



**School of Education
Suresh Gyan Vihar University
Mahal, Jagatpura, Jaipur-302025**

Updated Curriculum

B.A. - B.Ed. (Integrated Course)

for

Academic Session 2025-29

Semester – I, II, III, IV, V, VI, VII & VIII



Teaching & Examination Scheme for

**4-Year B.A -B.Ed.
(Academic Session: 2025-29)**

DEPARTMENT OF EDUCATION

Teaching & Examination Scheme for

4-Year B.A.-B.Ed.

Program Outcomes (B.A. B.Ed.) (2025-29)

PO 1. This program enable the students to acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.

PO 2. The students acquainted with the overall holistic development of social, economic, historical, geographical, political, ideological and philosophical traditions and thinking in relation to humanities and Social Sciences.

PO 3. The students acquire the knowledge with human values and ethics framing the base to deal with various problems in life with courage and humanity

PO 4. This program provides a deep understanding of educational research and be competent to carry out independent need based quality field researches, surveys, field attachments and Internships.

PO 5. This program provide a solid foundation in pedagogy, skills, and technology, which emphasizes the importance of equipping prospective teachers with a strong understanding of teaching methods, practical skills, and the effective use of technology in the classroom.

PO 6. This program encourage collaboration and fostering innovative thinking. Prospective teachers can become agents of positive change within the education system.

PO 7. The Pupil Teacher will exhibit proficiency in designing and implementing effective teaching strategies tailored to individual learner needs, fostering an environment conducive to learning and development.

PO 8. The Pupil Teacher will develop a strong professional identity through reflective practice and school-based experiences, continually assessing the impact of their teaching method and demonstrate comprehensive knowledge of education as an academic discipline, integrating various pedagogical theories and practices.

Program Specific Outcomes (B.A. B.Ed.) (2025-29)

PSO 1. The Pupil Teacher will be equipped with knowledge of social sciences, literature and humanities which make them sensitive and sensible enough, child psychology and comprehensive knowledge of education as an academic discipline, integrating various pedagogical theories and practices.

PSO 2. Through a combination of theoretical knowledge and intensive practice teaching, Pupil Teacher will master the art of teaching and adapt to individual student needs in different classroom scenarios. Also learn and apply a range of teaching methodologies and educational technologies to enhance the teaching-learning process.

PSO 3. The Pupil Teacher will develop leadership qualities that empower them to initiate and manage educational change and innovation, be competent to carry out independent need based quality field researches, surveys, field attachments and Internships.

PSO 4. To develop the skills of student teachers to exhibit proficiency in designing and implementing effective teaching strategies tailored to individual learner needs, fostering an environment conducive to learning and development.

GYAN VIHAR SCHOOL OF EDUCATION

DEPARTMENT OF B.A.-B.Ed.

Teaching and Examination Scheme for 4-year B.A.-B.Ed.

EFFECTIVE FROM ACADEMIC SESSION 2025-29

Year: I

Semester: I AUTUMN/PAVAS

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
A University Core									
1	PC -101	Proficiency and Co-Curricular Activities-I	2	-			-	100	
2	UC101	Environmental Studies	2	2			3	40	60
3	UC103	Human Values & Ethics	1	2			3	40	60
4	UC105	Anandam -An Exercise in Trusteeship (A-ET)	2			2		100	
5	UC111	English Language –I	2	2			3	40	60
6	UC113	Elementary Computers	3	3			3	40	60
B Program Core									
1	SM -101	Seminar/Workshop /Tutorial	2	-			-	100	
C Program Elective: I (Any three)									
1	HS-101	English Literature	4	4			3	40	60
2	HS-103	Hindi Literature	4	4			3	40	60
3	HS-105	Sociology	4	4			3	40	60
4	HS -107	Economics	4	4			3	40	60
5	HS-109	Political Science	4	4			3	40	60
6	HS-111	History	4	4			3	40	60
7	HS-113	Geography	3	3			3	40	60
8	HS -115	Psychology	3	3			3	40	60
9	HS -117	Public Administration	4	4			3	40	60
10	HS-119	Philosophy	4	4			3	40	60
11	HS 121	Geography Practical	1			1	3	60	40
12	HS123	Psychology Practical	1			1	3	60	40
D Program Electives: II (Any one)									
3	EEMOC3	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60

E	University Elective								
	Opt from the list of University Electives								
	TOTAL	26							

NOTE: The University Electives are apart from minimum credits required for award of degree.

L= Lecture
S= Seminar

T=Tutorial
P= Practical

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ESE= End Semester Examination

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Year: I

Semester: II SPRING/BASANT

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CI E	ES E
A	University Core								
	UC102	Cyber Security (Basics)	3	3			3	40	60
1	UC104	Indian Heritage & Culture	3	3			3	40	60
2	UC108	English Language – II	2	2			3	40	60
3	PC102	Proficiency and Co-Curricular Activity-II	2					100	
B	Program Core								
1	SM - 102	Workshop /Seminar /Tutorial	2					100	
C	Program Electives (Any Three)								
1	HS -102	English Literature	4	4			3	40	60
2	HS -104	Hindi Literature	4	4			3	40	60
3	HS -106	Sociology	4	4			3	40	60
4	HS-108	Economics	4	4			3	40	60
5	HS-110	Political Science	4	4			3	40	60
6	HS -112	History	4	4			3	40	60
7	HS -114	Geography	3	3			3	40	60
8	HS-116	Psychology	3	3			3	40	60
9	HS-118	Public Administration	4	4			3	40	60
10	HS-120	Philosophy	4	4			3	40	60
11	HS-122	Psychology Practical	1			1	3	60	40
12	HS-124	Geography Practical	1			1	3	60	40
3	EEM OC4	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
D	University/Open Elective								
		Opt from the list of University Electives							
		Total	24						

NOTE: The University Electives are apart from minimum credits required for award of degree.

Industrial training for 30 days after 4th Semester Exams is compulsory. Evaluation of industrial training

(through presentation, report submission and viva-voce) will be done in next semester.

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Year: II

Semester: III Autumn/PAVAS

S. No	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
A University core									
1	PC-201	Proficiency and Co-Curricular Activities-III	2					100	
2	EM-201	Employability Skills-I	2		2		3	100	
B Program Core									
1	ED-207	Basic in Education	4	4			3	40	60
2	TP-207	Pre Internship –I A	2					100	
3	SM -201	Seminar/Workshop /Tutorial	2					100	
C Programme Electives (Any three)									
1	HS-201	English Literature	4	4			3	40	60
2	HS-203	Hindi Literature	4	4			3	40	60
3	HS-205	Sociology	4	4			3	40	60
4	HS -207	Economics	4	4			3	40	60
5	HS-209	Political Science	4	4			3	40	60
6	HS-211	History	4	4			3	40	60
7	HS-213	Geography	3	3			3	40	60
8	HS -215	Psychology	3	3			3	40	60
9	HS -217	Public Administration	4	4			3	40	60
10	HS-219	Philosophy	4	4			3	40	60
11	HS- 221	Psychology Practical	1			1	3	60	40
12	HS-223	Geography Practical	1			1	3	60	40
D	EEMOC6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
E	University/Open Elective	Opt from the list of University Elective							
Total			24						

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**GYAN VIHAR SCHOOL OF EDUCATION
DEPARTMENT OF B.A.-B.Ed.
Teaching and Examination Scheme for 4-year B.A.-B.Ed.
EFFECTIVE FROM ACADEMIC SESSION 2025-29**

Year: II

Semester: IV Spring/BASANT

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
A University Core									
1	EM-202	Employability Skills-II	2	2			3	100	
2	PC -202	Proficiency in Co-curricular Activities-IV	2					100	
B Program Core									
1	SM -202	Seminar/Workshop /Tutorial	2					100	
2	TP-208	Pre Internship –I B	2					100	
3	ED-254	Contemporary India and Education	4	4			3	40	60
C Program Elective (Any three)									
1	HS -202	English Literature	4	4			3	40	60
2	HS -204	Hindi Literature	4	4			3	40	60
3	HS -206	Sociology	4	4			3	40	60
4	HS-208	Economics	4	4			3	40	60
5	HS-210	Political Science	4	4			3	40	60
6	HS -212	History	4	4			3	40	60
7	HS -214	Geography	3	3			3	40	60
8	HS-216	Psychology	3	3			3	40	60
9	HS -218	Public Administration	4	4			3	40	60
10	HS-220	Philosophy	4	4			3	40	60
11	HS-222	Psychology Practical	1			1	3	60	40
12	HS -224	Geography Practical	1			1	3	60	40
D	EEM OC 6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
E University/Open elective									
		Opt from the list of University Electives							
		Total	24						

NOTE: The University Electives are apart from minimum credits required for award of degree.

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**GYAN VIHAR SCHOOL OF EDUCATION
DEPARTMENT OF B.A.-B.Ed.
Teaching and Examination Scheme for 4-year B.A.-B.Ed.
EFFECTIVE FROM ACADEMIC SESSION 2025-29**

Year: III

Semester: V (AUTUMN/PAVAS)

S. No	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ES E
A	University Core								
1	EM-301	Employability Skills-III	2		2		3	100	
2	PC -301	Proficiency in Co-curricular Activities-V	2					100	
B	Program Core								
1	TP-307	Pre Internship –II A	2					100	
2	ED-301	Curriculum and School	4	4				40	60
3	ED-303	ICT-A Tool in teaching learning-I	2	2				40	60
4	SM -301	Seminar/Workshop /Tutorial	2					100	
C	Program Elective (Any three)								
1	HS-301	English Literature	4	4	4		3	40	60
2	HS-303	Hindi Literature	4	4	4		3	40	60
3	HS-305	Sociology	4	4	4		3	40	60
4	HS -307	Economics	4	4	3		3	40	60
5	HS-309	Political Science	4	4	4		3	40	60
6	HS-311	History	4	4	4		3	40	60
7	HS-313	Geography	3	3			3	40	60
8	HS -315	Psychology	3	3			3	40	60
9	HS -317	Public Administration	4	4	4		3	40	60
10	HS-319	Philosophy	4	4	4		3	40	60
11	HS -321	Psychology Practical	1			1	3	60	40
12	HS-323	Geography Practical	1	1		1	3	60	40
D	Program Electives: II (Any one)								
1	ED-307	Understanding a discipline – S.St.	3	3			3	40	60
2	ED-309	Understanding a discipline – Hindi	3	3			3	40	60
3	ED-311	Understanding a discipline – English	3	3			3	40	60
E	EEMOC6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
F	University/Open elective								
		Opt from the list of University							

		Electives							
		Total	29						

NOTE: The University Electives are apart from minimum credits required for award of degree.

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P= Practical

ESE= End Semester Examination

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**GYAN VIHAR SCHOOL OF EDUCATION
DEPARTMENT OF B.A.-B.Ed.
Teaching and Examination Scheme for 4-year B.A.-B.Ed.
EFFECTIVE FROM ACADEMIC SESSION 2025-29**

Year: III

Semester : VI Spring/BASANT

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ES E
A	University Core								
1	EM-302	Employability Skills-IV	2		2		3	100	
2	PC -302	Proficiency in Co-curricular Activities-VI	2					100	
B	Program Core								
1	ED-302	Yoga Education	2	2			3	40	60
2	SM -302	Seminar/Workshop /Tutorial	2					100	
3	TP-308	Pre Internship –II B	2					100	
C	Program Elective (Any three)								
1	HS -302	English Literature	4	4	4		3	40	60
2	HS -304	Hindi Literature	4	4	4		3	40	60
3	HS -306	Sociology	4	4	4		3	40	60
4	HS-308	Economics	4	4	3		3	40	60
5	HS-310	Political Science	4	4	4		3	40	60
6	HS -312	History	4	4	4		3	40	60
7	HS -314	Geography	3	3			3	40	60
8	HS-316	Psychology	3	3			3	40	60
9	HS -318	Public Administration	4	4	4		3	40	60
10	HS-320	Philosophy	4	4	4		3	40	60
11	HS-322	Psychology Practical	1			1	3	60	40
12	HS -324	Geography Practical	1			1	3	60	40
D	Program Electives: II (Any two)								
1	ED-354	Pedagogy of a school Subject (Part-I)English	3	3			3	40	60
2	ED-356	Pedagogy of a school Subject (Part-I) Hindi	3	3			3	40	60
3	ED-358	Pedagogy of a school Subject (Part-I) Economics	3	3			3	40	60
4	ED-360	Pedagogy of a school Subject (Part-I) Civics	3	3			3	40	60
5	ED-362	Pedagogy of a school Subject (Part-I) History	3	3			3	40	60
6	ED-364	Pedagogy of a school Subject (Part-I) S.St	3	3			3	40	60

7	ED-366	Pedagogy of a school Subject (Part-I) Geography	3	3			3	40	60
E	EEMO C6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
F	University/Open elective								
		Opt from the list of University Electives							
		Total	27						

NOTE: The University Electives are apart from minimum credits required for award of degree.

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**GYAN VIHAR SCHOOL OF EDUCATION
DEPARTMENT OF B.A.-B.Ed.
Teaching and Examination Scheme for 4-year B.A.-B.Ed.
EFFECTIVE FROM ACADEMIC SESSION 2025-29**

Year: IV

Semester : VII AUTUMN/PAVAS

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
A	Program Core								
1	TP-401	School Internship-III	18			36		60	40
2	TP-403	Research Based Project	1			2		100	
3	TP-405	Understanding the self	1			2		100	
B	EEM OC6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>	3	3			3	40	60
C	University/Open elective								
		Opt from the list of University Electives							
		Total	20						

NOTE: The University Electives are apart from minimum credits required for award of degree.

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S. No	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
A University Core									
B Program Core									
1	ED-408	Creating an Inclusive School	4	4			3	40	60
2	ED-410	Major Concerns and issues in Indian Education	4	4			3	40	60
3	ED-412	Assessment of learning	4	4			3	40	60
4	ED-414	Learner and learning	4	4			3	40	60
5	ED-422	ICT – A Tool in teaching Learning-II	2			4	3	40	60
	TP-402	Post Internship	4			8	100		
C Program Elective (Any two)									
1	ED-424	Pedagogy of a school Subject (Part-II)English	3	3			3	40	60
2	ED-426	Pedagogy of a school Subject (Part-II)Hindi	3	3			3	40	60
3	ED-428	Pedagogy of a school Subject (Part-I I)Economies	3	3			3	40	60
4	ED-430	Pedagogy of a school Subject (Part-I I)Civics	3	3			3	40	60
5	ED-432	Pedagogy of a school Subject (Part-II) History	3	3			3	40	60
6	ED-434	Pedagogy of a school Subject (Part-II) S.St	3	3			3	40	60
7	ED-436	Pedagogy of a school Subject (Part-II) Geography	3	3			3	40	60
D	EEM OC 6	MOOC (through SWAYAM/NPTEL etc) Under Credit Transfer Scheme	3	3			3	40	60
E University/Open elective									
		Opt from the list of University Electives							
Total			28						

NOTE: The University Electives are apart from minimum credits required for award of degree.

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EXAMINATION SCHEME-B.A. B.Ed. (2024-28)

1. Program core & Program Elective Papers : Program core & Program Elective Papers shall be evaluated as follows:-

Total	Internal (CIE)	External (ESE)
100	40	60

External marks will be awarded at the end semester theory examination. Internal marks will be awarded on the following basis.

I & II-Mid Term	Weekly Test	Graded Assignment	Total
20	10	10	40

2. ICT- A Tool in Teaching Learning-II (VIII - Semester):

ICT- A Tool in Teaching Learning-II Exam shall be evaluated under the following head:

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

Components of CIE of ICT- A Tool in Teaching Learning-II:

■	• Internal Exam with viva	30
■	• Attendance	10
■	• File work, presentation & Overall performance	20
		60

Components of ESE of ICT- A Tool in Teaching Learning-II:

■	• Performance of the practical/quiz	20
■	• Viva-voce	20
		40

PRE-INTERNSHIP

****Pre-Internship will not be conducted in I & II Semester.**

****Pre-Internship-I (A) will not be conducted in schools in III Semester.**

Components of CIE of Pre-Internship-I (A) (III - Semester):

- | | |
|--------------------------------|----|
| • Microteaching skill practice | 50 |
| • Introduction of lesson plan | 25 |
| • Introduction of unit plan | 25 |

100

**10 Micro Teaching Skills x 5=50 Marks*

Components of CIE of Pre-Internship-I (B) (IV - Semester):

- | | |
|--|----|
| • Demonstration lesson | 40 |
| • One week regular observation
of any regular teacher | 30 |
| • Regular visits to schools | 30 |

100

Components of CIE of Pre-Internship-II (A) (V – Semester):

- | | |
|--|----|
| • Preparation of Innovative lesson plans | 50 |
| • Delivery of Innovative lesson plans in the schools | 50 |

100

**2 Innovative Lessons x 25=50 Marks*

**Delivery of 2 Innovative Lessons x 25=50 Marks*

Components of CIE of Pre-Internship-II (B) (VI – Semester):

- | | |
|---|----|
| • Delivery of Lesson Plan of both Pedagogy | 50 |
| • Observation of day to day school activities and
Preparation of detail report of any two activities | 30 |
| • Conduction of any two co-curricular activities | 20 |

100

**Delivery of 2 pedagogy Lesson plans x 25=50 Marks*

**School Activities-6 x 5=30 Marks*

**Two Co-Curricular activities-2x10=20 Marks*

Evaluation of School Internship-III (VII - Semester):

Total	Internal (CIE)	External (ESE)
100	60	40

Components of CIE of school internship (teaching practice):

• Attendance	10
• Daily lessons	20
• Discussion lesson(criticism)	10
• Block Teaching	20
	<hr/>
	60
	<hr/>

Components of ESE of school internship (teaching practice):

• Lesson planning in the diary	10
• Presentation during teaching	10
• Teaching Aids	10
• Closure of the lesson	10
	<hr/>
	40
	<hr/>

Components of CIE of Post-Internship-IV (VIII - Semester):

• Organization of educational exhibition and fairs	25
• Formation of different clubs	20
• Community based project work	25
• Preparation of Journal/ School Magazine / Wall magazine	30
	<hr/>
	100
	<hr/>

***Note: Pre-internship- I, II and post-internship IV will be evaluated internally for 100 marks.**

**Semester – VII
School Internship-III (TP – 201) (12 weeks)**

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

Semester – VIII
Post-internship – IV (TP– 202) (2 weeks)

S. No.		Internal / External Assessment
1.	Organization of educational exhibition and fairs	4 credits (Internal)
2.	Formation of different clubs	
3.	Community based project work	
4.	Preparation of Journal/ School Magazine/ Wall magazine	

100

1. SEMINAR/PRESENTATION/WORKSHOP

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

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

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

**Elective Subjects Presentations and File Work (I & II Semester)*
**2 Credits (INTERNAL)*

Components of CIE of Seminar / Workshop / Presentation/tutorial (III & IV Semester):

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

Components of CIE of Seminar / Workshop / Presentation/ Tutorial (V & VI Semester):

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

Seminar /Workshop/ Presentation/Tutorial (III Semester):

S. No.	Seminar /Workshop/ Presentation	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	

Seminar /Workshop/ Presentation/Tutorial (IV Semester):

S. No.	Seminar /Workshop/ Presentation	Internal/ External Assessment
1.	Measurement and evaluation	2 credits (Internal)
2.	Innovative teaching	
3.	Preparation of teaching aids	

Seminar /Workshop/ Presentation/tutorial

(V Semester):

S. No.	Seminar /Workshop/ Presentation	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	

Seminar /Workshop/ Presentation/tutorial

(VI Semester):

S. No.	Seminar /Workshop/ Presentation	Internal/ External Assessment
1.	Action Research	2 credits (Internal)
2.	Diagnostic Testing	
3.	Remedial Teaching	
4.	Improving listening skills	
5.	Language and curriculum	

LIST OF B.A. - B.Ed. PAPERS I-Semester		
A		University Core
1	PC -101	Proficiency and Co-Curricular Activities-I
2	UC105	Anandam-An Exercise in Trusteeship (A-ET)
3	UC111	English Language –I
4	UC101	Environmental Studies
5	UC103	Human Values & Ethics
6	UC113	Elementary Computers
B	Program Core	
1	SM -101	Seminar/Workshop /Tutorial
C	Program Elective: I (Any three)	
1	HS -115	Psychology
2	HS123	Psychology Practical
3	HS-113	Geography
4	HS 121	Geography Practical
5	HS -117	Public Administration
6	HS-119	Philosophy
7	HS-109	Political Science
8	HS-111	History
9	HS-101	English Literature
10	HS-103	Hindi Literature
11	HS-105	Sociology
12	HS -107	Economics
D	Program Electives: II (Any one)	
3	EEMOC3	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>

LIST OF B.A. - B.Ed. PAPERS II-Semester		
S. No	Course Code	Course Name
A University Core		
1	UC104	Indian Heritage & Culture
2	UC108	English Language – II
3	PC - 102	Proficiency and Co-Curricular Activity-II
4	UC-102	Cyber Security (Basics)
B Program Core		
1	SM -102	Workshop /Seminar /Tutorial
C Program Electives (Any Three)		
1	HS-116	Psychology
2	HS-122	Psychology Practical
3	HS -114	Geography
4	HS-124	Geography Practical
5	HS-108	Economics
6	HS-118	Public Administration
7	HS-120	Philosophy
8	HS-110	Political Science
9	HS -112	History
10	HS -102	English Literature
11	HS -104	Hindi Literature
12	HS -106	Sociology
D	EEMO C4	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>
E University/Open Elective		
Opt from the list of University Electives		

LIST OF B.A. - B.Ed. PAPERS III- Semester		
S. No	Course Code	Course Name
A University Core		
1	PC-201	Proficiency and Co-Curricular Activities-III
2	EM-201	Employability Skills-I
B Program Core		
1	ED-207	Basic in Education
2	TP-207	Pre Internship –I A
3	SM -201	Seminar/Workshop /Tutorial
C Programe Core		
Electives (Any three)		
1	HS -215	Psychology
2	HS- 221	Psychology Practical
3	HS-213	Geography
4	HS-223	Geography Practical
5	HS -207	Economics
6	HS -217	Public Administration
7	HS-219	Philosophy
8	HS-209	Political Science
9	HS-211	History
10	HS-201	English Literature
11	HS-203	Hindi Literature
12	HS-205	Sociology

S. No	Course Code	Course Name
A		University Core
1	EM-202	Employability Skills-II
2	PC -202	Proficiency in Co-curricular Activities-IV
B		Program Core
1	ED-254	Contemporary India and Education
2	TP-208	Pre Internship –I B
3	SM -202	Seminar/Workshop /Tutorial
C		Program Elective
1	HS-216	Psychology
2	HS-222	Psychology Practical
3	HS -214	Geography
4	HS -224	Geography Practical
5	HS-208	Economics
6	HS -218	Public Administration
7	HS-220	Philosophy
8	HS-210	Political Science
9	HS -212	History
10	HS -202	English Literature
11	HS -204	Hindi Literature
12	HS -206	Sociology
D	EEM OC 6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>

Sr. No	Course Code	Course Name
A University Core		
1	EM-301	Employability Skills-III
2	PC -301	Proficiency in Co-curricular Activities-V
B Program Core		
1	TP-307	Pre Internship –II A
2	ED-301	Curriculum and School
3	ED-303	ICT-A Tool in teaching learning-I
4	SM -301	Seminar/Workshop /Tutorial
C Programme Elective (Any Three)		
1	HS -315	Psychology
2	HS -321	Psychology Practical
3	HS-313	Geography
4	HS-323	Geography Practical
5	HS -307	Economics
6	HS -317	Public Administration
7	HS-319	Philosophy
8	HS-309	Political Science
9	HS-311	History
10	HS-301	English Literature
11	HS-303	Hindi Literature
12	HS-305	Sociology
D Program Electives: II (Any one)		
1	ED-307	Understanding a discipline – S.St.
2	ED-309	Understanding a discipline – Hindi
3	ED-311	Understanding a discipline – English
E	EEM OC6	MOOC (through SWAYAM/NPTEL etc) Under Credit Transfer Scheme

S. No	CourseCode	Course Name
A		University Core
1	EM- 302	Employability Skills-IV
2	PC -302	Proficiency in Co-curricular Activities-VI
B		Program Core
1	ED-302	Yoga Education
2	TP-308	Pre Internship –II B
3	SM -302	Seminar/Workshop /Tutorial
C	Program Elective (Any three)	
1	HS-316	Psychology
2	HS-322	Psychology Practical
3	HS -314	Geography
4	HS -324	Geography Practical
5	HS-308	Economics
6	HS -318	Public Administration
7	HS-320	Philosophy
8	HS-310	Political Science
9	HS -312	History
10	HS -302	English Literature
11	HS -304	Hindi Literature
12	HS -306	Sociology
D	Program Electives: II (Any two)	
1	ED-354	Pedagogy of a school Subject (Part-I) English
2	ED-356	Pedagogy of a school Subject (Part-I) Hindi
3	ED-358	Pedagogy of a school Subject (Part-I) Economics
4	ED-360	Pedagogy of a school Subject (Part-I) Civics
5	ED-362	Pedagogy of a school Subject (Part-I) History
6	ED-364	Pedagogy of a school Subject (Part-I) S.St
7	ED-366	Pedagogy of a school Subject (Part-I) Geography
E	EEMOC6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>

S. No	Course Code	Course Name
A		Program Core
1	TP-401	School Internship-III
2	TP-403	Research Based Project
3	TP-405	Understanding the self
B	EEMOC6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>

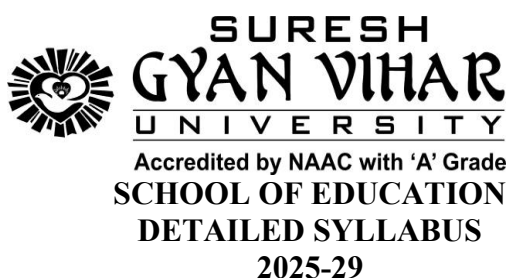
S. No	Course Code	Course Name
	A	University Core
B		Program Core
1	ED-408	Creating an Inclusive School
2	ED-410	Major Concerns and issues in Indian Education
3	ED-412	Assessment of learning
4	ED-414	Learner and learning
5	ED-422	ICT – A Tool in teaching Learning-II
	TP-402	Post Internship
C		Program Elective (Any two)
1	ED-424	Pedagogy of a school Subject (Part-II)English
2	ED-426	Pedagogy of a school Subject (Part-II)Hindi
3	ED-428	Pedagogy of a school Subject (Part-I I)Economies
4	ED-430	Pedagogy of a school Subject (Part-I I)Civics
5	ED-432	Pedagogy of a school Subject (Part-II) History
6	ED-434	Pedagogy of a school Subject (Part-II) S.St
7	ED-436	Pedagogy of a school Subject (Part-II) Geography
6	EEMO C6	MOOC (through SWAYAM/NPTEL etc) <i>Under Credit Transfer Scheme</i>

Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)

20 credits (Internal+ External)

1. Participation of co-curricular activities
2. Observation of teaching of peers (20 in each discipline and its report preparation)
3. Evaluation of lesson plans
4. Diagnostic test followed by remedial teaching
5. Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching
6. 2- discussion lessons
7. Exhibition of teaching aids
8. Organization of school trips

9.	Research based project (action plan/ survey)	2 credits (Internal)
10.	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)
11.	2 - final lessons	



ENGLISH LANGUAGE – I	[UC-111]
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BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Students will be able to recall basic grammar.**
- CO2. Students will be able to make sentences using homophones and vocabulary.**
- CO3. Students will be able to use vocabulary to frame sentences in future.**
- CO4. Students will be able to understand various types of Professional writings.**
- CO5. Students will be able to apply various skills of grammar in composition of paragraph, report & notice writing.**

Recommended Books:

1. Sasikumar ,V. Dutta And Rajeevan, A course In Listening And Speaking-I Foundation Books,2006
2. Sawhney, Panja and Verma Eds. English At The Workplace Macmillan 2003.
3. Singh, R.P., Professional Communication, OUP 2004.
4. Judith Leigh. CV's and Job Applications, OUP 2004.
5. Arthur Waldhorn and Arthur Zeiger, English Made Simple, Rupa and Co.
6. Gunashekar Ed. A Foundation English Course For Undergruates, Bookiciefi, Hyderabad.
7. Quirk and Greenbaum, A University Grammar of English Longman 1973.

Course Outcomes:

- CO1. Students recalled basic grammar.
- CO2. Students made sentences using homophones and vocabulary.
- CO3. Students used vocabulary to frame sentences in future.
- CO4. Students understood various types of Professional writings.
- CO5. Students applied various skills of grammar in composition of paragraph, report & notice Writing.

Practicum/ Graded Assignments:

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	6
III	Verbal Communication Definition, Working with customers, developing professional telephone skills & improving informal communication	6
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.	6
V	Composition Paragraph Writing- Parts of a paragraph, Writing a good paragraph, Characteristics of a good paragraph; Developing Outlines, Note- making, Review Writing	6
	Total	30
Recomm ended by BOS on :		

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments: 10marks

- Two Mid Terms : 20marks
40marks



**DETAILED SYLLABUS
2025-29**

BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]
Elementary Computers	[UC-113]

Course Objectives:

- CO1.Students will be able to understand various generations of computer and Input – Output devices.**
- CO2.Students will be able to differentiate between various computer languages.**
- CO3.Students will apply their knowledge in fetching informations from web browsers.**
- CO4.Students will be able to take interest in E- Commerce for future use.**
- Co4.Students will be able to develop positive attitude for using LAN, WAN, etc.**

Course Outcomes:

- CO 1. Students understood various generations of computer and Input – Output devices.
- CO 2. Students differentiated between various computer languages.
- CO 3. Students applied their knowledge in fetching informations from web browsers.
- CO 4. Students took interest in E- Commerce for future use.
- CO 5. Students developed positive attitude for using LAN, WAN, etc.

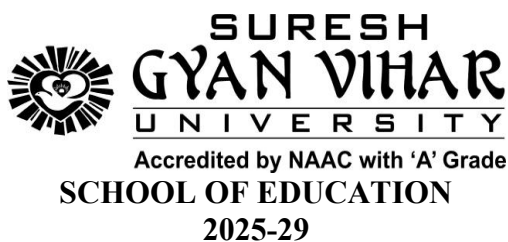
Note: Scheme of CIE

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

Recommended Books:

1. Computer Fundamentals: Architecture and Organization, by B Ram, New Age International Publisher
2. Information Technology and the Networked Economy, Second Edition ByMcKeown, Patrick G.
3. Internet & Intranet Engineering, Tata McGraw Hill company.
4. Information Technology by AjitPoonia.
5. Information Technology by D.P. Sharma

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction : Types of computers and generations .Basic architecture of computers and its building blocks .Input-Output devices, Memories, Overview, definition and function of operating system, need of operating System,	6
2	Classification of Computer Languages : Machine, assembly and high level languages .Brief idea of operating system, Assembler, compiler and interpreter, Number Systems :Binary, octal, decimal and hexadecimal representation of numbers. Integers and floating point numbers. Representation of characters	6
3	An overview of information technology: difference between data and information, quality, of information, Information system. Introduction to internet: www, web browser, search engine, email, open source software’s, Search Engine optimization	6
4	Introduction to e-commerce : Introduction to e-commerce and its advantage, Types of E-Commerce, B2B, B2M, M2B, M2M, Electronic payment system, E-governance, Introduction to Information Security, cryptography, digital signature and smart card technology,	6
5	Introduction to LAN, WAN, MAN: Transmission mediaData transmission type: Introduction to OSI reference model, Analog and digital signals,, Network topologies, client-server architecture, ISDN, Broad Band	6
	Total	30



Human Values and Ethics	[UC-103]
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BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Students will be able to understand the meaning, nature and scope of ethics and values.**
- CO2. Students will be able to use the human rights in their future.**
- CO3. Students will be able to learn about relations between individual & Society.**
- CO4. Students will be able to compare between various Indian Ethics.**
- CO5. Students will apply professional ethics in future.**

Units	Contents of the Subject	No. of Teaching Periods required
UNIT-I	Introduction: Definition of ethics and values, character and conduct, Nature and scope of Ethics, Uses of ethics.	6
UNIT-II	Human Rights: Rules and regulations, Rights and duties, Integrity and Conscience, civil rights,	6

	human rights, fundamentals rights.	
UNIT -III	Individual and Society: Theories of Society, Social Relationships and Society, Individuals behavior in diverse group and social groups, Environmental ethics and Nature.	6
UNIT-IV	Indian Ethics: Lesson from mathatma Gandhi, Society and Trusteeship, indian constitution, Directive Principles of State.	6
UNIT-V	Professional Ethics: Human Goals, Ethics in Public Administration, Ethics and Civil servants, Ethical Values and Management.	6
Total		30
Approved by Academic Council on:	Recommended by BOS on	

Course Outcomes:

- CO 1. Students understood the meaning, nature and scope of ethics and values.**
- CO 2. Students applied the human rights in their future.**
- CO 3. Students learned about relations between individual & Society.**
- CO 4. Students compared between various Indian Ethics.**
- CO 5. Students applied professional ethics in future.**

Mode of Evaluation: (Percent Weightage):

Assignment/Quiz/Viva-Voce/student seminar/written examination/PPT

Note: Scheme of CIE

- Class tests : 10marks**
 - Graded Assignments: 10marks**
 - Two Mid Terms : 10marks**
-
- 30marks**

Recommended Books:

- 1. Govindarajan M(Author) 2013, professional ethics and Human Values, kindle edition.**
- 2. R.S. Naagarazan 2016. A textbook on professional ethics and human values. New Age International.**



Accredited by NAAC with 'A' Grade

DETAILED SYLLABUS

2025-29

Environmental Studies	[UC-101]
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BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1.Students will be able to understand various components of Environment & Ecosystem.
- CO2.Students will be able to identify the types and uses of natural resources.
- CO3.Students will be able to draw food chain, food webs & ecological pyramids.
- CO4.Students will be able to learn about Biological Conservations.
- CO4.Students will be able to develop positive attitude for Pollution Control.

Unit-I,Man & Environment

6 Teaching Periods

Man & Environment: 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

6 Teaching Periods

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

6 Teaching Periods

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

6 Teaching Periods

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

6 Teaching Periods

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.

Recommended By BOS on:,

Approved by academic council on:,

Course Outcomes:

- CO 1. Students understood various components of Environment & Ecosystem.
- CO 2. Students identified the types and uses of natural resources.

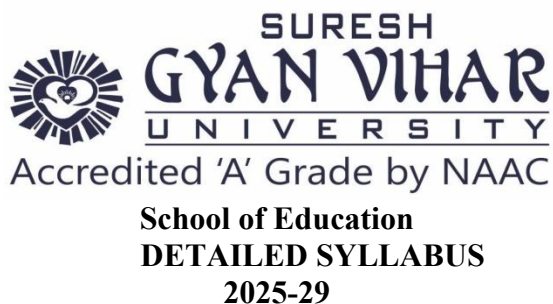
- CO 3. Students drew food chain, food webs & ecological pyramids.
- CO 4. Students learned about Biological Conservations.
- CO 5. Students developed positive attitude for Pollution Control.

Mode of Examination:

Assignment/Quiz/Viva-Voce/student seminar/written examination/PPT

Note: Scheme of CIE

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



FOUNDATIONS OF PYSCHOLOGICAL PROCESSES-I	HS-115
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BA-B.ED I-SEM. (AUTUMN)	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Couse Objectives:

- CO1.Student will be able to understand various approaches of Psychology.
- CO2.Student will be able to know about the structure and functions of Sensory and Perpetual Processes.
- CO3.Students will be able to identify various components, procedures & types of reinforcement.
- CO4.Student will be able to differentiate between various types of memories.
- CO5.Student will be able to develop intelligence tests for I.Q. measurement.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction to psychology:- historical development <ul style="list-style-type: none"> • Psychology as science • Application of psychology • Approaches: <ol style="list-style-type: none"> 1. Behaviouristic 2. Psychoanalytic 3. Cognitive experimental 	9
2	Sensory and perceptual processes :-Structure & function of visual sense <ul style="list-style-type: none"> • Structure & function of auditory sense • Perception: nature & determinants, gestalt laws of perceptual organization 	9
3	Learning:- classical conditioning <ul style="list-style-type: none"> • Instrumental conditioning • Components • Procedures & types Schedules & reinforcement	9
4	Memory :- sensory memory , short term memory <ul style="list-style-type: none"> • Long term memory , forgetting & causes 	9
5	Intelligence :- nature theories <ul style="list-style-type: none"> • Binet ,Spearman ,Thurstone, Cattell ,Vernon, Guilford • Measurement of intelligence • Types of intelligence test 	9
Total		45

Course Outcomes:

- CO 1. Students understood various approaches of Psychology.
- CO 2. Students knew about the structure and functions of Sensory and Perpetual Processes.
- CO 3. Students identified various components, procedures & types of reinforcement.
- CO 4. Students differentiated between various types of memories.
- CO 5. Students developed intelligence tests for I.Q. measurement.

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 (Avg.) : 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.
- Kuppaswamy, 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 LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Student will be able to know about nature and scope of Physical Geography.
- CO2. Student will be able to differentiate between Galaxies, Stars, Constellations and Solar Systems.
- CO3. Students will be able to learn about the theories related to formation of Earth.
- CO4. Student will be able to differentiate between compositions of different types of Rocks.
- CO5. Student will be able to develop relation between various types of land forms.

Unit	Contents of the Subject	No. of Teaching Periods required
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1	The nature and scope of Physical Geography: Inter relation of Physical Geography with other branches of earth science, the place of Geomorphology in Physical Geography: Age and origin of the earth, Geological Time scale	9
2	Universe: Galaxies, Stars, Constellations, Black-holes and Solar 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	9
3	Earth's interior: Wegener's theory of Continental drift, Theories of Mountain Building – July, Kober and Holmes; Plate Tectonics, Isostasy. Earth Movements: Diastrophic forces – Faults and folds. Sudden Endogenetic Forces– Earthquake and Volcano	9
4	Rocks: Origin and Composition of rocks; Weathering and Soil Formation, Concept of Cycle of Erosion – Davis, Penck and King	9
5	Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal landscapes	9
	Total	45

Course Outcomes:

- CO1. Students knew about nature and scope of Physical Geography.
- CO2. Students differentiated between Galaxies, Stars, Constellations and Solar Systems.
- CO3. Students learned about the theories related to formation of Earth.
- CO4. Students differentiated between compositions of different types of Rocks.
- CO5. Students developed relation between various types of land forms.

Practicum/ Graded Assignments:

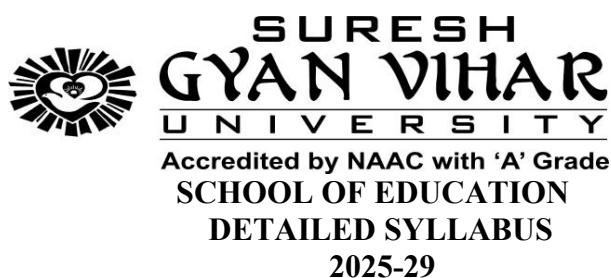
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments: 10marks
- Two Mid Terms (Avg.) 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



Political Science	HS-109
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)]

Couse Objectives:

- CO1. Student will be able to understand the nature and scope of Political Science.**
- CO2. Student will be able to know about various concepts of Political Science used in day to day life.**
- CO3. Students will able to analyse state, its Component, various theories of its origin and their bearing upon the nature of State.**
- CO4. Student will be able to acquaint themselves with various aspects and agents involved in the Political process.**
- CO5. Students will understand and analyses the basis aspects of certain Political ideologies.**

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

Course Outcomes:

- CO 1. Students understood the nature and scope of Political Science.
- CO 2. Students knew about various concepts of Political Science used in day to day life.
- CO 3. Students analysed state, its Component, various theories of its origin and their bearing upon the nature of State.
- CO 4. Students acquainted themselves with various aspects and agents involved in the Political process.
- CO 5. Students understood and analysed the basis aspects of certain Political ideologies.

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 (Avg.): 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.


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SCHOOL OF EDUCATION
DETAILED SYLLABUS
 2025-29

History	HS-111
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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)]

Course Objectives:

- CO1. Students will make aware of the glorious part of our country through Literature, Religion and Philosophy.**
- CO2. Students will come to learn about Religious & Philosophical teaching of Jainism & Buddhism.**
- CO3. Students will develop positive attitude towards importance and impact of Epics on Indian Society.**
- CO4. Students identify literary legacy of our country from dance, music, drawing painting etc.**
- CO5. Students will differentiate between the Bhakti & Sufism Movements and identify the contribution of various Social Reformers.**

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

Course Outcomes:

- CO1. Students made aware of the glorious part of our country through Literature, Religion and Philosophy.
- CO 2. Students learned about Religious & Philosophical teaching of Jainism & Buddhism.
- CO 3. Students developed positive attitude towards importance and impact of Epics on Indian Society.
- CO 4. Students identified literary legacy of our country from dance, music, drawing painting etc.
- CO 5. Students differentiated between the Bhakti & Sufism Movements and identify the contribution of various Social Reformers.

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 (Avg.) : 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 A Background to English Literature (Part – I)	HS-101
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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)]

Course Objectives:

CO1. Student will be able to know about the historical development of English Language.

CO2. Student will be able to differentiate between Poetry, Prose & Drama.

CO3. Students will be able to identify the change in literary in Elizabethian & Neo-Classical Period.

CO4. Students will be able to analyze the change in literary in Romantic & Victorian Period.

CO5. Student will be able to recall about composition of Grammar.

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	12
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.	12
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	12

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	12
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	12
	Total	60

Course Outcomes:

- CO1. Students knew about the historical development of English Language.
- CO 2. Students differentiated between Poetry, Prose & Drama.
- CO 3. Students identified the change in literary in Elizabethian & Neo- Classical Period.
- CO 4. Students analyzed the change in literary in Romantic & Victorian Period.
- CO 5. Students recalled about composition of Grammar.

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 (Avg.):		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

fganh Hkk"kk vkSj lkfgR; dk bfrgkl isij& 1	HS-103
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I-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

पाठ्यक्रम के उद्देश्य&

- C.O.1 fo|kFkhZ हिंदी की उत्पत्ति विकास और विभिन्न ध्वनियों को समझ सकेंगे।
- C.O.2 fo|kFkhZ fganh Hkk"kk dh izeq[k cksfy;ksa ls [kM+h cksyh rd की विशेषताओं के बीच अंतर करने में सक्षम होंगेA
- C.O.3 fo|kFkhZ fganh lkfgR; ds pkjksa dkyksa dh eq[; izo`fRr;ksa dks le> सकेंगे।
- C.O.4 fo|kFkhZ mÜkj e;/dky ¼jhfrdky½ ds izeq[k jpukdkj vkSj mudh jpukओं dks जान सकेंगे।
- C.O.5 fo|kFkhZ vk/kqfud dky ¼x|dky½ ds izeq[k jpukdkj vkSj mudh jpukओं dks जान सकेंगे।

Unit	Contents of the Subject	No. of Teaching Periods required
1	izFke bdkbZ ¼d½ fganh Hkk"kk & mn~Hko vkSj fodkl ¼[k½ fganh Hkk"kk ds fofo/kd :lk & jk"VªHkk"kk] jktHkk"kk laidZ Hkk"kk ¼x½ fganh dh /ofu;ki % Loj vkSj O;atu] nsoukxjh fyfi	12
2	f}rh; bdkbZ & fganh Hkk"kk dh izeq[k cksfy;ki ckix:] [kM+h cksyh cztHkk"kk cqansyh dUukSt vo/kh c?ksyh] NRrhIx<+h Hkkstiqjh] ekjokM+h	12

3	rqrh; bdkbZ & fganh lkfgR; dk bfrgkl dky foHkktu ,d ifjp; ¼d½ vkfndky ¼ohjxkFkkdky½ ifjLFkfr;ki] izeq[k jpukdkj vkSj mudh jpuk,iA ¼[k½ iwoZe/;dky ¼HkfDrdky½ HkfDr vkanksyu & ,d ifjp; ifjLFkfr;ki] izeq[k jpukdkj vkSj mudh jpuk,i	12
4	prqFkZ bdkbZ & mÙkj e/;dky ¼jhfrdky½ ifjLFkfr;ki izeq[k jpukdkj vkSj mudh jpuk,	12
5	iape bdkbZ % vk/kqfud dky ¼x dky½ ¼d½ Hkkjrsanq dky f}osnh ;qx vkSj Nk;kokn ¼[k½ izxfrokn] iz;ksxokn vkSj ubZ dfork] lkbksRrjh dfork	12
	Total	60

Course Outcomes:

CO1. fo|kFkhZ हिंदी की उत्पत्ति विकास और विभिन्न ध्वनियों को समझ सकें।

CO 2. fo|kFkhZ fganh Hkk"kk dh izeq[k cksfy;ksa ls [kM+h cksyh rd की विशेषताओं के बीच अंतर करने में सक्षम हुआ

CO 3. fo|kFkhZ fganh lkfgR; ds pkjksa dkyksa dh eq[; izeq[k jpukdkj vkSj mudh jpukओं dks जान सकें।

CO 4. fo|kFkhZ mÙkj e/;dky ¼jhfrdky½ ds izeq[k jpukdkj vkSj mudh jpukओं dks जान सकें।

CO 5. fo|kFkhZ vk/kqfud dky ¼x|dky½ ds izeq[k jpukdkj vkSj mudh jpukओं dks जान सकें।

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.

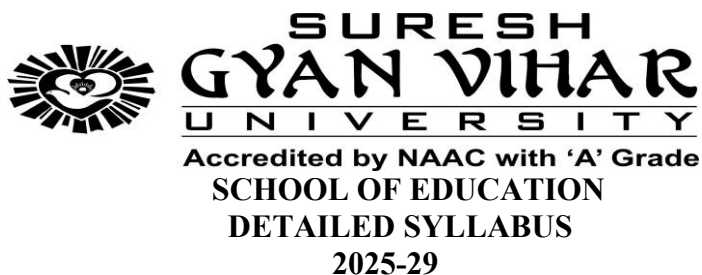
Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments: 10marks
- Two Mid Terms (Avg.): 20marks
40marks

Recommended Books:

- 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,i & 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;ki ,oa miHkk"kk,i & 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



SOCIOLOGY	HS-105
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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)]

Course Objectives:

- CO1. Student will be able to understand meaning, nature and Sociological Orientations.**
- CO2. Student will be able to know about the society, Community and other social structures of Society.**
- CO3. Students will be able to identify relation between Individual and society.**
- CO4. Student will be able to differentiate between various types of Social Change.**
- CO5. Student will be able to identify various applications and uses of Sociology in Society.**

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

Course Outcomes:

- CO 1. Students understood meaning, nature and Sociological Orientations.**
- CO 2. Students knew about the society, Community and other social structures of Society.**
- CO 3. Students identified relation between Individual and society.**
- CO 4. Students differentiated between various types of Social Change.**
- CO 5. Students identified various applications and uses of Sociology in Society.**

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 (Avg.): 20marks**
40marks

Recommended Books:

Bottomore, T.B. 2014 Sociology: A Guide to Problems and Literature, Bombay, George Allen and Unwin (India) Ghurye, G.S. — Caste, Class and Occupation M.1998 Sociology; Themes and Perspective, New Delhi, Oxford University Press Inkeles, 1987 What is Sociology, New Delhi, Prentice Hall of India

Jayaram, N. 1988 Introductory Sociology, Chennai, MacMillan India


Johnson, Harry M. 1995 Sociology: A Systematic Introduction, New Delhi, Allied publishers

Kingsley — Human Society (Hindi Edition available)

MacIver and Page — Society (Hindi Edition available)

Richard T. and Robert P. Lamm 1999 Sociology, New Delhi, McGraw Hill Harlombos 2014, Sociology – Themes and prospectives.

Harlambos,
Alex
Davis,
Schaefer,
Tata,


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ECONOMICS PAPER I: ECONOMIC CONCEPTS AND METHODS	HS-107
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BA-B.ED I-SEM.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1.** Student will be able to understand about the various fundamental Concepts of Economic and statistics
- CO2.** Student will be able to know about the concept and components of National Income.
- CO3.** Students will be able to learn the skills of making Balance sheets.
- CO4.** Student will be able to understand meaning, nature & main features of Ancient Economics.
- CO5.** Student will be able to develop the skills of calculating Mean, Median & Mode.

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.	12
2	The concept of National Income, Components and measurement 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.	12

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 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.	12
5	Definition, nature, importance and limitations of statistics. The concept of Averages, Mean, Mode, Median, functional 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.	12
	Total	60

Course Outcomes:

- CO1. Student understood about the various fundamental Concepts of Economic and statistics
- CO2. Student will be able to know about the concept and components of National Income.
- CO3. Students will be able to learn the skills of making Balance sheets.
- CO4. Student will be able to understand meaning, nature & main features of Ancient Economics.
- CO5. Student will be able to develop the skills of calculating Mean, Median & Mode.

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 (Avg.): 20marks
- 40marks

Books Recommended :

- 1 P.A.Samuels & 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] cSafdx] O;kikj ,oa jktLo
- 6 mn;ohj'kkL=h dkSfVY; dk vFkZ'kkL=
- 7 vkpk;Z egkizK egkohj dk vFkZ'kkL=


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DETAILED SYLLABUS
2025-29**

English Language – II	UC-108
BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Student will be able to write various Commercial Correspondences.**
- CO2. Student will be able to learn to write various types of official letters.**
- CO3. Students will be able to understand what are basic differences between Report writing, Academic writing and Journalist writing.**
- CO4. Student will be able to comprehend Paragraph writing & Essay Writing.**
- CO5. Student will be able to learn advanced Comprehensive writing skills.**

UNIT	Course Contents	Total Contact Hours = 31
I	Commercial Correspondence: <ul style="list-style-type: none"> 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 	6
II	Official Correspondence: Official Letter <ul style="list-style-type: none"> a) Semi-Official Letter b) Memorandum 	6

	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)	6
IV	Paragraph Writing and Essay writing	6
V	Advanced Comprehension	6
Recommended by BOS on :	Total	30

Course Outcomes:


- CO1. Students wrote various Commercial Correspondences.**
- CO2. Students learned to write various types of official letters.**
- CO3. Students will be able to understand what are basic differences between Report writing Academic writing and Journalist writing.**
- CO4. Students will be able to comprehend Paragraph writing & Essay Writing.**
- CO5. Students will be able to learn advanced Comprehensive writing skills.**

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 (Avg.):** **20marks**
40marks


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FOUNDATIONS OF PSYCHOLOGICAL PROCESSES-II	HS-116
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BA-B.ED II-SEM. (SPRING)	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Student will be able to understand various Cognitive Processes and types of thinking.**
- CO2. Student will be able to know about meaning and types of Motivation.**
- CO3. Students will be able to differentiate between various theories of emotions.**
- CO4. Student will be able to identify the problems and strategies of Problem solving Method.**
- CO5. Student will be able to develop Personality test for identifying types of Personalities.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Cognitive process & attention & thinking:- cognition: definition, characteristics <ul style="list-style-type: none"> • Attention: definition, characteristic, selective attention, divided attention • Thinking: process, image & thinking, language & thought Types of thinking	9
2	Motivation :- meaning, Approaches: instinct, drive reduction, arousal, incentive Cognitive humanistic-maslow's need hierarchy Types: physiological, psychological motivation	9
3	Emotions :- meaning <ul style="list-style-type: none"> • Physiological basis of emotions • Theories: james lange theory, cannon bard theory, cognitive theory Emotional expression: display rules, facial feedback hypothesis, facial –affect programme	9

4	<ul style="list-style-type: none"> • Problem solving & creativity :- meaning, steps in problem-solving • Blocks in problem solving & strategies in problem solving • Concept and nature Factors for creative thought	9
5	<ul style="list-style-type: none"> • Personality :- introduction • Theories: psychodynamic, humanistic, dispositional (trait & type) and social cognitive theory • Personality assessment: questionnaire, rating scale and projective tests, characteristics: advantage & disadvantages 	9
	Total	45

Course Outcomes:

- CO1. Students understood various Cognitive Processes and types of thinking.**
- CO2. Students knew about meaning and types of Motivation.**
- CO3. Students differentiated between various theories of emotions.**
- CO4. Students identified the problems and strategies of Problem solving Method.**
- CO5. Students developed Personality test for identifying types of Personalities.**

Practicum / Graded Assignments:


- 1. Analysis of the Theories: psychodynamic, humanistic, social cognitive theory**
- 2. Analysis of the Personality assessment:**
- 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 (Avg.): 20marks**
-
- 40marks**

Books Recommended

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



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2025-29

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

Course Objectives:

- CO1. Student will be able to know about nature, scope and elements of Human Geography.**
- CO2. Student will be able to identify various methods of food gathering and division of races.**
- CO3. Students will learn about the adaptations taken by various races in different environments.**
- CO4. Students will be able to understand the Demographic distribution of India.**
- CO5. Student will be able to differentiate between Rural and Urban Settlements.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Definition, nature, scope, development and history of human geography; Principles of Human Geography; Approaches of Human Geography; Elements of Human Geography-according to Vidal de-la-Blache, Brunhes, Huntington; Branches of human geography; Concepts of man environment relationship; Concept of dualism in geography.	9
2	Division of races of mankind: spatial distribution, physical and social 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.	9
3	Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot 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 modern society	9
4	Distribution of population; world distribution pattern-physical, 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	9

	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 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.	9
	Total	45

Course Outcomes:

- CO1. Students got to know about nature, scope and elements of Human Geography.**
- CO2. Students identified various methods of food gathering and division of races.**
- CO3. Students got to know about adaptations to various races in different environments.**
- CO4. Students understood the Demographic distribution of India.**
- CO5. Students differentiated between Rural and Urban Settlements.**

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 (Avg.):		<u>20marks</u>
		<u>40marks</u>

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



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School of Education
DETAILED SYLLABUS
 2025-29

ECONOMICS PAPER II: MICRO ECONOMICS	HS-108
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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)]

Course Objectives:

- CO1. Student will be able to understand about the various fundamental Concepts of Demand and Supply.**
- CO2. Student will be able to learn about the Theory of Production and Cost.**
- CO3. Students will be able to know about various types of Market Structures.**
- CO4. Student will be able to understand meaning, nature & main features of Ancient Economics.**
- CO5. Student will be able to apply statistics to calculate Investments.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction: Nature and scope of economics, Methodology in 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.	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

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
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
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
	Total	60

Course Outcomes:

- CO1. Students understood about the various fundamental Concepts of Demand and Supply.**
- CO2. Students learned about the Theory of Production and Cost.**
- CO3. Students knew about various types of Market Structures.**
- CO4. Students understood meaning, nature & main features of Ancient Economics.**
- CO5. Students learned to apply statistics to calculate Investments.**

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 (Avg.): 20marks**
-
- 40marks**

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 Production Functions, 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.**



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2025-29

Political Science	HS-110
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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)]

Course Objectives:

CO1.Students will be able 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.

CO2.Students will be able to know and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.

CO3.Students will be able to understand and appreciate different streams of nationalism in Indian thinking.

CO4.Students will be able to differentiate between the Political thoughts of Mahatma Gandhi, Jawahar Lal Nehru & M. N. Roy.

CO5.Students will be able to analyse political and social philosophy of Ambedkar, Jai Prakash 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
5	Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohia	12

	Total	60
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Course Outcomes:

CO1. Students understood 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.

CO2. Students come to know and appreciated major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.

CO3. Students understood and appreciate different streams of nationalism in Indian thinking.

CO4. Students differentiated between the Political thoughts of Mahatma Gandhi, Jawahar Lal Nehru & M. N. Roy.

CO5. Students analysed political and social philosophy of Ambedkar, Jai Prakash Narayan and Ram Manohar Lohiya.

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 (Avg.):** **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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2025-29

History	HS-112
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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)]

Course Objectives:

- CO1. Students will be aware of the features of Stone Ages.
 CO2. Students will be able to differentiate between various Foreign Civilizations..
 CO3. Students will be able to differentiate between various Indian Civilizations..
 CO4. Students will be able to identify the features of Roman Empire.
 CO5. Students will be able to understand about Islamic Civilization and its origin.

Unit	Contents of the Subject	No. of Teaching Periods required
1	A) Salient features of Palaeolithic, Mesolithic and Neolithic cultures. B) 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.	12
2	A) Civilization of Greece – Evolution of Greek city states and society. 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.	12
3	A) Sindhu – Saraswati civilization - salient features. B) Society, 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	12
4	A) Disintegration of Roman empire. Rise of feudalism and emergence of states on western Europe. B) Transition from ancient society to medieval society. C) Trade, Trade routes and commerce D) Rise of Christianity	12
5	A) Rise of Islam and advent of Arabs evolution of Islamic state under Ummayyids 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)	12
	Total	60

Course Outcomes:

- CO1. Students were aware of the features of Stone Ages.**
- CO2. Students differentiated between various Foreign Civilizations..**
- CO3. Students differentiated between various Indian Civilizations..**
- CO4. Students identified the features of Roman Empire.**
- CO5. Students understood about Islamic Civilization and its origin.**

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
		<hr/>
		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) POETRY AND DRAMA	HS-102
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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)]

Course Objectives:

1. Student will be able to know about the various poetries.
2. Student will be able to differentiate between Poetries of various Poets.
3. will be able to analyze the drama of Shakespeare.
4. Students will be able to analyze the another drama of Shakespeare.
5. Student will be able to recall about compositions of Unit 1 & 2.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Poetry (i) 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	12
2	Poetry (ii) 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	12
3	Drama (i) William Shakespeare : As you Like It	12
4	Drama (ii) William Shakespeare : Macbeth	12
5	Explanation 4 passages for explanation with reference to the contexts from the texts prescribed in units I and II	12
	Total	60

Course Outcomes:

- CO1. Students got to know about the various poetries.**

- CO2. Students differentiated between Poetries of various Poets.**
- CO3. Students analyzed the drama of Shakespeare.**
- CO4. Students analyzed the another drama of Shakespeare.**
- CO5. Student recalled about compositions of Unit 1 & 2.**

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

पाठ्यक्रम के उद्देश्य&

- CO1. fo|kFkhZ कवि के परिचय के साथ कविता के बारे में लिख सकेंगे।
 CO2. fo|kFkhZ fganh Hkk"kk के विभिन्न कवियों की कविताओं के बारे में जान सकेंगे।
 CO3. fo|kFkhZ fganh lkfgR; ds विभिन्न कवियों की कविताओं का विश्लेषण करने में सक्षम होंगे।
 CO4. . fo|kFkhZ fganh lkfgR; ds izeq[k jpukdkj vkSj mudh jpukओं का विश्लेषण करने में सक्षम होंगे।
 CO5. fo|kFkhZ आवश्यकतानुसार व्याकरण का उपयोग कर सकेंगे।

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bdkbZ 2 12 Teaching Periods

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| 4- lkou cjla esg | & | uks eksfg ikjo u iki[k |
| 5- Hkk Hkknksa nwHkj | & | ns cwmr fimA |

6-	dkfrd ljn pan	&	jgh Nkj flj eksyhA
7-	vxgu fnol	&	/kqjvk gEg ykxA
8-	Qkxqu iou >dkxjk	&	dar /kjs tga ikjoA
9-	Hkk cSlk[kka rifu	&	tkS fim lkjps vkbZA
10-	tsB tjs tx	&	vla fim ykfxA

			dchj
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2	cgqr fnuu esa	&	nhUgk
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1	gfj ukjo ghjk	&	mrjs ikjkA
2	/k`x us cdrk	&	jke gh tkusA
3	tkS yx jke tkeS	&	Hkoty rfj;sA
4	,sls txFks nkl	&	ukesno nklkA

			lar jSnkl
1	vc dSlS NwVs	&	,slh HkfDr djs jSnklk
2	mjps eafnj 'kky	&	jke dgha NwV;ks
3	fdfg fof/k vc	&	ekafg vktA
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2	vtgwa u fudls	&	tSlS pan pdksj
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5	[ksyu nwfj tkr dr l;kjs	&	feys l[kkÅ
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2	fcuq xksiky	&	NqatS
3	lanslfu e/kqcu dwi Hkjs	&	dikV vjs
4	fujxqu dkSu nsl	&	efr uklh
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12 Teaching Periods

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4	eSa rks lkaojs	&	Hkxr jlhyka tkaph
5	ekbZ jh eSa rks	&	iwjc tue dks dksyA
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7	ufga HkkoS Fkkjksa	&	oj ik;ks NS iwjks
8	jk.kkth Fks D;ka uS	&	bejr ?kj fn;ks tgj
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12 Teaching Periods

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- 15 vad vkarfjd ewY;kadu ¼l= laca/kh dk;Z fyf[kr 5 vad VsLV] 5 vad fyf[kr l=h; dk;Z
gsrq] 5 vad eksf[kd ijh{kk½

Total

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पाठ्यक्रम के परिणाम

- CO1. fo|kFkhZ कवि के परिचय के साथ कविता के बारे में लिख सकें।
- CO2. fo|kFkhZ fganh Hkk"kk के विभिन्न कवियों की कविताओं के बारे में जान सकें।
- CO3. fo|kFkhZ fganh lkfgR; ds विभिन्न कवियों की कविताओं का विश्लेषण करने में सक्षम हुए ।
- CO4. fo|kFkhZ fganh lkfgR; ds izeq[k jpukdkj vkSj mudh jpukओं का विश्लेषण करने में सक्षम हुए ।
- CO5. fo|kFkhZ आवश्यकतानुसार व्याकरण का उपयोग कर सकें।

lanHkZ xzaFk

1	lwj dh dkO;dyk	&	MkW- eueksgu xkSre
2	lwj lkSjHk	&	MkW- eqa'khjke 'kekZ
3	lwj dkO;	&	gjoa'k yky 'kekZ
4	rqylh vkSj mudk ;qx	&	t;fd'ku izlkn
5	eqDrd dkO; ijaijk vkSj fcgkjh	&	MkW- jke lkxj f=ikBh
6	fganh lkfgR; dk bfrgkl	&	MkW- uxsanz
7	dchj	&	fot;sUnz Lukrd
8	dchj	&	MkW- gtkjh izlkn f}osnh
9	ehjk	&	'kaHkq flag euksgj
10	ehjk ¼'kks/k xzaFk½	&	MkW- izHkkr
11	ehjkckbZ	&	dY;k.k flag 'ks[kkor
12	tk;lh ds dkO; dk lkaLd`frd v/;;u	&	MkW- Hkheflag efyd

(Sociology) Indian Society	HS-106
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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)]

Couse Objectives:

- CO1. Student will be able to understand Cultural & Ethnic diversities.**
- CO2. Student will be able to know about the Textual & Field view of Indian Society..**
- CO3. Students will be able to identify basic institutions of Indian Society.**
- CO4. Student will be able to differentiate between structure and composition of Rural and Urban Societies.**
- CO5. Student will be able to develop positive attitude towards process of Social change.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Cultural and Ethnic Diversity: Historically embedded diversities in respect to Language, Caste, Religious Beliefs and Practices and Cultural Patterns	12
2	The Textual and the Field-View of Indian Society: Concepts of Varna, Ashram, Dharma, Karma, Purushartha; The Significance of the Field-View	12
3	Basic Institutions of Indian Society: Caste, Kinship, Family, Marriage, Religion; Caste and Class: Meaning, Features and Changing Dimensions	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
5	Process of Social Change: Sanskritisation, Westernisation and Urbanisation, Planned Change and Transformation in India, Nation- Building and National Identity	12
Total		60

Course Outcomes:

- CO1.Students understood Cultural & Ethnic diversities.
- CO2.Students knew about the Textual & Field view of Indian Society..
- CO3.Students identified basic institutions of Indian Society.
- CO4.Students differentiated between structure and composition of Rural and Urban Societies.
- CO5.Student developed positive attitude towards process of Social change.

Practicum/ Graded Assignments:

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments:	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

Recommended Books:

- Ahuja, Ram Rawat Latest ed. Indian Social System, Jaipur,
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
CollegeLannoy, Richard 1971 The Speaking Tree: A Study of Indian Society and Culture, Delhi,
Oxford University Press
Mandelbaum, D.G. 1970 Society in India, Bombay, Popular Prakashan
Srinivas, M.N. 1980 India: Social Structure, New Delhi, Hindustan Publishing Corporation
Srinivas, M.N. 1963 Social Change in Modern India, California, Berkeley, University of California
Press Singh, Yogendra
1973 Modernization of Indian Tradition, Delhi, Thompson Press
Oberoi, Patricia 1993 Family, Kinship and Marriage in India, New Delhi, Oxford University
Press

DEVELOPMENTAL PSYCHOLOGY	HS-215
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III-SEM. B.A,B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives: To acquaint the pupil teacher with the :

- CO1. Understand aspects, factors influencing human development and theories of human development.**
- CO2. Difference between Prenatal Development and Infancy.**
- CO3. Understand Early and middle childhood Physical and motor development;**
- CO4. Meaning & Concept of Puberty and Adolescence and it's theory's.**
- CO5. Aspect & Types of Adulthood.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	<ul style="list-style-type: none"> Introduction:- Concept of human development and stages of life span development. 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 	9
2	<ul style="list-style-type: none"> Prenatal Development and Infancy :- Stages of prenatal development; Teratogens and prenatal environment Newborn appearance, reflexes, assessment Infancy: Physical and motor development, Cognitive and language development, Psychosocial Development: Emotions, attachment and temperament 	9
3	<ul style="list-style-type: none"> Childhood :- Early and middle childhood Physical and motor development; Cognitive development; Language development; Psychosocial development: Emotions, play, aggression and altruism 	9
4	<ul style="list-style-type: none"> Puberty and Adolescence:- Puberty: Meaning, biological changes: 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. 	9

5	<ul style="list-style-type: none"> • Adulthood :- Vocational adjustment; Foundations of intimate relationships: friendship, love, and sexuality; • 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 	9
	Total	45

Course Outcomes:

CO1. They will explore theories related to human development, such as Piaget’s cognitive development theory, Erikson’s psychosocial theory, and Vygotsky’s sociocultural theory.

CO2. Students will be able to differentiate between prenatal development (which occurs during pregnancy) and infancy (the early postnatal period).

CO3. Students will learn about the physical and motor development that occurs during early and middle childhood (ages 3 to 12).

CO4. Students will explore theories related to adolescence, including identity development, peer relationships, and cognitive changes..

CO5. Students will understand the different aspects of adulthood, including physical, cognitive, emotional, and social dimensions.

Practicum / Grader Assignments:

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
		<hr/> 40marks <hr/>

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 mor**

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

Course Objectives: To acquaint the pupil teacher with the :

CO1.Students will learn about insulation, the global energy budget, and the vertical, horizontal, and seasonal distribution of temperature in the Earth's atmosphere.

CO2.Students will explore humidity, evaporation, condensation, and the hydrological cycle, atmospheric disturbances such as tropical cyclones, temperate cyclones, thunderstorms, and tornadoes.

CO3.Students will explore different climate types, their distribution, characteristics, and related plant and animal life & measures to control pollution and mitigate global warming.

CO4. Understand the interdisciplinary nature of oceanography, integrating geology, physics, chemistry, and biology & Explore the role of oceans in Earth's climate system and their impact on weather patterns.

CO5. Students will study ocean currents, waves, and tides, understanding their driving forces and global distribution.

Unit	Contents of the Subject	No. of Teaching Periods required
1	A. CLIMATOLOGY: 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.	9
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.	9
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.	9
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.	9

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.	9
	Total	45

Course Outcomes:

CO1. Describe the expected consequences of climate change and the role of adaptation.

CO2. Identify weather and climate patterns nationally and worldwide.

CO3. Provide a rationale for climate change mitigation and propose actions in key sectors.

CO4. Describe the surface features of the ocean floor, including continental shelves, slopes, abyssal plains, mid-ocean ridges, and trenches.

CO5. Students will be able to explain the Coriolis effect, describe major ocean currents (e.g., Gulf Stream, Kuroshio), and analyze their impact on climate and marine ecosystems.

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. 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, Surjeet 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. Merrill Publishing Co., 1984.**
- 16. Weisberg, J. and Howard: Introductory Oceanography. McGraw-Hill Book Co., New York,**

ECONOMICS PAPER III: MACRO ECONOMICS	HS-207
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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 the pupil teacher with the :

CO1: Students will gain a solid foundation in economic theories, including classical, neoclassical, and Keynesian perspectives.

CO2: Learners will explore aggregate demand, aggregate supply, and the principle of effective demand.

CO3: Understanding consumption functions, average and marginal propensity to consume, and factors influencing spending decisions.

CO4: Students will analyze investment theories, including autonomous and induced investment, the investment multiplier, and the marginal efficiency of capital.

CO5: Exploring classical, neoclassical, and Keynesian theories of interest rates and their impact on economic equilibrium.

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. Concept and measurement of national income. National income identities with government and international trade; incorporation of environmental concerns in national accounts green accounting.	12
2	Output and Employment: Say's law of markets and the 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.	12
3	Investment: The investment multiplier and its effectiveness in LDCs. Theory of investment – Autonomous and induced investment. Marginal efficiency of capital : Savings and investment – ex post 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

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

Course Outcomes:

CO1: Students will apply economic models to real-world scenarios, such as analyzing business cycles and investment decisions.

CO2: Learners will critically assess economic policies related to interest rates, fiscal stimulus, and monetary interventions.

CO3: Understanding mathematical concepts relevant to economics, including multipliers, savings rates, and equilibrium conditions.

CO4: Students will effectively communicate economic concepts through reports, presentations, and data analysis.

CO5: Exploring economic growth theories and their implications for both developed and developing economies.

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

Books Recommended

Ackley, G.(1976). Macro economics :Theory and Policy. Macmillan Publishing Company, New York.

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

Political Science	HS-209
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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:

CO1.Understand the fundamental concepts of comparative politics, including its purpose, scope, and relevance in the study of political systems.

CO2.Explore the historical development of comparative politics as a field of study and learn various comparative research methods.

CO3.Differentiate between vertical and horizontal comparisons and understand the variations in constitutional designs.

CO4.Study the principles of constitutionalism and explore how socio-economic factors influence constitutional provisions..

CO5.Analyze the procedures for amending constitutions in the United States and Switzerland.

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
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
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
4	Legislature: Composition and Powers of the British Parliament : USA Congress, Swiss Federal Assembly, French Parliament, National people's Congress of China.	12
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
Total		60

Course Outcomes:

CO1: Students will be able to explain the significance of comparative politics and analyze the similarities and differences between political systems across different countries.

CO2: Students will gain insights into the evolution of comparative politics and apply comparative methods to analyze political phenomena.

CO3: Students will be able to classify constitutions based on their structures and compare them using vertical and horizontal approaches.

CO4: Students will recognize the role of socio-economic contexts in shaping constitutional frameworks and appreciate the importance of constitutional norms.

CO5: Students will understand the mechanisms for constitutional change and evaluate the implications of amendments.

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
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Total	:	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.

History	HS-211
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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)]

Course Objectives: To acquaint pupil teacher with the:

CO1: Understand the various sources (literary, archaeological, numismatical, and epigraphical) used to study ancient Indian history & Explore how geographical divisions of India shaped its historical development.

CO2. Examine the administrative systems, political dynamics, and territorial expansion during this period & Evaluate the Mauryan empire's extent, administration, and Ashoka's policies.

CO3. Explore art, architecture, literature, and economic aspects after the Mauryan era.

CO4. Study the Gupta rulers, their administration, trade, and land revenue system.

CO5. Investigate the Hunas' impact and the Vardhana dynasty.

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
3	(A) Post Mauryan social and political Art and Architecture (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
4	(A) Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta II and Skundagupta. (B) Gupta administration and society (C) Trade during the Gupta period (D) Land revenue system of Gupta rulers	12
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
	Total	60

Course Outcomes:

CO1: Students will be able to critically analyze and interpret historical texts, artifacts, coins, and inscriptions.& Students will recognize the impact of geography on cultural, economic, and political aspects of ancient India.

CO2:Students will gain insights into early Indian society and its spiritual foundations & Students will grasp the significance of Mahajanapadas and Magadha in shaping ancient Indian history.

CO3:Students will appreciate Ashoka's impact on governance, ethics, and religious tolerance.

CO4:Students will recognize the artistic achievements and economic vitality of post-Mauryan India & Students will understand the Gupta golden age and its lasting influence.

CO5:Students will analyze social, religious, and economic changes during this transitional phase.

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
<hr/>		
Total	:	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**

ENGLISH LITERATURE (Part – III) PROSE AND FICTION	HS-201
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III-SEM. BA-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:

CO1: Understand the purpose and significance of studying. Analyze the benefits of various types of knowledge & Evaluate the role of books and reading in personal development.

- Explore the concept of friendship in literature. Evaluate the implications of language policy on Indian education. Explore the theme of mortality and immortality. Analyze Stevenson's vision of an ideal house.

CO2: For each short story, consider objectives related to themes, character development, narrative techniques, and cultural contexts.

CO3: Explore the life of the protagonist, Raju. & Analyze themes of spirituality, deception, and transformation.

CO4: Understand the cultural and social context of post-colonial India.

CO5: Study the complexities of British-Indian relations. Analyze cultural clashes, prejudice, and friendship.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Essays (for detailed study) 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	12
2	Short Stories (for detailed study) 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	12
3	Novel-(i) (Non-detailed Study) R.K. Narayan : The Guide	12
4	Novel (ii) (Non-detailed Study) E.M. Forster : A Passage to India	12

5	Four passages for explanation with reference to the context from the texts prescribed in Units I and II	12
	Total	60

Course Outcomes :

CO1: Students will explain Bacon’s views on education and learning. Students will discuss Addison’s perspective on friendship. Students will summarize Macaulay’s recommendations for Indian education. Students will discuss the role of memory in shaping our sense of immortality. Students will describe Stevenson’s portrayal of the ideal house

CO2: can focus on critical analysis, interpretation, and appreciation of the stories.

CO3: Students will interpret the novel’s exploration of faith and self-discovery & Students will contextualize the narrative within Indian history.

CO4: Students will analyze characters like Dr. Aziz and Adela Quested.

CO5: Students will discuss the novel’s portrayal of cultural misunderstandings & Students will evaluate the novel’s impact on post-colonial literature.

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. 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.

**III-SEM. BA-B.Ed
2025-29**

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

पाठ्यक्रम के उद्देश्य&

- CO1. fo|kFkhZ विभिन्न कवियों की कविताओं की व्याख्या करने में सक्षम होंगे।
 CO2. fo|kFkhZ fganh lkfgR; ds विभिन्न कवियों की कविताओं का विश्लेषण करने में सक्षम होंगे।
 CO3. fo|kFkhZ fganh lkfgR; ds izeq[k jpukdkj vkSj mudh jpukओं का विश्लेषण करने में सक्षम होंगे।
 CO4. fo|kFkhZ fganh lkfgR; की jpukओं का विश्लेषण कर सकेंगे।
 CO5. fo|kFkhZ आवश्यकतानुसार अलंकारों का उपयोग कर सकेंगे।

bdkbZ&1

Teaching Periods 12

fuEufyf[kr dfo;ksa ds fn, x, dkO;ka'kksa esa ls fdUgh nks dkO;ka'kksa dh llnHkZ O;k[k; djuh gSA izR;sd i|ka'k dk ,d fodYi Hkh fn;k tk,xkA izR;sd llnHkZ O;k[k; ds fy, ¼8 + 8 vad½ fu/kkZfjr gSaA

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|-----------|-----------|---------------|--------|
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Teaching Periods 12

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	iapoVh o.kZu			
6	lc tkfr QVh	&	/kwj tVh cu iapoVh	
	guqeku yadk xeu		&	
7	gfj dSlks okgu	&	guqeku pY;ksa yad dks	
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8	dj tksfj jg;ks	&	yPNu crkm	
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9	js dfi dkSu rw	&	lksor ikrd ys[kksa	
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10	HkkSajus t;ks Hkzer		&	ewjr xgfr gSA
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11	bUnz Jh j?kqukFk		&	yPNuk ?kruk djsaA
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12	tsfg lj e/kq		&	nlkSa [kafMr djksA
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13	HkkoS tgka fofHkpkjh		&	tUe gkfj;rq gSA

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1	esjh Hkock/kk		&	gfjr nqfr lksbZA
2	ra=h ukn dfork	&	lc vaxA	
3	dhus gwa dksfVd		&	ikuh esa dkS ykSu
4	dSlS ?kksVs ujuq		&	pqgs ds pke
5	dc dks Vsjr		&	tx ukbd tx ckM
6	uhdh nbZ vukduh		&	ckjd cklq rkfj
7	cls cqjkbZ tkqlj	&	xzg tiq nkuq	
8	vfr vxk/k vfr vkS/kjks	&	tkdh l;kl cq>kbZ	
9	ejrq l;kl fiatjk	&	cfy ds csj	
10	rkS yfx ;k eu	&	[kqys u diV dikV	
11	eaxy fcanq lqjax		&	fd, ykspu txr
12	tksx tqxfr fl[k,	&	dkuuq lsor uSu	
13	vtkSa rj ;kSuk		&	cfl eqdqru ds lax
14	rkSa ij okjkS mjclh		&	mjclh leku
15	ykSus eqig nhfB		&	fn;s fnBkSuk nhf<
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17	usag u uSauu		&	u l;kl cq>kbZ
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21	tiekyk ?kkis fryd	&	lkjps jkaps jke
22	/k: /k: Mksyr	&	iqfu cM+ks y[kkbZ
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24	eSa le>;ks fuj/kkj	&	izfrfcafcr yf[k;rq tgki
25	cM+s u gwtS xquu fcuq	&	x<+;kS u tkbZ
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28	n%lg nqjkt iztkuq	&	ekol jfo panq o`an
1	uhdh iS Qhdh	&	flaxkj u lqgkr
2-	Qhdh iS uhdh	&	fookg esa xkfj
3	vfr ifjpSa rsa	&	panu nsr tjki;
4	ewj[k dks iksFkh	&	nbZ va/k ds gkFk
5	?kVfr] c<+rh	&	lq jhfr gks;
6	mRre tu dh	&	jktgal dh pky
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11	fo k yPNeh iq:"k	&	,d fga tk;
12	tkS tSls frfga rSfl;s	&	vjfoan fuokl
13	dgka cM+s NksVs dgka	&	nqjcks/ku dks R;kxh
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15	LokjFk ds lcgH lxs	&	Hk;s mfM+ tkfga
16	gks; lq) fefV	&	dud goS tk;
17	cgqr fucy cy	&	djh fuca/ku gks;
18	dkjt /khjs gksr	&	dsfrd lhapks uhj
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Teaching Periods 12

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9	dkSu dh lju	&	vklijks u ftr <wfd;s
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5	tc rs daqoj dkUg	&	fcyksdr fcdkuh lh
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7	cju cju	&	fjrjkt dfg;r gSA
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8	ns[ksa f/kfr vacj	&	cj"kk dh le dj;ks gSA
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Teaching Periods 12

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6	pkd pd pewa	&	egsok efgiky dks f'kokth 'kkS;Z
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8	dkfeuh dar lksa	&	[kqeku flok lka N=lky izrki
9	fudlr E;ku rS	&	dysÅ nsfr dkydksa Ekfrjke
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3	lRrk dks liwr	&	fnoku fganqoku dks HkfDrHkko ls p;fur va'k
4	rsjksa dg~;ks flxjksa	&	fragq yksd ds lkbZ J`axkj lq"kek
5	daqnu dks jax	&	fudjS lh fudkbZ izd`fr o.kZu
6	xzh"e giw jfo	&	fudV dh Hkwfe izd`fr o.kZu
7	HkkSaj HkkSaojsa Hkjr gS	&	lksajHk lqHk ljlkr
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Teaching Periods 12

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nks iz'uksa dk mÜkj nsuk gSA fdarq lkFk esa ,d fodYi nsuk gSA

Total 60

पाठ्यक्रम के परिणाम (Course Outcomes):-

CO1. fo|kFkhZ विभिन्न कवियों की कविताओं की व्याख्या करने में सक्षम हुए ।

CO2. fo|kFkhZ fganh lkfgR; ds विभिन्न कवियों की कविताओं का विश्लेषण करने में सक्षम हुए ।

CO3. fo|kFkhZ fganh lkfgR; ds izeq[k jpukdkj vkSj mudh jpukओं का विश्लेषण करने में सक्षम हुए ।

CO4. fo|kFkhZ fganh lkfgR; की jpukओं का विश्लेषण कर सकें।

CO5. fo|kFkhZ आवश्यकतानुसार अलंकारों का उपयोग कर सकें।

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jhfrdkyhu dkO; laxzg

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- 20 vad vkarfjd ewY;kadu ¼l= laca/kh dk;Z fyf[kr 5 vad] VsLV 10 vad fyf[kr l=h; dk;Z gsrq]5 vad ekSf[kd ijh{kk½

lanHkZ xzaFk

- 1 fcgkjh dh okfXoHkwfr & fo'oukFk izlkn feJ] okjk.klh
- 2 eqDrd dkO; vkSj fcgkjh & MkW- jkelkxj f=ikBh
- 3 ?kukuan & MkW- d`".k panz 'kekZ] johanz izdk'ku] vkxjk&1
- 4 fganh lkfgR; dks jhfrdkyhu dfo;ksa dh nsu MkW- cPpuflag

Social Thinkers (Sociology)	HS-205
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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)]

Course Objectives: To acquaint pupil teacher with the:

CO1: Understand the concept of social facts and their impact on society. Explore the role of division of labor in shaping social structures & Analyze the factors influencing suicide rates from a sociological perspective.

CO2. Analyze the intersection of religion and capitalism in Weber's work.

CO3. Explore dialectical materialism as a framework for understanding societal change & Analyze the concept of surplus value in capitalist economies.

CO4. Explore social ecology and its impact on human-environment interactions. Understand Mukherjee's theory of social sciences and its relevance

CO5. Investigate the relationship between caste, class, and occupation in India. Understand the dynamics of social tension within diverse communities.

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

Course Outcomes :

CO1: Students will be able to apply Durkheim's theories to real-world scenarios.

They will critically evaluate the impact of social facts on individual behavior.

CO2. Students will apply Weberian concepts to analyze contemporary social phenomena. & They will critically assess the strengths and limitations of bureaucratic systems.

CO3. Students will apply Marxist theories to analyze economic disparities. They will critically evaluate the role of class conflict in shaping societies.

CO4. Students will apply Mukherjee's insights to contemporary social issues. They will critically assess the interplay between values and societal norms.

CO5. Students will analyze caste-based hierarchies and their implications. They will recognize the impact of social tensions on community cohesion

Practicum/ Graded Assignments:

Note: Scheme of CIE

•	Class tests	:	10marks
•	Graded Assignments:	:	10marks
•	Two Mid Terms	:	20marks
			<hr/>
			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]
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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)]

Course Objectives: To acquaint pupil teacher with the:

CO1. Understand the fundamental concepts, nature, and significance of education.

CO2. Explore the philosophical underpinnings of education.

CO3. Investigate how different philosophical perspectives impact education.

CO4. Recognize education as a social subsystem and its functions.

CO5. Understand the concept and importance of autonomy in education.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Education in modern context: <ol style="list-style-type: none"> 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. 	12
2	Philosophical basis of education: <ol style="list-style-type: none"> 1. Meaning, concept and need of educational philosophy. 2. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Geeta, Quran. b) Bible and Gurugranth sahib. 3. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Mahatama Gandhi and Ravindra Nath Tagore. b) Swami vivekanand. 	12
3	Implication of Educational Philosophy of the following schools: <ol style="list-style-type: none"> 1. Idealism, Naturalism and Pragmatism. 2. Humanism, Buddhism and Jainism. In relation to aims, curriculum, teaching methods, pupil - teacher relationship and discipline.	12
4	Education in socio-cultural context: <ol style="list-style-type: none"> 1. 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. 	12

5	Autonomy of Teacher and Learner: 1. 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.	12
	Total	60

Course Outcomes:

- CO1. Students will be able to explain the meaning, scope, and relevance of education in contemporary society.**
- CO2. Students will analyze and apply educational implications from texts such as the Geeta, Quran, Bible, Gurugranth Sahib, Mahatma Gandhi's writings, Ravindranath Tagore's ideas, and Swami Vivekananda's philosophy.**
- CO3. Students will compare and contrast the educational implications of idealism, naturalism, pragmatism, humanism, Buddhism, and Jainism.**
- CO4. Students will analyze education's role in social change, stratification, mobility, and modernization. They'll also explore cultural aspects related to education.**
- CO5. Students will identify hindrances to autonomy and propose strategies to promote autonomy for both teachers and learners.**

Practicum/ Graded Assignments:

- 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 : 10marks**
- Graded 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.**



**SURESH
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SCHOOL OF EDUCATION
DETAILED SYLLABUS
2025--29

PRE-INTERNSHIP – I A (2 weeks)	[TP- 201]
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III-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2	EXAMINATION TIME = (3) HOURS [CIE (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.	

COUNSELING & GUIDANCE IN PSYCHOLOGY	HS-216
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IV-SEM. B.A, B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Students will be able analysis to Guidance and Counselling.**
- CO2. Students will be able to explain the Different Stages of Development and Adjustment at Different Stages of Life.**
- CO3. Students will be able to use Exceptional knowledge in their future.**
- CO4. Student will be able to compare of special group Characteristics.**
- CO5. Student will be able to take various Group Counselling Sessions.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	<ul style="list-style-type: none"> • NATURE AND SCOPE OF GUIDANCE :- Concept and 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 	9
2	<ul style="list-style-type: none"> • STAGES OF HUMAN DEVELOPMENT AND AREAS OF GUIDANCE :- Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral) <p>The Concept of Adjustment and Adjustment at Different Stages of Life</p>	9
3	<ul style="list-style-type: none"> • EXCEPTIONALITY: TYPES AND PROBLEMS:- Nature of Exceptionality • Intellectual Exceptionality • Intellectual Superiority and Mental Retardation • Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps <p>Care and Education of the Exceptional</p>	9
4	<p>COUNSELLING SPECIAL GROUPS :- Characteristics and Needs of Special Groups</p> <ul style="list-style-type: none"> • Socially and Economically Disadvantaged • Destitutes and Orphans → Delinquents • Drop-outs , Aids Patients Drug Addicts and Alcoholics • Paedophiles , Homosexuals Others 	9

5	<ul style="list-style-type: none"> • GROUP AND INDIVIDUAL GUIDANCE :- Understanding Group Membership and Behaviour in Groups (Group Dynamics) • Characteristics of Group Guidance • Advantages of Group Guidance • Planning Group Counselling Sessions • Skills of Group Facilitation (including dealing with conflict) • Characteristics of Individual Guidance 	9
	Total	45

Course Outcome:

- CO1. Student analysis Guidance and Counselling.
- CO2. Student explain the Different Stages of Development and Adjustment at Different Stages of Life.
- CO3. Students use Exceptionality knowledge in their future.
- CO4. Student compare of special group Characteristics.
- CO5. Student take various Group Counselling Sessions

Practicum / Grader Assignments:


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.


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DETAILED SYLLABUS
 2025-29

Biosphere and Biogeography (Geography)	HS-214
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IV-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

- CO1. Student will be able to classify biosphere, ecosystem, Biodiversity and conservation**
- CO2. Student will be able to explain the Structure and function of an ecosystem.**
- CO3. Students will be able to use genetic, species and ecosystem diversity knowledge in their feature.**
- CO4. Student will be able to understand timber extraction, mining, dams and their effects on forests and tribal people.**
- CO5. Student will be able to develop positive attitude on Population structure - age and sex ratio, urban & rural, literacy and occupational population.**

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.	9
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)	9
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 mega-diversity nation, hot-spots of biodiversity, threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India, conservation of biodiversity: In-situ and ex-situ conservation of biodiversity.	9

4	Resources 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-exploitation 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.	9
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. Sustainable development.	9
	Total	45

Course Outcome:

CO1. Student classify biosphere, ecosystem, Biodiversity and conservation

CO2. Student explains the Structure and function of an ecosystem.

CO3. Students use genetic, species and ecosystem diversity knowledge in their feature.

CO4. Student understand timber extraction, mining, dams and their effects on forests and tribal people.

CO5. Student develop positive attitude on Population structure - age and sex ratio, urban & rural, literacy and occupational population.

Graded Assignments:

students will work in groups on the practical aspects of the knowledge gained during 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	:	<u>20marks</u>
		<u>40marks</u>

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

ECONOMICS PAPER IV: INDIAN ECONOMY	HS-208
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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)]

Course Objectives:

- CO1. Student will be able to explain the national income and social accounts.**
- CO2.bStudent will be able to define the law of markets and the classical theory of employment.**
- CO3. Students will be able to use different type theory of investment in their feature.**
- CO4. Student will be able to understand Nature and characteristics, Hawtrey's monetary theory, Hayek's over investment theory and Keynes' view of trade cycle.**
- CO5. Student will be able to develop positive attitude on polices adopted by Indian Government and 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 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.	12
2	Output and Employment: Say's law of markets and the 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.	12
3	Investment: The investment multiplier and its effectiveness in LDCs. Theory of investment – Autonomous and induced investment. Marginal efficiency of capital : Savings and investment – ex post 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
5	Economic Growth: Sources of growth: Classical theories of growth, Ricardo, Harrod Domar Model. Lewis (Unlimited supply of labour).	12
	Total	60

Course Outcome:

CO1. Student explains the national income and social accounts.

CO2. Student defines the law of markets and the classical theory of employment.

CO3. Students use different type theory of investment in their feature.

CO4. Student understands Nature and characteristics, Hawtrey's monetary theory, Hayek's over investment theory and Keynes' view of trade cycle.

CO5. Student develop positive attitude on polices adopted by Indian Government and promote values with the various ideas of Indian economic thinkers.

actiGraded 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	:	<u>20marks</u>
		<u>40marks</u>

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
- Hejdra, 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. Crosby Lockwood and Sons. London
- Hanson, A.H. (1953). A Guide to Keynes. McGraw Hill, New York.
- Higgins, B. (1963) Economic Development : Principles, Problems andPolicies, 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.


**SURESH
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 UNIVERSITY
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 SCHOOL OF EDUCATION
 DETAILED SYLLABUS
 2025-29

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)]

Course Objectives:

CO1. Student will be able to summarize the historical background of constitutional development in India.

CO2. Student will be able to analysis the contribution of different streams of national movement in India.

CO3. Student will be able to discuss the Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha) Supreme Court.

CO4. Student will develop positive attitude on Governor, Composition, powers and the role of State Legislature, Rural and urban local self government..

CO5. Student will express the Election Commission, Issues of Electoral reforms, Voting Behavior, Political parties (National & Regional) & Pressure Groups

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

Course Outcome:

CO1. Student summarize the historical background of constitutional development in India.

CO2. Student analysis the contribution of different streams of national movement in India.

CO3. Student discuss the Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha) Supreme Court.

CO4. Student develop positive attitude on Governor, Composition, powers and the role of State Legislature, Rural and urban local self government..

CO5. Student express the Election Commission, Issues of Electoral reforms, Voting Behavior, Political parties (National & Regional) & Pressure Groups

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 : 30marks

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.

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)]

Course Objectives:

- CO1.** Student will be discuss the Age of scientific Reasoning and Enlightenment and Emergence of Nation States in Europe.
- CO2.** Student will be explain the development of liberalism and Nationalism in Europe, Unification of Italy and Germany.
- CO3.** Student will be analysis American civil war Causes and results, First World war Causes, Results, Paris Settlement and Second World War Causes and Results.
- CO4.** Student will develop negative attitude on war.
- CO5.** Student will discuss the formation of UNO and its achievements.

Unit	Contents of the Subject	No. of Teaching Periods required
1	A) Age of scientific Reasoning and Enlightenment. B) Emergence of Nation States in Europe. C) Industrial Revolution: Causes, Consequences, Emergence of New classes. D) American War of 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

Course Outcome:

- CO1. Student discuss the Age of scientific Reasoning and Enlightenment and Emergence of Nation States in Europe.**
- CO2. Student explain the development of liberalism and Nationalism in Europe, Unification of Italy and Germany.**
- CO3. Student analysis American civil war Causes and results, First World war Causes, Results, Paris Settlement and Second World War Causes and Results.**
- CO4. Student develop negative attitude towards war.**
- CO5. Student the formation of UNO and its achievements**

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	:	<u>20marks</u>
		<u>40marks</u>

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)**

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

Course Objectives:

- CO1. Student will explain the pre-romantic, romantic and Victorian poetry.
- CO2. Student will discuss the Lord Alfred Tennyson Break, Break, Break Poetry
- CO3. Students will analysis Robert Browning : Porphyria's Lover
- CO4. Student will Enjoy and appreciate the romantic traits such as the obsession with the past, mystery, beauty and love of Nature.
- CO5. Student will Enjoy and understand drama and improve their dramatic skills and passages for explanation

Unit	Contents of the Subject	No. of Teaching Periods required
1	Poetry (i) 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	12
2	Poetry (ii) P.B.Shelley : Ode to the West Wind Matthew Arnold : Dover Beach Lord Alfred Tennyson : Break, Break, Break Robert Browning : Porphyria's Lover Rudyard Kipling : If Anonymous : Why?	12
3	Drama (i) Oliver Goldsmith : She Stoops to Conquer	12
4	Drama (ii) William Congreve : Love for Love	12
5	Explanation Four passages for explanation with reference to the context from texts prescribed in units I and II	12
	Total	60

Course Outcome:

- CO1. Student explain the pre-romantic, romantic and Victorian poetry.
- CO2. Student discuss the Lord Alfred Tennyson Break, Break, Break Poetry
- CO3. Students analysis Robert Browning : Porphyria’s Lover
- CO4. Student Enjoy and appreciate the romantic traits such as the obsession with the past, mystery, beauty and love of Nature.
- CO5. Student Enjoy and understand drama and improve their dramatic skills and passages for explanation

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. 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

fganh lkfgR; fuca/k] ukVd ,ao ,adkdh	HS- 204
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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)]

पाठ्यक्रम के उद्देश्य&

- CO1. fo|kFkhZ निबंध ,adkdh और नाटक के बारे में समझ सकेंगे।
- CO2. fo|kFkhZ fganh lkfgR; ds विभिन्न fuca/kksa का विश्लेषण करने में सक्षम होंगे।
- CO3. fo|kFkhZ /kzoLokfeuh ukVd dh leh{kk करने में सक्षम होंगे।
- CO4. fo|kFkhZ fof/kd izdkjksa dh ,dkafd;ks का विश्लेषण कर सकेंगे।
- CO5. fo|kFkhZ fuca/k] ukVd ,oa ,dkadh dk varj le> ldsaxsA

fuca/k] ukVd ,ao ,adkdh

bdkbZ & 1

Teaching Periods 12

fuEukafdr rhu iqLrdksa ls nks x|ka'kks dh llanHkZ O;k[;k djuh gSA izR;sd x|ka'k dh O;k[;k ds fy, 8 vad fu/kkZfjr gSA x|ka'k rhuksa iqLrdksa ls fy, tk,jxsA fuca/k laxzg ls nks x|ka'k fy, tk,jxs ftlesa ls fodYi pqudj ,d dh O;k[;k djuh gksxhA ukVd o ,dkadh laxzg ls ,d ,d x|ka'k fy;k tk,xk ftlesa ls fodYi pqudj ,d O;k[;k djuh gksxhA iqLrdksa ds uke fuEufyf[kr gSa &

- 1 fuca/k laxzg & MkW- gsrq Hkkj}kt
¼8 fuca/k½
- 2 /kzoLokfeuh & t;'kadj izlkn
- 3 ,dkadh laxzg & MkW- gsrq Hkkj}kt

bdkbZ 2

Teaching Periods 12

fuEufyf[kr fuca/kksa esa ls rhu fuca/kks ij leh{kkRed iz'u fn, tk,jxs ftlesa ls nks dk mÙkj nsuk gksxkA ¼8 + 8 vad½

fuca/k

- 1 lkfgR; tulewg ds ân; dk fodkl gS & cky d`.k HkV~V

- 2 dfo dÙkZO; & egkohj izlkn f}osnh
- 3 rqylh ds lkekftd ewY; & Mkw- jke foykl 'kekZ
- 4 Hkkjr ,d gS & jke/kkjh flag **fnudj**
- 5 dfo rsjk Hkksj vk x;k & dqcsjukFk jk;
- 6 jk"V^a dk :o:lk & oklqnso 'kj.k vxzoky
- 7 ekul dh /keZ Hkwfe & jkepanz 'kqDy
- 8 jktLFkkuh lkfgR; esa jk"V^ah; Hkkouk & Mkw- dUgS;kyky **lgy**

bdkbZ 3

Teaching Periods 12

/kzoLokfeuh ukVd ij rhu leh{kkRed iz'u fn, tk,ixs ftuesa ls nks iz'uksa dk mÙkj nsuk gksxkA ¼8 + 8 vad½

bdkbZ 4

Teaching Periods 12

fuEufyf[kr ,dkafd;ks esa ls rhu ,dkafd;ksa ij leh{kkRed iz'u fn, tk,ixs ftuesa ls ¼8 + 8 vadks½ ds nks iz'uksa ds mÙkj nsus gksaxsA

- 1 u;k iqjkuk misaUnz ukFk v'd
- 2 nhinku jke dqekj oekZ
- 3 chekj dk bykt mn;'kadj HkV~V
- 4 Hkksj dk rkjk txnh'kpanz nkl
- 5 bZn vkSj gksyh lsB xksfoan nkl
- 6 lcls cM+k vkneh Hkxorh pj.k oekZ

bdkbZ 5

Teaching Periods 12

,d iz'u fuca/k] ukVd ,oa ,dkadh ds laf{klr vkykspukRed fodkl Øe ls lacaf/kr gksxk rFkk nwljk iz'u fuca/k] ukVd ,oa ,dkdh ds jpukdkjksa ls lacaf/kr gksxk ftlesa ,d iz'u fodYi ds :lk esa fn;k tk,xkA rhuks iz'uksa ls fodYi pqudj nks iz'uksa ds mÙkj nsus gksaxsA ¼8 + 8 vad½


Total 60

पाठ्यक्रम के परिणाम&

- CO1. fo|kFkhZ निबंध ,adkdh और नाटक के बारे में समझ सकें।
- CO2. fo|kFkhZ fganh lkfgR; ds विभिन्न fuca/kksa का विश्लेषण करने में सक्षम हुए ।
- CO3. fo|kFkhZ /kzoLokfeuh ukVd dh leh{kk करने में सक्षम हुए ।
- CO4. fo|kFkhZ fof/kd izdkjksa dh ,dkafd;ks का विश्लेषण कर सकें।
- CO5. fo|kFkhZ fuca/k] ukVd ,oa ,dkadh dk varj le> ldsasA

lanHkZ xzaFk &

- 1 IkfgfR;d fuca/k & MkW- izrki VaMu] yksdHkkjrh izdk'ku] bykgkckn**
- 2 IkfgfR;d fuca/k & MkW- x.kifr panz xqIr] yksdHkkjrh izdk'ku] bykgkckn**
- 3 IkfgfR;d fuca/k & MkW- f=Hkqou flag fganh izpkjd laLFkku] okjk.klh**
- 4 fganh fuca/k dk fodkl & MkW- vksadj ukFk 'kekZ] vuqla/kku izdk'ku] dkuiqj**
- 5 fganh fuca/k dk bfrgkl & czg~enRr 'kekZ**
- 6 izlkn ds ukVdksa dks 'kkL=h; v/;;u & MkW- txUukFk izlkn 'kekZ**


**SURESH
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 UNIVERSITY
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 SCHOOL OF EDUCATION
 DETAILED SYLLABUS
 2025-29

Sociology (Social Anthropology)	HS-206
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)]

Course Objectives:

- CO1. Student will understand the Structural-Functional, Evolutionary and Comparative.
 CO2. Student will recall the Meaning, Characteristics, Theories and Types, Kinship Organization.
 CO3. Student will analyze the Culture growth, Religion: Theories of Origin, Beliefs and Practices and Magic: Meaning, Types, its Relation to Religion.
 CO4. Student will analyze Primitive Economic System and Primitive Political System
 CO5. Students will develop positive attitude for Tribal Development in India.

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

Course Outcome:

- CO1. Student understand the Structural-Functional, Evolutionary and Comparative.
 CO2. Student recall the Meaning, Characteristics, Theories and Types, Kinship Organization.
 CO3. Student analyze the Culture growth, Religion: Theories of Origin, Beliefs and Practices and Magic: Meaning, Types, its Relation to Religion.
 CO4. Student analyze Primitive Economic System and Primitive Political System
 CO5. Students develop positive attitude for Tribal Development in India.

Practicum/ Graded Assignments:

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments:	:	10marks
• Two Mid Terms	:	20marks
		<hr/>
		40marks
		<hr/>

Recommended Books:

- Bose, N.K. 1967 Culture and Society in India, Asia Publishing House**
Desai, A.R.1979 Peasant Struggle in India, OUP, Bombay
S.C. 1977 Tribal Heritage of India, New Delhi,
Haimendorf, Christoph Von 1982 Tribes of India: The Struggle for Survival, OUP Rao, M.S.A.
1979 Social Movements in India, Manohar, Delhi
Suresh 1994 Tribal Identity and Modern World
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
- Dube,**
Vikas

CONTEMPORARY INDIA AND EDUCATION	[ED-254]
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)]

Course Objectives:

CO1: Understand school culture's impact on society, classroom dynamics, education's role in fostering socialistic patterns, and gender equality rights.

CO2: Analyze constitutional guarantees related to equality, liberty, justice, secularism, and socialism for marginalized and deprived children.

CO3: Explore the impact of liberalization, globalization, privatization, conflict, violence, global challenges, and UNO's role on Indian education.

CO4: Study Kothari Commission recommendations, National Policy on Education 1986 and its review, and the Right to Education Act (2009-10).

CO5: Examine gender equality, child rights, women empowerment, and educational institutions' role in societal transformation.

Unit	Contents of the Subject	No. of Teaching Periods required
1	School as a social context: <ol style="list-style-type: none"> 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. 	12
2	Constitutional provisions of education in India for marginalized groups and socially deprived children in relation to: <ol style="list-style-type: none"> 1. Equality. 2. Liberty. 3. Justice. 4. Secularism. 5. Socialism. 	12
3	Emerging Indian concerns and their educational implications: <ol style="list-style-type: none"> 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. 	12
4	Policies on education: <ol style="list-style-type: none"> 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) 	12

5	Issues of contemporary Indian society: 1. Gender equality and equity. 2. Child rights. 3. Women empowerment. 4. Role of educational institution for creating new social order.	12
	Total	60

Course Outcomes:

CO1: Analyze the influence of school culture and education on societal values, including gender equality.

CO2: Critically assess constitutional guarantees and their impact on marginalized children's rights in education.

CO3: Evaluate global influences on Indian education policies and UNO's role in addressing educational challenges.

CO4 : Examine key educational policies like the Kothari Commission recommendations and the Right to Education Act.

CO5: Analyze gender equality, child rights, and women empowerment issues in education and propose solutions.

Practicum/ Graded Assignments:

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
3. 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


**SURESH
GYAN VIHAR
UNIVERSITY**
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2024-29

PRE INTERNSHIP – II B (12 weeks)	[TP – 202]
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IV-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-36 CREDITS-2	EXAMINATION TIME = (3) HOURS 100

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)	18 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.	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
2024-29**

Seminar/Presentation/Workshops/Tutorial-II	[SM-202] CREDITS-2
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- 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	

**DETAILED SYLLABUS
2025-29**

Department: School of Education

Year: III

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

Semester-V (Autumn)

CURRICULUM AND SCHOOL	[ED-301]
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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)]

Course Objectives:

- CO1. Meaning, scope, need and aims of curriculum, Difference & relationship between curriculum and syllabus**
- CO2. Curriculum at different level and principles of curriculum construction.**
- CO3. Role of school in executing the curriculum.**
- CO4. Role of head teacher's management in curriculum engagement. Curriculum frame work of NCF – 2005.**
- CO5. 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: <ol style="list-style-type: none"> 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. 	12

2	Curriculum development at school level: <ol style="list-style-type: none"> 1. Understanding different approaches of curriculum: Subject center approach, Learner center approach and integrated approach. 2. Process of curriculum making: <ol style="list-style-type: none"> a) Formulating aims and objectives. b) Determinants of curriculum construction. c) Selection criteria for subject matter. d) Organization of subject matter. e) Instructional material. 	12
3	School support system: <ol style="list-style-type: none"> 1. Educational administration and management: meaning, concept and difference between administration and management and its role for supporting the schools. 2. Community, society and family as a support system. 3. State agencies: SCERT, State Department of Education and DIET. 4. Central agencies: NCERT, NCTE, CBSE. 	12
4	Curriculum implementation and monitoring: <ol style="list-style-type: none"> 1. Reviewing of aims and process of curriculum development 2. Process of curriculum evaluation and revision. 3. Role of government bodies in monitoring of the curriculum. 4. NCF – 2005. 	12
5	School: a site of curriculum engagement/ Implementation <ol style="list-style-type: none"> 1. Role of school in executing the curriculum. 2. Essential conditions of school for transecting the curriculum smoothly (physical and human resources). 3. Role of stakeholders- Head/Principal, teachers, management and govt. 	12
	Total	60

Course Outcomes (CO):

CO1: Understand the fundamental concepts of curriculum, including its meaning, scope, necessity, and objectives. Recognize the distinctions and connections between curriculum and syllabus.

CO2: Gain knowledge of curriculum development at various educational levels and comprehend the principles of curriculum construction.

CO3: Explore the active role of schools in implementing and executing the curriculum effectively.

CO4: Examine the responsibilities of head teachers and management in engaging with and supporting the curriculum, in line with the National Curriculum Framework (NCF) 2005 guidelines.

CO5: Familiarize with the school support systems, and the roles played by state and central agencies in curriculum administration and management.

Practicum/ Graded Assignments:

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

2024-29

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

Course Objectives:

- CO1. ICT application in class room and professional development and in teaching learning process.**
- CO2. Awareness about functioning of computer, concept of hardware and software and educationsoftware, computer memory and its unit.**
- CO3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.**
- CO4. Internet and multimedia Concept and its educational uses.**
- CO5. Role of computer in education system.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Information and communication technologies – an Introduction 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	6

	management and ICT.	
2	<p>Computer Fundamentals:</p> <ol style="list-style-type: none"> 1. General awareness about functioning of Computer- <ol style="list-style-type: none"> 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 2. Concept of hardware, software and education software. 3. Input/output devices 4. Primary storage devices & secondary storage devices. 5. Computer memory and its units-RAM, ROM bit and byte 	6
3	<p>Operating System:</p> <ol style="list-style-type: none"> 1. Basic features of Windows 2. Windows and it's accessories <ol style="list-style-type: none"> a) Explorer b) File Manager c) Paint d) Managing Printing <p>MS-Office</p> <p>MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables & commands</p> <p>MS-Excel- Preparation of Table, Chart, formulas & commands</p> <p>POWER POINT- Preparation of Slides, Paper Presentation & commands</p>	6
4	<p>Computer as teaching machine:</p> <ol style="list-style-type: none"> 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) 	6

	Internet and Multimedia 1. Videoconferencing, Chatting, Videocalls, E-Mail, Internet surfing for educational purpose websites, Search Engines. 2. Concept of Multimedia and its educational uses	
5	Computer and its role Role of Computer in Education System – <ul style="list-style-type: none"> • library Management, • Education and School management, • evaluation system • education and research 	6
	Total	30

Course Outcomes (COs)

- CO1: Acquire skills in ICT application for classroom integration, professional development, and enhancement of the teaching-learning process.**
- CO2: Develop awareness of computer operations, including the concepts of hardware, software, educational software, and the units of computer memory.**
- CO3: Learn the basic features of Windows, including the use of MS-Office and MS-Excel, and the creation of presentations.**
- CO4: Understand the concepts of the internet and multimedia, and their educational applications.**
- CO5: Explore the impact and role of computers within the education system.**

Practicum/ Graded Assignments:

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.**

PSYCHOLOGY (ABNORMAL PSYCHOLOGY)	HS-315
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V-SEM. B.A,B.Ed Integrated	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:

CO1. Student will discuss the Causes of Abnormal Behaviour.

CO2. Student will understand the Clinical Types and Causal Factors.

CO3. Student will analysis the reason of anxiety and somatoform disorders.

CO4. Student will make a list to mood disorders and schizophrenia.

CO5. .Student will make a chart of Personality Disorders with Psychosocial Causal Factors.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction and Theoretical Perspective :- Defining Abnormal Behaviour, <ul style="list-style-type: none"> • 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 - Behavioral, Humanistic, Interpersonal Perspectives	9
2	<ul style="list-style-type: none"> • 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	9
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	9

4	<ul style="list-style-type: none"> • 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. <p>Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Psychosocial Causal Factors</p>	9
5	<ul style="list-style-type: none"> • Personality Disorders and Sexual Deviants:- Introduction - Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors. <p>Sexual and Gender Variants – The Paraphilias and Gender Identity Disorders with Causal Factors</p>	9
	Total	45

Course Outcome:

CO1. Student discuss the Causes of Abnormal Behaviour.

CO2. Student understand the Clinical Types and Causal Factors.

CO3. Student analysis the reason of anxiety and somatoform disorders.

CO4. Student make a list to mood disorders and schizophrenia.

CO5. Student make a chart of Personality Disorders with Psychosocial Causal Factors.

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**

Department: School of Education

Year: III

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

Semester-V (Autumn)

Geography (Economic Geography)	[HS-313]
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V-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives: To acquaint pupil teacher with the:

CO1. Students will understand the the recent trends of economic geography, its relation with economics, and allied subjects, Classification of economies, local and spatial organization.

CO2. Student will analysis the renewable and non-renewable-biotic and abiotic, Conservation of resources, changing nature of economic activities.

CO3. Student will compare the Spatial distribution of major food and cash crops of the world; Agricultural types and classification .

CO4. Student will make a chart of ferrous and non-ferrous and their world distribution, energy minerals and resources.

CO.5 Student will develop positive attitude fof Trade and Transport.

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.	9
2	Natural resources, classification- renewable and non-renewable-biotic and abiotic, Conservation of resources, changing nature of economic activities; mining, forestry, agriculture, industry, trade and transport.	9
3	Agriculture-physical, social, cultural environment influencing crop production; Spatial distribution of major food and cash crops of the world; Agricultural types and classification.	9
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	9

5	Trade and Transport: geographical factors in their development, Major water, land and air transport. Internal and international trade. World Trade Organization (WTO) and globalization and their effect on developing countries of the world.	9
	Total	45

Course Outcome:

CO1. Students understand the the recent trends of economic geography, its relation with economics, and allied subjects, Classification of economies, local and spatial organization.

CO2. Student analysis the renewable and non-renewable-biotic and abiotic, Conservation of resources, changing nature of economic activities.

CO3. Student compare the Spatial distribution of major food and cash crops of the world; Agricultural types and classification .

CO4. Student make a chart of ferrous and non-ferrous and their world distribution, energy minerals and resources.

CO.5 Student develop positive attitude fof Trade and Transport.

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. 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.: Geography of 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)

ECONOMICS PAPER V: MONEY, BANKING AND PUBLIC FINANCE	HS-307
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V-SEM. B.A,B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives:-

The Students are expected to :

CO1. Student will discuss functions and classification. Gresham's law: Role of money in capitalist, socialist and mixed economics.

CO2. Students will analysis the Functions of commercial banks, Investment Portfolio Management, the process of credit creation – Purpose and limitations; Liabilities and assets of banks.

CO3. Students will compare the Various quantitative and qualitative objective methods of Monetary Policy with special reference to India.

CO4. Student will make list the principle of maximum social advantage

CO5. Students will develop positive attitude for taxation system and

- Develop the ability to appraise Critically the issues related with inflation, deflation, reflection.

Units	Contents of the Subject	No. of Teaching 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 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.	12

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
5	Taxation: Sources of public revenue : Taxation – meaning, canons and classification of taxes : Division of tax burden- The benefit and 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.	12
	Total	60

Course Outcome:

CO1. Student discuss functions and classification. Gresham’s law: Role of money in capitalist, socialist and mixed economics.

CO2.Students analysis the Functions of commercial banks, Investment Portfolio Management, the process of credit creation – Purpose and limitations; Liabilities and assets of banks.

CO3.Students compare the Various quantitative and qualitative objective methods of Monetary Policy with special reference to India.

CO4. Student make list the principle of maximum social advantage

CO5. Students develop positive attitude for taxation system and

- Develop the ability to appraise Critically the issues related with inflation, deflation, reflection.

Practicum/ Graded Assignments: 10

Note: Scheme of CIE: 10

Two Mid Terms: 20marks

Total : 40mark

Books Recommended

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

Course Objectives: To acquaint pupil teacher with the:

- CO1. Students will Understand the fundamental contours classical western political thoughts.
- CO2. Students will discuss the Theory of Two Cities Thomas Aquinas.
- CO3 Students will recal the Contractual theory Sovereignty John Locke.
- CO4. Students will analysis Theory of Utility, Law & Reforms J.S.Mill: Revision of Bethamte theory of Utility, Liberty and Representative Government. T. H. Green.
- CO5. Students will Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Plato: Ideal State, Justice, Philosopher King, Education, Communism. Aristotle: State, Citizenship, Property, Slavery, Revolution.	12
2	St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli: Nation, State, State Craft, Religion and Morality.	12
3	Thomas Hobbes: Contractual theory Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General will	12
4	Jeremy Bentham: Theory of Utility, Law & Reforms J.S.Mill: Revision of Bentham's theory of Utility, Liberty and Representative Government. T. H. Green: Theory and function of state, Liberty	12
5	Georg Wilhelm Hegel: Dialectical idealism, Theory of State Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution John Rawls: Theory of Justice	12
Total		60

Course Outcome:

- CO1. Students Understand the fundamental contours classical western political thoughts.**
CO2. Students discuss the Theory of Two Cities Thomas Aquinas.
CO3 Students recal the Contractual theory Sovereignty John Locke.
CO4. Students analysis Theory of Utility, Law & Reforms J.S.Mill: Revision of Bethamte theory of Utility, Liberty and Representative Government. T. H. Green.
CO5. Students Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

Practicum/ Graded Assignments:

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

Scheme of CIE

Class tests	:	10marks
Graded Assignments:		10marks
Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

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

Course Objectives: To acquaint pupil teacher with the:

CO1. Students will understand the Pallavas, Chalukyas, Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity.

CO2. Students will recal Conflicts with regional powers, with special reference to Khilgi imperialism..

CO3. Students will analysis the Firoz Tughlaq – agrarian reforms and public welfare.

CO4. Students will understand the The problems of North Western frontier The Mangol invasions and their effects.

CO5. Students will make a chart or modeal of Rise of provincial kingdoms – Malwa, Gujrat, Bengal, Jaunpur and Mewar.

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

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
	Total	60

Course OutCome:

CO1. Students understand the Pallavas, Chalukyas, Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity.

CO2. Students recal Conflicts with regional powers, with special reference to Khilgi imperialism..

CO3. Students analysis the Firoz Tughlaq – agrarian reforms and public welfare.

CO4. Students understand the The problems of North Western frontier The Mangol invasions and their effects.

CO5. Students make a chart or modeal of Rise of provincial kingdoms – Malwa, Gujrat, Bengal, Jaunpur and Mewar.

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	:	<u>20marks</u>
			<u>40marks</u>

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**



Accredited by NAAC with 'A' Grade

SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

Department: School of Education

Year: III

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

Semester V (Autumn)

ENGLISH LANGUAGE AND LITERATURE (Part – V) PROSE AND FICTION	[HS-301]
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V-SEM. BA-B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: The students will be able to-

CO1. Students will develop their comprehension skill through readings in various types of Essays.

CO2. Student will Develop their reading habits through some long specimens of Short Stories.

CO3. Students will Develop their reading habits through Novel.

CO4. Students will analysis the novel.

CO5. Students will recall the passages for explanation with reference to the context from texts prescribed

Unit	Contents of the Subject	No. of Teaching Periods required
1	Essays (for detailed study) 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?	12
2	Short Stories (for detailed Study) William Somerset Maugham : Mr. Know-All Nadine Gordimer : Once upon a time Rabindranath Tagore : The Babus of Nayanjore Mulk Raj Anand : The Lost Child Munshi Premchand : The Shroud	12
3	Novel (i) Ernest Hemingway : The old Man and the Sea	12
4	Novel (ii) Kamala Markandeya : Nectar in a Sieve	12

5	Explanation Four passages for explanation with reference to the context from texts prescribed in units I and II	12
	Total	60

Course Outcome:

CO1. Students develop their comprehension skill through readings in various types of Essays.

CO2. Student Develop their reading habits through some long specimens of Short Stories.

CO3. Students Develop their reading habits through Novel.

CO4. Suudents analysis the novel.

CO5. Students recal the passages for explanation with reference to the context from texts prescribed

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**

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 Blamares : 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: 100

Examination Duration : 3 Hours

Theory:60

Code : HS_303

Internal :40

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Teaching Periods 12

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- 2- eSfFkyh'kj.k xqlrk
- 3- lqfe=k uanu iar
- 4- lw;Zdkar f=ikBh fujkyk
- 5- t;'kadj izlkn
- 6- egknsoh oekZ
- 7- jke/kkjh flag fnudj
- 8- lfPpnkuan ghjkuan okRL;k;u vKs;
- 9- xtkuu ek/ko eqfDrcks/k
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Teaching Periods 12

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Total 60

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- 2- dfork ds u;s izfreku & ukeoj flag
- 3- fujkyk dh dkO; lk/kuk & jke foykl 'kekZ
- 4- fujkyk dkO; dh Kkunhi psruk] jes'k pUnz feJ



**SURESH
GYAN VIHAR
UNIVERSITY**

Accredited by NAAC with 'A' Grade

SCHOOL OF EDUCATION

DETAILED SYLLABUS

2024-28

Department: School of Education

Year: III

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

Semester-V (Autumn)

Survey Methods in Social Investigations (Sociology)	[HS-305]
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V-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.Students will understand the Scientific Study of Social Phenomena.**
- 2. Students will analysis the logic of Social Research.**
- 3.Students will use tools and Techniques for Data Collection in their feature.**
- 4.Studentss will recal the Procedure of Methods for Sample Selection and its Limitations.**
- 5.Students will develop positive attitude for Quantitative Issues in Social Research.**

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

Course Outcome:

1. Students understand the Scientific Study of Social Phenomena.
2. Students analysis the logic of Social Research.
3. Students use tools and Techniques for Data Collection in their feature.
4. Students recall the Procedure of Methods for Sample Selection and its Limitations.
5. Students develop positive attitude for Quantitative Issues in Social Research.

Practicum/ Graded Assignments:

Note: Scheme of CIE

Class tests	:	10marks
Graded Assignments:		10marks
Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

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
 Alan Bryman, 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,
 Bangalore, 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
2025-29**

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)]	

Course Objectives:

CO1. The concept, scope of social science.

CO2. Meaning, concept and objectives of history and civics discipline of social science and their educational implication

CO3. Concept and objectives of economics and geography discipline of social science and their educational implication.

CO4. Developing positive attitude in student for social science teaching.

CO5. 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: 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.	9
2	Different disciplines of Social Science – I 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.	9
3	Different disciplines of Social Science – II 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.	9
4	Learning and teaching in Social Science: 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.	9
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

Course Outcomes (COs)

CO1: Gain a comprehensive understanding of social science, its concepts, and its broad scope.

CO2: Learn the meaning, concepts, and objectives of history and civics within social science, along with their educational implications.

CO3: Explore the concepts and objectives of economics and geography disciplines in social science and their impact on education.

CO4: Foster a positive attitude among students towards learning and appreciating social science.

CO5: Enhance the quality of teaching and learning processes in social science education.

Graded Assignments:

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

Recommended 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.



SCHOOL OF EDUCATION DETAILED SYLLABUS 2024-28

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

Semester-V (Autumn)

DISCIPLINE OF LANGUAGES (Hindi)	[ED-309]
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V-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

पाठ्यक्रम के उद्देश्य:

- CO1 हिंदी भाषा की मौलिक अवधारणाओं और इसके महत्व को समझना, और ब्रिटिश काल तथा स्वतंत्र भारत में इसके स्थान का अध्ययन करना।
- CO2 विभिन्न भाषा रूपों जैसे मूल भाषा, मातृभाषा, क्षेत्रीय भाषा, और बोली भाषा की अवधारणा और महत्व को पहचानना।

- CO3 तीन भाषा सूत्र की अवधारणा को समझना और इस सूत्र में हिंदी तथा अंग्रेजी के स्थान का विश्लेषण करना।
- CO4 हिंदी भाषा की शब्दावली, उच्चारण, ध्वन्यात्मक, वर्तनी, और विराम चिह्नों के सही प्रयोग को सीखना।
- CO5 हिंदी शिक्षकों के कौशल को बढ़ाना, हिंदी भाषा की सीखने की प्रक्रिया को समझना, और बहुसांस्कृतिक परिप्रेक्ष्य में हिंदी शिक्षण की गुणवत्ता को सुधारना।

इकाई	हिंदी भाषा शिक्षण के पाठ्यक्रम की सामग्री	शिक्षण अवधि पीरियड्स
1	इकाई 1: हिंदी भाषा की अवधारणा, अर्थ और महत्व <ul style="list-style-type: none"> • हिंदी भाषा की विशेषताएँ। • उपयोग के अनुसार भाषा मौखिक), लिखित।(• ब्रिटिश काल में भारत में हिंदी का स्थान। • स्वतंत्र भारत में हिंदी का स्थान। 	9
2	इकाई 2: भाषा के रूप निम्नलिखित की अवधारणा और महत्व - <ul style="list-style-type: none"> • मूल भाषाअर्थ और महत्व। : • मातृभाषा। • क्षेत्रीय भाषा और राष्ट्रीय भाषा। • व्यक्तिगत भाषा और सांस्कृतिक भाषा। • बोली भाषा। 	9
3	इकाई 3: भाषा सूत्र (तीन भाषा सूत्र) <ol style="list-style-type: none"> 1. तीन भाषा सूत्र की अवधारणा और अर्थ। 2. सूत्र में हिंदी का स्थान। 3. सूत्र में अंग्रेजी का स्थान। 4. माध्यमिक स्तर पर शिक्षण के लिए हिंदी का माध्यम। 5. शिक्षण में क्षेत्रीय भाषा का स्थान। 	9
4	इकाई 4: हिंदी भाषा में सीखना <ol style="list-style-type: none"> 1. शब्दावली। 2. उच्चारण। 3. ध्वन्यात्मक। 4. वर्तनी। 5. विराम चिह्नों का प्रयोग। 	9

5	इकाई 5: हिंदी भाषा शिक्षण में गुणवत्ता बढ़ाना 1. हिंदी शिक्षकों के कौशल। 2. हिंदी भाषा की सीखने की प्रक्रिया और शिक्षार्थी। 3. सहायक सामग्री। 4. भाषा सामग्री। 5. बहुसांस्कृतिक परिप्रेक्ष्य में हिंदी की शिक्षा।	9
	Total	45

पाठ्यक्रम के परिणाम:

CO1: छात्र हिंदी भाषा की बुनियादी अवधारणाओं और इसके महत्व को समझेंगे, साथ ही ब्रिटिश राज और स्वतंत्र भारत में इसके विकास और स्थान का अध्ययन करेंगे।

CO2: छात्र विभिन्न भाषा रूपों जैसे मूल भाषा, मातृभाषा, क्षेत्रीय भाषा, और बोली भाषा की अवधारणा और इनके महत्व को पहचानेंगे।

CO3: छात्र तीन भाषा सूत्र की अवधारणा को समझेंगे और इस सूत्र में हिंदी और अंग्रेजी के स्थान का विश्लेषण करेंगे।

CO4: छात्र हिंदी भाषा की शब्दावली, उच्चारण, ध्वन्यात्मकता, वर्तनी, और विराम चिह्नों के सही प्रयोग को सीखेंगे।

CO5: छात्र हिंदी शिक्षकों के कौशल को बढ़ाने, हिंदी भाषा की सीखने की प्रक्रिया को समझने, और बहुसांस्कृतिक परिप्रेक्ष्य में हिंदी शिक्षण की गुणवत्ता में सुधार करने के लिए तैयार होंगे।

यहाँ दिए गए प्रैक्टिकम/मूल्यांकित असाइनमेंट्स का हिंदी अनुवाद है:

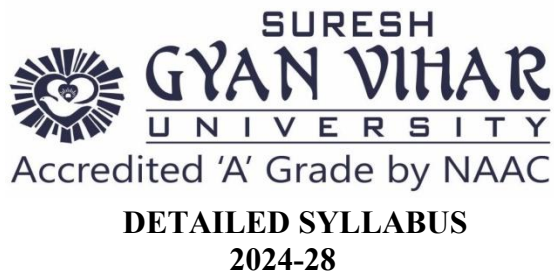
1. प्रतिष्ठित व्यक्तित्वों का योगदान (संकाय संबंधित): अपने संकाय से संबंधित प्रतिष्ठित व्यक्तित्वों के योगदान का अध्ययन करें।
2. अनुशासन संबंधित क्षेत्रों का महत्व (सेमिनार): अपने करियर के निर्माण में संकाय संबंधित क्षेत्रों के महत्व पर सेमिनार आयोजित करें।
3. किसी विषय को पढ़ाने के लिए एक नवीन योजना तैयार करें: अपने संकाय के किसी भी विषय को पढ़ाने के लिए एक नवीन योजना बनाएं।
4. अपने अनुशासन की किसी इकाई के सहायक सामग्री तैयार करें: अपने संकाय की किसी भी इकाई के लिए सहायक सामग्री तैयार करें।
5. भाषा के हाल के रुझानों की पीपीटी (PPT): भाषा के हाल के रुझानों पर एक पावरपॉइंट प्रस्तुति (PPT) तैयार करें।

Note: Scheme of CIE

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

पुस्तकों की सूची

1. भाई योगेंद्र जीत; *हिंदी भाषा शिक्षण*, विनोद पुस्तक मंदिर, आगरा।
2. भाटिया, एम.एन. और नारंग, सी.एल. (1987); *हिंदी शिक्षण विधायन*, प्रकाश ब्रदर्स, लुधियाना।
3. यादव राम प्रसाद; *राष्ट्र भाषा का शिक्षण*, आचार्य बुक डिपो., बड़ौदा।
4. मनोरमा गुप्त; *भाषा अधिगम*, केंद्रीय हिंदी संस्थान, आगरा।
5. नीरंजन कुमार (1994); *आधुनिक विधाओं में हिंदी शिक्षण*, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
6. एनसीईआरटी (2006); *स्थिति पत्र: भारतीय भाषाओं के शिक्षण पर राष्ट्रीय फोकस समूह*, एनसीईआरटी, नई दिल्ली।



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

CO1 Nature need and importance of English as a second language.

CO2 Forms of language basic language, regional language, etc.

CO3 Characteristics of English Language in different context- Link language, library language.

CO4 English as a second language, its vidhyaye and competencies

CO5 Enhancing quality in teaching learning process in English languages.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction of language: 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.	9
2	Forms of language: 1. Basics language. 2. Regional language 3. International language. 4. Dialect.	9
3	Characteristics of English Language: 1. English as a language of administration. 2. Trade and commerce 3. Link language 4. International language 5. English as a language of library	9
4	English as a second language: 1. 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	9

	<p style="text-align: center;">d) Composition</p> <p>5. Elements of English language: vocabulary, spelling, pronunciation, punctuation.</p> <p>6. Development of competencies in learning through different modes:</p> <p style="padding-left: 40px;">a) Reading</p> <p style="padding-left: 40px;">b) Writing</p> <p style="padding-left: 40px;">c) Speaking</p> <p style="padding-left: 40px;">d) Listening.</p>	
5	<p>Enhancing quality in teaching learning process of English:</p> <p style="padding-left: 40px;">1. Concept of quality in context.</p> <p style="padding-left: 40px;">2. Teacher and micro teaching skills.</p> <p style="padding-left: 40px;">3. Learner and learning process.</p> <p style="padding-left: 40px;">4. Learning material.</p> <p style="padding-left: 40px;">5. Support material.</p>	9
	Total	45

Course Outcomes (COs)

CO1: Understand the nature, necessity, and significance of English as a second language in various contexts.

CO2: Explore the different forms of language, including basic and regional languages, and their roles in communication.

CO3: Identify the characteristics of the English language when used as a link language and in libraries.

CO4: Learn about English as a second language, its teaching methodologies (vidhyaye), and the competencies required for mastery.

CO5: Aim to enhance the quality of the teaching-learning process in English language education, adapting to diverse learner needs.

Practicum/ Graded Assignments:

- 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**

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**



**SCHOOL OF EDUCATION
DETAILED SYLLABUS
2024-28**

Seminar/Presentation/Workshops/Tutorial-II	[SM-301] CREDITS-2
Semester-V B.A. B.Ed	

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	

Code : SM-301

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	



**SCHOOL OF EDUCATION
DETAILED SYLLABUS
2025-29**

Department: School of Education

Year: III

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

Semester-VI (Spring)

Psychology (POSITIVE PSYCHOLOGY)	HS-316
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VI-SEM. B.A, B.Ed Integrated	EVALUATION
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**SCHEDULE PER WEEK
LECTURES- 3
CREDITS- 3**

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

Course Objectives: To acquaint the pupil teacher with the :

CO1. Understand the concept of abnormal behavior and its significance in psychology.

CO2. Explore developmental disorders in children and adolescents.

CO3. Investigate anxiety-related and somatoform disorders.

CO4. Examine mood disorders and schizophrenia.

CO5. Explore personality disorders and sexual variations.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction and Theoretical Perspective :- Defining Abnormal Behaviour, <ul style="list-style-type: none"> • 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 - Behavioral, Humanistic, Interpersonal Perspectives 	9
2	<ul style="list-style-type: none"> • 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	9
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	9
4	<ul style="list-style-type: none"> • 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: Cyclothymic Disorder, Bipolar I Disorder, Bipolar II Disorder. Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Psychosocial Causal Factors 	9
5	<ul style="list-style-type: none"> • 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 	9
	Total	45

Course Outcomes:

CO1. Define abnormal behavior and identify its criteria. Analyze the various theoretical perspectives (Psychoanalytic, Behavioristic, Cognitive-Behavioral, Humanistic, and Interpersonal)

on abnormal behavior causation

CO2. Describe mental retardation, its levels, clinical types, and causal factors. Explain autism, learning disabilities, and attention-deficit/hyperactivity disorder (ADHD) in terms of clinical presentation and causative factors.

CO3. Identify panic disorder, generalized anxiety disorder, phobic disorder, and obsessive-compulsive disorder (OCD) along with their causal factors. Describe somatoform disorders (somatization disorder, somatoform pain disorder, conversion disorder) and hypochondriasis..

CO4. Differentiate between unipolar mood disorders (depression) and bipolar mood disorders (cyclothymic disorder, bipolar I, and bipolar II). Understand schizophrenia, its clinical picture, and subtypes (disorganized, paranoid, catatonic, undifferentiated, and residual) with psychosocial causal factors.

CO5. Discuss Cluster A, B, and C personality disorders, their clinical features, and psychosocial causal factors. Investigate sexual and gender variants, including paraphilias and gender identity disorders.

Practicum / Graded 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	:	<u>20marks</u>
		<u>40marks</u>

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 2025-29

Department: School of Education

Year: III

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

Semester-VI (Spring)

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

Course Objectives: To acquaint the pupil teacher with the :

CO1. Understand India's geographical context within South-East and South Asia. Appreciate the unity within India's diverse cultural and geographical landscape.

CO2. Explore India's regional and seasonal climate patterns. Study the distribution and characteristics of soil types.

CO3. Analyze India's vegetation patterns and their distribution. Discuss the status of forest use and the need for conservation.

CO4. Study India's agricultural practices, irrigation, and multipurpose projects. Explore livestock, horticulture, dairy, and fisheries.

CO5. Investigate India's mineral resources and sources of power. Explore key industries.

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 role in shaping physical landscape of India. Drainage systems and its functional significance.	9
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.	9
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.	9
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.	9
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; Gender discrimination and empowerment of women. Basis of regional planning, planning divisions of India-macro and meso; Regional planning of rural and urban regions.	9
Total		45

Course Outcomes:

CO1. Describe India's major terrain elements and their role in shaping the physical landscape.

CO2. Identify the monsoon, Western disturbance, and norwesters as significant climatic phenomena. Understand the distribution of different soil types across the country.

CO3. Classify vegetation types in India. Evaluate the importance of forest conservation. Describe the distribution and production of crops (wheat, rice, sugarcane, cotton, jute, tobacco, coffee, tea).

CO4. Describe major industries (iron and steel, textile, cement, chemical, fertilizer, and pulp). Discuss energy sources (coal, petroleum, hydropower, atomic energy).

CO5. Evaluate the relevance of agricultural regions in development planning. Discuss regional planning for rural and urban areas.

Practicum/ Graded Assignments:

Students will work in groups on the practical aspects of the knowledge gained during

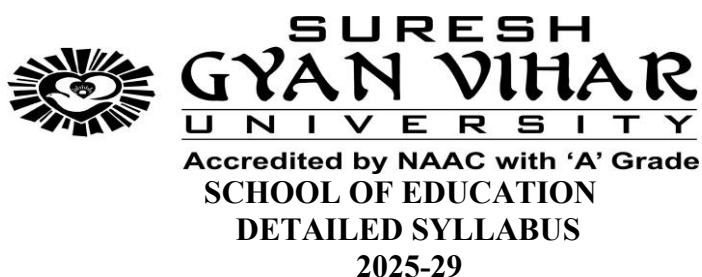
contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments:		10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

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 Delh



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

Course Objectives: To acquaint the pupil teacher with the :

CO1. Understand the fundamental concepts of international relations. Analyze the scope and

relevance of international relations in a globalized world.

CO2. Explore the components of national power. Evaluate the role of national power in shaping international relations.

CO3. Understand the causes and impact of the Cold War. Examine key events and strategies during the Cold War.

CO4. Study the determinants of foreign policy. Analyze the foreign policies of major countries.

CO5. Explore current trends in international politics. Discuss critical global issues.

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
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
5	Major contemporary, Trends and Issues in International Politics ; Rise of Asia, Role and Impact of UNO in the changing World, Environmentalism, Human Right and Global Terrorism Globalisation, Disarmament, SAARC ASEAN, European Union.	12
Total		60

Course Outcomes:

CO1. Students will be able to define international relations and explain its significance.

CO2. Students will identify the elements of national power (military, economic, etc.).

CO3. Students will explain the ideological differences between the U.S. and the Soviet Union.

Students will assess the consequences of the Cold War on global politics.

CO4. Students will identify the elements that shape a nation's foreign policy.

CO5. Students will assess the impact of the United Nations on global governance.

Practicum/ Graded Assignments:

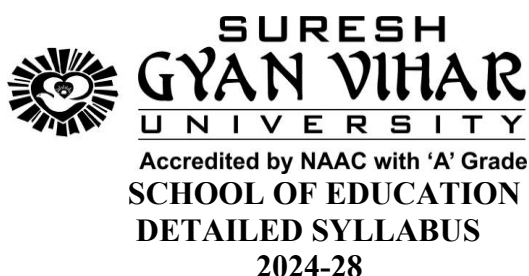
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

Note: Scheme of CIE

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

Recommended Books:

- 1.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*.



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

Course Objectives: To acquaint the pupil teacher with the :

CO1. Students will comprehend the historical context of the Mughal period, including the rise of Babur, Humayun, and Sher Shah Suri. They will analyze the socio-political and economic institutions during this era

CO2. Students will explore the consolidation and expansion of the Mughal Empire under Akbar, Jahangir, Shah Jahan, and Aurangzeb.

CO3. Students will understand Mughal administrative institutions, including the land revenue system, Mansabdari, and Jagirdari.

CO4. Students will study significant events like the Third Battle of Panipat and Maratha-British struggles.

CO5. Students will analyze the roles and contributions of Robert Clive and Warren Hastings in British colonial India. Students will study popular uprisings and revolts against British colonial rule before the pivotal year of 1857.

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 and Jagirdari system. B. Society and social classes ulema, nobility, Zamindars, Artisans and Peasantry. C. Decline and disruption of the Mughal Empire.	12
4	A Third Battle of Panipat, Marathas under Mahadji Sindhia and Nana 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.	12
5	A Estimate of Clive and Hastings B Legislative activities C Administrative changes D Indian resistance prior to 1857	12
	Total	60

Course Outcomes:

CO1. Describe the historical context of the Mughal period and its impact on Indian society.

CO2. Analyze the Mughal Empire’s administrative structures, economic systems, and social hierarchies.

CO3. Evaluate the religious policies of Akbar and Aurangzeb and their implications.

CO4. Understand the decline of the Mughal Empire and its consequences.

CO5. Assess the emergence of regional powers and their interactions with the British Empire.

Practicum/ Graded Assignments:

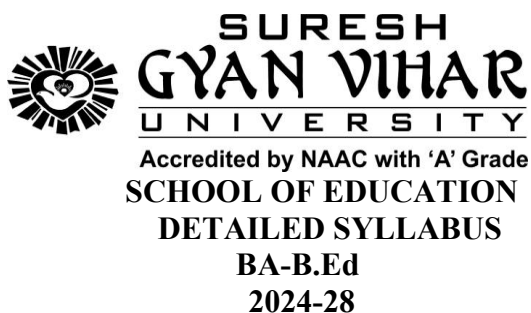
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

Note: Scheme of CIE

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

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.)



Department: School of Education

Year: III

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

Semester-VI (Spring)

ENGLISH LANGUAGE AND LITERATURE (Part – VI) POETRY AND DRAMA	HS-302
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VI-SEM. BA-B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (30) & ESE (70)]

Objectives: The students will be able to-

- CO1. Analyze themes, imagery, and language in the selected poems. Explore the historical and cultural context of each poet.**
- CO2. Compare and contrast the poetic styles of different Indian poets. Interpret symbolism and metaphors in the selected poems..**
- CO3. Analyze character development and plot structure in “Arms and the Man.” Understand the socio- political context of George Bernard Shaw’s work.**
- CO4. Investigate the impact of social norms on individual behavior.**
- CO5. Discuss the role of language and communication in the play.**

Unit	Contents of the Subject	No. of Teaching
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		Periods required
1	Poetry (i) (for detailed study) 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	12
2	Poetry (ii) (for detailed study) 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	12
3	Drama (i) G.B. Shaw : Arms and the Man	12
4	Drama (ii) Vijay Tendulkar : Silence; The Court is in Session	12
5	Explanation Four passages for explanation with reference to the contexts from the texts prescribed in units I and II	12
	Total	60

Course Outcomes :

- CO1. Students will be able to identify and discuss key elements of Victorian and Modernist poetry.
- CO2. Students will recognize the significance of Indian poetry in shaping cultural identity. They will analyze specific poems by Tagore, Naidu, and others.
- CO3. Students will recognize the satirical elements in “Arms and the Man.”
- CO4. Students will appreciate Vijay Tendulkar’s exploration of societal norms.
- CO5. Students will engage with the complexities of human interactions in a legal context.

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. 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.


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
 SCHOOL OF EDUCATION
 DETAILED SYLLABUS
 BA-B.Ed
 2025-29

Department: School of Education

Year: III

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

Semester-VI (Spring)

isij &AA % dFkk lkfgR;	HS-304
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VI-SEM. BA-B.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

पाठ्यक्रम के उद्देश्य&

- CO1. fo|kFkhZ dFkkvksa ,oa miU;kl esa ls fn, x, x|ka'kksa की व्याख्या कर सकेंगे।
- CO2. fo|kFkhZ विभिन्न dgkfu;ksa की leh{kk करने में सक्षम होंगे।
- CO3. fo|kFkhZ R;kx i= miU;kl का विश्लेषण कर सकेंगे।
- CO4. fo|kFkhZ euksgj oekZ dh dgkfu;ksa की leh{kk करने में सक्षम होंगे।

CO5. fo|kFkhZ vk/kqfud fgUnh dgkuh ,oa miU;kl ds rRoksa dks जान सकेंगे।

bdkbZ&1

Teaching Periods 12

fuEufyf[kr dFkkvksa ,oa miU;kl esa ls fn, x, x|ka'kksa esa ls fdUgha nks x|ka'kksa dh lalnHkZ O;k[k; djuh gSaA izR;sd 6 vad ds x|ka'k dk ,d fodYi Hkh fn;k tk,xkA

fuEukafyf[kr iqLrdsa iBuh; gSa&

- 1- dFkk dy'k % la- euksGj oekZ] fdj.k ifCyds'kUI vtesj
- 2- R;kx i= % tSusanz dqekj izdk'kd & iwoksZn; izdk'ku fnYyh

bdkbZ&2

Teaching Periods 12

dFkk dy'k dh fuEufyf[kr dgkfu;ksa esa ls nks dgkfu;ksa ij nks leh{kkRed iz'u fn, tk,axs ftuesa ls nks $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{2}$ vadks ds iz'u dk mÜkj nsuk gksxkA

- 1- ued dk nkjksxk & izsepan
- 2- nq%[k & ;'kiky
- 3- ,Vece & ve`ryky ukxj
- 4- eqxyksa us lYrur c['knh & Hkxorh pj.k oekZ
- 5- phQ dh nkor & Hkh"e lkguh
- 6- nknh ekj & f'ko izlkn flag
- 7- ukSdjh is'kk & deys'oj
- 8- jktk dk pkSd & uferk flag
- 9- ljgn ds bl ikj & ukfljk 'kekZ

bdkbZ&3

Teaching Periods 12

R;kx i= miU;kl ij nks leh{kkRed iz'u fn, tk,jxs ftuesa ls $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{2}$ vad ds nks iz'uksa dk mÜkj nsuk gksxkA

bdkbZ&4

Teaching Periods 12

dFkk dy'k la- euksGj oekZ dh dgkfu;ksa vFkok R;kx i= miU;kl ij nks leh{kkRed iz'u fn, tk,axsA muesa ls $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{2}$ vad ds nks iz'uksa dk mÜkj nsuk gksxkA ,d iz'u fodYi ds :i esa fn;k tk,xkA dFkk dy'k dh 9 dgkfu;ksa ds uke bdkbZ 2 esa fn, x, gSA

bdkbZ&5

Teaching Periods 12

vk/kqfud fgUnh dgkuh ,oa miU;kl ds rRoksa ij rFkk dFkkdkjksa ds ifjp;kRed v/;;u ij rhu iz'u fn, tk,jxs muesa ls $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{2}$ vadks ds nks iz'uksa dk

Total 60

पाठ्यक्रम के परिणाम

CO1. fo|kFkhZ dFkkvksa ,oa miU;kl esa ls fn, x, x|ka'kksa की व्याख्या कर सकें।

CO2. fo|kFkhZ विभिन्न dgkfu;ksa की leh{kk करने में सक्षम हुए।

CO3. fo|kFkhZ R;kx i= miU;kl का विश्लेषण कर सकें।

CO4. fo|kFkhZ euksgj oekZ dh dgkfu;ksa की leh{kk करने में सक्षम हुए।

CO5. fo|kFkhZ vk/kqfud fgUnh dgkuh ,oa miU;kl ds rRoksa dks जान सकें।

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments:		10marks
• Two Mid Terms	:	20marks
		<u>40marks</u>

DETAILED SYLLABUS

2025-29

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

Course Objectives: To acquaint pupil teacher with the:

CO1. Understand the concept of social problems and their impact on society.

CO2. Examine structural challenges faced by rural communities.

CO3. Analyze the impact of child marriage and elderly-related problems. Understand the challenges faced by Indian youth, including AIDS awareness.

CO4. Explore criminal behavior and juvenile delinquency. Understand the impact of terrorism and casteism.

CO5. Understand the problems faced by slum dwellers and those affected by development-induced displacement.

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: Theoretical Perspectives (iii) Social Problems: Types and Factors	12
2	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
3	Familial Problems in Contemporary India (i) Dowry, Divorce (ii) Child Marriage, Problems of Elderly (iii) Problems of Youth in India, Aids Problem	12
4	Disorganizational Problems in Contemporary India (i) Crime, Juvenile Delinquency (ii) Corruption, Drug Addiction (iii) Terrorism, Casteism	12
5	Development Problems in Contemporary India (i) Poverty, Unemployment (ii) Illiteracy, Environmental Pollution (iii) Problems of Slums, Development Induced Displacement, National Defecation campaign	12
	Total	60

Course Outcomes :

CO1. Students will be able to critically evaluate the role of social disorganization in problem formation..

CO2. Students will recognize the interconnectedness of rural and gender-related issues.

CO3. Students will recognize the social implications of familial issues.

CO4. Students will recognize the complexities of criminal justice and rehabilitation.

CO5. Students will recognize the multifaceted nature of development issues.

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
		<hr/>
		40marks
		<hr/>

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

YOGA EDUCATION	[ED- 302]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Course Objectives: To acquaint pupil teacher with the:

CO1. Understand the philosophical and psychological aspects of yoga. Compare and contrast different paths within the eightfold system

CO2. Study Patanjali's Yoga Sutras as a foundational text. Explore the philosophical insights from the Bhagavad Gita. Understand the teachings of Yog Upanishads.

CO3. Explore asanas (physical postures), pranayama (breath control), kriyas (cleansing techniques), and dhyana (meditation).

CO4. Explore different types of yoga asanas (postures). Understand the alignment, benefits, and contraindications.

CO5. Investigate the impact of yoga on different body systems (e.g., cardiovascular, nervous, musculoskeletal).

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of Yoga: 1. What is yoga? (Philosophical & Psychological aspects) 2. Types of yoga (Eight folder path). 3. Importance of yoga.	6
2	Basis of yoga: 1. Patanjali yogsutra. 2. Bhagwat Gita. 3. Yog upnishad.	6
3	Theories of yoga practice: 1. Asana. 2. Pranayam. 3. Kriyas. 4. Dhayan.	6
4	Yoga Asans: 1. Types of yoga asans. 2. Advantage of yoga exercise. 3. Precautions to be taken during yoga and exercise.	6
5	Health and yoga: 1. Effect of yoga exercise on different system of body. 2. Yoga and diseases. 3. Personality development through yoga.	6
	Total	30

Course Outcomes :

CO1. Students will recognize the interconnectedness of physical, mental, and spiritual aspects.

CO2. Students will engage with classical yoga texts.

CO3. Students will apply asanas and pranayama techniques. They will recognize the importance of a balanced practice.

CO4. Students will recognize various asanas and their effects..

CO5. Students will recognize the physiological effects of yoga. They will critically evaluate research on yoga and specific health conditions.

Practicum/ Graded Assignments:

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
<hr/>		
40marks		
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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
10. Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat



DETAILED SYLLABUS
2025-29

Department: School of Education

Year: III

Pedagogy of a school Subject (Part-I)English	[ED- 354]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

CO1: Understand the nature, scope, and importance of teaching English, and identify aims and objectives according to Bloom's Taxonomy.

CO2: Define characteristics of English teachers and learners, and understand their roles in the teaching-learning process.

CO3: Recognize the need and importance of instructional planning, and understand different types of planning: yearly, unit, and lesson plans.

CO4: Understand different forms of lesson planning based on different approaches.

CO5: Explore various methods and approaches used in teaching English..

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction to English Teaching: 1. Nature, scope and importance of teaching English. 2. Aims of teaching English as a second language. 3. Importance of English subject in school curriculum. 4. Objectives of teaching English according to Bloom's Taxonomy	9
2	Teacher and Learner of English Language: 1. Characteristics of English teacher. 2. Role of teacher in- teaching learning process. 3. Characteristics of Learner. 4. Teacher learner behavior in teaching learning process.	9
3	Instructional planning of English Teaching: Meaning and concept of instructional planning. Need, importance and characteristics of good instructional planning. Types of planning: Yearly Plan. Unit Plan. Lesson Plan. 1. Need and importance of each type of planning.	9
4	Forms of lesson plan according to: 1. Herbartian based. 2. Evaluation approach based. 3. NCERT approach based.	9
5	Methods and approaches of teaching English language: 1. Direct method. 2. Bi-lingual method. 3. Substitution method. 4. Structural approach. 5. Situational approach. 6. Eclectic approach.	9
	Total	45

Course Outcomes:

- CO1: Gain a comprehensive understanding of yoga's philosophical and psychological dimensions, including the Eightfold Path, and appreciate its significance in personal well-being.**
- CO2: Acquire insights into foundational yoga texts such as the Patanjali Yoga Sutra and Bhagavad Gita, and understand their principles to deepen yoga practice.**
- CO3: Familiarize oneself with key yoga practices like Asanas, Pranayama, Kriyas, and Dhyana, and develop proficiency in their application.**
- CO4: Understand the various types of yoga asanas, their benefits, and learn precautionary measures to ensure safe practice.**
- CO5: Evaluate the physiological effects of yoga exercises on the body, explore the therapeutic applications of yoga for different health conditions, and recognize its role in holistic personality development.**

Practicum/ Graded Assignments:

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; Spoken English for Indian, Madras: Orient Longman Ltd.
2. Barua, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt.Ltd.
3. Bright and McGregor; Teaching English as Second Language, Longman
4. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
5. Collins Cobuild; English Grammar, Harper Colling Publisher India
6. Doff, A; Teach English, Cambridge: CUP
7. Freeman Diane-Larsen; Techniques and Principles in Language Teaching, Cambridge: CUP
8. Gimson A.C. ; An Introduction to the Pronunciation of English, London: Edward
9. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
10. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Paliwal, A.K. (1988); Palmer, H.L. (1964-65); English Language Teaching, Jaipur :Surbhi Publication
12. Richards, J.C. and Rodgers, T.S.; The Principles of Language Study, Approaches and Methods in , London : O.U.P.
13. Roach, Peter (1991); Language Teaching: English Phonetics and Phonology, Cambridge C.U.P.
14. Thomson, A.J. and Martinet (1998); A Practical Grammar ELBS, Cambridge C.U.P.
15. Venkateshwaran, S (1995); Principles of Teaching English Delhi, O.U.P.
16. Willis, Jane, Woodward, Tessa (2001); Teaching English through English: Planning Lessons and Courses, Vikas Publishing House Pvt. ltd.



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GYAN VIHAR
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DETAILED SYLLABUS

2025-29

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-356]
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VI-SEM. B.A. B.Ed.	EVALUATION
<p>SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p>EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>

उद्देश्य: हिंदी शिक्षण सिलेबस के पाठ्यक्रम के उद्देश्य दिए गए हैं:

CO1 हिंदी भाषा की मूल अवधारणा, इसके विस्तार और स्कूली शिक्षा में इसके महत्व को समझना और हिंदी शिक्षण के लक्ष्यों की पहचान करना।

CO2 हिंदी और अन्य विषयों के बीच सह-संबंध को समझना और गैर-हिंदी भाषी क्षेत्रों में हिंदी भाषा के उपयोग और महान हिंदी लेखकों/कवियों के योगदान की सराहना करना।

CO3 हिंदी शिक्षकों और शिक्षार्थियों की विशेषताओं को पहचानना और शिक्षण-अधिगम प्रक्रिया में उनकी भूमिका और जिम्मेदारियों को समझना।

CO4 हिंदी शिक्षण के लिए शैक्षिक योजना की अवधारणा को समझना और विभिन्न प्रकार की योजनाओं जैसे वार्षिक योजना, इकाई योजना, और पाठ योजना का निर्माण करना।

CO5 हिंदी शिक्षण की विभिन्न शिक्षण विधियों और पद्धतियों को समझना और उन्हें शिक्षण में लागू करने की क्षमता विकसित करना।

इकाई	विषय की सामग्री	शिक्षण अवधि की आवश्यकता
1	<p>इकाई 1: हिंदी शिक्षण की प्रकृति, क्षेत्र और उद्देश्य:</p> <ol style="list-style-type: none"> हिंदी की अवधारणा और अर्थ इसकी प्रकृति और क्षेत्र स्कूल पाठ्यक्रम में हिंदी शिक्षण का महत्व हिंदी शिक्षण के उद्देश्य हिंदी शिक्षण के लक्ष्य 	9

2	<p>इकाई 2: अन्य विषयों के साथ सह:संबंध-</p> <ol style="list-style-type: none"> 1. सहअर्थ और अवधारणा :संबंध- 2. अन्य विषयों के साथ हिंदी का सहसंबंध- 3. अन्य स्कूल विषयों के साथ संबंध 4. गैरहिंदी भाषी क्षेत्रों में हिंदी भाषा का उपयोग- 5. हिंदी के क्षेत्र में महान हिंदी लेखकों/कवियों का योगदान/ 	9
3	<p>इकाई 3: शिक्षक और शिक्षार्थी:</p> <ol style="list-style-type: none"> 1. हिंदी शिक्षक की विशेषताएँ 2. शिक्षण अधिगम प्रक्रिया में हिंदी शिक्षक की भूमिका और-जिम्मेदारियाँ 3. शिक्षार्थियों की विशेषताएँ 4. शिक्षार्थी की भूमिका और जिम्मेदारियाँ 5. कक्षाओं में शिक्षकशिक्षार्थी संबंध- 	9
4	<p>इकाई 4: हिंदी शिक्षण के लिए शैक्षिक योजना:</p> <ol style="list-style-type: none"> 1. शैक्षिक योजना का अर्थ और संकल्पना। 2. शिक्षणअधिगम प्रक्रिया में योजनाओं की आवश्यकता और - महत्व। 3. शैक्षिक योजना के प्रकारवार्षिक योजना :, इकाई योजना, पाठ योजना। 4. कविता, नाटक, व्याकरण के लिए पाठ योजना की तैयारी। 5. नवीन योजनाओं के प्रकार। 	9
5	<p>इकाई 5: हिंदी के शिक्षण की पद्धति:</p> <ol style="list-style-type: none"> 1. शिक्षाशास्त्र की संकल्पना, आवश्यकता और महत्व। 2. शिक्षण विधियों के प्रकार और वर्गीकरण। 3. शिक्षक केंद्रित विधियाँ। 4. छात्र केंद्रित विधियाँ। 5. सहभागी विधियाँ और गतिविधि आधारित विधियाँ। 	9
	Total	45

Course Outcomes

- CO1: शिक्षक प्रशिक्षु हिंदी भाषा की मूल अवधारणा, इसके विस्तार और शिक्षा में इसके महत्व को समझेंगे और हिंदी शिक्षण के लक्ष्यों की पहचान करेंगे।
- CO2: वे हिंदी और अन्य विषयों के बीच सह-संबंध को समझेंगे और गैर-हिंदी भाषी क्षेत्रों में हिंदी भाषा के उपयोग और महान हिंदी लेखकों/कवियों के योगदान की सराहना करेंगे।
- CO3: वे हिंदी शिक्षकों और शिक्षार्थियों की विशेषताओं को पहचानेंगे और शिक्षण-अधिगम प्रक्रिया में उनकी भूमिका और जिम्मेदारियों को समझेंगे।

CO4: वे हिंदी शिक्षण के लिए शैक्षिक योजना की अवधारणा को समझेंगे और विभिन्न प्रकार की योजनाओं जैसे वार्षिक योजना, इकाई योजना, और पाठ योजना का निर्माण करेंगे।

CO5: वे हिंदी शिक्षण की विभिन्न शिक्षण विधियों और पद्धतियों को समझेंगे और उन्हें शिक्षण में लागू करने की क्षमता विकसित करेंगे।

प्रेक्टिकम/मूल्यांकित असाइनमेंट्स:

1. विषयों से संबंधित करियर के अवसरों पर एक योजना तैयार करें।
2. विषयों के प्रमुख व्यक्तित्वों की तस्वीरों के साथ एक चार्ट तैयार करें।
3. कक्षा में शिक्षक और शिक्षार्थी के व्यवहार का अवलोकन करें।
4. किसी भी इकाई पर आधारित संस्थागत कार्यक्रम की योजना तैयार करें।
5. स्कूलों में नियमित शिक्षकों द्वारा प्रयुक्त शिक्षण विधियों पर एक सर्वेक्षण करें।

Note: Scheme of CIE

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

अनुशंसित पुस्तकें:

1. भाई योगेंद्र जीत; भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
2. केशव प्रसाद (2004); हिंदी शिक्षण, धनपत राय पब्लिशिंग, दिल्ली
3. राधेश्याम शर्मा और यशवंती गौर; हिंदी शिक्षण, आरिहंत शिक्षा प्रकाशन, जयपुर
4. रमन बिहारी लाल; हिंदी शिक्षण, रस्तोगी एंड कंपनी, मेरठ
5. रामशकल पांडेय (2000); हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
6. श्रीवास्तव, आर.एस.; मातृ भाषा शिक्षण, कैलाश पुस्तक सदन, ग्वालियर
7. सावित्री सिंह; हिंदी शिक्षण, गया प्रसाद एंड संस, आगरा
8. निरंजन कुमार सिंह; माध्यमिक विद्यालय में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
9. राम प्रसाद यादव; हिंदी शिक्षण, श्री राम मेहरा, आगरा।

Department: School of Education

Year: III

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

Semester-VI (Spring)

PEDAGOGY OF A SCHOOL SUBJECT (Part – I) ECONOMICS	[ED- 358]
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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 for the Economics teaching syllabus:

CO1 To understand the fundamental concept, scope, and significance of Economics as a subject, and to recognize its aims and objectives within the school curriculum.

CO2 To explore the interrelationship between Economics and other academic disciplines, and to appreciate the contributions of economists to the field.

CO3 To identify the qualities and roles of both Economics teachers and learners, and to understand their interrelationship in the educational process.

CO4 To grasp the concept and importance of instructional planning in Economics, including the development of yearly, unit, and lesson plans.

CO5 To learn about various pedagogical approaches in Economics teaching, including teacher-centered, student-centered, and participatory methods.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Economics: 1. Concept and meaning of economics 2. Nature and its scope 3. Importance of economics teaching in school curriculum 4. Aims of economics teaching 5. Objectives of economics teaching	9
2	Co-relation with other subjects: 1. Co-relation: meaning and concept 2. Correlation of economics with other disciplines 3. Relationship with other school subjects 4. Contribution of economist in the area of economics	9
3	Teacher and Learner: 1. Characteristics of economics teacher 2. Role and responsibilities of economics teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes	9

4	Instructional planning for economics teaching: 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan	9
5	Methodology of teaching of economics: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods	9
	Total	45

Course Outcomes

- CO1:** Pupil teachers will understand the core concepts, scope, and importance of Economics as a discipline and its educational objectives.
- CO2:** Pupil teachers will explore the interconnections between Economics and other fields, acknowledging the contributions of economists.
- CO3:** Pupil teachers will identify the attributes and roles of Economics educators and learners, and their dynamic relationship in education.
- CO4:** Pupil teachers will grasp the essentials of instructional planning in Economics, including the creation of comprehensive plans.
- CO5:** Pupil teachers will learn diverse teaching methods in Economics to foster student engagement and understanding.

Practicum/ Graded Assignments:

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, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall bookdepot, 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.

Department: School of Education

Year: III

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

Semester-VI (Spring)

PEDAGOGY OF A SCHOOL SUBJECT (Part – I) CIVICS	[ED-360]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

- CO1:** Develop a clear understanding of the concept of civics, its significance in society, and its role in shaping informed and responsible citizens.
- CO2:** Explore the interdisciplinary connections of civics with other academic subjects, recognizing its contributions to fields such as history, political science, and sociology.
- CO3:** Identify the key characteristics and responsibilities of effective civics teachers, understanding their role in facilitating student learning and civic engagement.
- CO4:** Create comprehensive instructional plans for teaching civics, including yearly, unit, and lesson plans that align with educational objectives and promote active learning.
- CO5:** Implement various pedagogical methods in civics education, including teacher-centered, student-centered, and participatory approaches, to enhance student understanding and engagement with civic concepts.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Civics: <ol style="list-style-type: none"> 1. Concept and meaning of civics. 2. Nature and its scope. 3. Importance of civics teaching in school curriculum. 4. Aims of civics teaching. 5. Objectives of civics teaching. 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of civics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of political thinkers in the area of civics. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of civics teacher. 2. Role and responsibilities of civics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9

4	Instructional planning for civics teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of civics: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods. 	9
	Total	45

Course Outcomes

CO1: Pupil teachers will understand the concept of civics, its importance in society, and its role in developing informed citizens.

CO2: Pupil teachers will explore the connections of civics with other subjects and its interdisciplinary contributions.

CO3: Pupil teachers will identify the traits and duties of effective civics teachers in fostering learning and civic participation.

CO4: Pupil teachers will create detailed instructional plans for civics that encourage active learning and align with educational goals.

CO5: Pupil teachers will implement diverse teaching methods in civics to improve student understanding and involvement.

Practicum/ Graded Assignments:

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 (Part – I) HISTORY	[ED -362]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:-

- CO1: Develop a comprehensive understanding of the concept and significance of history, recognizing its role in shaping societies and cultures.**
- CO2: Analyze the interdisciplinary connections of history with other subjects, identifying its contributions to various academic disciplines and cultural contexts.**
- CO3: Recognize the distinctive characteristics of history teachers and learners, understanding their roles and responsibilities in the teaching-learning process.**
- CO4: Apply effective instructional planning strategies to design coherent yearly, unit, and lesson plans for history education, ensuring alignment with educational objectives.**
- CO5: Implement diverse pedagogical methods in history teaching, fostering student engagement, critical thinking, and active participation in the study of historical events and phenomena.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching History: <ol style="list-style-type: none"> 1. Concept and meaning of history 2. Nature and its scope 3. Importance of history teaching in school curriculum 4. Aims of history teaching 5. Objectives of history teaching 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of history with other disciplines 3. Relationship with other school subjects 4. Contribution of famous Historian in the area of history 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of history teacher 2. Role and responsibilities of history teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes 	9

4	Instructional planning for history teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan 	9
5	Methodology of teaching of history: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods 	9
	Total	45

Course Outcomes:

- CO1: Demonstrate a deep understanding of historical concepts and their significance in societal development and cultural evolution.**
- CO2: Evaluate the interdisciplinary connections of history with other academic subjects, recognizing its multifaceted contributions to various fields of study.**
- CO3: Exhibit the characteristics of an effective history educator, demonstrating a clear understanding of the roles and responsibilities involved in facilitating historical learning experiences.**
- CO4: Develop comprehensive instructional plans for history education, including yearly, unit, and lesson plans that effectively align with educational objectives and foster student learning.**
- CO5: Implement diverse pedagogical methods in history teaching, promoting student engagement, critical thinking, and active participation in the exploration of historical topics and events.**

Practicum/ Graded Assignments:

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.**

Department: School of Education

Year: III

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

Semester-VI (Spring)

PEDAGOGY OF A SCHOOL SUBJECT (Part – I) SOCIAL STUDIES	[ED-364]
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VI-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable the student teacher to:

CO1: Understand the concept and importance of Social Studies, its scope, aims, and objectives in teaching.

CO2: Define co-relation, explore Social Studies' correlation with other disciplines and school subjects, and recognize contributions of social reformers.

CO3: Recognize characteristics and roles of Social Studies teachers and learners, understand their responsibilities, and explore teacher-learner relationships.

CO4: Define instructional planning, understand its importance, and differentiate between yearly, unit, and lesson plans.

CO5: Understand pedagogy's concept and importance, classify teaching methods into teacher-centered, student-centered, and participatory methods, and recognize their significance in Social Studies teaching

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Social studies: 1. Concept and meaning of Social studies. 2. Nature and its scope. 3. Importance of Social studies teaching in school curriculum. 4. Aims of Social studies teaching. 5. Objectives of Social studies teaching.	9
2	Co-relation with other subjects: 1. Co-relation: meaning and concept. 2. Correlation of Social studies with other disciplines. 3. Relationship with other school subjects. 4. Contribution of social reformers in the area of Social studies.	9

3	Teacher and Learner: 1. Characteristics of Social studies teacher. 2. Role and responsibilities of Social studies teacher in teachinglearning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes.	9
4	Instructional planning for Social studies teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan.	9
5	Methodology of teaching of Social studies : 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods.	9
	Total	45

Course Outcomes:

CO1: Grasp the concept and significance of Social Studies, delineate its scope, aims, and objectives within the educational framework.

CO2: Define co-relation, delve into Social Studies' interdisciplinary connections, and acknowledge the contributions of notable social reformers to the field.

CO3: Identify the distinctive traits and roles of Social Studies educators and learners, understand their respective responsibilities, and foster effective teacher-student relationships.

CO4: Define instructional planning, recognize its pivotal role, and differentiate between yearly, unit, and lesson plans to optimize teaching strategies.

CO5: Understand the essence of pedagogy in Social Studies education, categorize teaching methodologies into various frameworks, and appreciate their efficacy in facilitating robust learning experiences.

Practicum/ Graded Assignments:


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. Heath and Company, Boston
8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay


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SCHOOL OF EDUCATION
DETAILED SYLLABUS
 2025-29

PEDAGOGY OF A SCHOOL SUBJECT (Part – I) GEOGRAPHY	[ED-366]
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VI-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable the student teacher to:

- CO1 To understand the essence of Geography as a discipline, its relevance in the school curriculum, and to establish clear teaching aims and objectives.**
- CO2 To explore the connections between Geography and other academic disciplines, and to appreciate the contributions of geographical reformers.**
- CO3 To define the qualities and roles of both Geography teachers and learners, and to foster a productive teacher-learner relationship.**
- CO4 To comprehend the importance of instructional planning in Geography and to develop various types of instructional plans, including yearly, unit, and lesson plans.**
- CO5 To understand the pedagogical needs in Geography teaching, differentiate between various teaching methods, and apply teacher-centered, student-centered, and participatory methods effectively.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Geography: 1. Concept and meaning of Geography. 2. Nature and its scope. 3. Importance of Geography teaching in school curriculum. 4. Aims of Geography teaching. 5. Objectives of Geography teaching.	9
2	Co-relation with other subjects: 1. Co-relation: meaning and concept. 2. Correlation of Geography with other disciplines. 3. Relationship with other school subjects. 4. Contribution of Geographical reformers in the area of Geography.	9
3	Teacher and Learner:	9

	<ol style="list-style-type: none"> 1. Characteristics of Geography teacher. 2. Role and responsibilities of Geography teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	
4	Instructional planning for Geography teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of Geography : <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Course outcomes:

CO1: Students will acquire a thorough understanding of Geography’s fundamental concepts, its critical role in the educational curriculum, and will be able to formulate specific teaching goals and objectives.

CO2: Learners will explore and understand the interdisciplinary links of Geography with other subjects and recognize the significant contributions made by geographical reformers.

CO3: Pupil teachers will identify and embody the essential characteristics of effective Geography educators, establish their roles and responsibilities, and cultivate a conducive learning environment that promotes positive teacher-learner interactions.

CO4: Pupil teachers will gain expertise in instructional planning for Geography, understanding its necessity and benefits, and will be adept at creating detailed plans for various timeframes and instructional units.

CO5: The course will enable participants to comprehend the pedagogical requirements in Geography education, distinguish between different teaching methodologies, and implement appropriate teacher-centered, student-centered, and participatory approaches to teaching.

Practicum/ Graded Assignments:

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

Recommended Books:

- 1. Singh, R.P. and Dudeja, Geeta (2016); Pedagogy of school subject Geography, R. Lall Publisher BOOKMAN.**
 - 2. Singh, H.N. (2020); Bhugol Shikshan , Shri Vinod Pustak Mandir.**
 - 3. Abnave, Ashok Kiran. (2015); Pedagogy of School Subject Geography , Shree Prakashan.**
 - 4. Venkataraman, D. (2022); Understanding Pedagogy of Geography , Notion Press Media PVT Ltd.**
 - 5. Banerjee, Kamalika (2022); Pedagogy of Geography , Rita Publication.**
- Verma, Kaushal Kishore. (2024); Pedagogy of Geography, Thakur Publication. Pvt. Ltd., Lucknow (U.P.)**



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SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

Semester – VI

Pre-internship – I (TP 302) (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



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SCHOOL OF EDUCATION

DETAILED SYLLABUS

2024-28

Semester – VI SM-302

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	



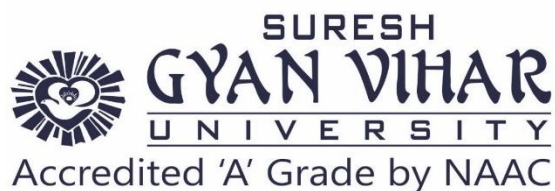
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**SCHOOL OF EDUCATION
DETAILED SYLLABUS
2025-29**

School Internship-III	[TP-401]
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VII-SEM. B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-36 CREDITS-18	EXAMINATION TIME = (3) HOURS 100

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment	
12.	Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)	20 credits (Internal+ External)	
13.	Participation of co-curricular activities		
14.	Observation of teaching of peers (20 in each discipline and its report preparation)		
15.	Evaluation of lesson plans		
16.	Diagnostic test followed by remedial teaching		
17.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching		
18.	2- discussion lessons		
19.	Exhibition of teaching aids		
20.	Organization of school trips		
21.	Research based project (action plan/ survey)		2 credits (Internal)
22.	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)
23.	2 - final lessons		



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

CREATING AN INCLUSIVE SCHOOL	[ED-408]
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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)]

Course Objectives:

- CO1 Concept and importance of Inclusive, Integrated and Special education**
- CO2. Meaning and Concepts of children with diverse needs**
- CO3 Understand the nature of difficulties encountered by children and prepare conductive teaching learning environment in inclusive schools.**
- CO4 Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.**
- CO5 Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.**

Unit	Contents of the Subject	No. of Teaching Periods required
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1	Inclusive education <ol style="list-style-type: none"> 1. Definition, concept and importance of inclusive education 2. Concept and difference of integrated, inclusive education and main stream education. 3. Historical perspective on inclusive education 	12
2	Children with diverse needs- <ol style="list-style-type: none"> 1. Concept and meaning of Diverse needs 2. Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual(gifted, talented, mentally challenged)developmental disability (autism, cerebral palsy, learning disability) 3. Slow learner and underachiever- meaning, definition, concept and types, characteristics. 	12
3	Preparation for inclusive education <ol style="list-style-type: none"> 1. Concept and meaning of diverse needs. 2. Meeting the diverse needs- brief account of existing educational services in India for special, integrated and inclusive education. 3. Building inclusive learning friendly classrooms in relation to teacher and teaching methodologies, class room management and curriculum. 	12
4	Supporting children with diverse needs <ol style="list-style-type: none"> 1. Role of teachers and management in an inclusive setting 2. Role of resource teachers, special educators and counselors. 3. 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 	12
5	Other aspect in inclusive education <ol style="list-style-type: none"> 1. Assessment in inclusive education system. 2. Recommendation for inclusive education system in India 3. Critical investigation into inclusive education system in India. 	12
	Total	60

Practicum/ Graded Assignments:

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 report/Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.

Note: Scheme of CIE

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

Course Outcomes (COs)

CO1: Grasp the fundamentals of Inclusive, Integrated, and Special Education, emphasizing their significance in fostering an equitable learning environment.

CO2: Comprehend the varied needs of children, including those with disabilities, and the importance of adapting educational practices to meet these needs.

CO3: Recognize and address the challenges faced by children with learning difficulties, and create a supportive and effective teaching environment in inclusive settings.

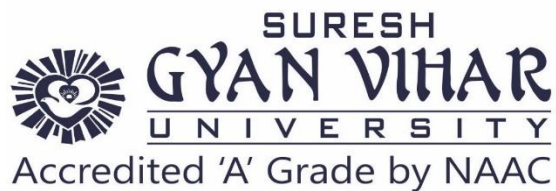
CO4: Value the importance of inclusive education and understand the duties of Pupil teachers and support staff in implementing inclusive practices.

CO5: Critically analyze policy recommendations and guidelines from various commissions and committees to enhance teacher training for inclusive education.

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

2025-29

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

Course Objectives:

CO1. Students will be able to understand the concept of peace and peace education, importance and aims.

CO2. Gain insight into the life skills education and need of life skills education, dimensions of life skills education.

CO3. Understand the meaning and concept of human rights education, aims, and status of human rights education.

CO4. Student will be able to understand the gender discrimination scenario in India, gender sensitive life skills approach of education.

CO5. 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
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1	Peace education and value education <ol style="list-style-type: none"> 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. 	12
2	Life Skills <ol style="list-style-type: none"> 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. 	12
3	Human rights <ol style="list-style-type: none"> 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. 	12
4	Gender Sensitizations <ol style="list-style-type: none"> 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. 	12
5	Major challenges in Indian education system <ol style="list-style-type: none"> 1. Private school versus expensive education. 2. Wastage and stagnation. 3. Demerits of contemporary examination systems. 4. Problem of discipline. 5. Single teacher school. 	12
	Total	60

Practicum/ Graded Assignments:

- *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	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Course Outcomes (COs)

- CO1: Students will comprehend the concept of peace, the importance of peace education, and its objectives.**
- CO2: Students will gain insights into life skills education, understand its necessity, and explore its various dimensions.**
- CO3: Students will grasp the meaning and concept of human rights education, its aims, and the current status of human rights education.**
- CO4: Students will become aware of the gender discrimination scenario in India and learn about a gender-sensitive life skills approach to education.**
- CO5: Students will analyze the concept of private vs. public education, the drawbacks of expensive education, issues of educational wastage and stagnation, the demerits of the contemporary examination system, the problem of discipline, and the challenges of single-teacher schools.**

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, Sterling 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. Tiwari AD (1997)	APH publishing Corp., New Delhi

SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

ASSESSMENT OF LEARNING	[ED-412]
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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)]

Course Objectives:

CO1: Understand the meaning and purpose of assessment, differentiate between measurement and evaluation, and identify objectives of measurement and evaluation.

CO2: Classify assessments based on purpose, scope, attribute measured, nature of information, and mode of response.

CO3: Explore various assessment devices like projects, assignments, cooperative learning, self-assessment, and feedback mechanisms.

CO4: Understand the concept, objectives, and grading system of CCE, and differentiate it from traditional evaluation methods. Explore the role of teachers in CCE.

CO5: Understand the meaning and importance of examinations, examine different examination systems, and types of questions for school examinations.

Unit	Contents of the Subject	No. of Teaching Periods required

1	Concept of assessment: <ol style="list-style-type: none"> 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. 	12
2	Classification of assessment: <ol style="list-style-type: none"> 1. 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. 	12
3	Assessment devices: <ol style="list-style-type: none"> 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. 	12
4	Continuous and comprehensive evaluation: <ol style="list-style-type: none"> 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. 	12
5	Examination system: <ol style="list-style-type: none"> 1. 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. 	12

	Total	60
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Practicum/ Graded Assignments:

- 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 : 10marks**
- Graded Assignments : 10marks**
- Two Mid Terms : 20marks**

40marks

Course Outcomes:

- CO1: Gain comprehension of assessment fundamentals, distinguishing between measurement and evaluation, and grasp the objectives behind these processes.**
- CO2: Categorize assessments based on their purpose, scope, attribute measured, nature of information collected, and mode of response utilized.**
- CO3: Familiarize with a variety of assessment devices such as projects, assignments, cooperative learning, self-assessment, and feedback mechanisms.**
- CO4: Comprehend the concept and objectives of Continuous and Comprehensive Evaluation (CCE), discern its grading system, and differentiate it from traditional evaluation methods. Recognize the pivotal role of teachers in CCE implementation.**
- CO5: Understand the significance of examinations, explore various examination systems, and examine diverse types of questions commonly used in school examinations.**

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

2025-29

LEARNER AND LEARNING	[ED-414]
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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)]

Course Objectives:

- CO1. Growth and development of learners- concept, Factors effecting development and Dimension of individual development.**
- CO2. Different psychological attribute and Handling the learners on the basis of Cognitive ability, Disability and adjustment.**
- CO3. Concept and meaning of learning & nature and factor of learning**
- CO4. Theories of learning- behavioral, Trial and error, Constructivism, & Gestalt**
- CO5. Concept and importance of motivation for teachers and learners & Theories of motivation on and Theories of learning- Constructivism, Gestalt, Insight etc.**

Unit	Contents of the Subject	No. of Teaching Periods required
1	Growth and development of learner: <ol style="list-style-type: none"> 1. Meaning, concept and difference between growth and development. 2. Factors effecting development. 3. Various stages of development from childhood to adolescence. 	12

	<p>4. Dimensions of individual development in relation to physical, cognitive, affective, language and social aspect (in childhood and adolescent).</p> <p>5. Principles of growth and development.</p>	
2	<p>Individual differences among learners:</p> <ol style="list-style-type: none"> 1. 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: <ol style="list-style-type: none"> a) Cognitive ability: Gifted and Slow Learner. b) Disability: Handicapped, Dyslexia. c) Personality: Maladjusted, Delinquent. 	12
3	<p>Learning:</p> <ol style="list-style-type: none"> 1. 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. 	12
4	<p>Theories of learning:</p> <ol style="list-style-type: none"> 1. Stimulus response. 2. Insight. 3. Conditioning theory (skinner). 4. Gestalt. 5. Constructivism 	12
5	<p>Learning and Motivation:</p> <ol style="list-style-type: none"> 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. 	12
	Total	60

Practicum/ Graded Assignments:

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

Course Outcomes

- CO1: Understand the growth and development of learners, including the concept, various factors affecting development, and dimensions of individual development.**
- CO2: Identify different psychological attributes and learn strategies for handling learners based on cognitive abilities, disabilities, and adjustment mechanisms.**
- CO3: Comprehend the concept and meaning of learning, its nature, and the factors that influence the learning process.**
- CO4: Explore various theories of learning, including behavioral, trial and error, constructivism, and Gestalt principles.**
- CO5: Recognize the concept and significance of motivation for both teachers and learners, and study different theories of motivation.**

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

2025-29

PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – II)	[ED-424]
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VIII-SEM.B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Course Objectives: The pupil teacher will be able to understand:

- CO1 To differentiate between curriculum and syllabus, understand the curriculum structure of the Rajasthan Board and CBSE, and identify the qualities of a good English textbook.**
- CO2 To comprehend the importance of instructional support systems, classify various types, and develop skills in creating effective teaching aids.**
- CO3 To utilize language laboratories, organize language clubs, and integrate community resources to enhance English language teaching.**
- CO4 To understand the role of co-curricular activities in language learning and apply principles to effectively organize and execute these activities.**
- CO5 To explore and integrate innovative practices in the teaching and learning process of English, including the use of ICT, to enhance engagement and effectiveness in language acquisition.**

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: 5. Meaning, need and importance of instructional support system. 6. Classification and different types of support system. 7. Audio, visual, audio-visual and printed material. 8. Preparation of different types of teaching aids.	9
3	Resources of teaching English: 2. Language laboratory. 3. Organization of language club. 4. Field trips and exhibition etc. 5. Use of community resources.	9
4	Co-curricular activities: 4. Meaning, concept and importance of co - curricular activities. 5. Classification of co - curricular activities. 6. Principles of organizing co - curricular activities. 7. Execution of co-curricular activities.	9
5	Innovation practices in teaching learning process of English: 7. Concept and meaning of teaching learning process. 8. Need and importance of innovation in English language teaching. 9. Recent trend in teaching learning process. 10. ICT in teaching English language.	9
	Total	45

Practicum/ Graded Assignments:

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
		<hr style="width: 100%;"/> 40marks <hr style="width: 100%;"/>

Course Outcomes(COs)

- CO1** Students will be able to clearly distinguish between curriculum and syllabus, comprehend the curriculum structures of the Rajasthan Board and CBSE, and evaluate textbooks to identify those that exhibit the characteristics of high-quality educational materials.
- CO2** Students will gain knowledge of various instructional support systems and their significance, classify them effectively, and acquire the ability to create a range of teaching aids that enhance the learning experience.
- CO3** Students will demonstrate proficiency in using language laboratories, successfully organize language clubs, and effectively incorporate community resources into the English teaching framework.
- CO4** Outcome: Students will appreciate the importance of co-curricular activities in language education and apply organizational principles to conduct these activities, thereby enriching the language learning environment.
- CO5** Students will embrace and apply innovative methods and ICT tools in the teaching and learning process of English to increase student engagement and improve the overall effectiveness of language instruction.

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 HouseCo. Ltd.
5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, CambridgeC.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



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – II)	[ED-426]
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VIII-SEM.B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

पाठ्यक्रम के उद्देश्य:

- C01 छात्र माध्यमिक और उच्च माध्यमिक स्तर पर पाठ्यक्रम की अवधारणा को समझेंगे और राजस्थान तथा सीबीएसई बोर्ड के हिंदी पाठ्यक्रम का मूल्यांकन करेंगे।
- C02 छात्र शिक्षण सहायता प्रणाली की आवश्यकता और महत्व को समझेंगे और विभिन्न प्रकार की सहायता सामग्री का चयन और उपयोग करना सीखेंगे।
- C03 छात्र हिंदी शिक्षण से संबंधित सहायता सामग्री कक्षों की व्यवस्था और उपयोग की जानकारी प्राप्त करेंगे और सामुदायिक संसाधनों का उपयोग करना सीखेंगे।
- C04 छात्र सह-पाठ्यक्रम गतिविधियों की योजना, आयोजन और क्रियान्वयन करने की क्षमता विकसित करेंगे।
- C05 छात्र शिक्षण-अधिगम प्रक्रिया में नवाचार और आईसीटी के संबंध में हिंदी शिक्षण के नए रुझानों को समझेंगे और उन्हें लागू करना सीखेंगे।

इकाई	विषय सामग्री	शिक्षण अवधि की आवश्यकता
1	<p>इकाई 1: पाठ्यक्रम योजना और महत्वपूर्ण मूल्यांकन:</p> <ol style="list-style-type: none"> 1. माध्यमिक और उच्च माध्यमिक स्तर पर पाठ्यक्रम की अवधारणा और अर्थ। 2. राजस्थान बोर्ड के हिंदी पाठ्यक्रम और इसका महत्वपूर्ण मूल्यांकन। 3. स्कूल स्तर पर सीबीएसई बोर्ड के हिंदी पाठ्यक्रम और इसका महत्वपूर्ण मूल्यांकन। 4. हिंदी पाठ्यपुस्तक की आवश्यकता और महत्वअच्छी : ।(सामान्य और भाषाई) पाठ्यपुस्तक की विशेषताएँ 5. हिंदी भाषा और विभिन्न बोलियाँअर्थ ;, राजस्थान के विशेष संदर्भ में बोलियों का हिंदी पर प्रभाव। 	9

2	<p>इकाई 2: शिक्षण सहायता प्रणाली -I:</p> <ol style="list-style-type: none"> 1. सहायता प्रणाली की अवधारणा, अर्थ, आवश्यकता और महत्व। 2. सहायता सामग्री का वर्गीकरणदृश्य :, श्रव्य, ऑडियो विजुअल, और मुद्रित। 3. हिंदी शिक्षण में उचित सामग्री का चयन। 4. शिक्षण सामग्री का उपयोग करते समय सावधानियाँ। 5. भाषा प्रयोगशाला। 	9
3	<p>इकाई 3: शिक्षण सहायता प्रणाली -II:</p> <ol style="list-style-type: none"> 1. हिंदी शिक्षण से संबंधित सहायता सामग्री कक्ष। 2. अच्छी गुणवत्ता की सहायता सामग्री की उपलब्धता। 3. हिंदी भाषा के अकादमिक अध्ययन क्लब का आयोजन : विभिन्न पुस्तकालय और भाषा संग्रहालय की यात्रा। 4. प्रदर्शनी और शैक्षिक भ्रमण आदि। 5. सामुदायिक संसाधनों का उपयोग। 	9
4	<p>इकाई 4: सह:पाठ्यक्रम गतिविधियाँ-</p> <ol style="list-style-type: none"> 1. सहपाठ्यक्रम गतिविधि का अर्थ और अवधारणा।- 2. हिंदी शिक्षण में इनकी आवश्यकता और महत्व। 3. स्कूल स्तर पर विभिन्न प्रकार का वर्गीकरण। 4. गतिविधियों की योजना, आयोजन और क्रियान्वयन। 	9
5	<p>इकाई 5: शिक्षण:अधिगम प्रक्रिया में नवाचार और हाल के रुझान-</p> <ol style="list-style-type: none"> 1. शिक्षणअधिगम प्रक्रिया की अवधारणा और अर्थ।- 2. स्कूल स्तर पर हिंदी शिक्षण की नवीन विधि। 3. वर्तमान संदर्भ में इसकी आवश्यकता और महत्व। 4. आईसीटी के संबंध में हिंदी शिक्षण के नए रुझान। 5. हिंदी को बढ़ावा देने वाली एजेंसियाँसरकारी -, स्वायत्त और एनजीओ। 	9

Total	45
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पाठ्यक्रम के परिणाम (COs):

CO1: छात्र माध्यमिक और उच्च माध्यमिक स्तर पर पाठ्यक्रम की अवधारणा को समझेंगे और राजस्थान तथा सीबीएसई बोर्ड के हिंदी पाठ्यक्रम का मूल्यांकन करने में सक्षम होंगे।

CO2: छात्र शिक्षण सहायता प्रणाली की आवश्यकता और महत्व को समझेंगे और विभिन्न प्रकार की सहायता सामग्री का चयन और उपयोग करने की क्षमता विकसित करेंगे।

CO3: छात्र हिंदी शिक्षण से संबंधित सहायता सामग्री कक्षाओं की व्यवस्था और उपयोग की जानकारी प्राप्त करेंगे और सामुदायिक संसाधनों का उपयोग करने में दक्ष होंगे।

CO4: छात्र सह-पाठ्यक्रम गतिविधियों की योजना, आयोजन और क्रियान्वयन करने की क्षमता विकसित करेंगे।

CO5: छात्र शिक्षण-अधिगम प्रक्रिया में नवाचार और आईसीटी के संबंध में हिंदी शिक्षण के नए रुझानों को समझेंगे और उन्हें लागू करने में सक्षम होंगे।

प्राैक्टिकम/मूल्यांकित असाइनमेंट्स:

1. विषयों से संबंधित करियर के अवसरों पर एक योजना तैयार करें।
2. विषयों के प्रमुख व्यक्तित्वों की तस्वीरों के साथ एक चार्ट तैयार करें।
3. कक्षा में शिक्षक और शिक्षार्थी के व्यवहार का अवलोकन करें।
4. किसी भी इकाई पर आधारित संस्थान की योजना तैयार करें।
5. स्कूलों में नियमित शिक्षकों द्वारा प्रयुक्त शिक्षण विधियों पर एक सर्वेक्षण करें।

Note: Scheme of CIE

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

पुस्तकों की सूची:

1. भाई योगेंद्र जीत; भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
 2. केशव प्रसाद (2004); हिंदी शिक्षण, धनपत राय पब्लिशिंग, दिल्ली
 3. राधेश्याम शर्मा और यशवंती गौर; हिंदी शिक्षण, आरिहंत शिक्षा प्रकाशन, जयपुर
 4. रमन बिहारी लाल; हिंदी शिक्षण, रस्तोगी एंड कंपनी, मेरठ
 5. रामशकल पांडेय (2000); हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
 6. श्रीवास्तव, आर.एस.; मातृभाषा शिक्षण, कैलाश पुस्तक सदन, ग्वालियर
1. सावित्री सिंह; हिंदी शिक्षण, गया प्रसाद एंड संस, आगरा
 2. निरंजन कुमार सिंह; माध्यमिक विद्यालय में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
 3. राम प्रसाद यादव; हिंदी शिक्षण, श्री राम मेहरा, आगर



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – II)	[ED-428]
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VIII-SEM. B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Course Objectives:

- CO1** To understand the principles of economics curriculum development at secondary and senior secondary levels, analyze the curriculum of the Rajasthan and CBSE boards, recognize the value of economics textbooks, and integrate language effectively across the curriculum.
- CO2** To comprehend the role of instructional support systems in economics education, classify different types of teaching aids, utilize audio-visual aids, and create low-cost teaching materials while staying abreast of recent trends.
- CO3** To facilitate the establishment of support material rooms, engage in experimental work, organize study circles, fairs, exhibitions, and maximize the use of community resources through field trips and educational tours.
- CO4** To grasp the concept and importance of co-curricular activities in economics education, categorize them, and develop skills in planning, organizing, and executing these activities at the school level.
- CO5** To explore innovative methods and the latest ICT trends in the teaching of economics, understanding their relevance and importance in the current educational scenario.

Unit	Contents of the Subject	No. of Teaching Periods required
1	<p>Curriculum planning and critical appraisal:</p> <ol style="list-style-type: none"> 1. Concept and meaning of economics curriculum at secondary and senior 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. 	9

2	Instructional support of systems - I: <ol style="list-style-type: none"> 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. 	9
3	Instructional support of systems- II: <ol style="list-style-type: none"> 1. 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. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 8. Meaning and concept of co - curriculum activity. 9. Need and its importance. 10. Classification and its types at school level. 11. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 11. Concept and meaning of teaching learning process. 12. Innovative method in economics teaching of school level. 13. Need and importance in present context. 14. New trends in teaching economics in relation to ICT. 	9
	Total	45

Practicum/ Graded Assignments:

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
- Total : 40marks

Course Outcomes (COs)

CO1: Pupil Teacher will be adept in developing and critically assessing economics curricula tailored for secondary and senior secondary education, with a keen understanding of the curriculum frameworks of the Rajasthan and CBSE boards. They will also appreciate the significance of economics textbooks and the integration of language across the curriculum.

CO2: Pupil Teacher will have a thorough understanding of instructional support systems in economics education. They will be proficient in classifying, utilizing, and creating various teaching aids, including audio-visual and low-cost materials, while keeping up with the latest trends in educational aids.

CO3: Pupil Teacher will be skilled in establishing and utilizing support material rooms, conducting experimental work, and organizing study circles, fairs, and exhibitions. They will also be adept at enhancing the learning experience by incorporating community resources and organizing educational field trips and tours.

CO4: Pupil Teacher will fully comprehend the concept and significance of co-curricular activities within economics education. They will be capable of categorizing such activities and possess the skills necessary for their planning, organization, and execution at the school level.

CO5: Pupil Teacher will be knowledgeable about innovative methods and current ICT trends in economics teaching. They will understand the importance of these innovations and how to apply them effectively in the modern educational context.

Recommended Books:

- Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
- Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
- Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
- Saxena, Nirmal; ArithshastraShikshan, Rajasthan Hindi Granth Academy, Jaipur.
- Gaur, A.K.; ArithshastraShikshan, International publishing house, Delhi.
- Singh, Y.K.; ArithshastraShikshan, A.P.H. publishing corp., Delhi.

- Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
- Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
- Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – II)		[ED-430]
VIII-SEM. B.A.B.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-3	MAX. MARKS = 100	
CREDITS-3	[CIE (40) & ESE (60)]	

Course Objectives:

- CO1** To enable Pupil teachers to design and critically evaluate the civics curriculum, ensuring it meets the educational needs at the secondary and senior secondary levels, and to appreciate the role of textbooks and language in the curriculum.
- CO2** To understand the significance of instructional support systems and to develop skills in the classification, use, and creation of various teaching aids, with a focus on incorporating audio-visual elements and low-cost materials.
- CO3** To establish and utilize quality support material rooms, organize educational events like study circles, fairs, and exhibitions, and effectively integrate community resources into the learning experience through excursions and educational tours.
- CO4** To comprehend the essence of co-curricular activities, recognize their importance, and acquire the ability to plan, organize, and execute these activities at the school level.

CO5 To explore innovative methods and recent ICT trends in civics teaching, understanding their necessity and impact on the current educational landscape.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of civics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level. 3. Need and importance of civics text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 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. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. 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. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 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. 	9

5	Innovation and recent trend in TLP: 1. 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.	9
	Total	45

Practicum/ Graded Assignments:

- 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**
-

Course Outcomes (COs):

CO1: Pupil Teacher will be proficient in designing and evaluating civics curricula that are responsive to the educational demands of secondary and senior secondary students, and will value the integral role of textbooks and language in education.

CO2: Pupil Teacher will gain an understanding of instructional support systems, and will be skilled in selecting, using, and creating a variety of teaching aids, emphasizing the integration of audio-visual resources and cost-effective materials.

CO3: Pupil Teacher will be capable of setting up and managing support material rooms, coordinating educational activities such as study circles, fairs, and exhibitions, and leveraging community resources to enhance learning through practical experiences.

CO4: Pupil Teacher will grasp the concept of co-curricular activities, acknowledge their significance, and be equipped to plan, organize, and implement these activities to enrich the school curriculum.

CO5: Pupil Teacher will be updated on innovative teaching methods and the latest ICT trends in civics education, recognizing their importance and applicability in the contemporary educational context.

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, AsthaPrakashan**
- 5. Rajni Yadav; Nagrik Shastra Shikshan, AsthaPrakashan**
- 6. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.**
- 7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers**

SCHOOL OF EDUCATION

DETAILED SYLLABUS

2025-29

PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – II)	[ED-432]
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VIII-SEM.B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Course Objectives: To enable student teacher to:-

- CO1 To equip Pupil teachers with the ability to design and critically evaluate history curricula at secondary and senior secondary levels, ensuring they understand the significance of textbooks and can integrate language skills across the curriculum.**
- CO2 To understand the necessity of instructional support systems, categorize various teaching aids, and develop proficiency in creating and utilizing audio-visual and low-cost teaching aids, while staying abreast of the latest trends.**
- CO3 To establish and manage quality support material rooms, organize educational events such as study circles, fairs, and exhibitions, and enhance learning through excursions and the effective use of community resources.**
- CO4 To comprehend the essence and significance of co-curricular activities, learn to classify them, and develop skills in planning and executing these activities at the school level.**

CO5 To grasp the concept of the teaching-learning process, implement innovative methods in history teaching, understand their relevance in the current context, and integrate new ICT trends into history education.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 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. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 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. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. 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. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 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. 	9

5	Innovation and recent trend in TLP: 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.	9
	Total	45

Practicum/ Graded Assignments:

- 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**
-

Course Outcomes:

Recommended Books:

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



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SCHOOL OF EDUCATION

DETAILED SYLLABU

2025-29

PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – II)	[ED-434]
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VIII-SEM.B.A.B.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Course Objectives: To enable the student teacher to:

- CO1** To evaluate the Social Studies curriculum and syllabi of the Rajasthan and CBSE boards, understand the necessity of textbooks, and recognize the integration of language in the curriculum.
- CO2** To comprehend the significance of instructional support systems, categorize teaching aids, and stay updated with the latest trends in educational resources.
- CO3** To facilitate the creation of support material rooms and enhance learning through study circles, fairs, excursions, and the use of community resources.
- CO4** To grasp the concept of co-curricular activities, their importance, and the skills needed for their effective planning and execution.
- CO5** To explore and apply innovative methods and ICT trends in Social Studies teaching to enhance the effectiveness and relevance of the learning process in contemporary educational settings

Unit	Contents of the Subject	No. of Teaching Periods required

1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Social studies curriculum at secondary and senior secondary level. 2. 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. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 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. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. 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. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 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. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Social studies teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Social studies in relation to ICT. 	9
	Total	45

Practicum/ Graded Assignments:

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

Course Outcomes:

CO1: Students will critically assess Social Studies curricula, differentiate between Rajasthan and CBSE board syllabi, and appreciate the role of textbooks and language in the curriculum.

CO2: Students will understand instructional support systems, classify various teaching aids, and keep abreast of new trends in educational resources.

CO3: Students will be capable of establishing support material rooms and improving learning experiences through study circles, fairs, excursions, and community engagement.

CO4: Students will recognize the value of co-curricular activities, learn their types, and develop planning and execution skills for these activities.

CO5: Students will integrate innovative methods and ICT trends into Social Studies teaching, enhancing both the effectiveness and contemporary relevance of the learning process..

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

**SCHOOL OF EDUCATION
 DETAILED SYLLABUS 2025-29**

ICT – A TOOL IN TEACHING LEARNING –II	[ED-422]
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VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (30) & ESE (70)]

Course Objectives:

CO1 Utilize Windows Explorer, File Manager, Paint, and manage printing.

CO2 Master MS-Word for text management, resume creation, tables, and mail merge.

CO3 Create tables, charts, formulas, and marks sheets in MS-Excel.

CO4 Prepare slides, presentations, and lectures using PowerPoint.

CO4 Develop effective content for slides and presentations

Unit	Contents of the Subject	No. of Teaching Periods required
1	Windows' and its accessories a) Explorer b) File Manager c) Paint d) Managing Printing	6
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	6

Preparation & commands of MS-Excel		
4	MS-Office-III POWER POINT- Preparation of Slides, Paper Presentation, Lecture Preparation & commands of PowerPoint	6
5	Power Point: Preparation of Slides, Paper Presentation, Lecture Preparation on related subjects.(content based)	6
Total		30

Note: Scheme of CIE

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

40marks

Course Outcomes:

CO1: Pupil teachers will become proficient in using Windows Explorer, File Manager, Paint, and managing print tasks.

CO2: Pupil teachers will master MS-Word for efficient text management, crafting resumes, creating tables, and executing mail merges.

CO3: Pupil teachers will learn to create tables, charts, formulas, and mark sheets in MS-Excel.

CO4: Pupil teachers will prepare engaging slides, presentations, and lectures using PowerPoint.

CO5: Pupil teachers will develop the skills to create effective and impactful content for slides and presentations.

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
 2025-29**

Post Internship –III B	[TP-402]
VIII-SEM. B.A. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-36 CREDITS-18	EXAMINATION TIME = (3) HOURS 100

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment
24.	Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)	20 credits (Internal+ External)
25.	Participation of co-curricular activities	
26.	Observation of teaching of peers (20 in each discipline and its report preparation)	
27.	Evaluation of lesson plans	
28.	Diagnostic test followed by remedial teaching	
29.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching	
30.	2- discussion lessons	
31.	Exhibition of teaching aids	
32.	Organization of school trips	
33.	Research based project (action plan/ survey)	
34.	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)
35.	2 - final lessons	

