School of Education

Session-2021-22

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES

Department: EDUCATION I-Semester

<u></u>							
	BA-B.ED I-SEM. (AUTUMN)						
Programme Outcome	The BA-B.ED I-SEM. (AUTUMN) programme aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the school level. This programme prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behavior under different conditions. Also to learn the various methodologies and technologies of teaching learning processes. The Program structure combined with theoretical and rigorous practice-teaching which prepares teacher trainees to become the master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.						
Programme Specific Outcome	 •To provide opportunities to teacher trainees that enable learning experiences to make subject matter meaningful at secondary level. •To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts. • To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum. • To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom. 						
	 To enable the student teachers to understand emotional and physical development of the learners. To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions. 						
	•To change the behavior, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.						

	•To prepare professionally competent teacher trainees in tune with the latestrends in the field of teaching-learning.					
Course Code	Course Name	Course Outcomes				
EN-103	ENGLISH LANGUAGE – I	To enable the student to: 1. Have an understanding of grammar 2. Make themselves aware of various professional writing				
CP-105	Elementary Computers	To enable the student to: This course aims to give a general understanding of how a computer works, Aware about operating system, various Computer Languages and number system, Give a general understanding of Internet, information technology, ecommerce and Networks				
FD-102	FOUNDATION COURSE –I					
ES-101	Environmental Studies	To enable the student to: The learning objective of course is: To create an understanding regarding the eco system, To gain knowledge about relation between environment and human races.				
HS-107	ECONOMICS PAPER I: ECONOMIC CONCEPTS AND METHODS	 The Students are expected to: - Understand about the various fundamental Concepts of Economic and statistics (Meaning, nature, scope and significance of fundamental Concepts). – Distinguish between micro and macro Economics, Static and dynamic Analysis and stock and flow variables – Acquaint them with Indian economic thinkers and major source books Understand about the importance of National Income in Economic Welfare. - Familiarise them with banking system of the Country. 				
HS-115	FOUNDATIONS OF PYSCHOLOGICAL PROCESSES-I	At the end of this course students will be able: 1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness. 2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.				
HS-109	Political Science	 To acquaint pupil teacher with the: Understand the nature and scope of Political Science Distinguish between the traditional and modern prespectives of Political Science. To understand some basic concepts of Political Science Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State Understand and analyses various systems of governance 				

		 Acquaint themselves with various aspects and agents involved in the political process. To understand and analyses the basis aspects of certain Political ideologies.
HS-111	History	To acquaint pupil teacher with the: 1.It is important that our youngsters are made aware of the glorious part of our country. Our past is not only glorious but it is a source of inspiration. 2. It is our sages who contributed to enrich our past. Our sages did never hanker after personal glorification. They spread Indian culture and civilization not only within our country, but also in distant lands. It is only for this reason that our country became the center of 'knowledge tourism' and greatest centers of learning thrived in this country. 3. Our country also becomes a centre of fine arts such as dance, music, drawing painting etc. Moreover, no country in this world can boast of the artistic monuments, in number as well as quality of which we in this country can proud of
HS- To enable the student to: 101	ENGLISH LANGUAGE AND LITERATURE A BACKGROUND TO ENGLISH LITERATURE (PART – I)	To enable the student to: 1. Have an understanding of historical development of English language and literature 2. Make themselves aware of various literary genres and figures of speech 3. Make themselves familiar with various schools of thought and literary movements.
HS-103	HINDI LITERRATURE (fganh Hkk"kk vkSj lkfgR; dk bfrgkl)	To enable the student to: mn~ns'; & fo kFkhZ fganh Hkk"kk ds mn~Hk; ,oa fodkl dk Kku izkIr dj ldsxk] tks fganh lkfgR; dh i`"BHkwfe ds :Ik esa vko';d gSA laizfr fganh Hkk"kk ds fof/kd :Ik tSls jk"Va Hkk"kk] jktHkk"kk vkSj laidZ Hkk"kk dk varj le> ldsxkA og fganh dh /ofu;ksa ,oa nsoukxjh dh fo'ks"krkvksa dk Kku izkIr dj ldsxkA fganh Hkk"kk dh izeq[k cksfy;ksa ls [kM+h cksyh rd dh;k=k dks le> ldsxkA fganh lkfgR; ds pkjksa dkyksa dh eq[; izo`fRr;ksa dks le> ldsxkA
HS-113	Physical Geography (Lithosphere)	To acquaint pupil teacher with the: The objective of this unit is to introduce the latest concepts in Physical Geography, essentially geomorphology: to the students of geography in a brief but adequate manner.



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Department: School of Education

Year: I

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Semester-I (Autumn)

S.No.	Course Code	Course Name	Core Name	Credit		Contac Irs/Wl		Exa m Hrs.	Weigl (in	_
					L	T/S	P		CE	ESE
1.	EN-103	English Language – I	University Core	2	2	-	-	3	40	60
2.	CP -105	Elementary Computers	University Core	3	3	-	-	3	40	60
3.	PC -101	Proficiency in co- curricular activities	University Core	2	-	-	-	-	100	0
4.	FD-102	Foundation Course-I	University Core	1	1	0	0	3	25	75
5.	ES- 101	Environmental Studies	University Core	2	2	0	0	3	40	60
6.	HS -115	Psychology	Program Core	3	3	-	-	3	40	60
	HS123	Psychology Practical		1	-	-	1	3	60	40
7.	HS-113	Geography	Program Core	3	3		-	3	40	60
	HS121	Geography Practical		1	-		1	3	60	40
8.	HS -117	Public Administration	Program Core	4	4	-	-	3	40	60
9.	HS-119	Philosophy	Program Core	4	4	-	-	3	60	40
10.	HS-109	Political Science	Program Core	4	4	-	-	3	60	40
11.	HS-111	History	Program Core	4	4	-	-	3	60	40
12.	HS-101	English Literature	Program Core	4	4	-	-	3	60	40
13.	HS-103	Hindi Literature	Program Core	4	4	-	-	3	60	40
14.	HS-105	Sociology	Program Core	4	4	-	-	3	60	40
15.	HS -107	Economics	Program Core	4	4	-	-	3	60	40
16.	SM -101	Seminar/Workshop /Tutorial	Program Core	2	-	-	-	-	100	-
		Total		24						

• Student will select any Three Subjects as per the availability

L – Lectur	e
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T-Tutorial

P – Practical

Signature of Concerned Teacher

CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Signature of Convener-BoS

Practical Exam	Internal (CIE)	External (ESE)
100	60	40

Components of CIE of Geography Practical

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• viva	10
 Attendance 	10
 File Survey , presentation & 	
Overall performance	20
 Record 	20
	60
Components of ESE of Geography Practical:	
 Written Exam 	30
 Viva-voce 	10
	40

Signature of Member Secretary



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Department: School of Education

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-II (Spring)

S. No.	Course Code	Course Name	Core Name	Credits		Contac Irs/Wl	et	Exa m Hrs.	Weigl (in	
					L	T/S	P		CE	ESE
1.	EM -102	Employability Skills	University Core	1	1	0	0	0	60	40
2.	PC -102	Proficiency in co- curricular activities	University Core	2	-	-	-	-	100	-
3.	EN-104	English Language – II	University Core	2	2	-	-	3	40	60
4.	HUM-102	Human Ethics and values	University Core	1	1	0	0	3	40	60
5.	FD-104	Foundation Course-II	University Core	1	1	0	0	3	25	75
6.	HS-116 HS-122	Psychology Psychology Practical	Program Core	3 1	3	-	- 1	3 3	40 60	60 40
7.	HS -114 HS-124	Geography Geography Practical	Program Core	3 1	3	-	- 1	3 3	40 60	60 40
8.	HS-108	Economics	Program Core	4	3	-	-	3	40	60
9.	HS-108	Public Administration	Program Core	4	3	-	-	3	40	60
10.	HS-120	Philosophy	Program Core	4	3	-	-	3	40	60
11.	HS-110	Political Science	Program Core	4	3	-	-	3	40	60
12.	HS -112	History	Program Core	4	3	-	-	3	40	60
13.	HS -102	English Literature	Program Core	4	3	-	-	3	40	60
14.	HS -104	Hindi Literature	Program Core	4	3	-	-	3	40	60
15.	HS -106	Sociology	Program Core	4	3	-	-	3	40	60
16.	SM -102	Workshop /Tutorial	Program Core	2	1	-	-	-	100	100
		Total		21						

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T – Tutorial

P-Practical

Signature of Concerned Teacher

CIE – Continuous Internal Evaluation

Year: I

ESE – End Semester Examination

Signature of Convener-BoS_____



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Year: II

Department: School of Education

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-III (Autumn)

S. No.	Course Code			Credits		Contac Hrs/W		Exa m Hrs.	_	htage %)
					L	T/S	P		CE	ESE
1.	EM-201	Employability Skills-II	University Core	1	1	2	0	0	60	40
2.	PC- 201	Proficiency in Co- curricular Activities -III	University Core	2	-	-	-	-	100	0
3	HS -215 HS- 221	Psychology Psychology Practical	Program Core	3	3 -	-	- 1	3 3	40 60	60 40
4	HS-213 HS-223	Geography Geography Practical	Program Core	3	3 -	-	- 1	3 3	40 60	60 40
5	HS -207	Economics		4	4	-	-	3	40	60
6	HS -217	Public Administration	Program Core	4	4	-	-	3	40	60
7	HS-219	Philosophy	Program Core	4	4	-	_	3	40	60
8	HS-209	Political Science	Program Core	4	4	-	-	3	40	60
9	HS-211	History	Program Core	4	4	-	-	3	40	60
10	HS-201	English Literature	Program Core	4	4	-	_	3	40	60
11	HS-203	Hindi Literature	Program Core	4	4	-	_	3	40	60
12	HS-205	Sociology	Program Core	4	4	-	-	3	40	60
13	ED-207	Basic in Education	Program Core	4	4	0	0	3	40	60
14	TP-102	Pre Internship –I A	Program Core	2	0	0	4	0	100	100
15.	SM -103	Seminar/Workshop /Tutorial	Program Core	2	-	-	-	-	100	100
		Total		23						

T – Tutorial P – Practical	ESE – End Semester Examination
Signature of Concerned Teacher	Signature of Convener-BoS

Signature of Member Secretary



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Year: II

Department: School of Education

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-IV (Spring)

S. No.	Course Code	Course Name	Core Name	Credits		Contact Hrs/Wk.		Exam Hrs.		htage %)
					L	T/S	P		CE	ESE
1.	EM- 202	Employability Skills-III	University Core	1	1	0	0	2	60	40
2.	PC -202	Proficiency in Co- curricular Activities-IV	University Core	2	-	-	-	-	100	0
3	HS-216 HS-222	Psychology Psychology Practical	Program Core	3 1	3	-	- 1	3 3	40 60	60 40
4	HS -214 HS -224	Geography Geography Practical	Program Core	3	3	-	- 1	3 3	40 60	60 40
5.	HS-208	Economics	Program Core	4	3	-	-	3	40	60
6.	HS -218	Public Administration	Program Core	4	3	-	-	3	40	60
7.	HS-220	Philosophy	Program Core	4	3	-	-	3	40	60
8.	HS-210	Political Science	Program Core	4	3	-	-	3	40	60
9.	HS -212	History	Program Core	4	3	-	-	3	40	60
10.	HS -202	English Literature	Program Core	4	3	-	-	3	40	60
11.	HS -204	Hindi Literature	Program Core	4	3	-	-	3	40	60
12.	HS -206	Sociology	Program Core	4	3	-	-	3	40	60
13.	ED-254	Contemporary India and Education	Program Core	4	4	0	0	3	60	40
14.	TP-102	Pre Internship –I B	Program Core	2	-	-	-	-	100	100
15.	SM - 104	Seminar/Workshop /Tutorial	Program Core	2	-	-	-	-	100	100
		Total		23		-	-	_	_	_

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Signature	of Concerned	l Teacher

Signature of Convener-BoS

Signature of Member Secretary



Accredited by NAAC with 'A' Grade

Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Department: School of Education Program: Integrated (R A + R Ed) Four Vear Programme

Samostar-V (Autumn)

Year: III

	Program: Integrated (B.A. + B.Ed.) Four Year Programm												
S.N.	Course	Course Name	Type of Course	Credit		act Hr		Exam	Weighta				
	Code		Core/Elective		L	T	P	Hours	CIE	ESE			
1.	EM - 301	Employability Skills-IV	University Core	1	1	0	0	3	60	40			
2.	PC -301	Proficiency in Co-curricular Activities-V	University Core	2	ı	-	-	-	100	-			
3	HS -315	Psychology	Program Core	3	3	-	-	3	40	60			
	HS -321	Psychology Practical		1	-	-	1	3	60	40			
4	HS-313	Geography	Program Core	3	3	_	_	3	40	60			
	HS-323	Geography Practical		1	-	_	1	3	60	40			
5.	HS -307	Economics	Program Core	4	3	-	-	3	40	60			
6.	HS -317	Public Administration	Program Core	4	3	-	-	3	40	60			
7.	HS-319	Philosophy	Program Core	4	3	-	-	3	40	60			
8.	HS-309	Political Science	Program Core	4	3	-	-	3	40	60			
9.	HS-311	History	Program Core	4	3	-	-	3	40	60			
10.	HS-301	English Literature	Program Core	4	3	-	-	3	40	60			
11.	HS-303	Hindi Literature	Program Core	4	3	-	-	3	40	60			
12	HS-305	Sociolog	Program Core	4	3	-	-	3	40	60			
13.	ED-301	Curriculum and School	Program Core	4	4	0	0	3	40	60			
14.	ED-303	ICT-A Tool in teaching learning-I	Program Core	2	2	0	0	3	40	60			
15.	ED-307 ED-309 ED-311	Understanding a discipline – S.St. Hindi English	Program Elective	3	3	0	0	3	40	60			
16.	TP-103	Pre Internship –II A	Program Core	2	-	-	-	-	100	100			
17.	SM -105	Seminar/Workshop /Tutorial	Program Core	2	-	-	-	-	100	100			
		Total		28									

L-Lecture

T-TutorialP-Practical CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Signature of Concerned Teacher

Signature of Convener-BoS



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Department: School of Education

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Year: III **Semester-VI (Spring)**

S.N.	Course	Course Name	Type of	Cont	tact H	rs/Wk.	Exam	Weightage		
212 11		Code	Course	Credit	0011			Hours	_	%)
	0040		Core/Elective	1190					(, 0)	
					L	T	P		CIE	ESE
1	HS-316	Psychology	Program Core	3	3	-	-	3	40	60
	HS-322	Psychology Practical		1	-	-	1	3	60	40
2	HS -314	Geography	Program Core	3	3	-	-	3	40	60
	HS -324	Geography Practical		1	-	-	1	3	60	40
3	HS-308	Economics	Program Core	4	3	-	-	3	40	60
4	HS -318	Public Administration	Program Core	4	3	-	-	3	40	60
5	HS-320	Philosophy	Program Core	4	3	-	-	3	40	60
6	HS-310	Political Science	Program Core	4	3	-	-	3	40	60
7	HS -312	History	Program Core	4	3	-	_	3	40	60
8	HS -302	English Literature	Program Core	4	3	-	-	3	40	60
9	HS -304	Hindi Literature	Program Core	4	3	-	_	3	40	60
10	HS -306	Sociology	Program Core	4	3	-	-	3	40	60
11.	ED-302	Yoga Education	Program Core	2	2	0	0	3	40	60
12		Pedagogy of a school	Elective Core	3*2	6	0	0	3	40	60
		Subject (Part-I)								
	ED-324	English								
	ED-326	Hindi								
	ED-328	Economics								
	ED-330	Civics								
	ED-332	History								
	ED-334	S.St.								
13.	TP-103	Pre Internship –II B	Program Core	2	0	0	0	0	100	100
14.	SM -105	Seminar/Workshop /Tutorial	Program Core	2	0	0	0	0	100	100
		Total		24					<u> </u>	<u> </u>

L – Lectur	e
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T-Tutorial

P – Practical

Signature of Concerned Teacher

ESE – End Semester Examination

Signature of Convener-BoS_____

CIE – Continuous Internal Evaluation



Teaching and Examination Scheme To commence from the Academic year: 2021-2025

Department: School of Education Year: IV **Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VII (Autumn)**

S.No. Code					Contac Irs/W		Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
		(C)Program Core:							
1	TP-201	School Internship-III	18	-	-	36		60	40
2	TP-203	Research Based Project	1	-	-	2		100	-
3	TP-205	Understanding the self	1	-	-	2		100	-
		Total	20						

L-Lecture

CIE – Continuous Internal Evaluation

T-Tutorial

ESE – End Semester Examination

P – Practical

Signature of Concerned Teacher

Signature of Convener-BoS_

Signature of Member Secretary



Teaching and Examination Scheme

To commence from the Academic year: 2021-2025

Department: School of Education Program: Integrated (B.A. + B.Ed.) Four Year Programme Year: IV Semester-VIII (Spring)

S. No.	Course code	Course Name	Type of Course	Credits	Credits Contact Hrs/Wk.			Exa m		Weightage (in%)	
			Core/Elective		L	T/S	P	Hrs.	CE	ESE	
1.	ED-408	Creating an Inclusive School	Programme Core	4	4	0	0	3	40	60	
2.	ED-410	Major Concerns and issues in Indian Education	Programme Core	4	4	0	0	3	40	60	
3.	ED-412	Assessment of learning	Programme Core	4	4	0	0	3	40	60	
4.	ED-414	Learning and learning	Programme Core	4	4	0	0	3	40	60	
5.	EM -202	Employability Skill -II	University code	1	1	0	0	0	100	0	
6., 7. & 8	ED-428 ED-430 ED-432 ED-434	Pedagogy of a school subject Part –II English Hindi Economics Civics History S.St.	Programme Core	3*2	6	0	0	3	40	60	
9.	ED-422	ICT – A Tool in teaching Learning-II	Program Core	2	0	0	4	3	60	40	
10.	TP-202	Post Internship	Program Core	4	0	0	8	0	100	100	
		Total		29							

L-Lecture

CIE – Continuous Internal Evaluation

T-Tutorial

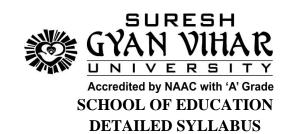
ESE – End Semester Examination

P – Practical

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary



ENGLISH LANGUAGE – I [EN-103]

2021-25

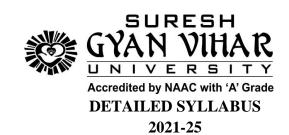
BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. $MARKS = 100$
CREDITS-2	[CIE (40) & ESE (60)]

Objectives: To enable the student to:

- 1. Have an understanding of grammar
- 2. Make themselves aware of various professional writing

UNIT	Course Contents				
I	Grammar Sentences, Prepositions, Subject-verb agreement, Correct Usage- Tenses, Active & Passive, Modals, Direct and indirect Speech, Idioms, Determiners	6			
II	Vocabulary Building Introduction, Synonyms, Antonyms, Homophones, Homonyms, Words Often Confused, One Word Substitution, Affixes, Select Vocabulary of about 300-500 new words				
III	Verbal Communication Definition, Working with customers, developing professional telephone skills & improving informal communication	7			
IV	Professional Writing Writing Official/ Business/ Formal letters; Writing Application and CV; Writing for Official Meetings Report Writing- Size of the Report, Kinds of Reports, How to write Reports, Format for reporting Technical Proposals: Parts, Types, Writing of Proposal, Significance.				
V	Composition Paragraph Writing- Parts of a paragraph, Writing a good paragraph, Characteristics of a good paragraph; Developing Outlines, Note- making, Review Writing	6			
/ Reference oks:	 Sasikumar ,V. Dutta And Rajeevan, A course In Listening And Speaking-I Foundation Books,2006. Sawhney, Panja and Verma Eds. English At The Workplace Macmillan 2003. Singh,R.P., Professional Communication, OUP 2004. Judith Leigh. CV's and Job Applications, OUP 2004. Arthur Waldhorn and Arthur Zeiger, English Made Simple, Rupa and Co. Gunashekar Ed. A Foundation Enhlish Course For Undergrautes, Bookiciefi, Hyderabad. Quirk and Greenbaum, A University Grammar of English Longman 				

	1973.	
Recommended by BOS on :		



Elementary Computers	[CP-105]

BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. $MARKS = 100$
CREDITS-2	[CIE (40) & ESE (60)]

bjectives: To enable the student to:

This course aims to give a general understanding of how a computer works, Aware about operating system, various Computer Languages and number system, Give a general understanding of Internet, information technology, ecommerce and Networks

ommerce and Network	δS				
UniT-I	Introduction 8				
	hours				
	and generations .Basic architecture of computers and its building blocks .Input-Output Overview, definition and function of operating system, need of operating System,				
UNIT- II	Classification of Computer Languages, hours				
interpreter, Number	and high level languages .Brief idea of operating system, Assembler, compiler and Systems :Binary, octal, decimal and hexadecimal representation of numbers. Integers umbers. Representation of characters				
UNIT -III	An overview of information technology, hours				
internet: www, web	data and information, quality, of information, Information system. Introduction to browser, search engine, email, open source software's, Search Engine optimization				
UNIT- IV	Introduction to e-commerce7 hours				
	emmerce and its advantage, Types of E-Commerce, B2B, B2M, M2B, M2M, Electronic governance, Introduction to Information Security, cryptography, digital signature and gy,				
UNIT-V	Introduction to LAN, WAN, MAN:7 hours				
	diaData transmission type: Introduction to OSI reference model, Analog and digital signals,, es, client-server architecture, ISDN, Broad Band				
Text Book	Computer Fundamentals: Architecture and Organization, by B Ram, New Age International Publisher				
Reference Books	Recommended Books: Computer Fundamentals: Architecture and Organization, by B Ram, New Age International Publisher 1. Information Technology and the Networked Economy, Second Edition ByMcKeown, Patrick G. 2. Internet & Intranet Engineering, Tata McGraw Hill company. 3. Information Technology by AjitPoonia. 4. Information Technology by D.P. Sharma				
Mode of Evaluation: (Percent Weightage)	Assignment/Quiz/Viva-Voce/student seminar/written examination/PPT				
Recommended by BOS on :					
Approved by Academic Council on:					



Accredited by NAAC with 'A' Grade SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25
BA-B.ED I-SEM. (AUTUMN)

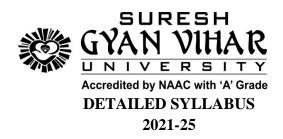
FOUNDATION COURSE –I [FD-102]

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
1	Ethiog and Logica	1
1	Ethics and Logics	1
	a) Consequentialism, Deontological Ethics	
	b) Teological Ethics, Utilitarianismc) Value of life: suicide and euthanasia	
	,	
	d) Capital Punishment, Terrorisme) Equality, Discrimination, and preferential treatment	
	e) Equality, Discrimination, and preferential treatmentf) Freedom and Responsibility, Laws of Thought	
	g) Theory of the Square of Opposition of Categorical Propositions. The problem	
	of existential import. (Syllogisms)	
	h) Laws of Conversion, Obversion and Contraposition of Categorical	
	propositions	
2	India culture and Heritage-I	1
_		1
	a) Ancient, Medieval and Modern India	
	b) Various Indian Languages and their origins (a) Various Literature of Indian Languages	
	c) Various Literature of Indian Languages	
	d) Indian Painting Indian Architecture	
	e) Indian Architecture f) Music, Dance and Drama	
3		1
3	India culture and Heritage-II	1
	Religious Reforms in modern India	
	- Brahmo Samaj and Raja Rammohan Roy.	
	- Arya Samaj and Dayanand Saraswati.	
	- Ramakrishna Mission and Swami Vivekananda.	
	- The Aligarh Movement and Sayyid Ahmad Khan. Indian Social Structure	
	- Untouchability Family and Maniaga in India	
	- Family and Marriage in India	
	- Position of women Socio Cultural Issues	
	- Caste System	
	- Issues Related to women-Dowry system, the problems of girls child and	
	women	
	- Communalism	
	- Issues of poverty and unemployment	
	BeggaryProblem of Children	
	- Hobicin of Children	
4	Indian Polity-I	1
	a) Phases of Nationalist Movement and different ideological streams: Moderates	_
	and Extremists within Congress and revolutionary radicals; Formation of the	
	Muslim League	
	b) Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil	
	Disobedience Movements	
	c) Socialist alternatives: Congress socialists, Communists	
	d) Salient Features	
	e) Fundamental Rights	
	f) Directive Principles of State Policy	
	g) Security Laws	
	a) Executive	
	b) Judiciary	
	c) Legislative	
5	Indian Polity-II	1

information Total	5
e) Civil liberties and democratic rights movements, Rights to education and	
d) Environmental, rights of forest dwellers	
and gender; caste discrimination and affirmative action policies.	
c) Caste in politics and the politicization of caste; interaction of caste with class	
b) Municipality- 74th Amendment	
a) Panchayati Raj- 73rd Amendment	

Suggested Readings

- 1. Bandopadhyay, S. (2004) From Plassey to Partition: A History of Modern India.
- 2. Raj To Swaraj : A Textbook On Colonialism And Nationalism In India by Ram Chandra Pradhan
- 3. Politics and Ethics of the Indian Constitution- Rajeev Bhargava
- 4. Desai, A.R (ed.) (1986) Violation of Democratic Rights in India (Volume 1). Bombay:
- 5. Popular Prakashan.
- 6. Austin, G. (2000) Working a Democratic Constitution
- 7. Caste in Indian Politics, Rajni Kothari
- 8. Saxena, R. (2011) 'Introduction', in Saxena, R (eds.) Varieties of Federal Governance: Major Contemporary Models.
- 9. Hargopal, G and Balagopal, K. (1998) 'Civil Liberties Movement and the State in India', in Mohanty, M. Mukherji, P.N. with Tornquist, O. People's Rights. New Delhi.
- 10. Sinha, S. (2002) 'Tribal Solidarity Movements in India: A Review' in Shah, G. (ed.)Social Movements and the State.
- 11. Sethi, H. (1993) 'Survival and Democracy: Ecological Struggles in India' in Wignaraja, P. (ed.) New Social Movements in the South: Empowering the People. New Delhi



Environmental Studies	[ES-101]

BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. $MARKS = 100$
CREDITS-2	[CIE (40) & ESE (60)]

Objectives: To enable the student to:

The learning objective of course is: To create an understanding regarding the eco system, To gain knowledge about relation between environment and human races.

Unit-I Man & Environ			Environm	ent									
Ma	n	&	Enviro	nment:	Definition	of	Environment	&	its	various	components.	Ecosystem	concepts.

Dependence of Man on nature for its various needs. Human population growth & its impacts on environment. Environment & human health. Environmental concerns including climate change, Global warming, Acid Rain, Ozone layer Depletion etc. Environmental ethics. Traditional ways of utilizing various components of environment. Sustainable developments.

Unit- II Natural Resources

Natural Resources: Forest resources, Mining, Dams & their effects on forests & tribal people. Water resources-over utilization of water, floods, droughts and conflicts over water resources. Mineral Resources- Use of various minerals for Human welfare & environmental effects of mining. Food resources -World food problem. Impacts of changing Agriculture practices on Environment. Energy Resources-Renewable and non renewable energy Resources & exploration of alternative energy sources. Land Resources- land degradation, soil erosion, desertification and soil contamination.

Unit-III Ecosystems

Ecosystems: Structure & function, energy flow, food chains, food webs, Ecological pyramids. Basics of forest grasslands, desert & aquatic ecosystem (Ponds, Streams, Lakes, Rivers, Oceans & Estuaries)

Unit-IV Biological Diversity

Biological Diversity: Genetic, species & ecosystem diversity, Values of Biodiversity, Global, National & Local Biodiversity. Hot-spots of Biodiversity, threat to biodiversity. Endangered & endemic species of India. Conservation of biodiversity in situ & ex-situ

Unit-V Environment pollution

Environment pollution: Causes, effects & control of- Air pollution, Water pollution, Soil pollution, Noise Pollution, Thermal pollution & Nuclear Hazards. Solid wastes & their Management. Disaster Management-Flood, Drought, Earthquake, Landslides etc.

Tranagement 1	t 1 100d, Brought, Earthquake, Earthquake, Carloshues etc.					
Reference	1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.					
books/Text	2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd,					
Books	Ahmedabad –					
	3. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480pgs.					
	4. Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).					
	5. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001.					
	Environmental Encyclopaedia, Jaico Publishing House, Mumbai					
Mode of	Assignment/Quiz/Viva-Voce/student seminar/written examination/PPT					
Examination						
Recommende						
d By BOS on:						
Approved by						
academic						
council on:						



School of Education
DETAILED SYLLABUS
2021-25

EQUINDA:	TIONS OI	F DVCCHOI	OCICAL	PROCESSES-I
IF OUNDA	TIONS OF	PYSCHUL	ИUTICAL	PRUCESSES-I

HS-115

BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

At the end of this course students will be able:

- 1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
- 2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	No. of Teaching Periods required
1	 Introduction to psychology:- historical development Psychology as science Application of psychology Approaches: Behaviouristic Psychoanalytic Cognitive experimental 	12
2	Sensory and perceptual processes:structure & function of visual sense • Structure & function of auditory sense • Perception: nature & determinants, gestalt laws of perceptual organization	12
3	Learning:- classical conditioning Instrumental conditioning Components Procedures & types Schedules & reinforcement	12
4	Memory:- sensory memory, short term memory • Long term memory, forgetting & causes	12
5	Intelligence:- nature theories • Binet ,Spearman ,Thrustone, Cattell ,Vernon, Guilford • Measurement of intelligence • Types of intelligence test	12
	Total	60

Practicum / Grader Assignments:

- 1. Analysis of the nature of theories of binet, spearman, thrustone.
- 2. Analysis of the classical conditioning Theory.
- 3. Analysis of the types of intelligence test

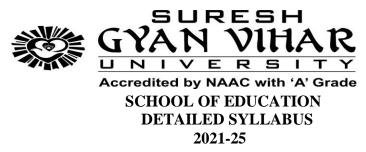
Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Books Recommended

- Baron, R.A. (2004). Psychology, (5th ed.). New Delhi: Pearson Education.
- Bootzin, R., & Bower, G. H. (1991). Psychology today- An Introduction, (7th ed.). New York: McGraw Hill Inc.
- Gross, R. D. (1990). Key studies in psychology. London: Hodder & Stoughton.
- Kuppuswamy, B. (1990). Elements of ancient Indian psychology, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to psychology, (7th ed.). New Delhi: Tata McGraw Hill.



Physical Geography (Lithosphere)		HS-113
BA-B.ED I-SEM. (AUTUMN)	EVALUATION	
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX.	MARKS = 100
CREDITS-4	[CIE (4	40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

The objective of this unit is to introduce the latest concepts in Physical Geography, essentially geomorphology: to the students of geography in a brief but adequate manner.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	The nature and scope of Physical Geography: Inter relation of Physical	12
	Geography with other branches of earth science, the place of	
	Geomorphology in Physical Geography: Age and origin of the earth,	
	Geological Time scale	
2	Universe: Galaxies, Stars, Constellations, Black-holes and Solar	12
	System. Shape and size of the earth, Motions of the Earth and its	
	satellite, Mathematical location of Places on the Globe, Standard Time,	
	Time Zones and the International Date Line	
3	Earth's interior: Wegener's theory of Continental drift, Theories of	12
	Mountain Building – July, Kober and Holmes; Plate Tectonics, Isostasy.	
	Earth Movements: Diastrophic forces – Faults and folds. Sudden	
	Endogenetic Forces— Earthquake and Volcano	
4	Rocks: Origin and Composition of rocks; Weathering and Soil	12
	Formation, Concept of Cycle of Erosion – Davis, Penck and King	
5	Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal	12
	landscapes	
	Total	60

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography

2. Wooldridge S.W.: The physical basis of geography, Longman's Green & Co. London 1959.

3. Mathur I. R.: Climatology, Mc.Graw Hill, New York

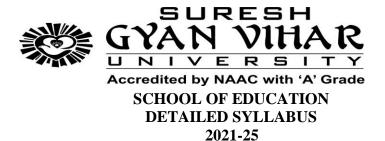
4. Banerjee H.C. &D.S.: Mosam Vigyan, Rajasthan Upadhayaya Hindi Granth Academy, Jaipur.

5. Gerald S.: General Oceanography- An introduction, John Willey z& Sons, New York.

6. Finch & Trewartha: Elements of Physical Geography

7. Negi: Physical Geography

8. Sharma R. C.: Oceanography for Geography, Chaitainya Publishers, Allahabad.



Political Science	HS-109	
BA-B.ED I-SEM. (AUTUMN)	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. $MARKS = 100$	
CREDITS-4	[CIE (40) & ESE (60)]	

Objectives: To acquaint pupil teacher with the:

- Understand the nature and scope of Political Science.
- Distinguish between the traditional and modern prespectives of Political Science.
- To understand some basic concepts of Political Science.
- Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State
- Understand and analyses various systems of governance.
- Acquaint themselves with various aspects and agents involved in the political process.
- To understand and analyses the basis aspects of certain Political ideologies.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Meaning, Nature and scope of Political Theory – the Normative and	12
	Empirical perspectives, behaviouralism and Post-behaviouralism,	
	Systems approach (Easton).	
2	Concepts – Power (Laswell), Authority (Max Weber), Political Culture	12
	(Almond), Political Development (Lucian Pye),., Political Socialisation,	
	Social Change, E-Government.	
3	State – Meaning and its elements, Specific theories of origin of State	12
	(Evolutionary, Divine and Social Contract) Sovereignty, Liberty,	
	Equality Justice and citizens and citizenship.	
4	Democracy and Dictatorship, Parliamentary systems, Presidential	12
	system, unitary and federal systems, Political parties, Pressure groups,	
	Public opinion, Theories of Representation.	
5	Some Political Ideologies – Idealism, Liberalism, Democratic	12
	Socialism, Anarchism, Sarvodaya.	
	Total	60

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1.G.A.Almond: Comparative Politics Today: A world view, 7th end, New York, London.
- 2.Sir, Barker, Principles of Social and Political theory
- 3. N.P.Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
- 4. A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
- 5. D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 1953.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

History	HS-111
BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1.It is important that our youngsters are made aware of the glorious part of our country. Our past is not only glorious but it is a source of inspiration.
- 2. It is our sages who contributed to enrich our past. Our sages did never hanker after personal glorification. They spread Indian culture and civilization not only within our country, but also in distant lands. It is only for this reason that our country became the center of 'knowledge tourism' and greatest centers of learning thrived in this country.
- 3. Our country also becomes a centre of fine arts such as dance, music, drawing painting etc. Moreover, no country in this world can boast of the artistic monuments, in number as well as quality of which we in this country can proud of.

Unit	Contents of the Subject	No. of Teaching Periods
		required
1	A) Indian Culture: salient features; unity in diversity: Indus Civillization) B) Vedic Literature, Religion and Philosophy C) Varnashram system, Shodash Sanskars: Upanayana and Vivaha D) Six systems of Indian Philosophy E) Main Centres of Ancient Indian Education	12
2	A) Religious and Philosophical teachings of Jainism and Buddhism. B) Contribution of Jainism and Buddhism to Indian culture. C) Prominent ancient centers of Learning. D) Greater India: Expansion of Indian culture abroad	12
3	A) Epics and its impact on Indian society. B) Universal importance of Ramayana, Mahabharata, Cultural importance of Puranas C) Vaishnavism, Shaivism and Shaktism D) Development of Science during Guptas period.	12
4	A) Legacy of Kalidas, Amir Khusrao and Tulsidas B) Development of Art and Architecture: Maurayn Art, Development of Indigenous Art Gupta, temple Architecture and Sculpture Pallav and Chola Art. C) Growth of ancient Indian Painting. D) Mughal Architecture and Painting	12
5	A) Bhakti cult and Sufism B) Contribution of socio religious reformers – Raja Ram Mohan Roy, Vivekanand, Dayanand Saraswati, Jyoti ba Phule Sir Saiyyad Ahmad Khan and Annie Besant C) Significance of ideas of Gandhi and Tagore	12
	Total	60

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

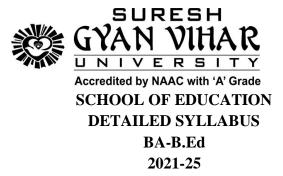
Recommended Books:

1. A.L.Srivastava: Mediaeval culture

2. V.S.Agarwal: Indian Art, Vol.I

3. R.C.Majumdar: History and Culture of Indian People, (relevant vol..)

4. D.P. Chattopadhaya: Indian Philosophy



ENGLISH LANGUAGE AND LITERATURE	HS-101
A Background to English Literature (Part – I)	

BA-B.ED I-SEM. (AUTUMN)	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-3	MAX. $MARKS = 100$	
CREDITS-3	[CIE (40) & ESE (60)]	

Objectives: To enable the student to:

- 3. Have an understanding of historical development of English language and literature
- 4. Make themselves aware of various literary genres and figures of speech
- 5. Make themselves familiar with various schools of thought and literary movements.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Historical Development of English Language The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language	6
2	Literary Genres & Figure of Speech Poetry: Lyric, sonnet, ballad, elegy, ode, epic Prose: (i) Fiction: Novel; short story (ii) Nonfictional prose: Essay, Travelogue; autobiography; biography Drama: Tragedy, Comedy, one-act play, Dramatic Monologue Figure of Speech: Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.	6
3	Literary History (i) Elizabethan Period: Elizabethan Lyrics, songs & sonnets University wits, Metaphysical Poetry, Neo Classical Period: 18th century Novel, Augustan Poetry, Pre-Romantic period: Pre-Romantic Poetry	6
4	Literary History (ii) Romantic period: Romantic poets, Early 19th century Novel Victorian period: Victorian poetry, Victorian Novel The present Age: Modern English Poetry, Modern Fiction, Modern Drama, Post-modern poetry	6
5	Composition, Grammar and Usage Elements of sentence, Transformation of Sentences including Active and Passive Voice, Modals, Tense Usage, Determiners, Common English Errors, Phrasal Verbs, Idioms Composition: Letter/Application writing, Paragraph writing/Précis writing, Report Writing	6
	Total	30

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. A.J.Thomson & A.V.Martinet : A Practical English Grammar (OP)
- 2. S.Pit Corder: Intermediate English Practice Book (O.L.)
- 3. Bhaskaran and Horsburgh: Strengthen your English (OUP 1973)
- 4. F.T. Wood: A Remedial English Grammar for Foreign Students (Macmillan 1965)
- 5. T.L.H.Smith- Pearse: The English Errors of Indian students. OUP Book Prescribed Dr. Jasbir Jain (Edt.): The Many Worlds of Literature, Macmillan India Ltd.

- 6. Birjadish Prasad: A Background to the Study of English Literature; MacMillan, Delhi, Revised 1999 2.
- 7. M.H. Abrahms: A Glossary of Literary Terms, MacMillan
- 8. W.H. Hudson: An outline History of English Literature
- 9. Martin Gray: A Dictionary of English Literary Terms
- 10. Ifor Evans: A History of English Literature
- 11. Sri Aurobindo: The Future Poetry. Sri Aurobindo Ashram, Pondicherry.
- 12. David Daiches: History of English Literature



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sCourse Code: HS-103

Contact Hours: 4 Periods per Week Maximum Marks: 75

Examination Duration: 3 Hours Theory:60 Internal:15

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- 1- lkekU; Hkk"kk foKku & MkW- f'ko 'kadj izlkn
- 2- Hkk"kk foKku & MkW- HkksykukFk frokjh] fdrkc egy] bykgkckn
- 3- Hkk"kk foKku dh Hkwfedk & nsosUnz ukFk 'kekZ] jk/kkd`".k izdk'ku] fnYyh
- 4- fganh fu:Dr & fd'kksjh nkl oktis;h] ok.kh izdk'ku] fnYyh
- 5- Hkkjr esa ukx ifjokj dh Hkk"kk,¡ & MkW jktsUnz izlkn flag] jktdey izdk'ku fnYyh
- 6- fganh Hkk"kkdk bfrgkl & MkW- /khjsUnz oekZ] fganqLrkuh ,dsMeh] bykgkckn
- 7- fganh Hkk"kk dk mn~Hko vkSj fodkl & MkW- mn;ukjk;.k frokjh] Hkkjrh HkaMkj bykgkckn
- 8- fganh dh cksfy;k; ,oa miHkk"kk,; & MkW- gjnso ckgjh

- 9- Hkkjrh; vk;Z Hkk"kkvksa dk bfrgkl & MkW- txnh'k izlkn nhf{kr] viksyks izdk'ku] t;iqj
- 10- fganh Hkk"kk dk ,sfrgkfld O;kdj.k & MkW- ekrkcny tk;loky
- 11- ukxjhfyfi vkSj mldh leL;k,i & MkW- ujs'k flag eaFku ifYyds'ku] jksgrd
- 12- nsoukxjh fyfi & MkW- f'ko 'kadj izlkn
- 13- lkekU; Hkk"kk foKku vEckizlkn lqeu
- 14- Hkk"kk dk lekt'kkL= & MkW- jktsanz izlkn flag] jktdey izdk'ku] fnYyh

lanHkZ xzaFk

- 1- fganh lkfgR; dk bfrgkl & jkepanz 'kqYd] dk'kh ukxjh izpkfj.kh lHkk okjk.klh
- 2- vk/kqfud fganh lkfgR; dk fodkl & MkW- Jh d`".k yky] fganh ifj"kn~ fo'ofo|ky; iz;kx
- 3- fganh lkfgR; dk mn~Hko vkSj fodkl & gtkjh izlkn f}osnh
- 4- vk/kqfud lkfgR; dh Hkwfedk & MkW- y{eh lkxj ok".ksZ;] fganh fo'ofo|ky; iz;kx
- 5- fganh lkfgR; dk vkykspukRed bfrgkl & MkW- jke dqekj oekZ
- 6- fganh lkfgR; dk oSKkfud bfrgkl & MkW- x.kifrpanz xqlr
- 7- u;k fganh dkO; & f'ko dqekj 'kqYd
- 8- Lora«;ksÙkj fganh lkfgR; dk bfrgkl & MkW- y{eh lkxj ok".ksZ;



DETAILED SYLLABUS 2021-25

SOCIOLOGY		HS-105
BA-B.ED I-SEM. (AUTUMN)	EVALUATION	
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$	
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching
		Periods

		required
1	Nature of Sociology: Meaning of Sociology, The Sociological Perspective, Sociology and other Social Sciences, Scientific and Humanistic orientations to Sociological Study	12
2	Basic Concepts: Society, Community, Institution, Association, Group, Social Structure, Status and Role, Institutions: Family and Kinship, Religion, Education	12
3	The Individual in/and Society: Society, Culture and Socialization: Relation between Individual and Society Social Control: Norms, Values and Sanctions Social Stratification and Mobility: Meaning, Forms and Theories	12
4	Social Change: Meaning and Types- Evolution and Revolution, Progress and Development, Factors of Social Change, Theories of Ogburn, Sorokin and Karl Marx	12
5	The uses of Sociology: Introduction to Applied Sociology, Sociology and Social Problems, Sociology and Social Change, Sociology and Social Policy and Social Action	12
	Total	60

Practicum/ Graded Assignments:

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Bottomore, T.B. 2014 Sociology: A Guide to Problems and Literature, Bombay, Caste, Class and George Allen and Unwin (India) Ghurye, G.S. Occupation Harlambos, M. Sociology; Themes and Perspective, New Delhi, 1998 Oxford University Press Inkeles, Alex 1987 What is Sociology, New Delhi, Prentice Hall of India Jayaram, N. 1988 Introductory Sociology, Chennai, MacMillan India Johnson, Harry M. Sociology: A Systematic Introduction, New Delhi, Allied 1995 publishers Davis, Kingsley Human Society (Hindi Edition available) MacIver and Page Society (Hindi Edition available) Schaefer, Richard T. and Robert P. Lamm 1999 Sociology, New Delhi, Tata McGraw Hill Harlombos Sociology – Themes and prospectives. 2014,



School of Education DETAILED SYLLABUS 2021-25

ECONOMICS PAPER I: ECONOMIC CONCEPTS AND METHODS HS-107

BA-B.ED I-SEM.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3)	
LECTURES-4	HOURS MAX. MARKS = 100	
CREDITS-4	[CIE (40) & ESE (60)]	

Objectives:

- The Students are expected to: Understand about the various fundamental Concepts of Economic and statistics (Meaning, nature, scope and significance of fundamental Concepts). -
- Distinguish between micro and macro Economics, Static and dynamic Analysis and stock and flow variables. –
- Acquaint them with Indian economic thinkers and major source books. Understand about the importance of National Income in Economic Welfare.
- - Familiarise them with banking system of the Country.

•		
Unit	Contents of the Subject	No. of Teaching
		Periods required
1	Economy and various forms of economic systems. Basic economic problems. Nature of Economic Laws, Distinction between Micro and Macro Economics. Static and Dynamic Analysis (only elementary approach), Stock and Flow variables.	
	1	
2	The concept of National Income, Components and measurement	12
	of National Income. National Income and Economic Welfare.	
	Measure of Economic Welfare. Circular flow of income. An	

	of National Income. National Income and Economic Welfare. Measure of Economic Welfare. Circular flow of income. An elementary view of the price mechanism. Demand Supply Analysis, Law of Demand.	
3	The concept of currency and credit. Concept of money supply – M1, M2, M3 and M4. Functions of commercial banks. Balance sheet and credit creation by commercial banks. Functions of Central Bank. Methods of credit control. Internal and external value of money. Exchange rate and its determination (only demand and supply theory).	12

4	Prominent ancient Indian economic thinkers and major source	12
	books (only names and brief knowledge). Definition and scope	
	of economics according to ancient Indian thinkers. Basic	
	assumptions – integral man, integrated rationality, Dharm based	
	economic structure. Four purusarthas, Human wants- nature	
	origin and kinds. The concept of restrained consumption and co-	
	consumption. Meaning and importance of wealth code of	
	conduct for earning. Main features of ancient Indian economic	
	thinking and its comparison with western economic thinking.	
	Definition, nature, importance and limitations of statistics. The	12
	concept of Averages, Mean, Mode, Median, functional	
5	relationship in economic and the use of Graphs. The concept	
	and interpretation of shapes and curves e.g. total revenue and	
	total cost curves, consumption and production functions. Simple	
	derivatives: Concept of total, average and marginal values.	
	Total	60

Practicum/ Graded Assignments:10

Note: Scheme of CIE: 10 Two Mid Terms: _20marks Total 40mark

Books Recommended

- 1 P.A.Samuelson & W'Nordhaos Economics (latest edn.)
- 2 Mehta & Madnani Elementary Mathematics for use in Economics
- 3 Gupta, B.L. Value and Distribution on system in Ancient India, Gian Publishing House, New Delhi
- 4 D.G.Luckett Money & Banking
- 5 ,e lh oS'; -- eqnzk] cSafdax] O;kikj ,oa jktLo
- 6 mn;ohj 'kkL=h dkSfVY; dk vFkZ'kkL=
- 7 vkpk;Z egkizK egkohj dk vFkZ'kkL=



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25 DETAILED SYLLABUS

BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. $MARKS = 100$
CREDITS-2	[CIE (40) & ESE (60)]

bjectives: To enable the student to:

- Have an understanding of grammar
 Make themselves aware of various professional writing

UNIT	Course Contents	Total Contact Hours = 31
I	Commercial Correspondence:	6
•	a) Style and Construction	
	b) Significant Commercial terms and Phrases	
	c) Letter of Inquiry	
	d) Letter of Quotation	
	e) Letter of Order	
	f) Letter of Execution of Order	
	g) Letter of Complaint	
	h) Letter of Collection	
	i) Circular Letter	
	j) Application for Agency	
II	Official Correspondence:	6
ш	Official Letter	· ·
	a) Semi-Official Letter	
	b) Memorandum	
	Journalistic Competitions on Commercial Topics:	
	a) Editorial Note on a Commercial Topic	
	b) Letter to the Editor on Economic and Commercial Topics	
	c) Script Writing for the Media	
	d) Journalistic Report Writing, Press Release	
	e) Writing Advertisement Copy	
	f) Writing for Internet	
	Precise Writing	
III	Theme Writing (Report writing/Academic and Journalistic writing)	7
IV	Paragraph Writing and Essay writing	6
V	Advanced Comprehension	6
Recommende		
d by BOS on		
:		



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Human values and Ethics	HUM-102
BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION
	TIME = (3) HOURS
LECTURES-2 CREDITS-2	MAX. MARKS = 100
	[CIE (40) & ESE (60)]

Objectives:

The learning objective of course is:

- 1) To understand meaning, nature and scope of ethics and values
- 2) To learn about human rights.
- 3) To learn individual and society.
- 4) To understand the basic of Indian ethics
- 5) To learn the basics of professional ethics.

Unit-I	Introduction:				
Definition of E	Definition of Ethics and Values, Character and Conduct, Nature and Scope of Ethics, Uses of				
Ethics	Ethics				
Unit- II	Human Rights:				
Rules and Reg	gulations, Rights and Duties, Integrity and Conscience, Civil rights, Human				
rights. Fundam	nentals rights.				
Unit-III	Individual and Society:				
Theories of So	ociety, Social Relationships and Society, Individuals behavior in diverse group				
and social grou	aps, Environmental ethics and nature.				
Unit-IV	Indian Ethics:				
Lesson from	Mahatma Gandhi , Society and Trusteeship, Indian constitution, Directive				
Principles of S					
Unit-V	Professional Ethics:				
Human Goals	, Ethics in Public Administration, , Ethics and Civil Servants , Ethical Values				
and Manageme					
Reference	1. Govindarajan M (Author) 2013. Professional Ethics and Human				
books/Text	Values. Kindle Edition.				
Books 2. R.S. Naagarazan. 2016. <u>A Textbook on Professional Ethics</u>					
	<u>Human Values</u> . New Age International.				
	3. Jayshree Suresh 2003. Human Values and Professional Ethics Paperback. S.				
	Chand publisher				
Mode of	Assignment/Quiz/Viva-Voce/student seminar/written examination/PPT				
Examinatio					
n					
Recommend					
ed By BOS					
on:					



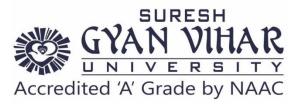
SCHOOL OF EDUCATION DETAILED SYLLABUS 2019-21

FOUNDATION COURSE -II (BA-B.ED II-SEM. (SPRING)	[FD-104]
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Unit	Contents of the Subject	No. of Teaching Periods required
1	Indian Economy	
	a) State and Planning: Planning commission and the idea behind five year plansb) Land reforms, Industrialisation and Growth of Country, Emergence	1
	of Middle class	
	c) Land reforms, Green Revolution, emergence of Naxalismd) Agrarian crisis since the 1990s and its impact on farmers	
	e) SEZs, Mixed economy, privatisation.	
2	International Relations/ World History-I	1
	a) Marxism and its key tenets.b) Feminism and its debates	
	c) Liberalism and Neo Liberalism	
	d) World War I	
	e) World War II	
	f) Cold War	
3	International Relations/ World History-II	1
	a) Diplomatic relations b/w India and China	
	b) Diplomatic relations of India and China with US, Russia, European	
	countries- Germany and UK, Japan,	
	c) United nations and its agencies	
	d) WTO and World Bank	
	e) Regional Organisations: SAARC, EU, BRICS, ASEAN	
4	Sociology-I	1
	a) Social Institutions-Continuity and change	
	b) Pattern of Social Inequality and Exclusion	
	c) Challenges of Cultural Diversityd) Structural Change	
	Cultural Change	
5	Sociology-II	1
	a) Globalization and Social Change	_
	b) Market as a Social Institution	
	c) Mass Media and Communications	
	d) Change and Development in Rural Society	
	e) Change and Development in Industrial Society	
	Total	5

Suggested Readings

- 1. Dunne, T. (2005) 'Liberalism' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press
- 2. Halliday, F. (1994) Rethinking International Relations. London: Macmillan, pp. 147-166
- 3. Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991
- 4. International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th edn.
- 5. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) Empire and Neo Liberalism in Asia. London
- 6. Narlikar, A. (2005) The World Trade Organisation: A Very Short Introduction. Oxford: Oxford University Press
- 7. Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.
- 8. Cropsey, J. (1987) 'Karl Marx', in Strauss, L and Cropsey, J. (eds.) History of Political Philosophy. 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
- 9. Singh, S. (2003) *China-South Asia: Issues, Equations and Policies*. New Delhi: Lancers Books, pp. 123-170.
- 10. Abhayankar, R.M. (2007) Indian Foreign Policy. New Delhi: Foreign Service Institute, Chapter 20.
- 11. Research and Information Systems (2002) India-ASEAN Partnership in an Era of Globalisation: Reflections by Eminent Persons. pp. 105-110.
- 12. Graere, F. and Mattoo, A. (eds.) (2001) India and ASEAN: The Politics of India's look East policy. New Delhi: Manohar Publishers, pp 91-114.



School of Education DETAILED SYLLABUS 2021-25

FOUNDATIONS OF PYSCHOLOGICAL PROCESSES-II	HS-116

BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

At the end of this course students will be able:

- 1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
- 2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Cognitive process & attention & thinking:- cognition: definition, characteristics • Attention: definition, characteristic, selective attention, divided attention • Thinking: process, image & thinking, language & thought Types of thinking	12

2	Motivation:- meaning, Approaches: instinct, drive reduction, arousal, incentive Cognitive humanstic-maslow's need hoerarchy Types: physiological, psychological motivation	12
3	 Emotions: - meaning Physiological basis of emotions Theories: james lange theory, cannon bard theory, cognitive theory Emotional expression: display rules, facial feedback hypothesis, facial –affect programme 	12
4	 Problem solving & creativity: meaning, steps in problem-solving Blocks in problem solving&strategies in problem solving Concept and nature Factors for creative thought 	12
5	 Personality:- introduction Theories: psychodynamic, humanstic, dispositional (trait &type) and social cognitive theory Personality assessment: questionnaire, rating scale and projective tests, characteristics: advantage & disadvantages 	12
	Total	60

- 1. Analysis of the Theories: psychodynamic, humanstic, social cognitive theory
- 2. Analysis of the Personality assesment:
- 3. Analysis of the Physiological basis of emotions Theories: james, lange theory, cannon bard theory, cognitive theory

.Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Books Recommended

- Aron, A, Aron. R, & Coups E. J. (2006). Statics for psychology (4th ed.): Pearson Educat
- Garret E. Henry (2004). Statics in psychology and education (11th ed): Paragon International publishers New Delhi
- Gravetter, F. J& Wallnau, L.B (2000). Statists for Behavioral Science (5th ed.) Wadsworth-Thomson learning Singapore.
- Mangal ,S.k. (2000). Statiocs in Psychology and Education. (2nd ed.): Prentice –Hall of India Private Limited, New Delhi.



DETAILED SYLLABUS 2021-25

Human Geography		HS-114
BA-B.ED II-SEM. (SPRING)	EVALUATION	
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX.	MARKS = 100
CREDITS-4	[CIE (4	40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

The objectives of this course are to acquaint the students with the nature of man environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living, to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Definition, nature, scope, development and history of human geography;	12
	Principles of Human Geography; Approaches of Human Geography;	
	Elements of Human Geography-according to Vidal de-Ia-Blache,	
	Brunhes, Huntington; Branches of human geography; Concepts of man	
	environment relationship; Concept of dualism in geography.	
2	Division of races of mankind: spatial distribution, physical and social	12
	profile of racial groups, ethnic groups, tribal groups in the world and in	
	India; early economic activities of mankind: food gathering, hunting,	
	fishing and shifting cultivation.	
3	Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot	12
	Region - Bushman, Pigmy, Badawins (iii) Plateau -Khirghiz, Masai,	
	Gonds (iv) Mountain- Gujjars, Naga and Khasi (v) Plain-Bhil and	
	Santhal, their Social and Economic activities and adaptation in modem	
	society	
4	Distribution of population; world distribution pattern-physical,	12
	economic and social factors influencing spatial distribution; concepts of	
	over population, under population and optimum population. Zero	
	population growth; Demographic transition theory; Migration-internal	
	and international, general laws of migration; Concept of Human	
	Development. Population regions of India; dynamic, prospective,	
	depressed; Problem of over population in India and its remedial	
	measures. Population control programmes and population policy of	
	India	
5	Settlement: Origin and types of settlements; Rural Settlement -Pattern of	12
	Rural settlements; House types and Building materials; Rural settlement	
	in India. Urban settlement - Origin of towns; patterns of cities;	
	functional classification cities; zoning of cities; Christaller's theory;	
	Umland; Urbanization and problems; Slums; Town planning. Means of	
	transportation and their importance, status of-roads and development 25	
	plans, national and state highways, problems relating to road transport	
	network. Railway network development and status.	

Total	60
10001	00

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bergwan, Edward E: Human Geography; Culture, Connection and Land Scape, Prentice-Hall, New Jersey. 1995.
- 2. Carr, M: Patterns, Process and change in Human Geography, Mc Millan Education London, 1987.
- **3.** Fellman, J. L.: Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.

De Blij H.J.: Human Geography, Culture, Society and Space, John Wiley, New York, 1996.



School of Education
DETAILED SYLLABUS
2021-25

ECONOMICS PAPER II: MICRO ECONOMICS HS-108	
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BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME $=$ (3)
LECTURES-4 CREDITS-4	HOURS MAX. MARKS =
	100
	[CIE (40) & ESE (60)]

Objectives:

The Students are expected to: - Develop and understanding about important principles of micro economic.

- Understand individual economic unit behavior
- Know the how prices and output of good/services and factor of production are determined. Understand about the type of market and their equilibriums.

Unit	Contents of the Subject	No. of Teaching
		Periods required

1	Introduction: Nature and scope of economics, Methodology in	12
	economics, Choice as an economic problem: basic postulates; Role	
	of price mechanism, Demand and supply, Basic framework -	
	applications, Market equilibrium. Consumer's Behaviour: Utility –	
	Cardinal and ordinal approaches; Indifference curve, Consumer's	
	equilibrium (Hicks and Slutsky), Giffin goods, Elasticity of	
	demand – Price, income and cross, Consumer's surplus; Engle	
	curve.	

	Total	60
5	Investment Analysis: Pay back period - average annual rate of return. Net present value, internal rate of return criteria, price changes, risk and uncertainty, elements of social cost-benefit analysis. Welfare Economics: Problems in measuring welfare, Classical welfare economics, Pareto's criteria (Production, Consumption and Distribution).	12
4	Factor Pricing: Marginal productivity theory of distribution; Modern Theory of Factor Price Determination with the help of MPP, VMP and MRP (with the help of Tables). Theories of wage determination: Wages and collective bargaining, Wage differentials; Rent-Scarcity rent, Differential rent, Quasi rent, interest – Classical and Keynesian theories; Profits- Innovation, risk and uncertainty theories.	12
3	Market structure: Market forms – Perfect and imperfect markets, Price and Output determination in Perfect competition, monopoly, Monopolistic Competition, Duopoly, Oligopoly (Paul's M Sweezy Model), Price discrimination under monopoly, Measure of monopoly power.	12
2	Theory of Production and Costs: Production decisions; Production function; Iso-quant, Factor substitution, law of variable proportions, returns to scale, economies of scale, Different concepts of cost and their inter-relation, Equilibrium of the firm, Expansion path.	12

Note: Scheme of CIE: 10 Two Mid Terms: 20marks Total: 40mark

Books Recommended

- Bach, G.L. (1977) Economics, Prentice Hall of India, New Delhi.
- Gauld, J.P. and Edward P.L. (1996) Microeconomic Theory, Richard Irwin. Homewood.
- Henderson, J. and R.E. Quandt (1980). Microeconomic Theory: A mathematical approach. McGraw Hill, New Delhi.
- Heathfield and Wibe (1987); an Introduction to Cost and ProductionFunctions, Macmillan, London.
 Koutsoyiarais, A. (1990). Modern Microeconomics, Macmillan. Lipsey, R.G. and K.A. Chrystal (1999).
 Principles of Economics (9th edition) Oxford University Press. Oxford.
- Mansfield, E.(1997), Microeconomics (9th Edition), W.W.Norton and Company, New York.
- Ray, N.C. (1975), An Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi Ryan, W.J.L. (1962), Price Theory, Macmillan and Co. Limited, London.
- Samuelson, P.A. and W.D. Nordhaus (1996), Economics, Tata McGraw Hill, New Delhi.

• Stonier, A.W. and D.C. Hague (1972), A Textbook of Economic Theory :ELBS & Longman Group, London Varian, H.R. (2000). Intermediate Microeconomics : A Modern Approach (5th Edition), East-West Press, New Delhi



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Political Science		HS-110
BA-B.ED II-SEM. (SPRING)	EV	ALUATION
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX.	MARKS = 100
CREDITS-4	[CIE (4	40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- To understand the fundamental of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streems of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.
- To understand and appreciate different streams of nationalism in Indian thinking.
- To understand the various aspects of Political thoughts of Mahatma Gandhi, Democratic socialism of J. L. Nehru, Redical humanism of M. N. Roy.
- Understand and analyses political and social philosophy of Ambedkar, J.P.Narayan and Ram Manohar Lohiya.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Manu, Kautilya and Shukra	12
2	Raja Ram Mohan Ray, Swami Dayanand Saraswati and Vivekananda	12
3	Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh	12
4	Mohan Das Karam Chand Gandhi, Jawaharlal Nehru and M.N.Roy.	12

	Total	60
5	Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohia	12

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

1.A.R. Appodorai; Indian Political Thinking.

- 2. A.R.Desai ; Social Background of Indian Nationalism
- 3. B.R.Purohit; Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 4. D.B.Mathur; Gokahale: A Political Autobiography
- 5. Purshottam Nagar; Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur 2000 (In Hindi)
- 6. V.R. Mehta; Foundations of Indian political Thought, Manohar Publishers and Distributors, New Delhi, 1999.
- 7. J. Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied 1969.



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History	HS-112
BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. The intention behind having the Semester at the early stage to let him imbued with a panoramic view of center history.
- 2. It will have he student to have a generalist's approach.
- 3. As a result he will not loose himself in the world.
- 4. This will guard against having an over inflated view of his own country's history.
- 5. It will become easier to have a macro view before studying the micro.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	A) Salient features of Palaeolithic, Mesolithic and Neolithic cultures. B)	12
	Ancient civilizations - causes of the growth of civilizations in the Rive	
	valley regions. C) Egypt – State, society, Religion, Art and Architecture,	
	development of Science. D) Mesopotamia - State, Society, Religion,	
	Art and Architecture, Science and Technology, Trade and Commerce.	
2	A) Civilization of Greece – Evolution of Greek city states and society.	12
	B) Development of Religion, Philosophy, Literature, Science, Art and	
	Architecture in Greece. C) Roman civilization - Political ideas and	
	institutions, Roman law. D) Rise of Imperialism, Roman society,	
	development of literature, Science, Art and Architecture.	
3	A) Sindhu – Saraswati civilization - salient features. B) Society,	12
	religion, science, art and architecture in Sindhu Saraswati Civilization,	
	C) Civilization of ancient China- Early history and age of empire. D)	
	State, society, religion, philosophy, science, art and architecture in	
	China	
4	A) Disintegration of Roman empire. Rise of feudalism and emergence	12
	of states on western Europe. B) Transition from ancient society to	
	medieval society. C) Trade, Trade routes and commerce D) Rise of	
	Christianity	
5	A) Rise of Islam and advent of Arabs evolution of Islamic state under	12
	Ummayids and Abbasides. B) Three arab civilization and its	
	contribution, crusades and their impact on Europe. C) Renaissance D)	
	Reformation (with special reference to Martin Luther)	

Total	60

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

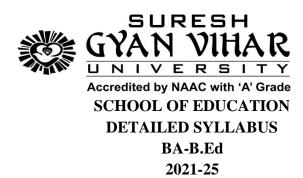
Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. J.E.Swain & History of World Civilisation
- 2. U.N.Rao & World History
- 3. Frankfort, Henri & The Birth of civilization in the Near East
- 4. Will Durant & The Story of Civilisation (Relevant portions of Vol. I to VI)



ENGLISH LANGUAGE AND LITERATURE (Part – II)	HS-102
POETRY AND DRAMA	

BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: To enable the student to:

Acquaint with certain specimens of Elizabethan and Metaphysical and Neoclassical poetry and drama. Develop their analytical and imaginative powers through readings in poetry• and their skills in dialogue development through their readings in drama. Derive pleasure out of their readings in poetry and Shakespearean drama.•

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
1	Poetry (i)	6
	Shakespeare: Shall I compare thee to a summer's day?	
	Ben Jonson : To Celia	
	John Donne: The Sun Rising	
	Henry Vaughan: The Retreat	
	Andrew Marvel: Thoughts in a Garden	
2	Poetry (ii)	6
	Thomas Gray: An Elegy written in a country churchyard	
	William Collins : Ode to Evening	
	John Milton: On His Blindness	
	John Dryden : Shadwell	
	Alexander Pope : Ode on Solitude	
3	Drama (i)	6
	William Shakespeare : As you Like It	
4	Drama (ii)	6
	William Shakespeare : Macbeth	
5	Explanation	6
	4 passages for explanation with reference to the contexts from the texts prescribed in	
	units I and II	
	Total	30

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

1. David Green edit: The Winged World (An Anthology of Poems. MacMillan

- 2. Gopalan Nair edit: The Harp and the Lyre. Orient Longman
- 3. Palgrave's Golden Treasury.Oxford University Press.
- 4. W.P. Ker: Form and Style in Poetry. MacMillan.
- 5. A.C. Bradely: Shakespearen Tragedy. MacMillan 6. H. J. Grierson: Metaphysical Poems and Lyrics of the 17th Century. OUP
- 6. K.D.Sethna: Sri Aurobindo on Shakespeare. Pondicherry: Sri Aurobindo Ashram
- 7. Saryug Yadav. 2014. Challenges of Teaching English Language and Literature in the Age of Globalisation. Lakshi Publishers. New Delhi.



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Contact Hours: 4 Periods per Week Maximum Marks: 75

Examination Duration : 3 Hours Theory:60

Internal:15

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SCHOOL OF EDUCATION
DETAILED SYLLABUS
2021-25

Indian Society	HS-106
BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Cultural and Ethnic Diversity: Historically embedded diversities in	12
	respect to Language, Caste, Religious Beliefs and Practices and Cultural	
	Patterns	

	Total	60
5	Process of Social Change: Sanskritisation, Westernisation and Urbanisation, Planned Change and Transformation in India, Nation-Building and National Identity	12
4	The Structure and Composition of Indian Society: Villages, Towns, Cities, Rural-Urban Linkages, Tribes, Weaker Sections, Dalit, Women and Minorities, Population Profile and related issues	12
3	View Basic Institutions of Indian Society: Caste, Kinship, Family, Marriage, Religion; Caste and Class: Meaning, Features and Changing Dimensions	12
2	The Textual and the Field-View of Indian Society: Concepts of Varna, Ashram, Dharma, Karma, Purushartha; The Significance of the Field-	12

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Ahuja, Ram	Latest ed.	Indian Social System, Jaipur, Rawat
Bose, N.K.	1967	Culture and Society in India, Bombay, Asia
Publishing House		Bose,
N.K.	1967	Structure of Hindu Society, New Delhi
Dube, S.C.	1990	Society in India, New Delhi, National Book Trust
Dube, S.C.	1995	Indian Villages, London, Routledge
Dube, S.C.	1958	India's Changing Villages,
London,Routledge,Kegan		PaulKarve, Iravati
1961 Hindu Society: An Interpretation, Poona, Deccan		Interpretation, Poona, Deccan
CollegeLannoy, Richard	1971	The Speaking Tree: A Study of Indian Society and
Culture, Delhi, Oxford Univ	ersity Press	
Mandelbaum, D.G.	1970	Society in India, Bombay, Popular Prakashan
Srinivas, M.N.	1980	India: Social Structure, New Delhi, Hindustan

M.N. 1963 Social Change in Modern India, California, Berkeley, University of California Press Singh, Yogendra

Srinivas,

1973 Modernization of Indian Tradition, Delhi, Thompson Press

Oberoi, Patricia 1993 Family, Kinship and Marriage in India, New Delhi, Oxford

University Press

Publishing Corporation



Accredited by NAAC with 'A' Grade SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

DEVELOPMENTAL PSYCHOLOGY	HS-215

EVALUATION
EXAMINATION TIME $=$ (3)
HOURS MAX. MARKS = 100
[CIE (40) & ESE (60)]

Objectives:

At the end of this course students will be able:

1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.

2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	
		Teaching
		Periods
1	Introduction:- Concept of human development and stages of life span	required 12
1	development.	12
	• Aspects of human development- Physical, social, cognitive, moral. Principles of human development (Balte).	
	• Factors influencing human development-Ecological factors, hereditary factors; chromosomal abnormalities.	
	Overview of theories of human development- Erickson, Piaget, Vygotsky, Kohlberg	
2	• Prenatal Development and Infancy :- Stages of prenatal	12
	development; Teratogens and prenatal environment	
	Newborn appearance, reflexes, assessment	
	Infancy: Physical and motor development,	
	Cognitive and language development, Psychosocial	
	Development: Emotions, attachment and temperament	
3	Childhood :- Early and middle childhood Physical and motor	12
	development;	
	Cognitive development;	
	• Language development;	
	Psychosocial development:	
	Emotions, play, aggression and altruism	
4	Puberty and Adolescence:- Puberty: Meaning, biological changes:	12
	Sexual maturation, growth spurt, primary and secondary sexual	
	characteristics; responses to physical change;	
	Development of identity: Erikson and Marcia's views;	
	Adolescent relationships: Family, Peers, Adult society.	

	Adulthood: - Vocational adjustment; Foundations of intimate	12
5	relationships: friendship, love, and sexuality;	
3	Marriage: Marital adjustment and conditions influencing it.	
	Parenthood: adjustment to parenthood.	
	Middle Adulthood: Physical development; occupational adjustment:	
	Stable and unstable patterns, preparation for Retirement. Psychosocial	
	changes: Coping with Mid-life crisis, changes in relationships-	
	marriage, relationship with maturing children, ageing parents, siblings,	
	grand parenthood, friendships.	
	• Late Adulthood: Primary and secondary ageing, theories of ageing.	
	Psychosocial aspects: models of coping, models of successful ageing,	
	lifestyle and social issues: work retirement and leisure. Personal	
	relationships: Relationship with adult children, siblings, great-	
	grandparenthood. Stages and patterns of grieving	
	Total	60

- 1. Analysis of the aspects of human development
- 2. Analysis of the Childhood
- 3. Analysis of the Adulthood

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

Books Recommended

- Encyclopedia of human intelligence. (2 vol.). (1994). New York:
- Encyclopedia of learning and memory. (1992). New York: Macmillan.
- Handbook of social psychology. (2 vol.) (1985). New York: Random House. Includes
 - Socialization, sex roles, leadership and power, intergroup relations, and much more.

Physical Geography (Climatology and Oceanography) HS-213	
III-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

This Semester on physical geography is structured into components of climatology and oceanography. The aspects of climatology emphasize the constituents of the atmosphere, the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of climatic differentiation on the earth, and the consequences of human activities on the atmospheric processes.

• The component of oceanography similarly deals with the coastal processes and describes the vast and diversified resources the oceans hold.

Unit 1	A. <u>CLIMATOLOGY</u> : Atmospheric Temperature: Insulation and global energy budget, vertical, horizontal and seasonal distribution of temperature. Atmospheric pressure and winds: vertical and horizontal distribution of pressure; planetary, periodic and local winds.	No. of Teaching Periods required
2	Atmospheric moisture: humidity, evaporation; and condensation; hydrological cycle; types of precipitation, world patterns of rainfall: regional and seasonal distribution. Air masses and fronts: concept, classification and properties. Atmospheric disturbances: tropical and temperate cyclones; thunderstorms and tornadoes.	12
3	Climatic classification; basis of Koppen's classification and types - distribution, characteristics and related plant and animal life. Role of Climate in human life; Atmospheric pollution and global warming - general causes, consequences and measures of control.	12
4	B. OCEANOGRAPHY: Relevance of oceanography in earth and atmospheric sciences: Definition of oceanography. Surface configuration of the ocean floor, continental shelf, continental slope, abyssal plain, mid-oceanic and oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans. Distribution of temperature and salinity of oceans and seas.	12
5	Circulation of oceanic waters: waves, tides and currents; currents of the Atlantic, Pacific and Indian oceans. Marine deposits and coral reefs; coastal environment. Oceans as storehouse of resources for the future.	12
	Total	60

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

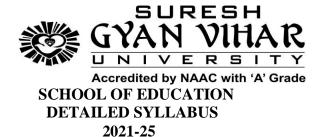
Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks
40marks

Recommended Books:

- 1. Barry, RG. & Chorley, RJ. Atmosphere, Weather and Climate, Routledge. 1998.
- 2. Critchfield, H: General Climatology, Prentice-Hall, New York, 1975.
- 3. Das, P.K.: The_Monsoons, National Book Trust, New Delhi, 1968.
- 4. Lydolph, Paul, E.: The Climate of the Earth. Rowman and Allanheld, Totowa, N.J. 1985.

- 5. Mather, J.R: Climatology-, McGraw-Hill, New York, 1974.
- 6. Patterson, S.: Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
- 7. Stringer, E.T.: Foundation of Climatology, Surject Publications, Delhi, 1982.
- 8. Trewartha, G.T.: An Introduction to Climate, International Students edition, McGraw Hill, New York, 1980.
- 9. Anikouchine, W.A. and Sternberg, RW.: The World Oceans- An introduction to Oceanography, Englewood Cliffs, N.J. 1973.
- 10. Grald, S.: General Oceanography An Introduction, John Wiley & Sons, New York, 1980.
- 11. Garrison, T. Oceanography. Wadsworth.com. USA 1998.
- 12. King, C.A.M: Oceanography for Geographers E. Arnold, London, 1975.
- 13. Sharma, RC. Vatel M. Oceanography for Geographers, Chetnya Publishing House. Allahabad,1970
- 14. Shepard, F.P.: Submarine Geology. Harper & Sons, New York, 1948.
- 15. Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merril Publishing Co., 1984.
- 16. Weisberg, J. and Howard: 1ntroductory Oceanography. McGraw-Hill Book Co., New York, 1976.



ECONOMICS	PAPER III: MACRO ECONOMICS	HS-207

III-SEM. B.A,B.Ed	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME $=$ (3)
LECTURES-4	HOURS MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives

The Students are expected to:

- Understand the behavior of any economy in general and National Income determination in particular.
- Acquaint in Construction of National Income and social Accounts.
- Familiarise with the different Concept and Measurement of national income.
- Familiarise with classical theory, Keynesian theory and their main principles.

Units	Contents of the Subject	No. of Teaching
		Periods required

1	National Income and Social Accounts: Nature and importance of Macro Economics. Fallacy of composition.	12
	Concept and measurement of national income. National income	
	identities with government and international trade;	
	incorporation of environmental concerns in national accounts	
	green accounting.	
	Ondered and Francisco and Control for all the	12
2	Output and Employment: Say's law of markets and the	12
	classical theory of employment; Keynes' objection to the	
	classical theory. Keynesian theory of output and employment-	
	Aggregate demand and aggregate supply functions. The	
	principle of effective demand. Consumption function –	
	Average and marginal propensity to consume: Factors	
	influencing consumption spending.	
3	Investment: The investment multiplier and its effectiveness in LDCs. Theory of investment – Autonomous and induced investment. Marginal efficiency of capital: Savings and investment – expost and ex ante. Equality and equilibrium. Rate of Interest: Classical. Neo classical and Keynesian theories of interest	12
4	Trade Cycles: Nature and characteristics, Hawtrey's monetary theory. Hayek's over investment theory: Keynes' view of trade cycle. The concept of accelerator: Samuelson and Hicks multiplier accelerator interaction model: Control of trade cycles.	12
	Economic Growth: Sources of growth: Classical theories of growth, Ricardo, Harrod Domar Model. Lewis (Unlimited	12
5	supply of labour).	
	Total	60

Practicum/ Graded Assignments: 10 Note: Scheme of CIE: 10

Two Mid Terms: 20marks **Total** 40mark

Books Recommended
Ackley, G.(1976). Macro economics: Theory and Policy. Macmillan Publishing Company, New York.
□ Day, A.C.L.(1960). Outline of Monetary Economics. Oxford University Press, Oxford.
☐ Gupta, S.B. (1994). Monetary Economics, S. Chand and Co. Delhi
☐ Hejidra, B.J. and F.V.Ploeg (2001). Foundations of Modern Macroeconomics. Oxford University Press, Oxford
☐ Lewis, M.K. and P.D.Mizan (2000). Monetary Economics. Oxford University Press, New Delhi
☐ Shapiro, E. (1996). Macroeconomic Analysis. Galgotia Publications, New Delhi
☐ Vaish, M.C. Macro Economics
☐ Dillard, D.(1960). The Economics of John Maynard Keynes. Crossby Lockwood and Sons. London
☐ Hanson, A.H. (1953). A Guide to Keynes. McGraw Hill, New York.
☐ Higgins, B. (1963) Economic Development : Principles, Problems and Policies, Central book Depot, Allahabad
☐ Keynes, J.M.(1936) The General Theory of Employment, Interest and Money, Macmillan, London
☐ Kindleberger, C.P. (1958). Economic Development. McGraw Hill Book Company, New York.
☐ Lucas, R. (1981). Studies in Business Cycle Theory. MIT Press, Cambridge Massachusetts
☐ Mier, G.M. and R.E. Baldwin(1957). Economic Development : Theory, History and Policy, Wiley & Sons Inc.,
New York.
□ Powelson, LP C (1960) National Income and Flow of Funds Analysis



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Political Science	HS-209	
III-SEM.B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]	

Objectives: To acquaint pupil teacher with the:

- Acquire knowledge about the constitutional systems of different countries of the world.
- Understand the different patterns of relationship between the Executive, Legislature and Judiciary prevailing in different kinds of political systems.
- Understand the composition, functions and position of legislatures in different countries.
- Understand the role of Judiciary and nature of Judicial Review prevalent in different political systems.
- Acquaint themselves with various aspects and agencies of political process in different systems.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Comparative politics: Meaning, scope and nature. Evolution of comparative Politics comparative method, Types of comparison (Vertical-Horizontal), Types of constitutions, Constitutionalism.	12

	Total	60
5	Judiciary: Judicial system of UK, USA Supreme Court and Judicial Review, the Administrative Law and Administrative courts of France, Federal Tribunal of Switzerland. Political parties in the U.S.A., United kingdom and France and Switzerland. Role of communist Party in China, Pressure Groups in the USA, United Kingdom and France.	12
4	Legislature: Composition and Powers of the British Parliament: USA Congress, Swiss Federal Assembly, French Parliament, National people's Congress of China.	12
3	Executive: (Organisation and Functions) British King and the Crown. British Prime Minister and cabinet, the President of the USA, France and China, Plural Executive of Switzerland.	12
2	Socio-economic bases and salient features of the constitutions of United kingdom, United states of America, China, Switzerland and France, Amendment process in the Constitution of USA and Switzerland, Federal system of the U.S.A. and Switzerland.	12

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1.Kamrava Mehran: Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000
- 2. Charles, A. Beared: American Government and Politics.
- 3.H. C. Huiton: An Introduction to Chinese Politics. London, David and Charles, 1973.
- 4.H.J.Laskhi: American Democracy: A commentary and An Interpretation, London Unwin 1984.
- 5.C. Leys, Politics in Britain: An Introduction, London, Heinemann, 1983.
- 6.W. Zhang, Transforming China: Economic Reforms and its Political Implication, New York, St. Martin's Press, 2000.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

History	HS-211
III-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. To provide the knowledge of the sources of the period.
- 2. The students shall be able to know the legacies of the early history of India.
- 3. The study of this Semester shall provide the knowhow of the origin of republics and the system of republican administration.
- 4. To give the knowledge of the rich administrative traditions of ancient India
- 5. The students' shall come in touch with the pride of ancient Indian society and religion.
- 6. This Semester shall provide the knowledge of the spread of Indian culture in the other countries.
- 7. The student will be informed about the South Indian History.

Unit	Contents of the Subject	No. of Teaching Periods required
1	A) Sources of ancient Indian History –Literary, Archaeological, Numismatical and Epigraphical. B) Influence of Geography on Indian History, Geographical divisions of India. C) Sindhu –Saraswati civilisation – origin, extent, urban planning, economy and contact with other civilisations. D) Society, Polity, Economy and religion as reflected in Vedic literature.	12
2	(A) Mahajanpadas: Monarchial and Republican, administrative system of Republics. (B) Rise of Magadha Empire up to the Nanda dynasty. (C) The Age of Mauryas – Chandragupta: extent of his empire and administration. (D) Ashoka – his concept of Dhamma.	12

	Total	60
5	(A) India in the post Gupta period – Hunas, (B) Vardhana dynasty of Thaneshwar (C) Social, religious and economic life during the reign of Harsha Vardhana. (D) Legacy of Ancient Indian History	12
4	(A) Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta II and Skundagupta. 67 (B) Gupta administration and society (C) Trade during the Gupta period (D) Land revenue system of Gupta rulers	12
3	(A) Post Mauryan social and political Art and Architercure (Mathura and Gandhara schools of sculpture) developments, Shungas, satvahanas and Kushanas. (B) Sangam Age – Chiefdoms, literature, society and economy. (C) Shakas – Rudradaman (D) Economy of Pre-Gupta period – Trade and commerce, trade guilds, foreign trade, coinage and various industries.	12

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

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Agarwal, D.P. History and Culture of Indian people.
- 2. Roy Chowdhry, H.C. Political History of Ancient India
- 3. Majumdar, A.K. A Concise History of India, Delhi
- 4. Sharma, Dasharath Early Chauhan Dynasties, Vol. I and II
- 5. Smith, V.A. Early History of India: Oxford



SCHOOL OF EDUCATION **DETAILED SYLLABUS** 2021-25

ENGLISH LANGUAGE AND LITERATURE (Part – III) PROSE AND FICTION	HS-201
III-SEM. BA-B.Ed	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The students will be able to-

1.

Develop their comprehension skills through reading various types of prose. Develop their reading habits and literary taste through some long specimens of prose. 2.

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
		required
1	Essays (for detailed study)	6
	Francis Bacon: Of Studies	
	Addison: Friendship	
	Thomas B. Macaulay: Minute on Indian Education	
	William Hazlitt: On the Feelings of Immortality in Youth	
	R.L. Stevenson : The Ideal House	
2	Short Stories (for detailed study)	6
	Albert Camus : The Guest	
	Katherine Mansfield : Sun and Moon	
	Leo Tolstoy: How Much Land does a Man Need?	
	O. Henry: The Gift of Magi	
	Shashi Deshpande : My Beloved Charioteer	
3	Novel-(i) (Non-detailed Study)	6
	R.K. Narayan : The Guide	
4	Novel (ii) (Non-detailed Study)	6
	E.M. Forster: A Passage to India	

5	Four passages for explanation with reference to the context from the texts	6
	prescribed in Units I and II	
	Total	30

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks
40marks

Recommended Books:

- 1. D. Thakur: Selected Short Stories. MacMillan
- 2. E.M. Forster: Aspects of the Novel
- 3. John Peck: How to study a Novel. Palgrave
- 4. S.A. Narayan. Edit. The Joy of Reading. Orient Longman
- 5. R. Scholes et al. edit. The Elements of Literature. OUP
- 6. Elain Showalter; Teaching Literature. Black Well Publishing
- 7. Addison and Steele Spectators Papers.



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Contact Hours: 4 Periods per Week Maximum Marks: 75

Examination Duration : 3 Hours Theory: 80

Internal:20

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12	tksx tqxfr fl[k,	&	dkuu	q Isor uSu
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5	daqnu dks jax		&	fudjS lh fudk	xbZ	
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SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Social Thinkers (Sociology)	HS-205	
III-SEM. B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]	

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching Periods required
1	Durkheim: Social Fact, Division of Labour, Suicide, Religion	12
2	Max Weber: Social Action, Bureaucracy, Ideal Type, Religion	12
3	Karl Marx: Class Struggle, Dialectical Materialism, Surplus Value, Alienation	12
4	Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Sciences	12
5	G.S. Ghurye: Caste, Class and Occupation, Social Tension	12
	Total	60

Practicum/ Graded Assignments:

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Aron, Raymond 1967 Main Currents in Sociological Thought, Harmondsworth, Middle Sex, Penguin Book Barnes, H.E. 1959 Introduction to History of Sociology, Chicago, The University of Chicago Press Coser, Lewis A. 1979 Masters of Sociological Thought, New York: Harcourt Brace Jovanovich Fletcher, Ronald 1994 The Making of Sociology, Jaipur, Rawat Morrison, Ken 1995 Marx, Weber, Durkheim:

Formation of Modern Social Thought, London, Sage Singh, Yogendra 1986 Indian Sociology: Social Conditioning and Emerging Trends, New Delhi, Vistaar Gerth and Mills Essays on Max Weber Benedix, Reinhard Max Weber: An Intellectual Portrait Mukherjee, R.K. Sociology and Indian Society, ICSSR Vol. I to IV Ghurye, G.S. Caste, Class and Occupation

BASICS IN EDUCATION	[ED-207]

III-SEM. B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. $MARKS = 100$	
CREDITS-4	[CIE (40) & ESE (60)]	

Objectives: To acquaint pupil teacher with the:

- 1. Concept, need, scope and aims of education.
- 2. Forms of education and role of agencies.
- 3. Philosophical basis of education- in Indian and Western context.
- 4. Relationship between education, society and culture.
- 5. Concept of autonomy and its importance for teacher and learner.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Education in modern context:	12
	1. Meaning, concept and nature of education.	
	2. Need, importance and scope of education.	
	3. Aims of education,	
	4. Forms of education (formal, informal, and non- formal)	
	5. Agencies in education: family, community, school, state and religious institutions.	
2	Philosophical basis of education:	12
	1. Meaning, concept and need of educational philosophy.	
	2. Educational implication of Philosophical thoughts of:	
	a) Geeta, Quran.	
	b) Bible and Gurugranth sahib.	
	3. Educational implication of Philosophical thoughts of:	
	a) Mahatama Gandhi and Ravindra Nath Tagore.	
	b) Swami vivekanand.	
3	Implication of Educational Philosophy of the following schools:	12
	1. Idealism, Naturalism and Pragmatism.	
	2. Humanism, Buddhism and Jainism.	
	In relation to aims, curriculum, teaching methods, pupil - teacher	
	relationship and discipline.	

4	Education in socio-cultural context:	12
	Education as a sub-system of social system.	
	2. Functions of education.	
	3. Social aspects of education: education as a social process of social	
	change, social stratifications, social mobility, and modernization.	
	4. Concept of culture: cultural lag, composite culture, role of	
	education in preservation, transmission and enrichment of culture.	
5	Autonomy of Teacher and Learner:	12
	Concept and meaning of autonomy.	
	2. Need and importance of autonomy.	
	3. Types of autonomy.	
	4. Autonomy of teacher and learner.	
	5. Hindering factors in autonomy and remedies for promoting	
	autonomy.	
	Total	60

- 1. Visit to the different types of denominational schools and prepare the report on any one of the activity.
- 2. Preparation of collage or scrape book of eminent educationist.
- 3. Preparation of a chart of different schools of philosophies related to educational components.
- 4. Discussion on the topic "Autonomy of the teacher".

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bhatia, B.D. (1981); The theory and practice of education, Doaba House, Bookseller and Pub., Delhi
- 2. Bhatia, Kamal Bhatia, Baldeo (1994);The Philosophical and Sociological Foundation of Education, Doaba House, Bookseller and Pub., Delhi.
- 3. Chaube, S.P. (1997); Land marks in modern Indian education, Himalaya Pub., Delhi.
- 4. Murthy, S.K. (2008); Philosophical Foundation of Education, Vinod pustak mandir, Agra.
- 5. Saxena Radha, Sharma G.N., Shastri Ine (2000); Ubherte Huai Bharatiya Samaj Mein Shiksha and Shikshak, Classic Pub., Jaipur.
- 6. Shrivatav S.N., Rai C.P. (1996); Adhunik Bharatiya Samaj Mein Shiksha, Niraj Pub., Rohtak .
- **7.** Carr, D. (2005); Making sense of education: An introduction to the Philosophy and theory of education and teaching, Routledge.



PRE-INTERNSHIP – II A (2 weeks)	[TP- 102]

III-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
PRACTICAL-4	[CIE (100)]
CREDITS-2	[CIL (100)]

S. No.	Pre-preparation of teaching practice	Internal/ External Assessment
1.	Preparation of lesson plans -2 in each subjects	2 credits (Internal)
2.	Preparation of unit plan-1 in each subject	
3.	Delivery of lesson plans in the schools (2 in each subject)	
4.	Conduction of art and craft, dance and music, drawing and painting classes in the school and preparation of detail report of these activities.	



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Seminar/Presentation/Workshops/Tutorial-II	[SM-103]

1. Seminar/Presentation/ Workshop: Shall be evaluated internally.

Work shall be evaluated on the following topics/ other relevant area:

- (a) Instructional planning (lesson plan, unit plan & yearly plan)
- (b) Formulation of instructional objectives and content analysis
- (c) Teaching skills
- (d) Measurement and evaluation
- (e) Innovative teaching
- (f) Preparation of teaching aids
- (g) Reading and reflecting on text (EPC)
- (h) Creative writing
- (i) Reading reflection
- (j) Improving listening skills
- (k) Language and curriculum
- (l) Research Based Project (Action Research/Survey)

Components of CIE of Seminar /Workshops/ Presentation/tutorial (I & II Semester):

 Attendance 	25
 Presentation skills 	25
• Report submission/ File Work	30
 Participation in the activities 	20
	100



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

COUNSELING & GUIDANCE IN PSYCHOLOGY	HS-216

EVALUATION
EXAMINATION TIME = (3) HOURS
MAX. $MARKS = 100$
[CIE (40) & ESE (60)]

Objectives:

At the end of this course students will be able:

- 1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
- 2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	No. of Teaching
		Periods required

1	NATURE AND SCOPE OF GUIDANCE :- Concept and Definition of Guidance and Councelling	12
	 Definition of Guidance and Counselling The Phases of the Counselling Process (Assessment, Intervention, 	
	and Termination)	
	Characteristics of an Effective Counsellor Personal challenges as	
	a Counsellor	
2	STAGES OF HUMAN DEVELOPMENT AND AREAS OF	12
	GUIDANCE:- Characteristics of Different Stages of	
	Development (Physical, Cognitive, Emotional, Social, and Moral)	
	The Concept of Adjustment and Adjustment at Different Stages of Life	
3	EXCEPTIONALITY: TYPES AND PROBLEMS:- Nature of	12
	Exceptionality	
	Intellectual Exceptionality	
	Intellectual Superiority and Mental Retardation	
	Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps Care and Education of the Expectational	
	Care and Education of the Exceptional	
4	COUNSELLING SPECIAL GROUPS:- Characteristics and Needs of	12
	Special Groups Specially and Fearnmiselly Disadvantaged	
	 Socially and Economically Disadvantaged Destitutes and Orphans Delinquents 	
	 Destitutes and Orphans ¬ Delinquents Drop-outs , Aids Patients Drug Addicts and Alcoholics 	
	Paedophiles , Homosexuals Others	
	GROUP AND INDIVIDUAL GUIDANCE :- Understanding	12
	Group Membership and Behaviour in Groups (Group Dynamics)	12
5	Characteristics of Group Guidance	
	Advantages of Group Guidance	
	Planning Group Counselling Sessions	
	Skills of Group Facilitation (including dealing with conflict)	
	Characteristics of Individual Guidance	
	Advantages of Individual Guidance	
	Total	60

- 1. Analysis of the stages of human development and areas of guidance
- 2. Analysis of the exceptionality: types and problems
- 3. Analysis of the counseling special groups

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks
40marks

Books Recommended

- Ames, A., Jr. (1960). The morning notes of Adelbert Ames. New Brunswick, NJ: Rutgers University Press.
- Amundson, N. (1998). Active engagement: Enhancing the career counselling process. Richmond, Canada: Ergon Communications.
- Amundson, N. (2003a). Active engagement: Enhancing the career counselling process (2nd ed.). Richmond, Canada: Ergon Communications.
- Amundson, N. (2003b). The physics of living. Richmond, BC: Ergon Communication.
- Amundson, N. (2005). The potential impact of global changes in work for career theory and practice. International Journal of Educational and Vocational Guidance, 5, 91-99.
- Amundson, N. (2006). Challenges for career interventions in changing contexts. International Journal for Educational and Vocational Guidance, 6, 3-14.

• Amundson, N. (2009). Active engagement: Enhancing the career counselling process (3rd ed.). Richmond, Canada: Ergon Communications



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Biosphere and Biogeography (Geography)	HS-214

IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

jectives: To acquaint pupil teacher with the:

s paper on physical geography is structured into components of BioGeography. This aspects emphasize the stituents of the dynamic nature of the processes associated with it and their contribution in making the h habitable. The course content also leads to the identification of diffrent resources of the earth.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Definition, scope and significance of biosphere, components of biosphere, Ecosystem, Concepts of biome, Ecotone and Community, Geographical distribution of Plants and Animals; Domestication of plants and animals, concepts of Biodiversity and conservation.	12
2	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)	12
3	Introduction-definition: genetic, species and ecosystem diversity biogeographical classification of India, value of biodiversity: consumptive use, productive use. Social, ethical, aesthetic and option values, biodiversity at global, national and local levels,, India as a megadiversity nation, hot-spots of biodiversity, threats to biodiversity: habitat	12

	Total	60
5	Population: Distribution and density; Population structure - age and sex ratio, urban & rural, literacy and occupational population; Population growth since independence, causes problems and solutions. Concept of Human Development - Major indicators, H.D.I. (Human Development Index) Status of Women - changing aspects of demographic, social, economic, health and nutrition. Sustainble development.	12
4	loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India, conservation of biodiversity: In-situ and exsitu conservation of biodiversity. Resoures and their Types as per the availability. Forest resources: use and over-exploitation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people. Water resources: Use and over-idolization of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation environmental effects of extracting and using material resources, case studies. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.	12

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

e: Scheme of CIE

Class tests : 10marks Graded Assignments : 10marks Two Mid Terms : 20marks

40marks

Recommended Books:

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography

2. Wooldridge S.W.: The physical basis of geography, Longman's Green & Co. London 1959.

3. Finch & Trewartha: Elements of Physical Geography

4. Negi: Physical Geography



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

IV-SEM. B.A, B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. $MARKS = 100$	
CREDITS-4	[CIE (40) & ESE (60)]	

Objectives

The Students are expected to:

- Understand the structure, economic problems, economic policies of various sectors of Indian Economy.
- Develop the ability to appraise Critically the various issues related with various problems of Indian Economic.
- Familiarise with different New issues and polices adopted by Indian Government.
- Promote values with the various ideas of Indian economic thinkers.

Units	Contents of the Subject	No. of Teaching Periods required
1	National Income and Social Accounts: Nature and	12
	importance of Macro Economics. Fallacy of composition.	
	Concept and measurement of national income. National income	
	identities with government and international trade;	
	incorporation of environmental concerns in national accounts	
	green accounting.	

2	Output and Employment: Say's law of markets and the	12
		14
	classical theory of employment; Keynes' objection to the	
	classical theory. Keynesian theory of output and employment-	
	Aggregate demand and aggregate supply functions. The	
	principle of effective demand. Consumption function –	
	Average and marginal propensity to consume: Factors	
	influencing consumption spending.	
3	Investment : The investment multiplier and its effectiveness	12
	in LDCs. Theory of investment – Autonomous and induced	
	investment. Marginal efficiency of capital: Savings and	
	investment – expost and ex ante. Equality and equilibrium.	
	Rate of Interest: Classical. Neo classical and Keynesian	
	theories of interest	
4	Trade Cycles: Nature and characteristics, Hawtrey's	12
	monetary theory. Hayek's over investment theory: Keynes'	
	view of trade cycle. The concept of accelerator: Samuelson	
	and Hicks multiplier accelerator interaction model: Control of	
	trade cycles.	
	trade cycles.	

_	Economic Growth: Sources of growth: Classical theories of growth, Ricardo, Harrod Domar Model. Lewis (Unlimited supply of labour).	12
	Total	60

Note: Scheme of CIE: 10

Two Mid Terms: 20marks

Total: 40mark

Books Recommended

Ackley, G.(1976). Macro economics: Theory and Policy. Macmillan Publishing Company, New York.
☐ Day, A.C.L.(1960). Outline of Monetary Economics. Oxford University Press, Oxford.
☐ Gupta, S.B. (1994). Monetary Economics, S. Chand and Co. Delhi
☐ Hejidra, B.J. and F.V.Ploeg (2001). Foundations of Modern Macroeconomics. Oxford University
Press, Oxford
☐ Lewis, M.K. and P.D.Mizan (2000). Monetary Economics. Oxford University Press, New Delhi
☐ Shapiro, E. (1996). Macroeconomic Analysis. Galgotia Publications, New Delhi
☐ Vaish, M.C. Macro Economics
☐ Dillard, D.(1960). The Economics of John Maynard Keynes. Crossby Lockwood and Sons. London
☐ Hanson, A.H. (1953). A Guide to Keynes. McGraw Hill, New York.
☐ Higgins, B. (1963) Economic Development : Principles, Problems and Policies, Central book Depot,
Allahabad
☐ Keynes, J.M.(1936) The General Theory of Employment, Interest and Money, Macmillan, London
☐ Kindleberger, C.P. (1958). Economic Development. McGraw Hill Book Company, New York.
☐ Lucas, R. (1981). Studies in Business Cycle Theory. MIT Press, Cambridge Massachusetts
☐ Mier, G.M. and R.E. Baldwin(1957). Economic Development : Theory, History and Policy, Wiley &
Sons Inc., New York.
☐ Powelson, J.P.C. (1960). National Income and Flow of Funds Analysis.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Political Science	HS-210
IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

• Acquire knowledge about the historical background of constitutional development in India.

- Understand the contribution of different streams of national movement in India.
- Acquaint themselves with salient features of the Indian Constitution.
- Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and DPSP.
- Understand the composition, functioning, role and position of Parliament in India.
- Understand the pattern of relationship between the Executive and Legislative in India and also the composition, functions and role of the Executives.
- Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
- Acquire knowledge regarding the federal system of the country and governance at the state level.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the social economic realities of the country and also the interaction between social and political factors in the country.
- To evaluate the electoral system of the country and to identify the areas of electoral reforms.
- To understand and evaluate the women issues in Indian politics.

Unit	Contents of the Subject	No. of Teaching Periods required
1	National Movement – its Evolution- Moderate, Liberal and Extremist streams and contribution of Revolutionaries, Gandhi's contribution to National movement. Major landmarks in the constitutional History of India with special reference to Government of India Acts: Govt. of India Act. 1909, Govt. of India Act. 1919- with special reference to Dirchy, Govt. of India Act 1935-with special reference to provincial autonomy.	12
2	The Constituent Assembly-Origin, Organisation and Functioning Salient features of the Constitution of India Preamble, Fundamental rights and Duties. Directive Principles of state policy, Secularism. Union Executive: The President, Prime Minister and Council of Ministers.	12
3	Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha) Supreme Court: Composition, functions, Judicial Review and Judicial Activism, Amendment of the Constitution.	12

4	Federal system: Evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy. Governor, Composition, powers and the role of State Legislature, Rural and urban local self government.	12
5	Election Commission, Issues of Electoral reforms, Voting Behavior, Political parties (National & Regional) & Pressure Groups. Role of caste, religion, region and languages, Gender and Terrorism in Indian politics, Class and Poverty, Social Justice and Politics of Reservation.	12
	Total	60

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1.D.D. Basu: An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.
- 2.G. Austin: Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.
- 3.R. C. Agarwal: Indian Government and Politics (India Political System) 5th ed.
- 4.S.Chand and Co., New Delhi 2000
- 5.N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001.
- 6.A.G.Noorani, Constitutional Questions in India: The President, Parliament and the States Delhi, Oxford University Press, 2000.
- 7. Payl, Flather: Recasting Indian Politics Essays on a Working Democracy Palgsave 2002.
- 8. Niraja Gopal Jayal. Democratic Governance in India: Challenges of Poverty Development and identity. Sage Publications, New Delhi
- 9.S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

History	HS-212
IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.
- 2. This will complete his study of the world history.
- 3. The candidate will have a bird's eye view of the whole history of the world.
- 4. This will prepare him for an interplay between the micro and macro.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
		_

	Independence: Causes, course of struggle and significance	12
2	A) French Revolution: Causes, main events and its impact. B) France under Napoleon Bonaparte (with special reference to Foreign policy of Napoleon-III) C) Viena Settlement (with special reference to Metternich) D) Age of Conservatism E) Development of liberalism and Nationalism in Europe, Unification of Italy and Germany. (with special reference to Kavour and Bismarck)	12
3	A) Eastern question with special reference to Crimean war and Berlin settlement, Greater Germany: Kaiser William-III. B) Exploitation of Asia, Africa and Latin American countries by Colonial powers. C) American civil war: Causes and results D) First World war: Causes and Results, Paris Settlement	12
4	A) Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia. B) World Economic Depression (1920-30) Cultural Revolution in China. Rise of Japan as an imperial power. C) Rise of Nazism and Fascism D) Second World War: Causes and Results	12
5	A) Formation of UNO and its achievements B) Cold War- Meaning, causes and consequences 69 C) Rise of Nationalist movements in Indonesia, China and Indo China, Emergence of Kemal Ataturk, Awakening and Nationalism in the Arab World. D) Beginning of Globalisation	12
	Total	60

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

1. J.E. Swain: History of World Civilisation

2. C.D.Hazen: Modern European History

3. J.H.Hayes: A Political and Cultural History of Modern Europe Vol.I,II

4. Jain & Mathur : World History (1500-1950)



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

ENGLISH LANGUAGE AND LITERATURE (Part – IV)	HS-202
POETRY AND DRAMA	

IV-SEM. B.AB.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

bjectives: The students will be able to

- 1. Make themselves familiar with pre-romantic, romantic and Victorian poetry.
- 2. Enjoy and appreciate the romantic traits such as the obsession with the past, mystery, beauty and love of Nature.

3. Enjoy and understand drama and improve their dramatic skills

Unit	Contents of the Subject	No. of Teaching Periods required
1	William Blake: The Tiger William Wordsworth: The Daffodils S.T. Coleridge: Kubla Khan Lord Byron: She walks in Beauty John Keats: Ode to a Nightingale	6

2	Poetry (ii)	6
	P.B.Shelley: Ode to the West Wind	
	Matthew Arnold : Dover Beach	
	Lord Alfred Tennyson: Break, Break	
	Robert Browning: Porphyria's Lover	
	Rudyard Kipling: If Anonymous: Why?	
3	Drama (i)	6
	Oliver Goldsmith : She Stoops to Conquer	
		_
4	Drama (ii)	6
	William Congreve : Love for Love	
	William Congreve . Love for Love	
5	Explanation	6
	Four researce for evaluation with reference to the context from texts	
	Four passages for explanation with reference to the context from texts	
	prescribed in units I and II	
	TD 4.1	20
	Total	30

idents will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group ching may be encouraged. Hard spots if any may be resolved during tutorials.

te: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

Recommended Books:

1. C.M. Bowara: The Romantic Imagination

- 2. William Wordsworth and S.T. Coleridge: The Lyrical Ballads
- 3. F. Kermode: The Romantic Image. Routledge
- 4. M.H. Abrahams: The Mirror and the Lamp. OUP
- 5. Bonami Dobree: Restoration Comedy
- 6. A Cambridge Companion to British Romanticism
- 7. A Pelican Guide to English Literature Dickens to Hardy to Lyrical Ballads



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Contact Hours: 6 Periods per Week Maximum Marks: 100

Examination Duration : 3 Hours Theory: 80
Internal :20

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- 4 Hkkjr, d gS & jke/kkjh flag **fnudj**
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- 6 jk"Va dk :o:lk & oklanso 'kj.k vxzoky
- 7 ekul dh /keZ Hkwfe & jkepanz 'kqDy
- 8 jktLFkkuh lkfgR; esa jk"Vah; Hkkouk & MkW- dUgS;kyky **lgy**

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- 3 lkfgfR;d fuca/k & MkW- f=Hkqou flag fganh izpkjd laLFkku] okjk.klh
- 4 fganh fuca/k dk fodkl & MkW- vksadkj ukFk 'kekZ] vuqla/kku izdk'ku] dkuigi
- 5 fganh fuca/k dk bfrgkl & czg~enRr 'kekZ
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SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Social Anthropology		HS-206
IV-SEM. B.A. B.Ed.	EV.	ALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	MAX.	ON TIME = (3) HOURS MARKS = 100 40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching Periods required
1	Approaches to the Study of Social Anthropology: Structural-Functional, Evolutionary and Comparative	12
2	Marriage: Meaning, Types, Theories and Methods of Mate Selection Family: Meaning, Characteristics, Theories and Types, Kinship Organization	12
3	Culture: It's Meaning, Theories of Culture growth Religion: Theories of Origin, Beliefs and Practices Magic: Meaning, Types, its Relation to Religion	12
4	Primitive Economic System: Meaning, Characteristics and Functioning Primitive Political System: Meaning, Characteristics, Primitive Law and Customs	12
5	Problems of Tribes in India, Tribal Development Tribes in Rajasthan: Bhil, Meena, Garasiya, Saharia	12
	Total	60

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Bose, N.K. 1967 Culture and Society in India, Asia Publishing House Desai, A.R. 1979 Peasant Struggle in India, OUP, Bombay Dube, S.C. 1977 Tribal Heritage of India New Delhi, Vikas Haimendorf, Christoph Von 1982

1977 Tribal Heritage of India, New Delhi, Vikas Haimendorf, Christoph Von 1982 Tribes of India: The Struggle for Survival, OUP Rao, M.S.A. 1979 Social Movements in

India, Manohar, Delhi Sharma, Suresh 1994 Tribal Identity and Modern World

Singh, K.S. 1984 Economics of the Tribes and their Transformation, Concept

Publishing, N. Delhi Singh, K.S. 1995 Tribal

Movements in India, Manohar, N.Delhi Beatie, John

Others Culture Fox, Robin Kinship and Marriage Majumdar

and Madan Social Anthropology Mair, Lucy

An Introduction to Social Anthropology



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

CONTEMPORARY INDIA AND EDUCATION	[ED-254]

IV-SEM, B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. $MARKS = 100$	
CREDITS-4	[CIE (40) & ESE (60)]	

Objectives: The pupil teacher will be able to understand:

- 1. School in a social context, role of education in developing socialistic patterns.
- 2. Constitutional provisions of education in India.
- 3. Issues and concern and their impact on education.
- 4. Recommendations of different policies on education.
- 5. Role of educational institution for creating new social order.

Unit	Contents of the Subject	No. of Teaching
		Periods required
1	Cabada a sadal assidant	12
1	School as a social context:	12
	1. School culture and issues of society.	
	2. Class room as a social context.	
	3. Role of education in developing socialistic patterns.	
	4. Rights for gender equality and the implication for social change.	
2	Constitutional provisions of education in India for marginalized	12
	groups and socially depreved children in relation to:	
	1. Equality.	
	2. Liberty.	
	3. Justice.	
	4. Secularism.	
	5. Socialism.	
3	Emerging Indian concerns and their educational implications:	12
	1. Meaning and concept of liberalization, Globalization, Privatization.	
	2. Harmful effects of conflict and violence on world.	
	3. Role of UNO and its agencies in International relationship.	
	4. Global challenges in Indian education system.	
4	Policies on education:	12
	1. Kothari commission recommendations and their implementation in	
	the context of education	
	2. National policy on education 1986, its review 1992.	
	3. Right to education (2009-10)	
5	Issues of contemporary Indian society:	12
	1. Gender equality and equity.	
	2. Child rights.	
	3. Women empowerment.	
	4. Role of educational institution for creating new social order.	
	Total	60

Discussions/ Presentations/ Poster making/ Charts/ Debate/ Symposium:

- a) School as a social context.
- b) Gender equality.
- c) Child rights/ RTE 2009-10.
- d) Women empowerment.
- e) Education for marginalized group.

Note: Scheme of CIE

• Class tests : 10marks

Graded Assignments: 10marks Two Mid Terms 20marks 40marks

Recommended Books:

- 1. Krishna Murti, J. (1973); Education and the significance of life, B.I. Pub. Pvt. Ltd., New Delhi
- 2. Mathur, S.S. (1973); A Sociological approach to Indian Education, Vinod pustak mandir, Agra
- Mohanty Jagannath (1994); Indian Education in the Emerging Society, Sterling publishers, New Delhi.
- 4. Rawat, P.L. (1965); History of Indian Education, Ram Prasad and Sons, Agra.
- 5. Saxena, N.R. Swaroop (1981); Principles of Education, Loyal Book Depot., Meerut



SCHOOL OF EDUCATION **DETAILED SYLLABUS** 2021-25

PRE INTERNSHIP – II B (12 weeks)	[TP – 102]

IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-36 CREDITS-2	EXAMINATION TIME = (3) HOURS [CIE (60) ESE (40)]

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment
1.	Regular class room teaching delivery of 25 lessons in each subject $(25*2 = 50 \text{ lessons})$	18 credits (Internal+
2.	Participation of co-curricular activities	External)
3.	Observation of teaching of peers (20 in each discipline and its report preparation)	
4.	Evaluation of lesson plans	
5.	Diagnostic test followed by remedial teaching	
6.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching	
7.	2- discussion lessons	
8.	Exhibition of teaching aids	
9.	Organization of school trips	
10.	2 - final lessons	
11.	Research based project (action plan/ survey)	1 credits (Internal)

12. Understanding the self- Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as per instructions given by schools (EPC)

1 credits (Internal)



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Seminar/Presentation/Workshops/Tutorial-II	[SM-104]
	CREDITS-2

2. Seminar/Presentation/ Workshop: Shall be evaluated internally.

Work shall be evaluated on the following topics/ other relevant area:

- (m)Instructional planning (lesson plan, unit plan & yearly plan)
- (n) Formulation of instructional objectives and content analysis
- (o) Teaching skills
- (p) Measurement and evaluation
- (q) Innovative teaching
- (r) Preparation of teaching aids
- (s) Reading and reflecting on text (EPC)
- (t) Creative writing
- (u) Reading reflection
- (v) Improving listening skills
- (w)Language and curriculum
- (x) Research Based Project (Action Research/Survey)

Components of CIE of Seminar /Workshops/ Presentation/tutorial (I & II Semester):

• Attendance	25
 Presentation skills 	25
• Report submission/ File Work	30
• Participation in the activities	20
	100



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

ABNORMAL PSYCHOLOGY	HS-315

V-SEM. B.A,B.Ed Integrated	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

At the end of this course students will be able:

- 1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
- 2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	No. of Teaching Periods required
1	 Introduction and Theoretical Perspective :- Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes. Psychoanalytic (only Freud), Behaviouristic, Cognitive - 	12
2	 Disorders of childhood and adolescence: Mental Retardation - Definition, Levels of MR, Clinical Types and Causal Factors; Autism - Clinical Picture and Causal Factors; Learning Disabilities - Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity Disorder - Clinical Picture and Causal Factors 	
3	Anxiety and Somatoform Disorders: Brief Description: Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors. Somatoform Disorders – Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Hypochondriasis	12
4	 Mood disorders and Schizophrenia:- Unipolar Mood Disorders: Depressions that are not Mood Disorders, Dysthymic Disorder, Major Depressive Disorder with Psychosocial Causal Factors. Bipolar Mood Disorders: Cyclothamic Disorder, Bipolar I Disorder, Bipolar II Disorder. Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Psychosocial Causal Factors 	
5	 Personality Disorders and Sexual Deviants: - Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors. Sexual and Gender Variants – The Paraphilias and Gender Identity Disorders with Causal Factors 	12
	Total	60

Practicum / Grader Assignments:

- 1. Analysis of the disorders of childhood and adolescence
- 2. Analysis of the anxiety and somatoform disorders
- 3. Analysis of the personality disorders and sexual deviants

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks
40marks

Books Recommended

- "Abnormal Psychology An Integrative Approach" by V Mark Durand and David Barlow.
- "Abnormal Psychology: Neuroscience Perspectives on Human Behavior and Experience" by William J and Ray.
- "Abnormal Psychology" by G Sarason Irwin and R Sarason Barbara
- "Dsm-5 Abnormal Psychology (Speedy Study Guides)" by Speedy Publishing LLC
- "Abnormal Psychology" by S K Mangal

2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

Economic Geography	[HS-313]
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EVALUATION
EXAMINATION TIME = (3) HOURS
MAX. $MARKS = 100$
[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

The basic economy of the world is undergoing rapid transformation in recent times. The process of such transformation of economic activities from primary to secondary and tertiary stage is dynamic in nature. In view of this, the objectives of this course are to integrate the various factors of economic development and to acquaint the students about this dynamic aspect of economic geography.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Definition, nature, scope and recent trends of economic geography, its relation with economics, and allied subjects, Classification of economies, local and spatial organization; Sectors of economy-primary, secondary and tertiary; the impact of economic activities on environment.	12
2	Natural resources, classification- renewable and non-renewable-biotic and abiotic, Conservation of resources, changing nature of economic	12
	activities; mining, forestry, agriculture, industry, trade and transport.	

	Total	60
	Trade Organization (WTO) and globalization and their effect on developing countries of the world.	
	water, land and air transport. Internal and international trade. World	
5	Trade and Transport: geographical factors in their development, Major	12
4	Minerals and Industries-classification of minerals: ferrous and non- ferrous and their world distribution, energy minerals and resources. Industries: factors of localization, Major industries-iron and steel, textile, chemicals, cement, Semester, ship buildings and small scale and cottage industries	12
3	Agriculture-physical, social, cultural environment influencing crop production; Spatial distribution of major food and cash crops of the world; Agricultural types and classification.	12

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

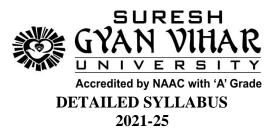
Hard spots if any may be resolved during tutorials.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Recommended Books:

- 1. Boesch, H.: A.Geography of World Economy. D. Van Nostrand Co., New York, 1964.
- 2. Chapman, J.D.: Geography and Energy, Longman, London, 1989.
- 3. Gregor, H.F.: Geography of Agriculture, Prentice Hall, New Jersey, USA, 1970.
- 4. Griggs, D.B. The Agricultural Systems of the World, Cambridge University Press, New York, 1974.
- 5. Hartshorne, T.N. and Alexander, J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
- 6. Jones, C.F. and Darkenwald, G.G.: Economic Geography, McMillan Co., New York. 1975.
- 7. Millar E.: Geographyof Manufacturing, Prentice Hall, New York, 1962.
- 8. Raza. M and Agrawal, Y.: Transport Geography of India. Concept, New Delhi, 1986.
- 9. Smith, D.M.: Industrial Location An Economic Geographical Analysis, John Wiley, New York, 1971.
- 10. Thomas, R.S.: The Geography of Economic Activities, McGraw Hill, New York 1962.



Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

V-SEM. B.A,B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives:The Students are expected to:
- Understand the meaning, usage of impacts of money on economy and functioning of banks and different aspects of Public finance.

Units	the ability to appraise Critically the issues related with inflation, deflation Contents of the Subject	No. of Teaching
Cints	Contents of the Subject	Periods required
1	Basic Concepts: Money — meaning, functions and classification. Gresham's law: Role of money in capitalist, socialist and mixed economics: Monetary standards — metallic and paper systems of note issue. Value of Money and Inflation: Meaning, uses and limitations of index numbers: quantity theory of money — Cash transaction and cash balance approaches: The Keynesian approach: Inflation, deflation and reflation — definition, types, causes and effects of inflation on different sectors of the economy: Demand pull and cost push inflation: Measures to control inflation: Trade-off between inflation and unemployment. Philips curve.	12
2	Commercial Banking: Meaning and types: Functions of commercial banks, Investment Portfolio Management, the process of credit	12
	creation – Purpose and limitations; Liabilities and assets of banks: Evolution of commercial banking in India after Independence: A	
	critical appraisal of the progress of commercial banking after	
	nationalization: Recent reform in banking sector in India.	
	Determinants of Money Supply - High powered Money and Money Multiplier.	
3	Central Banking: Various quantitative and qualitative objective methods of Monetary Policy with special reference to India. Functions of a central bank, Role and functions of the Reserve Bank of India.	12
4	Nature and Scope of Public Finance: Meaning and scope of public finance: Distinction between private and public finance: Public goods vs. private goods: The principle of maximum social advantage: Market failure: Role of the Government. Public Expenditure: Meaning, classification and principle of public expenditure: Canons and effects of public expenditure: Trends in public expenditure and causes of growth public expenditure in India.	12
	Taxation: Sources of public revenue: Taxation – meaning, canons and classification of taxes: Division of tax burden- The benefit and	12
5	ability to pay approaches; Impact and incidence and shifting of taxes: Taxable capacity: Effects of taxation: Characteristics of good tax system: major trends in tax revenue of the central and state governments Rajasthan.	
	Total	60

Note: Scheme of CIE: 10 Two Mid Terms: 20marks Total: 40mark

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Ackley, G.(1978). Macro economics: Theory and Policy, Macmillan Publishing Co., New York.
☐ Bhargava, R.N. (1971). The Theory and Working or Union Finance in India, Chaitanya Publishing
House, Allahabad.
☐ Gupta., S.B. (1994). Monetary Economics S. Chand and Company, New Delhi.
☐ Houghton, E.W. (Ed.) (1988). Public Finance Penguin. Baltimore.
☐ Jha, R. (1998), Modern Public Economics, Routledge London.
☐ Mithani, D.M. (1981), Macroeconomic Analysis and Policy, Oxford and IBH, New Delhi
☐ Mithani, D.M. (1998). Modern Public Finance, Himalaya Publishing House, Mumbai.
☐ Musgrave, R.A. and P.B. Musgrave(1976). Public Finance in Theory and Practice, McGraw Hill,
Kogakusha, Tokyo.
☐ Shapiro, E. (1996). Macroeconomic Analysis Galgotia Publications, New Delhi.
☐ Day, A.C.L. (1960), Outline of Monetary Economics Oxford University Press, Oxford.
☐ DeKock, M.H. (1960). Central Banking, Staples Press, London.
Due, J.F. (1963), Government Finance, Irwin, Homewood.



Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Semester-V (Autumn)

Political Science	[HS-309]

EVALUATION
EXAMINATION TIME = (3) HOURS
MAX. $MARKS = 100$
[CIE (40) & ESE (60)]

jectives: To acquaint pupil teacher with the:

nderstand the fundamental contours classical western political thoughts.

nderstand the basic features of medieval political thought, impact of reminiscence shift from medieval nodern era.

nderstand the social contract theory and appreciate its implications on the perception of state in terms ts purpose and role.

nderstand the fundamental terms of different schools of liberal and realistic streams of western itical thoughts.

nderstand the Marxian philosophy to operate and analyses also some trends of western political theory he post Marxian era.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Plato: Ideal State, Justice, Philosopher King, Education, Communism.	12
	Aristotle: State, Citizenship, Property, Slavery, Revolution.	
2	St. Augustine: Theory of Two Cities Thomas Acquinas: State, Law,	12
	Charistianization of Aristotle Machiavelli: Nation, State, State Craft, Rerligion and Morality.	
3	Thomos Hobbes: Contractual theory Sovereignty John Locke:	12
	Contractual theory and Private Property J.J. Rousseau: Contractual theory and General will	
4	Jeramy Beutham: Theory of Utility, Law & Reforms J.S.Mill: Revision	12
	of Bethamte theory of Utility, Liberty and Representative Government.	
	T. H. Green: Theory and function of state, Liberty	
5	Georg Wilhelm Hegel: Dialectical idealism, Theory of State Karl Marx:	12
	Dialectical & Historical materalism, Surplus value, Class Struggle,	
	Revolution John Rawls: Theory of Justice	
	Total	60

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

e: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks
40marks

Recommended Books:

- 1.Sir, E. Baker, Greek political Theory: Plato and his predecessors, New Delhi, B. L. Publications, 1964. 2.A. Ashcraft, Revolutionary Politics and Locko's Two Treatises of Govt., London, Allen and Unwin 1986.
- 3.K.C.Brown (ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press, 1991.
- 4.J.A. Dunning; History and Political Theories, New York, Macmillan, 1902.
- 5.H.J.Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press, 1920.
- 6.S.Mukherjee and S. Ramaswamy, A History of Political Thought: Plato to Marx, New Delhi Prentice Hall, 1999.
- 7.C.C. Maxey, Political Philosophies, New York, Macmillan, 1948.



Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Semester-V (Autumn)

History	[HS-311]
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V-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. To enlighten the students about the rich literary and archaeological heritage of sixth and seventh centuries onwards.
- 2. To provide the knowledge about the Rajputs of north India and their achievements.
- 3. This Semester will highlight the South Indian history and its contact with rest of India.
- 4. To give the knowledge of Turkish conquests and Khilji administrative and economic reforms.
- 5. The Semester will show how the Tughlaq rulers contributed to the state and society in India.
- 6. This Semester will highlight the rise of regional powers in India in the 16th century.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	A) Survey of the sources of the period. B) Rajputs, origin and	12
	consolidation, society and polity C) South India - Pallavas, Chalukyas,	
	Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity. D)	
	Tripartite struggle	
2	A) Turkish Invasions and early Rajput resistance. B) Establishment of	12
	Delhi Sultanate (1206-1290) C) Conflicts with regional powers, with	
	special reference to Khilgi imperialism. D) Administrative and	
	economic measures of Alauddin Khilji.	

	Total	60
5	A) Rise of provincial kingdoms – Malwa, Gujrat, Bengal, Jaunpur and Mewar. B) Inter state conflict with reference to Malwa, Gujrat and Mewar. C) Lodis and Saiyyads D) The nature of Afgan polity.	12
4	A) The problems of North Western frontier The Mangol invasions and their effects. B) Sultanate's relations with countries outside India. C) Administrative institutions of the Sultanate period, theory of kingship and land revenue system. D) Decline of the Delhi sultanate.	12
3	A) Mohammad Bin Tughlaq – his plannings and failures B) Firoz Tughlaq – agrarian reforms and public welfare. C) Vijayanagar and Bahamani Kingdoms – Expansion and conflict D) Society and economy under Vijayanagar and Bahamani empires.	12

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

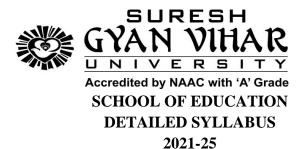
Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. H.C.Raychowdhry & Political History of Ancient India
- 2. R.C.Majumdar & History and Culture of Indian people.
- 3. B.N.Lunia & History of Ancient India



Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme SemesterV(Autumn)

ENGLISH LANGUAGE AND LITERATURE (Part – V)
PROSE AND FICTION

[HS-301]

V-SEM. BA-B.Ed	EVALUATION
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SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The students will be able to-

1. Develop their comprehension skill through readings in various types of prose

2. Develop their reading habits through some long specimens of prose

Unit	Contents of the Subject	No. of Teaching	
		Periods required	
1	Essays (for detailed study)	6	
	E.M. Forster: Does Culture matter?		
	Bertrand Russell: Knowledge and Wisdom		
	A.G. Gardiner: On Saying 'Please'		
	Anonymous : The Lost Umbrella		
	Kancha Illaiah : Why I am not a Hindu?		
2	Short Stories (for detailed Study)	6	
_	William Somerset Maugham: Mr. Know-All	· ·	
	Nadine Gordimer: Once upon a time		
	Rabindranath Tagore : The Babus of Nayanjore		
	Mulk Raj Ananad: The Lost Child		
	Munshi Premchand : The Shroud		
3	Novel (i)	6	
	Ernest Hemingway: The old Man and the Sea		
4	Novel (ii)	6	
	Kamala Markandeya : Nectar in a Sieve		
5	Explanation	6	
	Four passages for explanation with reference to the context from		
	texts prescribed in units I and II		
	Total	30	

Practicum/ Graded Assignments:

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

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

mmended Books:

1. A.C. Ward: Twentieth Century Prose (1940-1960)

2. Raymond Williams.1984: Introduction to the English Novel from Dickens to Lawrence.London: Hogeath. E.M. Forster: A Passage of India.

- 3. Anthony Toyne : An English Reader's History of England
- 4. G.M. Trevelyn: A social history of England
- 5. Harry Blamaires: A short history of English Literature
- 6. R.J. Rees: English Literature 8 Roger Fowler: Modern Critical Terms
- 7. Sushant K. Sinha: English Essayists. Oxford University Press



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Contact Hours: 4 Periods per Week Maximum Marks: 75

Examination Duration : 3 Hours Theory:60

Internal:15

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- 5- t;'kadj izlkn
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- 3- gjh'k Hkknkuh&
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Accredited by NAAC with 'A' Grad DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

V-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

The basic economy of the world is undergoing rapid transformation in recent times. The process of such transformation of economic activities from primary to secondary and tertiary stage is dynamic in nature. In view of this, the objectives of this course are to integrate the various factors of economic development and to acquaint the students about this dynamic aspect of economic geography.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Definition, nature, scope and recent trends of economic geography, its	12
	relation with economics, and allied subjects, Classification of	
	economies, local and spatial organization; Sectors of economy-primary,	
	secondary and tertiary; the impact of economic activities on	
	environment.	
2	Natural resources, classification- renewable and non-renewable-biotic	12
	and abiotic, Conservation of resources, changing nature of economic	
	activities; mining, forestry, agriculture, industry, trade and transport.	
3	Agriculture-physical, social, cultural environment influencing crop	12
	production; Spatial distribution of major food and cash crops of the	
	world; Agricultural types and classification.	

4	Minerals and Industries-classification of minerals: ferrous and non-	12
	ferrous and their world distribution, energy minerals and resources.	
	Industries: factors of localization, Major industries-iron and steel,	
	textile, chemicals, cement, Semester, ship buildings and small scale and	
	cottage industries	
5	Trade and Transport: geographical factors in their development, Major	12
	water, land and air transport. Internal and international trade. World	
	Trade Organization (WTO) and globalization and their effect on	
	developing countries of the world.	
	Total	60

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

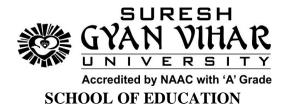
Hard spots if any may be resolved during tutorials.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Recommended Books:

- 1. Boesch, H.: A.Geography of World Economy. D. Van Nostrand Co., New York, 1964.
- 2. Chapman, J.D.: Geography and Energy, Longman, London, 1989.
- 3. Gregor, H.F.: Geography of Agriculture, Prentice Hall, New Jersey, USA, 1970.
- 4. Griggs, D.B. The Agricultural Systems of the World, Cambridge University Press, New York, 1974.
- 5. Hartshorne, T.N. and Alexander, J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
- 6. Jones, C.F. and Darkenwald, G.G.: Economic Geography, McMillan Co., New York. 1975.
- 7. Millar E.: Geographyof Manufacturing, Prentice Hall, New York, 1962.
- 8. Raza. M and Agrawal, Y.: Transport Geography of India. Concept, New Delhi, 1986.
- 9. Smith, D.M.: Industrial Location An Economic Geographical Analysis, John Wiley, New York, 1971.
- 10. Thomas, R.S.: The Geography of Economic Activities, McGraw Hill, New York 1962.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Semester-V (Autumn)

V-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Scientific Study of Social Phenomena (i) Natural Sciences and Social	12
	Sciences: Relationship and Debate (ii) Social Survey and Social	
	Research: Meaning and Nature (iii) Scientific Method: Meaning, Stages	
	and Importance	
2	Logic of Social Research (i) Objectivity and Subjectivity in Sociological	12
	Inquiry (ii) Hypothesis: Meaning, Types and Formulation process (iii)	
	Primary and Secondary Data: Forms and Sources	
3	Tools and Techniques for Data Collection (i) Observation and Interview	12
	(ii) Questionnaire and Schedule (iii) Case Study Method	
4	Procedure of Selecting Representative Units (i) Sampling: Meaning and	12
	Types (ii) Methods for Sample Selection and its Limitations (iii)	
	Content Analysis	
5	Quantitative Issues in Social Research (i) Tabular Presentation of Data:	12
	Bivariate and Multivariate (ii) Statistical Averages: Meaning and Types	
	(iii) Calculation of Mean, Median and Mode	
	Total	60

Practicum/ Graded Assignments:

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Bajaj and Gupta 1972 Elements of Statistics, New Delhi, R. Chand & Company Beteille, A. and T.N. Madan 1975 Encounter and Experience: Personal Accounts of Field work, New Delhi, Vikash Publishing House Bryman, Alan

1988 Quality and Quantity in Social Research, London, Unwin Hyman

Garrett, Henry 1981 Statistics in Psychology and Education, David McKay Goode and Hatt Methods in Social Research Jayaram, N.

1989 Sociology: Methods and Theory, Madras, MacMillan

Kothari, C.R. 1989 Research Methodology: Methods and Techniques,

Banglore, Wiley Eastern Moser, C.A.

Survey Methods in Social Investigation Punch, Keith 1996 Introduction to Social Research, London, Sage Shipman, Martin 1988 The Limitations of Social Research, London, Sage Srinivas, M.N. and A.M. Shah 1979 Fieldworkers and the Field, Delhi, Oxford Young, P.V. 1988 Scientific Social Survey and Research, New Delhi, Prentice Hall



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

CURRICULUM AND SCHOOL		[ED-301]
V-SEM. B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX.	MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. Meaning, scope, need and aims of curriculum.
- 2. Difference between curriculum and syllabus and relationship between curriculum syllabus and text book.
- 3. Curriculum at different level and principles of curriculum construction.
- 4. Role of school in executing the curriculum.
- 5. Role of head teacher's management in curriculum engagement. Curriculum frame work of NCF 2005.
- 6. Acquaint them with the school support system and state and central agencies- role of administration and management.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Introduction to curriculum:	12
	1. Meaning and concept of curriculum.	
	2. Need and aims of curriculum in schools.	
	3. Difference between curriculum and syllabus, and relationship	
	between curriculum syllabus and text book.	
	4. Visualizing curriculum at different level: national, state, school	
	and class.	
	5. Principles of curriculum construction.	

2	Curriculum development at school level:	12
	 Understanding different approaches of curriculum: Subject center approach, Learner center approach and integrated approach. Process of curriculum making: a) Formulating aims and objectives. b) Determinants of curriculum construction. c) Selection criteria for subject matter. 	
	d) Organization of subject matter.e) Instructional material.	
3	School support system:	12
	 Educational administration and management: meaning, concept and difference between administration and management and its role for supporting the schools. Community, society and family as a support system. State agencies: SCERT, State Department of Education and DIET. 	
4	4. Central agencies: NCERT, NCTE, CBSE. Curriculum implementation and monitoring:	12
7	 Reviewing of aims and process of curriculum development Process of curriculum evaluation and revision. Role of government bodies in monitoring of the curriculum. NCF – 2005. 	12
5	School: a site of curriculum engagement/ Implementation	12
	 Role of school in executing the curriculum. Essential conditions of school for transecting the curriculum smoothly (physical and human resources). Role of stakeholders- Head/Principal, teachers, management and govt. 	
	Total	60

- 1. Preparation of a CD of different types of curriculum and their importance.
- 2. P.P. Presentation on process of curriculum making in any subject.
- 3. Preparation of an observation scale for the roles of school personnel for conduction/ execution of curriculum.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Recommended Books:

- 1. Agarwal, J.C.; School Administration, Surya Publication, Meerut.
- 2. Aggrawal, J.C. (1990); Curriculum reforms in India, Duaba House, Delhi.
- 3. Devis I (1976); Objectives in curriculum design, Mc Graw Hill Co., London.

- 4. J.M. and Chase J.B. (1969); Curriculum principles and social trends, New Art, America US.
- 5. Kaushik, S.L; Shiksha ka Vikas, Rajasthan Hindi Granth Academy, Jaipur.
- 6. Kelly, A.V. (1989); The Curriculum: Theory and Practice, Paul Chapman Pub., London.
- 7. Krug, E. (19857); Curriculum Planning, Harper and Rao, New York.
- 8. Mahendi, B. Arora, G.L and Goyal, B.R. (1981); Our Curriculum Concern, NCERT, New Delhi.
- 9. Mamidi, M.R. and Ravishankar, S. (1984); Curriculum development and Educational Technology, Sterling Pub., Delhi.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme

Semester-V (Autumn)

ICT-A TOOL IN TEACHING LEARNING – I	[ED-303]

V-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. $MARKS = 100$
CREDITS-2	[CIE (40) & ESE (60)]

Objectives: To acquaint the pupil teacher with the:

- 1. ICT application in class room and professional development and in teaching learning process.
- 2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
- 3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
- 4. Computer aided instruction concept and modes.
- 5. Internet and multimedia Concept and its educational uses.
- 6. Role of computer in education system.

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
		_

1	Information and communication technologies – an Introduction	12
	a) Meaning and definition of ICT: information and communication basics, nature and scope of a communication system – sender, receiver, message and the medium, one-to-one, one-to-many, and many-to-many communication.	
	b) Information and Communication Technologies in Teaching Learning:Teaching learning contexts and the need for ICT devices and applications.c) Applications of Information and Communication Technologies: Classroom	
	and ICT, Professional development and ICT, School management and ICT.	
2	Computer Fundamentals:	12
	 General awareness about functioning of Computer- a. Characteristics and uses of Computer in Education (Planning, question paper preparation, evaluation, open learning system) b. Block diagram of Computer c. Classification of Computer Concept of hardware, software and education software. Input/output devices Primary storage devices & secondary storage devices. 	
	5. Computer memory and its units-RAM, ROM bit and byte	
3	Operating System: 1. Basic features of Windows 2. Windows and it's accessories a) Explorer b) File Manager c) Paint d) Managing Printing MS-Office MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables & commands MS-Excel- Preparation of Table, Chart, formulas & commands POWER POINT- Preparation of Slides, Paper Presentation & commands	12
4	 a. Computer Aided Instruction (CAI)-Concept and modes b. Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching) c. Information Technology and Computer (Concept, role, impact on education system) Internet and Multimedia 1. Videoconferencing, Chatting, Videocalls, E-Mail, Internet surfing for educational purpose websites. Search Engines 	12
	educational purpose websites, Search Engines. 2. Concept of Multimedia and its educational uses	
5	Computer and its role	12
	Role of Computer in Education System –	
	library Management,Education and School management,	

•	evaluation system	
•	education and research	
Total		60

- 1. Identifying appropriate media and material for effective use in the transaction of lesson.
- 2. Critical analysis of Teaching aids and their applications in instruction and learning
- 3. Critical analysis of a computer based media packages with reference to its use in learning process.
- 4. Preparation and presentation of slides for teaching any topic at the school level.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Recommended Books:

- 1. Reghavan, S.S; Macro Computer in Science and Language teaching, Mysore R.C.E.
- 2. Osborne A; An Introduction to Micro Computers, Galgolia Book Source, New Delhi.
- 3. Kaur Harjit; Computer, Aatmaram & Sons, New Delhi.
- 4. Vakatachamal, S.; Computer ek parichay, Pitambar publication company Pvt. Ltd. New Delhi.
- 5. Balamurali, Savitha; An introduction to Computer Science, Vikas Publishing House, Pvt. Ltd. New Delhi.
- 6. Computer an introduction; Payal Lotia and Pradeep Nair, BPB Publication, New Delhi-110001.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

UNDERSTANDING A DISCIPLINE SOCIAL SCIENCE	[ED -307]

V-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100

CREDITS-3	[CIE (40) & ESE (60)]

bjectives: The pupil teacher will be able to understand:

- 1. The concept, scope of social science.
- 2. Different discipline of social science and their educational implication.
- 3. Developing positive attitude in student for social science teaching.
- 4. Quality enhancement in teaching learning process in social science.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature and scope of Social Science:	9
	a) Social Science: its meaning, definition and nature.	
	b) Scope of Social Science.	
	c) Innovation and creativity in Social Science.	
	d) Social Science as an interdisciplinary area of study.	
2	Different disciplines of Social Science – I	9
	a) History and Civics as an area of social science: meaning and concept.	
	b) Scope of History and Civics.	
	c) Place and values of teaching History and Civics at school level (Secondary	
	and senior secondary).	
	d) Objectives of teaching History and Civics at secondary and senior secondary	
	level.	
	e) Educational implication of teaching History and Civics.	
3	Different disciplines of Social Science – II	9
	a) Economics and Geography: meaning a nature of Economics and Geography.	
	b) Scope of Economics and Geography as a subject.	
	c) Objectives of teaching Economics and Geography at School level.	
	d) Educational implication of teaching Economics and Geography.	
	e) Concept and meaning of disaster management.	
4	Learning and teaching in Social Science:	9
	a) Involving learners in teaching learning process: Projects, Group Discussions,	
	Survey, Case Study etc.	
	b) Developing positive attitude in students.	
	c) Innovations in Social Science teaching.	
	d) Developing various skills related to Social Science.	
	e) Developing skills in Social Science teachers.	
5	Quality enhancement in social science:	9
	a) Teacher and teaching process.	
	b) Learner and learning process.	
	c) Support material.	
	d) Learning material.	

	Total	45

- 1. Contribution of eminent personalities (Discipline related).
- 2. Importance of discipline related areas in building up the career (Seminar).
- 3. Prepare an innovative plan for teaching any topic of your discipline.
- 4. Prepare the support material of any unit of your discipline.
- 5. PPP of the recent trends in Social Science teaching.

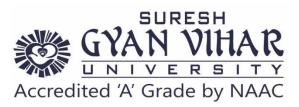
Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

commended Books:

- 1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi.
- 2. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School, Acharya Book Depot., Baroda.
- 3. Kochher, S.K. (1999); Teaching of social studies, Sterling Pub. Pvt. Ltd., New Delhi.
- 4. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

DISCIPLINE OF LANGUAGES (Hindi)	[ED -309]

V-SEM. B.A. B.Ed.	A. B.Ed. EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-3	MAX. MARKS = 100	
CREDITS-3	[CIE (40) & ESE (60)]	

Objectives: The pupil teacher will be able to understand:

- 1. Concept and importance of language (Hindi as a basic language).
- 2. Three Language formula.
- 3. Forms of language.
- 4. Importance of teaching Hindi in multi cultural perspective.

Unit	Contents of the Subject	No. of Teaching
		Periods required
1	Concept, meaning and importance of Hindi language.	9
	2. Characteristics of Hindi language.	
	3. Language according to use (oral, written).	
	4. Place of Hindi in British period in India.	
	5. Place of Hindi in-independent India.	
2	Forms of language - Concept and importance of following:	9
	1. Basics language: meaning and importance.	
	2. Mother tongue.	
	3. Regional language and National language.	
	4. Individual language and Cultural language.	
	5. Dialect language.	
3	The language formula (three language formula):	9
	1. Meaning and concept of Three Language formula.	
	2. Place of Hindi in the formula.	
	3. Place of English in the formula.	
	4. Hindi as a medium of teaching at secondary level.	
	5. Place of regional language in teaching.	
4	Learning in Hindi language:	9
	1. Vocabulary.	
	2. Pronunciation.	
	3. Phonetic.	
	4. Spelling.	
	5. Use of punctuation.	
5	Enhancing quality in Hindi language teaching:	9
	1. Skills of Hindi teachers.	
	2. Learner and learning process of Hindi language.	
	3. Support material.	
	4. Language material.	
	5. Teaching of Hindi in multicultural perspective.	
	Total	45

- 1. Contribution of eminent personalities (Discipline related).
- 2. Importance of discipline related areas in building up the career (Seminar).
- 3. Prepare an innovative plan for teaching any topic of your discipline.
- 4. Prepare the support material of any unit of your discipline.
- 5. PPP of the recent trends in Language.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks
 40marks

Recommended Books:

- 1. Bhai Yogendra jeet; Hindi Bhasha shikshan, Vinod Pustak Mandir, Agra
- 2. Bhatia, M.N. and Narang, C.L (1987); Hindi Shikshan Vidhayan, Prakash Brother, Ludhiyana
- 3. Yadav Ram Prasad ; Rastra Bhasha Ka Shikshan , Acharaya Book Depo., Baroda
- 4. Manorama Gupt; Bhasha Adhigam, Kendriya Hindi sansathan, Agra
- 5. Neeranjan Kumar (1994); Adhunik Vidhao mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
- 6. NCERT (2006); Position Paper: National Focus Group on Teaching of Indian Language, NCERT, and New Delhi.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-V (Autumn)

DISCIPLINE OF LANGUAGES (English)	[ED -311]
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V-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 1. Nature need and importance of English as a second language.
- 2. Characteristics of English Language in different context- Link language, library language.
- 3. Will be able to learn language skills.
- 4. Will be able to learn competencies through different modes.
- 5. Enhancing quality in teaching learning process.

Unit	Contents of the Subject	No. of Teaching
		Periods required

1	Introduction of language:	9
	1. Nature of language, need and importance of English language.	
	2. Difference between language and literature.	
	3. Pre-independence scenario of English in India.	
	4. Post independence scenario of English in India.	
	5. Functions of language.	
2	Forms of language:	9
	1. Basics language.	
	2. Regional language	
	3. International language.	
	4. Dialect.	
3	Characteristics of English Language:	9
	1. English as a language of administration.	
	2. Trade and commerce	
	3. Link language	
	4. International language	
	5. English as a language of library	
4	English as a second language:	9
	Concept and meaning of second language.	
	2. Need and importance of English as a second language.	
	3. Principles of teaching English as a second language.	
	4. Different vidhayen of English language:	
	a) Prose	
	b) Poetry	
	c) Grammar	
	d) Composition	
	5. Elements of English language: vocabulary, spelling,	
	pronunciation, punctuation.	
	6. Development of competencies in learning through different	
	modes:	
	a) Reading	
	b) Writing	
	c) Speaking	
	d) Listening.	
5	Enhancing quality in teaching learning process of English:	9
	1. Concept of quality in context.	
	2. Teacher and micro teaching skills.	
	3. Learner and learning process.	
	4. Learning material.	
	5. Support material.	
	Total	45

- 1. Contribution of eminent personalities (Discipline related).
- 2. Importance of discipline related areas in building up the career (Seminar).
- 3. Prepare an innovative plan for teaching any topic of your discipline.
- 4. Prepare the support material of any unit of your discipline.

5. PPP of the recent trends in Language (English).

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
- 2. Hornby A.S.; A Guide to patterns and usage in English, Oxford: CUP
- 3. Baruag, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
- 4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- 5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
- 6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
- 7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
- 8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press

Semester-V

S. No.	Seminar/presentation/ workshop	Internal/ External Assessment
1.	Instructional planning (lesson plan, unit plan & yearly plan)	2 credits (Internal)
2.	Formulation of instructional objectives and content analysis	
3.	Teaching skills	
4.	Measurement and evaluation	
5.	Innovative teaching	
6.	Preparation of teaching aids	

Semester-V

S. No.	Seminar/presentation/ workshop	Internal/ External Assessment
1.	Reading and reflecting on text (EPC)	2 credits (Internal)
2.	Creative writing	
3.	Reading reflection	

4.	Improving listening skills	
5.	Language and curriculum	

DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

POSITIVE PSYCHOLOGY	HS-316	

VI-SEM. B.A,B.Ed Integrated	EVALUATION
SCHEDULE PER WEEK LECTURES-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]
CREDITS-4	

Objectives:

At the end of this course students will be able:

1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.

2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Unit	Contents of the Subject	No. of Teaching Periods required
1	 Introduction and Theoretical Perspective :- Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes. Psychoanalytic (only Freud), Behaviouristic, Cognitive - 	12
2	 Disorders of childhood and adolescence: Mental Retardation - Definition, Levels of MR, Clinical Types and Causal Factors; Autism - Clinical Picture and Causal Factors; Learning Disabilities - Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity Disorder - Clinical Picture and Causal Factors 	

	Total	60
5	 Personality Disorders and Sexual Deviants:- Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors. Sexual and Gender Variants – The Paraphilias and Gender Identity Disorders with Causal Factors 	12
4	 Mood disorders and Schizophrenia:- Unipolar Mood Disorders: Depressions that are not Mood Disorders, Dysthymic Disorder, Major Depressive Disorder with Psychosocial Causal Factors. Bipolar Mood Disorders: Cyclothamic Disorder, Bipolar I Disorder, Bipolar II Disorder. Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Psychosocial Causal Factors 	12
3	Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors. Somatoform Disorders – Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Hypochondriasis	12
3	Anxiety and Somatoform Disorders :- Brief Description: Panic	12

- 1. Analysis of the disorders of childhood and adolescence
- 2. Analysis of the anxiety and somatoform disorders
- 3. Analysis of the personality disorders and sexual deviants

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Books Recommended

- "Abnormal Psychology An Integrative Approach" by V Mark Durand and David Barlow.
- "Abnormal Psychology: Neuroscience Perspectives on Human Behavior and Experience" by William J and Ray.
- "Abnormal Psychology" by G Sarason Irwin and R Sarason Barbara
- "Dsm-5 Abnormal Psychology (Speedy Study Guides)" by Speedy Publishing LLC
- "Abnormal Psychology" by S K Mangal



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

Geography of India		HS-314
VI-SEM.B.A. B.Ed.	EV	ALUATION
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX.	MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

To present a comprehensive, integrated and empirically based profile of India. The course is designed so as to present the role of geographical positioning of India in molding its geopolitical personality and its inter relations with other countries.

Unit	Contents of the Subject	No. of Teaching Periods required
1	India in the context of the South-East and South Asia; India: A land of diversities; unity within diversities. Major terrain elements of India and their 91 role in shaping physical landscape of India. Drainage systems and its functional significance.	12
2	Regional and seasonal variation of climate- The monsoon, Western disturbance, norwesters. Climatic regions of India. Soil types - their distribution and characteristics, vegetation types and their distribution. Forest - The status of their use and need for conservation.	12
3	Agriculture, irrigation and multipurpose projects, Geographical conditions, distribution and production of wheat, rice, sugarcane, cotton, jute, tobacco, coffee, tea; Live stock, Horticulture and Dairy products in India; Fisheries.	12
4	Resources: minerals - iron-ore, mica, manganese and sources of power - coal. Petroleum, hydropower, atomic energy, Resource Regions of India; Industries - Iron and steel, textile, cement, chemical, fertilizer, Semester and pulp; Industrial regions of India; Composition of domestic and international trade; Transportation -railways, road, air and water.	12
5	Changing nature of Indian economy-Agricultural growth during the plan period: Green revolution vis-à-vis traditional farming; regionalization of Indian agriculture. Agricultural regions and its relevance in agricultural development planning. Spatial distribution of population and density; Socio Economic implications of population explosion; urbanization;	12

Total	60
Gender discrimination and empowerment of women. Basis of regional planning, planning divisions of India-macro and meso; Regional planning of rural and urban regions.	

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Deshpande C.D.: India A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
- 2. Singh R.L. (ed.): India A Regional Geography, National Geographical Society, India, Varanasi, 1971. .
- 3. Spate, O.H.K. and Learnmonth, A.T.A.: India and Pakistan Land People and Economy,
- 4. Methuen & Co., London, 1967.
- 5. Wadia, D.N.: Geology of India, McMillan & Co., London 1967.
- 6. Dr. Khullar: India (A Comprehensive Geography) Kalyani Publication, New Delhi.
- 7. Negi: Geography of India.
- 8. Govt. of India: Five Year Plans of India.
- 9. Indian Year Book (Latest Edition): Publication Division, Delhi.
- 10. Irrigation Atlas of India.
- 11. Chatterji, S.B.: Climatology of India (Calcutta University, Calcutta)
- 12. Gazetteers of India: Publication Division, New Delhi.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

Political Science	HS-310
VI-SEM. B.A. B.Ed.	EVALUATION

SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- Acquaint themselves with various approaches of the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

Unit	Contents of the Subject	No. of Teaching
		Periods
		required
1	Meaning, Nature and Scope of International Relations: Approaches of the study of International Relation, Idealist and Realistic approaches, Morgenthau's Realistic theory. Morton Kaplan's System Theory, Game Theory, Decision making Theory.	12
2	National power: Meaning and elements Struggle for power, Balance of power, Collective Security, Instrument of National Interest – Diplomacy and Propaganda.	12
3	Cold War; Meaning, causes and Impact: Detente, International relations in Unipolar world, Non Alignment Movement (India and NAM) New International Economic Order, North-South Dialogue, South-South Dialogue WTO and Globalization.	12

	Total	60
	Environmentalism, Human Right and Global Terrorism Globalisation, Disarmament, SAARC ASEAN, European Union.	
5	Major contemporary, Trends and Issues in International Politics; Rise of Asia, Role and Impact of UNO in the changing World,	12
4	Foreign Policy: Meaning, Elements and determinates, the salient features of the foreign policies of USA Communist China, Russia and India. India's relations with USA, Russian, EU and her neighboring countries Pakistan, Bangladesh, Nepal, Sri Lanka and China.	12

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1.L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.
- 2.M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.
- 3.R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963.
- 4.W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971. Mahendra Kumar: International Politics.
- 5.K.N.Waltz, Theory of International Politics Reading Massachusetts: Addison Wesley 1979.
- 6.Fredman: Introduction to World Politics.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

History	HS-312
VI-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. $MARKS = 100$
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

- 1. The period under review marks a very crucial phase in the study of Indian History and attempts to answer questions which hither to have defined answer.
- 2. The Mughal Empire attempted to seek solutions to issues which had an all India character and lasting impact. This shift and change in emphasis is vital for a student of History who attempts to study it on a national basis. The inherent contradictions in the Mughal policy have to be understood in their proper perspective to shed fresh light on the decline of the Mughal Empire such approaches are objective in nature.
- 3. The reader/student should fully understand the mechanism which affected the factors which led to the establishment and consolidation of the British power in India. This time of reasoning will force the student to think afresh on many issues.

Unit	Contents of the Subject	No. of Teaching Periods required
1	A Sources of the period B Advent of Mughals – Babur, Humayun and the second Afghan empire. (with special reference to Sher Shah Suri) C) State and society, political, administrative and economic institutions. D) Agriculture and industry, trade and commerce and establishment of urban centers	12
2	A) Consolidation and expansion of the Mughal Empire Akbar, Jahangir, Shah Jahan and Aurangzeb. B) Religious policy of Akbar C) Religious policy of Aurangzeb D) Relations of the Mughals with Rajputs, Jats, Marathas, Sikhs and Central Asian Powers.	12

3	A) Mughal administrative institutions -land revenue system, Mansabdari	12
	and Jagirdari system. B) Society and social classes ulema, nobility,	
	Zamindars, Artisans and Peasantry. C) Decline and disruption of the	
	Mughal Empire.	
4	A) Third Battle of Panipat, Marathas under Mahadji Sindhia and Nana	12
	Phadnavis. 101 B) Maratha struggle against the British. C)	
	Establishment of British rule in Bengal and consequent administrative	
	changes. D) Emergence of regional powers: Mysore, Punjab and	
	Awadh and their struggle with the British Empire	
		10
5	A) Estimate of Clive and Hastings B) Legislative activities C)	12
	Administrative changes D) Indian resistance prior to 1857	
	Total	60

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

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

1.R.P.Tripathi : Rise and Fall of the Mughal Empire 6

2.S.R.Sharma: Religious Policy of the Mughal Emperors 7

3.J.N.Sarkar: Mughal Administration 8

4.G.S.Sardesai: New History of the Marathas vol.III 9

5. Tara Chand: History of Freedom Movement in India (4 vols.)



SCHOOL OF EDUCATION DETAILED SYLLABUS

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

ENGLISH LANGUAGE AND LITERATURE (Part – VI)	HS-302
POETRY AND DRAMA	

VI-SEM. BA-B.Ed	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-3	MAX. $MARKS = 100$	
CREDITS-3	[CIE (40) & ESE (60)]	

bjectives: The students will be able to-

- 1. Make themselves familiar with modern English Poetry.
- 2. Appreciate the Indian English Poetry in pre-independence and postindependence era.

3. Enjoy drama and improve their dramatic skills.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Poetry (i) (for detailed study)	6
	G.M. Hopkins: Pied Beauty	
	T.S. Eliot: The Hollow Men	
	Wilfred Owen: Strange Meeting	
	W.B. Yeats: Sailing to Byzantium	
	Robert Frost : Mending Wall	
	Rupert Brooke : The Soldier	
2	Poetry (ii) (for detailed study)	6
	Sri Aurobindo : The Tiger and the Deer	
	Rabindranath Tagore: Where the Mind is without Fear	
	Sarojini Naidu : A Challenge to Fate	
	Nissim Ezekiel: Night of the Scorpion	
	Kamala Das : An Introduction	
	A.K. Ramanujan : A River	
3	Drama (i)	6
	G.B. Shaw: Arms and the Man	
4	Drama (ii)	6
	Vijay Tendulkar : Silence; The Court is in Session	
5	Explanation	6
	Four passages for explanation with reference to the contexts from the texts	
	prescribed in units I and II	
	Total	30

acticum/ Graded Assignments:

te: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. B.C. Southam: A Guide to the Selected Poems of T.S. Eliot. Faber& Faber
- 2. Cleanth Brooks. Poetry and the Tradition. University of Carolina
- 3. Elizabeth Drew & G. Connor: Reading Modern poetry.
- 4. G. Martin & P.C. Furbank: 20th Century Poetry
- 5. Bruce King: Modern Indian English Poetry. MacMillan

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Contact Hours: 4 Periods per Week Maximum Marks: 75

Examination Duration : 3 Hours Theory:60

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DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

Social Problems in Contemporary India (Sociology)		HS-306
VI-SEM. B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATIO	ON TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100	
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

Unit	Contents of the Subject	No. of Teaching Periods required
1	Social Problems: Some Conceptual Issues (i) Social Problem and Social Disorganization: Meaning and Relations (ii) Social Problems:	12

	Total	60
3	Unemployment (ii) Illiteracy, Environmental Pollution (iii) Problems of Slums, Development Induced Displacement, National Defecation campaign	12
5	Delinquency (ii) Corruption, Drug Addiction (iii) Terrorism, Casteism Development Problems in Contemporary India (i) Poverty,	12
3	Familial Problems in Contemporary India (i) Dowry, Divorce (ii) Child Marriage, Problems of Elderly (iii) Problems of Youth in India, Aids Problem Disorganizational Problems in Contemporary India (i) Crime, Juvenile	12
2	Theoretical Perspectives (iii) Social Problems: Types and Factors Structural Problems in Contemporary India (i) Rural problems, Gender Disparity (ii) Communalism and the Problems of Minorities (iii) Problems of Deprived Social Categories: Scheduled Castes and Scheduled Tribes	12

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments: 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

Ahuja, Ram Social Problem in India Berreman, G.D.1979 Caste and Other Inequalities: Essays in Inequality, Meerut, Folklore Institute Beteille, Andre 1974 Social Inequality, New Delhi, OUP Beteille, Andre 1992 Backward Classes in Contemporary India, New Delhi, OUP Gadgil, Madhav and Guha, Ramchandra 1996 Ecology and Equity: The Use and Abuse of Nature in Contemporary India, New Delhi, OUP Gill, S.S. 1998 The Pathology of Corruption, New Delhi, Harper Collin Publishers Guha, Ramchandra 1994 Sociology and the Dilemma of Development, New Delhi, OUP Guha, Ranjit 1991 Subaltern Studies, New York, OUP Inden, Ronald 1990 Imaging India, Oxford, Brasil Blackard Kothary, Rajni (Ed.) 1973 Caste in Indian Politics Lewis, Oscar 1966 "Culture of Poverty", Scientific American Vol. II & V, No. 4, pp. 19-25 Madan, T.N.1991 Religion in India, New Delhi, OUP Ministry of Home Affairs 1998 Crime in India, New Delhi, Government of India Sharma, Ursula 1983 Women, Work and Property in North West India, London, Tavistock



DETAILED SYLLABUS DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

YOGA EDUCATION	[ED- 302]

VI-SEM. B.A. B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-2	MAX. MARKS = 100	
CREDITS-2	[CIE (40) & ESE (60)]	

Objectives: The pupil teacher will be able to understand:

- 1. Define the philosophy of yoga.
- 2. Explain the psychology of yoga.
- 3. Describe the socio-moral base of yoga.
- 4. Explain physiology of Yoga.
- 5. Classify yoga, yogic diet and yogic lifestyle.
- 6. Explain medical aspects of yoga in terms of improving mental health and reducing stress.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of Yoga:	
	1. What is yoga? (Philosophical & Psychological aspects)	6
	2. Types of yoga (Eight folder path).	
	3. Importance of yoga.	

	6
1. Patanjali yogsutra.	
2. Bhagwat Gita.	
3. Yog upnishad.	
Theories of yoga practice:	6
1. Asana.	
2. Pranayam.	
3. Kriyas.	
4. Dhayan.	
Yoga Asans:	6
1. Types of yoga asans.	
2. Advantage of yoga exercise.	
3. Precautions to be taken during yoga and exercise.	
Health and yoga:	6
1. Effect of yoga exercise on different system of body.	
2. Yoga and diseases.	
3. Personality development through yoga.	
Total	30
	 Bhagwat Gita. Yog upnishad. Theories of yoga practice: Asana. Pranayam. Kriyas. Dhayan. Yoga Asans: Advantage of yoga exercise. Precautions to be taken during yoga and exercise. Health and yoga: Effect of yoga exercise on different system of body. Yoga and diseases. Personality development through yoga.

- 1. Prepare charts for different asana and exercises.
- 2. Prepare a presentation on any topic of yoga from syllabus.
- 3. Visit to different yoga centers and prepare a report.

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications.
- 2. Besant, A. (2005) An Introduction to Yoga., New Delhi: Cosmo
- 3. Iyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins Publishers India Private Limited
- 4. Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol. XII. Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
- 5. Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
- 6. Lzmailovich, Omand, S. (1960). Patanjali Yoga Pradeep. Gorakhpur: Gita Press
- 7. Rai, V.C. (1989). Effect of Sahaj Yoga Meditation on Cardiac Disorders. Delhi Medical College: Department of Physiology
- 8. Rao, P. V. K. (1995). Scientific and Psychological Significance of Yoga. Banaras Hindu University: Department of Education
- 9. Yadav, Y. P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

DISCIPLINE OF LANGUAGES (English)-(Part – I)	[ED- 324]

VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 6. Nature need and importance of English as a second language.
- 7. Characteristics of English Language in different context- Link language, library language.
- 8. Will be able to learn language skills.
- 9. Will be able to learn competencies through different modes.
- 10. Enhancing quality in teaching learning process.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning: 1. Concept, meaning of curriculum, difference between curriculum and syllabus. 2. Curriculum of English of Rajasthan board and CBSE Board. 3. Characteristics of good text book of English. 4. English language across the curriculum.	9

2	Instructional support of systems in teaching of English - I:	9
	1. Meaning, need and importance of instructional support system.	
	2. Classification and different types of support system.	
	3. Audio, visual, audio-visual and printed material.	
	4. Preparation of different types of teaching aids.	
3	Resources of teaching English:	9
	1. Language laboratory.	
	2. Organization of language club.	
	3. Field trips and exhibition etc.	
	4. Use of community resources.	
4	Co-curricular activities:	9
	1. Meaning, concept and importance of co - curricular activities.	
	2. Classification of co - curricular activities.	
	3. Principles of organizing co - curricular activities.	
	4. Execution of co-curricular activities.	
5	Innovation practices in teaching learning process of English:	9
	Concept and meaning of teaching learning process.	
	2. Need and importance of innovation in English language teaching.	
	3. Recent trend in teaching learning process.	
	4. ICT in teaching English language.	
	Total	45

- 1. Contribution of eminent personalities (Discipline related).
- 2. Importance of discipline related areas in building up the career (Seminar).
- 3. Prepare an innovative plan for teaching any topic of your discipline.
- 4. Prepare the support material of any unit of your discipline.
- 5. PPP of the recent trends in Language (English).

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
- 2. Hornby A.S.; A Guide to patterns and usage in English, Oxford: CUP
- 3. Baruag, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
- 4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- 5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
- 6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
- 7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
- 8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – I)	[ED-326]

VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
- 2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.
- 3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
- 4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
- 5. The different methods of teaching Hindi and their importance.

Unit	Contents of the Subject	No. of
		Teaching
		Periods

		required
1	Curriculum planning and critical appraisal:	9
	1. Concept and meaning of curriculum at secondary and senior secondary level.	
	2. Curriculum and syllabus of Hindi of Rajasthan Board and its critical	
	appraisal.	
	3. Curriculum and syllabus of Hindi of CBSE Board at school level and its critical appraisal.	
	4. Need and importance of Hindi text book: Characteristics of good text book	
	(general and linguistic).	
	5. Hindi language and different dialects: Meaning, impact of dialects on Hindi	
	with special reference of Rajasthan.	
2	Instructional support systems - I:	9
	1. Concept, meaning, need and importance of support system.	
	2. Classification of support material: visual, audio, Audio visual, and printed.	
	3. Selection of proper material in teaching of Hindi.	
	4. Precaution in using the teaching material.	
3	5. Language laboratory. Instructional support of systems - II:	
3	instructional support of systems - 11.	9
	1. Support material rooms related to Hindi teaching.	
	2. Availability of good quality support material.	
	3. Organization of academic study club of Hindi language: visit to different	
	library and language museum.	
	4. Exhibition and educational tour etc.	
	5. Use of community resources.	
4	Co-curricular activities:	9
	Meaning and concept of co - curriculum activity.	
	2. Need and its importance of these in Hindi teaching.	
	3. Classification and various types at school level.	
	4. Planning, organization and execution of the activities.	
5	Innovation and recent trend in TLP:	9
	1. Concept and meaning of teaching learning process.	
	2. Innovative method in Hindi teaching of school level.	
	3. Need and importance in present context.	
	4. New trend in teaching Hindi in relation to ICT.5. Agency for promoting Hindi- Government, autonomous and NGO.	
	5. Agency for promoting Hindi- Government, autonomous and NGO.Total	45
	1 otal	73

- 1. Prepare a plan on career avenues related to the subjects.
- 2. Prepare the chart with pictures of eminent personalities of the subjects.
- 3. Observation of teacher and learner behavior in the class.
- 4. Prepare a program institution based plan on nay unit.
- 5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

Recommended Books:

- 1. Bhai Yogendra Jeet; Bhasha Shikshan, Vinod Pustak Mandir, Agra
- 2. Keshav Prasad (2004); Hindi Shikshan, Dhanpat rai Pub., Delhi
- 3. Radhe Sham Sharma and Yashwanti Gaur; Hindi Shikshan, Arihant shiksha prakashan, Jaipur
- 4. Raman Bihari lal; Hindi Shikshan, Rastogi and company, Meerut
- 5. Ramshakal Pandey (2000); Hindi Shikshan, Vinod Pustak Mandir, Agra
- 6. Shrivastav, R.S.; Matra Bhasha Shikshan, Kailash Pustak Sadan, Gwalior
- 7. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
- 8. Niranjan Kr. Singh; Hindi Teaching in secondary school, Rajasthan Hindi Granth Academy, Jaipur.
- 9. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Department: School of Education Year: III
Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – I)	[ED- 328]

VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:

- 1. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
- 2. Acquaint with the aims, objectives and value-outcomes through teaching economics.
- 3. Develop ability to plan for suitable instructions in economics.
- 4. Develop appropriate attitude towards the subjects and country's economy.

2	 Curriculum planning and critical appraisal: Concept and meaning of economics curriculum at secondary and senior secondary level. Analysis of curriculum and syllabus of economics of Rajasthan board and CBSE board at school level. Need and importance of economics text book. Characteristics of good text book. Language across the curriculum. Instructional support of systems - I: Meaning: need and importance of instructional support system. Classification and types of teaching aids. 	9
2	secondary level. 2. Analysis of curriculum and syllabus of economics of Rajasthan board and CBSE board at school level. 3. Need and importance of economics text book. 4. Characteristics of good text book. 5. Language across the curriculum. Instructional support of systems - I: 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids.	9
2	CBSE board at school level. 3. Need and importance of economics text book. 4. Characteristics of good text book. 5. Language across the curriculum. Instructional support of systems - I: 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids.	9
2	 Characteristics of good text book. Language across the curriculum. Instructional support of systems - I: Meaning: need and importance of instructional support system. Classification and types of teaching aids. 	9
2	 Language across the curriculum. Instructional support of systems - I: Meaning: need and importance of instructional support system. Classification and types of teaching aids. 	9
2	 Instructional support of systems - I: Meaning: need and importance of instructional support system. Classification and types of teaching aids. 	9
2	 Meaning: need and importance of instructional support system. Classification and types of teaching aids. 	9
	2. Classification and types of teaching aids.	
	7. ·	
	3. Audio visual aids.	
	4. Preparation of low cost teaching aids.	
	5. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	Support material rooms and experimental work.	
	2. Establishment of quality support material rooms of secondary and senior secondary level.	
	3. Organization of study circle fair and exhibition.	
	4. Excussion field trips and educational tour.	
	5. Use of community resources.	
4	Co-curricular activities:	9
	5. Meaning and concept of co - curriculum activity.	
	6. Need and its importance.	
	7. Classification and its types at school level.	
	8. Planning, organization and its execution.	
5	Innovation and recent trend in TLP:	9
	5. Concept and meaning of teaching learning process.	
	6. Innovative method in economics teaching of school level.	
	7. Need and importance in present context.	
	8. New trends in teaching economics in relation to ICT.	
	Total	45

- 1. Prepare a plan on career avenues related to the subjects.
- 2. Prepare the chart with pictures of eminent personalities of the subjects.
- 3. Observation of teacher and learner behavior in the class.
- 4. Prepare a program institution based plan on nay unit.
- 5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

Recommended Books:

- 1. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
- 2. Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
- 3. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
- 4. Saxena, Nirmal; Arithshastra Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
- 5. Gaur, A.K.; Arithshastra Shikshan, International publishing house, Delhi.
- 6. Singh, Y.K.; Arithshastra Shikshan, A.P.H. publishing corp., Delhi.
- 7. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
- 8. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
- 9. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2021-25

Department: School of Education Year: III
Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – I)	[ED-330]

VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:

- 1. Understand the concept, scope and aims of teaching civics.
- 2. Established co-relation of civics with other school subjects
- 3. Prepare unit plan, lesson plan, and yearly plan.
- 4. Apply appropriate methods in teaching particular topic.
- 5. Select and use relevant teaching aids.
- 6. Use of teaching skills.
- 7. Develop skill to construct test paper to measure various objectives.
- 8. Develop the ability to critically evaluate existing syllabus.

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
		_

	 Concept and meaning of civics curriculum at secondary and senior secondary level. Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level. Need and importance of civics text book. Characteristics of good text book. Language across the curriculum. 	
	 Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level. Need and importance of civics text book. Characteristics of good text book. Language across the curriculum. 	
	board at school level. 3. Need and importance of civics text book. 4. Characteristics of good text book. 5. Language across the curriculum.	
	 Need and importance of civics text book. Characteristics of good text book. Language across the curriculum. 	
	4. Characteristics of good text book.5. Language across the curriculum.	
	5. Language across the curriculum.	
2	Instructional support of systems - I:	9
	1. Meaning: need and importance of instructional support system.	
	2. Classification and types of teaching aids.	
	3. Audio visual aids.	
	4. Preparation of low cost teaching aids.	
	5. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	Support material rooms and experimental work.	
	2. Establishment of quality support material rooms of secondary and senior	
	secondary level.	
	3. Organization of study circle fair and exhibition.	
	4. Excussion field trips and educational tour.	
	5. Use of community resources.	
4	Co-curricular activities:	9
	Meaning and concept of co - curriculum activity.	
	2. Need and its importance.	
	3. Classification and its types at school level.	
	4. Planning, organization and its execution.	
5	Innovation and recent trend in TLP:	9
	Concept and meaning of teaching learning process.	
	2. Innovative method in civics teaching of school level.	
	3. Need and importance in present context.	
	4. New trends in teaching civics in relation to ICT.	
	Total	45

- 1. Prepare a plan on career avenues related to the subjects.
- 2. Prepare the chart with pictures of eminent personalities of the subjects.
- 3. Observation of teacher and learner behavior in the class.
- 4. Prepare a program institution based plan on nay unit.
- 5. Survey on teaching methods used by regular teachers in Schools

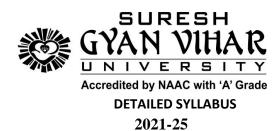
Note: Scheme of CIE

Class tests 10marks Graded Assignments: 10marks Two Mid Terms : 20marks 40marks

Recommended Books:

1. Saxena, Godhika, Baghel; Nagrik Shastra Shikshan, Vinod Pustak Mandir

- 2. Gursharan das Tyagi; Nagrik Shastra Shikshan, Vinod Pustak Mandir
- 3. M.L. Mittal; Nagrik Shastra Shikshan, International Publishing House
- 4. Savitri Mathur; Nagrik Shastra Shikshan, Astha Prakashan
- 5. Rajni Yadav; Nagrik Shastra Shikshan, Astha Prakashan
- 6. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.
- 7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers



Department: School of Education Year: III
Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – I)	[ED -332]

VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: To enable student teacher to:-

- 1. Understand the concept, nature and scope of history.
- 2. Understand the aims and objectives of teaching history at different levels of the secondary stage.
- 3. Prepare unit plan, lesson plan, and yearly plan.
- 4. Evaluate the syllabus of history of secondary level.
- 5. Select and apply different methods of teaching at secondary stage.
- 6. Imbibe basic teaching skills (micro skills).
- 7. Prepare objectives based achievement test.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal:	9
	1. Concept and meaning of history curriculum at secondary and senior secondary level.	
	2. Analysis of curriculum and syllabus of history of Rajasthan board and CBSE board at school level.	
	3. Need and importance of history text book.	
	4. Characteristics of good text book.	
	5. Language across the curriculum.	

2	Instructional support of systems - I:	9
	1. Meaning: need and importance of instructional support system.	
	2. Classification and types of teaching aids.	
	3. Audio visual aids.	
	4. Preparation of low cost teaching aids.	
	5. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	Support material rooms and experimental work.	
	2. Establishment of quality support material rooms of secondary and senior secondary level.	
	3. Organization of study circle fair and exhibition.	
	4. Excursion field trips and educational tour.	
	5. Use of community resources.	
4	Co-curricular activities:	9
	1. Meaning and concept of co - curriculum activity.	
	2. Need and its importance.	
	3. Classification and its types at school level.	
	4. Planning, organization and its execution.	
5	Innovation and recent trend in TLP:	9
	1. Concept and meaning of teaching learning process.	
	2. Innovative method in history teaching of school level.	
	3. Need and importance in present context.	
	4. New trends in teaching history in relation to ICT.	
	Total	45

- 1. Prepare a plan on career avenues related to the subjects.
- 2. Prepare the chart with pictures of eminent personalities of the subjects.
- 3. Observation of teacher and learner behavior in the class.
- 4. Prepare a program institution based plan on nay unit.
- 5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Bining and Bining (1952); Teaching of social studies in secondary school, Mc Graw Hill Book Co., New York.
- 2. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
- 3. Ghate, V.D.; Suggestions of Teaching History in India.
- 4. NCERT; Hand book of history teachers, NCERT.
- 5. Chaudhary, K.P.; Effective Teaching of History in India, NCERT.

- 6. Tyagi, Gurusharan ; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
- 7. Ghate, B.D.; History teaching, Haryana Granth Acadami, Chandigarh.
- 8. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur.



DETAILED SYLLABUS 2021-25

Department: School of Education Year: III

Program: Integrated (B.A. + B.Ed.) Four Year Programme Semester-VI(Spring)

PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – I)	[ED-334]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. $MARKS = 100$
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: To enable the student teacher to:

- 1. Understand the concept, aims and objectives of social studies
- 2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
- 3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
- 4. Apply appropriate methods & techniques of teaching different topics.
- 5. Use different types support material.
- 6. Evaluate the pupil's performance.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal:	9
	 Concept and meaning of Social studies curriculum at secondary and senior secondary level. Analysis of curriculum and syllabus of Social studies of Rajasthan board and CBSE board at school level. 	
	3. Need and importance of Social studies text book.	
	4. Characteristics of good text book.	
	5. Language across the curriculum.	

2	Instructional support of systems - I:		9
	1. Meaning: need and	importance of instructional support system.	
	2. Classification and t		
	3. Audio visual aids.		
	4. Preparation of low	cost teaching aids.	
	5. Recent trends in tea	<u> </u>	
3	Instructional support of		9
	1. Support material ro	oms and experimental work.	
	2. Establishment of o secondary level.	quality support material rooms of secondary and senior	
	3. Organization of students	dy circle fair and exhibition.	
	4. Excussion field trip	s and educational tour.	
	5. Use of community		
4	Co-curricular activities:		9
	Meaning and conce	pt of co - curriculum activity.	
	2. Need and its import		
	3. Classification and it	ts types at school level.	
	4. Planning, organizat	ion and its execution.	
5	Innovation and recent tre	and in TLP:	9
	Concept and meaning	ng of teaching learning process.	
	2. Innovative method	in Social studies teaching of school level.	
	3. Need and important	ce in present context.	
	4. New trends in teach	ing Social studies in relation to ICT.	
	Total		45

- 1. Prepare a plan on career avenues related to the subjects.
- 2. Prepare the chart with pictures of eminent personalities of the subjects.
- 3. Observation of teacher and learner behavior in the class.
- 4. Prepare a program institution based plan on nay unit.
- 5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

40marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi

- 2. Bhatt, B.D. (1995); Modern Methods of Teaching, Kanishka Pub., Delhi
- 3. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School, Mc Graw Hill Company, New York
- 4. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School , Acharya Book Depot., Baroda
- 5. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School, Anmol Pub., New Delhi
- 6. Kochher, S.K. (1999); Teaching of social studies, Sterling Pub. Pvt. Ltd., New Delhi
- 7. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Health and Company, Boston
- 8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay

Semester – I Pre-internship – I (TP 101) (2 weeks)

S. No.	Pre-preparation of teaching practice	Internal/ External Assessment
1.	Microteaching skill practice	2 credits (Internal)
2.	Introduction of lesson plan, unit plan	
3.	Demonstration lesson	
4.	One week regular observation of any regular teacher	
5.	Regular visits to schools	

Note: Program is scheduled as per the availability of the schools in the semester

Semester - VI

S. No.	Seminar/presentation/ workshop	Internal/ External Assessment
1.	Reading and reflecting on text (EPC)	2 credits (Internal)
2.	Creative writing	
3.	Reading reflection	
4.	Improving listening skills	
5.	Language and curriculum	



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

School Internship-III	[TP-201]

VII-SEM. B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
PRACTICAL-36	[CIE (60) ESE (40)]
CREDITS-18	[612 (66) 232 (16)]

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment
1.	Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)	20 credits (Internal+ External)
2.	Participation of co-curricular activities	
3.	Observation of teaching of peers (20 in each discipline and its report preparation)	
4.	Evaluation of lesson plans	
5.	Diagnostic test followed by remedial teaching	
6.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching	
7.	2- discussion lessons	
8.	Exhibition of teaching aids	
9.	Organization of school trips	
10.	Research based project (action plan/ survey)	2 credits (Internal)
11.	Understanding the self- Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as	2 credits (Internal)

	per instructions given by schools (EPC)	
12.	2 - final lessons	



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

CREATING AN INCLUSIVE SCHOOL	[ED-408]

VIII-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives:On completion of this course the students will be able to:

- 1. Understand the global and national commitments towards the education of children with diverse needs.
- 2. Appreciate the need for promoting inclusive practice and the roles andresponsibilities of all concerned personnel.
- 3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- 4. Understand the nature of difficulties encountered by children and prepare conductive teaching learning environment in inclusive schools.
- 5. Analyze special education, integrated education, mainstream and inclusive education practices.
- 6. Identify and utilize existing resources for promoting inclusive practice.

Unit	Contents of the Subject	No. of Teaching
		Periods required

1	Inclusive education	12
	 Definition, concept and importance of inclusive education Concept and difference of integrated, inclusive education and main stream education. Historical perspective on inclusive education 	
2	Children with diverse needs-	12
	 Concept and meaning of Diverse needs Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual(gifted, talented, mentally challenged)developmental disability (autism, cerebral palsy, learning disability) Slow learner and underachiever- meaning, definition, concept and types, characteristics. 	
3	Preparation for inclusive education	12
	1. Concept and meaning of diverse needs.	
	 Meeting the diverse needs- brief account of existing educational services in India for special, integrated and inclusive education. Building inclusive learning friendly classrooms in relation to teacher and teaching methodologies, class room management and curriculum. 	
4	Supporting children with diverse needs	12
	 Role of teachers and management in an inclusive setting Role of resource teachers, special educators and counselors. Adaptation in instructional objective curriculum and co-curricular activities for meeting diverse needs of children with sensory, intellectual, learning disable, rural, tribal, girls, SC, ST and minority group 	
5	Other aspect in inclusive education	12
	 Assessment in inclusive education system. Recommendation for inclusive education system in India Critical investigation into inclusive education system in India. 	
	Total	60

- 1. Discussion in group, presentation by students and seminar, visit to ashram, schools/institutions with innovation practices, internet.
- 2. Preparation of status report on education (elementary/secondary) of socially
- 3. Disadvantaged groups in a district/state region.
- 4. Evaluation of text books from the social group equality perspective.

5. Preparation of reportIdentification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
- 2. Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
- 3. Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt
- 4. Ltd., New Delhi.
- 5. Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
- 6. Reissman, F. (1962): The Culturally deprived child. Harper and Raw Publishers, New Delhi.
- 7. Sadavinich, A.R. (2007): Sociology of Education. Rutledge, New York.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

MAJOR CONCERN AND ISSUES IN INDIAN EDUCATION	[ED-410]

VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: On completion of this course the student will be able to:

- 1. Students will be able to understand the concept of peace and peace education, importance and aims.
- 2. Gain insight into the life skills education and need of life skills education, dimensions of life skills education.
- 3. Understand the meaning and concept of human rights education, aims, and status of human rights education.
- 4. Student will be able to understand the gender discrimination scenario in India, gender sensitive life skills approach of education.
- 5. Student will be able to understand the concept of private school versus expensive education wastage and stagnation demerits of contemporize examination system, problem of discipline, single teacher school.

Unit	Contents of the Subject	No. of Teaching
		Periods required
1	Peace education and value education	12
	1. Meaning & concept of peace and peaceeducation.	
	2. Principle of peace education.	
	3. Role of education in peace education role of teacher in peace education.	
	4. Meaning and concept of values and value education.	
	5. Role of education in developing values and ethics among students.	
	Students.	
2	Life Skills	12
	1. Meaning of life skills education.	
	2. Concept of life skills education.	
	3. Aims of life skills education.	
	4. Needs of life skills education.	
	5. Types of life skills education.	
	6. Dimensions of life skills education.	
3	Human rights	12
	1. Meaning of human rights education.	
	2. Concept of human rights education.	
	3. Need of human rights education.	
	4. Aims of human rights education.	
	5. Status of human rights in Indian Society.	

	6. Remedies for the protection of human rights.	
4	Gender Sensitizations	12
	1. Meaning of gender sensitization.	
	2. Gender discrimination scenario in India.	
	3. Education for women equality and gender sensitization.	
	4. Gender sensitive life skills approach of education.	
5	Major challenges in Indian education system	12
	1. Private school versus expensive education.	
	2. Wastage and stagnation.	
	3. Demerits of contemporary examination systems.	
	4. Problem of discipline.	
	5. Single teacher school.	
	Total	60

- Prepare a PPT on Gender discrimination scenario in India.
- Prepare a CD on Education for women equality and gender sensitization.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

Sr.No.	Name of Book	Author	Publisher
1	Educating the educators	Sharma M.L.	The Indian
			publication. Amballa

Cantt.

2	Teacher Education, Modern Trends	Chakrabarti, Mohit	Kanishka Publisher, New Delhi
3	Challenges in Teacher Education	Chakrabarti, Mohit	Daya publishing, Delhi
4	Management of Teaching Education	Shrivastava, G.N. Prakash	Concept publishing, New Delhi
5	New directions in the education of Indian teachers	Desai D.M.	M.S. university, Baroda
6	Better Teacher education, Delhi	Pires, E.A.	Delhi University Press
7	Theory –Practical of teacher education in India,	Srivastava R.C.	Allahbad
8	Education of India Teacher	Uday Shankar	New Delhi, Slerling publishers
9	Teacher in emerging Indian society	M.S. Ansari	International publishing home
10	Teacher education in Dillema	Dr. M.S. Singh	Astha publication
11	Challenges in Teacher Education	Dr. M.S. Singh	Astha publication
12	Models of teaching	M.H. Siddequi	APH publishing Corp., New Delhi
13	Teacher education	Y.K. Singh	APH publishing Corp., New Delhi
14	Teacher Education in India	Mohanty, J. (2000)	
15	NCTE Documents	NCTE 1998	Published by member secretary, NCTE
16	Teacher education	Panda, B.N.	APH publishing Corp.,
		Tiwari AD (1997)	New Delhi
17	Teacher education and the teachers	LC Singh, Sharma	Vikas Publishing
		P.C. (1995)	Home P. Ltd., New Delhi
18	Professional education of teacher	Vashisth S.R. (1993)	Mangal deep publishers



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

ASSESSMENT OF LEARNING	[ED-412]

VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 1. The concept of assessment, Measurement and evaluation.
- 2. Importance of different types of assessment and assessment devices.
- 3. Concept of Continuous and comprehensive evaluation- Grading system, CCE and year based evaluation.
- 4. Concept, need and importance of examination system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of assessment:	12
1	Concept of assessment.	12
	1. Meaning and concept of assessment.	
	2. Purpose of assessment	
	3. Measurement and evaluation: meaning and concept	
	4. Interrelationship between measurement and evaluation	
	5. Objectives of measurement and evaluation.	
2	Classification of assessment:	12
	 Based on purpose: prognostic, formative, diagnostic and summative. 	
	2. Based on scope: teacher made and standardized	
	3. Attribute measured: achievement, aptitude, and attitude.	
	4. Nature of information gathered: qualitative and quantitative.	
	5. Mode of response: oral, written, practical.	

3	Assessment devices:	12
	1. Use of projects, assignment, worksheet, practical work,	
	activities and seminar and report as assessment devices.	
	2. Cooperative learning and Participatory assessment.	
	3. Self, peer and teacher assessment.	
	4. Feed back to/from student, parents and teachers.	
4	Continuous and comprehensive evaluation:	12
	1. Concept, need and meaning.	
	2. Objectives and aims of CCE.	
	3. Grading system of evaluation	
	4. Difference between CCE and traditional method of evaluation.	
	5. Role of teachers in CCE.	
5	Examination system:	12
	Meaning and its concept.	
	2. Need and importance	
	3. Examination system: semester system, Annual system and	
	entrance exam and their influence on students and school	
	system.	
	4. Different types of questions (objective based) and blue print for	
	school examinations.	
	Total	60

- 1. Prepare a report on the assessment scheme of SGVU School of Education.
- 2. Prepare the format of summative and formative assessment.
- 3. Demonstration of co-operative learning in peer groups.
- 4. Presentation of comprehensive and continuous evaluation scheme.
- 5. Preparation of Blue print on any one unit.
- 6. Preparation of the format for practical/ project evaluation and peer evaluation of participatory learning on the basis of CCE.

Note: Scheme of CIE

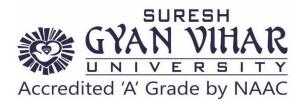
Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Allen L.G. (1995); Educational Psychology and classroom, Washington New York, John Willey and sons Inc. 1966
- 2. Bansal, V.P. (1958); Text book of Educational Psychology, Allahabad Indian Press
- 3. Bhatnagar, R.P.; Educational Psychology, Vishwa Widhya, Pub. Gorakhpur
- 4. Bernard, M (1972); Psychology of Learning and Teaching, N.Y., Mc Graw Hill
- 5. Bhatnagar, Suresh (1976); Educational Psychology, Loyal Book Depot., Meerut
- 6. Blair, Jones and Simpson (1962); Educational Psychology, New York Mc Millon
- 7. Bhatia, H.R. (1968); Elements of Educational Psychology, Orient Lengman Calcutta
- 8. Crow L.D. and Crow A. (1973); Educational Psychology, Erassia Pub. House, New Delhi
- 9. Dorajh N.L. (1970); Advanced Educational Psychology, Allied Pub. Delhi
- 10. Garrison, K.C. (1956); Psychology of Adolescence, Prentice Hall, New York
- 11. Hurlock, E.B. (1955); Adolescence development, London Mc Grow Hill Co.
- 12. John P., Deccan (1968); The Psychology of learning and instruction, Prentice Hall, India
- 13. Kundu, Dibaker (1991); Modern education psychology, Prentice Hall, New York
- 14. Rao Usha (2008); Advanced Educational Psychology, Himalaya Pub. House, Bombay



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

LEARNER AND LEARNING	[ED-414]

VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint the pupil teacher with the:

1. Growth and development of learners- concept, Factors effecting development and Dimension of individual development.

- 2. Different psychological attribute and Handling the learners on the basis of Cognitive ability, Disability and adjustment.
- 3. Concept and importance of motivation for teachers and learners.
- 4. Theories of motivation and Theories of learning- Constructivism, Gestalt, Insight etc.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Growth and development of learner:	12
	Meaning, concept and difference between growth and development.	
	2. Factors effecting development.	
	3. Various stages of development from childhood to adolescence.	
	4. Dimensions of individual development in relation to physical, cognitive, affective, language and social aspect (in childhood and adolescent).	
	5. Principles of growth and development.	
2	Individual differences among learners:	12
	Meaning and concept of Individual differences.	
	2. Differences in different psychological attribute: intelligence,	
	aptitude, interest, creativity, values, achievement and personality.	
	3. Handling the learners with:	
	a) Cognitive ability: Gifted and Slow Learner.	
	b) Disability: Handicapped, Dyslexia.	
	c) Personality: Maladjusted, Delinquent.	
3	Learning:	12
	Concept, meaning and classification of learning.	
	2. Steps in learning process.	
	3. Nature and characteristics of learning.	
	4. Factors affecting leaning.	
	5. Managing the learning and teaching.	
4	Theories of learning:	12
	1. Stimulus response.	
	2. Insight.	
	3. Conditioning theory (skinner).	
	4. Gestalt.	
	5. Constructivism	
5	Learning and Motivation:	12
	1. Meaning and concept of motivation in learning.	
	2. Kind of motivation: Extrinsic and Intrinsic Motivation.	
	3. Characteristics of motivated behavior.	
	4. Importance of motivation for teachers and learners.	

5.	Psycho analytic and cognitive field theories of motivation.	
Total		60
Total		60

- 1. Observation of any child of age group 12 to upward on different dimensions of development and prepare a report.
- 2. Administration of any psychological test to identify the peculiar characteristics of the learner.
- 3. Prepare a plan for motivating the students as per their needs.
- 4. Administration of a tool to identify the learner styles of learning the different subjects.
- 5. Preparation of a lesson plan based on constructivism approach.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 1. Agarwal.J.C.; Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.
- 2. Bigge; Learning Theories for Teachers, Harper, N.Y.
- 3. Blair, Jones and Simpson; Educational Psychology, Macmillan, N.Y.
- 4. Chauhan, S.S.; Advanced Educational Psychology, Vikas Publication House, N.D.
- 5. Garrison, K.C. (1956); Psychology of adolescence, Prentice Hall, New York.
- 6. Mangal, S.K. and Mangal, S. (2005); Child Development, Arya book Depo., New Delhi.
- 7. Mexer, H.W. (1978); Three theories of child development, Harper and Raw Pub., New York.
- 8. Pareek, M. (2002); Child development and family relationship, Research Pub., Jaipur.
- 9. Hurluck E.D. (1965); Adolescence development, Mack Grow Co. Learner.
- 10. Rao Usha (2008); Advance Educational Psychology, Himalaya Pub. House, Mumbai.
- 11. Sharma, R.K., Sharma M.S. and Tiwati A. (2006); Psychological Foundation of Child Development, Radha Pub. Mandir, Agra.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – II)	[ED-426]	

IV-SEM.B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 1. Nature need and importance of English as a second language.
- 2. Characteristics of English Language in different context- Link language, library language.
- 3. Will be able to learn language skills.
- 4. Will be able to learn competencies through different modes.
- 5. Enhancing quality in teaching learning process.

Unit	Contents of the Subject	No. of Teaching Periods required
1	 Curriculum planning: 5. Concept, meaning of curriculum, difference between curriculum and syllabus. 6. Curriculum of English of Rajasthan board and CBSE Board. 7. Characteristics of good text book of English. 8. English language across the curriculum. 	9
2	 Instructional support of systems in teaching of English - I: Meaning, need and importance of instructional support system. Classification and different types of support system. Audio, visual, audio-visual and printed material. Preparation of different types of teaching aids. 	9

3	Resources of teaching English:	9
	5. Language laboratory.	
	6. Organization oflanguage club.	
	7. Field trips and exhibition etc.	
	8. Use of community resources.	
4	Co-curricular activities:	9
	9. Meaning, concept and importance of co - curricular activities.	
	10. Classification of co - curricular activities.	
	11. Principles of organizing co - curricular activities.	
	12. Execution of co-curricular activities.	
5	Innovation practices in teaching learning process of English:	9
	9. Concept and meaning of teaching learning process.	
	10. Need and importance of innovation in English language teaching.	
	11. Recent trend in teaching learning process.	
	12. ICT in teaching English language.	
	Total	45

- 6. Contribution of eminent personalities (Discipline related).
- 7. Importance of discipline related areas in building up the career (Seminar).
- 8. Prepare an innovative plan for teaching any topic of your discipline.
- 9. Prepare the support material of any unit of your discipline.
- 10. PPP of the recent trends in Language (English).

Note: Scheme of CIE

Class tests 10marks Graded Assignments : 10marks Two Mid Terms: 20marks 40marks

Recommended Books:

- 9. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
- 10. Hornby A.S.; A Guide to patterns and usage in English, Oxford: CUP
- 11. Baruag, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
- 12. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing HouseCo. Ltd.
- 13. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
- 14. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, CambridgeC.U.P.
- 15. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.

16. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2019-21

PEDAGOGY OF A SCHOOL SUBJECTHINDI (Part – II)	[ED-428]

IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

- 6. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
- 7. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.
- 8. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
- 9. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
- 10. The different methods of teaching Hindi and their importance.

Unit	Contents	s of the Subject	No. of Teaching Periods required
1	Curriculu	m planning and critical appraisal:	9
	7. C a 8. C	Concept and meaning of curriculum at secondary and senior secondary level. Curriculum and syllabus of Hindi of Rajasthan Board and its critical appraisal. Curriculum and syllabus of Hindi of CBSE Board at school level and its critical appraisal.	
	9. N	Need and importance of Hindi text book: Characteristics of good text book	

	(general and linguistic). 10. Hindi language and different dialects: Meaning, impact of dialects on Hindi with special reference of Rajasthan.	
2	Instructional support systems - I:	9
	6. Concept, meaning, need and importance of support system.	
	7. Classification of support material: visual, audio, Audio visual, and printed.	
	8. Selection of proper material in teaching of Hindi.	
	9. Precaution in using the teaching material.	
	10. Language laboratory.	
3	Instructional support of systems- II:	9
	6. Support material rooms related to Hindi teaching.	
	7. Availability of good quality support material.	
	8. Organization of academic study club of Hindi language: visit to different library	
	and language museum.	
	9. Exhibition and educational tour etc.	
	10. Use of community resources.	
4	Co-curricular activities:	9
	5. Meaning and concept of co - curriculum activity.	
	6. Need and its importance of these in Hindi teaching.	
	7. Classification and various types at school level.	
	8. Planning, organization and execution of the activities.	
5	Innovation and recent trend in TLP:	9
	6. Concept and meaning of teaching learning process.	
	7. Innovative method in Hindi teaching of school level.	
	8. Need and importance in present context.	
	9. New trend in teaching Hindi in relation to ICT.	
	10. Agency for promoting Hindi- Government, autonomous and NGO.	
	Total	45

- 6. Prepare a plan on career avenues related to the subjects.
- 7. Prepare the chart with pictures of eminent personalities of the subjects.
- 8. Observation of teacher and learner behavior in the class.
- 9. Prepare a program institution-based plan on nay unit.
- 10. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 10. Bhai Yogendra Jeet; Bhasha Shikshan, Vinod Pustak Mandir, Agra
- 11. Keshav Prasad (2004); Hindi Shikshan ,Dhanpat rai Pub., Delhi
- 12. Radhe Sham Sharma and YashwantiGaur ; Hindi Shikshan, Arihantshikshaprakashan, Jaipur
- 13. Raman Bihari lal; Hindi Shikshan, Rastogi and company, Meerut
- 14. Ramshakal Pandey (2000); Hindi Shikshan, Vinod Pustak Mandir, Agra
- 15. Shrivastav, R.S.; Matra Bhasha Shikshan, Kailash PustakSadan, Gwalior
- 16. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
- 17. Niranjan Kr. Singh; Hindi Teaching in secondary school, Rajasthan Hindi Granth Academy, Jaipur.
- 18. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – II)	[ED-430]

IV-SEM. B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:

- 5. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
- 6. Acquaint with the aims, objectives and value-outcomes through teaching economics.
- 7. Develop ability to plan for suitable instructions in economics.
- 8. Develop appropriate attitude towards the subjects and country's economy.

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
1	Curriculum planning and critical appraisal:	9
	6. Concept and meaning of economics curriculum at secondary and senior	
	secondary level.	
	7. Analysis of curriculum and syllabus of economics of Rajasthan board and	
	CBSE board at school level.	
	8. Need and importance of economics text book.	
	9. Characteristics of good text book.	
2	10. Language across the curriculum. Instructional support of systems - I:	0
4	mistractional support of systems - i.	9
	6. Meaning: need and importance of instructional support system.	
	7. Classification and types of teaching aids.	
	8. Audio visual aids.	
	9. Preparation of low-cost teaching aids.	
	10. Recent trends in teaching aids.	
3	Instructional support of systems- II:	9
	6. Support material rooms and experimental work.	
	7. Establishment of quality support material rooms of secondary and senior	
	secondary level.	
	8. Organization of study circle fair and exhibition.	
	9. Excussion field trips and educational tour.	
	10. Use of community resources.	
4	Co-curricular activities:	9
	13. Meaning and concept of co - curriculum activity.	
	14. Need and its importance.	
	15. Classification and its types at school level.	
5	16. Planning, organization and its execution. Innovation and recent trend in TLP:	9
3	innovation and recent trend in TLP:	
	13. Concept and meaning of teaching learning process.	
	14. Innovative method in economics teaching of school level.	
	15. Need and importance in present context.	
	16. New trends in teaching economics in relation to ICT.	
	Total	45

- 6. Prepare a plan on career avenues related to the subjects.
- 7. Prepare the chart with pictures of eminent personalities of the subjects.
- 8. Observation of teacher and learner behavior in the class.
- 9. Prepare a program institution-based plan on nay unit.
- 10. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 10. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
- 11. Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
- 12. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
- 13. Saxena, Nirmal; ArithshastraShikshan, Rajasthan Hindi Granth Academy, Jaipur.
- 14. Gaur, A.K.; ArithshastraShikshan, International publishing house, Delhi.
- 15. Singh, Y.K.; ArithshastraShikshan, A.P.H. publishing corp., Delhi.
- 16. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
- 17. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
- 18. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2019-21

PEDAGOGY OF A SCHOOL SUBJECTCIVICS (Part – II)	[ED-432]

IV-SEM. B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:

- 9. Understand the concept, scope and aims of teaching civics.
- 10. Established co-relation of civics with other school subjects
- 11. Prepare unit plan, lesson plan, and yearly plan.
- 12. Apply appropriate methods in teaching particular topic.
- 13. Select and use relevant teaching aids.
- 14. Use of teaching skills.
- 15. Develop skill to construct test paper to measure various objectives.
- 16. Develop the ability to critically evaluate existing syllabus.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal:	9
	6. Concept and meaning of civics curriculum at secondary and senior secondary	
	level. 7. Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level.	
	8. Need and importance of civics text book.	
	9. Characteristics of good text book.	
	10. Language across the curriculum.	
2	Instructional support of systems - I:	9
	6. Meaning: need and importance of instructional support system.	
	7. Classification and types of teaching aids.	
	8. Audio visual aids.	
	9. Preparation of low cost teaching aids.	
	10. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	6. Support material rooms and experimental work.	
	7. Establishment of quality support material rooms of secondary and senior	
	secondary level.	
	8. Organization of study circle fair and exhibition.	
	9. Excussion field trips and educational tour.	
	10. Use of community resources.	
	15. Ose of community resources.	
4	Co-curricular activities:	9
	5. Meaning and concept of co - curriculum activity.	
	6. Need and its importance.	
	7. Classification and its types at school level.	
	8. Planning, organization and its execution.	
5	Innovation and recent trend in TLP:	9
	5. Concept and meaning of teaching learning process.	
	6. Innovative method in civics teaching of school level.	
	7. Need and importance in present context.	
	8. New trends in teaching civics in relation to ICT.	
	Total	45

- 6. Prepare a plan on career avenues related to the subjects.
- 7. Prepare the chart with pictures of eminent personalities of the subjects.
- 8. Observation of teacher and learner behavior in the class.
- 9. Prepare a program institution-based plan on nay unit.
- 10. Survey on teaching methods used by regular teachers in Schools

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 8. Saxena, Godhika, Baghel; Nagrik Shastra Shikshan, Vinod Pustak Mandir
- 9. Gursharan das Tyagi; Nagrik Shastra Shikshan, Vinod Pustak Mandir
- 10. M.L. Mittal; Nagrik Shastra Shikshan, International Publishing House
- 11. Savitri Mathur; Nagrik Shastra Shikshan, AsthaPrakashan
- 12. Rajni Yadav; Nagrik Shastra Shikshan, AsthaPrakashan
- 13. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.
- 14. T. Shankar; Methods of teaching Civics, Commonwealth Publishers



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

PEDAGOGY OF A SCHOOL SUBJECTHISTORY (Part – II)	[ED-434]

IV-SEM.B.A.B.Ed.	EVALUATION

SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:To enable student teacher to:-

- 8. Understand the concept, nature and scope of history.
- 9. Understand the aims and objectives of teaching history at different levels of the secondary stage.
- 10. Prepare unit plan, lesson plan, and yearly plan.
- 11. Evaluate the syllabus of history of secondary level.
- 12. Select and apply different methods of teaching at secondary stage.
- 13. Imbibe basic teaching skills (micro skills).
- 14. Prepare objectives based achievement test.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal:	9
	6. Concept and meaning of history curriculum at secondary and senior secondary level.7. Analysis of curriculum and syllabus of history of Rajasthan board and CBSE	
	board at school level.	
	8. Need and importance of history text book.	
	9. Characteristics of good text book.	
	10. Language across the curriculum.	
2	Instructional support of systems - I:	9
	6. Meaning: need and importance of instructional support system.	
	7. Classification and types of teaching aids.	
	8. Audio visual aids.	
	9. Preparation of low cost teaching aids.	
	10. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	6. Support material rooms and experimental work.	
	7. Establishment of quality support material rooms of secondary and senior	
	secondary level.	
	8. Organization of study circle fair and exhibition.	
	9. Excursion field trips and educational tour.	
	10. Use of community resources.	
4	Co-curricular activities:	9
	5. Meaning and concept of co - curriculum activity.	
	6. Need and its importance.	
	7. Classification and its types at school level.	
	8. Planning, organization and its execution.	

5	Innovation and recent trend in TLP:	9
	5. Concept and meaning of teaching learning process.6. Innovative method in history teaching of school level.7. Need and importance in present context.	
	8. New trends in teaching history in relation to ICT.	
	Total	45

- 6. Prepare a plan on career avenues related to the subjects.
- 7. Prepare the chart with pictures of eminent personalities of the subjects.
- 8. Observation of teacher and learner behavior in the class.
- 9. Prepare a program institution-based plan on nay unit.
- 10. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

- 9. Bining and Bining (1952); Teaching of social studies in secondary school, Mc Graw Hill Book Co., New York.
- 10. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
- 11. Ghate, V.D.; Suggestions of Teaching History in India.
- 12. NCERT; Hand book of history teachers, NCERT.
- 13. Chaudhary, K.P.; Effective Teaching of History in India ,NCERT.
- 14. Tyagi, Gurusharan; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
- 15. Ghate, B.D.; History teaching, Haryana Granth Acadami, Chandigarh.
- 16. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur



SCHOOL OF EDUCATION

DETAILED SYLLABUS

PEDAGOGY OF A SCHOOL SUBJECTSOCIAL STUDIES (Part – II)	[ED-436]

IV-SEM.B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives:To enable the student teacher to:

- 7. Understand the concept, aims and objectives of social studies
- 8. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
- 9. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
- 10. Apply appropriate methods & techniques of teaching different topics.
- 11. Use different types support material.
- 12. Evaluate the pupil's performance.

Unit	Contents of the Subject	No. of
		Teaching
		Periods
		required
1	Curriculum planning and critical appraisal:	9
	6. Concept and meaning of Social studies curriculum at secondary and senior secondary level.	
	7. Analysis of curriculum and syllabus of Social studies of Rajasthan board and CBSE board at school level.	
	8. Need and importance of Social studies text book.	
	9. Characteristics of good text book.	
	10. Language across the curriculum.	
2	Instructional support of systems - I:	9
	C. Marriago and and important of instructional annual and and	
	6. Meaning: need and importance of instructional support system.	
	7. Classification and types of teaching aids.8. Audio visual aids.	
	9. Preparation of low cost teaching aids.	
	10. Recent trends in teaching aids.	
3	Instructional support of systems - II:	9
	6. Support material rooms and experimental work.	
	7. Establishment of quality support material rooms of secondary and senior secondary level.	
	8. Organization of study circle fair and exhibition.	
	9. Excussion field trips and educational tour.	
	10. Use of community resources.	

4	Co-curricular activities:	9
	5. Meaning and concept of co - curriculum activity.	
	6. Need and its importance.	
	7. Classification and its types at school level.	
	8. Planning, organization and its execution.	
5	Innovation and recent trend in TLP:	9
	5. Concept and meaning of teaching learning process.	
	6. Innovative method in Social studies teaching of school level.	
	7. Need and importance in present context.	
	8. New trends in teaching Social studies in relation to ICT.	
	Total	45

- 6. Prepare a plan on career avenues related to the subjects.
- 7. Prepare the chart with pictures of eminent personalities of the subjects.
- 8. Observation of teacher and learner behavior in the class.
- 9. Prepare a program institution based plan on nay unit.
- 10. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

Class tests : 10marks
 Graded Assignments : 10marks
 Two Mid Terms : 20marks

40marks

Recommended Books:

- 9. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi
- 10. Bhatt, B.D. (1995); Modern Methods of Teaching, Kanishka Pub., Delhi
- 11. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School ,Mc Graw Hill Company, New York
- 12. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School ,Acharya Book Depot., Baroda
- 13. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School ,Anmol Pub., New Delhi
- 14. Kochher, S.K. (1999); Teaching of social studies ,Sterling Pub. Pvt. Ltd., New Delhi
- 15. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Health and Company, Boston
- 16. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-25

ICT – A TOOL IN TEACHING LEARNING –II	[ED-422]

VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
PRACTICAL-4	MAX. MARKS = 100
CREDITS-2	[CIE (40) & ESE (60)]

Objectives:

- 1. ICT application in class room and professional development and in teaching learning process.
- 2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
- 3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
- 4. Computer aided instruction concept and modes.
- 5. Internet and multimedia Concept and its educational uses.
- 6. Role of computer in education system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Windows' and its accessories	6
	a) Explorerb) File Managerc) Paintd) Managing Printing	
2	MS-Office-I MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables, mail merge & commands of MS-Word	6
3	MS-Office-II MS-Excel- Preparation of Table, Chart, formulas, Marks Sheet Preparation & commands of MS-Excel	6
4	MS-Office-III POWER POINT- Preparation of Slides, Paper Presentation, Lecture Preparation & commands of PowerPoint	6

5	Power Point:	6
	Preparation of Slides, Paper Presentation, Lecture Preparation on related subjects.(content based)	
	Total	30

Note: Scheme of CIE

Class tests : 10marksGraded Assignments : 10marks

• Two Mid Terms : 20marks

40marks

Recommended Books:

S.No.	Name of the Book	Author	Publisher
1.	Macro Computer in Science and Language teaching	Reghavan, S.S	Mysore R.C.E
2.	An Introduction to Micro Computers	Osborne A	Galgolia Book Source, New Delhi
3.	Computer	Koor Harjit	Aatmaram& Sons, New Delhi
4.	Computer ekparichay	Vakatachamal, S.	Pitabar publication company P.Ltd New Delhi
5.	An introduction to Computer Science	Balamurali, Savitha	Vikas Publishing House, Pvt.Ltd.New Delhi
6.	Computer an introduction	PayalLotia and Pradeep Nair	BPB Publication, New Delhi-110001



SCHOOL OF EDUCATION

DETAILED SYLLABUS

Post Internship –III B	[TP-202]

VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
PRACTICAL-36	[CIE (60) ESE (40)]
CREDITS-18	[5.2 (55) 252 (16)]

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment
13.	Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)	20 credits (Internal+ External)
14.	Participation of co-curricular activities	
15.	Observation of teaching of peers (20 in each discipline and its report preparation)	
16.	Evaluation of lesson plans	
17.	Diagnostic test followed by remedial teaching	
18.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching	
19.	2- discussion lessons	
20.	Exhibition of teaching aids	
21.	Organization of school trips	
22.	Research based project (action plan/ survey)	2 credits (Internal)
23.	Understanding the self- Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as per instructions given by schools (EPC)	2 credits (Internal)
24.	2 - final lessons	