/Code	History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) (EDH316B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	To familiarize students with an Introduction to the Asiatic societies of the World	
	Course Outcomes	**Mapping**
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.

History: Nationalism & Colonialism in Asia (1800 – 1950 A.D.) (EDH316B)

PRACTICAL ACTIVITIES

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

138

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.
- Jocl 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	English: Literary Criticism (EDH317B)	
Course Type	Core	
L-T-P Structure	4-0-0	
Credits	4	
Course Objective	To focus on critical theory as it applies to literature and culture	
Course Outcomes (COs) _139_		Mapping
CO1	Familiarization 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
Prerequisites (if any)	NA	

SECTION A

CLASSICAL AND NEO-CLASSICAL CRITICISM

Aristotle: Poetics

SECTION B

ROMANTIC CRITICISM

Wordsworth: Preface to Lyrical Ballads

<div align="center">**SECTION C**</div>

VICTORIAN CRITICISM

Mathew Arnold: "The function of Criticism at Present Time"

<div align="center">**SECTION D**</div>

NEW CRITICISM

T. S. Eliot: "Tradition and Individual Talent",

Literary Criticism Practical Activities:

Read and Analysis of Poetry by applying the theory of Literary Criticism.

Thinking and writing the content of one's interests.

Reading and analysis of Literary Theory.

Review of articles, and papers from journals and newspapers.

Recitation of Poetry.

Reading of different texts.

Writing reviews of different texts.

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: AlliedPublishers.

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

Course Title/Code	Economics: International Economy (EDH318B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	To give the students the theoretical foundation they need to comprehend how the global economy works	
Course Outcomes (COs)		Mapping
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 discuss recent changes in India's foreign trade, policy initiatives and the role of International Trade Organization.	Skill Development
Prerequisites (if any)	NA	

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.

Practical Activities

1. Understanding the top 10 exports and import basket goods of India.
2. Geographical indicators
3. Vocabulary box analysis
4. Debate on, "Why should US not impose Trade restrictions like qualitative restrictions and price restrictions"
5. Data statistics for UNCTAD, UNESCO databases
6. Think-Tac-Toe Game/ The International Trade Game: Using just scissors, pencils, rulers and paper, large numbers of students experience a simulation of international trade.

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	Political Science: Political thoughts (EDH319B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	To comprehend main sources of the political tradition in ancient India and its development in modern times	
Course Outcomes		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**
CO6	To understand the Concepts, sources and bases of ancient political thought.	Skill Development
Prerequisites (if any)	**NA**	

SECTION A

INDIAN POLITICAL THOUGHT

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

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

SECTION B

POLITICAL THOUGHT AND ITS DEVELOPMENT

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

SECTION C

RENAISSANCE IN POLITICAL THOUGHT

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

SECTION D

POLITICAL THOUGHT OF INDIAN LEADERS

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

Political Science: Political thoughts (EDH319B)

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

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	Education in Contemporary India (EDH214B)	
Course Type	Core	
L-T-P Structure	4-0-0	
Credits	4	
Course Objective	To enable students to equip themselves with system and structure of Indian Education, identify various concerns related to education of socially disadvantaged sections of society, and understand the Govt. policies of education and will evaluate the same with respect to quality education and universalization of 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
Prerequisites (if any)	NA	

<p style="text-align:center">SECTION A</p>

INDIAN SOCIETY AND CONSTITUTION

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

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

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

<p style="text-align:center">SECTION B</p>

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

<p style="text-align:center">SECTION C</p>

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.

<p style="text-align:center">SECTION D</p>

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)

Education in Contemporary India (EDH214B)

PRACTICAL ACTIVITIES

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.

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*). Contemporly 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	-

Course Title/Code	Pedagogy of Social Sciences (EDH108B-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	This course helps the learners gain an understanding of the nature and scope of Social Sciences and develop an understanding of different approaches to teaching Social Sciences and examine different pedagogical issues in learning Social Sciences.	
	Course Outcomes	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
Prerequisites (if any)	NA	

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 skill of set induction, skill of set closure, skill of blackboard writing, skill of explanation, reinforcement skills, Bloom's Taxonomy, Anderson and Krathwhol 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 learner.

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.

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

Course Title/Code	**Pedagogy of Social Sciences Lab (EDH108B-P)**
Course Type	**Core**
Course Nature	**Hard**
L-T-P Structure	**(0-0-2)**
Credits	1
Course Objective	**This course helps the learners gain an understanding of the nature and scope of Social Sciences and develop an understanding of different approaches to teaching Social Sciences and examine different pedagogical issues in learningSocial Sciences.**

	Course Outcomes	**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**
Prerequisites (if any)	**NA**	

Practical Activities

1. Planning of Lessons on the Social Sciences units/themes of class VI,VII,VIII, IX
2. Preparation of teaching learning aids for diverse learning styles
3. An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social and diverse learning needs
4. Critical analysis of Social Science Textbooks
5. Develop a Multimedia lesson plan using different sources of ICT.
6. Lesson plan (Through constructivist approaches ICON and 5E model)
7. Discussion on how to Deal with controversial Issues in Social Science.(Current events)
8. Prepare a Best out of waste teaching learning material
9. Content analysis of a selected topic/chapter/unit
10. Preparation of a blueprint and test items of an achievement test in geography/history/political science/economics for any secondary class
11. Reflection on Pedagogical Issues in Teaching Social Sciences: Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the textbook, primacy of the learner. Write Reflective Journals on it.
12. Identify a classroom problem and provide solution to it through action research
13. Organization and planning of Co-curricular Activities in Social Science
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	E- Learning (EDW228B)	
Course Type	Core	
L-T-P Structure	0-0-3	
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
Prerequisites (if any)	NA	

SECTION A

Basic of e-learning

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

SECTION B

Use of ICT for learning management

1. Record keeping and scheduling tools
2. Communicative tools
3. Learning management system- Introduction

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

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

Activity:

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

SECTION D

ICT in Assessment

1. Computer assisted assessment
2. Use of e-portfolios, Rubrics in assessment
3. Use of innovative strategies for formative assessment

Activity

1. Create e portfolio of this workshop
2. Create rubric to assess group discussion
3. 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	Phase-I Field Engagement (EDO209B)	
Course Type	Core	
L-T-P Structure	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. Student is able to test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period	
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
Prerequisites(if any)	NA	

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 learningprocess

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 TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH406B	History: Modern Western Civilization 1789 – 1945 A.D.	EDU	CORE	4	0	0	4	4
EDH 407B	English: Popular Literature	EDU	CORE	4	0	0	4	4
EDH 408B	Economics: Money and Banking							
EDH409B	Political Science: International politics	EDU	Elective CORE	4	0	0	4	4
EDH308B	Economics: Indian Economy							
EDH309B	Political Science: Essence of public administration	EDU	Elective CORE	4	0	0	4	4
EDH127B-T	Pedagogy of English			3	0	0		
EDH127B-P	Pedagogy of English Lab	EDU	CORE	0	0	2	5	4
EDW254B	Basic Research and Statistics (EPC)	EDU	CORE	0	0	3	3	1.5
EDW104B	Reading And Reflection on Texts	EDU	CORE	0	0	3	3	1.5
EDO314B	Phase-II Field Engagement	EDU	CORE					2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)			24	0	2	27	25

Course Title/Code	History : Modern Western Civilization 1789 – 1945 A.D. (EDH406B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

SECTION A

FRENCH REVOLUTION

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

SECTION B

ERA OF KARL MARX

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

SECTION C

AMALGAMATION OF ITALY

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

SECTION D

THE WORLD DURING 1900-1945

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

PRACTICAL ACTIVITIES

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

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	English: Popular Literature (EDH407B)	
Course Type	Core	
L-T-P Structure	4-0-0	
Credits	4	
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**
Prerequisites (if any)	NA	

CHILDREN LITERATURE

Tagore: The Post Master, The Home Coming
Sukumar Ray: Jatin and his Sandals, HolLabaloo in Gosaipur

SECTION B

DETECTIVE FICTION

Arthur Conan Doyle: The Hound of Baskerville

SECTION C

SCIENCE FICTION

Joanna Russ: The Female Man

SECTION D

HUMOUR

P. G. Wodehouse: *Full Moon*

English: Popular Literature

Practical Activities:

1. Group Discussion

2. Debate

3. Report Writing

4. Analysis of Text

5. Reading of Text

6. Presentation

7. Project Work

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?, Routeledge, 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

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	Economics: Money and Banking (EDH408B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

<h1 style="text-align:center">SECTION A</h1>

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

<h1 style="text-align:center">SECTION B</h1>

VALUE OF MONEY

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

<h1 style="text-align:center">SECTION C</h1>

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

<h1 style="text-align:center">SECTION D</h1>

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

Economics: Money and Banking (EDH408B)

1. Understanding various forms of exchange through class activity of a barter trade
2. Commercial Banks balance sheet analysis
3. Preparing report on bank rates and banking schemes for savings and current accounts
4. E-portfolio activity on money management schemes- Mutual Funds, Investment Portfolios, Fixed deposit schemes, pension schemes

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

Course Title/Code	Political Science: International politics (EDH409B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	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
Prerequisites(if any)	NA	

SECTION A

THEORY OF INTERNATIONAL POLICTICS

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.

Practical: News Reporting activities on various UNO Session

Reference Books and Readings:

1.   Axelrod, R., *The Evolution of Co-operation*, New York, Basic Books, 1984.

2.   Baldwin, D.A., (ed.), *Neo-realism and Neo-realism*, New York, Columbia University Press, 1993.

3.   Baldwin, D.A., (ed.), *Paradoxes of Power*, New York, Basil Blackwell, 1989.
4.   Bennett, J.C., (ed.), *Nuclear Weapons and the Conflict of Conscience*, New
         York, Charles Scribner's Sons, 1962.
5.   Brennan, D.G., (ed.), *Arms Control, Disarmament and National Security*,
         New York, George Braziller, 1961.
6.   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
C05	1	1	2	1	1	_	2	3	3	3	1	3	3	3

Course Title/Code	Economics: Indian Economy (EDH308B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	4-0-0	
Credits	4	
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
C05	To develop a clear understanding of Indian economy.	Entrepreneurship
Prerequisites (if any)	NA	

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.

Indian Economy (EDH 308B)
1. Understanding taxation principles and processes through real tax calculations
2. Discussing Industry, trade, and manufacturing through case study
3. In-depth group project on NITI Ayog as a case analysis
4. Journalling on Women entrepreneurs in India/ Self-help Groups
5. Higher Education policy analysis for development in India
6. Speech analysis of important events such as Independence Day speech.

Reference Books and Readings:
1. Agarwal AN (2006), Indian Economy, Problems of Development and Planning, Viswa Prakash, New Delhi. 217
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
4. Datt R and K.P.M. Sundharam (2001), Indian Economy, S Chand & Company Ltd., New Delhi
5. Dhingra, I.C. (2001) The Indian Economy: Environment and Policy, Sultan Chand & Sons, 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	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	Political Science: Essence of public administration (EDH309B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	4-0-0	
Credits	4	
Course Objective	This course intends to familiarize students with the basic concepts of Public Administration and Governance. It also aims to acquaint students with the contemporary discourse, approaches, issues and concerns along with changing dynamics of public administration	
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
C05	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
Prerequisites (if any)	NA	

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. 222

SECTION D

PUBLIC ADMINISTRATION & ITS CONTROL

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

Political Science: Essence of public administration (EDH309B)

PRACTICAL ACTIVITIES

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.
4. Report writing activities on various ongoing public welfare programs in India.

Reference Books and Readings:
1. Appleby, P.H., Policy and Administration, ALabama University of Albama Press, 1957.
2. Avasthi, A., and S R Maheshwari, Public Administration, Agra, Lakshmi Narain Aggarwal, 1996.
3. Basu, D.D., Administrative Law, New Delhi, Prentice Hall, 1986.
4. Bhambri, C.P., Administration in a Changing Society : Bureaucracy and Politics inIndia, Delhi, Vikas, 1991.
5. Bhambri, C.P., Restructuring Public Administration : Essaysin Rehabilitation, New Delhi, Jawahar, 1999.
6. Dimock, M.E., and G O Dimock, Public Administration, Oxford, IBH Publishing Co., 1975.
7. Dimock, M.E., and G O Dimock, Administrative Vitality : The Conflict with Bureaucracy, NewYork, Harper, 1959.
8. Gladden, E.N., The Essentials of Public Administration, London,Staples Press, 1958.
9. Gaus, J.M., A Theory of Organization in Public Administration, Chicago, University of Chicago Press, 1936.
10. La Palombara, J., (ed.), Bureaucracy and Political Development, Princeton NJ, Princeton University Press, 1967.
11. Maheshwari, S.R., Administrative Theories, New Delhi, Allied, 1994.

12. Nigam, S.R., Principles of Public Administration, Allahabad Kitab Mahal, 1980.
13. Nigro, F.A., and L S Nigro, Modern Public Administration, New York, Harper and Brothers, 1956.
14. Waldo, D., (ed), Ideas and issues in Public Administration, New York, Mc Graw Hill, 1953.
15. White, N.D., Introduction to the study of Public Administration, New York, MacMillan, 1955.

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	Pedagogy Of English (EDH127B-T)	
Course Type	Core	
L-T-P Structure	3-0-0	
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 skillfully	Entrepreneurship
Prerequisites (if any)	The learners have to have knowledge of the basics of English Language.	

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,

<div align="center">**SECTION C**</div>

LANGUAGE DEVELOPMENT SKILL AND LEARNING RESOURCE

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,

<div align="center">**SECTION D**</div>

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

Course Title/Code	Pedagogy Of English (EDH127B-P)	
Course Type	Core	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	The learners have to have knowledge of the basics of English Language.	
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
Prerequisites (if any)	The learners have to have knowledge of the basics of English Language.	

1. Discuss the changed role of English language in 21st century.

2. Explore the contribution of ICT in language learning.

3. Discuss on topic: 'Difference between spoken and written English'.

4. Pen down reflective feedback on any English text book.

5. Read biography of two prose authors (one Indian, one International), and two poets (one Indian, one International).

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

7. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.

8. *Observe and list the language activities incorporated by in-service English teachers to supplement the understanding of learners.

9. Design teaching programme based on error analysis

10. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English

11. Develop work sheet (interactive including language games)

12. Prepare worksheets to enrich vocabulary among secondary students with disabilities

13. Develop lesson plans for the teaching of prose and poetry, Procedure of Lesson and Unit Planning

14. Critically analyze any one poem or essay of a well-known poet or writer

15. Practical exposure to Current Trends in Modern English Literature in Indian context

Reference Book and Readings

3. Anderson, A.& Lynch T.(1988).Listening. Oxford: Oxford University Press.

4. Beaumount, M. (1996). The Teaching of Reading Skills in Second/ Foreign Language. Patras: The Hellenic Open University.

5. Brown,G.&Yule. (1983). Teaching the spoken language. Cambridge:Cambridge University Press.

6. Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.

7. Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.

8. Hughes, A. (1989). Testing for Language Teachers. Cambridge: Cambridge University Press.

9. Maley, A.&Duff,A.(1975).Sounds interesting.Cambridge:Cambridge University Press.

10. Parrott, M. (1993). Tasks for Language Teachers. Cambridge: Cambridge University Press.

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	Basic Research and Statistics (EDW254B)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	(0-0-3)	
Credits	1.5	
Course Objective	To develop an understanding of the research process and acquire competencies for conducting a research.	
CO1	To describe the concept and relevance of research in education and special education	Skill Development
CO2	To develop tools for conducting research	Employability
CO3	To identify the problem and formulate hypothesis	Employability
CO4	To develop skills for data analysis	Skill Development

SECTION A

INTRODUCTION TO RESEARCH

Scientific Method

Research: Concept and Definition Application of

Scientific Method in ResearchPurpose of Research

Research in Education and Special Education

SECTION B

TOOLS AND TYPES OF RESEARCH

Types of Research

- **-** Basic/Fundamental

- **-** Applied

- **-** Action

Tools of Research: Tests, Questionnaire, Checklist and Rating ScaleAction

Research in Teaching Learning Environment

Professional Competencies for Research

SECTION C

PROCESS OF RESEARCH

- **-** Selection of Problem

- **-** Formulation of Hypothesis

- **-** Collection of Data
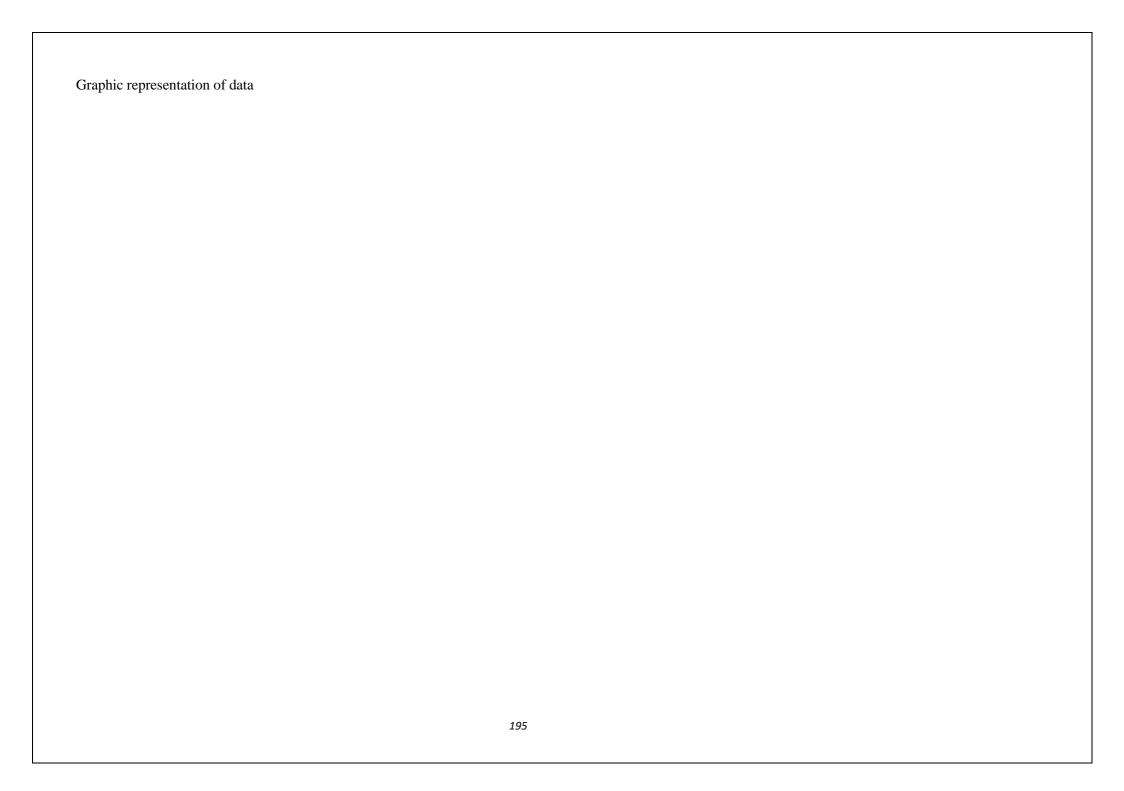
- **-** Analysis of Data & Conclusion

SECTION D

MEASUREMENT AND ANALYSIS OF DATA

Scale for measurement: Nominal, Ordinal, Interval and RatioOrganization

of data: Array, Grouped distribution

Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

Correlation: Product Moment and Rank Order Correlation

Graphic representation of data

Reference Books and Readings

1. Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.

2. Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

3. Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.

4. Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

5. Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.

6. Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

7. Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.

8. Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	---	---	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---
CO2	---	---	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---
CO3	1	1	1	3	1	2	3	3	3	2	2	3	3	1	3	3	---
CO4	1	1	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---

Course Title/Code	Reading and Reflecting on Texts (EDW104B)	
Course Type	Core	
L-T-P Structure	0-0-3	
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
Prerequisites(if any)	NA	

SECTION A

Acquisition of reading skills, Reading as resource

Reading a wide variety of texts such as Descriptive, Narrative, Literary, Historical work, Policy documents with special focus on NEP 2020, Ethnographies. Process of critical and reflective reading. Importance of reflection for teachers

SECTION B

Concept and distinguishing features of reflective writing, writing with a sense of purpose

Writing Skills for Teachers: reports, minutes, writing about research; Steps in writing a research proposal;writing annotations, references and bibliography; Difference between references and bibliography; writing journals and reflective diaries, Difference between reflective diary and journal

PRACTICAL ACTIVITIES

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.

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.arvindguptstoys.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. Retrieved fromhttps://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvclJCbul2I3Oc912D8/present#slide=id.i0

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

Course Title/Code	Phase-II Field Engagement (EDO314B)	
Course Type	Core	
L-T-P Structure	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 practitioner. Student is able to test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period	
	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
CO6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	Skill Development
Prerequisites(if any)	NA	

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 TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH418B	History: Indian and world history 1950-2000 A.D.	EDU	CORE	4	0	0	4	4
EDH419B	English: Gender and Literature	EDU	CORE	4	0	0	4	4
EDH420B	Economics: Statistics							
EDH421B	Political Science: Social Constructionists and Their Thoughts	EDU	Elective CORE	4	0	0	4	4
LWS121	General Laws for Educators							
LWS122	Women and Child Laws	LAW/NPTEL	Elective	2	0	0	2	2
CDO432	Professional Competency Education			2	0	0	2	2
EDS236B	School leadership and Management							
EDS221B	Guidance and Counseling							
EDS220B	Peace and Value Education							
EDS222B	Human Rights in Education							
EDS223B	Environmental Education							
MOOC-21O-EDS-401	Educational Leadership	EDU	CORE	2	0	0	2	2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)			18	0	0	18	18

Course Title/Code	History: Indian and world history 1950-2000 A.D. (EDH418B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites(if any)	NA	

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

Indian and world history 1950-2000 A.D. Lab (EDH418B)

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.

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 PoliticalThought.
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**.

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	English: Gender and Literature (EDH419B)	
Course Type	Core	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

SECTION A

CRITICAL THEORY

Elaine Showwalter   :   Toward Feminist Poetics

SECTION B

REVISIOINING THE CANON -1

Suniti Namjoshi   : Feminist fables (stories 1-10)

<center>**SECTION C**</center>

REVISIONING THE CANON-II

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

<center>**SECTION D**</center>

WOMAN WRITING AND GYNOCRITICISM

Virginia Woolf   : Profession for women

Alice Walker   :In search of our Mothers' Gardens

Gender and Literature Lab (EDH419B)

LIST OF ACTIVITIES

1. Elocution
2. Collage Making
3. Group Discussion
4. Role Play
5. Presentation Power Point
6. Essay Writing
7. Paraphrasing
8. Movie Screening
9. Book Review
10. Mock Interview
11. Quiz
12. Presentation

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	Economics : Statistics (EDH420B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
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
Prerequisites (if any)	NA	

<div style="text-align:center">**SECTION A**</div>

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

<div style="text-align:center">**SECTION B**</div>

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 DeviationLorenz Curve- Gini Coefficient- Skewness and Kurtosis.

<div style="text-align:center">**SECTION C**</div>

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.

<div style="text-align:center">**SECTION D**</div>

SAMPLING DISTRIBUTIONS

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

of sampling, Standard errors of sample mean

<div style="text-align:center">*210*</div>

Economics: Statistics Lab (EDH420B)

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

Reference Books and Readings:

1. Allen, R .G .D. (1974), *Mathematical Analysis for Economists*, Macmillan press,eds237
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, HimalayanPublishing House, Mumbai.
4. Chiang, A.C. (1986). *Fundamental Methods of Mathematical Economics* (3rd 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	Political Science: Social Constructionists and Their Thoughts (EDH421B)	
Course Type	Elective Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objective	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.	Skill Development
Prerequisites(if any)	NA	

SECTION A

SOCIAL CONSTRUCTIONISTS

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

SECTION B

MODERN POLITICAL THOUGHT

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

SECTION C

ANCIENT AND MEDIEVAL POLITICAL THOUGHT

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

SECTION D

IDEALIST, SOCIALISTS AND LIBERTARIANS

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

Reference Books and Readings:

1. Allen., J.W., *A History of Political thought in the Sixteenth Century*, London, Methuen, 1967.

2. Ashcraft, A., *Revolutionary Politics and Lke's Two Treatises of Government*, London, Alen and Unwin, 1986.

3. Ashcraft, A.,*Locke's Two Treatises of Government*, London, Unwin and Hyman, 1987.

4. Avineri, A., *The Social and Political Thought of K.Marx*, New Dehi, S.Chand and Co., 1979.

5. Barker, E., *The Political thought of Plato and Aristotle*, New York, Dover publications 1959.

6. Barker, E., *Greek Political Theory, Plato and his Predecessors*, New Delhi, B.I Publications 1964.

7. Barker, E., *The Politics of Aristotle, translated with introduction, notes andappendix*, Oxford, Oxford University Press, 1995.

8. R.N.Berlin, *The history of political Thought; A short Introduction*, London, Dent, 1977.

9. Beril, I.,*The Hedgehog and the Fox*, London, Weidengeld and Nicholson 1953

10. Beril, I., *Karl Marx: His life and Environment*, Oxford, Oxford university Press, 1963.

11. Bluhmn, W.H.,*Theories of political System: Classics of political Thought andmodern Political Analysis*, Englewood Cliffs NJ, PrenticeHall, 1965

12. Bowle, J., *Western political thought: A Historical Introduction from theorigins to Rousseau*, London, Jonathan Cape, 1947

13. Bowle, J., *Politics and opinion in the Nineteenth Century: A historicalintroduction*, London, Jonathan Cape 1954.

14. Bowle, J., *Thoughts on Machiavellian*, Chicago, University of Chicago Press, 1958.

15. Bowle, J., *Studies in Platonic Political philosophy*, Chicago, Chicago University Press 1964.

16. Talmon, J.L.,*The Origins of Totalitarian Democracy and PoliticalMessianism: The Romantic Phase*, London, Secker andWrburg, 196o.

17. Thorson, T.L., Plato: *Totalitarian or Democrat*, Englewood Cliffs NJ, Prentice Hall, 1963,

18. Tully, J., *A discourse on Property; John Locke and his Adversaries*, Cambridge, Cambridge University Press, 1980.

19. Vaughan, C.E., *Studies in the History of Political Philosophy before and afterRousseau*, Manchester U.K. University of ManchesterPress, 1925.

20. Warrender, A., *The Political Philosophy of Hobbes: His theory of obligation*, Oxford, The Clarendon Press 1957.

21. Warburton, N., J.Pike and D. Matravers, *Reading Political Philosophy:Machiavelli to Mill*, London, Routledge in association with OpenUniversity2000.

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	General Laws for Educators (LWS121)	
Course Type	Elective (Allied)	
Course Nature	Soft	
L-T-P-O Structure	2-0-0-0	
Credits	2	
Course Objective	**The objective of this paper is to orient the students with laws relating toeducation, women, child and industry with reference to acts.**	
Course Outcomes (COs)		**Mapping**
CO1	**Understand the historical background and the salient featuresof the Constitution of India**	**Employability**
CO2	**Explain and summarize the major commercial laws in India**	**Entrepreneurship**
CO3	**Identify and explain the laws protecting rights of Children in India**	**Skill Development**
CO4	**Identify and explain the laws protecting rights of Women inIndia**	**Skill Development**
Prerequisites (if any)	NA	

SECTION A

LAWS RELATING TO EDUCATION

An Overview of right to education, education initiatives by the Government.Mid-day Meal – Schemes by the Government.

SECTION B

LAWS RELATING TO WOMEN

Sexual Harassment including workplaces.

An Overview of Domestic Violence laws in India with reference to domestic Violence Act.

SECTION C

LAWS RELATING TO CHILD

Conceptual understanding of the Juvenile Justice system with reference to the Juvenile JusticeAct.

Protection of Children from Sexual Offences Act.(POCSO)

SECTION D

INDUSTRIAL LAWS

1. Maternity Benefit laws with reference to Maternity Benefit Act
2. Overview of the provisions of the payment of gratuity Act.
1. Overview of the provisions of Minimum wages Act.

Reference Books and Readings

1. Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
2. Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency,Second Edition, 2015.
3. Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice,3rd Edition, Oxford paperback.2014.
4. S.C Shrivastava ,Industrial Relations & Labour laws , Sixth Revised Edition, 2015
5. Taxmann, Payment of Gratituty Act, 1972.
6. Dr S.K Chatterjee, Offences against children , Central Law Publications, Second Edn, 2016
7. Dr. S.C Tripathi and Vibha Arora, Law relating to women and children, Central LawPublications, Sixth Edn, 2015
8. Ved Kumari, Juvenile Justice System in India Oxford India Paperbacks, Second Edn, 2010.

CO-PO Mapping

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

Course Title/Code	Women and Child Laws (LWS122)	
Course Type	Elective I	
Course Nature	Soft	
L-T-P-O Structure	2-0-0-0	
Credits	2	
Course Objective	**The objective of this paper is to orient the students with laws relating to protection of women and children with reference to acts.**	
Course Outcomes (COs)		**Mapping**
CO1	To make students aware of basic human rights of women	Employability
CO2	To make students aware of the laws for protection of women against exploitation	Employability
CO3	To make students aware of rights of children against exploitation and constitutional provisions	Skill development
Prerequisites (if any)	NA	

UNIT-A Laws relating to Protection of Women

1. An overview of Human Rights with respect to Constitution of India.
2. Rights relating to protection of women with special reference to right to property

UNIT B Laws relating to Women
1. Laws related to rights of women with respect to marriage, divorce and maintenance.
2. An Overview of Violence against women and rights for protection against sexual exploitation, rape and other offences

UNIT C Laws relating to Child
a.   Under Indian Penal Code (with relevant sections from supporting statutes)

i.   General Exemptions
ii. Offences against child
iii. Cyber-crimes against children
b.   Sexual offences against children under POCSO

UNIT D Child and Criminal Justice Administration

a.   Judicial activism towards protection of children
b.   Special provisions under Juvenile Justice Act 2015

Relevant Statutes:
1. The Constitution of India, 1950
2. Child Rights Convention, 1989
3. Indian Contract Act, 1872
4. Hindu marriage Act, 1955
5. Hindu Adoptions and Maintenance Act, 1956
6. Code of Criminal Procedure,
7. Indian Penal Code, 1860
8. The Hindu Minority and Guardianship Act, 1956
9. Guardianship and Wards Act, 1869
10. Juvenile Justice (Care and Protection) Act, 2015
11. Child Labour (Prohibition and Regulations) Act, 1986

Text Books:
- Asha Bajpai, Child Rights in India: Law, Policy and Practice, 2003 (3rd Edn.) (Oxford University Press)
- Ved Kumari, The Juvenile Justice (Care and Protection of Children) Act 2015 – Critical Analysis, 2017 (Universal Law Publications)
- Mamta Rao, Law Relating to Women and Children, 2012 (3ʳᵈ Edn.) (Eastern Book Publications)

- Dr S.K Chatterjee, *Offences against children*, Central Law Publications, Second Edn, 2016
- Dr. S.C Tripathi and Vibha Arora, *Law relating to women and children*, Central Law Publications, Sixth Edn, 2015
- Ved Kumari, *Juvenile Justice System in India* Oxford India Paperbacks, Second Edn, 2010.

Reference Books:
- Anjani Kant, The Law relating to Women and Children, 2003 (Central Law Publications)

- Child Labour: A textbook for University Students, International Labour Organisation, 2004.
- Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
- Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency, Second Edition, 2015.
- Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice, 3rd Edition, Oxford paperback.2014.
- S.C Shrivastava, Industrial Relations & Labour laws , Sixth Revised Edition, 2015.
- Taxmann, Payment of Gratituty Act, 1972.

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

Course Title/Code	**Professional Competency Education (CDO432)**	
Course Type/ Semester	Core	
L-P-O Structure	2-0-0	
Credits	2	
Course Objective	To familiarize students with the basic knowledge of Quantitative Aptitude & Logical Reasoning	
Course Outcomes (COs)		**Mapping**
CO1	Develop proficiency in resume building and drafting effective cover letters	**Skill Development**
CO2	Enhance their ability to write, read, comprehend and communicate effectively to increase the productivity of business.	**Skill Development**
CO3	Students will be able to learn grammatically correct formal writing skills.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A

Unit I: Advanced Vocabulary, Synonym & Antonym, One Word Substitution, Ordering of Words

222

Section B

Unit II: Sentence Construction & Syntax, Sentence Improvement, Spotting Errors, Ordering of Sentences, Change of Voice/ Direct & Indirect speech, Completing Statements/Sentences

Section C

Unit III: Managing Interviews – I, Developing the employability mindset, Preparing for Self –Introduction, Researching the employer, Portfolio Management, Types of Interviews & Interview etiquette

Section D

Unit IV: Managing Interviews – II, Professional Attire, Dressing, Body Language in interviews, Resume Check, Answering Difficult Questions in an Interview, Mock Interviews

CO Statement (CDO105)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	-	2	1	-	-	-	-	-	-	-	-	1	-	-	-
CO2	-	3	-	-	-	-	-	-	-	2	-	1	-	-	-
CO3	-	2	-	-	-	-	-	-	-	2	-	1	-	-	-

Course Title/Code	School Leadership and Management(EDS236B)	
Course Type	**Core**	
L-T-P Structure	**2-0-0**	
Credits	**2**	
Course Objective	**To enable students to understand key leadership theories and ideas and develop their own leadership and able to undertake practice-based tasks enabling self-evaluation of their leadership in action.**	
Course Outcomes (COs)		**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**	**Skill Development**
CO4	**undertake practice-based tasks enabling self-evaluation of their leadership in action.**	**Skill Development**

CO5	develop their reflective practice skills to help them to evaluate and improve their own leadership practice	Skill Development
CO6	To learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	Employability
Prerequisites (if any)	NA	

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 trainee
- 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 Consultationon 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	Guidance and Counselling (EDS221B)	
Course Type	Elective CORE	
L-T-P Structure	2-0-0	
Credits	2	
Course Objective	To develop the skill of counseling among teacher learners for future occupation	
Course Outcomes (COs)		**Mapping**
CO1	The students will apply the knowledge of guidance and counselling in real life situations	Employability
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
Prerequisites(if any)	N.A	

Course layout

- 1st Week – Introduction to Guidance and Counselling
- 2nd Week – Hands on experience in Psychological tests
- 3rd week - Live video demonstration on Counselling to students
- 4th Week – Assessment techniques in Guidance and Counselling

Books and references

1. Guidance and Counselling in India, Ram Nath Sharma, Atlantic Publisher (P) Ltd (2018)
2. Fundamentals of Guidance and Counselling, R.A. Sharma, R.. Lall Book Depot, Meerut (2006)
3. Counselling – A Comprehensive Profession, Samuel T. Gladding , Pearson 8th Edition. (2019)
4. Introduction to Guidance and Counsellilng, Robert, L .Gibson , 6th Edition, (2005)
5. Counselling and Guidance . S. Narayana Rao, Mc Graw Hill Education Pvt, New Delhi (2013)
6. Counselling and Psychotherapy – Theories and Intervention , David Capuzzi & Douglas Gross, Pearson Education (2008)

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

Course Title/Code	Peace and Value Education (EDS220B)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	2-0-0	
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

Reference Books and Readings

1. CBSE (2012). Values Education A Handbook for Teachers. Retrieved from http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf
2. Goel, A. & Goel S. L. (2005). Human values and Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
3. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi:Light & Life Pub.
4. Passi, B.K. & Singh, P. (1987). Value Education. Agra: National Psychological Corporation.
5. NCERT (2012). Education for Values in Schools – A Framework. NCERT: Department of Educational Psychology and Foundations of Education. Retrieved from http://www.ncert.nic.in/departments/nie/depfe/Final.pdf
6. Rokeach, M. (1973). The nature of human values. New York: Free Press.
7. Ruhela, S. P. & Bhargava, V. Dimensions of Value education.Agra: H.P. Bhargava Book House
8. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.

Practical Activities

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

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	Human Rights in Education(EDS222B)	
Course Type	Core	
L-T-P Structure	2-0-0	
Credits	2	
Course Objective	**Student Readiness for Human Rights Values**	
	Course Outcomes (COs)	**Mapping**
CO1	To inculcate the knowledge of the Human Rights.	**Skill Development**
CO2	To Realize the importance and need of human rights	**Employability**
CO3	To Comprehend the role of the Constitution in human rights	**Skill Development**
CO4	To Comprehend the role of human rights in their life	**Entrepreneurship**
Prerequisites (if any)	NA	

SECTION A-

-HISTORICAL BACKGROUND OF HUMAN RIGHTS

Human Rights: Concept, Foundations, and Historical Background; Universal declaration ofHuman Rights and Indian ConstitutionProvisions

Constitutional and Institutional safeguards to Human Rights, National Human RightsCommission (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 violationHuman 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 inprotecting Human rights

Human Rights Education Practical Activities

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, New Delhi: NCERT, 1996.
6. Dhand, Harry, Teaching Human Rights: A handbook, Bhopal: Ashian Institute of Human Rights, 2000.
7. Human Rights in India: Theory and Practice, National Book Trust, 2001
8. Jois, M. Rana, Human Rights and Indian Values, New Delhi: NCTE, 1998.
9. Khanna, S.K., Children and Human Rights, New Delhi: Commonwealth, 1998.
10. Mohanty, Jagannath Ed., Human Rights Education, New Delhi: Deep and Deep Pub.,2000.
11. Pachami, S.K., Children and Human Rights, new Delhi, APH Publishing, 1999.
12. Palai, Arun Kumar, National Human Rights Commission of India: Formation,Functioning and Future Prospects, New Delhi: Atlantic Pub., 1999.
13. Paul, R.C., Protection of Human Rights, New Delhi: Commonwealth, 2000

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	-	2	-
CO4	2	2	3	2	3	2	1	1	2	2	2	-	-	-

Course Title/Code	Environmental Education(EDS223B)	
Course Type	Core	
L-T-P Structure	2-0-0	
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
Prerequisites (if any)	NA	

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).

Practical Activities

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.

Reference Books and Readings:

1. George, Martin and Turner, Environmental Studies U.K. Blond Education
2. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
3. NCERT (1981) Environmental Education at school level
4. Odum, E.P., 'Fundamental of Ecology' W.B. Saunders Company London (1971)
5. Saxena, A.B., 'Environmental Education' National Psychological Corporation (1986)
6. Sharma, R.C., Environmental Education Metropolitan Publishers, New Delhi, 1981
7. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
8. Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
9. Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
10. Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.

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

Course Title/Code	**Educational Leadership (MOOC-21O-EDS-401)**	
Course Type	Elective Core	
Course Nature	NTCC	
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 outsideeducation, 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
Prerequisites (if any)	NA	

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-PO Mapping

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

			SEMESTER - 8					
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDN403B	Reflective Journal	EDU	CORE					2
EDO404B	School Internship Pedagogy-I	EDU	CORE					12
EDO405B	School Internship Pedagogy-II	EDU	CORE					12
EDO415B	Action Research	EDU	CORE					2
EDO416B	Case Study	EDU	CORE					2
	TOTAL (LTP-O/CONTACT HOURS/CREDITS)						0	30

Course Title/Code	Reflective Journal (EDN403B)		
Course Type	Core		
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
Prerequisites (if any)	NA		

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-I (EDO404B)	
Course Type	Core	
L-T-P Structure	0-0-0	
Credits	12	
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
Prerequisites(if any)	NA	

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 (EDO405B)	
Course Type	Core	
L-T-P Structure	0-0-0	
Credits	12	
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 (EDO415B)
Course Type	Core
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
Prerequisites(if any)	NA	

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 (EDO416B)
Course Type	Core
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
Prerequisites(if any)	NA	

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

Course Code	Courses	Course Outcomes	CO Statement	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEMESTER I																	
EDH117B	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 Post-Gupta period India and rise of powerful regional kingdoms in ancient India	2	_	_	1	2	2	_	3	1	_	_	3	_	_
		CO5	Student will be able to elaborate about the major political	2	1	2	3	_	3	3	2	1	_	_	_	1	_

249

Code	Course	CO	Description													
			and economic structure of ancient India													
		CO6	To understand cultural contributions of Gupta and the Rajput rulers in the field of Literature, Science, Art and Architecture for Indian Society. To understand the Ancient period of Indian history.	1	–	–	1	1	2	2	2	2	–	–	–	–	1
EDH118B	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 of literary devices and figures of speech to	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3

Course Code	Course	CO	Course Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14
			analyse literature.														
EDH119B	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 Demand, supply, and elasticity. Consumer equilibrium with the help of indifference curve and budget line, the concept of utility and diminishing marginal utility.	2	1	-----	-----	------	-------	------	1	3	2	3	3	3	3
		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
EDH120B	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

Course Code	Course Name	CO	Description														
		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
		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
EDH102B	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	2	----	1	2	3	3	----	2	3	3	3	-	1	-

Course Code	Course Name	CO	CO Description													
			Indian Education System													
		CO5	Reflect on the Educational concerns and Issues in the Indian context	1	----	2	3	-----	3	------	2	3	2	3	-	2	-
EDW168 B	ICT in Education	CO1	Demonstrate an awareness of the main processes and components used in ICT systems.	-	2	3	-	3	2	3	2	-	3	-	-	-	1
		CO2	Describe and apply emerging technologies in teaching and learning environments	-	2	3	-	2	2	2	1	-	2	-	-	-	2
		CO3	Create/Develop technology-enabled assessment and evaluation strategies	-	1	2	-	2	2	1	3	-	1	-	-	-	1
		CO4	Describe the role of information and communication technology (ICT) in educational administration and management	-	1	1	-	2	2	2	2	-	1	-	-	-	1
CDO105	Professional Communication I	CO1	Students will be able to develop all-round personality by mastering interpersonal skills to function	-	3	1	-	-	-	-	-	-	-	-	1	-	-

Code	Course	CO	Description														
			effectively in different circumstances.														
		CO2	Students will be able to demonstrate effective communication through grammatically correct language.	-	3	2		-	-	-	-	-	2	-	1	-	-
		CO3	Students will be able to apply effective listening and speaking skills in real life scenarios.	2	3	-	-	-	-	-	-	-	2	-	1	-	-
CHH137B	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 problelms and 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	1	1	2	2	2	2	1	2	----	----	2	2	2	3

			governing the interactions between social and environmental factors														

SEMESTER II																	
EDH137B	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
		CO3	To know the advent and contributions of the Maratha Rulers	_	_	2	1	2	2	_	_	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
		CO5	To understand the contribution of Mughal Empire to Indian society , economy , literature , art and architecture in	_	1	3	2	_	2	1	1	1	1	2	1	-	-

Code	Course	CO	Description													
			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	-
EDH138B	English: Renaissance and Restoration	CO1	To get acquainted with the Renaissance period, prevailing ideology, the major writers and their writings which are representative of the poetical and literary tendencies of the age.	1	_	_	_	1	_	2	_	_	2	_	_	2	_
		CO2	-To comprehend the concept of Humanism, the way the poets, dramatists and novelists of this period shaped their concept of Humanism.	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	3	-----
		CO3	-To compare with the cardinal tenets, perceptions and the intense intellectual demands of Metaphysical schools and rigid canons of Puritanism.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3

		CO4	-To analyse the writings of major dramatists, such as Shakespeare, Christopher Marlowe along with the themes and techniques of the Renaissance theatre.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3
		CO5	-To discuss the dominant theatrical forms of the Renaissance period such as Tragedies, Comedies and Comedy of Humor.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3
EDH139B	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	2	1	-----	-----	------	-------	------	1	3	2	3	3	1	2

Code	Course	CO	Outcome														
		CO4	To familiarize with the Concept of factor Pricing	-----	1	-----	-----	------	-------	------	1	3	2	3	3	1	2
EDH140B	Political Science: Indian Constitution	CO1	To understand Political structure from both the Constitutional and Administrative perspectives	-----	-----	2	-----	-----	-----	1	3	3	3	----	3	3	3
		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
		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
		CO4	To understand powers and functions of judiciary in India.	2	2	2	1	1	-------	2	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
EDH167B	Creating An Inclusive Classroom	CO1	To understand the meaning and need of inclusion in education	3	1	1	2	---	---	1	1	2	2	1	3	--	2

Course Code	Course	CO	CO Description													
		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	-
EDH133B-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 knowledge of concepts and principles of growth in the classroom situation	---------	1	2	3	2	1	2	1	3	3	------	-	2	1

259

		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
EDH133B-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
CDO106	Professional Communication II	CO1	Students will be able to exhibit effective reading and writing skills in a professionally stimulated environment.	3	1	-	-	-	-	-	-	-	-	-	1	-	-
		CO2	Students will be able to enhance skills to effectively deliver formal and informal presentations to a variety of audiences in	1	2	-	-	-	-	-	-	-	2	-	1	-	-

Course	Name	CO	Description														
			multiple contexts.														
		CO3	Students will be able to learn grammatically correct formal writing skills.	2	2	-	-	-	-	-	-	-	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 B	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	1	2	1	3	2	1	1	2	1	1	2	-	-	-

Course	Course Name	CO	Outcome														
			performing art in teaching learning process effectively.															
		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	-	-	-
EDO165B	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 manner on provided topic	1	3	---	---	---	---	---	---	---	---	---	-	-	-
		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																	
EDH210B	History: Indian	CO1	Students will be	1	_	1	_	3	_	2	_	_	_	_	_	2	_

History 1757 – 1857 A.D.		able to understand the nature and characteristic features of 18th Century India and the decline of the Mughal Empire														
	CO2	Students will be able to comprehend the economic and political transitions which made Educated Indians of the 19th century realize the economic exploitation of Colonial rule.	1	1	2	2	2	2	_	_	_	_	_	_	_	1
	CO3	Students will be able to explain about the process of expansion of British territory in India.	2	-	-	2	2	-	_	-	_	-	_	1	_	1
	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	-	-	-	3	_	1	_	-	_	-	_	_	_	1

263

			understanding of different systems of taxation and reforms in police and army during colonial rule.														
		CO6	The Student will be able to understand the nature and debates regarding the Revolt of 1857	3	_	3	_	3	2	_	_	_	_	_	1	_	1
EDH226B	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 environmental conditions of the regions where these ancient civilizations sites are situated.	2	_	2	3	_	2	_	_	2	1	1	_	2	_

Code	CO	Description														
	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
EDH211B	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
English: Romanticism And The Victorian Period	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.	2	2	2	-----	-----	-----	-----	2	3	2	-----	3	2	3
	CO3	Familiarization with the writings of the influential Victorian poets and novelists such as Tennyson, Robert	1	2	2	-----	-----	-----	-----	2	3	2	-----	3	2	3

Course	Title	CO	Description													
		CO4	Browning, Charles Dickens, Thomas Carlyle in their literary works													
		CO4	Appreciating the writings and writers of the age through understanding contemporary social, economic, and intellectual problems of Romantic & Victorian age.	2	2	2	-----	-----	-----	-----	2	3	2	-----	3	2	3
EDH212B	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 discusses 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 practical problems related to National Income, GDP and Multiplier	2	1	-----	-----	------	-------	------	1	3	2	3	3	3	3
EDH213B	Political	CO1	To understand the	-----	-----	2	-----	------	-----	2	3	3	3	-----	3	3	3

Course Code	Course	CO	Description													
	Science: Historical and cultural Background of Politics		historical backgrounds of constitutions and their evolution.													
		CO2	To examine the political institutions in light of the political process and the dynamics of actual politics and policy making.	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
		CO4	To understand the major constitutions of the World by adopting a comparative approach.	-----	-----	2	------	1	-----	2	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
EDH206B	Knowledge and Curriculum	CO1	Explain the concept of knowledge and	2	3	2	3	-	1	-----	2	1	2	2	3	3	3

			its relationship with various aspects of curriculum Development														
		CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	3	2	2	3	1	2	-	2	1	2	2	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
EDS207B	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	1	-	-	2	-	1	--	--	---	_	_	-	1	_

		CO		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
			caste intersectionality.														
		CO3	To analyse the role of schools in promoting gender equality through value education.	1	-	-	2	-	-	--	--	---	_	_	-	_	2
		CO4	To develop a strategic approach towards women empowerment with the support of government agencies.	2	-	-	1	-	-	--	--	---	_	_	-	_	2
EDW217 B	Understanding the self	CO1	Assimilate the concept of Self Identity	2	2	-----	2	2	2	-----	1	2	2	2	2	2	------
		CO2	Reflect on the factors which influence ones self Identity	----	3	-----	2	3	2	-----	1	2	2	2	----	3	------
		CO3	Analyse the factors which positively enhance one's professional Identity	1	2	1	1	1	2	2	1	2	2	2	1	2	1
		CO4	Appreciate the teaches role as a facilitator to build students self-identity and professional identity	2	2	3	2	3	2	1	1	2	2	2	2	2	3
		CO5	showcase qualities of teacher as a reflective practioner	2	2	2	1	1	2	1	1	2		2	2	2	2

Course Code	Course	CO	Course Outcome													
EDW304B	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 through the Practice of Meditation	3	3	3	.....	.....	2	.....	3	2	3	3	1	2	2
		CO4	Build awareness of the importance of Yoga and Meditation in educational context	3	3	3	.....	.....	2	.....	2	2	2	3	1	2	2
SEMESTER IV																	
EDH230B	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

	Description													
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 about the contributions of the freedom fighters and the events that took place from 1885 to 1945.	2	1	-	-	3		-	-	2	1	1	-	2	1
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	1	1	-	2	2	1	-	-	1	1	-	-	1	1

Course Code	Course Name	CO	Description														
			country.														
EDH307B	English: Indian Writings in English	CO1	Establishing connection with Indian writings in English through different genres.	1	1	2	---	1	---	---	---	---	---	3	--	3	---
		CO2	Familiarisation with the writing styles, characterization and themes of different Indian English poets.	2	3	3	---	---	2	3	3	---	3	2	---	---	3
		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
EDH231B	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	1	1	2	-----	1	-----	-----	2	-----	-----	3	-----	3	-----

Course Code	Course Name	CO	CO Description													
			symbolism, imagism, movement poetry, Theatre of the absurd, and postmodernism.													
		CO2	To get a deeper perspective into themes that dominated twentieth century British poetry.	2	3	3	-----	-----	2	3	3	-----	3	2	-----	-----	3
		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
EDH232B	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
		CO2	To Identify the measures to control inflation and deflation	2	1	-----	-----	------	-------	------	1	3	3	3	3	3	3
		CO3	To Understand IS LM Model and its application.	2	1	-----	-----	------	-------	------	1	3	3	3	3	3	3
		CO4	To Recognize various phases of	1	1	-----	-----	------	-------	------	1	3	3	3	3	3	3

Course	Name	CO	Description														
			business cycle														
		CO5	To Familiarize with the working of balance of payment	1	1	-----	-----	------	-------	------	1	3	2	3	3	3	3
		CO6	To Determine the exchange rate.	1	1	-----	-----	------	-------	------	1	3	2	3	3	3	3
EDH233B	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, regional, economic and political organizations	1	----	2	-----	1	-------	1	3	3	3	-----	3	3	3
		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,	1	-----	2	-----	1	-------	1	3	3	3	1	3	3	3

			United Nations, Disarmament and Peace Process since 1940.														
EDH122B-T	Assessment For Learning	CO1	Reflect critically on issues in assessment and evaluation	3	3	3	2	1	2	3	3	2	3	2	1	2	1
		CO2	Justify the role of continuous and comprehensive assessment in holistic development	3	2	2	2	1	2	3	3	2	3	2	1	2	2
		CO3	Organize appropriate assessment methods	3	1	-------	-	3	2	3	3	2	3	2	3	1	1
		CO4	Design learning indicators and rubrics as a part of assessment	3	1	2	2	2	2	3	3	2	3	2	1	2	1
		CO5	Devise and implement ways to record and report learning landmarks to be supported by feedback	3	1	2	2	2	2	3	3	2	3	2	1	1	1
		CO6	Access the habit self-critiquing to improve performance.	3	3	2	2	2	2	3	3	1	3	2	2	2	3
EDH122B-P	Assessment For Learning Lab	CO1	demonstrate the standards learners are required to achieve and help them recognise	3	-----	1	-----	-----	3	3	3	-----	-----	-----	1	1	2

Course Code	Course Name	CO	CO Description														
			when they have achieved that standard														
		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	-----
EDS227B	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
MOOC22E-EDS-204	Principles of Human Resource Development	CO1	To know about staffing/recruitment														
		CO2	To explore performance management and appraisal process														
		CO3	To explore training and development														

Course	Title	CO	Course Outcome														
		CO4	To evaluate processes of career management														
MOOC-22E-EDS-205	Design Thinking- A Primer	CO1	To know about design thinking	1	1	-	-	1	------	-	----	-	-	-	1	1	-----
		CO2	To learn about customer journey mapping	1	1	-	-	-	-	-	-	-	---	-	2	2	-----
		CO3	To know about the analysis phase of design thinking	1	2	-	-	1	-	1	-	-	---	-	2	1	-----
		CO4	To know about the ideation phase of design thinking	1	2	-	-	1	-	-	-	-	---	-	2	2	-----
MOOC-22E-EDS-206	Principles of Management	CO1	To know about staffing/recruitment	-----	-----	1	-----	-----	-----	-----	-----	-----	----	1	1	-----	-----
		CO2	To explore performance management and appraisal process	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----
		CO3	To explore training and development	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----
		CO4	To evaluate processes of career management	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	2	1	-----	-----
MCS231	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	2	1	2	1	--	--	--	--	1	2	3	2	1	3

Code	Course	CO	Outcome														
			costs.														
		CO4	To elaborate the various market forms	2	1	--	--	--	--	--	--	3	1	1	1	-	-
MCS232	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 Balance sheet of different business organizations.	3	2	1	--	3	2	1	--	-	-	-	2	1	1
		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
MCS368	Basics of Entrepreneurship	CO1	Students will be able to identify a problem worth solving using Jobs-to-be-Done (JTBD)	3	2	1	--	3	2	1	--	-	-	-	1	1	2

	CO	Description														
		methodology and empathize with the customer to further define the problem using Design Thinking.														
	C02	Students will be able to craft their solutions using the Value Proposition Canvas by defining the gain creators and pain relievers	3	2	1	--	3	2	1	--	-	-	-	2	1	1
	CO3	Students will be able to create your own business model using the Lean Canvas template	3	2	1	-	3	2	1	--	-	-	-	-	2	-
	CO4	Students will be able to build solution demo, validate solution demo, build and validate MVP or pivot through MVP interviews	3	2	1	-	3	2	1	--	-	-	-	3	-	2
	C05	Students will be able to identify a problem worth solving using Jobs-to-be-Done (JTBD) methodology and empathize with the customer to further	3	2	1	--	3	2	1	--	-	-	-	1	1	2

Code	Course	CO	Description														
EDH316B	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	-	-
EDH317B	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	1	---	3	3	--	2	3	---	3	2	---	--	2	2

280

			of the major and most influential schools of literary criticism (From Classical to New Criticism).													
		CO3	Acquaintance with definitive and authentic criteria of judgment and perceptions to explicate, elucidate and interpret literary texts.	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 critical appraisal.	---	---	---	3	2	1	1	3	3	3	---	--	2	2
EDH318B	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
		CO3	To identify various trade barriers	2	1	-----	-----	------	-------	------	1	2	1	3	3	1	1
		CO4	To address global issues and policies with context to	2	1	-----	-----	------	-------	------	1	3	3	3	3	3	3

Course	Title	CO	Course Outcome														
			trade.														
		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
EDH319B	Political Science:Political 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	-----	1	2	-----	------	-------	1	3	3	3	1	3	3	3

Code	Course	CO	Description															
			Roy and M N Roy in Indian Freedom Movement.															
EDH214B	Education in Contemporary India	CO1	Explain diverse social realities and challenges faced by Indian Education System	3	-	3	-	1	-	-	-	-	2	2	1	1	1
		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	-	2	2	2	-	2	-	-	2	2	2	-	2	-

Course Code	Course	CO	Course Outcome														
			structural organization of Indian education system and role of teacher in inclusive education														
EDH108B-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
		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	2	3	-	-	2	2	-	2	3	2	2	3	3	3

Code	Course	CO	Description													
			teaching of Social Science.														
EDH108B-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, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-	1	-	-
		CO3	To develop different tools of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-	2	-	-
EDW228B	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	2	3	2	3	3	2	3	1	2	2	2	1	3	2

Course Code	Course Name	CO	Description														
			Information Communication Technology for collaborative, constructive & inquiry-based learning														
EDO209B	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 internship including the aspects of Infrastructure and Human Resources	3	3	3	3	3	3	-	3	-	3	3	1	-	2
		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	3	3	-	-	-	3	-	3	-	3	3	-	-	1

Course Code	Course Name	CO	Course Outcome													
		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

Course Code	Course Name	CO	Course Outcome													
EDH406B	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	-	-
		CO3	Student will be able to elaborate about the Nationalism and Socialism in 19th Century Europe.	-	-	-	2	-	3	1	-	2	-	2	2	-	-
		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	-	-	-	-	2	1	1	-	-	1	3	1	1	-

Course	Name	CO	Description													
			unification of Germany.													
		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
EDH407B	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 factors that go into the creation of successful popular literature in stark contrast with the structures, themes and ethos of the timeless classic masterpieces.	3	3	3	---	---	---	--	3	3	2	3	-	2	-

EDH408B	Economics: Money and Banking	CO																
		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.	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
		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 various versions of quantity theory of money	2	1	-----	-----	------	-------	------	1	3	3	2	3	3	3
		CO5	To understand and	2	1	-----	-----	------	-------	------	1	3	3	2	3	3	3

Code	Course	CO	Description														
			determine the role of monetary policy in an open economy														
EDH409B	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 and dimensions of international politics, major debates and differences within the different theoretical paradigms.	----	----	2	-----	---	----	1	3	3	3	----	3	3	3
		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
EDH308B	Economics:	CO1	To understand	2	1	-----	-----	-----	-----	-----	1	3	------	1	3	1	1

	Indian Economy		various aspects relating to different sectors in the India Economy.														
		CO2	To introduces the economic scenario prior to British period and traces the impact of British rule on Indian Economy.	2	1	-----	-----	-----	-----	-----	1	3	------	1	3	1	1
		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
EDH309B	Political Science:Essence 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	-----	1	2	-----	-----	-----	1	3	3	3	-----	3	3	3

Code	Name	CO	Description														
			dichotomy between administration and politics														
		CO4	To understand the Meaning, types, merits, Marx, Weber and their theories of Bureaucracy	1	2	2	1	1	-----	2	3	3	3	------	3	3	3
		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
EDH127B-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,method	–	1	1	2	1	1	2	2	3	---	----	1	3	2

Course	Course Name	CO	Description														
			s and techniques to teach English														
		CO5	Evaluate different language items and skills skillfully	----	3	3	2	3	3	1	3	---	----	----	1	3	2
EDH127B-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
EDW254B	Basics Research and statistics	CO1	To describe the concept and relevance of research in education and special education	---	---	1	2	1	2	3	3	3	2	2	3	3	1
		CO2	To develop tools for conducting research	---	---	1	2	1	2	3	3	3	2	2	3	3	1
		CO3	To identify the problem and formulate hypothesis	1	1	1	3	1	2	3	3	3	2	2	3	3	1
		CO4	To develop skills for data analysis	1	1	1	2	1	2	3	3	3	2	2	3	3	1
		CO5	To describe the	---	---	1	2	1	2	3	3	3	2	2	3	3	1

Course Code	Course	CO	Description														
			concept and relevance of research in education and special education														
EDW104B	Reading And Reflection 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 respond to a variety of texts in different ways as reader and writer.	2	3	-	2	-	1	-	2	-	-	2	_	_	2
		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
EDO314B	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	3	_	_	_	_	3	_	3	3	3	3	_	_	_

			experiences of observing the teaching of mentor teacher/ teachers and peers														
		CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	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														
EDH418B	History: Indian	CO1	To understand the	-	-	-	3	2	-	-	-	1	2	2	-	-	-

Course	Name	CO	Description	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	and world history 1950 – 2000 A.D.		origin and development of Indian Republic														
		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
EDH419B	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	3	3	3	—	—	1	—	3	3	2	3	3	3	2

Code	Course	CO	Outcome														
			and civilizations through feminist literary readings.														
		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
EDH420B	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

Code	Course	CO	Course Outcome														
EDH421B	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 thought.	_	_	2	_	_	_	1	3	3	3	_	3	3	3
		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
LWS121	General Laws for Educators	CO1	Understand the historical background and the salient featuresof the Constitution of India	3	2	1	1	1	1	1	1	2	2	1	3	2	1
		CO2	Explain and	3	2	1	1	1	1	1	1	2	2	1	3	2	1

Code	Course	CO	Description														
			summarize the major commercial laws in India														
		CO3	Identify and explain the laws protecting rights of Children in India	3	2	1	1	1	1	1	1	2	2	1	3	2	1
		CO4	Identify and explain the laws protecting rights of Women in India	3	2	1	1	1	1	1	1	2	2	1	3	2	1
LWS122	Women and Child Laws	CO1	To make students aware of basic human rights of women	3	2	1	1	1	1	1	1	2	2	1	3	2	1
		CO2	To make students aware of the laws for protection of women against exploitation	3	2	1	1	1	1	1	1	2	2	1	3	2	1
		CO3	To make students aware of rights of children against exploitation and constitutional provisions	3	2	1	1	1	1	1	1	2	2	1	3	2	1
CDO432	Professional competency Education	CO1	Develop proficiency in resume building and drafting effective cover letters	-	2	1	-	-	-	-	-	-	-	-	1	-	-
		CO2	Enhance their ability to write, read, comprehend	-	3	-	-	-	-	-	-	-	2	-	1	-	-

Code	Course	CO	Outcome														
			and communicate effectively to increase the productivity of business.														
		CO3	Students will be able to learn grammatically correct formal writing skills.	-	2	-	-	-	-	-	-	-	2	-	1	-	-
EDS236B	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	-	-	-	-	-	-

Course Code	Course Name	CO	CO Statement														
		CO5	develop their reflective practice skills to help them to evaluate and improve their own leadership practice	3	-	3	-	-	3	--	3	2	-	-	1	2	3
		CO6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	3	-	3	-	-	3	--	3	-	-	-	3	-	-
EDS221B	Guidance and Counselling	CO1	The students will apply the knowledge of guidance and counselling in real life situations	3	3	3	-	-	-	2	2	2	2	2	3	3	3
		CO2	The student will imbibe and demonstrate qualities of an effective counsellor	3	3	2	-	-	-	3	3	1	2	2	3	3	2
		CO3	The student will demonstrate various approaches of guidance and counselling	2	2	2	-	-	-	2	2	2	1	2	2	2	2
		CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	1	1	1	-	-	-	2	3	1	1	2	1	1	1
EDS220B	Peace and Value Education	CO1	To understand the nature of values	2	2	---	2	2	2	_	1	2	2	2	1	2	1

Course Code	Course Name	CO	CO Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14
			and importance of value education in present day Indian society														
		CO2	To get oriented with the need and role of yoga and meditation for inner harmony	----	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
EDS222B	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	-	-	-
		CO1	To understand about the concept of environmental education.	2	2	1	1	2	2	2	2	----	----	2	2	1	3

Course Code	Course Name	CO	Description														
EDS223B	Environment and 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
MOOC-21O-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	2	-	-	3	--	3	-	-	-	3	--	3

		CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	2	-	-	-	3	--	3	-	-	-	3	--	3
		CO3	relate these to their own leadership context in planning actions	3	3	-	-	-	3	--	3	-	-	-	3	--	3
		CO4	undertake practice-based tasks enabling self-evaluation of their leadership inaction	3	3	3	-	-	3	--	3	-	-	-	3	--	3

303

SEMESTER VIII																	
EDN403B	Reflective Journal	CO1	Introspect one's strength and weakness during classroom teaching	3	_	_	_	_	3	_	3	3	3	3	1	-	-
		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
EDO404B	Phase-III School Internship-	CO1	Prepare mega lesson plan	1	-	-	2	3	-	1	2	-	-	-	1	2	-

	Pedagogy-I		incorporating essential maxims and principles of teaching															
		CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	1	3	-	1	3	3	1	2	-	-	-	1	2	-
		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
EDO405B	Phase-III School Internship-Pedagogy-II	CO1	Prepare mega lesson plan incorporating	1	-	-	2	3	-	-	-	-	-	-	1	-	-

Course Code	Course	CO															
			essential maxims and principles of teaching														
		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
EDO415B	Action Research	CO1	Identity problems faced during the real classroom situation	2	2	2	-	-	-	-	1	3	-	1	-	-	-
		CO2	Offer tentative solutions for the identified	2	2	2	-	-	-	-	1	3	-	1	1	1	-

306

Course		CO	Outcome													
			problems													
		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	-
EDO416B	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/ restoration of the subject	3	1	3	-	-	-	1	1	3	1	-	_	_	2