



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश
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Structure & Evaluation Scheme of

B.Ed. Integrated

B.A.-B.Ed.

(4 Years Integrated Education Programme)

[w.e.f Session 2022-23]

(Based on the recommendations of NEP 2020)

Programme	B.A. (Bachelor of Art)
Course Level	UG Dual Degree
Duration	Four years (Eight semesters) Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	194-212

	Evaluation Scheme		
	Internal	External	Total
Theory	25	75	100
Practical	25	75	100
Seminar/Training	100	--	100
Project/ Dissertation	25	75	100

Programme Objectives

- ❖ The programme very well fits into the newly proposed programme structure for different graduate programmes.
- ❖ The programme offers exit routes after the first, second, third, and fourth year.
- ❖ In the third year of the programme, students can opt for two major subjects leading to B.A. /B.Sc. or one subject major with education leading to B.Ed. Integrated Degree.
- ❖ The programme provides knowledge of the subject, and the opportunity to learn and practice its pedagogy simultaneously.
- ❖ Every teacher education course includes either research-orientation or practicum activities to ensure that what students have learned in theory must also practice in the field.
- ❖ The programme lays a significant emphasis on acquiring teaching skills and school experiences.
- ❖ The programme is economically viable for educational institutions, and academically enriching for the learners.
- ❖ The programme includes contemporary trends and practices in the school education sector and also caters to the needs of the prospective employer.

Programme Outcomes (POs):

After completing this programme students will be able to: -

1. Use learner-centered teaching methods as such and with modification in future.
2. Develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
3. Identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions etc. so as to satisfy local needs.
4. Develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning.
5. Engage student-teachers with self, child, community and school to establish close connections between different curricular areas.
6. Enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management thus satisfying national and global needs.
7. Systematize experiences and strengthening the professional competencies of student-teachers so that local and national needs can be satisfied.
8. Provide first-hand experience of all the school activities to meet national and global needs.

Programme Specific Outcomes (POs):

- PSO1:** Able to integrate theoretical and practical knowledge of their respective subject in classroom practice.
- PSO2:** Apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities.
- PSO3:** Appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PSO4:** Deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PSO5:** Demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PSO6:** Demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PSO7:** Demonstrate their associations with school, family and community to foster student and community progression.
- PSO8:** Integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PSO9:** Engage in value based and culturally responsive teaching practices.
- PSO10:** Use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- PSO11:** Demonstrate professional ethics and responsibilities as an educational practitioner.
- PSO12:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

Course Structure of B.A.-B.Ed.

This programme is designed in such a way that it will seamlessly fit with the scheme of the newly restructured graduate programmes of different disciplines in the State of Uttar Pradesh. This B.Ed. integrated (B.A.-B.Ed.) programme discards the ongoing principles of curriculum design that 'once a candidate chosen a stream, s/he has to stick it to it till last' or 'only one exit route at the end, and no escape in between'. Instead, the proposed programme structure offers varied flexibility to the students in terms of course choice and exit routes. The following will detail this unique conception:

Structure, Syllabus & Evaluation Scheme
B.Ed. Integrated (B.A.B.Ed.) Programme
Course Structure
Semester-I

Year: First		Semester: First					
Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuus Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
					Theory	Practical	
Choose any Two Subjects (Core Course)							
Hindi	A010101T	fgUnhdkO;	06	25	75	--	100
Sanskrit	A020101T	laLd`ri lkfgR; ,oaO;kdj.k	06	25	75	--	100
English	A040101T	English Prose and 'Computer & Writing Skills	06	25	75	--	100
History	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	06	25	75	--	100
Political Science	A060101T	Indian National Movement & Constitution of India	04	25	75	--	100
	A060102P	Awareness of Right & Law	02	25	--	75	100
Sociology	A070101T	Introduction to Basic Concepts of Sociology	06	25	75	--	100
Economics	A080101T	Principle of Micro Economics	06	25	75	--	100
Geography	A110101T	Physical Geography	04	25	75	--	100
	A110102P	Elements of Map Reading and Interpretation	02	25	--	75	100
Home Science	A130101T	Fundamental of Nutrition and Human Development	04	25	75	--	100
	A130102P	Cooking Skills and Healthy Recipe Development	02	25	--	75	100
Journalism	A270101T	Basics of Mass Communication and Journalism	04	25	75	--	100
	A270102P	Computer for Mass Media	02	25	--	75	100
Teacher Education Course							
Teacher Education Course [TEC-1]	E030101T	Development of Education in India and Contemporary Issues	6	25	75	--	100
Choose any One Pedagogy (Vocational Course)							
Teacher Education Course [PSS-1]	E030102T	Pedagogy of Social Sciences -1	3	25	75	--	100
Teacher Education	E030102T	Pedagogy of Languages -1	3	25	75	--	100

Course [PL-1]								
Co-Curricular Course								
Co-Curricular Course [CCC-1]	Z010101	Food, Nutrition and Hygiene	2	25	75	--	100	
Industrial Training								
--	--	--	--	--	--	--	--	--

Structure, Syllabus & Evaluation Scheme
B.Ed. Integrated (B.A.B.Ed.) Programme
Course Structure
Semester-II

Year: First				Semester: Second			
Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
					Theory	Practical	
Choose any Two Subjects (Core Course) on the Basis of Semester-I							
Hindi	A010201T	dk;kZy;hfgUnhvkSjd El;wVj	06	25	75	--	100
Sanskrit	A020201T	laLd`r x lkfgR;,vuqokn ,oalax.kdvuqiz;ksx	06	25	75	--	100
English	A040201T	Reading in English Poetry	06	25	75	--	100
History	A050201T	History of Medieval India (1206 A.D.-1757 A.D.)	06	25	75	--	100
Political Science	A060201T	Political Theory & Concepts	06	25	75	--	100
Sociology	A070201T	Society in India: Structure, Organization & Change	04	25	75	--	100
	A070202P	Writing Skill development on topics of Contemporary Sociological Importance	02	25	--	75	100
Economics	A080201T	Principle of Macro Economics	06	25	75	--	100
Geography	A110201T	Human Geography	04	25	75	--	100
	A110202P	Thematic, Weather and Geological Maps	02	25	--	75	100
Home Science	A130201T	Introduction to Clothing and Textile & Family Resource Management	04	25	75	--	100
	A130202P	Clothing and Textile	02	25	75	--	100
Journalism	A270201T	Reporting and Editing	04	25	75	--	100
	A270202P	Media Related Software	02	25	--	75	100
Teacher Education Course							
Teacher Education Course [TEC-2]	E030201T	Philosophical and Sociological Foundations of Education [TEC-2]	6	25	75	--	100
Elective Course							
Elective Course [EC-1]	TECEC-1	Special Education	6	25	75	--	100
Choose any One Pedagogy (Vocational Course)							
Teacher Education	E030202P	Engaging with Pedagogies [EWP-1]	3	25	--	75	100

Course [EWP-1]							
Co-Curricular Course							
Co-Curricular Course [CCC-2]	Z010201	First Aids and Health	2	25	75	--	100
Industrial Training							
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1st Year, Semester-I

B.A.-B.Ed. (Integrated Teacher Education) Programme Course I (Theory)

PROGRAMME/ CLASS: CERIFICATE/ B.A.-B.Ed.	BA- 1 YEAR	SEMESTER: 1
fo'k;%fgUnh		
COURSE CODE : A010101T	COURSE TITLE: fgUnhdkO;	
<p>Course outcomes:</p> <p>CO1:fgUnhdkO; ds izfruf/k dfo;ksa dh dforkvksa ds fo'k; esatkudkjhsukrFkkdkO; ds laf{klrbfrgkl dh tkudkjhsndjfo kfFk;ksa dkdkS"kyfodklfgUnhdfork ds fodklØe ls voxrdjkukA</p> <p>CO2:vk/kqfuddky dh lkfgR;dçõ`fRr;ksadks le>ukA</p> <p>CO3: vkfndkyesalkekftd&lkaLd`frdvkSjjktuhfrdfLFkfr dh fo"ks'krkvksadks le>ukA</p> <p>CO4: lwjnk vkSjrqylhnl dh d`.kyhykdkO; vkSjkeHkfDrdkO; dks muds n"kZu ds lkFktsMdj muds egRovkSjvk/kkj dsdkS"kyfodklkdsle>ukA</p> <p>CO5: lar dchj ds çxfr"kyLo:ivkSjmudhjpvkksa dk o.kZudjukA</p> <p>CO6: fcgkjh ds ys[ku dh lkexzhvkSjdkS"ky dk lkekftdlanHkZesao.kZudjukA</p> <p>CO7: thou n"kZu ds lkFk&lkFk ^Nk;koknh* ys[kdksa dh dforkvksa dk o.kZudjukA</p> <p>CO8: "kks/k ls O;kogkfjdleL;kvksa dk lek/kkugksrkgSA "kks/k iwokZxzgks ds funkuvkSjfuokj.k es lgk;dgSA</p>		
CREDITS: 6	MAX.MARKS: 25+75	MIN. PASSING MARKS: 10+30
Total No. of Lectures- Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No.ofLecture s
I	<p>Hkkjrh; Kkuijaijk ds vUrxZrvkfnkyhu ,oa e/; dkyhufgUnhdkO; dk bfrgkl % bfrgklys[ku dh ijaijk ,oafodkl %</p> <p>Hkkjrh; KkuijaijvkSjfgUnhdkfgR;,fgUnhdkfgR; dk dkyfoHkktu,ukedj.k ,oalkfgR;dizo`fr;kWtksfo kfFkZ;ksadkdS"kyfodkljkrkgSa A</p> <p>fl) lkfgR;,tSulkfgR;,jklkslkfgR;,ukFklkfgR; vkSjySfddlkfgR;AHkfDrvkanksyu ds mn; ds lkekftd ,oalkaLd`frddkj.k,HkfDrdky ds izeq[k laiznk; vkSjmudkoSpkfjdvk/kkj,fuxZq.kvkSjlxq.kdfovkSjmudkdkO; Ajhfrdky dh lkekftdalkaLd`frdi`BHkwfe,ukedj.k,izo`fr;kW ,oaijizs{;A jhfrdkyhulkfgR; ds izeq[k Hksn(jhfrfc),jhfrfl),jhfrdqDr,izeq[k dfovkSjmudkdkO;A]</p>	12

II	<p>vk/kqfuddkyhudko; dk bfrgkl % lkekftd,lkaLd`frd,i`BHkwfe,ukedj.k ,oaizo`fr;k]W 1857 dk izFke Lora=rklaxzkevkJlkaLd`frdiqutkZxj.k,fgUnhuotkxj.k,HkkjrsUnq ;qx, f}osnh ;qx ,oaNk;kokn dh izo`fr;kW ,oavonkuAmRrjNk;kokn dh fofo/k oSpkfdizo`fr;kW,izxfrokn,iz;ksxokn,ubZdfork,ledkyhudfork] izeq[k lkgfR;dkjjpuk,WvkSjlkfgfR;dfo"ks'krk,W</p>	12
III	<p>vkfndkyhudfo% fo kifr%(fo kifrinkoyh&laiknd% vkpk;Zjkeykspu "kj.k) d.jk/kk dh oanuk [k.Jhd``.kizse(35) x.jk/kk isze(36) xksj[kukFk%(xksj[kckuh % laikndihrkEcjnRRkcMFokyxksj[kckuhlcnh(la[;k 2] 4] 7] 8] 16) in (jxjkeJh 10] 11) (vehj [kqljks&O;fDrRo ,oad`frRo % MkWijekuUnikapky) dOokyh& ?k(1)xhr& M(4) (13)nksgs&p(i`B86) 05 nksgs&xksjhksos] [kqljksjSu] ns[k eSa] pdokpdoh] IstlwuhA</p>	10
IV	<p>HkfDrdkyhulxq.kdfo % LkwjnkI(Hkzejxhrlkjlaiknd&vkpk;ZjkepUnz "kqDy) (in la[;k 07] 21] 23] 24] 26) xksLokehrqylhnkl % (Jhjkepfjrekul&xksLokehrqylhnkl] xhrkizslxksj[kiqj)v;ks;/k dk.M&nksgk la[;k 28 ls 41</p>	11
V	<p>HkfDrdkyhufuxqZ.kdfo % dchj %(dchjnkI&laiknd";kelqUnjnkI) d- xq:nsodks vax 01] 06] 11] 17] 20 [k- fcjgdk vax 04] 10] 12] 20] 33 efydeksgEentk;lh(efydeksgEentk;lh&laiknd&vkpk;ZjkepUnz "kqDy)ekuljksnd [kaM(01 ls 06 in rd)tkso kfFkZ;ksadkdkS"kyfodkldjkrkgSaA</p>	10
VI	<p>jhfrdkyhudfo % ds"konkl%(dfofiz;k(fiz;kizdk"kykykHkxokunhu)r`rh; izHkko 1] 2] 4] 5 fcgkjhyky%(fcgkjhyRukdj&txUukFknkljRukdj)izkjaHk ds 10 nksgs ?kukuUn% (?kukuUnxzUFkkoyh&laiknd] fo"oukFkizlknfeJ) Lkqtkufgr 1] 4] 7</p>	11
VII	<p>vk/kqfuddkyhudfo % HkkjrsUnqgfj"pUnz %ekr`Hkk'kkizseijnksgs] jksdgwWtksrksveaxygks;] czt ds yrk irk eksfgdhts Tk;"kadjizlkn %dkek;uh ds J)k lxZ ds izFkenl in] vkalw ds</p>	12

	izFkeikap in lw;ZdkUr f=ikBh %fujkykoj ns oh.kkokfnfuoj ns] rqylhnkl(izkjHHk ds nl in)ogrksMrhiRFkj lqfe=kuanuiUr %ekSufueU=.k] izFkej"e] ;g /kjrhdruknsrhgSA egknsohoekZ % chu gwWeSrqEgkjhjkfxuhHkhgwW] fQjfodygSaizk.kesjs] ;gefUnj dk nhi bls uhjotyusnks	
VIII	(v) Nk;ksoknksRrjdfovkSjfgUnhlfgr; esa "kks/k % vKs; %unhds }hi] ;g nhivdsyk] dyxhcktjs dh eqfDrcks/k % fopkjkvrgSa] Hkwyxyrh ukxktqZu% vdkyvkJmldscn] cknydksf?kjrs ns[kk gS /keZohjHkkjrh %cksvkbZ dk xhr] dfork dh ekSr] (nwjklld] lEikndvKs;)dkS"kyfodkl	12
	/kwfey% eksphjke] jksVhvkSj]aln (Ck) fgUnhlfgr; esa "kks/k& "kks/k dk vFkZvkSjifjHkk'kk] lkfgR; esa "kks/k dh izfof/k;ka] "kks/k ds vax vkSj "kks/k dk egRodkS"kyfodkl	

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	2	2	1	2	1
CO2	2	2	1	1	2	1	1	1
CO3	1	2	1	1	1	1	2	1
CO4	2	1	2	1	2	2	1	2
CO5	1	1	1	2	1	1	2	2
CO6	1	1	1	2	2	1	1	1
CO7	1	2	2	1	2	2	1	1
CO8	2	2	1	2	1	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	2
CO3	3	2	1

CO4	3	2	2
<p>IUnHkZxzUFk%</p> <p>1- “kqDy] jkepUnz] fgUnhlfgr; dk bfrgkl]yksdHkkjrhizdk”ku] bykgkckn 2019-</p> <p>2- flag] MkWf”koizlkn] fo[kifr] fgUnhizpkjdiqLrdky;] okjk.klh 1957-</p> <p>3- oekZ] jkedqekj] dchj dk jgL;okn] lkfgR; Hkou] bykgkckn 1941-</p> <p>4- oktis;h] uUnnqykjs]lwjlanHkZ] bafM;uizslfyfeVsM] iz;kx-</p>			
<p>This course can be opted as an elective by the students of following subjects</p> <p>baVjehfM,VvFkok led{k ijh{kk mRrh.kZdjpqdsleLrfo kFkhZ bl ikB ls Øe dk p;udjldrsgSA</p>			
<p>Course prerequisites: Tostudythiscourse,a student must have had the subject.....inclass/12th/certificate/diploma.</p>			
<p>IHkh ds fy, (IkekU; fgUnhHkk’kk dk Kkuvisf{kr)</p>			

1st Year, Semester-I
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class B.A.-B.Ed. Certificate dk;ZØeoxZ&lfVZfQdsV~	Year First o’kZçFke	Semester I
fo’k;&laL—r		
Á”uÁ«kd@M A020101T	ç’ui= 'kh"kZd% laL—r ij lkfgR; ,oaO;kdj.k	
<p>vfèkxemi yfCèk</p> <p>CO1fo kFkÊlaL—r lkfgR; dk IkekU; ifjp; çklrdjdkO; ds fofHkUuosnksa ls ifjprgksldsaxsAtksfo kFkZ;ksadk dkS”kyfodkldjkrkgSaA</p> <p>CO2 laL—r ij lkfgR; dh lqxhrkRedrk dk lkSan;ZcksèkdjldsaxsA</p> <p>CO3 muesadkO; esaç;qäjl]Nan]vyadjksadks le>us dh {kerkfodflrgksxA</p> <p>CO4 ij esafufgr 'kfä;ksa ,oalqHkkf" krokD; ds ekè;e ls muds uSfrd ,oapkfj=d mUu;ugksxA</p> <p>CO5 fo kÆFk;ksa ds 'kCndks'kesao`f) gksus ds lkFk&lkFkesalaL—r 'yksdksa ds 'kq) vkSj Loj mPpkj.k ds dkS”kyesafuiq.kcusaxsA</p> <p>CO6 laL—r O;kdj.k dk IkekU; KkuçklrdjmlldhoSKkfudrk ls lqijprgksldsaxstksfo kFkZ;ksadkdkS”kyfodkldjkrkgSaA</p>		

CO7 laL—r o.kZu ds 'kq) mPpkj.kdkS'ky dk fodklgksxkA
CO8 Loj ,oaO;atu ds ewyHksndks le>dji`FkdvFkkZoxeu dh
{kermRiUugksxhALoj] O;atu ,oa% lafèk dk fof'k"VKku ,oa muds vuqç;ksx dk
dkS'kyfodflrgksxkA

Credits:6		Core Company
Max Marks:25+75		Min passing Marks: 40
Total No of Lectures – Tutorial –Practical (in hours per week): L-T-P 6-0-0		
UNIT bdkĀ	TOPICS ikBifo"k;	NO OF LECTURE
çFkeHkkx(Part-1)		
I	d&laL—r ok ³ ~e; esaikjaifjdKkufoKku ,oajk"Va xkSjo&oSfndvkSjySfddlaL—r lkfgR; esaHkkjrh; n'kZu] Hkwxsy ,oa [kxsy] xf.kr] T;ksfr"krFkkokLrq] ;ksx] vk;qosZn] vFkZ'kkL=] foKku] laxhrB;kfn dk lkekU; ifjp;A [k&laL—r dkO; dk lkekU; ifjp; ,oai] dkO; dh ijaijk çeq[k vkpk;Z&egkdfookYehfd] egkdfoosnO;kl] egkdfodkfynkl] egkdfoHkkjfo] egkdfoek?k] Jhg"kZ ,oa;nsAAtksfo kfFkZ;ksadkdkS"kyfodkl djkrkgSaA	4
II	fdjkrktqZuh;e~ &çFkelxZ ¼laiw.kZ½ ¼O;k;k ,oaleh{kkRed ç'u½	12
III	dqekjlaHkoe~&çFkelxZ ¼'yksd la;k 1 ls 25½ ¼O;k;k ,oaleh{kkRed ç'u½	11
IV	uhfr'krde ¼'yksd la;k 1 ls 25½ ¼vFkZ ,oaewY;ijd ç'u½	10
f}rh; Hkkx(PART -2)		
V	laKkçdj.k ¼y?kqfl)kar dkSeqnh½	12
VI	vp~ lafèk ¼lw= O;k;k ,oalw= funsZ'kiwoZdlafèk ,oalafèk foxzg½	12
VII	gy~ lafèk ¼lw= O;k;k ,oalw= funsZ'kiwoZdlafèk ,oalafèk foxzg½tksfo kfFkZ;kdk dkS"kyfodkl djkrkgSaA	11
VIII	FolxZlafèk ¼lw= O;k;k ,oalw= funsZ'kiwoZdlafèk ,oalafèk foxzg½	10

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	1	2	1	2	2
CO2	1	3	1	2	1	2	2	1
CO3	2	2	1	2	1	2	2	1
CO4	2	1	2	1	2	2	1	2
CO5	3	1	2	2	1	2	1	2
CO6	2	1	1	1	2	2	2	1
CO7	1	1	1	1	1	2	2	1
CO8	1	2	2	1	1	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

laLrqrxzaFk%&

- ❖ fdjkrktZuh;e ¼çFke lxZ½] M, jktsaæfeJ] v{k; oVçdk'ku] bykgkcknA
- ❖ dqekjlaHkoe~ çFkelxZ] M, mes'kpaæikaMs] jkT; Hkkjrh; çdk'ku] xksj[kiqjA
- ❖ uhfr'krde~ lehjvkpk;Z]çkP; Hkkjrhçdk'ku] xksj[kiqjA
- ❖ laL—r lkfgR; dk bfrgkl] M, cynsomikè;k;] pkS[kackçdk'ku] okjk.klh]
- ❖ y?qfl)kardkSeqnh] M, mes'kpaæikaMs] pkS[kackçdk'ku] okjk.klhA
- ❖ y?qfl)kardkSeqnh] M, jke—" .k vkpk;]Z fouksniqLrdeafnj] vkxjA
- ❖ y?qfl)kardkSeqnh]ojnjktHkSehO;k[;k] Hkhelsu 'kkL=h ¼1&6 HkkÛ½ HkSehçdk'ku] fnYyh 1993
- ❖ y?qfl)kardkSeqnh] xksÇonçlkn 'kekZ ,oavkpk;Zj?qkukFk 'kkL=h] pkS[kacklqjHkkjrh] çdk'ku
- ❖ y?qfl)kardkSeqnh] M, mes" kikaMs] pkS[kackçdk'ku] okjk.klh
- ❖ y?qfl)kardkSeqnh] M, jke—" .k vkpk;Z] fouksniqLrdeafnj] vkxjk

This course can be opted as an elective by the students of the following subject:

IHkh ds fy, miyCèk (OPEN TO ALL)

Course prerequisites: **IHkh ds fy, miyCèk (OPEN TO ALL)**

Suggested equivalent online course

Further Suggestion

1st Year, Semester-I
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/ Class: CERTIFICATE	Year: FIRST	Semester: FIRST
Subject: ENGLISH		
Course Code: - B.A.-B.Ed. A040101T	Course Title: English Prose and ‘Computer & Writing Skills’	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <p>CO1: Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly, contributions of various authors in the growth of Indian English Writing.</p> <p>CO2: Have knowledge of elements like Plot, Characterization, Narrative Technique and Structure and types of Prose and Prose Style.</p> <p>CO3: Identify different Prose devices for skill development, entrepreneurship and employability.</p> <p>CO4: Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov, Maupassant and O’Henry through the elaborate and allegorical descriptions in the prescribed text.</p> <p>CO5: Have knowledge of the writings of M.R Anand, R.K. Narayan and Anita Desai and describe the literary terms related to Short Stories.</p> <p>CO6: Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text, learn the core elements of structure such as exposition, complication and resolution order, analyze the difference in the prose techniques of different writers like Addison, Lamb and Bacon, make use of word choices, word order, figurative language and imagery to convey meaning/emotion for skill development and employability.</p> <p>CO7: Get a wide exposure of eminent writers like Kalam, Amartya Sen and Woolf, identify the content, language, style, tone and structure of the essays and comprehend the culture, author’s biography and historical context of the prescribed prose works.</p> <p>CO8: Perform basic functions of a word processor; Excel spread sheet and Power Point presentation practically, do online communications like content writing and blogging and official communication by writing official letters/complaint letters and explore the creative genius in creating blogs and personal websites for vocational purposes practically.</p>		

Credits: 06		Paper: Core Compulsory
Max.Marks: 25+75		Min.PassMarks: 40
TotalNo.of Lectures-Tutorials-Practical(inhoursperweek): 6-0-0 .		
Unit	Topic	No. of Lectures
I	An Introduction to Indian Writing in English: Contributions of Sri Aurobindo, Rabindranath Tagore, K. S.Venkataramani, Bhabani Bhattacharya, R. K. Narayan, MulkRajAnand,SarojiniNaidu,KamalaMarkandayaandNayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	Elements of Short Story: Plot, Characterization, Narrative Technique and Structure Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	11
III	Prose Devices: Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	Short Stories · O'Henry- <i>The Last Leaf</i> · Anton Chekhov- <i>The Lament</i> · Guy de Maupassant- <i>The Terror</i>	11
V	Short Stories · M.R.Anand- <i>The Barber's Trade Union</i> · R.K.Narayan- <i>Under the Banyan Tree</i> · Anita Desai- <i>Games at Twilight</i>	11
VI	Prose 1. Francis Bacon- <i>*Of Studies</i> 2. Charles Lamb- <i>*Dream Children</i> 3. Joseph Addison- <i>*Sir Roger at the Church</i>	11
VII	Prose 1. Virginia Woolf- <i>*Professions for Women</i> 2. A.P.J.Kalam- <i>*Patriotism Beyond Politics & Religion</i> (from <i>Our Ignited Minds</i>) 3. Amartya Sen- <i>* Tagore & His India</i> (from <i>The Argumentative Indian</i>)	12
VIII	Computer & Writing skills in English 1. PowerPoint Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	2	3	1	1	1
CO2	1	1	2	1	1	1	2	1
CO3	2	2	1	2	2	1	1	1
CO4	1	2	2	1	1	2	1	1
CO5	1	1	1	1	1	1	1	1
CO6	2	2	2	1	2	1	2	1
CO7	1	2	1	1	1	1	1	1
CO8	2	1	2	1	1	1	1	1

**Co-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

- Ahluwalia, J.P., "Modern News Structure in Print Media and Electronic Media", Adyayan Publishers, New Delhi, 2007.
- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Compton-Rickett, A., "A History of English Literature", Nabu Press, 2010.
- Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982.
- Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957.
- Berman, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016.
- Kalam, A.P.J., "Ignited Minds: Unleashing the power within in India", Penguin, 2014.
- Sen A., "Tagore and His India", The New York Review of Books, 1997.
- Dorner, J., "Writing for the Internet", Oxford University Press, New York, 2002.

- Majumdar,P.K.,“Commentary on the Consumer Protection Act”,Prentice Hall, New Delhi,1992.
- Norton,P.,“Introduction to Computers”,Tata McGraw Hill, NewDelhi,2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read,H.,“EnglishProseStyle”,Pantheon,NewYork,1981.
- Walker,H.,“English Essays and Essayists”,J.M.DentandSons Ltd., London,1928.
- Williams,W.E.,“ABook of English Essays”,PenguinBooks, Harmonds worth,1948.
- <https://www.youtube.com/embed/1-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7IbraaIm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- www.jaagore.com/know-your-police/procedure-of-filing-fir
www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

This course can be opted as an elective by the students of following subjects: **Open to all**

Course prerequisites:

Open to all

Suggested equivalent online courses:.....

Further Suggestions:.....

B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First
Subject: History		
Course Code: A050101T	Course Title: Ancient and Early Medieval India (Till 1206 A.D.)	
Course outcomes:		
CO1: The present course will be useful in providing historical knowledge to the students for skilldevelopment and employability.		
CO2: It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India for entrepreneurship development.		
CO3: The art, culture and philosophy of religion of ancient India have been included in the syllabusfordeveloping skills, employability and entrepreneurial skill.		
CO4: Developing the logical ability of students to do a rational analysis of historical events and develop students' research aptitude.		
CO5: This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs.		
CO6: It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD.		
CO7: Students can gain historical knowledge of political and strategic weakness of India through political conflicts.		
CO8: In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputsfor developing skills, employability and entrepreneurial skill.		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Introduction to Ancient History, Culture & Tradition, Eminent Historians of India-Kallhan, R.C. Majumdar, Jadunath Sarkar, V.D. Savarkar, K.P. Jaiswal etc., Indian Knowledge System, Short brief History of Pre Historic age, for developing skills, employability and entrepreneurial skill.	14
II	Indus Valley Civilization, Vedic and later Vedic period for developing skills, employability and entrepreneurial skill.	12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt ,BindusarandAshok the Great , Kautilya and his Arthshastrafor developing skills, employability and entrepreneurial skill.	12

IV	Gupta Dynasty – Chandragupt, Samudragupt, Chandragupt 'Vikramaditya', Golden Era of Ancient India for developing entrepreneurial skills.	12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihar, Chalukya, Parmar and Chauhan and thus develop employability.	12
VI	Rise of Feudalism in India for developing skills and employability.	6
VII	Customs, rituals and beliefs of Hindu to develop entrepreneurial skills and employability.	10
VIII	Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghori for skill development and employability.	12

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	1	1	1	1	1
CO2	1	2	2	2	1	1	1	2
CO3	2	2	1	1	1	1	2	1
CO4	1	1	1	1	2	1	2	1
CO5	1	1	1	2	1	1	1	1
CO6	2	2	1	1	1	2	1	1
CO7	1	1	1	1	1	2	1	1
CO8	1	1	1	1	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

1. Jha D.N. , Ancient India an Introductory Outline
2. Basham, A.L. , The Wonder that was India
3. Thapar, Romila , History of India,
4. Majumdar, R.C. – History and Culture of Indian People
5. Lunia, B.N. – Evolution of Indian Culture
6. Chopra, P.N. & Puri, V.N., Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III
7. Majumdar, R.C. – Ancient Indian (Hindi and English)

This is an elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

B.A.-B.Ed. (Integrated Teacher Education)

Programme

Course I

(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First
Subject: Political Science		
Course Code: A060101T	Course Title: Indian National Movement & Constitution of India	
Course outcomes:		
On completion of this course, learners will be able to:		
CO1: Analyze the Indian Political Tradition Dharama, Dandaniti, Matsayanayay, Gansamgha for skill development and employability.		
CO2: Analyze the Gandhian Movements such as the Khilafat, Non-Cooperation, Civil disobedience movements, the Swadeshi movement for skill development and employability.		
CO3: Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System for skill development and employability.		
CO4: Understand the Fundamental Rights, Fundamental Duties		
CO5: Difference between fundamental rights and directive principle for skill development and employability.		
CO6: Understand the Powers & Functions of President, Prime Minister, Speaker, Lok Sabha & Rajya Sabha for skill development and employability.		
CO7: Analysis Judiciary: Composition		
CO8: Understand the Centre-State Relations		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
Unit	Topics	No. of Lectures
I	Distinguishing features of Indian Political Tradition Dharama, Rajdharma, Nitisastra, Dandaniti, Matsayanayay, Gansamgha for skill development and employability.	5
II	Birth, Growth and The Political Trends In The Indian National Movement.	10
III	Stages Of Constitutional Development, Making Of The Constituent Assembly Philosophy Of Indian Constitution, Citizenship.	5
IV	Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy for skill development and employability.	8
V	History Of Conflict Between Fundamental Rights & Directive Principles, Process Of Amendment, Concept Of Basic Structure Of Constitution.	6
VI	Executive & Legislature Powers & Functions of President, Prime Minister, Speaker, Lok Sabha & Rajya Sabha The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council for skill development and employability.	10
VII	Judiciary: Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court for skill development and employability.	8
VIII	Centre-State Relations: Administrative, Legislative & Financial, Special	8

	Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission for skill development and employability.	
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**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	2	2	1	2	2
CO2	1	1	2	1	2	1	1	2
CO3	1	1	2	1	2	2	1	1
CO4	1	2	2	1	2	1	1	1
CO5	1	1	1	2	2	1	1	2
CO6	2	1	2	1	1	1	1	1
CO7	1	2	1	1	2	2	2	1
CO8	1	1	2	1	1	1	1	

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' DorlingKindersley Pearson Pvt.Ltd.India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis NewDelhi.
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University PressNewDelhi.
4. Biswal Tapan (2017) 'BharatiyaShasanSamvaidhanikLoktantra aur RajneetikPrakriya' Orient BlackswanNewDelhi.
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' NationalBook Trust, NewDelhi.
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. NewDelhi.
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. NewDelhi.
8. A.S.Alteker, 1958 state and government in Ancient India, Motilal Banarsidas Banaras
9. Virkeshwar Prasad singh, Bhartiya RsahtriyaAndolanevamsamvaidhanikvikas
10. Awasthi A.P. (2017) 'BharatiyaShasanEvmRajneeti' Laxmi Narayan Agarwal, Agra
11. Biswal Tapan (2017) 'BharatiyaShasanSamvaidhanikLoktantra aur RajneetikPrakriya' Orient BlackswanNewDelhi
12. Chandra Bipin (2015) ' Bharat ka Swatantrata Sangharsh' Hindi

MadhyamKaryanvyaNideshalay

13. Laxmikant M. (2019) 'Bharat Ki Rajvywastha' McGraw Hill, New Delhi

14. Singh M.P. & Sexena Rekha (2008) 'Bhartiya ShasanEvmRajneeti' Prentice Hall of India Pvt. Ltd. NewDelhi

This Course Can Be Opted As An Elective By The Student Of Any Subject.

**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Practical)**

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First		Semester: First				
Subject: Political Science								
Course Code: A060102P		Course Title: Awareness of Rights & Laws						
Course Learning outcomes:								
On completion of this course, learners will be able to:								
CO1: This paper intends to arm the student with basic digital and legal awareness where by the student can leverage this in the job market for skill development and employability.								
CO2: The student aware of his basic legal rights which would help him to stand up and help others for skill development and employability.								
CO3: Student Understand Unity In Diversity, Universal Human Rights for skill development and employability.								
CO4: The student aware of Govt. Policies Right To Information, Lokpal for skill development and employability.								
Credits: 2				Core Compulsory				
Max. Marks: 25+75				Min. Passing Marks: 40				
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics						No. of Lectures	
I	Preamble Of The Indian Constitution, Equality Before Law And Equality Of Opportunity, Freedom of belief, Expression And Dissent, Cyber Crime, State & Cyber security, for skill development and employability.						8	
II	Rights And Obligations, Right To Education, Correlation Between Rights And Duties, Justiciability Of Fundamental Rights, Digital Empowerment through social networking sites, Citizen's Charter for skill development and employability.						8	
III	Gender sensitivity, Unity In Diversity, State And Government, Nation Building, Affirmative Action, Universal Human Rights for skill development and employability.						8	
IV	Govt. Policies And Campaigns: Practical Teachings Right To Information, Lokpal for skill development and employability.						6	
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	2	1	1	1	2
CO2	1	1	1	2	2	1	1	2
CO3	2	1	2	1	1	2	1	1
CO4	2	1	1	1	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 and 1 for low mapped)

	SkillDevelopment	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. <https://www.digitalindia.gov.in/services>
2. <https://rtionline.gov.in/>
3. <https://www.india.gov.in/topics/law-justice>
4. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. NewDelhi: OUP
5. Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV
6. J.N.Pandey , Bharat ka Samvaidhanik Kanoon
7. Rajni Kothari , Bhartiya Rajniti me Jaati
8. B.L.Phadia , Bhartiya Shasan Aur Rajniti

This Course Can Be Opted As An Elective By The Student Of Any Subject.

**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I**

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First	Semester: First
Subject: Sociology			
Course Code: A070101T		Course Title: Introduction to Basic Concepts of Sociology	
Course outcomes:			
<p>On completion of this course, learners will be able to:</p> <p>CO1: This paper will introduce students to new concepts of Sociology discipline for skill development.</p> <p>CO2: These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology for skill development.</p> <p>CO3: This paper will contribute in enriching the vocabulary and scientific temperament of the students for skill development.</p> <p>CO4: The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge for skill development.</p> <p>CO5: Understand the Culture and Civilization, Pluralism, Multiculturalism, and Cultural Relativism for skill development.</p> <p>CO6: Explain the meaning of Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration for skill development.</p> <p>CO7: These concepts will enhance the conceptual learning and understanding of Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values for skill development.</p> <p>CO8: Understand the Social Stratification and Social Mobility for skill development.</p>			
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0			
Unit	Topics		No. of Lectures
I	Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India for skill development.		12
II	Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science) for skill development.		12
III	Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society for skill development.		11
IV	Social Institutions: Family, Kinship, Marriage, Education, State & Religion for skill development.		11
V	Culture and Civilization, Pluralism, Multiculturalism, Cultural Relativism for skill development.		11
VI	Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration for skill development.		11
VII	Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions		11

	and Values for skill development.	
VIII	Social Stratification: Meaning, Forms and Basis, Social Mobility: Meaning and Types for skill development.	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	2	2	1	1	1
CO2	1	1	2	2	1	2	1	1
CO3	1	1	1	2	2	2	2	1
CO4	1	1	1	1	1	1	1	2
CO5	2	1	1	1	1	2	1	1
CO6	1	2	1	1	2	1	1	2
CO7	1	1	2	1	1	1	2	1
CO8	1	1	1	1	1	1	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

1. Berger, P. (1963). An Invitation to Sociology: A humanistic Perspective.
2. Bottomore, T.B. (1973). Sociology: A guide to Problems and Literature. (Hindi version available).
3. Davis, Kingsley. 1933. Human Society.
4. Giddens, Anthony. 2009. Introduction to Sociology.
5. Haralambos, M. Sociology: Themes and Perspectives. (Hindi version available).
6. Inkeles, Alex. 1987. What is Sociology.
7. MacIver, R.M. and Charles H. Page. 1949. Society: An Introductory Analysis. (Hindi version available)
8. Mills, C.W. 1959. The Sociological Imagination.
9. Thakur, Navendu. 2016, Samaj Shastra Ek Parichay.
10. जे.पी. सिंह, 2011, सामाजिक विज्ञान, PHI

This is an elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

B.A.-B.Ed. (Integrated Teacher Education)

Programme Course I (Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First
Subject: Economics		
Course Code: A080101T	Course Title: Principle of Micro Economics	
Course outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: The students is familiarized and acquainted with basic concepts of microeconomics such as laws of demand and supply and elasticity etc so that he/she can comprehend them & familiarize with day today happenings for skill development and employability.</p> <p>CO2: Utility and ordinal utility analysis and explain Indifference curve analysis for skill development and employability.</p> <p>CO3: The students learn and understand the Theory of production- iso-quants, laws of returns to scales, law of variable proportion and analyze the behavioral patterns of different economic agents regarding profit, price, cost etc for skill development and employability.</p> <p>CO4: The decision-making process in different market situations such as perfect competition, monopolistic competition and oligopoly markets for skill development employability and entrepreneurship.</p> <p>CO5: The students learn the decision-making process in monopoly competition for employability and entrepreneurship development.</p> <p>CO6: The students learn the various theories related to consumer and producer and General equilibrium, economic efficiency and market failure for skill development and entrepreneurship development.</p> <p>CO7: To deal with the advance theoretical issues and their practical applications of distribution theories for skill development and entrepreneurship development.</p> <p>CO8: The students learn about international trade and related concepts for employability and entrepreneurship development.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	<p>Introduction: Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.</p> <p>Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium for skill development and employability.</p> <p>Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other</p>	12

	elasticitiesforskill development and employability.	
II	Consumer Theory: Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraintforskill development and employability.	12
III	Production and Costs: a. Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium conditionforskill development and employability and entrepreneurship. b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustmentsforenterpreneurship development.	11
Part II		
IV	Market Structures a. Perfect Competition: a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competitionfor skill development, employabilityandenterpreneurship development. b. Imperfect Competition Monopolistic competition: Assumptions, SR & LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of governmentfordeveloping employabilityandenterpreneurship development.	11
V	Theory of a Monopoly Firm Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopolyso as to developemployabilityandenterpreneurship.	11
VI	Consumer and Producer Theory a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency. b. Markets and Market Failure Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanismforemployabilityandenterpreneurship development.	11
VII	Income Distribution and Factor pricing Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Incomeforemployabilityandenterpreneurship development.	11
VIII	International Trade Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionismforemployabilityandenterpreneurship development.	11

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	2	1	1	2	1
CO2	1	1	1	1	1	1	1	1
CO3	2	2	2	2	2	1	2	1
CO4	1	1	1	1	1	1	1	1
CO5	1	2	1	2	1	2	2	1
CO6	1	1	1	1	1	1	1	2
CO7	1	2	2	2	2	1	2	1
CO8	1	1	1	1	1	1	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	2
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

This course can be opted as an elective by the students of following subjects: Open for all.

Suggested equivalent online :

Swayam

Coursera

**Bachelor of Arts in Geography
Programme
Course I
(Theory)**

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First						
Subject: Geography								
Course Code: A110101T	Course Title: Physical Geography							
Course outcomes:								
Students will be able to understand: CO1: The Earth geomorphic transition from beginning to present day for skill development and employability. CO2: Plate tectonics and related movements. CO3: Landforms carved by various agents of erosion. CO4: Earth's climate and its factors that influence it. CO5: Atmospheric circulation of the world for skill development and entrepreneurship. CO6: Air masses affect on the earth surface. CO7: Oceans system of the world. CO8: Biogeography of the world.								
Credits: 4		Core Compulsory						
Max. Marks: 25+75		Min. Passing Marks: 40						
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w								
Unit	Topics	No. of Lectures						
I	Nature and Scope of Physical Geography, Origin of Universe, solar system and Earth. Geological Time Scale (with special reference to evidences from India), Interior of the Earth.	8						
II	Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes, Geosynclines, Concept of Plate Tectonics.	8						
III	Rocks, Folding, Faulting, Weathering, Erosion, Cycle of Erosion by Davis and Penk, Drainage Pattern.	8						
IV	Fluvial, Karst, Aeolian, Glacial, and Coastal Landforms	8						
V	Composition and Structure of atmosphere: Insolation, Atmospheric pressure and winds,	8						
VI	Airmasses and Fronts, cyclones and anti-cyclones, Humidity, precipitation and rainfall types for skill development, employability and entrepreneurship.	7						
VII	Ocean Bottoms, composition of marine water-temperature and salinity. Circulation of Ocean water-Waves. Currents and Tides, Ocean deposits, Corals and atolls,	7						
VIII	Biosphere, Biotic succession, Biome, Zoo-geographical regions of the world.	6						
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	1	1
CO2	1	2	1	1	2	1	2	1

CO3	1	1	2	1	1	2	1	1
CO4	2	1	2	1	1	2	1	1
CO5	2	2	1	2	1	1	2	2
CO6	1	1	1	1	1	1	1	1
CO7	1	1	1	1	1	2	1	1
CO8	1	1	1	2	1	1	1	2

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	2	1
CO4	3	1	1
CO5	3	1	1
CO6	3	2	1
CO7	3	2	1
CO8	3	1	1

Suggested Readings

1. Singh, Savindra (2018), Physical Geography (Eng./Hindi) Allahabad, India: PrayagPustak
2. Huggett, R.J. (2007): *Fundamentals of Geomorphology*. New York, U.S.A.: Routledge.
3. Khullar, D.R. (2012). *Physical Geography*. New Delhi, India: Kalyani Publishers.
4. Strahler, A. H. and Strahler, A N. (2001): *Modern Physical Geography* (4/E). New York, U.S.A.:
5. John Wiley and Sons, Inc.
6. Thornbury, W. D. (2004): *Principal of Geomorphology*. New York, U.S.A.: Wiley.
7. Bloom, A. L. (2003). *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, New Delhi, India: Prentice-Hall of India

This course can be opted as an elective by the students of following subjects: Openfor all

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/cec21_hs03/preview

https://onlinecourses.swayam2.ac.in/nos20_sc25/preview

B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II
(Practical)

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First	Semester: First
Subject: Geography			
Course Code: A110102P		Course Title: Elements of Map Reading and Interpretation	
Course Outcomes:			
On completion of this course, learners will be able to:			
CO1: Understand the basic idea of Map, Scale and Topographic sheets.			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics		No. of Lectures
I	Cartography – Nature and Scope.		7
II	Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.		7
III	Map Projections – Classification, Properties and Uses; Graphical Construction of Polar Zenithal Stereographic, Bonne’s and Mercator’s Projections, and reference to Universal Transverse Mercator (UTM) Projection.		8
IV	Topographical Map – Interpretation of a Mountain area with the help of Cross and Longitudinal Profiles. Slope Analysis – Wentworth’s method.		8
Suggested Readings:			
1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London			
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.			
3. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata.			
4. Sharma, J. P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd. edition.			
5. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.			
6. Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.			
This course can be opted as an elective by the students of following subjects: Open for all			
Note: In Final Examination Student shall be examined by external and internal examiners.			
Marks Distribution: Written Exam, Viva, Practical File, Map Preparation, Toposheet interpretation.			

B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First
Subject: Home Science		
Course Code: A130101T	Course Title: Fundamentals of Nutrition and Human Development	
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures- 60		
Unit	Topics	No. of Lectures
Part A		
I	Traditional Home Science and its Relevance in current era Contribution made by Indian Home Scientists i.e.M Swaminathan, C V Gopalan, S K Day, Ravindra Nath Tagore etc for skill development.	3
II	Cell and Digestive System. Respiratory and Cardiovascular system for skill development and employability.	10
III	Food and Nutrition. Food- Meaning, Classification and function. Nutrition- Concept of Nutrition for skill development and employability. Nutrients-Macro and Micro, sources and deficiency diseases.	9
IV	Cooking Methods- Methods, Advantages and Disadvantages, Preservation of Nutrients while Cooking for skill development.	8
Part B		
V	Introduction to Human Development: Concept, Definition and need to study of Human Development Domains, for skill development and employability. Stages and contexts of development Principles of Growth and Development, Determinants of Development-heredity and environment.	8
VI	Prenatal Development and Birth Process: <ul style="list-style-type: none"> • Conception, Pregnancy and Childbirth Stages of birth • Types of delivery (natural, c-section, breech, home vs. assisted delivery) • Physical appearance and capacities of the new-born for skill development . • Factors affecting Pre-natal development. 	6
VII	Infancy: <ul style="list-style-type: none"> • Developmental tasks during Infancy and Preschool Stage for skill development and employability. • Physical and Motor Development. • Social and emotional development • Cognitive and language development. 	8
VIII	Early Childhood (Pre School) years: <ul style="list-style-type: none"> • Developmental Tasks during Early childhood. • Physical and Motor Development • Social and emotional development 	8

	<ul style="list-style-type: none">• Cognitive and language development for skill development.	
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Course outcomes:

The Students at the completion of the course will be able to:

CO1: To Acquaint the students with tradition Home Science and Contribution of Indian Home Science for skill development.

CO2: Identify the biological and environmental factors affecting human development for skill development and employability.

CO3: Acquaint students with practical knowledge of nutrient rich foods for skill development and employability.

CO4: Students will get familiar with different methods of cooking for skill development.

CO5: Explain the need and importance of studying human growth and development across life span for skill development and employability.

CO6: To explain the pregnancy period and child birth stage for skill development.

CO7: Learn about the characteristics, needs and developmental tasks of infancy for skill development and employability

CO8: Learn about the characteristics, needs and developmental tasks of early childhood years for skill development and employability

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	1	1
CO2	1	1	1	1	1	2	2	2
CO3	2	2	1	2	1	1	1	1
CO4	1	1	2	1	1	1	1	1
CO5	2	1	1	1	2	2	1	1
CO6	1	2	1	2	1	1	2	1
CO7	2	1	1	1	1	1	2	1
CO8	1	2	1	1	2	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 hereever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1

CO7	3	2	1
CO8	3	2	1

Suggested Readings:			
<ol style="list-style-type: none"> 1. Dr. Brinda Singh, Manav Sharirevam Kriya Vigyan PanchsheelPrakashan, Jaipur;2015,15th Ed. 2. Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II . 3. Text Book of Biology for 10+2 Students (NCERT) 4. Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy”, New AgeInternationalPvt. Ltd, New Delhi , 6th Ed. (2018) 5. Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evamPoshan” ; Elite Publishing House, New Delhi;2015. 			

This course can be opted as an elective by the students of following subjects: Open for all

B.A.-B.Ed. (Integrated Teacher Education)

Programme Course II (Practical)

Programme/Class: Certificate/B.A.-B.Ed.	Year: First	Semester: First						
Subject: Home Science								
Course Code: A130102P	Course Title: Cooking skills and healthy recipe development							
Course Learning outcomes:								
On completion of this course, learners will be able to:								
CO1: To Explain the student how to prepare different type of food and dishes								
CO2: Students will get familiar with different methods of cooking.								
CO3: To introduce the students with different types of Salad decoration and fruit cutting for skill development and employability.								
CO4: Acquaint students with practical knowledge of nutrient rich foods.								
Credits: 2	Core Compulsory							
Max. Marks: 25+75	Min. Passing Marks: 40							
Total No. of Lab Period - 30 (60 hours)								
Unit	Topics	No. of Lectures						
I	Basic cooking skills - Weighing of raw materials - Preparing of different food items before cooking.	6						
II	Preparation of various dishes using different methods of cooking - Boiling /steaming - Roasting - Frying – Deep/shallow - Pressure cooking - Hot air cooking/Baking.	8						
III	Different styles of cutting fruits and vegetables - Salad Decoration/Dressings.	6						
IV	Preparation of nutrient rich dishes - Protein rich dish - Carbohydrate rich dish - Fat rich dish - Vitamins rich dish - Minerals - Fibers.	10						
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	1	1
CO2	1	1	1	2	1	1	1	1
CO3	1	1	1	1	1	2	1	1
CO4	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Pleasewrite 3,2,1 wherever required)**Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Dr. Brinda Singh, Manav Sharirevam Kriya Vigyan PanchsheelPrakashan, Jaipur;2015,15th Ed.
2. Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .
3. Text Book of Biology for 10+2 Students (NCERT)
4. Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy”, New AgeInternationalPvt. Ltd, New Delhi , 6th Ed. (2018)
5. Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evamPoshan” ; Elite Publishing House, New Delhi;2015.

This course can be opted as an elective by the students of following subjects: Open for all

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B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Cla ss: B.A.- B.Ed. Certificate	Year:1	Semester: First
Subject:Journalism		
CourseCode: A270101T	CourseTitle: BasicsofMassCommunicationandJournalism	
Course outcomes: The student at the completion of the course will be able to:		
CO1: Prepare the student to understand concept of communication for skill development.		
CO2: Students will get familiar with Indian references to communication for skill development.		
CO3: Acquaint students with knowledge of various models of communication for skill development.		
CO4: Acquaint students with knowledge of various theories of communication for skill development.		
CO5: Know about the Journalism as a Profession; Types of Journalism. Origin and Development of Media: Newspaper, Radio, Television and Digital Media for skill development.		
CO6: Know the role of Pioneer Journalists of India for skill development.		
CO7: Duties and responsibilities of a Journalist; Values and Ethics of Journalism for skill development.		
CO8: Press Council of India, Prasar Bharati Board, RNI, Committees for Journalism for skill development.		
Credits:4	Core Compulsory	
Max.Marks: 25+75	Min.Passing Marks: 40	
Total No. of Lectures-60		
Units	Topic	No of Lectures
Part-A: COMMUNICATION		
I	Communication: Meaning, Definition, Nature, Elements, Process and Functions; Types; 7Cs of communication; Communication Games for Ice Breaking for skill development.	09
II	Indian concepts of communication: Communication in Puranas and other Mythological Books; Narad as a Communicator; Dialogue with Nature; Need & Relevance of Indian Model of communication with special reference to Sadharnikaran Model for skill development.	06
III	Communication Models: Berlo's Model of SMCR, Osgood model of communication, Laswell model of communication, Shanon-Weaver Model, Schramm Model; Communication flows: one step, two step, multi-step; Barriers in communication for skill	07

	development.	
IV	Theories of Mass Communication: Hypodermic needle theory, Agenda setting theory, Uses and gratification theory, Normative media theory, Four Press Theory, Diffusion of Innovation and other Relevant Theories of Communication for skill development.	08

Part-B: JOURNALISM

V	Journalism: Meaning, Definition and Function; Journalism and Mass Communication Education in India Journalism as a Profession; Types of Journalism for skill development.	07
VI	Origin and Development of Media: Newspaper, Radio, Television and Digital Media Pioneer Journalists of India for skill development.	10
VII	Duties and responsibilities of a Journalist; Values and Ethics of Journalism for skill development.	04
VIII	Press Council of India, Prasar Bharati Board, RNI, Committees for Journalism for skill development.	09

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	1	1	1	1	1
CO3	1	2	1	1	2	1	1	1
CO4	1	1	2	1	1	1	1	2
CO5	1	1	1	2	1	1	1	1
CO6	2	1	1	1	1	1	1	1
CO7	1	2	1	1	1	1	1	1
CO8	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1

CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

- McQuail Denis. Mass Communication Theory, 4th ed., Sage Publication Ltd., London. –
- Wadsworth Julia T , Wood, Communication Mosaics: An Introduction to the Field of Communication. Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989 –
- Wilbur Schram, Mass Communication, Sage Publication, New Delhi
- Uma Narula, Mass Communication Theory & Practice, Hiran and Publication, New Delhi.
- V.S. Gupta & Vir Bala Aggarwal, Hand Book of Journalism & Mass Communications, Concept Publishers, New Delhi.
- Marshal McLuhan, Understanding Media, Sage Publication.
- Kumar J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (New Ed.).
- Schramm, W. & Roberts, D.F., The Process and Effects of Mass Communication, Urbana, IL: University of Illinois Press.
- Rayudu C.S., Communication, Himalaya Publishing House, Mumbai
- Joshi, P.C., Communication – & Nation – Building – Perspective and Policy, Publication Division, New Delhi.
- Malhan P.N., Communication Media, Yesterday, Today and Tomorrow, Publication Division, New Delhi.
- Agee, Warren K., Ault Philip H., Introduction to Mass Communication, Oxford & IBH Publishing Company, New Delhi

Suggested digital platforms weblinks-

ePG-Pathshala, IGNOU & UPRTOU online study material Svayam Portal

This course can be opted as an elective by the students of following subjects:

Open for all

The eligibility for this paper is 10+2 with any subject

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels.

**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
Computer for Mass Media (Practical)**

Programme/Class: Certificate	Year:1	Semester:First
Subject:Journalism(Practical)		
CourseCode: A270102P	CourseTitle: Computerfor MassMedia	
Courseoutcomes:		
CO1: Students will get familiar with brief history of computer for skill development.		
CO2: Acquaint students with practical knowledge of basics of MS Word for skill development.		
CO3: Students will get familiar with Excel and PowerPoint for skill development.		
CO4: Students will get familiar with internet surfing, content searching, fact checking for skill development.		
Credits:2		CoreCompulsory
Max.Marks: 25+75		Min.PassingMarks: 40
TotalNo.ofLabPeriods-30(60hours)		
Unit	Topic	No.oflab. Periods
I	FundamentalofComputer <ul style="list-style-type: none"> • HistoryofComputer • HardwareandSoftwarefor skill development. 	04
II	MS Word <ul style="list-style-type: none"> • Interface,mail merge, BasicsofMSWord • Typing:Hindi/Englishfor skill development. 	10
III	MSExcelandPowerPoint Presentation <ul style="list-style-type: none"> • Interface,Operatingof MSExcel • PreparingPowerPointPresentationfor skill development. 	10
IV	Internet <ul style="list-style-type: none"> • HistoryofInternet • Surfing, Content Searching, Finding Authentic Sources of content for skill development. 	06

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	3	1	1	1	1	1
CO3	1	1	1	1	2	1	1	1
CO4	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. SPatnaik, Fundamentals of Information Technology, Dhanpat Rai & son, New Delhi
2. Pradeep K Sinha and Priti Sinha, Computer Fundamentals, BPB Publications
3. Anita Goel, Computer Fundamentals, Pearson India,
4. Basandra, S.K. Computers Today. New Delhi: Galgotia Publications.
5. Leon, Alexis. and Leon, Mathews. Fundamentals of Information Technology. New Delhi: Vikas Publishing House.
6. Rajaraman, V. and Adabala, Neeharika. Computer Fundamentals. New Delhi: PHI
7. Thareja, Reema. Fundamentals of Computers. New Delhi: Oxford University Press. First Edition Balagurusamy, E. Fundamentals of Computers. New Delhi: McGraw Hill
8. Faith Wampen, Computing Fundamentals: Introduction to Computers, Wiley Eastern.
9. Niranjana Shrivastava Fundamentals of Computers and Information System,
10. Pankaj Sharma, Introduction to Web Technology, SK Kataria & sons, New Delhi
11. A Guide to QuarkXPress: Using QuarkXPress. Quark Technology Partnership.
12. Bauer, Peter. Photoshop CC for Dummies. New Jersey: John Wiley & Sons Inc
13. Dewis, Glyn. The Photoshop Workbook: Professional Retouching and Compositing Tips, Tricks, and Techniques. Peachpit Press.
14. Faulkner, Andrew and Chavez, Conrad. Adobe Photoshop Classroom in a Book. Adobe
15. Ralf, Steinmetz and Nahrstedt, Klara. "Multimedia Systems". Illinois: Springer.
16. Raven, Fiona. Book Design made simple. Canada: 12 Pines Press

GS Baluja, Web Technology, Dhanpat Rai & son, New Delhi

This course can be opted as an elective by the students of following subjects: **Open for all**

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/short and long answer questions
- Mailing a Number of respondents in Single time using Mail Merge of MS Word
- Prepare PPT on Various current and other Important Issues

Suggested equivalent online courses

- IGNOU and other centrally/state operated Universities/MOOC platformssuchas“SWAYAM” in India and abroad.

Further Suggestions:

After completion of this course students are capable to work in their day today computer works.

**B.A.-B.Ed. (Integrated Teacher Education)
Programme**

Programme/Class: Certificate/ B.A.B.Ed.	Year: First	Semester: First
Subject: Teacher Education [TEC-1]		
Course Code: E030101T	Course Title: Development of Education in India	
<p>Course Objectives: The past illuminates the present. Development of education is a narrative of the origin, growth, and development of educational institutions with special reference to aims of education, methods of teaching, curriculum, teacher-taught relations discipline, etc. It helps us to understand how past events shaped the present education system. The problems and challenges which we are facing today are not unique; their roots lie in our previous practices. The study of the development of education provides an opportunity to learn from the past. Hence a systematic study of the development of the education system in India enables us to conduct our personal and professional activities successfully. A critical analysis of educational theories and practices in historical perspectives encourages teachers to solve the contemporary issues/problems of education in the present context to inculcate skills, provide employability and entrepreneurial skills.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4-1-1		Total Contact Hours: 90
Unit	Topics	No. of Lectures
I	<p>Indian Ethos and Education</p> <ul style="list-style-type: none"> • The concept of ethos, the mechanism of the emergence of the collective consciousness (Chitti) from the individual consciousness (Chitta) • The Darshan (philosophy) of Indian ethos • Major discourses on Indian ethos: <p>losZHkoUrqlqf[ku%(vgEczákfLe] rRoefl] loZ[kyqbnaczá] ;fRi.MsrRczák.Ms] loZHkwrfgrsjrk%] vkReu% izfrdwykfuijs'kkWaulelpjsr] olq/kSDdqVqEcde~] rsuR;DrSuHkwaftFkk] ekr`nsoksHko%] fir`nsoksHko%] vkpk;kZnsoksHko% /keksZj{kfrjf{kr%] loZxqWa"kkfUr%] "k=qcqf)fouk"kk;%] ;HnznzarU=vklqo] Hknzad.ksZfHk% Jq.;kenso%] vkuksHknzkØrvks;UrqfoJ`r%] IR;af"koalqanje~A</p> <ul style="list-style-type: none"> • Discourses on the spirit of Indian ethos from the ancient period to the contemporary period. • Need and significance of the Indian ethos in education for skill development and knowledge. 	15L+5T

<p>II</p>	<p>Education During the Ancient, Medieval, and British Period</p> <ul style="list-style-type: none"> • Characteristics of education of Vedic and Buddhist era with special reference to aims, curriculum, methods, teacher – taught relations, discipline, and educational institutions for skill development and employability. • Characteristics of education of Islamic era with special reference to aims, curriculum, methods, teacher – taught relations, educational institutions, and discipline • Major recommendations of Macaulay's Minute-1835, Wood's Dispatch-1854, Hunter Commission-1882, Sadler Commission 1917, Hartog Committee 1929, and Sargent Plan-1944. • Gokhle's Bill and Wardha Scheme of Education. • National Education Movement- 1920-22 	<p>15L+2T</p>
<p>III</p>	<p>Main Commissions /Committees on Education in Independent India</p> <ul style="list-style-type: none"> • Recommendations on teacher education, primary education, secondary education, higher education, and vocational Education of the following: • University Education commission- 1948-49 • Secondary Education commission-1952-53 • Education Commission-1964-66 • National Policy on Education- 1986 & Revised NPE - 1992 • National Curriculum Framework 2005 • National Knowledge Commission Report 2007 • National Education Policy- 2020 for development of skill and employability. 	<p>15L+4T</p>
<p>IV</p>	<p>Contemporary Issues in Education</p> <ul style="list-style-type: none"> • Quality, equity, equality, and accessibility in education with special reference to gender, language, region, and caste • Liberalization, privatization, and globalization • Vocationalisation and multidisciplinary approach in education • Sustainable development goals (SDGs) and education • Education for socio-economically disadvantaged groups • Right to Education Act-2009 • Education and nationalism for development of entrepreneurship. 	<p>15L+4T</p>
<p>Research Orientation</p>	<p>Students will be required to</p> <ul style="list-style-type: none"> • Prepare a report on the topic 'education as a dynamic side of philosophy'. • Discuss the relevance of educational experiments of Mahatma Gandhi in the present context. • Discuss the role of education in the promotion of national integration and international understanding. • Conduct a field survey to record the views of the public regarding the role of education in national development. 	<p>15P</p>
<p>Course outcomes: After the completion of this course, the students will be able to: CO1: Develop understanding of Indian ethos and its educational importance for skill development. CO2: Understand the characteristics, features, strengths, and weaknesses of education in ancient, medieval India and British period for skill development and knowledge. CO3: Understand the contribution of various major committees and commissions on education in</p>		

Independent India for skill development and employability.

CO4: Develop an understanding of the issues and challenges faced by contemporary education in India to meet local and national needs and thus for skill development and entrepreneurship.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	2	1	1	1	3
CO2	1	1	3	2	1	2	1	3
CO3	1	2	3	3	3	1	1	2
CO4	2	2	2	2	1	3	2	2

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Altekar, A.S. (1934). Education in ancient India. Varanasi: The Indian Book shop.
2. Ghosh, S.C. (1989). Educational policy in India since Warren Hastings. Calcutta: Naya Prakashan.
3. Jaffar, S.M. (1936). Education in Muslim India, Lahore.
4. Kumar, K. (1991). The political agenda of education. Delhi: Sage.
5. Law, N.N. (1916). Promotion of learning in India. London.
6. Mukherjee, R.K. (1960). Ancient Indian education. Delhi: Motilal Banarasi Das.
7. Nurrullah, S., & Naik, J.P. (1951). A student's history of education in India. Bombay: Macmillan.
8. MHRD (2020). National Educational Policy-2020. New Delhi: MHRD.
9. Agnihotri, R. (1994). Adhunikbharteeyshikhasamasyayen aur samadhan. Jaipur: Rajasthan Hindi Granth Academy.
10. Chauhan, C.P.S. (1990). Higher education in India. New Delhi: Ashish Publishing House.
11. Dash, M. (2004). Education in India: Problems and perspectives. New Delhi: Atlantic Publishers.
12. Ghosh, S.C. (2009). The history of education in Modern India. New Delhi: Blackswan Publication.
13. Graves, N. (1990). Teaching for international understanding, peace and human rights. Paris: UNESCO.
14. Joshi, K.L. (1977). Problems of higher education in India. Bombay: Popular Prakashan.

15. Kumar, K. (2005): Political agenda of education: A study of colonialist and national Ideas. New Delhi: Sage Publication.
16. Mathur, V.S. (1970). Crucial problems in Indian education. New Delhi: Arya Book Depot.
17. Ministry of Education (1978). Report of the education commission 1964-66. New Delhi: Govt. of India.
18. Mohanty, J. (1987). Education in India. New Delhi: Deep and Deep Publications.
19. Mukerji, S.N. (1965). Education in India-today and tomorrow. Baroda: Acharya Book Depot.
20. Pathania, A. (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publication.
21. Rama Jois, M. (1998). Human rights and Indian values. New Delhi: NCTE.

This course can be opted as an elective by the students of the following subjects: Open for all

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Suggested equivalent online courses:

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Further Suggestions:

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**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II
(Theory)**

Programme/Class: Certificate/ B.A.B.Ed.		Year: First	Semester: First
Subject: Teacher Education [PSS-1]			
Course Code: E030102T		Course Title: Pedagogy of Social Sciences -1	
Course Objectives:			
<p>Social science is the branch of science devoted to the study of societies and the relationships among individuals within those societies. Social sciences are a group of academic disciplines dedicated to examining society. This branch of science studies how people interact with each other, behave, develop as a culture, and influence the world. Researches show that students studying social sciences develop a wide range of transferable skills that are relevant to a wide range of careers. They can analyze complex problems, explore and assess different solutions, and communicate their findings effectively. This course is designed to provide the student-teachers the opportunity to express their knowledge, experience and assumptions for the betterment of the nation and upliftment of humanity. This course is designed in a manner to develop social competence and a sense of belongingness, to build intelligent democratic citizenship in the student-teachers. So the future teachers need to learn and understand the philosophy and science of social science thus developing skills, provide employability and entrepreneurial skills.</p>			
Credits: 3		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2-0-1			Total Contact Hours: 45
Unit	Topics		No. of Lectures
I	<ul style="list-style-type: none"> • Social Science as an Integrated Area of Study • Meaning, definition, need, and nature of social sciences. • Branches of social sciences. • Contribution of social sciences to the society. • Major similarities and differences between sciences and social sciences. • Studying social sciences with reference to social literacy, social thinking, social attitude, and social temper • Importance of social science in the development of national and international understanding. • Important concepts in social sciences: Race, gender, class, culture, technology for skill development. 		10L
II	<p>Knowledge and Curriculum of Social Sciences</p> <ul style="list-style-type: none"> • Knowledge: The concept of pedagogical Concept knowledge (PCK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Technological Knowledge (PCTK), and its implications for teaching • Curriculum: Social sciences and School curriculum, Social Science in the School curriculum, Curriculum of Social Science at the upper primary and secondary level. • Pedagogical Planning: Considerations about the Content (Curriculum and Concept) and learner (with specific reference to the socio-cultural and developmental context of the learner including special needs) for skill 		10L

	development and knowledge.	
III	Generating and Communicating Knowledge of Social Sciences <ul style="list-style-type: none"> • Scientific Research in Social Sciences: Defining the problem, framing research questions, formulating research hypothesis, designing a scientific investigation, methods of data collection. • Collection and Processing of Data in Social Sciences: Collection and recording of data, organizing and transforming data into numerical and diagrammatic forms, presenting data in a variety of ways, analyzing and interpreting of data, drawing conclusions. • Communication of Scientific Knowledge of Social Sciences: Presenting information, acknowledging sources, presenting information using specific languages, using ICT to access, process, and communicate pieces of information for skill development. 	10L
IV	Preparing and Planning for the Teaching of Social Sciences <ul style="list-style-type: none"> • Preparing for teaching: Concepts and principles of teaching social sciences, aims and objectives of teaching social science at different levels of school education, Bloom's Taxonomy, approaches of social sciences teaching. • Resources and equipment for social sciences teaching. • Lesson Planning in Social Sciences: Need and importance, basic elements, and its preparation. • Unit plans, resource units, audiovisual aids to develop skill and employability. 	10L
Practicum	Students will be required to The students will be required to: <ul style="list-style-type: none"> • Identify and Interpret news related to positive social changes or initiation. • A panel discussion on "Good social environment for good ecological environment." • Conduct a community survey on some existing social problems and find out the reasons for the problems. • Choose any one subject of your choice from social sciences and prepare a note highlighting the contribution of this subject to national development. 	5P

Course outcomes:

After the completion of this course, the students will be able to

CO1: Develop an understanding of the nature, branches and scope of social science for skill development.

CO2: Understand and explain relation between knowledge and curriculum in social sciences for skill development and employability.

CO3: Develop understanding of generating and communicating knowledge in social science for development of skills and values.

CO4: Enhance skills of preparing and teaching social science so that local needs could be met and also for development of employability.

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes (POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	3	1	1	2	3	2
CO2	3	1	3	2	2	3	2	3
CO3	3	1	1	2	3	2	2	2

CO4	1	2	1	2	2	2	3	1
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CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Agarwal, J.C.(1993). The teaching of social studies-a practical Approach. New Delhi: VikasPublishing House.
2. Batra, P. (Ed.) (2010). Social science learning in schools: Perspective and challenges. NewDelhi: Sage.
3. Bedi, Y. P. (1980). Social and preventive medicine. Delhi: Atmaram Sons.
4. Chitambar, J.B. (1987). Introductory rural sociology. Bangalore: Wiley Eastern Limited.
5. Dhamija, N. (1993). Multimedia approaches in teaching social studies. New Delhi: HarmanPublishing House.
6. Eklavya (1994). Samajikadhyayanshikshan: Ek prayog. Hoshangabad: Eklavya.
7. Ganguli, B.N. (1977). Social development. New Delhi:
8. George, A., & Madan, A. (2009). Teaching social science in schools NCERT's New textbook.New Delhi: Sage.
9. Gilby, T. (1953). Between community and society. London: Longmans, Green and co.
10. Khan, S. U. (1998). History teaching: Problems, prospective and prospect. New Delhi:Heera Publications.
11. Kochhar, S.K. (1998). The teaching of social studies. New Delhi: Sterling Publishers Pvt.Ltd.
12. NCERT. (2006). Position paper national focus group on teaching of social sciences. NewDelhi, NCERT.
13. Venkateswara, R.L. (2005). Methods of teaching rural sociology. New Delhi: DiscoveryPublishing House.
14. 'Arya' Mohan Lal, Pandey M.P., Kaur B. and Gola R.K (2017). SamajikVigyan Ka shikshanshashtra, Meerut: R. Lal Book Depot.

This course can be opted as an elective by the students of the following subjects: Open for all

Suggested equivalent online courses:

Further Suggestions:

**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II**

Programme/Class: Certificate/ B.A.B.Ed.		Year: First	Semester: First
Subject: Teacher Education [PL-1]			
Course Code: E030102T		Course Title: Pedagogy of Language -1	
Course Objectives: Language allows students to access the understanding, knowledge, and skills to promote their personal growth and effective participation in society. This course will enable students to learn about languages from different perspectives to inculcate skills, provide employability and entrepreneurship.			
Credits: 3		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2-0-1			Total Contact Hours: 45
Unit	Topics		No. of Lectures
I	Understanding Language <ul style="list-style-type: none"> • Nature, characteristics, role, and forms of languages • Language development during various stages of human development- Language as a human capability -a system of systems –ruled governed system (phonology, morphology, syntax, semantics, pragmatics, discourse, and semiotics.) • Eastern and western perspectives of languages • Language variation – dialect vs. language – script • Functions of language • Multilingualism – social and cognitive phenomena for skill development. 		10L
II	Teaching of Languages <ul style="list-style-type: none"> • General and specific aims of teaching languages • Relationship of languages with other school subjects • Language related skills: Listening, reading, writing, speaking, and composition • The teaching of Prose: Objectives, methods of teaching story and drama • The teaching of Poetry: Objectives, methods of teaching • The teaching of Grammar: Objectives, need, and techniques • Planning for effective teaching of languages so as to develop employability. 		10L
III	Language Diversity and Policies <ul style="list-style-type: none"> • Constitutional provisions on languages • Language-in-education policy, three language formula – mother tongue based multilingualism as a policy • Linguistic rights • The learner in RTE –the medium of instruction –role, and place of English so that skills and employability can be developed. 		10L
IV	Language, Culture, and Society <ul style="list-style-type: none"> • Language development in children –Piaget, Skinner, Chomsky, Vygotsky, 		10L

	<p>Bruner</p> <ul style="list-style-type: none"> • Language and identity, power- (gender, caste) • Language inequality and – linguistic imperialism • Divide in language education (English vs. Indian vs. Indigenous Languages, • Tribal, minority, and minoritized languages, language and angerment for developing skillsand employability. 	
Practicum	<p>Students will be required to</p> <ul style="list-style-type: none"> • Organize and participate in a debate on the topic ‘mother tongues as a medium of instruction in primary schooling’. • Prepare a note expressing their view about ‘three languages formula suggested by NEP 2020. • Conduct a survey among school teachers to learn their views about ‘language issues in schooling’. 	5P

Course outcomes:

After the completion of this course, the students will be able to

CO1: Understand the meaning, characteristics and importance of languages in human life for development of skills and knowledge.

CO2: Understand the principles and methods of teaching languages.

CO3: Understand language diversity and policies of language for skill development and employability.

CO4: Develop understanding of language development, culture and society for development of skill and employability.

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	2	1	1	2
CO2	2	2	3	1	2	2	2	2
CO3	2	3	2	1	3	2	2	2
CO4	3	1	2	3	1	2	2	3

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1

CO4	3	2	1
Suggested Readings:			
<ol style="list-style-type: none"> 1. Chaturvedi, S. (2011). Hindi teaching. Meerut: R.Lal Book Depot. 2. Chaturvedi, S. (): Bhasha ki shiksha. Varanasi: Hindi Sahitya Kutir. 3. Geeta, R. (). Teaching of English 4. Kendriya Hindi Sansthsan. (). Bhasha shikshan aur bhasha vighyan. Agra: KendriyaHindiSansthsan, 5. Pandey, R.S. (2009). Hindi teaching. Agra: Vinod Pustak Mandir, Agra 6. Sharma R.A., & Chaturvedi, S. (). Pedagogy of school subject. Meerut: R.Lal Book Depot, Agra 7. Sharma, K., & Sharma, B (2009). Hindi teaching. Agra: Agarwal Publication. 9. Sharma, R.A. (). Teaching English. Meerut: R . Lal Book Depot, 10. Srivastava, H.S. (2006). Curriculum and methods of teaching. Delhi: Shipra Publication, 11. Srivastava, H.S (1989). Instructional objectives of teaching school subjects. New Delhi:NCERT, 12. Srivastava, H.S (1999). Challenges in education. New Delhi: Vikas Publishing House. 			
This course can be opted as an elective by the students of the following subjects: Open for all.....			
Suggested equivalent online courses:.....			
Further Suggestions:.....			

**B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)**

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: First
Subject: Co-Curricular Course		
Course Code: Z010101T	Course Title: Food, Nutrition and Hygiene	
Course outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: To learn the basic concept of the Food and Nutrition for skill development, employability and entrepreneurship.</p> <p>CO2: To study the nutritive requirement during special conditions like pregnancy and lactation so as to develop skills, employability and entrepreneurship.</p> <p>CO3: To learn meal planning, 100 days Nutrition Concept for employability and entrepreneurship.</p> <p>CO4: To study common health issues in the society and special requirement of food during common illness for skill development, employability and entrepreneurship.</p>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures
I	Concept of Food and Nutrition (a) Definition of Food, Nutrients, Nutrition, Health, balanced Diet (b) Types of Nutrition- Optimum Nutrition, under Nutrition, OverNutrition (c) Meal planning- Concept and factors affecting Meal Planning (d) Food groups and functions of food for developing skills, employability and entrepreneurship.	8
II	Nutrients: Macro and Micro RDA, Sources, Functions, Deficiency and excess of (a) Carbohydrate (b) Fats (c) Protein (d) Minerals Major: Calcium, Phosphorus, Sodium, Potassium Trace: Iron, Iodine, Fluorine, Zinc (e) Vitamins Water soluble vitamins: Vitamin B, C Fat soluble vitamins: Vitamin A, D, E, K (f) Water (g) Dietary Fibre for skill development, employability and entrepreneurship.	8
III	1000 days Nutrition (a) Concept, Requirement, Factors affecting growth of child (b) Prenatal Nutrition (0 - 280 days): Additional Nutrients' Requirement and risk factors during pregnancy (c) Breast / Formula Feeding (Birth – 6 months of age) for	8

	(d) Complementary and Early Diet (6 months – 2 years of age) for skill development, employability and entrepreneurship.	
IV	<p>Community Health Concept</p> <p>(a) Common diseases prevalent in the society and its causes</p> <p>(b) National and International Program and Policies for improving Dietary Nutrition</p> <p>c) Nutrition requirement in the following</p> <p>Diabetes</p> <p>Hypertension</p> <p>Obesity</p> <p>Constipation</p> <p>Diarrhea</p> <p>Typhoid</p> <p>(d) Immunity Boosting Food to develop skills, employability and entrepreneurship.</p>	7

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	2	1	2	1	1
CO2	2	1	1	1	1	1	2	1
CO3	2	2	2	1	2	1	1	1
CO4	2	2	1	1	2	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018.
2. 1000Days-Nutrition_Brief_Brain-Think_Babies_FINAL.pdf
3. <https://pediatrics.aappublications.org/content/141/2/e20173716>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/>

Suggested equivalent online courses:

<https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition>
 Diploma in Human Nutrition-Revised Offered by Alison

Further Suggestions:.....

1st Year, Semester-II

B.A.-B.Ed. (Integrated Teacher Education)

Programme

Course I

(Theory)

PROGRAMME/ CLASS CERIFICATE/ B.A.-B.Ed.	BA- I YEAR	SEMESTER: II
fo'k;%fgUnh		
COURSE CODE : A010201T	COURSE TITTLE: dk;kZy;h fgUnh vkSj dEI;wVj	
Course outcomes:		
CO1: fgUnh ds fo kfFk;ksa dks dk;kZy; ds dk;ksZa dh ewyHkwr tkudkj iznku djuk rkfd og dk;kZy; ds dk;ksZadks lqxrk iwoZd dj lds tks fo kfFkZ;ksa dk dkS"ky fodkl djkrk gSaA		
CO 2: dk;kZy; dh dk;Zfof/k dk dk;kZy;ksa esa tkdj izk;ksfxd Kku izklr djuk		
CO3: fofHkUu çdkj ds vkf/kdkfjd i=ksa ds ckjs esa tkudkj iznku djukA		
CO4: fVli.kh dk eq[; mnns"; fopkj/khu i=ksa ls IEcfU/kr IHkh ckrksa dh tkudkj iznku djukA		
CO5: dEI;wVj dk ewyHkwr Kku nsuk rFkk mUgsa dEI;wVj ij fgUnh esa dk;Z djus esa l{ke cukuk		
CO6: dEI;wVj □□□□ □□ □ □□□□□□□ □□ □□ □ □□□□□□□□		
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CO7: □□□□□□ □□ □□□□□ □ □□□□□□ □ □□□□ □ □ □□□□		
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CO8: "kks/k □ □ □□□□□□□□ □□□□□□ □ □ □□□□ □□□		
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□□□		
CREDITS:6	MAX.MARKS:25+75	MIN.PASSING MARKS: 40
Total No. of Lectures- Tutorials-Practical(in hours per week): 3-0-0 or 2-1-0 Etc-		
Unit	Topic	No.of Lectures
I	dk;kZy;hfgUnh dk Lo:lk] mnns"; ,oa {ks= % <ul style="list-style-type: none"> • dk;kZy;hfgUnh dh ladYiuk • mnns"; ,oa {ks= • dk;kZy;hfgUnhrFkkIkekU; fgUnh dk IEcU/k • dk;kZy;hfgUnh dh laHkkouk,a • dk;kZy;hdk;Zdyki dh IkekU; tkudkj 	11
II	dk;kZy;hfgUnhesaiz;qDrikfjHkkf'kd "kCnkoyh % <ul style="list-style-type: none"> • "kCnkoyhfuekZ.k ds fl)kUr] • dk;kZy;hfgUnh dh ikfjHkkf'kd "kCnkoyh • dk;kZy;ksa ,oavf/kdkfj;ksa ds uke] inuke] • lacks/kuvkfn] iz"kkIfud ,oafof/kd "kCnkoyh 	11
III	dk;kZy;hfgUnhi=kpkj % <ul style="list-style-type: none"> • vkosnui=] 	12

	<ul style="list-style-type: none"> • ljdkjhi=] • v)Z ljdkjhi=] • dk;kZy; vkns" kifji= vf/klwpuk] • dk;kZy; KkifoKkiu] • fufonkladYiizslfoKflr 	
IV	<p>izk:i.k] fVli.k] la{ksi.k} iYyou ,oaizfrosnu %</p> <ul style="list-style-type: none"> • izk:i.k dk vFkZ] lkekU; ifjp;] izk:i.kys[ku dh i)fr • fVli.k dk vFkZ] lkekU; ifjp;] fVli.kys[ku dh i)fr] fVli.kvkSj fVli.kh esavarj • la{ksi.k dk vFkZ] lkekU; ifjp;] la{ksi.k dh i)fr] izfrosnu dk vFkZ] lkekU; ifjp; ,oaiz;ksx • iYyou dk vFkZ] lkekU; ifjp;] iYyou ds fl)kUr] iYyouvkSjfuca/k ys[kuesavarj 	11
V	<p>fgUnhHkk'kkvkSjdEI;wVj dk fodklØe %</p> <ul style="list-style-type: none"> • dEI;wVj dk lkekU; ifjp; vkSjbfrgkl] • dEI;wVjesafgUnhHkk'kkds fodkl dk bfrgkl • dEI;wVjesafgUnh dk Hkfo'; 	11
VI	<p>fgUnhHkk" kkesadEI;wVjizkS ksfxdh%</p> <ul style="list-style-type: none"> • baVjusVvkSjfgUnh]bZesy • fgUnhesamIkyC/k lkQVos; ,oaosdkbV • lks"ky ehfM;kjfgUnhys[kudkS"ky 	11
VII	<p>fgUnhHkk'kkvkSjbZf" k{k.k %</p> <ul style="list-style-type: none"> • baVjusVijmiyC/k i= if=dk,W] • baVjusVijmiyC/k n`";& J`O; lkexzh • CykWx] Qslcqdist] bZiqLrdky; lkexzh • Lkjdkjh rFkk xSjljdkjh pSuy (Kkun" kZu] bZikB" kkyk] Lo;a vkfn) ikWMdkLV] vkHkklh d{kk,a 	11
VIII	<p>v&fgUnhdEI;wVjVad.k ,oa "kkVZgS.M dk IS)kafrdi{k vkSjfgUnhIkfgR; esa'kks/k %</p> <ul style="list-style-type: none"> • fgUnhHkk'kk ds fofHkUuQWk.V] • ;wfudksM] • LihpVwVsDLVizkS ksfxdh] • fgUnhihVhLukbM ,oaiksLVj <p>c &fgUnhIkfgR; esa 'kks/k %</p> <ul style="list-style-type: none"> • "kks/k ds izdkj] • ifjdYiukifj{k.kvkSjifjdYiukmRiknu] • "kks/k ds pj.k] • lkfgfR;d "kks/k dk mnns"; 	12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	2	3	1	1	1	1
CO2	1	3	2	3	1	2	1	1
CO3	2	2	1	2	2	1	3	1
CO4	2	2	1	1	1	1	2	1
CO5	2	2	2	1	2	1	2	2
CO6	2	1	2	3	1	2	2	2
CO7	1	2	2	2	1	1	3	2
CO8	3	2	1	2	1	1	3	2

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achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

CO1	Skill Development	Employability	Entrepreneurship Development
CO2	3	1	1
CO3	2	1	1
CO4	2	1	1
CO5	3	1	1
CO6	2	1	1
CO7	2	1	1
CO8	2	1	1

Suggested Readings:

1. Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
2. Ford, B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000.
3. Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
4. Compton-Rickett, A., "A History of English Literature", Nabu Press, 2010.
5. Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.
6. Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014.
7. Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.
8. Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.
9. Chandler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge University Press, Cambridge, 2009.
10. Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960.
11. Murry, J.M., "The Problems of Style", Oxford University Press, London, 1922.
12. Shakespeare, W., "Shakespeare's Sonnets - Arden Shakespeare", Bloomsbury, UK, 2013.
13. Thwaite, A., "Twentieth-century English Poetry: An Introduction", Heinemann Educational, 1978.

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- 1- lkxj] jkepUnz flag] dk;kZy; dk;Zfof/k] vkkRekjke ,aMlal] u;hfnYyh] 1963
- 2- "kekZ] pUnziky] dk;kZy;hufgUnh dh izd`fr] lerkizdk"ku] fnYyh]1991
- 3- xksnjs] MkW- fouksn] iz;kstuewydfgUnh] ok.kh izdk"ku] u;hfnYyh] 2009
- 4- gfjeksgu] dEl;wVjvkSjfgUnh] r{kf"kykizdk"ku] u;hfnYyh

This course can be opted as an elective by the students of following subjects:

baVjehfM, VvFkok led{k ifj{k k mRrh.kZdj p qdsleLrfo|kFkhZ bl ikB;dze dk p;udjldrsGsa

Course prerequisites: To study this course, a student must have had the subjectin class/12th/certificate/diploma

IHkh ds fy, (lkekU; fgUnhHkk'kk dk KkUkvisf{kr)

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/class: B.A.-B.Ed. Certificate dk;ZØe@oxZ&lfVZfQdsV		Year:First o'kZ&çFke	Semester:II IsesLVj&f}rh;
fo'k;&laLd`r			
çJi= dksM& A02021T		çJi= "kh'kZd& laLd`r x lkfgR;]vuqokn ,oalax.kdvuqç;ksx	
vf/kxemiyfC/k			
CO1:fo kFkhZlaLd`r x lkfgR;(dk lkekU; Kkuçklrdj x dkO; ds Hksnksa ls ifjfprgksldasxsA			
CO2: lacafËkrllkfgR; ds ekË;e ls mudkuSfrd],oapkfjf=d mRd`kZgksxsA			
CO3: jk'V ^a HkfDr dh HkkoukçcygksxhRfkkmRreukxfjdcuasxsA			
CO4: vuqokndkS"kyesao`f) gksxhAlaLd`r x ds Ëkkjkçokg ,oa"ka) okpudk dkS"kyfodflrgksxkA			
CO5: fo kFkhZlax.kd dk lkekU; Kkuçklrdj] vfËkxe {kerkesao`f} gsrqblDKmi;ksxdjldusesa l{kegksaxsA			
CO6: E-content,oafMftVyykbczsjh dk miHkksxdjikusesaleFkZgksaxsA			
CO7: laLd`rHkk'kkvkSjllkfgR; ds fur&uwruvUos`k.kdks [kkstikusRfkkmlsLo&Kkudks`kesao`f) djikus ;ksX;gksaxsA			
CO8: lax.kd ds ç;ksx ds ekË;e ls laLd`rKku ds çpkjvknku&çnkudjusesadq"kycusxsA			
Credit:6		Core Compulsory	
Max. Marks:25+75		Min. Passing Marks: 40	
Total No. of Lectures- Tutorials-Practical (in hours per week); L-T-P: 6-0-0.			
Unit bdk bZ	Topics ikB; fo'k;		No. of lectures
	çFke Hkkx¼Part-1)		
I	x lkfgR; dk m~o ,oafodkl çeq[k lkfgR;dkj&ck.kHkVV] n.Mh]] lqca/kq½ p"kwzdvafcdknÛkO;k] iafMrk {kkekjko		11
II	p"kaqduklksins"ko;k;k		12
III	f"kojktfot;e~&çFkefu"oklO;k;k		12
IV	mi;ZqDrnksuksxzaUFkksa ls lacafU/krleh{kkRedçJ		10
	f}rh; Hkkx¼Part-2)		
V	vuqokn&fganh ls laLd`resa ¼fu;efunsZ"k iwoZd½		12
VI	vuqokn&laLd`r ¼vifBr½ ls fganhvFkokvaxzsthesa		11
VII	dal;wVj dk lkekU; ifjp;] laLd`r dh n`f*V ls dEl;wVj dh mi;ksfxrkfofHkUulkW¶Vos;j		12

	daEI;wVjesalaLd`r&fganhys[kugsrqmi;ksxhVwYl&;wwfu dksMxwxybuiqVVwyxwxyvflVsaV ,oakWblVkbfibxvkfn	
VIII	baVjusV dk ç;ksx],oaosclpZ&bZVsDLV] bZcqDI] bZfjlpZtujy] bZeSXthu] fMftVyykbczsjhvkWuykbuVhfpaxyfuZaxlysVQkeZ&twe VheehVoscSDlvkWuykbuyfuZx ,oafjlpZlysVQkeZ&Loa; ewdbZZ&ikB“kkyk MsyusVbu¶jykbczV “kks/k xaxk xwxyLdkWyj vkfn	10

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	2	1	1	2	1	1
CO2	2	3	2	1	1	2	2	1
CO3	2	1	1	1	1	2	2	2
CO4	1	2	2	2	1	2	2	3
CO5	1	1	3	1	1	1	2	3
CO6	1	1	1	2	2	1	1	3
CO7	3	1	1	2	2	1	1	2
CO8	1	1	1	1	3	2	3	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi,

<p>2015.</p> <ol style="list-style-type: none"> 2. Ford, B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000. 3. Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010. 4. Compton-Rickett, A., "A History of English Literature" Nabu Press, 2010. 5. Abrams, M. H., "English Romantic Poets", Oxford University Press, New York, 1975. 6. Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014. 7. Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979. 8. Bowra, C. M., "The Romantic Imagination", Oxford University Press, Delhi, 1961. 9. Chandler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge University Press, Cambridge, 2009. 10. Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960. 11. Murry, J. M., "The Problems of Style", Oxford University Press, London, 1922. 12. Shakespeare, W., "Shakespeare's Sonnets - Arden Shakespeare", Bloomsbury, UK, 2013. 13. Thwaite, A., "Twentieth-century English Poetry: An Introduction" Heinemann Educational, 1978.
<p>Course prerequisites: IHkh ds fy, miyCèk.....</p>
<p>Suggested equivalent online course:.....</p>
<p>Further Suggestion:.....</p>

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: B.A.-B.Ed. CERTIFICATE	Year: FIRST	Semester: SECOND
Subject: ENGLISH		
Course Code: A040201T	Course Title: Readings in English Poetry	
<p>Course Outcomes:After completing this course, the students will be able to:</p> <p>CO1: Understand the different forms of poetry to instill skills.</p> <p>CO2: Comprehend different stanza form of poetry for skill development and employability.</p> <p>CO3: Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme pattern and meters scheme to enhance analytical skill.</p> <p>CO4: Examine the difference between Shakespearean and Miltonic sonnet forms and Analyze the underlying meaning of a poem by using the elements of poetry for enriching skills.</p> <p>CO5: Reflect on didactic human values as virtually mirrored in Thomas Gray's poem, and understand the concept of nature as stated by the romantic poets in literature and appreciate the simplicity and lucidity of expression of poets in romantic literature for skill development and employability.</p> <p>CO6: Be acquainted with the representative poets and their works of Victorian age, understand the literary terms used by the Victorian poets and analyze the existing conflict between faith and doubt in Victorian society to have employability skills.</p> <p>CO7: Know the trends in 20th century poetry of Eliot, Yeats and Larkin and discuss the significance of the literary period of the text by analyzing the effects of the major events of that period for skill development and employability.</p> <p>CO8: Understand Rhetoric & Prosody Practical Criticism for skill development.</p>		
Credits: 06		Paper: Core Compulsory
Max.Marks: 25+75		Min.Pass Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0 .		
Unit	Topic	No. of Lectures
I	Forms of Poetry 7. The Sonnet, The Elegy, The Ode, The Epic, The Ballad, The Lyric, The Dramatic Monologue, Allegory	11
II	Stanza Forms 1. The Heroic Couplet, Blank Verse, The Spenserian Stanza, Terza Rima	11
III	Poetic Device Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Meter; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition for skill development and employability.	11

IV	William Shakespeare – *Let Me Not to the Marriage of True Minds (Sonnet No. 116) OR John Milton - *On His Blindness John Donne - *Presence in Absence Alexander Pope - *Essay on Man	12
V	1. Thomas Gray- * Elogy written in a Country Churchyard 2. William Wordsworth-* The World is Too Much with Us 3. John Keats-* Ode on a Grecian Urn	12
VI	1. Alfred Lord Tennyson- *Break, Break, Break 2. Matthew Arnold- *Dover Beach 3. Robert Browning- *My Last Duchess	11
VII	1. T.S. Eliot- *The Love Song of J. Alfred Prufrock 2. W.B. Yeats- *The Lake Isle of Innisfree 3. Philip Larkin- *Church Going	11
VIII	Rhetoric&ProsodyPracticalCriticism Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism for skill development and employability.	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	3	1	2	2	3
CO2	2	3	2	2	1	3	2	2
CO3	1	2	1	2	1	2	1	2
CO4	3	2	2	1	1	3	3	1
CO5	1	2	2	3	2	2	3	3
CO6	1	2	2	2	2	2	2	2
CO7	3	2	3	3	3	2	2	2
CO8	3	2	3	1	3	2	1	2

CO-Curriculum Enrichment Mapping(Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1

CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	3	1

Suggested Readings:

1. Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
2. Ford, B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000.
3. Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
4. Compton-Rickett, A., "A History of English Literature" Nabu Press, 2010.
5. Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.
6. Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014.
7. Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.
8. Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.
9. Chandler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge University Press, Cambridge, 2009.
10. Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960.
11. Murry, J.M., "The Problems of Style", Oxford University Press, London, 1922.
12. Shakespeare, W., "Shakespeare's Sonnets - Arden Shakespeare", Bloomsbury, UK, 2013.
13. Thwaite, A., "Twentieth-century English Poetry: An Introduction" Heinemann Educational, 1978.

- This course can be opted as an elective by the students of following subjects:
- Open to all

Suggested equivalent online courses:

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Further Suggestions:

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1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: B.A.-B.Ed. Certificate	Year: First	Semester: Second
Subject: History		
Course Code: A050201T	Course Title: History of Medieval India (1206 A.D - 1757 A.D)	
Course Learning outcomes:		
CO1: This paper is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India for skill development and employability.		
CO2: The Consolidation of Tugluqs and Lodies.		
CO3: The Mughal's Rule in Some parts of India, their land Revenue system, relation with Rajput and religious policy for skill development and entrepreneurship.		
CO4: The Consildation of Mughal Empiry from Akbar to Shahjahan and the Resistance of Maharana Pratap.		
CO5: The reign of Aurangzeb and the role of his Raccau and Rajput policy to declion of Mughal empire.		
CO6: To study other Contemporary power pf India, Maratha under Shivaji and their Administration and concept of Hindu pad-Padshahi and reign of later Mughal.		
CO7: Expantion and Developmeent of different aspect of Arts- Architecture and Painting in Mughal Period.		
CO8: Foundation and development of skills and knowledge regarding Sufiism in India, Bhakti Movement and Re-strengthening in North India.		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0/w		
Unit	Topics	No. of Lectures
I	The Early Turks and The Khiljis.	12
II	The Tugluqs and Lodies.	12
III	The Mughals: Babur and Humayun, Interlude of Shershah with specialreference to Administration and Land revenue system.	12
IV	Akbar to Shahjahan :Mansabdari, Relation with Rajput and MaharanaPratap, Religious Policy.	12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals	14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.	6
VII	Development of Architecture and Painting in Mughal Period for generating employment.	10
VIII	Development of skillsand knowledgeSufiism in India, Bhakti Movement and Re-strengthening in North India.	12

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	3	1	1	3	2	1
CO2	1	2	2	2	1	1	2	3
CO3	2	2	1	3	2	1	1	2
CO4	2	1	3	2	2	1	1	1
CO5	2	3	3	1	3	2	3	1
CO6	1	2	2	2	2	2	2	2
CO7	2	2	2	2	3	2	1	2
CO8	2	2	3	2	3	2	1	3

CO-Curriculum Enrichment Mapping(Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	2	2
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	2	1
CO7	3	2	2
CO8	3	2	1

Suggested Readings:

1. Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.
2. Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal
3. Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, IndianPress
4. Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta UniversityPress
5. Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya KalaPrakashan
6. Singh, Dilbag: Structure of Rural Society in MedievalIndia
7. Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal &Co.
8. Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal &Co.
9. Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi,Surjeet Publications
10. Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, RakaPrakashan
11. Sarkar, J.N., Shivaji and hisTimes.

This is an elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: B.A.-B.Ed. Certificate/	Year: First	Semester: Second
Subject: Political Science		
Course Code: A060201T	Course Title: Political Theory & Concepts	
Course Learning outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science and for skill development and employability.</p> <p>CO2: Analyzing what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral and for skill development and employability.</p> <p>CO3: The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and thus for developing skills and employability.</p> <p>CO4: Explaining the Concept of State Sovereignty: Pluralistic Theories and for skill development and employability.</p> <p>CO5: Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories. Understanding basic concepts of Liberty, Equality, Rights, Law and Justice and for skill development and employability.</p> <p>CO6: Analyzing the changing concept of Sovereignty in the context of Globalization.</p> <p>CO7: Classification of Democratic Theories and for skill development and employability.</p> <p>CO8: Understand of Constitution, Constitutionalism Democracy, Totalitarianism, Secularism, Decentralization and for skill development and employability.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0/w		
Unit	Topics	No. of Lectures
I	Political Science: Definition, Nature, Scope, Methods And Relations With Other Social Sciences for development of skills and employability.	12
II	Approaches to the study of Political Science. Traditional approaches: Institutional, Historical, Sociological, Philosophical or Normative for development of skills and employability. Modern Approaches: Behaviouralism, Post Behaviouralism	11
III	State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. Functions of state: Idealistic theory, Liberal theory, Socialist theory and Welfare theory for development of skills and employability.	11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment: Theories of punishment for skill development and employability.	11
V	Liberty, Equality, Justice, Power, Influence, Authority, Legitimacy, Obligation, Rights, Duties, Political Culture, Political participation,	12

	Political development and Political modernization for development forskills.	
VI	Idealism, Individualism, Anarchism, Socialism, Capitalism, Imperialism, De colonization, Nationalism, Ethno nationalism, Globalization, Humanright, Feminism for development of skills and employability.	11
VII	Parliamentary System, Presidential System, Federal vs Unitary, Political Parties, Pressure Groups, Organs of Govt: Executive, Legislature, Judiciary	11
VIII	Constitution, Constitutionalism Democracy, Totalitarianism, Public Opinion, Social Justice, Secularism, Decentralization, Theories of Representation, Post modernism.	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	2	1	1	1	3
CO2	2	2	1	2	2	3	1	3
CO3	2	1	3	3	1	3	1	2
CO4	3	1	3	3	2	1	2	2
CO5	3	1	2	2	3	2	2	1
CO6	2	1	2	2	2	1	2	2
CO7	1	2	1	2	1	3	3	2
CO8	3	2	2	3	1	1	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	2	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. AC Kapoor, Principals of political science.
2. Eddy Ashirwatham, political theory, S Chand Delhi,2009
3. JC Johari, Modern political theory.
4. CEM Joad, Introduction to modern political theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav & A. Acharya, Political theory: and introduction, pearson 2008
8. Amal Ray & Mohit Bhattacharya, Political Theory: An introduction, Pearson 2008 NewDelhi.

9. R.G. Aggarwal, Political Theory, S.Chand 2001 New Delhi.
10. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.
11. Eddy Ashirvatham, Political theory, S.Chand 2009 New Delhi.
12. J. C. Johri, AdhunikRajniti Vigyan Ke Siddhant, Sterling Publication Pvt. Ltd. 1992, NewDelhi.
13. RG Gettel. Political Science
14. David Held, Political Theory and the modern state: Essays on state, power and democracy1989.
15. Andrew Heywood, Politics, Macmillan 2002
16. Prof. Amba DuttPant,Gupta, Jain, Rajniti Shastra Adhar
17. Prof. S.P.M. Triphati ,Rajniti Vigyan key Adahar Bhut Shiddhant

1st Year, Semester-II

B.A.-B.Ed. (Integrated Teacher Education)

Programme

Course I

(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Sociology		
Course Code: A070201T	Course Title: Society in India: Structure, Organization & Change.	
Course Learning outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society for skill development.</p> <p>CO2: They are made familiar with the Indian Society, its linkages and continuity with past and present for skill development.</p> <p>CO3: It also gives insights to analyze contemporary Indian society. This paper provides comprehensive understanding of Indian society for skill development.</p> <p>CO4: Understand the Tribal Communities in India, Problems and Underdevelopment in Tribe for skill development.</p> <p>CO5: Understand the Basic Institutions of Indian society for skill development.</p> <p>CO6: Understand the Social Classes in India as Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women.</p> <p>CO7: Explain the Population, Demographic analysis, Population explosion, Demographic theories for skill development.</p> <p>CO8: Understand the Change and Transformation in Indian Society for skill development.</p>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0/w		
Unit	Topics	No. of Lectures
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society for skill development.	7
II	Indological, Historical, Structural and Functional Perspective to study Indian Society for skill development.	7
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices of society.	8
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribes of society.	8
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family of society for skill development.	6
VI	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, society for skill development.	8
VII	Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control for skill development.	8
VIII	Change and Transformation in Indian Society; Factors affecting	8

	National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism for skill development.	
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Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	3	3	2	1	3	1
CO2	1	2	3	2	2	1	3	2
CO3	2	1	3	2	2	3	3	2
CO4	2	1	1	1	3	3	2	2
CO5	2	2	2	2	3	3	2	3
CO6	2	3	2	2	3	2	1	2
CO7	3	2	3	2	1	2	1	2
CO8	3	2	2	3	1	2	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	2	1	1
CO4	2	1	1
CO5	2	1	1
CO6	2	1	1
CO7	3	1	1
CO8	2	1	1

Suggested Readings:

1. Bose, N.K.1967:Culture and Society in India
2. Dube, S.C., 1958: India's Changing Villages.
3. Karve, Irawati, 1961: Hindu Society: An Interpretation.
4. Srinivas, M.N., 1963Social Change in Modern India.
5. □□□□□□□□,2000, भारतीयसमाज,रावतपब्लिकेशन

This is an elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

1st Year, Semester-II

B.A.-B.Ed. (Integrated Teacher Education) Programme Course I (Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Economics		
Course Code: A080201T	Course Title: Principles of Macro Economics	
Course Learning outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: Develop the knowledge of basic concepts of Macroeconomics, scope and limitations for skill development.</p> <p>CO2: Define the meaning of National Income and its various concepts and methods related to its measurement for skill development, employability.</p> <p>CO3: Describe the concept related to consumption and investment functions and determination of GDP for skill development and entrepreneurship development.</p> <p>CO4: Develop the knowledge of national income determination with fiscal policy and various theories related to money and monetary policy for skill development and employability.</p> <p>CO5: Apply the knowledge to understand the aggregative economic analysis and Explain the IS - LM model for skill development, employability and entrepreneurship development.</p> <p>CO6: Apply the knowledge to understand the aggregate demand and aggregate supply for skill development and entrepreneurship development.</p> <p>CO7: Define the meaning of Inflation and explain its various types, causes, effects and measures to control it effectively for skill development and entrepreneurship development.</p> <p>CO8: Interprets macroeconomic issues such as balance of payment, foreign exchange rate and foreign trade for skill development, employability and entrepreneurship development.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Introduction: What is macroeconomics? Macroeconomic issues in an economy for skill development.	12
II	National Income Accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept for skill development.	12
III	Determination of GDP: Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier for skill development and entrepreneurship development.	11
IV	National Income Determination in an Open Economy with - Government: Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and	11

	equilibrium national income for skill development. Money in a Modern Economy Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.	
Part II		
V	IS-LM Analysis: Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.	11
VI	GDP and Price Level in Short Run and Long Run: Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.	11
VII	Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run for skill development and entrepreneurship development.	11
VIII	Balance of Payments and Exchange Rate: Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate for skill development and entrepreneurship development.	11

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	2	3	2	2
CO2	2	2	1	2	2	2	2	2
CO3	2	1	3	2	1	3	1	3
CO4	2	1	2	3	1	1	1	3
CO5	3	3	2	2	3	1	1	2
CO6	2	1	3	2	1	1	3	2
CO7	2	1	2	2	2	2	1	2
CO8	3	1	2	3	2	3	2	3

**CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	1	2
CO4	2	3	2
CO5	3	3	2
CO6	3	1	2
CO7	2	1	2
CO8	3	2	2

Suggested Readings:

1. Ackley.G (1976): Macroeconomics: Theory And Policy, Macmillan,New York.
2. Ahuja, H. L (2012): Macroeconomics: Theory and Policy, S.Chand& Company, NewDelhi.
3. Ahuja, H. L (2012): SamastiArthshastra, S.Chand&Company, New Delhi.
4. Lal,S.N (2012): SamastibhaviVisleshan, Shiva Publishing House,Allahabad.
5. Branson,W.A (1989): Macroeconomics Theory And Policy, Harper & Row.
6. D.L (1969): Advanced Macroeconomics, McGraw Hill, New York.
7. Dornbusch, Rudiger&startz, Richard (2012): Macroeconomics, Tata McGraw Hill Education.
8. Dwivedi, D. N (2010): Macroeconomics: Theory and Policy, Tata McGraw HillEducation.
9. Gupta, R. D. & Rana, A. S (2009): Keynes post-Keynesian Economics, Kalyani Publishers,New Delhi &Ludhiana.
- 10.Hansen,A.H (1953): A Guide To Keynes, McGraw Hill.
- 11.Jhingan, M. L (2010): Macroeconomics,Vrinda Publications, New Delhi.
- 12.Jhingan, M.L (2012):SamastiArthshastra, Vrinda Publications, New Delhi.
- 13.Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.

14.Sikdar, Saumyen (2011): Principles of Macroeconomics, Oxford University Press, NewDelhi.

15.Surrey,M.J.C (1976): Macroeconomic Themes, Oxford University Press.Romer,

Course prerequisites: 12th Standard Passed with sciences or arts/Open to all

Suggested equivalent online courses:

Courses on Swayam / MOOCs

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Geography		
Course Code: A110201T	Course Title: Human Geography	
Course Learning outcomes:		
On completion of this course, learners will be able to understand and will able to develop skills and employability.		
CO1: To understand the Concept and Nature, Meaning and Scope of Human Geography		
CO2: To understand the natural and Cultural Changes in and around the Human Environsand their interrelationship.		
CO3: To understand the BhartiyaSanskritiEvamParyavaranChetna.		
CO4: To understand human settlement in India.		
CO5: To understand primitive economics.		
CO6: To understand cultural regions of the world.		
CO7: To understand world tribes.		
CO8: To understand Indian Tribes: Bhatia's, Gaddis, Tharus, Bhil, Gond, Santhal,Nagas.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Concept and Nature , Meaning and Scope of HumanGeography.	8
II	Man and Environment relationship - Determinism, Possibihsmand Neo-determinism, Bhartiya Sanskriti Evam ParyavaranChetna	8
III	Distribution of population and world pattern, global migration - causes and consequences, concept of over populationandunder populationfor skill development and entrepreneurship development.	8
IV	Human Settlements: Origin, types (Rural-Urban)characteristics, House types and their distribution with specialreference to India.	8
V	Primitive Economics-Food gathering, Hunting, Pastoralherding, Fishing, Lumbering and Primitive agriculture	8
VI	Cultural Regions, cultural Diffusion, Race, Religion andLanguage.	7
VII	World Tribes: Eskimos, Kirghiz, Bushman, Masai, Semang,Pygmies for skill development and entrepreneurship development.	7
VIII	Indian Tribes: Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal,Nagas.	6

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1	2	2	1	1	1	1
CO2	1	1	2	2	2	2	1	2	1
CO3	1	1	2	1	1	2	2	1	2
CO4	2	2	2	1	1	1	1	2	2
CO5	1	1	1	1	2	2	2	1	1
CO6	1	2	1	2	1	1	1	2	1
CO7	2	1	1	2	1	2	2	1	2
CO8	2	1	1	2	1	1	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship development
CO1	3	2	1
CO2	2	2	1
CO3	2	2	1
CO4	3	2	1
CO5	2	2	1
CO6	2	2	1
CO7	3	2	1
CO8	3	2	1

Suggested Readings:

1. Chisholm, M. (1985): Human Geography, 2nd edition, Penguin Books, London.
2. B N Singh (2019) Manav Bhugol ka Swarup, Pravalika Publication, Allahabad
3. De Blij, H.J.(1996): Human Geography: Culture, Society and Space,. 2nd edition. JohnWiley and Sons, New York,
4. Haggett, P. (2004): Geography: A Modern Synthesis. 8th edition, Harper and Row, NewYork.
5. Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur.
6. B N Singh (2021) Manav evamArthikBhugol, Pravalika Publication, Allahabad
7. Kaushik, S.D. and Sharma, A.K. (1996): Principles of Human Geography (in Hindi),Rastogi Publication, Meerut.
8. Norton, W. (2008): Human Geography, Oxford University Press, New York. 5th ed.
9. Singh, K. N. and Singh, J. (2001): Manav Bhugol. GyanodayaPrakashan, Gorakhpur.2nd edition.
10. Singh, L.R. (2005): Fundamentals of Human Geography, Sharda Pustak Bhawan, Allahabad
11. Smith, D. M.(1977): Human Geography- A Welfare Approach, Edward Arnold(Publishers) Ltd., London
12. Stoddard, R.H., Wishart, D.J. and Blouet, B.W. (1986): Human Geography. Prentice-Hall, Englewood Cliffs, New Jersey.
13. B N Singh (2020) Samajik aur SanskritikBhugol, Pravalika Publication,
14. Allahabad
15. Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. (2009): The Dictionary of HumanGeography. 5th edition, Basil Blackwell Publishers, Oxford.

Course prerequisites: 12th Standard Pass/Open to all
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Suggested equivalent online courses:

Courses on Swayam / MOOCs

https://onlinecourses.swayam2.ac.in/nou20_hs18/preview

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II
(Practical)

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First	Semester: Second
Subject: Geography			
Course Code: A110202P		Course Title: Thematic, Weather and Geological Maps	
Course Learning outcomes:			
On completion of this course, learners will be able to:			
CO1: Understand the basic idea of Map, Scale and Topographic sheets			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics		No. of Lectures
I	Maps – Classification and Types; Principles of Map Design. Diagrammatic Data Presentation – Line, Bar and Circle.		7
II	Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths. Cartographic Overlays – Point, Line and Areal Data. Thematic Maps – Preparation and Interpretation.		7
III	Weather Maps, Study and Interpretation of Weather Map, Weather Forecasting.		8
IV	Geological Maps: Types, Signs, Bed and Bedding plane, Rock Outcrop, Dip, Strike etc. Construction of Geological Sections.		8
Suggested Readings:			
<ol style="list-style-type: none"> 1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London 2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition. 3. Sharma, J. P. (2001): PrayogikBhugol., Rastogi Publication, Meerut 3rd. edition. 4. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,. 5. Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad. 6. Sharma, JP. (2008): PrayogatmakBhugol Ki Rooprekha, Rastogi Publications-Meerut. 			
Note: In Final Examination Student shall be examined by external and internal examiners.			
Marks Distribution: Written Exam, Viva, Practical File, Map Preparation.			

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First	Semester: Second
Subject: Home Science			
Course Code: A130201T		Course Title: Introduction to Clothing and Textiles & Family Resource Management (Theory)	
Course Outcomes:			
On completion of this course, learners will be able to: CO1: Learn about scope of textile and clothing for skill development. CO2: Understanding why fabrics are different for skill development and employability. CO3: Learn how fabrics can be manufactured for skill development. CO4: Understand basic clothing concepts and garment making for developing skills and entrepreneurship. CO5: Learn the family resource management as a whole CO6: Understand the Decision making and use of resources throughout the Family life cycle for entrepreneurship & employability. CO7: Gain knowledge about Time, Money & Energy as a Resource to develop skills. CO8: Appreciate Household Equipments for work simplification for skill development & employability.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 33	
Total No. of Lectures- 60			
Unit	Topics		No. of Lectures
Part A			
I	Introduction a) Introduction to Clothing and Textile (b) Its importance in day-to-day life (c) Scope (d) Classification of textile fiber to skill development on the basis of their source (e) General properties of fibers primary and secondary.		7
II	Knowing Fibers -Manufacture, processing, properties and through the skill development and employability uses of (a) Cellulosic Fibers-cotton, Linen (b) Protein Fibers-Wool, Silk (c) Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.		8
III	Yarn to Fabrics (a) Definition of Yarn, Manufacture of Yarn and Yarn Properties (b) Different fabric construction techniques (Weaving, Knitting, Felting, Braiding, Non-woven) (c) Weaving of Cloth-Terminologies and Steps in Weaving. (d) Types of weaves-Basic and Decorative for skill development.		8
IV	Clothing Construction (a) Tools for Clothing construction (b) Introduction to sewing machines, its parts and maintenance for developing skills. (c) Importance of Drafting, Draping, Flat pattern techniques -advantages & disadvantages (d) fabric preparatory steps for stitching a garment - preshrinking, straightening, layout, pinning, marking and cutting.		7
Part B			

V		Introduction to Home Management: Basic Concepts, Purpose and Obstacles of Management for skill development and employability. Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating Factors in Management – Values, Goals and Standards – Definition and Classification.	8
VI		Resources, Decision making & Family life cycle: Meaning, Characteristics, Types and Factors affecting the use of Resources. Steps and Role of Decision Making in Management for developing entrepreneurship and employability. Stages of Family Life Cycle	8
VII		Time, Energy and Money Management: Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management. Energy as a Resource, Work Curve, Fatigue- Types, Causative Factors and Alleviating Techniques. Family income as a Resource, Sources of Income and Expenditure and Saving. Preparation of Family budget in view of family income to develop skills.	7
VIII		Work Simplification and Household Equipments: Meaning and Techniques of Work Simplification, Mundell's Classes of Change. Principle, Use and Care of Household Equipments such as Pressure Cooker, Mixer and Grinder, Refrigerator, Washing Machine, Vacuum Cleaner & Solar Cooker for skill development & employability.	7

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	3	1	3	1
CO2	2	3	1	3	2	1	2	1
CO3	3	1	2	2	3	2	2	2
CO4	1	3	1	2	2	2	3	2
CO5	2	2	3	1	2	3	1	2
CO6	2	1	2	1	2	2	1	2
CO7	2	1	2	3	2	1	2	1
CO8	3	1	2	1	1	1	2	1

CO-Curriculum Enrichment Mapping (Please wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1

	CO6	3	1	1
	CO7	3	1	1
	CO8	3	1	1

Suggested Readings:

1. Colbmen P Bernard: Textiles Fiber To Fabric
2. Hollen & Saddler: Introduction To Textile
3. Joseph M: Introduction To Textiles
4. Trotman: Textile Fiber Science
5. Cutting Tailoring And Dress Making: National open School, B-31-B Kailash Colony, New Delhi –1100048.
6. Khanuja, Reena (2018) Grah Vyavasthaavam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
7. R Bhatia & C Arora (1999), Introduction To Clothing And Textile, Printed by Macho Printery, Raopura, Baroda.
8. Complete Guide To Sewing By Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
9. Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management- Principles and application. N. Delhi.: Roy Houghton Mifflin Company.
10. Faulkner, R. & Faulkner, S. (1961) Inside Today's Home. Rev. ed. © Holt, Rinehart & Winston, Inc.
11. Gross, I.H. and Crandall, E.H. (1967). Management for Modern Families. N. Delhi: Sterling Publishers Ltd?
12. Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana: Kalyani Publishers.
13. Nickell, P., and Dorsey, J. M. (2002). *Management in Family Living*. New Delhi: CBS Publishers (ISBN13: 9788123908519)
14. Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra.
15. Varma, Pramila. Vastra Vigyaan Avam Paridhan: Madhya Pradesh Hindi Granth Academy, Bhopal.
16. Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). Home Management. New Delhi. New Age International (P) Ltd.
17. Varghese, M.A. Household Equipment Manual, S.N.D.T Women's University, Mumbai.
18. Suggestive digital platforms web links-
Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx> ,.

This course can be opted as an elective by the students of following subjects: Open for all

Course prerequisites: To study this course, a student must have had the subject ALL in class 12th.

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities/ MOOC platforms such as "SWAYAM" in India and Abroad

Further Suggestions:
Students may develop their managerial skills after completion this course and may join any field.
As Management of Resources is applicable everywhere.

At the End of the whole syllabus any remarks/ suggestions:

1st Year, Semester-II

B.A.-B.Ed. (Integrated Teacher Education)

Programme

Course II

(Practical)

Programme/Class: Certificate/ B.A.-B.Ed.		Year: First				Semester: Second		
Subject: Home Science								
Course Code: A130202P		Course Title: Clothing and Textiles						
Course Outcomes:								
On completion of this course, learners will be able to:								
CO1: Ability to identify fibers and fabrics.								
CO2: Understanding why fabrics are different.								
CO3: Learning basic Sewing skills so as to develop skills and employability.								
CO4: Learn how garments are stitched so that skills can be developed.								
Credits: 2				Core Compulsory				
Max. Marks: 25+75				Min. Passing Marks: 40				
Total No. of Lab Period- 30 (60 hours)								
Unit	Topics						No. of Lectures	
I	Identify fibers and fabrics (a)Fibre identification tests- Visual,burning and microscopic- natural and synthetic,pure and blended fibres. (b) Weaves identification and understanding their usage.						7	
II	Learning to stitch (a) Knowing how to stitch-an idea of straight-line stitching, stitching on curves and at corners (b)Basic Stitching-Temporary Stitching, Permanent and decorative stitching.						7	
III	Basic sewing (a) Seams-Plain seams and its finishing, run & fell seam, French seam (b) Attaching different Fasteners (c)Disposal of fullness-darts,gathers, tucks and pleats (d)Neckline Finishing-Facing & Binding for developing skills and employability.						8	
IV	Preparing Frock (a)Drafting, cutting and stitching of Childs'basic block and sleeve block. (b)Adaptation to "Gatheredfrock" with Peter Pan collar and puff sleeves for developing skills and employability.						8	
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	3	1	3	1
CO2	2	3	1	3	2	1	2	1
CO3	3	1	2	2	3	2	2	2
CO4	1	3	1	2	2	2	3	2

CO-Curriculum Enrichment Mapping (Please wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

2. Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, NewDelhi – 1100048.
3. R Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by MachoPrintery, Raopura, Baroda.
4. Complete Guide to Sewing by Reader’s Digest: published by The Reader’s Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
5. Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall
6. Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991
7. Metric Pattern cutting & Grading by Winfred Aldrich.
8. Khanuja, Reena. VastraVigyaankeSidhant, Agrawal Publication, Agra.
9. Suggestive digital platforms web links-

Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>.

This course can be opted as an elective by the students of following subjects: Open for all

Course prerequisites: To study this course, a student must have had the subject. ALL in class12th.

1st Year, Semester-II

B.A.-B.Ed. (Integrated Teacher Education)

Programme

Course I

(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Journalism		
CourseCode: A270201T	CourseTitle: ReportingandEditing(Theory)	
<p>Courseoutcomes: CO1: LearnaboutVarioustypesofnews, elements & structurefor the development of skills and knowledge. CO2: Understandingconcepts of beat Reportingandits Importance CO3: LearnChallengesof specialized area of reporting CO4: Understanding the different types of news papers& structure and functions of news room. CO5: UnderstandEditingmethods,toolsandsymbols. CO6: Understanding of the method & importance of proof readingfor the development of skills. CO7: To understand Art of Translation in Media for the development of skills and employability. CO8: To understand the roles & responsibilities of Reporter, Proof reader & Editor</p>		
Credits:4	CoreCompulsory	
Max.Marks: 25+75	Min.PassingMarks: 40	
TotalNo.ofLectures-60		
Unit	Topic	No.of Lectures
PARTA: Reporting		
I	News: Concept, Meaning, Definition and Importance;Elements of News;Structureof News; News Value; Typesofnews	10
II	Intro: Definition &TypesHeadline:D efinition&Types Beat:Meaning, ImportanceandTypes (Crime,Sports,Political,Parliamentary,Court,Education,A rtandCulture, Rural,Women)	06
III	TypesofReporting:Crime,Court,Civil,Society,Culture,Politics,Commerce and Business,Education,Development,InvestigativeReportingfor the development of skills and employability.	08
IV	StructureandfunctionsofNewsroomof Daily, WeeklyNewspapers and Periodicals;DifferentSectionsandtheirfunctions	07
PARTB: Editing		
V	Editing:Concept,ProcessandSignificance; Editing: Nature and need for editing; Principles of editing; Editorial desk and itsfunctions;Stylesheet– editingsymbols; Photo editing EditorialValues:Objectivity,facts,impartialityandbalance	8

VI	Proofreading: Meaning, Definition and Importance; Proofreading symbols; New Technique of Proof Readings	8
VII	Translation: Meaning, Definition, Importance and uses of translation in Journalism; Translation of Government Orders for the development of skills.	7
VIII	Structure of Editorial Department; Role and Responsibilities of Media Persons: Editor, Sub Editor, Reporter, Layout Designer and Proof Reader	7

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	1	1	2	1	1
CO2	1	2	2	2	1	2	1	2
CO3	3	2	3	2	2	2	1	2
CO4	2	2	1	1	2	1	3	2
CO5	3	3	1	3	3	1	1	3
CO6	1	1	2	2	2	1	2	1
CO7	2	1	2	1	3	1	2	1
CO8	2	1	3	2	2	1	3	3

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and Abroad

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II
(Practical)

Programme/Class: CERTIFICATE/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Journalism		
CourseCode: A270202P	CourseTitle: MediaRelatedSoftware(Practical)	
Course Outcomes: CO 1: Ability to handle media related software CO 2: Able to edit audio-visual content CO 3: Able to Prepare Graphics CO 4: Able to Visual Effect software, graphic designing software for developing skills and employability.		
Credits:2	Core Compulsory	
Max.Marks: 25+75	Min.PassingMarks: 40	
Total No. of lab. periods-30(60 hours)		
Unit	Topic	No. of lab. Periods
I	Software related to Print Media: Adobe PageMaker, CoralDraw, InDesign,	10
II	QuarkXpress, Photoshop	5
III	Audio-Visual Software: Sound Forge, Adobe Pro, and other video editing software	7
IV	VFX software (visual effect software)/motion graphics software for developing skills and employability.	8
Suggested Readings: Suggested Readings: 1. User Guide of Various software		
This course can be opted as an elective by the students of following subjects: Open for all		

1st Year, Semester-II
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.B.Ed.	Year: First	Semester: Second
Subject: Teacher Education [TEC-2]		
Course Code: E030201T	Course Title: Philosophical and Sociological Foundations of Education	
<p>Course Objectives: Knowledge of Philosophy is indispensable to understand other disciplines since questions such as the concept, nature, and its relation to other disciplines are philosophical. Philosophy provides an understanding of a vision of life. It also helps to understand the world and our place within it. Philosophy aims to train our judgment through systematic analysis and critical thinking. It is a systematic reflection of reason and reality. Hence, Philosophical foundations provide us a good understanding to deal with the issues of education. Teaching exists in a social climate because students come into the classroom with various social values and beliefs. In this situation, the teacher must understand the social problems and social needs of the students. Hence the teacher has to have some understanding of Sociology to deal with social as well as educational problems.</p>		
<p>Course outcomes: After the completion of this course, the students will be able to CO1: Develop understanding of concept and branches of philosophy for skill development. CO2: Gain knowledge of educational implications of western and Indian schools of philosophy to meet local needs. CO3: Discuss the contributions of prominent educational thinkers to education CO4: Describe sociological perspectives of education.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4-1-1		Total Contact Hours: 90
Unit	Topics	No. of Lectures
I	<p>Introduction Meaning, nature, importance, and branches of philosophy which develops the knowledge and skills. Relationship between philosophy and education Concept of truth, welfare, and beauty according to Indian philosophy for skill development. Philosophy of education-Concept, nature, scope, and need Philosophical aims of education for raising the for developing entrepreneurship.</p>	15L+5 T
II	<p>Indian and Western Schools of Philosophy Vedant and Buddhism With special reference to with special reference to aims, curriculum, methods, teacher – taught relations, discipline Idealism, naturalism, and pragmatism with special reference to aims, curriculum, methods, teacher – taught relations, discipline</p>	15L+2 T

	Contribution of Indian and western schools of philosophy to the current education system to develop the skills.	
III	Prominent Indian Educational Thinkers Vivekananda, Aurobindo, Mahatma Gandhi, Rabindranath Tagore	15L+4 T
IV	Education and Socialization Sociology and education, sociology of education Education as an agent of socialization and social change Social stratification and the role of education in social mobility Constitutional Provisions for education and the role of education in fulfillment of the constitutional promise of freedom, equality, justice, and fraternity so that entrepreneurship can be developed. Role of education in promoting national integration and international understanding.	15L+4 T
Practicum	Students will be required to <ul style="list-style-type: none"> Organize a debate on the topic 'what can we learn from ancient Indian education system to improve present system of education'. Prepare a detailed note about any prominent education center during the Buddhist period. Survey to assess the awareness of the public regarding 'Right to Education Act -2009' and prepare a report highlighting the main findings. Compare NEP-2020 and NPE 1986 on different parameters and give a presentation. 	15P

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	1	2	3	2	2	2
CO1	2	3	2	2	3	2	2	2
CO1	1	1	1	1	2	2	1	2
CO1	2	1	1	2	3	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship
CO1	3	1	1
CO2	3	1	2
CO3	3	1	1
CO4	3	1	2

Suggested Readings:

1. Bayles, E.E. (1971). Pragmatism in education. New York: Harper and Row Publishers.
2. Brubacher, J.S. (1939). Modern philosophies of education. New York: Mc-Graw Hill.
3. Butler, J.D. (1968). The four philosophies and their practices in education. New York: Harper and Row Publishers.
4. Dewey, J. (1921). Reconstruction in philosophy. London: University of London Press.
5. Oad, L.K. (1979). Shiksha ki darshnik prishthbhumi. Jaipur: Rajasthan Hindi Granth

Academy.

6. Pandey, R.S. (1995). Shiksha darshan. Agra: Vinod Pustak Mandir.
7. RadhaKrishanan, S. (2002). Indian philosophy, Vol. I & II. New Delhi: Oxford University Press.
8. Dewey, J. (1916). Democracy and education.
9. Durkhim, E. (1956). Education and society. New York: The Free Press.
10. Lal, R.B. (1993.). Shiksha keDarshnik aur samaj shastriyasiddhant. Meerut: Rastogi Publication.
11. Mathur, S.S. (2008). Shiksha siddhant. Agra: Vinod Pustak Mandir.
12. Rao, M.S.A. (1967). Paper in the sociology of education. New Delhi: NCERT.
13. Shukla S. & Kumar, K. (1985). Sociological perspective in education. Delhi: Chanakya Publication.

This course can be opted as an elective by the students of the following subjects: Open for all.....

Suggested equivalent online courses:.....

Further Suggestions:.....

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)
TECEC-1; SPECIAL EDUCATION

Course Objectives:

The objective of this course is to familiarize students ensure that children are safe and cared for, that their social and emotional needs are met and supported and that they have required support necessary for them to reach their true academic potential.

Course Outcomes:

After completing this course, students will be able to:

CO1: Develop understanding of concept, objectives and historical perspectives of special education.

CO2: Comprehend role of education for children with mental retardation.

CO3: Gain understanding of role of education for children with hearing impairment.

CO4: Enhance knowledge of education for gifted and creative children to meet their local and national needs and thus developing skills and employability.

Course Content:

Unit I

Special Education, Concept, Nature, Objectives and types of special education to provide employability. Various issues and trends in special education, Historical perspective of special education, Legislation and policies regarding special education in India.

Unit II

Education of Mental Retarded, Meaning and Characteristics of the mentally Retarded; Educable teaching strategies of the mentally retarded; Enrichment remedial and prevention programmes; mental hygiene as remediation.

Education of the visually impaired, Meaning and Characteristics, Degree of impairment, Etiology and prevention, educational programmes to develop skills.

Unit III

Education of the hearing impaired, Meaning, Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Education of the Learning Disabled or orthopedically handicapped, Meaning, types, Characteristics and educational programmes which will aid in developing skills.

Unit IV

Education for Gifted and Creative Children, Meaning & characteristics, Creative and identification process and Educational programmes

Education of juvenile Delinquent children, Meaning, characteristics, identification and Educational programmes as to develop skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:**(Please write 3, 2, 1 wherever required)****(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	3	1	3	1
CO2	3	1	2	2	1	1	1	2
CO3	1	2	1	3	2	2	3	3
CO4	2	1	2	3	3	2	3	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	1	1
CO3	3	1	1
CO4	3	1	2

Suggested Readings:

1. Dessent, T, 'Making the Ordinary School Special', The Farmer Press, London.
2. John S.W. and Merasky, 'Learning Disabilities', Allyne and Bacon.
3. Naryan J (2003), 'Educating Children with Learning Problem in Regular Schools,' N.M.H. Sikandrabad.
4. Overton T., 'Assessment in Special Education'. An Applied Approach', Mcmillan, New Delhi.
5. Panda, K.C., 'Education of Exceptional Children', Vikas Publishing House, New Delhi.
6. Panda, R.S. and Advani, 'Perspective in Disabilities and Rehabilitation', Vikas Publishing House, New Delhi.
7. Peshwaria R. and Verma V., 'Behaviour of retarded children, A Manual for Teacher', N/MH, Sikandrabad.

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course II
(Theory)

Programme/Class: Certificate/ B.A.B.Ed.	Year: First	Semester: Second
Subject: Teacher Education [EWP-1]		
Course Code: E030202P	Course Title: Engaging with Pedagogies-1	
<p>Course Objectives: This course will help the students in visualizing and practicing teaching in different situations. This course will support the students in planning and practicing pedagogies theoretically learned and discussed in discipline-specific pedagogy course-1. This course will offer students various opportunities to analyze, plan, and design need-based tools and techniques for instructional use as a prospective teacher.</p>		
<p>Course outcomes: After the completion of this course, the students will be able to CO1: Analyze the secondary school curriculum from various perspective CO2: Design and develop unit and lesson plans thus developing skills and employability. CO3: Design and identify relevant audio-visual materials for classroom teaching CO4: Design and develop achievement tests related to their subjects to develop skills and provide employability and entrepreneurship.</p>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 0-0-3		Total Contact Hours: 45
Unit	Topics	No. of Lectures
Practicum	<p>Every student will be required to perform the following activities:</p> <ul style="list-style-type: none"> • Analyze the secondary school curriculum of at least two educational boards, and prepare a report based on its critical appraisal of five parameters for skill development, employability and entrepreneurship. • Design and develop five unit plans based on prescribed secondary school curriculum related to his/her discipline. • Design and develop five lesson plans each, from both the courses, based on the topics taught to you by your teachers. • Plan, prepare, and identify traditional and online audio-visual materials helpful in the teaching of your subjects at the secondary level. • Design and develop an achievement test related to your subject 	45P
Suggested Readings:		
<ol style="list-style-type: none"> 1. Costa, A.L. (2001). Developing Minds: A resource book for teaching thinking. Alexandria, VA, USA: Association for Supervision & Curriculum Development. 2. Freire, P. (1972). Pedagogy of the oppressed. New York: Herder and Herder. 3. Lang, J.M. (2016). Small teaching: Everyday lessons from the science of learning. San Francisco: Jossey-Bass. 		
This course can be opted as an elective by the students of the following subjects: Open for all		

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Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.
Suggested equivalent online courses:
Further Suggestions:

1st Year, Semester-II
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ B.A.-B.Ed.	Year: First	Semester: Second
Subject: Co-Curricular Course		
Course Code: Z020201	Course Title: First Aids and Health	
Credits: 2		Core Compulsory
Course outcomes :		
On completion of this course, learners will be able to:		
CO1: Learn the skills needed to assess the ill or injured person, provide CPR to infants, children and adults.		
CO2: Learn the skills to handle emergency child birth, Basic sex education help young people navigate thorny questions responsibly and with confidence and Sexual desire is a healthy drive.		
CO3: It's a deep, powerful instinct at the core of our survival as a species. Help to understand natural changes of adolescence.		
CO4: Learn the skills to identify Mental Health status and Psychological First Aid.		
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures Total= 15 Theory+ 30 Practical
I	<p>A. Basic First Aid</p> <ul style="list-style-type: none"> • Aims of first aid & First aid and the law. • Dealing with an emergency, Resuscitation (basic CPR). • Recovery position, Initial top to toe assessment. • Hand washing and Hygiene • Types and Content of a First aid Kit <p>B. First AID Technique for development of skills.</p> <ul style="list-style-type: none"> • Dressings and Bandages. • Fast evacuation techniques (single rescuer). • Transport techniques. <p>C. First aid related with respiratory system</p> <ul style="list-style-type: none"> • Basics of Respiration. • No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging, • Swelling within the throat, Suffocation by smoke or gases and Asthma. <p>D. First aid related with Heart, Blood and Circulation</p> <ul style="list-style-type: none"> • Basics of The heart and the blood circulation. • Chest discomfort, bleeding. <p>D. First aid related with Wounds and Injuries to develop skills.</p> <ul style="list-style-type: none"> • Type of wounds, Small cuts and abrasions • Head, Chest, Abdominal injuries • Amputation, Crush injuries, Shock 	<p>2 (Theory) 10 (Practical)</p>

	<p>E. First aid related with Bones, Joints Muscle related injuries</p> <ul style="list-style-type: none"> Basics of The skeleton, Joints and Muscles. Fractures (injuries to bones). 	
II	<p>F. First aid related with Nervous system and Unconsciousness</p> <ul style="list-style-type: none"> Basics of the nervous system. Unconsciousness, Stroke, Fits – convulsions – seizures, Epilepsy. <p>G. First aid related with Gastrointestinal Tract</p> <ul style="list-style-type: none"> Basics of The gastrointestinal system. Diarrhea, Food poisoning. <p>H. First aid related with Skin, Burns</p> <ul style="list-style-type: none"> Basics of The skin. Burn wounds, Dry burns and scalds (burns from fire, heat and steam). Electrical and Chemical burns, Sun burns, heat exhaustion and heatstroke. Frost bites (cold burns), Prevention of burns, Fever and Hypothermia. <p>I. First aid related with Poisoning</p> <ul style="list-style-type: none"> Poisoning by swallowing, Gases, Injection, Skin <p>J. First aid related with Bites and Stings</p> <ul style="list-style-type: none"> Animal bites, Snake bites, Insect stings and bites <p>K. First aid related with Sense organs</p> <ul style="list-style-type: none"> Basic of Sense organ. Foreign objects in the eye, ear, nose or skin. Swallowed foreign objects. <p>L. Specific emergency satiation and disaster managementfor enhancing the knowledge and skills.</p> <ul style="list-style-type: none"> Emergencies at educational institutes and work Road and traffic accidents. Emergencies in rural areas. Disasters and multiple casualty accidents. Triage. <p>M. Emergency Child birth</p>	<p>2 (Theory) 10 (Practical)</p>
III	<p>Basic Sex Education</p> <ul style="list-style-type: none"> Overview, ground rules, and a pre-test Basics of Urinary system and Reproductive system. Male puberty — physical and emotional changes Female puberty — physical and emotional changes Male-female similarities and differences Sexual intercourse, pregnancy, and childbirth Facts, attitudes, and myths about LGBTQ+ issues and identities Birth control and abortion Sex without love — harassment, sexual abuse, and rape Prevention of sexually transmitted diseases. 	<p>9 (Theory)</p>
IV	<p>Mental Health and Psychological First Aidfor developing entrepreneurship development.</p> <ul style="list-style-type: none"> What is Mental Health First Aid? Mental Health Problems in the India The Mental Health First Aid Action Plan Understanding Depression and Anxiety Disorders 	<p>2 (Theory) 10 (Practical)</p>

	<ul style="list-style-type: none"> • Crisis First Aid for Suicidal Behavior& Depressive symptoms • What is Non-Suicidal Self-Injury? • Non-crisis First Aid for Depression and Anxiety • Crisis First Aid for Panic Attacks, Traumatic events • Understanding Disorders in Which Psychosis may Occur • Crisis First Aid for Acute Psychosis • Understanding Substance Use Disorder • Crisis First Aid for Overdose, Withdrawal • Using Mental Health First Aid 	
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**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	2	3	3	1
CO2	1	1	2	2	1	2	3	2
CO3	1	3	1	3	1	1	2	2
CO4	2	2	1	2	1	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	2
CO3	3	2	1
CO4	3	1	2

Suggested Readings:

1. Indian First Aid Manual-<https://www.indianredcross.org/publications/FA-manual.pdf>
2. Red Cross First Aid/CPR/AED Instructor Manual
3. <https://mhfa.com.au/courses/public/types/youthedition4>
4. Finkelhor, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes against Children Research Center.
5. www.unh.edu/ccrc/pdf/CV192.pdf
6. Kantor L. & Levitz N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? PLoSONE, 12 (7): e0180250.
7. Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.
8. Schwiengershausen, E. (2015, May 28). The Cut. www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html
9. Wiggins, G. & McTighe, J. (2008). Understanding by design. Alexandria, VA: ASCD.
10. <https://marshallmemo.com/marshall-publications.php#8>

Suggested Continuous Evaluation Methods:

Assignments, Presentation, Group Discussion, and MCQ

Suggested equivalent online courses:

- <https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online>
- <https://www.firstaidforfree.com/>
- <https://www.coursera.org/learn/psychological-first-aid>
- <https://www.coursera.org/learn/mental-health>

Further Suggestions:.....

Structure, Syllabus & Evaluation Scheme

B.Ed. Integrated (B.A.B.Ed.) Programme Course Structure Semester-III

Year: Second			Semester: Third				
Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
					Theory	Practical	
Choose any Two Subjects (Core Course) on the Basis of Semester-II							
Hindi	A010301T	fgUnh x	06	25	75	--	100
Sanskrit	A020301T	laLd`r ukVd ,oa O;kdj.k	06	25	75	--	100
English	A040301T	British and American Drama	06	25	75	--	100
History	A050301T	History of Modern India (1757 A.D. - 1857 A.D.)	06	25	75	--	100
Political Science	A060301T	Political Process in India	04	25	75	--	100
	A060302P	Field Work Tradition in Social Sciences	02	25	--	75	100
Sociology	A070301T	Social Change and Social Movement	06	25	75	--	100
Economics	A080301T	History of Economic Thought	06/	25	75	--	100
Geography	A110301T	Environment, Disaster Management and Climate Change	04	25	75	--	100
	A110302P	Statistical Techniques	02	25	--	75	100
Home Science	A130301T	Advance Nutrition and Human Development	04	25	75	--	100
	A130302P	Human Development	02	25	--	75	100
Journalism	A270301T	Advertising and Public Relations	04	25	75	--	100
	A270302P	Graphics and Design for Advrtising	02	25	--	75	100
Teacher Education Course							
Teacher Education Course [TEC-3]	E030301T	Psychological Foundations of Education [TEC-3]	6	25	75	--	100
Choose anyone Pedagogy (Vocational Course)							
Teacher Education Course [PSS-2]	E030302 T	Pedagogy of Social Sciences -2	3	25	75	--	100
Teacher Education Course [PL-2]	E030302 T	Pedagogy of Languages -2	3	25	75	--	100

Co-Curricular Course							
Co-Curricular Course [CCC-3]	Z030301	Human Values and Environmental Studies	2	25	75	--	100
Industrial Training							
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Structure, Syllabus & Evaluation Scheme
B.Ed. Integrated (B.A.B.Ed.) Programme
Course Structure
Semester-IV

Year: Second			Semester: Fourth				
Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
					Theory	Practical	
Sanskrit	A020401T	dkO;"kkL= ,oa laLd`r ys[ku dkS"ky	06	25	75	--	100
English	A040401T	Indian Literature in Translation & Translation Practice	06	25	75	--	100
History	A050401T	History of Modern India (1857 A.D.– 1950 A.D.)	06	25	75	--	100
Political Science	A060401T	Western Political Thought	06	25	75	--	100
Sociology	A070401T	Social Problems & Social Development in India	04	25	75	--	100
	A070402R	Project on Sustainable Society	02	25	--	75	100
Economics	A080401T	Money, Banking and Public Finance	06	25	75	--	100
Geography	A110401T	Economic Geography	04	25	75	--	100
	A110402P	Surveying	02	25	--	75	100
Home Science	A130401T	Housing and Extension Education	04	25	75	--	100
	A130402P	Resource Planning and Decoration	02	25	--	75	100
Journalism	A270401T	Media Law and Ethics	04	25	75	--	100
	A270402P	Print Media Production	02	25	--	75	100
Teacher Education Course							
Teacher Education Course [TEC-4]	E030401T	Structure and Management of School Education in India [TEC-4]	6	25	75	--	100
Elective Course							
Elective Course [EC-2]	TECEC-2	Environmental Education	6	25	75	--	100
Choose anyone Pedagogy (Vocational Course)							
Teacher Education Course [EWP-2]	E030402P	Engaging with Pedagogies-2 [EWP-1]	3	25	--	75	100
Co-Curricular Course							
Co-Curricular Course [CCC-4]	Z040401	Physical Education and Yoga	2	25	75	--	100
Industrial Training							
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2ndYear, Semester-III
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

PROGRAMME/ CLASS DIPLOMA/ BA	BA- 2 YEAR	SEMESTER :III
fo'k;%fgUnh		
COURSE CODE:A010301T	COURSE TITTLE:fgUnh x 	
<p>Course outcomes:</p> <p>C01: fgUnh ds fo kfFkZ;ksa dks fgUnh x dh lHkh fo/kkvksa dk lE;d KkunsukA tks jk"V^{ah}; vkSj fo'oLrj ij O;faro fodkl ds iwjd gksaxsA</p> <p>C02: fgUnh ds izfrfuf/k miU;kldkjsadFkkdkjsaukVddkjsa ,dkadhdkjsafucU/kdkjsa ,oavU; x fo/kkvksa ds ys[kdkjsa ds egRoiw.kZizns; ls ifjprdjuk A</p> <p>C03: miU;klesafdlhloksZR—"V ?kVuk ls çHkkforgksdj thou fo'ks"k dk viusdkO; esaiw.kZr;kçklrdjldrsgSA</p> <p>C04: dFkkvksavkSjmiU;klksa ds fodkl ds bfrgldks le>ukA</p> <p>C05: fganhukVdy?kqdFkkvksa ds fodkl ds bfrgldks le>ukA</p> <p>C06: fganhfuca/kdkjsa ds fofHkUufopkjsadks le>us ds fy,Atksfo kfFkZ;ksaesays[kudkS"ky dk fodkljrkgSA</p> <p>C07: js[kkfp= ds ekè;e ls ge de ls de 'kCnksaesaeZLi'kÊ] Hkkoiw.k,oalthogh ugh vadudjldrsgSA</p> <p>C08: ;k=k o`rkar dk ifj.kkeys[kd ds je.kh; vuqHkoksadsikBdrdçsf"krdjukgSATksjk"V^{ah}; vkSjfo'oLrjijO;faro fodkl ds iwjdgksaxsA</p>		
CREDITS: 6	MAX.MARKS: 25+75	MIN.PASSING MARKS: 40
Total No. of Lectures- Tutorials-Practical(in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No.of Lectures
I	fgUnh x lkfgR; dk laf{klrbfrgkl % <ul style="list-style-type: none"> • fgUnhdgkuh dk mnHkovkSjfodkl] • fgUnhmiU;kl dk mnHkovkSjfodkl • fgUnhukVd dk mnHkovkSjfodkl] • fgUnhvkykspuk dk mnHkovkSjfodkl • fgUnh dh vU; x fo/kkvksa dk mnHkovkSjfodkl 	12
II	fgUnh x dh egRoiw.kZfo/kkvksa dk laf{klrifjp; % <ul style="list-style-type: none"> • dgkuh] 	12

	<ul style="list-style-type: none"> • miU;kl] • ukVd • ,dakdh] • vkykspuk] • fuca/k • ;k=k o`RrkUr] • laLej.k] • js[kkfp= • Mk;jh] • fjiksrkZt] • vkRe dFkk • Tkhoh] • O;aX; 	
III	fgUnhmiU;kl % <ul style="list-style-type: none"> • >Wklh dh jkuh% o`UnkouykyoekZ] fo kFkhZlaLdj.k] laikndMkW- iquhrfclkfj;k] izHkkrizdk”ku] u;hfnYyh 	11
IV	fgUnhdgkuh% iapijes’oj&izsepUn <ul style="list-style-type: none"> • lkktsct&tSusUnz] • xSaxzhu&vKs;] • lkjnk& ;”kiky] • rhljhdle&js.kq] • firk&Kkujatu 	11
V	fgUnhukVd ,oa ,dkadh % ukVd % <ul style="list-style-type: none"> • /kzqoLokfeuh& t;”kadjizlkn ,dkadh% <ul style="list-style-type: none"> • nhinku&MkW- jkedqekjoekZ • y{eh dk Lokxr&misaUnzukFkv”d 	11
VI	fgUnhfucU/k % <ul style="list-style-type: none"> • Hkkjro’kksZaUufrdSlsgksldrhgS&HkkjrsUnqgfj”p Un • fe=rk&vkpk;ZjkepUnz “kqDy • v”kksd ds Qwy&gtkj hizlkn f}osnh • mRrjkQkYxquh ds vklikl&dqcsjukFkjk; • rqepUnugeikuh&MkW- fo kfuoklfeJ 	11
VII	vU; x fo/kk,a&izFke [k.M % <ul style="list-style-type: none"> • js[kkfp= (fxYyw&egknsohoekZ) • laLej.k(rhlcjl dk lkFkh&jkefoykl “kekZZ) • thohva”k(dye dk flikgh&veZrjk;) • fjiksrkZt(.k ty /ku ty&js.kq) • O;aX; (Hkksykjke dk tho&gfj”kadjijlkbZ) 	11
VIII	vU; x fo/kk,a& f}rh; [k.M <ul style="list-style-type: none"> • ;k=k o`RrkUr(esjhfrCcr ;k=k &jkgqylkad`R;k;u) • Mk;jh(,d ys[kd dh Mk;jh&eqfDrcks/k)vkRedFkk(twBu&vkseizdk”kok 	11

- Yehfd)
- bUVjO;w(eSabulsfeyk&Jhlw;ZdkUr f=ikBhfujkyk&ine flag “kekZdeys”k)

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	3	3	1	3	1	1
CO3	2	3	2	3	1	3	1	1
CO4	2	3	3	3	2	3	2	1
CO5	2	2	3	2	1	2	3	1
CO6	2	3	3	3	1	1	2	1
CO7	2	3	3	3	2	1	2	1
CO8	3	3	3	3	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	2	1	1
CO7	3	1	1
CO8	3	1	1

IUnHkZxzUFk %

- frokjh] jkepUnz]fgUnhfuca/k vkSjfuca/kdkj] fo”ofokjky; izdk”ku]okjk.klh] 2007
- flag] ukeoj] vk/kqfudlkfgR; dh izof`Rr;ka]jktdeyizdk”ku] u;hfnYyh] 2018
- prqosZnh] jkeLo:lk] x| foU;klvkSjfodkl] yksdHkkjrhizdk”ku] iz;kxjkt] 2018
- fclkfj;k] MkWiquhr] fuca/k laxzg]JhuVjktizdk”ku] u;hfnYyh] 2007
- fclkfj;k] MkWiquhr] fuca/k fud’k “kCn] lsrqizdk”ku] u;hfnYyh] 2009

This course can be opted as an elective by the students of following subjects:

baVjehfM,VvFkok led{k ifj{kk mRrh.kZdjpdslLrfo|kFkhZ bl ikB;dze dk p;udjldrsgSA

Course prerequisites: To study this course, a student must have had the subject.....in class/12th/certificate/diploma

IHkh ds fy, (lkekU; fgUnhHkk'kk dk KkUkvisf{kr)

2ndYear, Semester-III
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class Diploma dk;ZØe@oxZ&fMly®ek	Year: Second o'kZ&f}rh;	Semester: III l sesLVj%r`rh;
fo'k; -laL—r		
Á”uÁ«kd®MA020301T	Á”uÁ«k ”kh'kZd% laL—r ukVî ,oaO;kdj.k	
vf/kxemi yfC/k		
CO1: laL—r ukVîlkfgR; dkslkekU; ;i ls le>ldus es l{kegksaxsA		
CO2: ukVd dh ikfjHkkf"kd 'kCnkoyh ls lqijfprgksaxsA		
CO3: ukVd es ç;qäj] Nan ,oavyadjksa dk IE;dcksèkdjldsaxsA		
CO4: laokn ,oavfHku; dkS'kyesaikjxrgksaxsA		
CO5: uohuinksa ds Kku }kjk muds 'kCndks'kesao`f) gksxhA		
CO6: Hkkjrh; lkaL—frdrRoksa ,oaewY;ksadksvkRelkrdjHkkjrh;rk ds xoZ ls ;qämÙkeukxfjdcusaxsA		
CO7: O;kdj.kijd 'kCnksa dh flf) çfØ;k ls ifjfprgksldsaxsA		
Credits: 6	Core Company	
Max Marks: 25+75	Min passing Marks: 40	
Total No of Lectures – Tutorial –Practical (in hours per week): L-T-P 6-0-0		
UNIT bdkÃ	TOPICS ikBîfo"k;	NO OF LECTURE
çFkeHkkx(Part-1)		
I	ukVîlkfgR; ijaijkrFkkçeq[k ukVddkjHkkklv'o?kks"k] HkoHkwfr]Hkêukjk;.k] fo'kk[knÙk	12
II	vfHkKku 'kdqarye(1-2vad)	11
III	vfHkKku 'kdqarye~(3-4vad)	11
IV	Loluoklonre~¼çFke vad½	11
f}rh; Hkkx(PART -2)		
V	:iflf)&lkekU; ifjp; vtUrçdj.k ¼y?qqfl)kardkSeqnh ½ iqfYyax&jke] loZ]gfjlf[k lw«kO;k;k ,oa 'kCn :iflf)	12
VI	vtUrçdj.k ¼y?qqfl)kardkSeqnh ½ L=hfyax&jeklokZefr uiqaldfyax&Kkuokfj lw= O;k;k ,oa 'kCn :iflf)	11
VII	gyUrçdj.k¼ y?qqfl)kar dkSeqnh½	11

	iqfYyax&bne]~jktu~]rn]~ vLen~~ ;q"en~ lw= O;k[;k ,oa 'kCn :ifff)	
VIII	gyUrçdj.k ¼y?qkfl)kardkSeqnh ½ L=hfyax&fde~ vi~ bne~ uiqaldfyax&bne~ vgu~ lw= O;k[;k ,oa 'kCn :ifff)	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	3	3	1	3	1	1
CO3	2	3	2	3	1	3	1	1
CO4	2	3	3	3	2	3	2	1
CO5	2	2	3	2	1	2	3	1
CO6	2	3	3	3	1	1	2	1
CO7	2	3	3	3	2	1	2	1
CO8	3	3	3	3	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	2	1	1
CO7	3	1	1
CO8	3	1	1

laLrqrxzaFk&

- ❖ vfHkKku'kkdqarye~~~]M, dfiynso f=osnh]jkeukjk;.k ykyfot; dqekjçdk'ku] bykgkckn
- ❖ vfHkKku'kkdqarye~~~]M, mes'kpaæikaMs] çkP; Hkkjrh; laLFkkuxksj[kiqj
- ❖ vfHkKku'kkdqarye~~~] M, jek'kadj f=ikBh] fo'ofoky; çdk'ku
- ❖ vfHkKku'kkdqarye~] M, jek'kadj f=ikBh] fo'ofoky; çdk'ku
- ❖ vfHkKku'kkdqarye~~~]M, fu:i.kfo|kyadkj] lkfgR; HkaMkj] esjB
- ❖ Loluoklonre] Jhri"kh>k] jkeukjk;.k ykycsuh ek/ko çdk'kd] bykgkckn
- ❖ Loluoklonre] t; —".knklgfjnklixqlr] pkS[kacklaL—r lhjht] okjk.klh

- ❖ ukVîlkfgR; dk bfrgklvkSjukVîfl)kar] t; dqekjtSulkfgR; HkaMkj]esjB
- ❖ laL—r dsçeq[k ukVddkjkSjmudh —fr;ka] M, xaxklkxjjk;

This course can be opted as an elective by the students of the following subject:

IHkh ds fy,(OPEN TO ALL)

Course prerequisites IHkh ds fy,.....

Suggested equivalent online course.....

Further Suggestion.....

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: DIPLOMA	Year: SECOND	Semester: THIRD
Subject: ENGLISH		
CourseCode:- A040301T	CourseTitle: BritishandAmerican Drama	
<p>Course Outcomes: After completing this course, the students will be able to: CO1: Develop an understanding of various types of drama & related literary terms. CO2: Learn the core elements of structures such as exposition, complication and resolution or denouement for enhancing their skill. CO3: Be exposed to the origin and growth of drama in England and America. CO4: Comprehend the political, economic, social and intellectual background leading to the rise of drama skill. CO5: Analyse and appreciate the representative works of British and American Drama for enhancing their skill and employability at national and global level. CO6: Comprehend the general features of Shakespeare and plays. CO7: Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play skill and employability. CO8: Demonstrate the ability to contextualize the works of American dramatists, interpret thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal. Comprehend the trends in modern drama through the study of poetic drama and problem plays for enhancing their skill and employability at national and global level.</p>		
Credits: 06	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0.		
Unit	Topic	No. of Lectures
I	Drama Types Tragedy & Types; Comedy & Types; Tragic-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; The Art of Absurd	12
I I	Elements of Drama Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	11
I I	Literary Terms (Drama) Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	11

I		
IV	Literary Terms(Drama) Unity of Time; Place & Action; Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude.	11
V	British Drama William Shakespeare- * <i>Othello</i>	12
VI	British Drama G.B. Shaw- <i>Arms & the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	11
VII	American Drama T.S. Eliot- * <i>Murder in the Cathedral</i>	11
VIII	American Drama Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>The Price</i>	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	3	1	1	1
CO2	2	2	1	2	3	2	1	1
CO3	2	2	2	1	1	1	2	2
CO4	2	2	1	1	3	2	1	1
CO5	3	2	3	3	3	1	1	1
CO6	3	3	3	2	2	2	1	1
CO7	2	2	3	3	2	1	1	1
CO8	3	3	2	2	2	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	3	1
CO2	1	3	1
CO3	1	3	1
CO4	1	2	1

CO5	1	2	1
CO6	1	3	1
CO7	1	3	1
CO8	2	3	1

Suggested Readings:

- Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford University Press, New York, 1965.
- Boulton, M., "The Anatomy of Drama", Kalyani, New Delhi, 1980.
- Brooks, V. W., "The Writer in America", E. P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.
- Golden, W. C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books, London, 2018.
- Krasner, D., Ed., "A Companion to Twentieth Century American Drama", Blackwell Companions, 2007.
- Kernan, A. B., "The Modern American Theatre", Prentice Hall, New Jersey, 1967.
- Kitchin, L., "Drama in Sixties", Faber and Faber, London, 1966.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnIj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

This course can be opted as an elective by the students of following subjects: Open to all

Suggested equivalent online courses

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Further Suggestions:

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(Texts marked with * are for detailed study)

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: History		
Course Code: A050301T	Course Title: History of Modern India (1757 A.D – 1857 A.D)	
Course Outcomes:		
CO1: Arrival of Dutch and French company and their Rivalry for Control, for better knowledge of entrepreneurship.		
CO2: This topic is designed to cover the era of national Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company, for better knowledge for employability.		
CO3: Consolidation of East India Company: 1770-1813, study for better knowledge for employability		
CO4: Expansion of East India Company: 1813-1856, study for better knowledge for employability.		
CO5: It covers the study of national Indian resistance at various levels and finally culminates in the First War of Independence, study for better knowledge for employability.		
CO6: This topic is an important part of History at Witness the Rises of local Indigenous power like Maratha, Sikh, Hyderabad and Mysore in 18 th century, study for better knowledge for employability.		
CO7: This topic covers the Colonial land revenue system, for better knowledge for employability.		
CO8: This topic covers national Indian Renaissance, Reform and revival, for skill development and employability.		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Arrival of European Companies: Rivalry for Control.	12
II	Ascendancy of British East India Company: Plassey and Buxar and its Impact.	12
III	Territorial Expansion of East India Company: 1770-1813	12
IV	Territorial Expansion of East India Company: 1813-1856.	12
V	Rise of Punjab under Ranjeet singh: conquests and administration.	14
VI	Rise of Hyderabad and Mysore in 18 th century.	6
VII	Land Revenue system during Colonial period: permanent settlement, Raiyatwari and Mahaalwari system.	10
VIII	Indian Renaissance: Reform and revivals.	12
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)		

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	3	1	1	1
CO2	2	2	1	2	3	2	1	1
CO3	2	2	2	1	1	1	2	2
CO4	2	2	1	1	3	2	1	1
CO5	3	2	3	3	3	1	1	1
CO6	3	3	3	2	2	2	1	1
CO7	2	2	3	3	2	1	1	1
CO8	3	3	2	2	2	2	1	1

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	1	3	2
CO2	1	3	2
CO3	1	3	1
CO4	1	2	2
CO5	1	2	1
CO6	1	3	2
CO7	1	3	2
CO8	2	3	1

Suggested Readings:

1. Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P.Bagchi
2. Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990
3. Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication
4. Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
5. Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
6. Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
7. Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
8. Freedenberg, R.E.: (1912) Land Control and Social Structure in India
9. Grover, B.L: A New look on Modern Indian History
10. Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt.Ltd.
11. Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication

12. Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
13. Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
14. Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
15. Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
16. Mishra, J.P.: Adhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic, Prabhag
17. Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)
18. Muir, Ramsay: (1969) The Making of British India, Oxford University Press
19. Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press
20. Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
21. Sarkar, Sumit: (1993), Adhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
22. Sarkar, Sumit: (1983) Modern India, Macmillan
23. Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People's Publication House
24. Shukla, R.L. (ed.): Adhunik Bharat Ka Itihas (Hindi), Delhi University Publication
25. Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
26. Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
27. Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

This is an elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Teacher Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA-B.ED	Year: Second	Semester: Third
Subject: Political Science		
Course Code: A060301T	Course Title: Political Process in India	
Course Learning outcomes:		
On completion of this course, learners will be able to:		
CO1: Study of the functioning of Indian Democratic System essential for a comprehensive understanding of the Indian Political System.		
CO2: The course is designed to train& acclimatize the student with the Indian Political System in action.		
CO3: The student understand the Impact of Democratic Decentralization		
CO4: Explain the working relationship between citizens and state and among various units of the state.		
CO5: The student would be able to appreciate the Indian political system since independence.		
CO6: Aware the knowledge of Respect To Women, Cast And Class.		
CO7: Student would be Challenges of Nation Building.		
CO8: The student would be able to Politics of President rule.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
Unit	Topics	No. of Lectures
I	Process of Democratization in Post colonial India, Dimensions of Democracy: Social, Economic, Political, Factors Shaping the Indian Political System since Independence to develop of skill Development and Employability.	10
II	Quasi- Federalism, Coalition, Political parties & Party System in India to develop of skill Development and Employability.	8
III	Impact of Democratic Decentralization: Urban and Local self government, 73 rd & 74 th Amendment of Indian Constitution to develop of skill Development and Employability.	8
IV	Pressure Groups, Determinants of Voting Behavior, Cast & Politics, Need of Electoral Reforms, The Politics Of Secession And Accommodation to develop of skill Development and Employability.	10
V	Religion & Politics in India, Debates on Secularism to develop of skill Development and Employability.	6
VI	Affirmative Action Policies With Respect To Women, Cast And Class to develop of skill Development and Employability.	8
VII	Challenges of Nation Building: Ethnicity, Language, Regionalism, Cast, Majority and Minority Communalism, Corruption to develop of	6

	skill Development and Employability.	
VIII	Politics of Defection, Politics of President rule to develop of skill Development and Employability.	6

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	1	3	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	3	1	1	1	1	1
CO5	1	1	1	1	3	1	1	1
CO6	1	1	2	1	3	1	1	1
CO7	1	1	2	1	1	1	1	1
CO8	1	1	2	1	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Basu D.D., 'Bharat ka Samvidhan: Ek Parichay, Prentice Hall, New Delhi. (Latest Edition)
3. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
4. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
5. JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
7. Kothari Rajni, 'Bharat Mein Rajneeti' Orient Blackswan Hyderabad, 2014
8. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Vani Prakashan New Delhi, 2007
9. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)

10. Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

11. Singh, M.P., and Sexena Rekha, Bharatiya Rajneeti: Samkalin Mudde Evm Chunautiyan' Prentice Hall of India Pvt. Ltd. New Delhi.

This Course Can Be Opted As An Elective By The Student Of Any Subject.

2nd Year, Semester-III

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

Programme

Course II

(Practical)

Programme/Class: Diploma/ BA-B.ED	Year: Second	Semester: Third						
Subject: Political Science								
Course Code: A060302P	Course Title: Field Work Tradition In Social Sciences							
Course Learning outcomes:								
CO1: This paper intends to train students in carrying out empirical studies and field work which would help him in research.								
CO2: This would sensitize him to the precaution that is required to carry a empirical study on socially relevant topics.								
CO3: The students understand the Data Collection.								
CO4: Student able the Analysis of Election in India								
Credits: 2	Core Compulsory							
Max. Marks: 25+75	Min. Passing Marks: 40							
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics	No. of Lectures						
I	Uniqueness Of Social Sciences, Fact Value Dichotomy, Ethnocentrism, Participant Observation, Value Neutrality to develop of skill Development and Employability.	8						
II	Empirical Research: Meaning, Types, Methods, Identification Of Research Problem, Formulation Of Hypothesis, Research Design to develop of skill Development and Employability.	8						
III	Data Collection: Method, Observation, Interview Schedule, Questionnaire, Case Study, Data Processing, Data Analysis to develop of skill Development and Employability.	8						
IV	A Case Study On Any Socio-Political Relevant Topic Of The Time And Place eg. Analysis of any Election in India, Functioning of any organ or agency of United Nation to develop of skill Development and Employability.	6						
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	2	1	2	1	2	1
CO2	1	2	1	1	2	1	2	1
CO3	2	1	2	2	1	2	2	2
CO4	2	1	1	2	1	2	1	2
Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required) (Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	Skill Development	Employability	Enterpreneurship Development					
CO1	2	2	1					
CO2	2	2	1					
CO3	2	2	1					
CO4	2	2	1					

Suggested Readings:

1. R. KUMAR, Research Methodology: A Step by step guide for beginners, Pearson.
2. P.N. Mukherjee, Methodology in social research, Sage publication, New Delhi.
3. V.K. Srivastav, Methodology and Fieldwork, Oxford University Press New Delhi.
4. R.N. Trivedi & D.P. Shukla, Research Methodology, college book depot, Jaipur.
5. J. Galtun, Theories and method of Social research, London.
6. P.V. Young, Scientific Social survey, New York, Parentice Hall Inc.
7. Ashok kr Jain, Sarvechandevamchetrakarya, amazon.in

This elective is open to all

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Sociology		
Course Code: A070301T	Course Title: Social Change & Social Movements	
Course Learning outcomes:		
On completion of this course, learners will be able to: CO1: This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement for skill Development. CO2: This course will introduce students to the dynamic aspect and dissension tendencies of society at national level for skill Development. CO3: The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society for better skill development . CO4: This course will introduce Processes of Social Change in India for skill Development. CO5: Understand the Social Movement, Nature, Definitions and Characteristics of Social Movements for skill Development. CO6: Understand the Social Movement and Social Change For better skill development . CO7: This course will introduce Theories of Social Movement for skill Development. CO8: Understand the Social Movement in India for skill Development.		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure for skill Development.	12
II	Types of Social change: Evolution, Development, Progress and Revolution for skill Development.	12
III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change for skill Development.	11
IV	Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization for skill Development.	11
V	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements for skill Development.	11
VI	Social Movement and Social Change, Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement for skill Development.	11
VII	Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory, New Social Movement for skill Development.	11
VIII	Social Movement in India: Peasant movement, Labour movement, Dalit movement, Women’s movement, Environmental movement for skill Development.	11

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Economics		
Course Code: A080301T	Course Title: History of Economic Thought	
Course Learning outcomes:		
On completion of this course, learners will be able to: CO1: To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved over time. CO2: Introducing students to the critical comparison of the contributions of the main schools of economics. CO3: To introduce & highlight before the students about Indian Economic Thinkers and their valuable contribution in the field of Economics. CO4: The classical, the marginalize revolution and its application to the theories of general and partial equilibrium, the current macroeconomic debate between the neo-classical and the Keynesian school.		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Kautilya, Valluvar, Dada Bhai Naoroji, RC Dutt, BR Ambedkar, R M Lohia, Gandhian Economics	12
II	Pt. Deen Dayal Upadhyay, JK Mehta, A K Sen, J. Bhagwati, A.K Mathur,	12
III	Early Period: Economic thought of Plato and Aristotle – Doctrines of Just Cost and Just price.	11
IV	Mercantilism: Main Characteristics; Thomas Munn - Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation, Turgot – Economic ideas of Petty, Locke and Hume.	11
Part I		
V	Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic Progress; David Ricardo - Value, Theory of Rent, Stationary State, Distribution, Ideas on International Trade; Thomas R. Malthus - Theory of Population, Theory of Gluts.	11
VI	German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill.	11
VII	Marshall as a Great Synthesizer: Role of Time in Price Determination, Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter: Role of Entrepreneur and Innovations.	11
VIII	Marginalists: The Precursors of Marginalism, Cournot, Gossen — The Marginalist Revolution: Jevons, Walras and Menger - Bohm-Bawark, Wicksell and Fisher: Quantity Theory of Money; Economic Ideas of	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	1	1
CO4	3	2	1	1	2	2	2	1
CO5	3	2	1	1	2	1	2	1
CO6	3	2	1	1	2	2	1	1
CO7	3	2	1	1	2	1	2	1
CO8	3	2	2	1	2	2	1	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	2	1	1
CO5	3	1	2
CO6	2	1	2
CO7	2	1	1
CO8	3	1	2

Suggested Readings:

1. Bhatia, H.L: History of Economic Thought, Vikash Publishing House.
2. Blackhouse, R (1985): A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B. N (1977): Indian Economic Thought: A 19th Century Perspective, TataMcgraw Hill.
4. Hajela, T.N (2011): AarthikVicharon Ka Itihas, Ane Books.
5. Hajela, T.N (2011): History of Economic Thought, Ane Books.
6. Hunt, E. K &Lautzenheiser, Mark (2011): History of Economic Thought: A CriticalPerspective, Phi Learning.
7. Jhingan, M.L (2008): AarthikVicharon Ka Itihas, Vrinda Publications, New Delhi.
8. Kautilya (1992), The Arthashastra, Translated And Introduced ByL.N.Rangarajan, Penguin Books.

9. Loknathan,V (2009): History of Economic Thought, S.Chand& Company.
10. Roll,Eric : History of Economic Thaught, Faber.
11. Schumpeter, J.A(1954): History of Economic Analysis, Oxford University Press, New York.
12. Sinha,V.C (2011): AarthikVicharon Ka Itihas, Mayur Pu
13. Staley,Charles.E, “A History of Economic Thought: From Aristole To Arrow”, BlackwellPublishing

This course can be opted as an elective by the students of following subjects: Open for all

Suggested equivalent online courses:

Courses on Swayam / MOOCs

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Geography		
Course Code: A110301T	Course Title: Environment, Disaster Management and Climate Change	
Course Learning outcomes:		
<p>CO1: The course aim is to give basic understanding of concept Environment, Climate Change and Disaster Management for fulfilling global needs</p> <p>CO2: Understanding the concept of appraisal and conservation of Environment and Natural Resources at local and national level</p> <p>CO3: Understand pollution effect at local and national level.</p> <p>CO4: Understand river valley project for fulfilling global needs.</p> <p>CO5: Understanding Global effort in field of disaster management.</p> <p>CO6: Developing understanding about various Impacts of Climate Change at local and national level.</p> <p>CO7: Introduce the basic concepts related to disaster Management globally.</p> <p>CO8: Understand Do's and, Don'ts during disasters.</p>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Concepts & components of Environment, Ecology and ecosystem. Environmental education in Vedas, Indian traditional Knowledge in Environment and Disaster Management.	8
II	Bio-diversity and its conservation, sustainable development.	8
III	Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution Disposal of solid waste.	8
IV	Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.	8
V	Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming.	8
VI	Global Climatic Assessment – IPCC, Impacts of Climate Change, National Action Plan on Climate Change.	7
VII	Disasters, Hazards, Risk, Vulnerability, Type of Disasters, Disaster Management and Disaster Management Cycle.	7
VIII	Flood, Drought, Cyclone, Earthquake, Tsunami, Landslide, Chemical and Nuclear Disasters. Do's and Don'ts During Disasters.	6

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	3	1	1	1	1	1
CO5	1	1	3	1	1	1	1	1
CO6	1	1	1	1	1	1	1	1
CO7	1	2	1	1	1	1	1	1
CO8	1	2	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	2	1	1
CO3	3	2	1
CO4	1	1	1
CO5	2	1	1
CO6	3	1	1
CO7	1	2	1
CO8	2	1	1

Suggested Readings:

1. Casper J.K. (2010). Changing Ecosystems: Effects of Global Warming. New York, USA: Infobase Pub.
2. Hudson, T. (2011). Living with Earth: An Introduction to Environmental Geology. Delhi, India: PHI Learning Private Limited.
3. Miller, G.T. (2007). Living in the Environment: Principles, Connections, and Solutions. Belmont, Australia: Brooks/ Cole Cengage Learning.
4. Singh, R.B. (1993) Environmental Geography. Delhi, India: Heritage Publishers.
5. UNEP. (2007). Global Environment Outlook: GEO4: Environment For Development,
6. United Nations Environment Programme. UK: University Press, Cambridge.
7. Government of India. (2011). Disaster Management in India. Delhi, India: Ministry of Home Affairs.
8. Singh, Savendra (2019) PryavaranBhugol, Pravalika Publication, Allahabad
9. Kapur, A. (2010). Vulnerable India: A Geographical Study of Disasters. Delhi, India: Sage Publication.
10. Singh, Savendra (2019) ApadaPrabandhan, Pravalika Publication, Allahabad.
11. Ramkumar, M. (2009). Geological Hazards: Causes, Consequences and Methods of Containment. New Delhi, India: New India Publishing Agency.
12. Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC
13. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability.

14. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
15. The Climate Change Policy Framework: Global Initiatives UNFCCC and COPs; National and Local Action Plan on Climate Change.
16. Government of India. (2008) Vulnerability Atlas of India. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India
17. Modh, S. (2010). Managing Natural Disaster: Hydrological, Marine and Geological Disasters. Delhi, India: Macmillan.
18. Bansal SC, (2020) Jalvayuvigyanevam Samudra Vigyan, Meenakshi Publication, Meerut.
19. Bansal SC, (2019) Prayavarn ek adhyan, Meenakshi Publication, Meerut.

Course prerequisites: 12th Standard Pass/Open to all

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/aic19_ge05/preview

https://onlinecourses.swayam2.ac.in/nou21_bt03/preview

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Programme/Class: Diploma/ BA	Year: Second	Semester: Second
Subject: Geography		
Course Code: A110302P	Course Title: Statistical Techniques	
Course Learning outcomes:		
On completion of this course, learners will be able :		
CO1: To differentiate between qualitative and quantitative information for fulfilling global needs.		
CO2: To understand the nature of various data at local and national level.		
CO3: To understand sampling methods for data collection for fulfilling global needs.		
CO4: To present data through graphical and diagrammatic formats.		
CO5: To use the concept of probability mainly the normal distribution.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topics	No. of Lectures
I	Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)	8
II	Tabulation and Descriptive Statistics: Frequency Distribution Table, Cross Tabulation, Graphical Presentation of Data (Bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves), Measurement of Central Tendencies (Mean, Median and Mode), Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).	8
III	Sampling: Purposive, Random, Systematic and Stratified. Theoretical Distribution: Concept of Probability Distribution (theory only), Normal Distribution (Its Characteristics and Application of Area Under Normal Curve).	7
IV	Correlation: Rank Correlation and Product Moment Correlation, Simple Regression and Mapping of Residuals from Regression.	7
Suggested Readings:		
<ol style="list-style-type: none"> 1. Berry B. J. L. and Marble D. F. (eds.): Spatial Analysis – A Reader in Geography. 2. Ebdon D., (1977): Statistics in Geography: A Practical Approach. 3. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York 4. Sharma, JP (2001) PrayogikBhugol, Rastogi Publication, Meerut 5. Hammond P. and McCullagh P. S., (1978): Quantitative Techniques in Geography: An Introduction, Oxford University Press. 6. Sharma, PM, (2009) Bhugol Me sankhkiyaVidhyan, Rajasthan GranthAccademy, Jaipur 7. Bansal SC,(2020) ShodhvidhitantravasankhikiyaVishyan, RK Books Publication, New Delhi. 8. King L. S., (1969): Statistical Analysis in Geography, Prentice-Hall. 		

<p>9. Mahmood A., (1977): Statistical Methods in Geographical Studies, Concept.</p> <p>10. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi.</p> <p>11. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan PrivateLtd., New Delhi</p> <p>12. Silk J., (1979): Statistical Concepts in Geography, Allen and Unwin, London.</p> <p>13. Spiegel M. R.: Statistics, Schaum's Outline Series.</p> <p>14. Yeats M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, NewYork.</p>
<p>This course can be opted as an elective by the students of following subjects: Open for all.....</p>
<p>Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File, Map Preparation.</p>

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Home Science		
Course Code: A130301T	Course Title: Advance Nutrition and Human Development (Theory)	
Course Learning outcomes:		
On completion of this course, learners will be able to: CO1: Create an awareness about importance of healthy mealknowledge for better skill development at various stages of life cycle. CO2: Learn about the characteristics, needs and developmental tasks of Infancy, childhood stage for Skill development & employability. CO3: Learn about the characteristics, needs and developmental tasks of Adolescent & Adulthood and Old stage for entrepreneurship & employability. CO4: Learn about the characteristics, needs and developmental tasks for better skill development. of special condition pregnancy. CO5: Explain the Physical & Psychological changes during middle childhood understanding for skill development adolescent and adulthood stage CO6: Inculcate healthy eating practices development for employability & entrepreneurship among students. CO7: Develop skill of meal planning for better skill development. Different physiological groups CO8: Learn about the Introduction to adulthood for better skill development.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures- 60		
Unit	Topics	No. of Lectures
Part A		
I	Meal Planning- Definition, importance, factors affecting meal planning, Balanced Diet, RDA knowledge for better skill development	7
II	Nutrition During Infancy and Childhood- Nutrition Requirement, RDA and Diet Plan for Skill development & employability.	7
III	Nutrition During Adolescence, Adulthood and Old Age. Nutrition Requirement for entrepreneurship & employability, RDA and Diet Plan.	8
IV	Nutrition During special condition pregnancy and lactation Nutrition Requirement, RDA and Diet Plan for better skill development.	8
Part B		
V	Middle Childhood Years Developmental tasks and characteristics of middle childhood period understanding for skill development. <ul style="list-style-type: none"> • Physical and motor development • Social & emotional development • Cognitive development • Language development 	8

VI	Puberty and Adolescence <ul style="list-style-type: none"> • Development tasks and characteristics • Significant Physical physiological and hormonal changes in puberty. • Self and Identity, Factors influencing Identity& Personality development for employability & entrepreneurship. • Family and peer relationship Problems – Drug and Alcohol abuse, STD, HIV/AIDS, Teenagepregnancy.	8
VII	Cognitive, Language and Moral Development during Adolescence: <ul style="list-style-type: none"> • Perspective on cognitive development, development of intelligence and Creativity for better skill development. • Adolescent language • Adolescent Morality. 	7
VIII	Introduction to adulthood: <ul style="list-style-type: none"> • Concept, transition from adolescence to adulthood • Developmental tasks of Adulthood • Physical and physiological changes from young adulthood to late adulthood for better skill development. Responsibilities and adjustments-educational, occupational, maritaland parenthood.	7

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	3	2	1	3
CO2	3	1	1	3	3	3	3	3
CO3	1	2	2	2	2	2	3	2
CO4	3	2	3	2	3	3	2	2
CO5	2	3	3	1	2	2	2	3
CO6	2	2	2	3	2	3	3	2
CO7	3	1	3	1	2	3	2	2
CO8	2	3	2	3	1	2	3	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note : 3 for highly mapped,2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

1. Sheel Sharma, "Nutrition and Diet Therapy, Peepee Publishers, New Delhi; 2014.
2. Ankita Gupta "Text book of Nutrition" Medico Refresher Publisher, Agra, 2018.
3. Subhangini A Joshi; Nutrition and Dietetics, Mc Graw Hill Education, Private Ltd.
4. Kumud Khanna, "Text book of Nutrition and Dietetics", Elite Publishing House Pvt.Ltd, New Delhi, 2013, 7th Ed.
5. Swaminathan M, Essentials of Food and Nutrition Vol I and II
6. Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).
7. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IIInd Edition).
8. Mussen P.H. Conger J. J. Kagan J and Huston A.C. 1990. Child Development and Personality(VI Edition) Harper and Row Publishers New York.
9. Boeknek G. Human Development Brook and Cole Publishing Company 1980.
10. AadhunikVikasatmakManovigyan, Shri Vinod PustakMandir Agra Edition 3rd 2015.
11. Harpalani. AaharVigyaanavamUpcharatmakPoshan, Star Publications, Agra.
12. Suggestive digital platforms web links- IGNOU & UPRTOU online study material Svayam Portal,
<http://heecontent.upsdc.gov.in/Home.aspx>

Course prerequisites: To study this course, a student must have had the subjectinclass/12th/certificate/diploma.....
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Suggested equivalent online courses:

IGNOU and other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and abroad.

Further Suggestions:

Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and governmentsector as well as extend knowledge by joining advance course in same discipline. It widens the scope for students to join Government and Non-Government organizationupskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Home science		
Course Code: A130302P	Course Title: Advance HumanDevelopment (Practical)	
Course Learning outcomes:		
On completion of this course, learners will be able to: CO1: Learn to cope up with adolescent and adulthood problems for better skill development. CO2: Understand and handle development related issues more efficiently for employability & entrepreneurship. CO3: Able to know human behaviour to understand the skill development. CO4: Understand individual differences for better skill development.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lab Period- 30 (60 hours)		
Unit	Topics	No. of Lectures
I	Preparation of an album on developmental milestones of children for better skill development. Prepare child literature. Visit to Child Care Centres/ anganwadi.	8
II	Study of physical, social, emotional, cognitive, language development (any two) for employability & entrepreneurship Observations of child rearing practices in families from different social classes.	8
III	Interviews of adolescent girls and boys to understand the skill development their lifestyle, behaviour and problems.	7
IV	Carry out case studies to know more about the different lifestages, e.g., school going children, adolescents for better skill development , Young adults (any two).	7
Suggested Readings:		
1. Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977). 2. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (II nd Edition). 3. Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and 4. Personality (VI Edition) Harper and Row Publishers New York. 5. Boeknek G. Human Development Brook and Cole Publishing Company 1980. 6. Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3 rd 2015 7. Suggestive digital platforms web links- e PG- Pathshala, infli ^{net} , IGNOU & UPRTOU online study material. Svayam Portal, http://heecontent.upsdc.gov.in/Home.aspx		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject		
Course prerequisites: To study this course, a student must have had the subject ALL in class 12 th . The eligibility for this paper is 10+2 with any subject		

2nd Year, Semester-III

B.A.-B.Ed. (Integrated Education) Programme Course I (Theory)

Programme/Class: Diploma/BAJ	Year: Second	Semester: Third
Subject:Journalism		
CourseCode: A270301T	CourseTitle: AdvertisingandPublicRelations	
<p>Courseoutcomes: The student at the completion of the course will be able to develop the skills & employability: CO1: Prepare the student to understand basic concept of Advertising. CO2: Students will get familiar with different types of advertisement. CO3: Acquaint students with practical knowledge of various types of advertising. CO4: Students have to understand the concept of Public Relation. CO5: Students will know about the various means of Public Relations. CO6: To know about the ethics of advertisement and Public relation.</p>		
Credits:4	Core Compulsory/ Elective	
Max.Marks: 25+75	Min.PassingMarks: 40	
TotalNo.ofLectures-60		
Units	Topic	No of Lectures
I	Advertising: Concepts, Definition, Types and Functions; Evolution of Advertising	03
II	Advertising Agencies: Functions, Organizational structure; Advertising and Marketing mix; Advertising and Marketing Research for skill development.	10
III	Theories of advertising, Motivation theory, Consumer Behavior, Advertising Appeals	09
IV	Consumer Behavior: Factors, Models, and Brand positioning; Creative strategies; Creating ads for FMCG products; Brand Promotions and Sales Promotions for development of entrepreneurship; Advertisements and Ethics; ASCI	08
V	Advertising Research: Importance and Types; Online Advertising: Process, Scene, Types and Creation Measuring Online Advertising: CPC, CPM and other Methods	8
VI	Public relation: Nature and Scope; History; Definition; Role and Functions of PR; Publicity, Public Opinion, Propaganda, Public Affairs and Lobbying	6
VII	PR Tools: House Journals, Press Conferences, Press Releases, Exhibitions, Advertising, Mediatour; PR in Public Sector, Private Sector and Multinationals	8
VIII	PRSI Theories of PR: Symmetrical & Asymmetrical; PRO; Corporate Communication: Corporate Image and Identity for employability and development of entrepreneurship..	8

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	2	2	2	1	2
CO2	3	2	1	2	1	1	1	1
CO3	2	1	3	2	2	2	2	2
CO4	2	2	2	1	3	1	2	3
CO5	1	3	3	1	1	2	1	3
CO6	1	2	1	3	1	2	3	2
CO7	1	1	1	2	2	1	1	1
CO8	1	1	2	3	2	3	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	2
CO3	3	2	2
CO4	3	1	2
CO5	3	2	2
CO6	3	3	1
CO7	3	3	2
CO8	3	2	2

Suggested Readings:

- Mass Communication in India: Kumar, Kewal J., Jaico Publication
- Dr. Umesh Kumar, Digital Advertising
- Advertising Management: David A. Parker, Rajiv Batra, Practice Hall M97, Connaught Circus, New Delhi
- Dr. Umesh Kumar, Advance Advertising
- J. R. Henry and A. Rene; Marketing Public Relations, Surjeet Publications, New Delhi.
- Kaul J. M. Public Relation in India, Noya Prakash, Calcutta Pvt. Ltd.
- B. N. Ahuja and S. S. Chhabra, Advertising, Surjeet Publications, New Delhi
- C. K. Sardhana, Challenge of Public Relations, Har-Anand Publication, New Delhi
- William F., Contemporary Advertising, Arens & Bovee

This course can be opted as an elective by the students of following subjects: Open for all

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up skilling the people at different levels as per their socio-economic structure.

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Programme/Class: DIPLOMA	Year: Second	Semester: Third
Subject: Journalism		
Course Code: A270302P	Course Title: Graphics and Design for Advertising (Practical)	
Course Outcomes:		
CO1: Able to design advertising and Make Plan for that. CO2: Understand Public Relation and able to make a good Public Relation. CO3: Know press briefing, Press Conference and Others		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of lab. periods-30(60 hours)		
Unit	Topic	No. of lab. periods
I	Design Print Advertising for his/her Institute for skill development.	6
II	Design Visual Advertising for his/her Institute and also for any historical or religious place for development of employability and entrepreneurship.	12
III	Prepare Radio Advertisement for his/her Institute	5
IV	Case study of any one of the advertising National Campaign	7
Suggested Readings:		
Advertising Management: David A. Parker, Rajiv Batra, Practice Hall, New Delhi BN Ahuja and S Chhabra, Advertising, surjeet Publications, New Delhi William F, Contemporary Advertising, Arens & Bovee		
This course can be opted as an elective by the students of following subjects: Open for all		

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ B.A.B.Ed.		Year: Second	Semester: Third
Subject: Teacher Education [TEC-3]			
Course Code: E030301T		Course Title: Psychological Foundations of Education	
Course Objectives: Education aims to bring desirable change in student's behavior. To realize the objectives of education, teachers need to create such a learning condition in the classroom, in which desirable change may occur in student's behavior. Therefore, teachers need to understand theories of human development and various learning behaviors to achieve the objective of education. Educational psychology helps the teacher to understand the social-emotional environment of the classroom. For the proper development of the students, the teacher needs to understand the individual differences of the students regarding their ability, interests, attitudes, and needs at different levels of growth and development. Knowledge of educational psychology enables the teacher to visualize the aims of education effectively and efficiently for skill development and employability..			
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4-1-1			Total Contact Hours: 90
Unit	Topics		No. of Lectures
I	Educational Psychology <ul style="list-style-type: none"> • Meaning, nature, and scope of psychology for development of skills. • Methods of psychology: Observational, experimental, correlational study, case-study. • Relationship between psychology and education • Meaning, nature, and scope of Educational Psychology • Significance of knowledge of educational psychology for teachers 		15L+5T
II	Human Development <ul style="list-style-type: none"> • Concept of growth and development • Stages of human development • Factors influencing human development • Dimensions of human development: Social, emotional, moral, linguistic, and cognitive development. 		15L+2T
III	Learning and Motivation for development of skill and knowledge <ul style="list-style-type: none"> • Learning and theories of learning • Factors affecting learning, transfer of learning • Motivation – meaning, the cycle of motivation, techniques for enhancing learner's motivation. 		15L+4T
IV	Individual Differences <ul style="list-style-type: none"> • Intelligence: Concept of intelligence and its measurement for development of employability and entrepreneurship. • Theories of intelligence, intelligence tests 		15L+4T

	<ul style="list-style-type: none"> • Personality: Concept of personality and its determinants • Theories of personality • Creativity: Concept, meaning, nature, and teaching strategies to foster creativity • Difference between intelligence and creativity, identification of creative children. 	
Research Orientation	<p>Students will be required to</p> <ul style="list-style-type: none"> • Administer an Intelligence Test on school students, score, interpret and make conclusions. • Administer a Personality Test on school students, score, interpret and make conclusions • Administer a Creativity Test on school students, score, interpret and make conclusions • Prepare and present a research note of the various stages of human development. 	15P

Course outcomes:

After the completion of this course, the students will be able to

CO1: Understand the concept, methods and principles of educational psychology for skill development.

CO2: Understand factors and dimensions of growth and development

CO3: Analyze the theories of learning and motivation for development of skills and knowledge.

CO4: Understand the concept and theories of intelligence, personality, and creativity.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	3	3	2	2	3
CO2	3	2	3	3	2	1	2	2
CO3	3	2	2	3	2	1	2	3
CO4	3	2	2	3	3	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	1
CO3	3	2	1
CO4	3	3	2

Suggested Readings

1. Agarwal, J.C. (1981). Essentials of educational psychology, Delhi: Doaba Books.
2. Atkinson, R.L. (1983). Introduction to psychology. New York: HBT.
3. Chauhan, S.S. (2001). Advanced educational psychology. New Delhi: Vikas PublishingHouse.
4. De Cecco, J.P. (). The psychology of learning and instruction. New Delhi: Prentice-Hallof India, Pvt. Ltd.
5. Gage, N.L., & Berliner, D.C. (). Educational psychology. Chicago: McNally CollegePublishing Co.,
6. Loran, J.W., & B.L. Walley. (). Introduction to early childhood education. New York: D.VanNor Stand Co.
7. Lovel, K. (). An Introduction to human development. London: Scott, Foreman and Co.
8. Morse, W.C. & Wingo, G.M.(). Psychology &teaching. Bombay: P.B. Taraporewala Sons& Co. Pvt. Ltd.
9. Oven, S. (). Educational psychology: An introduction. Boston: Little, Brown & Co.
10. Skinner, C.E. (Ed). (1950). Elementary educational psychology. New York: Prentice Hall Inc.1950.
11. Woolfolk, A.(). Educational psychology. Delhi: Dorling Kindersley (India) Pvt. Ltd.,

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested equivalent online courses:.....

Further Suggestions:.....

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Theory)

Programme/Class: Diploma/ B.A.B.Ed.	Year: Second	Semester: Third
Subject: Teacher Education [PSS-2]		
Course Code: E030302T	Course Title: Pedagogy of Social Sciences -2	
<p>Course Objectives: Successful work of a social science teacher requires professional knowledge and skills, critical thinking, aim for professional competence development, and the following personal teacher qualities: communication skills, creative skills, fast orientation, thoroughness, honesty, diligence, personal responsibility. This course sincerely provides an understanding of the role and responsibilities of a social science teacher and the teaching-learning process too. By providing relevant information and knowledge, skills, strategies, and attitudes, this course is focussing to prepare a teacher to grow up as an active, responsible, and reflective member of the teaching community. This vision is also providing an insight into the assessment and evaluation aspect of social science teaching. Thus, we can conclude that this course is designed to transform the learner into a well-equipped social science teacher.</p>		
<p>Course outcomes: After the completion of this course, the students will be able to CO1: Explain and analyze the role and responsibilities of teachers of social sciences. CO2: Transact contents of social sciences effectively by using appropriate teaching-learning resources and approaches for skill development and entrepreneurship. CO3: Comprehend about learning space, resources and labs in social science CO4: Understand a range of assessment and evaluation strategies in social sciences</p>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2-0-1		Total Contact Hours: 45
Unit	Topics	No. of Lectures
I	<p>Teacher and Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Teacher: Essential qualities of social sciences teachers, professional ethics of teachers of social sciences, techniques to enjoy the role of teacher of social sciences, challenges faced by teachers of social sciences for skill development. • Teaching Learning Process: Creating an engaging environment for teaching and learning, helping learners to actively and collaboratively engage in learning. • Transactional Strategies: Inquiry-based approach, Inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, Individually based programmes, groupwork, peer learning, observation-based survey, problem-solving, guided independent study, seminar presentation, action research. 	10T
II	<p>Skill, Resources, and Strategies for Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Teaching Skills: Microteaching, core skills for the teaching of social sciences (class management skill, writing instructional objectives, 	10T

	<p>introduction skill, fluency in questioning, probingquestioning, reinforcement skill, explaining skill, illustrating with examples, stimulus variation skill, increasing pupils participation,recognizing attending behaviour, blackboard writing skill, andlesson closure skill) for development.</p> <ul style="list-style-type: none"> • Teaching Resources: Book resources, non-book resources, socialscience clubs, social science exhibition, social science library,study circles, field trips, social science fairs, virtual labs. • Strategies for teaching-learning: Storytelling method, supervisedstudy method, project method, textbook method, lecture method,assignment, discussion method, demonstration method,dramatization method, team teaching method, problem-solvingmethod, experiential learning, collaborative learning, case-basedlearning for development of entrepreneurship qualities. 	
III	<p>Teaching Learning Spaces and Resources</p> <ul style="list-style-type: none"> • Learning spaces: Making the classroom a joyful place forlearning, making arrangements for student-driven learning,employing technologies in the classroom, using laboratories asalternative places of learning. • Learning resources: Instructional aids in social sciences,technology-supported resources, open education resources (OER)in social sciences, Social science kit, designing and developingcontent-based and context-based teaching-learning resources forthe teaching of social science. • Learning Labs: Layout and design of the laboratory in socialsciences, need and importance of social sciences lab, equipmentof social sciences lab, maintenance of laboratory records,consumable and non-consumable items. 	10T
IV	<p>Assessment and Evaluation in Social Sciences</p> <ul style="list-style-type: none"> • Meaning and importance of measurement and evaluation inSocial Sciences: Objectives of evaluation in social sciences, toolsand techniques of evaluation in social sciences, meaning andneed of formative and summative evaluation, meaning andsignificance of comprehensive and continuous evaluation insocial sciences for skill development and employability. • Construction of achievement test in social sciences: blueprint,item analysis and try out, standardization of test-objectivity,reliability, validity, norms, diagnostic test, and remedial teaching,Cumulative grade point average (CGPA), Choice based creditsystem (CBCS) 	10T
Practicu m	<p>Students will be required to</p> <ul style="list-style-type: none"> • Planning and discussion of lessons for the school experienceprogramme. • Preparation of blueprint of an achievement test in social sciences. • Prepare report cards of learners-based on a continuous andcomprehensive evaluation. • Develop an e-portfolio based on the learning and experiencesrelated to the teaching of social sciences • Write a reflective paper on any theme of social sciences in about 3000 words. 	5P

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	3	3	1	2	3
CO2	3	2	2	3	2	1	2	3
CO3	3	2	2	2	2	1	2	2
CO4	2	2	2	3	2	1	3	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	2	2	1
CO4	3	3	1

Suggested Readings

1. Adler, B. W. (1958). Teaching of social studies in High school. Boston: Hath and Company.
2. Aggarwal J.C. (1992). Teaching of social studies. New Delhi: Vikas Publishing House.
3. Atela, J. (2019). Samajikvigyan ka shikshasasthra. New Delhi: Luxmi Book Depot
4. Ayaaba, D. (2008). The role of social studies education in national development. CapePublications.
5. Banks, J.A.(1990) Teaching strategies for the social studies: Inquiring, valuing and decisionmaking. New York: Long man
6. Blege, W. (2001). Social studies: Theory and practice. Accra: Walleyblege Publication
7. George, A., & Madan, A. (2009). Teaching social science in schools. New Delhi: SagePublications.
8. Kochar, S.K.(1998).Teaching of Social Studies. New Delhi: Sterling publishers.
9. Kohli, A.S.(1966). Teaching of social studies. New Delhi: Anmol Publications Pvt. Ltd,
10. Kumar, C., & Sharma, D. (2013). Samajikvigyanshikshan. New Delhi: TwentyfirstCenturyPublications.
11. 'Arya' Mohan Lal, Pandey M.P., Kaur B. and Gola R.K. (2017): Samajikvigyankashikshanshashttra, Meerut: R. Lal BookDepot.
12. Maheshwari, B.K., & Bansal, S. (). Samajikvigyanshikshan. New Delhi: TwentyfirstCentury Publications.
13. Mehta, D.D. (2004) Teaching of social studies. Ludhiyana: Tondon Publication,
14. Passi,P.K.(). Becoming better teacher. Ahmedabad: Sahitya Mudranalaya Publishing,
15. Sharma, B.L., & Maheshwari, B.K. (). Samajikvigyanshikshan. Meerut: R. Lal

BookDepot.

16. Sharma, R. A. (). Samajikvigyanshikshan. Merut: R. Lal Book Depot.

17. Sivarajan N.K., Thulasidharan T.V., & Vijayan N.K., (2007). Social science education.Calicut: Calicut University.

18. Srivastva, R.S., & Kaur, A. (). Samajikvigyanshikshan. Merut: R. Lal Book Depot.

This course can be opted as an elective by the students of the following subjects: Open for all

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Suggested equivalent online courses:.....

Further Suggestions:.....

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course III
(Theory)

Programme/Class: Diploma/ B.A.B.Ed.	Year: Second	Semester: Third
Subject: Teacher Education [PL-2]		
Course Code: E030302T	Course Title: Pedagogy of Language -2	
<p>Course Objectives: Languages as a subject have specific aims for language-related skills and competencies, for producing and understanding texts for communication as well as for aesthetic purposes. Languages are helpful for a variety of purposes: for learning, for personal development, for participation in society, for communication and interaction with others in a variety of social and intercultural settings. Following these arguments, this course will help prospective teachers to learn the ways and techniques of teaching languages to the students.</p>		
<p>Course Outcomes: After the completion of this course, the students will be able to CO1: Explain and analyze the role and responsibilities of teachers of languages for skill development. CO2: Effectively transact language contents by using appropriate teaching-learning resources and approaches. CO3: Comprehend about learning space, resources and labs in languages for development of entrepreneurship. CO4: Understand a range of assessment and evaluation strategies in languages</p>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2-0-1		Total Contact Hours: 45
Unit	Topics	No. of Lectures
I	<p>Teacher and Teaching in Language</p> <ul style="list-style-type: none"> • Teacher: Essential qualities of language teachers, Professional ethics of teachers of languages, Techniques to enjoy the role of a language teacher, Challenges faced by teachers of languages • Teaching Learning Process: Creating an engaging environment for teaching and learning, helping learners to actively and collaboratively engage in learning for skill development and entrepreneurship. • Transactional Strategies: Inquiry-based approach, Inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, Individually based programmes, group work, peer learning, observation-based survey, problem-solving, guided independent study, seminar presentation, action research. 	10T
II	<p>Skill, Resources, and Strategies for Teaching of Language</p> <ul style="list-style-type: none"> • Teaching Skills: Microteaching, core skills for the teaching of languages (class management skill, writing instructional objectives, introduction skill, fluency in questioning, probing questioning, reinforcement skill, explaining skill, illustrating with examples, stimulus variation skill, increasing pupils participation, 	10T

	<p>recognizing attending behaviour, blackboard writing skill, and lesson closure skill) for development.</p> <ul style="list-style-type: none"> • Teaching Resources: Book resources, non-book resources, language clubs, language library, study circles, field trips, book fairs. • Strategies for teaching-learning: Storytelling method, supervised study method, project method, textbook method, lecture method, assignment, discussion method, dramatization method, team teaching method, problem solving method, experiential learning, collaborative learning, case-based learning. 	
III	<p>Teaching Learning Spaces and Resources</p> <ul style="list-style-type: none"> • Learning spaces: Making the classroom a joyful place for learning, making arrangements for student-driven learning, employing technologies in the classroom, using laboratories as alternative places of learning. • Learning resources: Instructional aids in social sciences, technology-supported resources, open education resources (OER) in social sciences, languages learning kit, designing and developing content-based and context-based teaching-learning resources for the teaching of languages for development of entrepreneurship. • Learning Labs: Layout and design of the laboratory in languages, need and importance of languages lab, equipment of languages lab, maintenance of laboratory records, consumable, and nonconsumable items. 	10T
IV	<p>Assessment and Evaluation in Language</p> <ul style="list-style-type: none"> • Meaning and importance of measurement and evaluation in languages: Objectives of evaluation in languages, tools, and techniques of evaluation in languages, meaning and need of formative and summative evaluation, meaning and significance of comprehensive and continuous evaluation in languages for skill development. • Construction of achievement test in languages: blueprint, item analysis and try out, standardization of test-objectivity, reliability, validity, norms, diagnostic test, and remedial teaching, Cumulative grade point average (CGPA), Choice based credits system (CBCS). 	10T
Practicum	<p>Students will be required to</p> <ul style="list-style-type: none"> • Planning and discussion of lessons for the school experience programme. • Preparation of blueprint of an achievement test in languages. • Prepare report cards of learners-based on a continuous and comprehensive evaluation. • Develop an e-portfolio based on the learning and experiences related to the teaching of languages • Write a reflective paper on the theme of 'language learning in schools' in about 3000 words. 	5P

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	3	3	1	2	2
CO2	3	2	2	3	1	1	3	2
CO3	2	2	2	3	2	1	3	3
CO4	2	2	1	3	2	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Chaturvedi, S. (2011). Hindi teaching. Meerut: R.Lal Book Depot.
2. Chaturvedi, S. (). Bhasha ki shiksha. Varanasi: Hindi Sahitya Kutir.
3. Kendriya Hindi Sansthsan. (). Bhasha shikshan aur bhasha vigyan. Agra: KendriyaHindiSansthsan,
4. Pandey, R.S. (2009). Hindi teaching. Agra: Vinod Pustak Mandir, Agra.
5. Sharma R.A., & Chaturvedi, S. (). Pedagogy of school subject. Meerut: R.LalBookDepot, Agra
6. Sharma, K., & Sharma, B (2009). Hindi teaching. Agra: Agarwal Publication.
7. Sharma, R.A. (). Teaching English. Meerut: R . Lal Book Depot,
8. Srivastava, H.S. (2006). Curriculum and methods of teaching. Delhi: Shipra Publication,
9. Srivastava, H.S (1989). Instructional objectives of teaching school subjects. New Delhi:NCERT,
10. Srivastava, H.S (1999). Challenges in education. New Delhi: Vikas Publishing House

This course can be opted as an elective by the students of the following subjects: Open for all.....

Suggested Continuous Evaluation Methods:

- The students will be assessed through presentations, discussions, demonstrations, seminars,workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:.....

Further Suggestions:

.....

2nd Year, Semester-III
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ BA BEd	Year: Second	Semester: Third
Subject: Co-Curricular Course		
Course Code: Z030301	Course Title: Human Values and Environmental Studies	
<p>Objective: The mission of the course on Human Values and Environmental Studies is to create morally articulatesolutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the readers to improve their thought process with intent to develop anew generation of responsible citizens capable of addressing complex challenges faced by the societydue to disruptions in human interactions effecting human values. This course works towards for skill development and employability.</p>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures Total=30
I	Human Values- Introduction- Values, Characteristics, Types DevelopingValue system in Indian Organization, Values in Business Management,value based Organization, Trans –cultural Human values in Management.Swami Vivekananda's philosophy of Character Building, Gandhi's conceptof Seven Sins, APJ Abdul Kalam view on role of parents and Teachers.	2
	Human Values and Present Practices – Issues: Corruption and Bribe, Privacy Policy in Web and Social Media, Cyber threats, Online Shopping etc. Remedies UK Bribery Act, Sarbanes Oxley Act, Introduction to sustainable policies and practices in Indian Economy.	2
	Principles of EthicsSecular and Spiritual Values in Management- Introduction- Secular andSpiritual values, features, Levels of value Implementation. Features ofspiritual Values, Corporate Social Responsibility- Nature, Levels,Phasesand Models of CSR, Corporate Governance. CSR and Modern BusinessTycoons Ratan Tata, Azim Premji and Bill Gates.	3
II	Holistic Approach in Decision making- Decision making, the decisionmaking process , The Bhagavad Gita: Techniques in Management, Dharmaand Holistic Management	3
	Discussion through Dilemmas – Dilemmas in Marketing and PharmaOrganisations, moving from Public to Private – monopoly context,Dilemma of privatisation, Dilemma on liberalization, Dilemma on socialmedia and cyber security , Dilemma on Organic food, Dilemma onstandardization ,Dilemma on Quality standards.	3
	Case Studies	2
III	<ul style="list-style-type: none"> • Ecosystem: Concept, structure & functions of ecosystem: producer, • consumer, decomposer, foodweb, food chain, energy flow, 	

	Ecologicalpyramids <ul style="list-style-type: none"> • Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity • Role of individual in Pollution control • Human Population & Environment • Sustainable Development • India and UN Sustainable Development Goals • Concept of circular economy and entrepreneurship 	7
IV	<ul style="list-style-type: none"> • Environmental Laws? • International Advancements in Environmental Conservation • Role of National Green Tribunal • Air Quality Index • Importance of Indian Traditional knowledge on environment • Bio assessment of Environmental Quality • Environmental Management System • Environmental Impact Assessment and Environmental Audit 	8

Course outcomes:

CO1: Building fundamental knowledge of the interplay of markets, ethics, and law.

CO2: Look at various challenges faced by individual to counter unethical issues, business ethics, core concepts of anti-corruption.

CO3: Morally articulate solution evolver to management issues in general,

CO4: Issues of sustainable development for a better environment for skill development.

CO5: To know how environmental degradation has taken place.

CO6: Be aware of negotiations and international efforts to save environment.

CO7: How to develop sustainably for skill development?

CO8: Efforts taken up by UN and India in Sustainable Development for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	3	3	1	2	2
CO2	3	2	2	3	1	1	3	2
CO3	2	2	2	3	2	1	3	3
CO4	2	2	1	3	2	1	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1

CO4	3	3	1	
<p>Suggested Readings: A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal <i>et.al</i></p> <ol style="list-style-type: none"> 1. JUSTICE: What's the Right Thing to Do? Michael J. Sandel. 2. Human Values by A. N. Tripathi New Age International 3. Environmental Management by N.K. Uberoi 4. https://www.un.org/sustainabledevelopment/sustainable-development-goals/ 5. https://www.india.gov.in/my-government/schemes 6. https://www.legislation.gov.uk/ukpga/2010/23/contents 7. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921 				
Suggested equivalent online courses:				
<p>Further Suggestions: It can be considered to change the course title to Human Values and Sustainable Development.</p>				

SEMESTER-IV

Courses	Number	Code
Core Courses (Subjects)	2	CC1-4, CC2-4
Teacher Education Courses	1	TEC-4
Pedagogy Courses	1	EWP-2
Co-Curricular Course	1	CCC-4
Elective Course	1 (either in III or IV Semester)	EC-2

Note: Course name, content, credits, and assessment scheme of CC1-4, CC2-4, CCC-4, and EC-2 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

PROGRAMME/ CLASS DIPLOMA/ BA	BA- 2 YEAR	SEMESTER: IV
fo'k;% fgUnh		
COURSE CODE:A010401T	COURSE TITLE:fgUnhvuqokn	
<p>Course outcomes:</p> <p>CO1:fo kfFKZ;ksa dks fgUnh ds lkFk lkFk vaxzsth dh izkfjHkd tkudkj iznku djrs gq;s oSfÜod izfrLi/kkZRed okrkj.kds lkFk lkeatL; LFkfkfir djus esa l{ke cukuk rFkk Hkkjrh; laLd`fr vkSj lkfgR; ds izpkj izlkj esa lgk;d cukukA</p> <p>CO 2: vaxzsth ls fgUnh esa vuqokn ds ckjs esa tkuus ds fy, os vuqoknd] nqHkkf'k;k vkfn cu ldrs gSaA</p> <p>CO3: cgqHkkf'kd lekt esa vuqokn ds ckjs esa le>uk</p> <p>CO4: lapkj dks"ky lh[kus ds fy, vuqokn dh mi;ksfxrk dks le>ukA</p> <p>CO5: lkekU; "kCnksa rFkk ikfjHkkf'kd "kCnksa को समझना।</p> <p>CO6: vuqokn ds egRo dks le>ukA</p> <p>CO7: dal;wVj-] flusek] vuqokn vkfn ds ek;/e ls fo kfFK;ksa dks u, lekt dh pqukSfr;ksa dk lkeuk djus esa l{ke cukus dk iz;kl fd;k tk,xaA</p> <p>CO8: dEl;wVj ij fgUnh esa dk;Z djus esa l{ke cukuk rkfd os leqfpr jkstxkj izklr dj ldsA</p>		
CREDITS: 6	MAX.MARKS: 25+75	MIN.PASSING MARKS: 40
Total No. of Lectures- Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No.ofLectures
I	<p>vuqokn dh vo/kkj.kk vuqokn % ifjHkk'kk] Lo:lk] vuqokn dk egRo] vuqokn ds vU; :lk] fyl;arj.ke"khuhvuqoknvkfn]vuqoknd ds xq.k] nkf;RovkSj vis{kk,a] vuqoknesajkstxkj dh laHkkouk,a</p>	11
II	<p>vuqokn ds {ks= % izfdz;k] izdkj] lhek,a] vaxzsth&fgUnhvuqokn dh leL;k,avkSj lek/kku</p>	11
III	<p>vuqokn dk lkekftd&lkaLd`frdlanHkZ % laLd`fr] lkfgR; vkSjHkk'kk] vuqoknvkSjlaLd`fr]vuqoknvkSjlekt] vuqoknvkSjHkk'kk]cgqHkkf'kdlektesavuqokn</p>	11
IV	<p>vuqokn ds lk/ku % vuqoknesadks"k dk egRo] dks"kkksa ds izdkj] dks"kkksa ds mi;ksx] ladsriz.kkyh] "kCndks"k ds mi;ksx] fFklkWjl ds mi;ksx] lk;kZ;dks"k ds mi;ksx] mPpkj.kdks"k ds mi;ksx]Hkkf'kdks"k ds mi;ksx] fo'k;dks"k ds mi;ksx]ifjHkk'kkdks"k ds mi;ksxfo"odks"k ds mi;ksx</p>	11

	feFkddks”k ds mi;ksx lkfgR;dks”k ds mi;ksx iqjkkdks”kds mi;ksx	
V	ikfjHkkf’kd ‘kCnkoyh % ikfjHkkf’kd “kCn % rkRi;ZrFkk y{k.klkekU; “kCnksarFkk ikfjHkkf’kd “kCnksa dh vuqokn esa Hkwfedk ikfjHkkf’kd “kCnkoyhfuekZ.k ds fl)kUrikfjHkkf’kd “kCnkoyhfuekZ.k dh izfdz;k	11
VI	vuqokn dk iqujh{k.k} ewY;kadurFkkleh{kk % iqujh{k.k} ewY;kadu] leh{kk	11
VII	vuqoknIS)kafrdh ,d (fgUnh ls vaxzsthFkkvaxzsth ls fgUnh) iz”kklfudvuqokn cSafdaxvuqokn fof/k vuqokn Kku] foKkurFkkrdudhvuqokn	12
VIII	vuqoknIS)kafrdhns(fgUnh ls vaxzsthFkkvaxzsth ls fgUnh) lkekftdfo’k;ksa dk vuqokn] ItZukRedvuqokn	12

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	3	3	1	3	1	1
CO3	2	3	2	3	1	3	1	1
CO4	2	3	3	3	2	3	2	1
CO5	2	2	3	2	1	2	3	1
CO6	2	3	3	3	1	1	2	1
CO7	2	3	3	3	2	1	2	1
CO8	3	3	3	3	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1

CO4	3	1	1
CO5	3	1	1
CO6	2	1	1
CO7	3	1	1
CO8	3	1	1

This course can be opted as an elective by the students of following subjects:
 baVjehfM, VvFkok led{k ifj{kk mRrh.kZdjpqdsleLrfo|kFkhZ bl ikB;dze dk
 p;udjldrsgSA

Course prerequisites: To study this course, a student must have had the
 subject.....inclass/12th/certificate/diploma.

IHkh ds fy, (lkekU; fgUnhHkk'kk dk KkUkvisf{kr)

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class fMly®ek@ch-,--ch- ,M-	Year: Second o'kZ% f}rh;	Semester: IV lseyLVj: prqFkZ
fo'k;&laL—r		
Á"uÁ«kd®M%A020401T	Á"uÁ«k "kh'kZd% dkO;'kkL= laL—r ys[kudkS'ky	
<p>vf/kxemiyfC/k%</p> <p>CO1: fo kFkhZdkO;'kkL= ds mn~HkovkSjfoekl ls lqifjprgksdjdkO;'kkL= rRoksadks le>us esa l{kegksaxsA</p> <p>CO2:Nan Hksn ,oa muds fu;eksadks le>us esaleFkZdgsaxsA</p> <p>CO3:laL—r vyadjksa ds Kku ds ek;/e ls dkO; ds lkSan;Z dk cks/k djldsaxsA</p> <p>CO4:dYiuk'khyrk ,oajpukRed {kerk dk fodklgksxkA</p> <p>CO5:'kCnKkudks"kesao`f) gksxhA</p> <p>CO6:O;kdj.k 'kkL= ds Kku ds ek;/e ls 'kq) okD; foU;kldkS'ky dk fodklgksldsaxkA</p> <p>CO7:fo kFkhZesafuca/k ,oavuuqPNsnys[ku {kerk dk fodklgksxkAlaL—r i= ys[kuesadkS'kyesao`f) gksxhA</p> <p>CO8:vifBrva'k ds ek;/e ls fo"k; oLrqvoc®/k ,oavfHkO;fä dk dkS'kyfodflrgksxkA</p>		
Credits: 6	Core Company	
Max Marks: 25+75	Min passing Marks: 40	
Total No of Lectures – Tutorial –Practical (in hours per week) L-T-P 6-0-0		
UNIT bdkÃ	TOPICS ikBifo"k;	NO OF LECTURE
çFkeHkkx(Part-1)		
I	laL—r dkO;'kkL= ijaijkrFkkçeq[k dkO; 'kkL=h; xzaFk ,oavkpk;Z&Hkkeg] naMh] okeu]vkuano/kZu] eXeVdqard] {ksesn ^a] fo"oukFktx«kkFk	12
II	lkfgR; niZ.k¼1&2 ifjPNsn½	11
III	Nan¼o`rjRukkdj v/kksfyf[kr Nan½ vuq`Vqijvk;kZoa"klFkæqrfoyafrHkqtaxÁ;rkolarfryd k] baæotzk] misaæotzk]mitkfr] ekfyuh]f'k[kfj.kh Þ"kknwZyfozdzhfM+r] lzzX/kjk	11

IV	vyadkjlkgR; niZ.k ls v/kksfyf[krvyadkj vuqçkl];ed]miek] :id]mRçs{kk lans" kHkz kfUreku] – "Vkar]fun" kZuk] foHkkouk]fo'kks'kksfDr] lekksfDr	11
f}rh; HkKX(PART -2)		
V	fuca/k	12
VI	i= O;ogkj	11
VII	lelkef;dfo" k; ijvuqPNsnys[kuvFkokfoKkiu v[kckjlepkjys[ku	11
VIII	vifBrx ka'kvFkoki ka'kijvk/kkfjrç'umÜkj	11

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	1	1	1
CO3	3	3	1	1	1	1	1	1
CO4	2	2	1	1	1	1	1	1
CO5	2	2	1	1	3	1	1	1
CO6	2	2	1	1	2	1	1	1
CO7	3	2	1	1	2	1	1	1
CO8	2	3	1	1	2	1	1	1

**CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	2	1	1
CO8	3	1	1

laLrqrxzaFk&

- ❖ lkfgR; niZ.k¼ fo'oukFkdfojkt ½IR;ozr flag] pkS[kackfo|kHkouokjk.klh
- ❖ lkfgR; niZ.k]'kkfyxzke 'kkL=h eksrhykycukjlhnlçdk'kuokjk.klh
- ❖ lkfgR; niZ.k]jkt fd'kksj flag çdk'kddsæ y[kuÅ
- ❖ o`rj«kkdj v/kksfyf[krJhdsnkjHkêcynsomik/;k; pkS[kacklqjHkkjrhçdk'kuokjk.klh 2011
- ❖ NaneatwjhfodklgfjnÜkmik/;k;
- ❖ dkO;nhfidk] dkafrpaæHkêkpk;ZlkfgR; HkaMkjesjB

<ul style="list-style-type: none"> ❖ dkO;nhfidk JM, ckcwjke f=ikBhfouksniqLrdeafnjvkxjk ❖ laL—r lkfgR; dk bfrgklmek'kadj 'kekZ _f"kpks[kackHkkjrh; vdknehokjk.klhiqueqqZfnzr 2012 ❖ laL—r lkfgR; dk bfrgklokpifrxSjksyk]pkS[kackfo kHkouokjk.klh] iapelaLdj.k 1997 ❖ gk;jlaL—r xzkej] eksjsÜojjkepaædkys] ¼Çgnh vuqoknd ½dfiy nso f}osnhJhjkeukjk;.k ykycsuhçlknbykgkckn 2001 <p>This course can be opted as an elective by the students of the following subject: IHkh ds fy, (OPEN TO ALL)</p>
Course prerequisites IHkh ds fy,
Suggested equivalent online course.....
Further Suggestion.....

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/ Class: DIPLOMA	Year: SECOND	Semester: FOURTH
Subject: ENGLISH		
Course Code: A040401T	Course Title: Indian Literature in Translation & Translation Practice	
<p>Course Outcomes: After completing this course, the students will be able to: CO1: Develop a comparative perspective to study the texts and understand the history of translation and various forms of translations for skill development globally. CO2: Analyze the translation tools to make use of technology like computer and mobile in the process of translation for enhancing employability. CO3: Attain accessibility to regional literary forms and develop analytical skills through fiction at local, national and global level. CO4: Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu and develop an insight into the philosophy of Kabir through his verses. CO5: Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahashweta Devi CO6: Develop an insight about Indian familial conflicts and social evils through drama. CO7: Enhance job opportunities by fostering translation skills. CO8: Understand Indian consciousness and review the past through translated texts for skill development.</p>		
Credits: 06	Paper: CoreCompulsory	

Max.Marks: 25+75				Min.Pass Marks: 40				
TotalNo.of Lectures-Tutorials-Practical(inhoursperweek): 6-0-0.								
Unit	Topic							No. of Lectures
I	1. Introducing Translation: A Brief History and Significance of Translation in a Multilingual and Multicultural Society like India 2. Literal translation versus Free translation							12
I I	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration							11
I I I	Fiction Rabindranath Tagore, <i>The Home and the World</i> , tr. Surendranath Tagore OR Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr. Khushwant Singh (New Delhi: Tara Press, 2009)							11
IV	Poetry Jayshankar Prasad, <i>Aanshu (The Garden of Loneliness)</i> , tr. Charles S. J. White (Delhi: Motilal Banarasi Das, 2006) OR Kabir: <i>The English Writings of Rabindra Nath Tagore</i> (1994, Vol. 1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1, 2, 8, 12, 53, 69)							11
V	Short Fiction 1. Bhisham Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>							11
VI	Drama 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>							12
VII	Translation Practice 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)							11
VIII	Translation Practice 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (English to Hindi)							11
Mapping Course Outcomes leading to the achievement of Programme Outcomes: PO-CO Mapping (Please 3, 2, 1 wherever required) (Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	2	3	2	3
CO2	2	2	3	3	3	3	2	2

CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	3	2	2	3
CO5	3	3	3	3	3	2	2	2
CO6	3	3	3	3	1	3	3	3
CO7	2	2	2	2	3	3	3	3
CO8	3	3	3	3	2	2	3	3

**CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)
(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

- Baker, M., "In Other Words: A Course Book on Translation", Routledge, New York, 2001.
- Chaudhuri, Sukanta, "Translation and Understanding", OUP, New Delhi.
- Gargesh, R. & Goswami, K. K., "Translation and Interpreting: Reader and Work book", Orient Longman, New Delhi, 2007.
- Lakshmi, H., "Problems of Translation", Booklings Corporation, Hyderabad, 1993.
- Newmark, P., "A Textbook of Translation", Prentice Hall, London, 1988.

<ul style="list-style-type: none"> • Toury, G., "Translation Across Cultures", Bahri Publications, New Delhi, 1984. • Sukrita P. Kumar, "Narrating Partition", Indialog, Delhi, 2004. • Tendulkar, V., "Kanyadan", OUP, 1996. • https://www.ijsr.net/archive/v5i9/ART20161838.pdf • https://www.youtube.com/embed/DNohmWH21OY • https://www.youtube.com/embed/UmDqN7zWPhs 	
This course can be opted as an elective by the students of following subjects: Open to all.	
Course prerequisites:	Open to All
Suggested equivalent online courses:	
<ul style="list-style-type: none"> • NPTEL – Translation Studies and Theory – IIT Kanpur <u>NPTEL:: Humanities and Social Sciences- Translation Studies and Theory</u> • SWAYAM- Modern Indian Writing in Translation • <u>Modern Indian Writing in Translation- Course (nptel.ac.in)</u> 	
Further Suggestions.....	

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: History			
Course Code: A050401T		Course Title: History of Modern India (1857A.D – 1950 A.D)	
Course Learning outcomes:			
CO1: The India under the Governor Generals Lord Lytton and Lord Ripon.			
CO2: Suppressing policy of Lord Curzon and its impact on Bengal and its Revolution.			
CO3: This paper also covers the development of communalism in India and mergers of Princely states after Independence.			
CO4: Introduction of Railways as a mean of transport to exploit the India.			
CO5: The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students.			
CO6: Impact of reforms Morley-Minto reforms, Govt. of India Act 1919 and 1935.			
CO7: This paper covers the development of communalism in India.			
CO8: Mergering of Princely states after Independence.			
Credits: 6		Core Compulsory	
Max. Marks: 100		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0			
Unit	Topics		No. of Lectures
I	Lord Lytton and Lord Ripon		12
II	Lord Curzon and Partition of Bengal.		12
III	Commercialization of Agriculture and its Impact on India.		12
IV	Development of Railway and its Impact.		12
V	Development of Education in Colonial India.		14
VI	Morley-Minto reforms, Govt. of India Act 1919 and 1935.		6
VII	Rise and Development of Comunalism in India.		10
VIII	Mergers of Princely states after Independence and Role of Sardar Vallabh Bhai Patel.		12

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	3	3	3	2	2
CO2	2	2	2	2	2	2	1	1
CO3	3	2	2	3	3	3	2	2
CO4	2	3	2	1	3	2	2	3
CO5	2	2	1	2	1	1	1	2
CO6	3	3	3	3	2	3	2	3
CO7	2	2	2	2	2	3	3	2
CO8	3	2	3	2	2	1	1	3

**CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	3
CO2	1	2	1
CO3	1	3	1
CO4	3	3	3
CO5	3	3	3
CO6	1	3	2
CO7	2	2	1
CO8	3	3	2

Suggested Readings:

- Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P.Bagchi
- Bayly, C.A: An Illustrated History of Modern India 1600–1947, London1990
- Chabra, G.S.: (1989), Advanced History of Modern India, StearlingPublication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), India's Path of Development, Mumbai, PopularPublication

- Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- Grover, B.L: A New look on Modern Indian History
- Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt.Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- Mishra, J.P.: Aadhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic, Prabhag
- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)
- Muir, Ramsay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- Sarkar, Sumit: (1983) Modern India, Macmillan
- Shukla, R.L. (ed.): Adhunik Bharat Ka Itihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

This is elective course open for all.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth						
Subject: Political Science								
Course Code: A060401T	Course Title: Western Political Thought							
Course Learning outcomes:								
CO1: This course introduces the students to the ancient political thinking in the West. CO2: The student understands the Medieval political thinking in the West. CO3: Student able the Modern political thinking in the West. CO4: Tracing the evolution of Western political thought from ancient to modern Political. CO5: The student understand the Enlightenment and Liberalism CO6: Analyzing the thought of T.H Green, G W Hegel, Karl Marx. CO7: Assessing the nationalist thought Mary Wollstonecraft. CO8: Discussing the thought of John Rawls, Michael.								
Credits: 6		Core Compulsory						
Max. Marks: 25+75		Min. Passing Marks: 40						
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0								
Unit	Topics	No. of Lectures						
I	Ancient Thought In West:Pre-Socratic Thought: Epicureans, StoicsPlato, Aristotle.	12						
II	Medieval Thought in West:Cicero, Thomas Aquinas and St Augustine, RenaissanceThe Church- State Controversy,	11						
III	Modern political thoughtMachiavelli ,Austin, Jean Bodin	11						
IV	Social ContractariansThomas Hobbes, John Locke, J. J Rousseau	11						
V	Enlightenment and Liberalism:Immanuel Kant, Edmund Burke, Jeremy Bentham, J SMill,Harold Laski	12						
VI	T.H Green, G W Hegel, Karl Marx.	11						
VII	Mary Wollstonecraft, Simone De Beauvoir, RosaLuxemburg.	11						
VIII	John Rawls, Michael.J.Oakeshott and Hannah Arendt	11						
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required) (Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	3	2	1	1	1	1	1	1
CO3	3	2	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1
CO5	3	2	1	1	1	1	1	1
CO6	3	2	1	1	1	1	1	1
CO7	3	2	1	1	1	1	1	1
CO8	3	2	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

- E. Baker, The Political Thought of Plato and Aristotle, Methuen, 1906.
1. J. Coleman. A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, 2000.
 2. K. Nelson, Brian, Western Political Thought: From Socrates to the Age of Ideology, Pearson. 1996
 3. Kolakowski, Leszek, Main Currents of Marxism, Oxford University Press, 1978.
 4. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press,
 5. Prof S.P.M Tripathi, Pramukh Rajnitikvicharak
 6. Jivan Mehta, Rajnitikchintan ka Itihas
 7. Pukhrajain, Paschatyarajinitikchintan
 8. Haridattvedalankar, Rajnitikchintan ka Itihas.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Sociology		
Course Code: A070401T	Course Title: Social Problems & Social Development in India	
Course Outcomes:		
CO1: The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society.		
CO2: The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganizational and structural problems of Indian Society.		
CO3: The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society.		
CO4: Understand the Familial Problems.		
CO5: This course will introduce Concept of Development, Economic Vs Social Development, Human Development.		
CO6: Understand the Theories of Development .		
CO7: Understand the Issues of Development.		
CO8: This course will introduce Ecology and Development: Development and Displacement		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
Unit	Topics	No. of Lectures
I	Deviance: Concept & Meaning, Definition. Crime and, Juvenile Delinquency White Collar crime.	7
II	Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.	7
III	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.	8
IV	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter Generational Conflict, Problem of Elderly.	8
V	Concept of Development, Economic Vs Social Development, Human Development.	6
VI	Theories of Development: Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society.	8
VII	Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.	8
VIII	Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.	8

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	2	2	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1
CO5	2	2	1	1	1	1	1	1
CO6	1	2	1	1	1	1	1	1
CO7	2	2	1	1	1	1	1	1
CO8	3	2	1	1	1	1	1	1

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. Cloward, R., 1960. Delinquency and Opportunity.
2. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.
3. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.
4. H, Travis, 1969, Causes of Delinquency.
5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
6. Betellie, Andre, 1974: Social Inequality.
7. Gill, S.S., 1998: The Pathology of Corruption.
8. Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II& V
9. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
10. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
11. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
12. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.
13. Datt and Sundaram, 2008. Indian Economy
14. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-1994.
16. Escobar Arturo, 1995: Encountering Development, the Making and Unmaking of the Third World
17. Ghosh J, Never Done and Poorly Paid: Women's Work in Globalizing India.
18. □□.□□. सिंह , आधुनिक भारतकासमाज

This is elective course open for all.

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as
“SWAYAM” in India and Abroad.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Sociology		
Course Code: A070401R	Course Title: Project on Sustainable Society	
Course Outcomes:		
CO1: The syllabus designed to introduce students to the emerging social problems and the concept and issues of development in Indian Society.		
CO2: The project work will engage students directly in practical knowledge about the conducting research project.		
CO3: This project work will help learners to know about the issue of sustainability and policies & programmes.		
CO4: This project work will help learners to Presentation of Research Project.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2		
Unit	Topics	No. of Lectures
I	Research Project: Definition & Concept, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development.	7
II	How to develop Research Proposal and its Implementation.	7
III	Methods & Techniques for conducting scientific study. Writing of Bibliography.	8
IV	Research Project final draft and writing of findings, Presentation of Research Project.	8
Suggested Readings:		
<ol style="list-style-type: none"> 1. Goode and Hatt, 2006: Methods in Social Research. 2. Young Pauline, 1988 Scientific Social Surveys and Research Practice. 3. Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology. 4. Sachdev Meetal, 1987: Qualitative Research in Social Sciences. 5. https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-writeyour-research- proposal 		
This elective is open to all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> • Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva. 		

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Economics		
Course Code: A080401T	Course Title: Money, Banking and Public Finance	
Course Learning outcomes:		
<p>On completion of this course, learners will be able to:</p> <p>CO1: Develop the knowledge of various theories related to money for their skill development at national level.</p> <p>CO2: Describe the concept related to the structure of financial institutions and markets in Indian Economy for their skill development, employment and entrepreneurship development.</p> <p>CO3: Describe the concept related to interest rates in India at national level for improving their skills.</p> <p>CO4: Develop the knowledge about banking system and monetary policy in India for enhancing their skills at local, national and global level.</p> <p>CO5: Define the meaning, nature, Scope and Importance of Public Finance for their skill development.</p> <p>CO6: Explain the Government financial activities concerning Public Expenditure</p> <p>CO7: Explain the Government financial activities concerning Public Revenue and taxation for enhancing their skills.</p> <p>CO8: Develop the knowledge about the importance of fiscal policy and Government budget structure in India for fulfilling national and global needs.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Money: Concept, functions, measurement; theories of money supply determination.	12
II	Financial Institutions, Markets, Instruments and Financial Innovations a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.	12
III	Interest Rates Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.	11
IV	Banking System a. Balance sheet and portfolio management. b. Indian banking system: Changing role and structure; banking sector reforms. c. Central Banking and Monetary Policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary	11

	management in an open economy; current monetary policy of India.	
Part II		
V	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.	11
VI	Public Expenditure: Meaning, Classification and Principle of Public Expenditure; Canons and Effects of Public Expenditure; Trends in Public Expenditure and Causes of Growth of Public Expenditure in India.	11
VII	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 of Taxes; Taxable Capacity; Effects of Taxation; Characteristics of A Good Tax System.	11
VIII	Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries, Budget Structure of the Government of India, State Budget- Sources of Revenues and Expenditures. Major Tax Reforms in India. Fiscal Federalism in India: Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of Local Bodies	11

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	1	1
CO2	3	2	2	1	2	2	1	1
CO3	3	1	1	1	2	1	1	1
CO4	3	2	1	1	2	2	1	1
CO5	3	1	1	1	2	1	1	1
CO6	3	2	1	1	2	2	1	1
CO7	3	1	1	1	2	1	1	1
CO8	3	2	2	1	2	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	2
CO3	3	1	1

CO4	2	1	1
CO5	3	1	1
CO6	2	1	1
CO7	2	1	1
CO8	3	1	1

Suggested Readings:

1. EYLER, Robert (2009): Money and Banking-An International Text, Routledge.
2. Gupta, S. B (2009): Monetary Economics-Institutions, Theory & Policy, S. Chand & Company, New Delhi.
3. Jhingani, M.L (2012): Monetary Economics, Vrinda Publications, New Delhi.
4. Lal, S. N (2012): Mudra, Banking Avam Videshi Vinimay, Shiva Publishing House, Allahabad.
5. Jhingani, M.L (2012): Maudrik Arthshastra, Vrinda Publications, New Delhi.
6. Seth, M.L (2012): Maudrik Arthshastra, Laxmi Narayan Publications, Agra.
7. Khanna, Perminder (2005): Advanced Study in Money and Banking: Theory and Policy Relevance in The Indian Economy, Atlantic.
8. Nadar, E. Narayanan (2013): Money and Banking, PHI Learning Press.
9. Paul, R.R (2011): Money, Banking & Exchange, Kalyani Publishers, Delhi.
10. Uppal, R. K (2011): Money, Banking and Finance in India- Evolution & Present Structure New Century Publications.
11. Bagchi, Amaresh (2005): Readings in Public Finance, Oxford University Press.
12. Cullis, John & Jones Philip (2009): Public Finance and Public Choice, Oxford University Press.
13. Due, John. F, Friedlaender, Ann. F (2002): Government Finance, Economics Of The Public Sector, Aitbs Publishers & Distributors.
14. Gupta, Janak Raj (2011): Public Economics in India Theory and Practice, Atlantic.
15. Head, J.C (1974): Public Goods and Public Welfare, Durham, NC, Duke University Press.
16. Inge Kaul, Pedro Conceicao (2006): The New Public Finance, Oxford University Press.
17. Johansen, Life (1965): Public Economics, Chicago: Rand McNally.
18. Margolis, J & Guitton, H: Public Economics (1974), Mcmillan.
19. Musgrave, R.A & P.B. Musgrave (1989): Public Theory: Theory & Practice, McGraw Hill.
20. Musgrave, R.A (1959), The Theory Of Public Finance, McGraw Hill.
21. Shome Parthasarathi (2002): India's Fiscal Matters, Oxford University Press, New Delhi.

Suggested equivalent online courses:

Courses on Swayam / MOOCs

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Geography		
Course Code: A110401T	Course Title: Economic Geography	
Course Objectives		
This course offers an introduction to the ways in which economic activities are organized over the earth's surface. We all are witnessed to rapidly increasing integration of state economies. The economic processes operating at different geographical scales are depending on the complex economic interactions that are framed at the global level. The course explores the processes of globalization.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Meaning, concepts and approaches of Economic Geography; agricultural region of the world (Derwent Whittlesey).	8
II	Resource: meaning, concept and classification. Spatial organization of economic activities	8
III	Economic organization of space Forestry, fishing and mining activities	7
IV	Agricultural typologies, agricultural land use model (J.H. Von Thunen).	7
V	Types of industries; Factors of location of industries; iron and steel industry, cotton textiles and sugar; Theory of industrial location (Alfred Weber).	8
VI	World transportation: Sea routes and major trans-continental railways.	8
VII	WTO and International trade: Patterns and trends.	7
VIII	Effect of globalization on developing countries.	7
Course Outcomes:		
On completion of this course, learners will be able to Understand:		
CO1: The Meaning, concepts and approaches of Economic Geography.		
CO2: The nature of Economic activities, Resource Distribution.		
CO3: The Effect of globalization on developing countries.		
CO4: To recognize the significance of geographic concepts for understanding socio-economic processes.		
CO5: Appraise the different ways in which time and space interact and constrain each other with regards to economic activities and articulate how economic processes can be broken down into changes over time and variations across space.		
CO6: Assess how society and economic actors organize themselves in space, the factors driving these complex spatial patterns, and the implications these spatial configurations have for the socio-economic well-being of affected groups and societies.		
CO7: Appreciate the complexity of economic development processes taking place across the		

world. and how these are influenced by space.

CO8: Relate course content to current economic, social, political events and identify some of the geographical trends in economic processes.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	2	1	1	2
CO2	2	1	1	2	2	1	1	1
CO3	1	2	2	1	1	2	2	2
CO4	1	2	1	2	1	2	2	1
CO5	1	1	2	1	1	2	2	2
CO6	2	1	1	2	2	1	1	1
CO7	2	1	2	1	2	2	2	2
CO8	1	2	1	1	1	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneuship Development
CO1			
CO2			
CO3			
CO4			
CO5			
CO6			
CO7			
CO8			

Suggested Readings:

B N Singh (2021) Manav evamArthikBhugol, Pravalika Publication, Allahabad

1. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader:Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.
2. Clark,G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of EconomicGeography. Oxford University Press, USA.
3. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc.,Massachusetts.
4. Gautam, A. (2006): AarthikBhugolKeMoolTattava, Sharda Pustak Bhawan, Allahabad.
5. Guha, J. S. and Chatteraj, P.R. (2002): A New Approach to Economic Geography: A Study ofResources. The World Press Private Limited, Kolkata.
6. Hanink, D. M. (1997): Principles and Applications of Economic Geography: Economy, Policy,Environment. John Wiley and Sons, Inc, New York.
7. Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition)Englewood Cliff , New Jersey, Prentice Hall
8. Hudson, R. (2005): Economic Geographies: Circuits, Flows and Spaces. Sage Publications, London.
9. Knowles, R, Wareing, J. (2000): Economic and Social Geography Made Simple, Rupa and Company,New Delhi.
10. Sokal, Martin 2011. Economic Geographics of Globalisation: A short Introduction.

Cheltenham, UK:Edward Elgar. 11. 12. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi.
Course prerequisites: 12th Standard Pass/Open to all
Suggested equivalent online courses: Courses on Swayam / MOOCs https://onlinecourses.nptel.ac.in/noc21_hs50/preview

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Geography		
Course Code: A110402P	Course Title: Surveying	
Course Objective: - The objective of this course is to introduce basic concept of cartography and develop the understanding about different type of maps, scales, relief features and surveying.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Basics of Surveying: Surveying: meaning, classification, merits and demerits.	5
II	Instrumental Survey: Survey with Chain Tape, Plane Table, Prismatic Compass, Sextant, Theodolite and Indian Clinometer.	25
Course Outcomes On completion of this course, learners will be able to: CO1: Identify the various Survey Operations and Survey Instruments. CO2: To understand the idea of Basic and applied Instrumental surveying.		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut 2. Jones, P.A.(1968): Fieldwork in Geography, Longmans, Green and Company Ltd., First Publication, London 3. Kanetker, T.P. and Kulkarni, S.V.(1967): Surveying and Levelling, Vol I and II V.G.Prakashan, Poona. 4. Natrajan, V. (1976): Advanced Surveying, B.I. Publications., Mumbai. 5. Pugh, J.C. (1975): Surveying for Field Scientists, Methuen and Company Ltd., London, First Publication. 6. Punmia, B.C.(1994): Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi. 7. Shephard, F.A. (1968): Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd, London 8. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi. 9. Venkatramaiah, C. (1997): A Text Book of Surveying, Universities Press, Hyderabad. 10. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York 		

Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File, Instrumental Surveys.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Home Science		
Course Code: A130401T	Course Title: Housing & Extension Education	
Course outcomes:		
On completion of this course, learners will be able to: CO1: Grasp knowledge of Housing need & selection of site in real life situations. CO2: Comprehending Housing plans for residential purpose. CO3: Appreciate principles of design and the contributing factors to refine personal aesthetic senses. CO4: To introduce the student Home Decors, Furnishings and Accessories. CO5: Learn the widening concepts of Extension Education. CO6: Develop understanding for Effective teaching and learning. CO7: Comprehend the various effective communication methods. CO8: Gain skills to use technologically advanced Audio-visual aids.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures- 60		
Unit	Topics	No. of Lectures
Part A		
I	Housing: Needs of a House, Difference between House & Home, way to acquire house (Own & rented). Factors influencing selection and purchase of house and site for housebuilding.	8
II	House Planning: Principles of house planning, Planning different residential spaces in a house. Planning house for different income groups.	7
III	Interior Designing: Introduction to Interior designing. Importance of good taste. Objective of Interior decoration. Elements of design – Line, Shape, Texture, Color, Pattern, Light & Space. Principle of design- Proportion, Balance, Rhythm, Emphasis, Harmony.	8
IV	Home Decors: Furniture, Furnishings (Curtain, Draperies, Floor coverings, Wall ceiling, Lighting, Accessories (Wall painting, Mirrors, wall art, Sculpture & Antiques, Flower arrangements) etc.	7
Part B		
V	Extension Education: Meaning, Concepts, Objectives, Scope, Principles, Philosophy of Extension Education. Early Extension Efforts in India. Formal & Non-formal Education.	7
VI	Extension Teaching & Learning: Role and Qualities of an Extension worker. Steps in Extension Teaching Process, Criteria for Effective Teaching & Learning.	8
VII	Communication & Extension Teaching Methods:	7

	Definition, Importance, Characteristics, Elements, Models & Challenges in communications. Relationship between Communication, Extension & Development. Extension Teaching Methods- Classification, Factors guiding the Selection & use of Extension teaching methods.	
VIII	Audio- visual Aids: Definition, Importance, Classification, Selection, Preparation & Effective use of Audio-visual Aids.	7

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (please write 3,2,1 Wherever required) (3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	3	3	2	1	2
CO2	1	3	1	2	2	3	1	3
CO3	2	3	2	1	2	3	1	1
CO4	1	2	3	3	2	1	1	2
CO5	1	3	2	2	1	1	3	2
CO6	2	2	2	2	1	1	2	3
CO7	1	1	1	2	1	2	3	3
CO8	2	2	1	2	1	2	3	3

CO-Curriculum Enrichment Mapping (please write 3,2,1 Wherever required) (3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Continuous Evaluation Methods:

- Seminar / presentation on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Preparation of Audio-visual aids.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class 12th.....

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad.

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure. Extension work will speed up the (1) Man Environment; (2) Basic structures (Gram Panchayat, Village School and Cooperative Societies) etc.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Practical)

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Home science		
Course Code: A130402P	Course Title: Resource Planning and Decoration	
Course Learning outcomes:		
On completion of this course, learners will be able to: CO1: Developing skills for making time plan for effective balance of work & leisure. CO2: Plan & prepare budget for the family. CO3: Incorporate appropriate work simplification in using household equipments. CO4: Develop understanding for house planning & decoration.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lab Period- 30 (60 hours)		
Unit	Topics	No. of Lectures
I	Preparation of time plans for self and family. Drafting family budget for different income groups.	8
II	Market Survey of Household Equipments- (Pressurecooker, Toaster, Gas Stove, Mixer & Grinder, Refrigerator, Washing machine, Microwave, Solarcooker).	8
III	Draw House Plans Standard Specifications & Furniture Layout.	7
IV	Preparation of Color wheels & Color schemes. Flower Arrangement & Floor Decoration (Rangoli)-Application of Design principles and Elements of Art, Innovation of new styles.	7
Suggested Readings:		
<ol style="list-style-type: none"> 1. Alexander. N.J., (1972). Designing Interior Environment. New York: Harcourt Brace, 2. Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers. 3. Faulkner, R., and Faulkner, S. (1975). Inside Today's Home, New York: Rinehart. 4. Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3) 5. Harmon. S., and Kennon, K. (2018). The Codes Guidebook for Interiors (5th Ed.). New York: Wiley (ISBN: 978-1-119-34319-6) 6. Johanovich Inc. Ball, V. K. (1982). Art of Interior Design. New York: John Wiley & Sons. 7. Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural record Books (ISBN-13: 978-0070368057) 8. Mohanty, A.B. (1985). Guide to House Buildings. New Delhi: Inter India Publications 9. Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra. 10. Suggestive digital platforms web links- 11. bit.ly/3fJfghi 12. https://bit.ly/39mTwGQ 13. https://bit.ly/2JoXB2e 		

<p>14. https://bit.ly/3ljkRWf. Swayam Portal,</p> <ul style="list-style-type: none"> • http://heecontent.upsdc.gov.in/Home.aspx
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> • Assessment of Time-Energy, Budget & House Plans. • Assessment of Market Survey Records. • Assessment
<p>Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad</p>
<p>Further Suggestions:</p> <ul style="list-style-type: none"> • Students may develop their managerial skills & Interior designing skills after completion this course with the capability to opt for a job or start their own ventures. • The program giving an opportunity to advancement their knowledge by enrolling for advanced specialized program of their own area of need & interest.
<p>At the End of the whole syllabus any remarks/ suggestions:</p>

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: DIPLOMA	Year: Second	Semester: Fourth						
Subject: Journalism								
CourseCode: A270401T	CourseTitle: MediaLaw andEthics(Theory)							
Courseoutcomes:								
<ul style="list-style-type: none"> • Learn about historyofmedialaws. • Toknowaboutthevarious lawsapplicabletomediaperson. • Understandbasicsaboutthemedialaws. 								
Credits: 4	CoreCompulsory/ Elective							
Max.Marks: 25+75	Min.PassingMarks: 40							
TotalNo.ofLectures-60								
Unit	Topic	No. of Lectures						
I	Constitution of India; Fundamental rights; Freedom of Speech and Expressions andtheirlimitations	7						
II	BriefhistoryofPressLawsinIndia; Emergencyandits impacton media	8						
III	Provisionsforlegislaturereporting;Parliamentaryprivilegesinreferenc ewithmedia	8						
IV	ContemptofCourt;Defamation;Rightto Information;OfficialSecretsAct	7						
V	PressandRegistration ofBooks Act;WorkingJournalistAct1955; Cinematograph y Act(1953);InformationTechnologyAct;Film Censorship	8						
VI	PrasarBharatiAct;CopyrightAct;PCI	8						
VII	Seditionandinflammatorywritings:IPCandCrPC; Code of conduct for journalists; ASCICodeof Conduct; PRSICodeof Conduct	7						
VIII	MediaRelatedIssue	7						
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 Wherever required) (3 for highly mapped,2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	3	3	2	1	2
CO2	1	3	1	2	2	3	1	3
CO3	2	3	2	1	2	3	1	1
CO4	1	2	3	3	2	1	1	2

CO5	1	3	2	2	1	1	3	2
CO6	2	2	2	2	1	1	2	3
CO7	1	1	1	2	1	2	3	3
CO8	2	2	1	2	1	2	3	3

**CO-Curriculum Enrichment Mapping (please write 3,2,1 Wherever required)
(3 for highly mapped,2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

- Don Pember Mass Media Law, McGraw-Hill Higher Education
- M Neelamalar, Media Laws and Ethics, PHI Learning Pvt. Ltd.s
- Dileep Kumar, Rakesh Kumar and Amitabh Srivastav, Media Laws and Ethics, Mackhinge Publisher
- Shipra Kumari, Indian Laws and Press, Omega publication
- Rayudu, C.S. and Nageshwar Rao SB, Mass Media — Laws and Regulations, Himalaya Publishing House,
- Nandkishore Trikha, Press Vidhi

PK Bhopadhyay and Kuldeep S. Arora, Journalistic Ethics

This course can be opted as an elective by the students of following subjects: Open for all

- Janmadhyam: Kanoon Evam Uttardayitva-Dr. Shrikant Singh
- D D Basu, Press Laws, Prentice Hall Pub.
- Mass Media Laws and Regulations in India, AMIC Publication
- Surender Kumar Manohar Prabhakar, Bharat Mein Press Vidhi

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/presentation on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Preparation of Audio-visual aids.

Suggested equivalent online courses:

- IGNOU & Other centrally/state operated Universities/MOOC platformssuch as “SWAYAM” in India and Abroad.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Practical)

Programme/Class: DIPLOMA		Year: Second	Semester: Fourth
Subject: Journalism			
CourseCode: A270402P		CourseTitle: PrintMediaProduction (Practical)	
Courseoutcomes: CO1: Able to produce photo feature CO2: Plan & prepare Print Media content. CO3: Develop understanding for house journal publication.			
Credits: 2		Core Compulsory/ Elective	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of lab. periods - 30 (60 hours)			
Unit	Topic	No. of lab. periods	
I	All the students have to design two pages of Newspaper in A3 size using InDesign software. PowerPoint: At least one presentation of not less than 10 slides on any topic assigned. All assignment should be submitted in a C.D. format to the concerned Department.	8	
II	All the students have to make their Institute's House Journal of at least 20 pages including articles, Photographs, and stories etc.	8	
III	All the students have to write 05 articles on any two current social issues and make separate file and submit it to the concerned Department.	7	
IV	All the students have to create a photo feature with at least 07 photographs of size 12x15 inches and submit the printout of the same in the concerned Department.	7	
Suggested Readings: 1. NNS Sarkar, Art and Print Production 2. Kayanna Pace Designer's Guide to Print Production Wayne Collins Graphic Design and Print Production Fundamentals			
This course can be opted as an elective by the students of following subjects: Open for all			
Further Suggestions: Students may develop their managerial skills & Interior designing skills after completion of this course with the capability to opt for a job or start their own ventures. The program giving an opportunity to advancement of their knowledge by enrolling for advanced specialized program of their own area of need & interest.			

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Diploma/ B.A.B.Ed.	Year: Second	Semester: Fourth
Subject: Teacher Education Course [TEC-4]		
Course Code: E030401T	Course Title: Structure and Management of School Education in India	
<p>Course Objectives: India is divided into 28 states and 08 Union Territories. The States have their own elected governments while the Union Territories are governed directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the Constitution after Independence, school education was originally a state subject but after the amendment of 1976, education comes under the Concurrent List. That is, School education policies and programmes are suggested at the national level through the state governments have a lot of freedom in implementing programmes. So, it felt important with the perspective of future teachers that they should know about the system and structure of school education in India.</p>		
<p>Course outcomes: After the completion of this course, the students will be able to CO1: Understand the development of school education in India CO2: Know and understand the structure of school education in India CO3: Develop understanding of institutional planning in school education CO4: Appreciate the role of various institutions and agencies in school education</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4-1-1		Total Contact Hours: 90
Unit	Topics	No. of Lectures
I	<p>Development of School Education in India</p> <ul style="list-style-type: none"> • Historical perspectives (Ancient, pre and post-Independence period) of development of school education in India • Purpose, functions, and systems of school education in India. • Constitutional provisions and Centre-state relationship regarding school education in India. • Recommendations of various committees and commission regarding school education: Secondary Education Commission, Kothari Commission, NEP-1968, NEP-1986, Programme of Action, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA (Rashtriya Madhyamik Shiksha Abhiyaan), NCF-2005, Ishwari Bhai Patel 	15L+5T

	Committee, NEP-2020	
II	Structure of School Education in India <ul style="list-style-type: none"> • Structure of School Education • Governance and administration of school education. • Legal and Institutional framework of school education • Problems and issues of school education in India: Equalization of educational opportunities, wastage and stagnation, public vs. private schools, rural vs. urban schools • Vocationalisation of school education 	15L+2T
III	Institutional Planning in School Education <ul style="list-style-type: none"> • Concept, Scope, and nature of institutional planning • Need and importance of institutional planning • Types of institutional planning • Process of institutional planning • Planning and preparation of academic calendar for school • Evaluation of institutional planning 	15L+4T
IV	Educational Management <ul style="list-style-type: none"> • Management of educational institutions at the school level • Types of school management, effective school management, coordination, supervision, and inspection. • Techniques and skills for effective management in schools. • Management of schools at National Level: Ministry of Education, CIBE, NCERT, CBSE, RIE, NIEPA, NCTE, CIET, NIOS, KVS, NVS • Management at State Level: Ministry of School Education, Directorate of School Education, Board of Education, SCERT, SIET, SIEMAT, SRC. • Management at District Level: District Education Administration-DEO, Dy. E.O (ZP), DPO (SSA), DIET. Sub-District Level- URC/BRC/BEO, Representatives from CRC, Innovative teachers. • School Records- Preparation, need, and significance. 	15L+4T
Research Orientation	Students will be required to <ul style="list-style-type: none"> • Organize a Seminar on Indigenous system of School Education. • Visit any two schools, find out innovative teachers, and prepare a research note highlighting their innovative techniques. • Survey one Government and one Private School in your vicinity, and prepare a report on how the national and state agencies are working for their betterment. • Prepare an academic calendar for any school of your choice including all the important activities conducted by the school in a year. 	15P
Mapping Course Outcomes leading to the achievement of Programme Outcomes: (please write 3,2,1 Wherever required)		

(3 for highly mapped,2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	3	3	2	1	2
CO2	1	3	1	2	2	3	1	3
CO3	2	3	2	1	2	3	1	1
CO4	1	2	3	3	2	1	1	2
CO5	1	3	2	2	1	1	3	2
CO6	2	2	2	2	1	1	2	3
CO7	1	1	1	2	1	2	3	3
CO8	2	2	1	2	1	2	3	3

CO-Curriculum Enrichment Mapping (please write 3,2,1 Wherever required)

3 for highly mapped,2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested equivalent online courses:

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Further Suggestions:

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2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)
TECEC-2; ENVIRONMENTAL EDUCATION

Course Objectives:

The objective of this course is to familiarize students to create new patterns of behavior of individuals, groups and society as a whole towards the environment.

Course Outcomes:

Students completing this course will be able to:

CO1: Develop understanding of concept, features and techniques of environmental education

CO2: Understand programmes of environmental education at different levels of education

CO3: Gain knowledge of curriculum and methods of teaching for environmental education

CO4: Comprehend environmental stressors and develop awareness of environmental protection

Course Content:

Unit - I

Environmental Education, Meaning, Status, Features, teaching techniques and importance.

Unit - II

Programmes of environmental education for Primary, Secondary and Higher institutions.

Programmes of environmental education for attitude change among children.

Unit -III

Curriculum and method of teaching for Environmental Education at a primary, secondary and University level. Silent feature of environmental awareness through education.

Unit -IV

Environmental Stressors, Nature and manmade disasters. Role of Educational Institution in Disaster Management. National Efforts of Environmental preservation and improvement. Role of Education in environmental conservation and sustainable development.

Course Outcomes:

Students completing this course will be able to:

CO1: Develop understanding of concept, features and techniques of environmental education

CO2: Understand programmes of environmental education at different levels of education

CO3: Gain knowledge of curriculum and methods of teaching for environmental education

CO4: Comprehend environmental stressors and develop awareness of environmental protection

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(please write 3,2,1 Wherever required)
(3 for highly mapped,2 for medium mapped and 1 for low mapped)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	2	3	2	2	2
CO2	3	2	3	1	2	3	3	3
CO3	2	1	1	3	1	1	1	2
CO4	2	1	1	2	1	1	2	1

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 where ever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	2
CO2	2	3	2
CO3	1	2	1
CO4	2	1	1

Suggested Readings:

1. Mishra, B.D. (1986), Environmental Education, Publication Bureau, Panjab University, Chandigarh.
2. Nanda, V.K. (1997), Environmental Education, Armal Publications, New Delhi.
3. Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi.
4. Shandilya, T.K. (ed.) (1985), Population Problem and Development, Deep and Deep Publications, New Delhi.
5. Sharma, R.A. (1998), Environmental Education, R. Lall Book Department, Meerut.
6. UGC (2004), UGC scheme on Population Education 10th Plan guidelines, Non Formal Education.
7. Bureau, UGC, 35 Ferozeshah Road.
8. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988), An Elementary Book on Environmental Education, Publication Bureau, Panjab University.

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course II
(Theory)

Programme/Class: Diploma/ B.A.B.Ed.	Year: Second	Semester: Fourth
Subject: Teacher Education Course [EWP-2]		
Course Code: E030402P	Course Title: Engaging with Pedagogies-2	
<p>Rationale: This course will help the students in visualizing and practicing teaching in different situations. This course will support the students in planning and practicing pedagogies theoretically learned and discussed in DSP2 (Discipline-specific pedagogy course-II). This course will offer students various opportunities to discuss various aspects of teacher and teaching, developing teaching skills, practicing different skills and strategies for teaching, identifying useful resources, creating a joyful learning environment, and designing assessments in science.</p>		
<p>Course outcomes: After the completion of this course, the students will be able to CO1: Detail of various aspects of teacher and teaching CO2: Get mastery in different skills and strategies for teaching CO3: Plan joyful learning spaces and environment for teaching CO4: Look after and maximize the use of laboratories in teaching CO5: Design and develop need-based assessments related to their subjects.</p>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 0-0-3		Total Contact Hours: 45
Unit	Topics	No. of Lectures
I	<p>Every student will be required to perform the following activities:</p> <ul style="list-style-type: none"> • Managing and writing a reflective diary • Creating engaging teaching-learning environments for teaching, recording the proceedings, and discussing it with peers. • Selecting two transactional strategies of their choice and practicing them • Learning teaching skills and strategies while practicing in simulated teaching conditions • Identifying five open education resources (OER) and adapting them for teaching and learning in your context. • Visiting science laboratories of any University Department and understanding its functions. • Designing and developing two assessments each for 'learning of subject' and 'learning for subject'. 	45P
Suggested Readings:		

1. Lefrancois, G. (1991). Psychology for teaching. Wadsworth Publishing Co.
2. Mukunda, K. (2009). What did you ask at school today? A handbook of children's learning. New Delhi: Harper Collins.
3. National Research Council (2000). How people learn: Brain, mind, experience, and school. Washington, DC: The National Academies Press. Available at:
4. <https://doi.org/10.17226/9853>.

This course can be opted as an elective by the students of the following subjects: Open for all

Suggested equivalent online courses:

Further Suggestions:

2nd Year, Semester-IV
B.A.-B.Ed. (Integrated Education)
Programme
Course I
(Theory)

Programme/Class: Certificate/ BA	Year: Second	Semester: Fourth
Subject: Co-Curricular Course		
Course Code: Z040401	Course Title: Physical Education and Yoga	
Course outcomes:		
CO1: Students will learn the introduction of Physical Education, Concept of fitness and wellness, Weight management and lifestyle of an individual.		
CO2: The student will also learn about the relation of Yoga with mental health and value Education.		
CO3: In this course student will also learn about the aspects of the Traditional games of India.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures Total=30
I	Physical Education: <ul style="list-style-type: none"> • Meaning, Definition, Aim and Objective. • Misconception about Physical Education. • Need, Importance and Scope of Physical Education in the Modern Society. • Physical Education Relationship with General Education. • Physical Education in India before Independence. • Physical Education in India after Independence. 	6
II	Concept of Fitness and Wellness: <ul style="list-style-type: none"> • Meaning, Definition and Importance of Fitness and Wellness. • Components of Fitness. • Factor Affecting Fitness and Wellness. Weight Management: <ul style="list-style-type: none"> • Meaning and Definition of Obesity. • Causes of Obesity. • Management of Obesity. • Health problems due to Obesity. Lifestyle: <ul style="list-style-type: none"> • Meaning, Definition, Importance of Lifestyle. • Factor affecting Lifestyle. • Role of Physical activity in the maintains of Healthy Lifestyle. 	5 Theory 3 Practical
III	Yoga and Meditation: <ul style="list-style-type: none"> • Historical aspect of yoga. • Definition, types scopes & importance of yoga. 	2

	<ul style="list-style-type: none"> • Yoga relation with mental health and value education. • Yoga relation with Physical Education and sports. • Definition of Asana, differences between asana and physical exercise. • Definition and classification of pranayama. • Difference between pranayama and deep breathing. • Practical: Asana, Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. • Pranayam: Anulom, Vilom. 	Theory 6 Practical
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IV	<p>Traditional Games of India:</p> <ul style="list-style-type: none"> • Meaning. • Types of Traditional Gameso <ul style="list-style-type: none"> ▪ Gilli- Danda ▪ Kanche ▪ Stapu ▪ Gutte, etc. • Importance/ Benefits of Traditional Games. • How to Design Traditional Games. <p>Recreation in Physical Education:</p> <ul style="list-style-type: none"> • Meaning, Definition of Recreation. • Scope and Importance of Recreation. • General Principles of Recreation. • Types of Recreational Activities. • Aerobics and Zumba.(Fir India Movement) 	2 Theory 6 Practical
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Mapping Course Outcomes leading to the achievement of Programme Outcomes:

PO-CO-Mapping (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	2	3	2	2	2
CO2	3	2	3	1	2	3	3	3
CO3	2	1	1	3	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	2
CO2	2	3	2
CO3	1	2	1

Suggested Readings:

1. Singh, Ajmer, Physical Education and Olympic Abhiyan, “Kalayani Publishers”, New Delhi, Revised Addition, 2006
2. Patel, Shri Krishna, Physical Education, “Agrawal Publishers”, Agra, 2014-15
3. Panday, Preeti, Sharirik Shiksha Sankalan, “ Khel Sanskriti Prakashan, Kanpur
4. Kamlesh M.L., “Physical Education, Facts and foundations”, Faridabad P.B. Publications.
5. B.K.S. Yengar, "Light and Yog. Yoga Deepika" George Allen of Unwin Ltd., London, 1981.
6. Braj Bilari Nigam, Yoga Power "The Kpath of Personal achievement" Domes and Publishers, New Delhi, 2001.
7. Indira Devi, "Yoga for You" Gibbs, Smith Publishers, Salt Lake City, 2002
8. Domes and Publishers, New Delhi - 2001.
9. Jack Peter, "Yoga Master the Yogic Powers" Abhishek Publications, Chandigarh, 2004.
10. Janice Jerusalem, "A Guide to Yoga" Parragon Bath, Baiihe-2004.
11. Narang, Priyanka, Parampragat Bhartiya khel, “Sports Publication”, New Delhi, 2007.

Suggested equivalent online courses:

- IGNOU.
- Rajarshi Tandan Open University.

Further Suggestions:.....

Semester –V								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED521		Gender School and Society	4	30	70	--	100
Select any two Pedagogy (School Subjects) on the basis of GEC								
PEC 2	BABED522		Pedagogy of Hindi 1	2	15	35	--	50
PEC 2	BABED523		Pedagogy of English 1	2	15	35	--	50
PEC 3	BABED524		Pedagogy of Home Science 1	2	15	35	--	50
PEC 4	BEBED 525		Pedagogy of Social Science 1	2	15	35	--	50
PEC 5	BABED553		Practicum: School Attachment Programme 1	4	100	--	--	100
Optional Subjects - As per semester I								
GEC	BABED531	Hindi	fgUnhdkO; ,oa v/kqkru x fo/kk;sa	4	30	70	--	100
GEC	BABED532	English	History of English Literature	4	30	70	--	100
GEC	BABED533	Economics	Monetary Economics	4	30	70	--	100
GEC	BABED534	Geography	Evolution of Geographical Thought	3	30	50	--	80
	BABED551		Practical	1	--	--	20	20
GEC	BABED535	Political Science	National Movement and Constitutional Development	4	30	70	--	100
GEC	BABED536	Sociology	Foundations of Sociological Thought	4	30	70	--	100
GEC	BABED537	Home Science	Introduction to Textiles and Clothing	3	30	50	--	80
	BABED552		Practical	1	--	--	20	20
GEC	BABED538	History	Modern India 1858-1947A.D.	4	30	70	--	100
Total Fifth Semester Marks								600

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Semester –VI								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED621		Creating an Inclusive School	4	30	70	--	100
Select any two Pedagogy (As per Semester V)								
PEC 2	BABED622		Pedagogy of Hindi 2	2	15	35	--	50
PEC 2	BABED623		Pedagogy of English 2	2	15	35	--	50
PEC 3	BABED624		Pedagogy of Homel Science 2	2	15	35	--	50
PEC 4	BEBED 625		Pedagogy of Social Science 2	2	15	35	--	50
PEC 5	BABED653		Practicum: School Attachment Programme 2	4	100	--	--	100
Optional Subjects - As per semester I								
GEC	BABED631	Hindi	fgUnhlfgr; rFkkHkkjrh; dkO; 'kkL=	4	30	70	--	100
GEC	BABED632	English	Indian Writings in English	4	30	70	--	100
GEC	BABED633	Economics	Development and environmental Economics	4	30	70	--	100
GEC	BABED634	Geography	Environmental Geography	3	30	50	--	80
	BABED651		Practical	1	--	--	20	20
GEC	BABED635	Political Science	International Relations	4	30	70	--	100
GEC	BABED636	Sociology	Pioneers of Indian Sociology	4	30	70	--	100
GEC	BABED637	Home Science	Extension and Communication	3	30	50	--	80
	BABED652		Practical	1	--	--	20	20
GEC	BABED638	History	Indian National Movement	4	30	70	--	100
Total Sixth Semester Marks								600
Total Third Year Marks								1200

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- V

**External: 70
Internal: 30
Total: 100**

BABED521: GENDER, SCHOOL AND SOCIETY

Course Objectives:

The purpose of this course is to expose students to:

- Understand the basic terms, concepts used gender study
- Understand the gender discrimination in construction and dissemination of knowledge
- Develop the awareness and sensitivity
- Learn about gender issues in school, curriculum, textual material across disciplines, pedagogical process and gender
- Understand the gradual paradigm shift from women studies to gender studies to inculcate skills and develop employability and entrepreneurship.

Course Content:

Unit- I

Gender, patriarchy, masculinity and feminism – in cross cultural perspectives Gender bias, gender stereo typing and empowerment, Equity and equality in relation with caste, class, religion, ethnicity, disability and region for skill development, employability and entrepreneurship.

Unit-II

In the structure of knowledge, in the development of curriculum, gender and hidden curriculum, Gender in text and context (text books inter sectionality with other disciplines, classroom processes including pedagogy) in the class room, in the management of school, Teachers as agent of change for skill development, employability and entrepreneurship.

Unit-III

Sites of conflict: social and emotional Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions. Agencies perpetuating violence: family, school, work place and media (print and electronic) Institutions redressing sexual harassment and abuse for skill development, employability and entrepreneurship.

Unit-IV

Socialization theory, Gender difference theory, Structural theory, Deconstructive theory for skill development, employability and entrepreneurship.

Course Outcomes:

After reading this syllabus student will be able to:

- CO1: Understand meaning of gender and the issues related to gender in education in Indian society for skill development.
- CO2: Examine the issues and concerns related to universalisation of Secondary Education for skill development and fulfilling local needs.
- CO3: Understanding different agencies of society in gender bias for skill development.
- CO4: Comprehend some of the key concepts of gender studies which encourage critical thinking for skill development.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	1	3	3	2	1	2
CO2	3	3	2	2	3	3	2	3
CO3	3	3	3	3	3	2	3	3
CO4	2	3	3	3	2	1	3	2

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Chandra, Karuna: Structures and Ideologies, Socialization and education of the girl.
- Kumar, K.: Political agenda of education, New Delhi.

Website Sources:

- <http://egyankosh.ac.in/handle/123456789/46084>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-V

External: 35
Internal: 15
Total: 50

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Course outcomes:

CO1:

CO2: , , , ,
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CO3:
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Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
 (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	2	1	3	3	2	3
CO2	3	2	3	3	3	3	2	1
CO3	3	2	3	2	2	3	3	2

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1

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- Chandra, J. (1996): Teaching of Hindi, Modern Publisher, Meerut.

- Chaturvedi, S. (2001) : Hindi Teaching, R.Lal Book Depot, Meerut
- Kumar, Y. (2004) : Modern Hindi Teaching, A.P.H. Publishing Corporation, New Delhi
- Lal, R.B. (2003): Hindi Teaching, Rastogi Publication, Meerut
- Mittal, M.L. (2012) : Hindi Teaching, Loyal Book Depot, Meerut
- Pandey, R.S. (2013-14): Hindi Teaching, Agrawal Publication, Agra
- Sharma, K. & B. (2013-14) : Hindi Teaching, Agrawal Publication, Agra
- Sharma, P.P. & Gupta, M. (2007): Hindi Teaching, SahityagarPrakashak, Jaipur.
- Singh, A.K. (2007) : Hindi Teaching, ApoloPrakashan, Jaipur
- Singh, S. (2004) : Hindi Teaching, International Publishing House, Meerut

Website Sources:

- <https://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.htm>
- <https://www.youtube.com/watch?v=wKioTGNDhAw>
- http://www.scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdf

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 35
Internal: 15
Total: 50

BABED523: PEDAGOGY OF ENGLISH- I

Course Objectives:

The purpose of this course is to expose students to:

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The importance teaching aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback *for developing skills and employability.*

Course Content:

Unit I Teaching of English as a Second Language:

General characteristics of a language, Principles of language teaching, Nature of English language for skill development, employability and entrepreneurship.

Unit II Role of English as second language in India:

Its place in the school curriculum, Aims and objectives of teaching English as a second language, Teaching of English Vocabulary necessary for a second language learner, Developing skills of Aural Comprehension and Speaking, Teaching the mechanics of Reading and Writing for skill development, employability and entrepreneurship.

Unit III Methods of teaching English as a second language:

Translation Method, Direct Method, Structural Approach, Bilingual Method, Communicative Approach. for skill development, employability and entrepreneurship.

Course Outcomes:

After reading this Course student will be able to:

CO1: Develop an understanding of language and nature of English language for skill development, employability and entrepreneurship.

CO2: Develop understanding of English as second language and its place in school curriculum for skill development, employability and entrepreneurship.

CO3: Know about various methods and approaches of teaching English at upper primary level for satisfying their local needs and for skill development, employability and entrepreneurship.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes (POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	3	2	3	3	3	3
CO2	2	3	2	3	3	3	2	3
CO3	3	2	3	2	2	3	3	2

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1

References:

- Bindra, R.; Teaching of English.
- Chadha, S.C.; Teaching of English.
- Pandey, K.P. & Amita: The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).
- Singh, M.K.; Teaching of English.

Website Sources:

- http://www.scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_english.pdf
- <https://www.youtube.com/watch?v=Zksyv-lltPo>
- http://www.manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 35
Internal: 15
Total: 50

BABED524: PEDAGOGY OF HOMEN SCIENCE-I

Course Objectives:

The purpose of this course is to expose students to:

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition for skill development ,employability and entrepreneurship.

Course Content:

Unit I Concepts

- The concept of home science: meaning and components; place of home science in secondary education , Job opportunities in home science, Aims and objectives of teaching of home Science, Correlation of home science with other school subjects for skill development ,employability and entrepreneurship.

Unit II Pedagogical Analysis

- Foods, nutrition and health, Child care, Fiber and fabric, Home management-importance of planning, principles of budget making, Hygiene and sanitationfor skill development ,employability and entrepreneurship.

Unit III Methods of Teaching

- Method of teaching as applied to home science, Teacher centred methods-lecture, demonstration, Child centred method-laboratory, project, assignment, discussion, Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, Stimulus variaton, Blackboard writing, etc, Use of ICT in teaching-learning process of home science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etcfor skilldevelopment, employability andentrepreneurship.

Course Outcomes:

At the end of the course, the student teacher will be able to:

CO1: Develop an understanding of nature and aims and objective of teaching of Home Science for skill development, employability and entrepreneurship.

CO2: Understand the role and importance of home science teacher for skill development, employability and entrepreneurship.

CO3: Develop the skill of making lesson plan interesting based on experiential learning and teaching home science for skill development, employability and entrepreneurship.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	3	2	3	2	2
CO2	2	2	3	2	3	2	2	3
CO3	3	2	2	2	2	3	2	3

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1

References:

- Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra.
- Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
- Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur.
- Pathak, R.P., Teaching Skills, Pearson, Delhi.
- Yadav, Seema, Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi.
- Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut.
- Bloom, B.S. Taxonomy of Educational objectives, Mckay Co. New York.
- Ryon, D.C., Characteristics of Teachers, Sterling Publications Co. Pvt. Ltd., Delhi.
- Chandra, A., Introduction to Home Science (2nd revised edition) Metropolitan, New Delhi.
- Ray, Binita, Fundamentals of Home Science (Part I & II), Sterling Publications Co. Pvt. Ltd., Delhi.

Website Sources:

- <https://www.youtube.com/watch?v=E3WH7yk0X9o>
- <https://www.learningclassesonline.com/2019/07/pedagogy-of-home-science.html>

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 35

Internal: 15

Total: 50

BABED525: PEDAGOGY OF SOCIAL SCIENCE- I

Course Objectives:

The purpose of this course is to expose students to:

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- Acquire the ability to develop instructional support materials thus developing skills, employability and entrepreneurship.

Course Content:

Unit I: - Nature and Scope of Social Sciences

Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them, Rational for including these areas in school curriculum, Instructional objectives of teaching social sciences at secondary level for skill development, employability and entrepreneurship.

Unit II: - Curriculum of Social Sciences:

Curriculum its meaning and definitions, Evolution of Social Science Curriculum in the context of independent India, Process of curriculum development in social science, Critical appraisal of existing social science curriculum at secondary level of education for skill development, employability and entrepreneurship.

Unit III: - Principles, Maxims, Methods and Techniques of Teaching Social Science:

Principles and maxims of class-room teaching of social science, Teaching methods: meaning, definition, Modern and traditional Methods of teaching social science, Techniques of teaching: meaning, definition, Different techniques of teaching social science for skill development, employability and entrepreneurship.

Course Outcomes:

After completing the syllabus student will be able to :

CO1: Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area.

CO2: Developing curriculum of social science for developing skills and satisfying their local needs and developing skills and employability.

CO3: Develop skills of using different teaching methods and techniques of teaching Social Science for fulfilling their local needs and thus developing skills and employability.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	3	2	2	1	3
CO2	3	3	3	2	2	1	2	1
CO3	3	2	2	1	3	2	1	1

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	3	1
CO3	3	3	1

References: -

- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- Gurmeet Singh: Teaching of Social Science.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.
- Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
- Uma Mangal: Teaching of Social Studies.
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Website Sources:

- <http://spidernotes.in/social-science-study-notes-in-hindi-pdf-download/>
- <http://egyankosh.ac.in/bitstream/123456789/46748/1/BES-142B3E.pdf>
- [youtube.com/watch?v=bHtb1RvOkL0](https://www.youtube.com/watch?v=bHtb1RvOkL0)
- <https://www.youtube.com/watch?v=1aogttdrdJ0>

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- V

**External: 00
Internal: 100
Total: 100**

BABED553: PRACTICUM: SCHOOL ATTACHMENT PROGRAMME-I

Course Objectives:

The purpose of this course is to expose students to:

- Developing social and personal skills.
- Developing observation and perception skills.
- Adding relevance and meaning to learning.
- Providing first-hand real-world experiences.
- Enhancing motivation and interest in the subject to inculcate skills and develop employability and entrepreneurship.

Course Content:

- The student teachers will visit the neighbourhood schools for two weeks school Observation (Ten Lessons per Subject) to get acquainted with the school environment and its functions and processes and submit the report.
- The student teachers will familiarize themselves with school structure and administration.
- The student teachers will visit schools and interact with teachers to know about the assessment practices like CCE, grading patterns and reporting the performance of students and submit the report
- Students will analyse the assessment records and the report cards to study the models of assessment and procedures followed in reporting students' performance. The students will attend the PTA meetings where feedback about students' performance is given by the teachers and submit the report.
- The student teachers will observe minimum 3 classes of regular teachers for understanding the skills and strategies used in teaching by them.
- The student teachers will visit different types of schools such as Government, Government aided and private schools to study their governing norms, regulations and participation in the community.

- The student teachers will visit the schools run by community/NGO or other organizations like minority run schools, schools in SC/ST dominated areas, schools in slum areas, special and inclusive schools and submit the report.

Course Outcomes:

After completing the course students will be able to:

CO1: Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education to meet their local needs and also developing skills and employability.

CO2: Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural developing skills and employability and thus satisfying their local and national needs.

CO3: Implicit and explicit structures in our schools that act as a hindrance in including all developing skills and employability.

CO4: Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom developing skills and employability.

CO5: Develop an understanding of Technicality of Teaching developing skills and employability.

CO6: Curriculum Analysis helped in planning for developing skills and employability.

CO7: Involve and interact with the school activities and were accountable for the developing skills and employability.

CO8: Understand the psycho-social needs of developing skills and employability.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	3	3	3	3
CO2	3	2	2	2	3	2	2	2
CO3	3	3	3	3	3	3	3	3
CO4	2	2	2	2	2	2	2	2
CO5	3	3	3	3	3	3	3	3
CO6	2	3	2	2	2	2	2	2
CO7	3	3	2	3	3	3	3	3
CO8	3	2	3	2	3	2	2	2

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1

CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

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CO4: dfo o ys[kdksa ds çfr #fp mRiUugksuk o mulsçsfjrgksdjuSfrdewY;ksa dk fodklgksuka

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	1	1	2	1	1	1	1
CO3	1	1	1	1	1	1	1	1
CO4	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3,2,1wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1

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

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- IDIsuk] }kfjdkizlkn] fgUnh ds vk/kqfudizrfuf/k dfo] fouksniqLrdefUnj]vkxjkA

Website Sources-

- www.iasbook.com
- mpbse.nic.in
- wwwmpboardsolutions.com

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-V

External: 70
Internal: 30
Total: 100

BABED532: HISTORY OF ENGLISH LITERATURE

Course Objectives:

The purpose of this course is to expose students to:

The main objectives of this course are to exhibit a working knowledge of the historical and cultural contexts of British literature from the old English to the contemporary Identify and describe distinct literary characteristics and genres of British literature from beginnings to the 20th century to instil skills and provide employability.

Course Content:

Unit-I

From Classical to Middle Age

An Introduction of Plato, Aristotle, Horace, Longinus and Rhetoric: Cicero, Seneca and Martians Capella

Plotinus, Augustine and Aquinas and Style and substance enhancing skills.

Unit-II

From Renaissance to Seventeenth Century

Renaissance and Reformation

Miracle and Morality Plays

University Wits

Elizabethan poetry

Metaphysical Poetry

Neo-classicism for skill development.

Unit-III

Eighteenth Century and the Romantic Age

Growth of the Novel

Precursors of Romanticism

Romanticism and the French Revolution

Growth of Romantic Literature (Prose, Poetry, Drama and Novel) to develop skills of the same.

Unit-IV

Nineteenth Century

Characteristics of Victorian Age

Growth of Victorian Literature (Prose, Poetry, Drama and Novel)

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1

References:

- Abrams, M. H., A Glossary of Literary Terms, Macmillan Publishers India Ltd., New Delhi.
- Blamires, Harry, A History of Literary Criticism, Macmillan Publishers India Ltd., New Delhi.
- Kumar, Satish, Ages, Movements and Literary Forms, Laxmi Narain Agrawal, Agra.

WebsiteSources:

- www.wikipedia.org
- www.britannica.com
- www.literaryhistory.com
- www.literary-study-online.com

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-V

External: 70
Internal: 30
Total: 100

BABED533: MONETARY ECONOMICS

Course Objectives:

The purpose of this course is to expose students to: The course aims at enabling students to understand about the institutions, markets and securities that form the basis of modern financial and monetary systems for entrepreneurship development. This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions to inculcate skills and provide employability and entrepreneurship.

Unit -I Money

Money – meaning, classification and functions; Gresham’s law; Monetary standards – metallic and paper systems of note issue; Measures of money supply and sources of reserve money in India, Brief history of Indian Rupee for skill development.

Unit-II Money and prices

Value of money - measurement and determination; Quantity theory of money – cash transaction and cash balance approaches, Inflation - demand pull and cost push, Trade-off between inflation and unemployment; causes and effect of inflation, measures to control inflation for skill development and employability.

Unit-III Banking System in India

Commercial Banking Meaning and functions of commercial banks, Commercial bank and economic development; Cooperative banks, Central Banking Functions, objectives and methods of credit control – quantitative and qualitative methods; Role and functions of Reserve Bank of India; Objectives and limitations of monetary policy; Monetary policy of RBI for skill and entrepreneurship development.

Unit-IV Indian Money Market and Banking

Structure of financial market in India; Structure and functions of Indian money market, weaknesses of money market in India; Money markets instruments; A critical appraisal of the progress of commercial banking after nationalization; Recent reforms in banking sector in India; Development banking in India – IFCI, IDBI, and ICICI for employability and entrepreneurship development.

Course Outcomes:

After completing the course students will be able to:

CO1: Define the meaning of money and explain its classification and functions for skill development for skill development.

CO2: Define the value of money and explain its measurement and determination for skill development and entrepreneurship development for skill development and entrepreneurship.

CO3: Describe the Banking system of India for skill development, employability and entrepreneurship development for skill development and employability.

CO4: Describe the Indian Money Market and Banking for skill development, employability and entrepreneurship development for skill development and employability.

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes (POs):
(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	2	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	1	2	1	1	1	1	1
CO4	1	1	1	1	1	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Avadhani, V.A., Investment and Security markets in India.
- Mahindra K.K., Monetary Theory.
- Vaish M.C., Monetary Theory.
- Shekher K.C., Banking Theory and Practice.

- Bhole, L.M., Financial Institutions & Markets.
- Mitra, S., Money and Banking.
- Sethi, T.T., Monetary Economics.
- Gupta S.B., Monetary Planning.

Web Sources:

- <https://www.toppr.com/guides/fundamentals-of-economics-and-management/money/definition-and-functions-of-money/>
- <http://web.econ.ku.dk/okocg/MAT-OEK/Mak%C3%98k2/Mak%C3%98k2-2015/Forel%C3%A6sninger/Ch16-2015-1.pdf>
- <https://byjus.com/free-ias-prep/rbi/>
- https://en.wikipedia.org/wiki/Reserve_Bank_of_India

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-V

External: 50
Internal: 30
Total: 80

BABED534: EVALUATION OF GEOGRAPHICAL THOUGHT

Course Objectives: -

The main objectives of this course are to make students understand about historical development of geographical concepts, philosophies and approaches

Course Contents:

Unit- I

The field of geography; its place in the classification of sciences; geography as a selected concepts of geography - distributions; relationships, interactions, area differentiation and spatial organization.

Unit- II

Dualisms in geography; systematic & Regional geography; physical & human geography. Systematic geography & its relation with systematic sciences and with regional geography. The myth and reality about dualism.

Unit-III

Geography in ancient period – Contribution of Indian, Greek & Roman geographers, Geography in middle age – Arab geographers, Renaissance period in Europe. Renowned travelers and their geographical discoveries.

Unit -IV

German school of thought – Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner, French school of thought – Contribution of Blache & Brunhes. Soviet geographers, American school – Contribution of Davis, Sample, Huntington & Carl Sauer, British school – Contribution of Mackinder, Herbertson & L.D. Stamp.

Course Outcomes: -

Students will be able to understand:

CO1: About the contribution of Indian and other renowned Geographers.

CO2: dualism in geography and paradigm at local and national level.

CO3: Greek & Roman geographical development in middle age for fulfilling global needs.

CO4: Thought and contribution of German, French, British and American school globally.

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes (POs):

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	2	2	1	1	1
CO2	2	1	1	1	1	2	1	1
CO3	1	2	1	1	1	1	1	1
CO4	1	1	2	2	1	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References: -

- Ali, S.M. (1960): Arab Geography, Institute of Islamic Studies, Aligarh Muslim University, Aligarh, First Edition.
- Diddee, J. (ed.) (1990): Indian Geography, Institute of Indian Geographers, Pune, first edition.
- Dikshit, R. D. (2003): Geographical Thought. A Critical History of Ideas. Prentice-Hall of India, New Delhi. (in English and Hindi).
- Dube, B. (1967): Geographical Concepts in Ancient India, National Geographical Society of India, Varanasi.
- Hartshorne, R. (1959): Perspective on the Nature of Geography, John Murray, London.
- Harvey, D. (1969): Explanations in Geography. Arnold, London.
- Holt-Jensen, A. (1980): Geography: Its History and Concepts. Harper and Row Publishers, London.
- Husain, Majid. (2002): Evolution of Geographical Thought, Rawat Publications, Jaipur.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in
- researchgate.net
- en.m.wikipedia.org
- www.amu.ac.in

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 20
Internal: 00
Total: 20

BABED551: PRACTICAL (GEOGRAPHY)

Course Objectives: -

The objective of this course is to introduce basic concept of cartography and develop the understanding about different type of maps, scales, relief features and surveying so as to develop skills, employability and entrepreneurship.

Course Content:

(A) Lab Work

Plane table Surveying; Radiation, Inter section & Resection method with three Points problem.

Surveying by Prismatic Compass, open traverse, Close traverse, Elimination of error. Bowditch Method.

Use of Sextant; measurement of height-accessible and inaccessible method.

OR

Indian clinometers: Measurement of height-accessible and inaccessible method.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal Choice (Duration – Three Hours)- 10
Viva-Voce & sessional records –10

Course Outcomes: -

After the completion of the course, Students will be able to identify:

CO1: Describe, create, construct and prepare different cartographic things.

CO2: To draw maps, scales, relief and adept to conduct survey.

References:-

- Khan, Z.A., Text book of practical Geography, Concept, New Delhi – 1998.
- Sharma J.P. – Prayogik Bhugol.
- Singh, R.L., Elements of Practical's Geography, Kalyani Pub. New Delhi.

Website Sources:

- www.vpcivil.co.in
- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipedia.org
- www.fao.org

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION

B.A.-B.Ed. Integrated Programme

SEMESTER-V

External: 70

Internal: 30

Total: 100

BABED535: NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

Course Objective:

The purpose of this course is to expose students:

- To develop political agitations within the limits of law and by constitutional methods.
To make the British Government aware of the Indian condition because they believe that the Britishers were and wanted to be just to the Indians so as to develop skills, employability and entrepreneurship.

Course Content:

Unit-I

The birth and growth of Nationalism in India. The Indian National Congress; the Moderates and the Extremists; Landmarks of Indian National Movement: Non-Cooperation, Civil Disobedience and Quit India Movements; the Independence Act 1947.

Unit-II

The making of the Indian Constitution; Salient Features of the Constitution; Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations for skill development.

Unit-III

The President; The Prime Minister; The Council of Ministers; for skill development and employability.

Unit-IV

The Supreme Court, The Parliament; Parliamentary Democracy in India. Panchayati Raj System in India for skill development and employability.

Course Outcomes:

After the completion of the course, Students will be able to

CO1: Explain the formation of the Congress in 1885 and Trace the Bengal Partition and the Swadeshi movement and thus developing skills and employability.

CO2: Discuss the roots of communalism- Savarkar and Hindu Nationalism and Jinnah and the two nation theory for skill development and employability.

CO3: Describe the movements against caste and untouchability, Ambedkar's views on Social Justice and the depressed classes for skill development and employability.

CO4: Analyse the Working Class and Peasant movements under colonial rule and estimate the contribution of the August 1942 movement, the INA and the naval uprising for skill development and employability.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	2	1	1	2	2	1
CO2	2	1	1	2	2	1	1	1
CO3	2	1	1	2	2	1	1	1
CO4	2	1	1	1	2	1	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Basu, D.D.; An Introduction to the Constitution of India, New Delhi, Prentice hall, 1994.
- Baxi, U.; The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980.
- Brass, P.; Politics of India since Independence, Hyderabad, Orient Longman, 1990.
- Chanda, A.; Federalism in India: A Study of Union State Relations, London, George Allen and Unwin, 1965.
- Chaube, S.K.; Constitution Assembly of India: Spring Board of Revolution, New Delhi, People's Publishing House, 1973.
- Fadia, B.L.; State Politics in India, 2 Vols, New Delhi, Radiant Publishers, 1984.

Website Sources:

- www.sscguide.com
- www.latestcarenews.com
- www.ncert.com

- www.sansarlochan.in
- www.hindilibrearyindia.com

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 70

Internal: 30

Total: 100

BABED536: FOUNDATIONS OF SOCIOLOGICAL THOUGHT

Course Objectives:

The purpose of this course is to expose students -

- know about Hierarchy of Science and Social Static & Dynamic
- Understand Karl Marx: Historical Materialism, Dialectical Materialism and Class Struggle.
- Durkheim: Social Fact, Religion and Suicide.
- Max Webber: Authority and Protestant Ethic and the Spirit of Capitalism.
- V. Pareto: Logical & Non- Logical Action, and Circulation of Elites.
- Interactionalism: Max Webber Theory of Social Action for developing skills.

Course Content:

UNIT- I

August Comte: Law of Three Stages, Hierarchy of Sciences and Social Static & Dynamic
H. Spencer: Social Darwinism Super Organic Evolution for skill development.

UNIT- II

Karl Marx: Historical Materialism, Alienation and Class & Class Struggle, E. Durkheim: Division of Labour, Social Fact, Sociology of Religion and Suicide for skill development.

UNIT- III

M. Weber: Ideal Type, Social Action, The Protestant Ethic and the Spirit of Capitalism and Power & Authority; V. Pareto: Logical & Non-Logical Action and Circulation of Elites for skill development.

UNIT- IV

Functionalism: Radcliffe-Brown and Malinowski; R.K. Merton – Postulates of Functionalism; R.K. Merton: Latent and Manifest Functions for skill development.

Course Outcomes:

After completion of the course, Students will be able to

- CO1: Assess Social and Sociological Theories; Phenomenon and Perspectives; Influence of Industrial and French Revolution on Sociological thought and contributions of August Comte for skill development.
- CO2: Describe the contributions of Herbert Spencer, Vilfredo Pareto and Thorstein Veblen for skill development.
- CO3: Analyse Life & Major Works of Karl Marx for skill development.
- CO4: Explain contributions of Emile Durkheim. Elaborate on contributions of Max Weber for skill development.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes

(POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	2	1	1
CO2	2	1	1	1	2	2	1	2
CO3	1	2	2	1	2	1	1	1
CO4	1	1	2	2	1	1	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Aron, Ramond. 1967 (1982 reprint) Main currents in sociological thoughts (2 volumes). Harmonds worth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the History to the Sociology, Chicago The University of Chicago press.
- Coser, Lewis A. 1979. Masters of Sociological Thought. New York: Harcourt Brance Jovanovich
- Fletcher, Ronald. 1994. The Making of Sociology (2 volumes) Jaipur- Rawat.
- Ritzer, George. 1996. Sociological Theory. New Delhi. Tata-McGraw Hill.
- Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.
- Zeitlin, Irving.1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jaipur: Rawat.

Website Sources:

- <http://www.ignounotesforias.in/eso-13-sociological-thought/>
- <http://egyankosh.ac.in/handle/123456789/18121>
- <https://www.ncert-solutions.com/sociology-hindi/>
- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 50
Internal: 30
Total: 80

BABED537: INTRODUCTION TO TEXTILES AND CLOTHING

Course Objectives:

The purpose of this course is to expose students to:

- Acquaint with the different textiles and their performances.
- Impart knowledge on different textile finishes.
- Acquaint with proper notion regarding choice of fabric.
- Develop skills in clothing construction for developing employability.

Course Content:

Unit -I

Introduction to textiles: Classification to textile fibers. Manufacture, Properties and uses of – cotton, linen, wool, silk, rayon, polyamide and acrylic fibers for skill development and employability.

Unit- II

Weaving process- To study the parts and functions of a Loom. Different types of basic and decorative weaving for skill development and employability.

Unit- III

Finishes-

- Physical- singeing, napping, brushing, shearing, sizing, shrinking, tendering and calendaring.
- Chemical- bleaching and mercerizing.

Special purpose finishes- wrinkle resistant, water repellent, flame retardant, dyeing and printing etc. for skill development.

Unit- IV

Equipment and supplies used in clothing construction with special reference to Sewing Machine.

General principles of clothing construction for skill development and employability.

Course Outcomes:

After completion of the course, Students will be able to:

CO1: Know Cultivation, Properties and uses of Natural Fibers and Manmade fibers for skill development and employability.

CO2: Gain knowledge of Blend and Union fabrics for skill development and employability.

CO3: Understand preprocessing finishes for skill development.

CO4: Develop the scenes of assurance for quality of textile material among students for skill development and employability.

**Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	2	2	2	2	3	3
CO2	2	1	3	2	2	3	2	2
CO3	2	2	2	1	1	2	2	2
CO4	2	2	3	2	3	3	2	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Hurlock, Elizabeth; Child Development.
- Mussen, P. Conger, J. J. Kagan, J. and Huston, A. C.; Child Development and Personality.
- Vatsyan; Child Development.

Website Sources:

- www.textileschool.com
- www.textilestudycenter.com
- www.clothingindustry.blogspot.com
- www.textilecourse.blogspot.com
- www.sciencedirect.com
- www.woolmark.com
- www.britannica.com

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER-V

External: 20
Internal: 00
Total: 20

BABED552: PRACTICAL (HOME SCIENCE)

Course Objectives:

The purpose of this course is to expose students:

- To enable students to understand and learn methods of developing Fabrics.
- To gain knowledge and understanding of fundamentals of weaving machinery and Processes to inculcate skills and provide employability.

Course Content:

Practical / Lab Work:

- Tie and Dye.
- To prepare a paper pattern of child's bodice block (3 years old).
- Stitching of basic garments.

Course Outcomes:

After completion of the course:

CO1: The learner will acquire knowledge of various dyes used on textile fibers.

CO2: The learner will learn the procedure of dyeing different textile materials for to inculcate skills and provide employability.

CO3: To learn different styles and methods of to inculcate skills and provide employability.

References:

- Hurlock, Elizabeth; Child Development.
- Mussen, P. Conger, J. J. Kagan, J. and Huston, A. C.; Child Development and Personality.
- Vatseyan; Child Development.

Website Sources:

- www.textileschool.com
- www.textilestudycenter.com
- www.clothingindustry.blogspot.com

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- VI

**External: 70
Internal: 30
Total: 100**

BABED621: CREATING AN INCLUSIVE SCHOOL

Course Objectives:

The purpose of this course is to expose students and develop entrepreneur skills to:

- Understand the concept and nature of inclusive education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Prepare conducive teaching learning environment in inclusive schools.
- Identify and utilize existing resources for promoting inclusive practices.

Course Content:

Unit I: Basic Concepts and Introduction to Inclusive Education for skill development

Meaning of Impairment, Disability and Handicap; Concept of Special Educational Needs and Diverse Needs, Difference between Special Education, Integration and Inclusive Education. Significance of Inclusive Education; Factors Affecting and Promoting Inclusion.

Unit II: Nature and Needs of Diverse Learners-Identification of Diverse Learners in the Classroom

Sensory Impairment: Hearing impairment and Visual impairment
Physical Disabilities: Orthopaedic impairment, Cerebral Palsy, Special Health Problems, Congenital defects; Slow Learners and Under Achievers; Intellectual Disability; Learning disabilities and ADHD; Autism Spectrum Disorders; Multiple disabilities ; Emotional and Behavioural Problems; Gifted and Creative; Socially Disadvantaged, Economically Deprived, Religious and Linguistic Minorities, Inhabitants of Geographically Difficult Areas for skill development and employability.

Unit III: Preparing Schools for Inclusion-General Considerations and Provisions

Concept of Inclusive School, Competencies and Characteristics of inclusive Teacher
Physical Consideration, Socio-Emotional Considerations, Curricular

Considerations Provision of Assistive devices, equipment's and technological support.
Special provisions in Evaluation for development of employability in education sector.

Unit IV: Inclusive Practices in Classroom

Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curriculum adaptation and adjustment, lesson planning and TLM. Pedagogical strategies to respond to needs of individual students: Cooperative learning strategies in the classroom, peer tutoring, buddy system, reflective teaching, multisensory teaching. Use of ICT suitable for different disabilities for development of skills and employability.

Practicum

- Collection of data regarding children with special needs.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Identifying one/two pupils with special needs in the primary schools and preparing a profile of these pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability for development of skills. (Visit to Resource Room).
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the school.
- Visits to different institutions dealing with different disabilities and Observation of their Classroom.
- In addition, school and community based activities may be organized.

Course Outcomes:

After the completion of the course, Students will be able to

CO1: Identify specific identities that exist beyond the superficial. Examples of this would be cultural background, socio-economic status, country of origin.

CO2: Discuss possible impacts of a person self-defined identity on his/her learning or on his/her ability to teach diverse students.

CO3: Recognize examples of unconscious bias, both in themselves and in others.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes

(POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	2	1	2	1	1	3
CO2	2	1	2	2	1	2	3	2
CO3	2	2	1	1	2	1	2	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	2	1
CO3	3	2	1

References:

- Fimian, M.J., Fafard, M., and Howell, K.W.: A Teacher's guide to Human Resources in Special Education: Para Professionals, Volunteers, and peer tutors. Boston: Allyn and Bacon, Inc.
- Furth, H. (1964). Thinking without Language. New York: Free Press.
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 35
Internal: 15
Total: 50

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

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 35
Internal: 15
Total: 50

BABED623: PEDAGOGY OF ENGLISH- II

Course Objectives:

The purpose of this course is to expose students to:

- The nature and characteristics of a language and its use.
- The required skills for mastering a language and thus developing skills of the same and employability.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language for skill development.
- The importance teaching aids and other technological devices used for language teaching for development of skills and employability.
- Evaluation and testing techniques for obtaining feedback.

Course Content:

Unit IV: - Teaching and Lesson-Planning of various Aspects of English for skill development

Prose, Poetry, Grammar, Composition, Structures.

Unit V: - Audio - Visual and Technological Aids

Need and importance, Types and purpose, Technological aids as Language, Laboratory, CAI.

Unit VI: - Testing and evaluation for development of employability and entrepreneurship skills.

Concept of Testing and evaluation, Need and Importance of testing in English, Types of Tests - oral, Written and skill testing.

Course Outcomes:

After reading this Course student will be able to:

- CO1: Develop an understanding of the aims of teaching English at the upper primary level for development of skills and knowledge.
- CO2: Enlist the learning outcomes of teaching English at upper primary level. Identify various kinds of learners (slow, average and bright) in a class of English teaching.
- CO3: Develop an understanding of the importance of classroom management in a class of English teaching for generate employment.

CO4: Know about various methods and approaches of teaching English at upper primary level. Know about various methods of evaluation for different skills of English language.

CO5: Know about various online resources for teaching English and thus satisfying national and global needs. Comprehend the need and importance of remedial teaching in English at upper primary level.

Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes (POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	2	1	3	1	2	2
CO2	1	2	2	2	1	2	3	2
CO3	2	3	3	3	3	1	3	3
CO4	3	1	2	3	3	2	2	2
CO5	2	2	3	3	2	2	3	2

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	3
CO2	3	1	2
CO3	2	1	1
CO4	3	2	1
CO4	3	2	1
CO5	3	2	1

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IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 35
Internal: 15
Total: 50

BABED624: PEDAGOGY OF HOME SCIENCE-II Course Objectives:

The purpose of this course is to expose students to:

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary school for skill development.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively for development of skills and knowledge.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching for development of employability.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Unit IV: -Unit IV: - Home Science Curriculum

Characteristics of learner, Principles of development of curriculum for Home Science, Important points for curriculum construction in Home Science, tatus of Home Science curriculum in secondary educationfor the skill development and employability.

Unit V: - Equipments of Teaching

Development and designing of curriculum, Teaching aids-classification and importance, Concept of Unit and lesson plan, preparation of unit and lesson plan, Development of text books, Planning of space and equipment for home science laboratory

Unit VI: - Transaction mode and Evaluation

Objectives of evaluation in social science, developing a blueprint – objective, content, items, Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions, Construction of achievement test in social science, Continuous evaluation using feedback for improvement of teaching and learning in social science, Diagnostic testing and remedial teaching.

Course Outcomes:

At the end of the course, the student teacher will be able to:

CO1: Develop an understanding of nature and methods of teaching of Home Science. Understand the role and importance of home science teacher.

CO2: Know the place of Home Science and curriculum. Develop the skill of making lesson interesting.

CO3: Critically evaluate the existing curriculum so that local needs can be satisfied and give suggestions for the improvement. Develop the skill of making lesson plan based on experiential learning.

CO4: State the principles governing curriculum construction and develop skills of the same and thus developing employability.

Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	3	2	1	2
CO2	2	2	2	2	2	2	1	2
CO3	2	1	3	3	2	2	2	2
CO4	1	2	3	3	2	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	1	1
CO3	3	1	1
CO4	3	2	2

References:

- Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra
- Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 35
Internal: 15
Total: 50

BABED625: PEDAGOGY OF SOCIAL SCIENCE-II

Course Objectives:

The purpose of this course is to expose students to:

- Understand the concept, meaning and scope of social sciences for development of skills and knowledge.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan for development of employability.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- Acquire the ability to develop instructional support materials for skill development and entrepreneurship.

Course Content:

Unit IV: - Teaching Aids in the Teaching of Social Science

Importance of teaching aids, Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science, Preparation of teaching aids, Use of teaching aids in the class room situations, Application of ICT in the Social Science Classroom for skill development and employability.

Unit V: - Lesson Planning in Social Science

Meaning, needs, importance of lesson planning in social science, Different approaches of lesson planning in social science, Preparation of lesson plan in social science for development of skills and knowledge.

Unit VI: - Transaction mode and Evaluation

Objectives of evaluation in social science, developing a blueprint – objective, content, items, Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions, Construction of achievement test in social science, Continuous evaluation using feedback for improvement of teaching and learning in social science, Diagnostic testing and remedial teaching.

Course Outcomes:

After completing the syllabus student will be able to :

CO1: Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area for skill development.

CO2: Develop an eco-friendly relationship for saving the natural resources and preservation of nature.

CO3: Develop awareness towards social concerns and social issues.

CO4: Acquire the basic knowledge of objectives and skills to be developed by teaching social science for generate the employability in education sector and meet local and national needs.

CO5: Develop skills of making teaching learning process experiential and joyful.

Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	1	2	1	1	3
CO2	1	2	2	2	1	2	1	3
CO3	2	2	3	2	2	1	2	3
CO4	1	1	2	1	2	1	2	2
CO5	1	2	2	1	2	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	2	2	1
CO3	3	1	1
CO4	3	2	2
CO5	3	2	1

References: -

- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- Gurmeet Singh: Teaching of Social Science.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.
- Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
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- <http://spidernotes.in/social-science-study-notes-in-hindi-pdf-download/>
- <http://egyankosh.ac.in/bitstream/123456789/46748/1/BES-142B3E.pdf>
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER- VI

External: 00
Internal: 100
Total: 100

BABED653: PRACTICUM: SCHOOL ATTACHMENT PROGRAMME-II

Course Objectives:

The purpose of this course is to expose students to:

- Developing social and personal skills.
- Developing observation and perception skills.
- Adding relevance and meaning to learning.
- Providing first-hand real-world experiences.
- Enhancing motivation and interest in the subject.

Course Content

During this phase student teachers are expected to begin developing their own understanding about facilities available in school, learners and their learning context, curriculum transactions in school. Student teachers gain understanding being into actual school environment by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on school, learner contexts and teacher context are suggested to be carried out by student teachers in this phase.

- Analyze how the curriculum proposed at the national /state levels are translated into class room practices by observing teacher's classes of any one subject
- Identify the resources and facilities used by the teacher for teaching a lesson and interact with teacher to identify the resource mobilization.
- Study of the availability of facilities and resources catering to curriculum transaction at upper primary and secondary levels - labs, library, activity rooms, learning resources, art and craft resources and resources for physical education and yoga.
- Study of the facilities and scope for inclusiveness in school environment.
- Observation of classes to understand the learning processes; Study the learners coming from diverse back grounds and their interaction in classrooms - social context of learners; Individual differences; learning facilities for Inclusive children.
- Observation of learners in various contexts (participation in school activities, play ground, lunch time, participatory role in school functioning, maintenance of class room and school surroundings, responsibilities taken in various club activities etc.).
- Understand the dynamics of classroom processes and multiple roles of teacher & learners.

- Understand the Classroom management strategies employed by the teacher.
- Interact with teachers to understand how unit and lesson planning are done in their subjects
- Understand school policies and practices to address student learning difficulties remediation, extra study hours etc. - at macro level- across subjects and at micro level within the class room.
- Analyze test- question papers in subjects to understand what is assessed; types of questions/items used; and with reference to the objectives of the unit/lesson
- Reflect on the processes employed in CCE and the observed outcomes.

Course Outcomes:

After completing the course students will be able to:

1. Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
2. Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
3. Implicit and explicit structures in our schools that act as a hindrance in including all students.
4. Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom for developing skills and employability.
5. Develop an understanding of Technicality of Teaching roles.
6. Curriculum Analysis helped in planning for classes to develop skills.
7. Involve and interact with the school activities and were accountable for the same.
8. Understand the psycho-social needs of children.

IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

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**Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	3	3	2	1	3	1
CO2	2	1	2	2	1	2	3	3
CO3	1	3	1	3	2	1	1	3
CO4	2	3	3	1	3	2	3	2

Co Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

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- ukFk] f=yksdh] fuca/k ladyu] jatukizdk”ku] vkxjk A

Website Sources-

- www.iasbook.com
- www.mpbse.nic.in
- wwwmpboardsolutions.com

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

BABED632: INDIAN WRITING IN ENGLISH

Course Objectives:

The main objectives of this course are to understand the various features of Indian literature in English and to get a glimpse of the regional literatures translated in English. This course makes the students aware of the superstitious practices prevalent in Indian society for skill development and employability.

Course Content:

Unit-I: Poetry

Toru Dutt	:	Laxman
Kamala Das	:	An Introduction
Nissim Ezekiel	:	A Poem of Dedication

Unit-II: Poetry

Jayant Mahapatra	:	Grandfather
A K Ramanujan	:	Anxiety
Keki N Daruwala	:	The Unrest of Desire

Unit-III: Drama

Mahesh Dattani	:	Seven Steps around the Fire
Badal Sarkar	:	SaariRaat*

Unit-IV: Fiction

Mulk Raj Anand	:	The Untouchable*
Kiran Desai	:	The Inheritance of Loss*

Unit-V: Prose

Mahatma Gandhi	:	Hind Swaraj, Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII (Education)
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Note-* means non-detailed study.

Course Outcomes:

After completing the course students will be able to:

CO1: Understand Indian English poetry, its themes and techniques, language, genres in the context of Indian Society to enrich skills.

CO2: Understand the need of wiping out social evils to dream of a healthy society for enhancing analytical skills.

CO3: Understood how well the Indian culture is reflected in Literature through translation to boost translation skills.

CO4: Have an understanding of social evils prevalent in the society and socio-cultural aspects of Literature for research skills.

CO5: Know Hind Swaraj and its relevance thoroughly and understand Gandhiji's point of view for better skills.

**Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	1
CO2	3	3	3	2	3	2	3	1
CO3	3	3	3	3	3	2	3	2
CO4	3	3	3	3	3	2	3	2
CO5	3	3	3	2	1	1	3	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1

References:

- Desai, J. T., Mahatma Gandhi's Hind Swaraj Navajivan Publishing House, Ahmedabad.
- Desai, Kiran, The Inheritance of Loss, Grove Atlantic Press, New York.
- Gupta, V. K., Keki N Daruwala's The Unrest of Desire, S.K. Publishers, Bareilly
- Gupta, V. K., Mahesh Dattani's Seven Steps around the Fire, S.K. Publishers, Bareilly
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- Singh, Raju, Indian Writing in English Poetry & Prose, Shivam Publications, Agra.
- Sircar, Badal, Saari Raat, DIC Press.
- Varshney, R. L., Mulk Raj Anand's The Untouchable, LNA Publishers, Agra.

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- www.poemhunter.com

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

BABED633: DEVELOPMENT AND ENVIRONMENTAL ECONOMICS

Course Objectives:

The course aims at enabling students to understand the basic principles, approaches and aspects of economic growth and economic development for skill development, employability and entrepreneurship.

Course Content:

Unit – 1: Economic Growth and Development

Economic Growth and Development – Concept, Measurement, Indicators, Obstacles, Growth v/s Development; Features of developed and underdeveloped economies; Population Problems and economic development, Theory of demographic transition for skill development and entrepreneurship development.

Unit – 2: Theories of Economic Growth and Development

Classical Theory of development, Karl Marks and Schumpeter theory of development; Partial theory of growth and development – Unlimited Supply of Labour, Big Push, Balanced and Unbalanced growth for skill development.

Unit- 3: Sectoral View of Development

Role of agriculture in economic development, Land Reforms and its importance, New technology and Sustainable agriculture; Rationale and Pattern of Industrialization in developing countries, Choice of technique, terms of trade between agriculture and industry, Infrastructure and its importance for skill development and employability.

Unit – 4: Environment and Development

Population, Poverty and Environment, Environmental problems, causes of Environmental Degradation, Measures for Sustainable Development, Global Efforts for Environmental Preservation, Environmental problems and Policy in India for skill development.

Course Outcomes:

After completing the course students will be able to:

CO1: Explain the basic approaches and aspects of economic growth and economic development for skill development and entrepreneurship development.

CO2: Describe the theories of Economic Growth and Development for skill development,

CO3: Explain the sectoral view of rural and agricultural development for skill development, employability.

CO4: Explain the features of environment and development of developing and developed countries for skill development.

**Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	2	1	1	2
CO2	2	1	1	3	2	2	1	3
CO3	1	2	2	3	2	1	3	3
CO4	2	2	1	3	2	1	1	3

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	1
CO3	2	2	1
CO4	2	1	1

References:

- Ghatak, S., An Introduction to Development Economics.
- Graboski, R., Economic Development.
- Hayami, Y., Development Economics.
- Misra, Puri, Economics of development of planning.
- Mukherjee, S.K, Textbook of economic development.
- Ray, Debraj, Development Economics.

- Thirlwal, AP., Growth of Development.

Website Sources:

- [http://ebooks.lpude.in/arts/ma_economics/year_2/DECO501_ECONOMICS_OF_GROWTH AND DEVELOPMENT ENGLISH.pdf](http://ebooks.lpude.in/arts/ma_economics/year_2/DECO501_ECONOMICS_OF_GROWTH_AND_DEVELOPMENT_ENGLISH.pdf)
- https://www.researchgate.net/publication/309577823_Concepts_of_Economic_Growth_and_Development_Challenges_of_Crisis_and_of_Knowledge
- https://sg.inflibnet.ac.in/bitstream/10603/173845/8/08_chapter%201.pdf

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 50
Internal: 30
Total: 80

BABED634: ENVIRONMENTAL GEOGRAPHY

Course Objectives:

The objective of this course is to make students aware about different types of environment, ecological setting and their issues and challenges for skill development and employability.

Course Contents:

Unit – I

Geography as a study of Environment - concepts & components of environment, Development of environment studies, Approaches to environmental studies, concept of ecology and ecosystem. Man-Environment relationship, Agricultural and Industrial practices, science, technology and environment for skill development and employability.

Unit – II

The problems and causes of environmental degradation, Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution, Disposal of solid waste, Population pressure for development of skills and entrepreneurship.

Unit – III

Environmental management: Environmental education, preservation of ecological balance at local, regional and National level, Major environmental policies and programmes.

Unit – IV

Sample studies – Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project. Emerging environmental issues; population explosion, food security, global warming, bio-diversity and its conservation, sustainable development for skill development and employability.

Course Outcomes: -

The expected learning outcome of this course would be;

CO1: The Concept Environment, appraisal and conservation of Environment and Natural Resources.

CO2: The Problems and causes of environmental degradation, Deforestation.

CO3: Environmental management.

CO4: About global warming, Bio-diversity and its conservation, sustainable development.

**Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	2	2	2	1	3	2
CO2	2	1	3	2	2	2	2	2
CO3	2	1	3	2	2	2	2	3
CO4	1	1	2	1	1	2	3	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	1	2
CO3	3	2	1
CO4	3	2	2

References:

- B. Narayan, Disaster Management; Super Book Distributor, New Delhi.
- G.P. Yadav & Ram Suresh, ParyavaranAdhyayan.
- Griffith Taylor, Environmental race and migration.
- I. Mohan, Environmental Problems in 21st Century, Anmol Publication Pvt, Ltd. New Delhi.
- P.C Sinha; Introduction to Disaster managements; Anmol Publication Pvt. Ltd., New Delhi.
- P.S. Negi. Eco-Development and Environmental Geography (Hindi).
- Savindra Singh, (2000): Environmental Geography. PrayagPustakBhavan, Allahabad.
- Sharma, H.S. and Chattopadhyay, S. K. Sustainable Development-conceptsand issues, concept, New Delhi – 2000.
- Singh R.B. & Mishra S. (1996) Environmental Laws in India,Issues&Responses, RawatPublication, New Delhi.
- Singh, Savinder,ParyavaranBhoogol/Environmental Geography.
- V.K. Srivastava, Environmental and Ecology (Hindi).

Website Sources:

- www.vpcivil.co.in
- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipedia.org
- www.fao.org

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 20
Internal: 00
Total: 20

BABED651: PRACTICAL (GEOGRAPHY)

Course Objectives: -

The objective of this course is to learn the significance of field work in geographical studies, understand the meaning of field, identify the case study, know about different types of field techniques and develop an idea about research problems.

Course Content: -

Field Study and Tour Report:

Garhwal Himalaya, Kumaon Himalaya. Vindhyan plateau, Thar Desert, Coastal Geomorphology or any Area of Ganga Plain; Preparation of Field Work Report for Submission in Practical Examination.

Fieldwork:

Meaning, Types & Objectives of Fieldwork; Fieldwork Methods & Techniques; Importance of Fieldwork in Geography; Fieldwork Based Report Writing

Or in Special Case

Field Study in Local Environment:

Preparation of Field Report through Fieldwork on any One of the following Areas: A Locality of Moradabad City; A Village or Slum near IFTM University; A River Course near Moradabad City. (on the Recommendation of HoD).

Note: -

1. T.A./D.A. and related expenses of Teachers and Supporting Staff on Tour Duty shall be met by the university.
2. Normally for a batch of 20 students, one teacher and an attendant would accompany the tour to guide students.

(B) Viva-Voce & Sessional Records

DIVISION OF MARKS:

- (A). Field Study, Tour and Report. 10 Marks
(B). Viva-Voce & sessional records 10 Marks

Course Objectives: -

The expected learning outcome of this course would belearn the significance of field work in geographical studies.Understand the meaning of field and identifying the case study. Know about different types of field techniques. Develop an idea about research problems.

References:

- Archer, J. E. and Dalton, T.H. (1968): Field Work in Geography, William Clowes and Sons Ltd. London and Beccles.
- Bolton, T. and Bewbury, P.A. (1968): Geography through Fieldwork, bland ford Press, London.
- Jones, P.A. (1968): Field work in Geography, Longmans, Green and Company Ltd., London and Harlow.
- Lousenbury, J.F. and Aldrich, F.T. (1986): Introduction to Geography Field Methods and Techniques, Charles E. Merrill Publishing. Company, Colombus.
- Pugh, J.C. (1975): Surveying for field Scientists, Methuen and Company Ltd. London.

Website Sources:

- www.vpcivil.co.in
- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipedia.org
- www.fao.org

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

BABED635: INTERNATIONAL RELATIONS

Course Objectives:

This course is designed to expose the students to the key concepts, terminology and theories in the field of International Politics. The purpose is to create awareness among the students regarding the study of International Relations as a defined inter-disciplinary oriented field of study. It provides employability and skill development to the students.

Course Content:

Unit- I:

International Relations- Meaning, Nature and Scope. Theories of International Relations- Idealist theory and Realist theory for skill development and employability.

Unit- II:

National Power: Elements, Balance of Power, Foreign Policy for development of skills and employability.

Unit- III:

Cold War, Détente, Non-aligned Movement for development of skills and employability.

Unit- IV:

International Law meaning and development of concept, United Nations, General Assembly, UNS Security Council for skill Development and employability.

Course Outcomes:

After completing the course students will be able to:

CO1: Explaining scope and subject matter of International Relations as an autonomous academic discipline for development of skills and employability.

CO2: Approaches and methods to study the discipline through Political realism, Pluralism and World system's Model for development of skills and employability.

CO3: Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post Second World War order for development of skills and employability.

CO4: Studying the developments in third world countries in post world war II era like NAM: Relevance, ASEAN, SAFTA and SAARC, OPEC, OAU, West Asia-Palestine problem after Cold War for skill development and employability.

**Mapping Course Outcomes(Cos) leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	2	1	2	2
CO2	3	3	1	3	2	2	3	2
CO3	3	2	3	3	2	2	2	3
CO4	2	1	2	1	1	1	3	3

**Co-Curricular Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

References:

- Bull, H.; The Control fo the Arms Race, New York, AppletenCenter, 1955.
- Claude, Power and International Relations, New York, Random House, 1962.
- Kumar, Mahendra; International Politics, New Delhi.
- Morgenthau, H.J.; Politics among Nations, 6th Ed. New York, 1985.
- Palmer, N.D. and Perkins, H.; International Relations, Scientific Books Co.1971.
- Waltz, K.N.; Theory of International Politics, Reading Massachusetts, Addision Wesley, 1979.

Website Sources:

- www.wikipedia.com
- www.britannica.com
- www.internationalrelation.sfsu.edu

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

BABED636: PIONEERS OF INDIAN SOCIOLOGY

Course Objectives:

The purpose of this course is to expose students to:

- Know about Social Structure of Values, Cultural Diversities and Social Stratification.
- Understand the theory of Radha Kamal Mukerjee, Andre Beteille, Robert Redfield.
- Understand the theory of G.S.Ghurye and IravatiKarve.
- Know about thinking of M.S.A. Rao, Yogendra Singh, S.C. Dube in Indian Society to provide employability and skills.

Course Content:

UNIT –I

Radha Kamal Mukerjee: Social Structure of Values, D.P.Mukerjee: Cultural Diversities, Modernization; Andre Beteille: Social Stratification, Robert Redfield; Peasant Society and Folk Culture for skill development.

UNIT – II

G.S.Ghurye: Caste, Rural-Urban Community; IravatiKarve: Kinship in India for skill development..

UNIT –III

M.N.Srinivas: Sankritization, Westernization, and Dominant Caste, S.C. Dube: Indian Village, Tradition, Modernization and Development for skill development.

UNIT –IV

M.S.A. Rao: Social Movements in India; Yogendra Singh: Modernization of Indian Tradition, Social change in India for skill development.

Course Outcomes:

After completing the course students will be able to:

CO1: Explain the theory of Social Structure and Social Change.

CO2: Familiar with Radha Kamal Mukerjee, Andre Beteille, and Robert Redfield theory of Sociology for skill development.

CO3: Understand the thought of Modernization of Indian Tradition, Social change in India for skill development.

CO4: Understand the thought of Sankritization, Westernization, and Dominant Caste.

**Mapping Course Outcomes (Cos) leading to the achievement of Programme Outcomes:
(Please write 3, 2, 1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	3	2	2	1	2	2
CO2	2	1	2	2	2	2	1	2
CO3	2	2	3	3	2	2	2	3
CO4	2	2	1	3	1	2	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

References:

- Beteille Andre: Essays in Comparative Sociology: Oxford University Press New Delhi.
- Beteille Andre: Society and Politics in India. Essays in Comparative Perspective: Oxford University Press: New Delhi.
- Dube, S.C. 1958; India's Changing Village, London Routledge.
- Dube, S.C. 1995; Indian Village, London Routledge.
- Ghurye G.S.; Culture and Society. Popular Prakashan Bombay.
- Ghurye G.S., 1950; Caste, Class and occupation, Popular Prakashan Bombay.
- Karve Irawati, 1961: Hindu Society: An interpretation. Poona. Deccan College.
- Srinivas, M.N.; India: Social Structure New Delhi, Hindustan Publishing Corporation.
- M.N.Srinivas, 1963; Social Change in Modern India, California, Berkeley University of California University Press.
- Majumdar D.N., 1958; Races and Culture of India, Asia Publishing House, Bombay.
- Mukerjee D.P., 1958; Diversities. Peoples Publishing House, Delhi.
- Ooman, T.K. and Mukerjee R.N., 1986: Indian Sociology : Reflections and Intro--spections, Popular Prakashan, Bombay.
- Singh, Yogendra, 1973: Modernization of Indian Tradition Delhi: Thomson Press.

Website Sources:

- <https://www.sociologyguide.com/indian-society/modernization-of-indian-tradition.php>
- <https://www.civildserviceindia.com/subject/Sociology/notes/social-change.html>
- <https://www.britannica.com/topic/social-structure>
- <http://www.ignounotesforias.in/eso-13-sociological-thought/>
- <http://egyankosh.ac.in/handle/123456789/18121>

- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>
- <https://www.ncert-solutions.com/sociology-hindi/>

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 50
Internal: 30
Total: 80

BABED637: EXTENSION AND COMMUNICATION

Course Objectives:

The purpose of this course is to expose students to:

- Understand the widening concept of extension.
- Be aware of the various extension method uses in facilitating development.
- Feel strongly for the people without power and influence then to become partners in development projects and programs.

Course Content:

Unit I:

Concept of Extension Education, Meaning of Extension Education. Definition, Importance and Scope of Home Science Extension Education for skill development.

Unit II:

Definition and Importance of Communication. Functions of Communication. Problems of Communication for skill development and employability. Role and qualities of an Extension worker

Unit III:

Methods of Approaching People- Personal Approach, Group Approach, Mass Approach for skill development.

Unit IV:

Definition and importance of Audio- Visual Aids for skill development and employability.

Course outcomes:

After completing the course students will be able to:

CO1: Learned how to develop knowledge and decision making ability for skill development in agriculture.

CO2: Learned how to increase crop yield through extension education for skill development and employability.

CO3: Learned about schemes offered by the government through dissemination programs for skill development.

CO4: Learned to develop the qualities of self reliance in women through diffusion education for skill development and employability.

Mapping Course Outcomes (Cos) leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	3	2	1	2	3
CO2	3	2	2	2	1	2	3	2
CO3	2	3	2	3	2	2	3	1
CO4	2	3	3	3	2	2	2	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

References: -

- Dahama, O.P.; Extension and Rural Welfare.
- Ministry of Child Development; Community Development programs in India.

Website Sources:

- www.ecoursesonline.jasri.res.in
- www.yourarticlelibrary.com
- www.agropedia.iitk.ac.in
- www.fao.org
- www.sg.inflibnet.ac.in
- www.lisbnet.com
- www.studylecturenotes.com

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 20
Internal: 00
Total: 20

BABED652: PRACTICAL (HOME SCIENCE)

Course Objectives:

The purpose of this course is to expose students to:

- Increasing women's trends in agriculture through posters.
- Enhancing the potential of self –employment by developing competence for Participation and preparation of innovative communication strategies.
- Tell the spread programs through Puppet.
- Understanding the importance of informal education

Course Content:

Practical / Lab Work:

Preparation of Audiovisual Aid (any one)-

- Poster and Chart
- Flash Card or Flip Book
- Puppet

Course Outcomes:

After completing the course students will be able to:

CO1; Learned to spread new and useful techniques for agriculture through flash cards.

CO2: Understood the concept of spread education.

CO3: Through the play of puppets, the youth and adult understood the development of agriculture and rural areas.

References:

- Wingate; Textile Fabrics and Their Selection.
- Hollwn and Saddler; Textiles.
- Hess, Katharine Paddock; Textile Fiber and their use.
- Dahama, O.P.; Extention and Rural Welfare.
- Ministry of Child Development; Community Development programs in India.

Website Sources:

- www.textileschool.com

- www.textilestudycenter.com
- www.clothingindustry.blogspot.com
- www.textilecourse.blogspot.com

Semester –VII								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED721		Health and Physical Education	4	30	70	--	100
Select Any Two School Subjects on the Basis of General Education Component (GEC)								
PEC 2	BABED751		Internship in School Subject: Hindi	4	50	--	50	100
PEC 3	BABED752		Internship in School Subject: English	4	50	--	50	100
PEC 4	BABED753		Internship in School Subject: Home Science	4	50	--	50	100
PEC 5	BABED754		Internship in School Subject: Social Science	4	50	--	50	100
Total Seventh Semester Marks								300

- **PEC** = Professional Education Component (PEC)
- **AEC** = Ability Enhancement Component (AEC)
- **GEC** = General Education Component (GEC)

Semester –VIII								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED821		Educational Administration and Management	4	30	70	--	100
PEC 2	BABED822		Guidance and Counselling in Schools	4	30	70	--	100
PEC 3	BABED823		Practicum: Reading & Reflection on Text	4	100	--	--	100
Total Eight Semester Marks								300
Total Fourth Year Marks								600
Total Degree Marks								4200

- **PEC** = Professional Education Component (PEC)
- **AEC** = Ability Enhancement Component (AEC)
- **GEC** = General Education Component (GEC)

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- VII

**External: 70
Internal: 30
Total: 100**

BABED721; HEALTH AND PHYSICAL EDUCATION

Course Objectives:

The purpose of this course is to expose students to:

- Introduce with the concept of wholistic health and various dimension and determinants of health.
- Acquaint them to school health programmed its importance.
- Sensitize the student towards physical fitness & its importance.
- Help them acquire the skills for assessment of physical fitness.
- Introduce them to the philosophical bases of Yoga.
- Understand the process of stress management through Yoga education.
- Acquire the knowledge of techniques of performing yogasana and develop the skills for the same.

Course Content:

Unit- I

Health Education Scenario in India:

Introduction to the concept of health, significance and importance in the context of ancient and modern Indian perspective
Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, Time-Space-Personnel-Material Constellation Educational Management System, Emerging Health & Total Quality of the Educational Institutions, Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yog, Health & Hygiene, Clean Toilets, Work & Leisure, Quality of Health – Role of Education, Administrators, Teachers, Students, Supporters for skill development.

Unit -II

Tech-related Health Risks:

Identification of the technological health hazards – Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, Death from Social

Networking, Environmental Degradation, Aggression, Social Crimes- Evolving Controlling & Regulatory Mechanisms for skill development.

Unit- III

Approaches to Sound Health:

Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities. Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health. Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulation of sports; sports ethics; sports awards and scholarships, sportsmanship. Yoga Safety and security – Safety measures to be taken in Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads Human Development Index (HDI), Health: Vision, Goals and Objectives of Government of India, Experiments on Influence of Surroundings & Thought, Science of Laughter & Smiles, Health Observation Programs, Impact of TV Serials. Role of Institutions (schools, family and sports), health services, policies and major health and physical education-related programme, blood banks, role of media for skill development.

Unit -IV

First Aid – Principles and Uses:

Structure and function of human body and the principles of first aid. First aid equipments. Fractures-causes and symptoms and the first aid related to them, Muscular sprains cause, symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to Natural and artificial carriage of sick and wounded person, Treatment of unconsciousness.

Practicum:

Surfing to know the diseases in India. Preventive & Ameliorative measures for health hazards. Playing Games. Athletics. Yoga. Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. Preparation of inventories on myths on exercises and different type of food. Make an inventory of energy rich food and nutritious food (locally available) indicating its health value. Strategies for positive thinking and motivation. Preparation of first aid kit.

Course Outcomes:

After the completion of the course, Students will be able:

- CO1: Develop understanding about health, its significance and scenario of health education in India for skill development.
- CO2: Developing understanding about the health issues due to tech-aids for skill development.
- CO3: Familiarize students of good health can be achieved for skill development.
- CO4: Develop understanding about the concept of first aid- its principles and uses.

**Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	3	2	3	3	2	3
CO2	2	3	2	3	2	3	3	2
CO3	2	2	3	3	2	3	3	2
CO4	1	2	2	2	3	2	2	3

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

References:

- Agarwal, Satya P. (1998). The social role of the Gītā: how and why, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010.
- Arora, P. (2005) Sex Education in schools, Prabhat Prakashan.
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- Gharote, M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala.
- Ghore, M.M.; “Anotomy and Physiology of Yogic Practices”. Lonavala Yoga Institute, Lonavala.
- Goel, Devraj & Goel, Chhaya (2013). Universe of Swami Vivekananda & Complete.
- Jack, H. Wilmore, David, L. Costil, W. Larry Kenney, “Physiology of Sports and Exercise: Human Kinetics Publication.
- Jason Liu and Dr.Gwendalle Cooper (2009) Scientific Analysis of the Effects of Falun Dafa Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy.

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IFTM UNIVERSITY, MORADABAD

**DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER- VII**

**External: 100
Internal: 00
Total: 100**

*Select any Two School Subjects on the basis of General Education
Component (GEC)*

BABED751: PRACTICUM: INTERNSHIP IN SCHOOL SUBJECT:

HINDI

BABED752: PRACTICUM: INTERNSHIP IN SCHOOL SUBJECT:

ENGLISH

BABED753: PRACTICUM: INTERNSHIP IN SCHOOL SUBJECT:

HOME SCIENCE

BABED754: PRACTICUM: INTERNSHIP IN SCHOOL SUBJECT:

SOCIAL SCIENCE

Course Objectives:

The purpose of this course is to expose students to:

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.

- Observation of classroom teaching of peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Teaching as a substitute teacher.
- Mobilisation and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Community work, community survey etc.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme and develop skills of the same.

Course Outcomes:

After the completion of the course, Students will be able:

- CO1: Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
- CO2: Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
- CO3: Implicit and explicit structures in our schools that act as a hindrance in including all students.
- CO4: Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
- CO5: Develop an understanding of Technicality of Teaching roles.
- CO6: Curriculum Analysis helped in planning for classes.
- CO7: Involve and interact with the school activities and were accountable for the same.
- CO8: Understand the psycho-social needs of children for skill development, employability and entrepreneurship.

Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs): (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	2	2	1	2
CO2	2	2	2	1	2	3	3	2

CO3	2	2	2	1	2	2	2	2
CO4	3	2	2	2	2	2	2	2
CO5	3	3	1	2	1	2	2	1
CO6	2	2	2	3	2	2	1	2
CO7	2	2	2	2	2	2	2	2
CO8	3	3	3	2	3	2	2	1

CO-Curriculum Enrichment Mapping(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	2	1

IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- VIII

External: 70

Internal: 30

Total: 100

BABED821: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Objectives:

The purpose of this course is to expose students:

- To understand the concept and concerns of educational administration for skill development.
- To understand the role of the headmaster and the teacher in school management.
- To understand the concept and importance of communication and its possible barriers in educational administration for better understanding of entrepreneurial skills.
- To critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
- To explain the scientific practices of educational management and keep him/her to apply it in work situation for skill development and employability.

Course Content:

Unit-I:

Conceptual framework: concept of educational administration.

Concept of educational management, human beings as inputs, process and products.

Total quality management- concept and its significance to school for skill development.

Unit -II:

Role and functions of headmaster/teacher: basic functions of administration planning, organizing directing and controlling. Maintenance of disciplines, control in management. Educational Supervision and inspection, defects in the present supervision and inspection. Scope of educational supervision, Types of supervision. Providing guidance, leadership function. Crisis in Management, Decision Making for development of entrepreneurship skills.

Unit -III:

Management of schools for skill development and employability: role of headmaster in planning of school activities approaches to management manpower approach, cost benefit approach, social demand approach, social justice approach. Delegation of authority and accountability. Role of headmaster in motivating the staff, in resolution of interpersonal conflicts. Role of the headmaster in creating resources and managing financial matters. Optimum use of available resources for growth and development of the school, Staff development programs, Role of teachers in school management and administration, Teacher as a successful classroom manager.

Unit -IV:

Budget (School), Institutional Planning, Administrative Structure in the field of Education in Centre, State, District and Local Level. Role and Function of the Board of Secondary Education in Controlling Secondary Schools and Problems of Government Secondary School's Administration, Administration of University Education in India for developing employability.

Course Outcomes:

After the completion of the course, Students will be able:

CO1: Ensure adequate utilization of all resources.

CO2: Ensure professional ethics, and develop skills, entrepreneurship and professional development and satisfying national and global needs.

CO3: Mobilize the community.

CO4: Ensure qualitative improvement of education for skill development and fulfill national and global needs.

**Mapping Course Outcomes(COs) leading to the achievement of Programme Outcomes(POs):
(Please write 3, 2, 1 where ever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	2	1	2	2	3
CO2	3	3	2	2	2	2	3	2
CO3	3	3	2	3	1	1	3	3
CO4	1	1	3	1	3	3	1	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	2	3
CO3	3	3	3
CO4	3	2	2

References:

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Website Sources:

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IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- VIII

External: 70
Internal: 30
Total: 100

BABED822: GUIDANCE AND COUNSELLING IN SCHOOLS

Course Objectives:

The purpose of this course is to expose students:

- To develop the understanding of the need and importance of career information for e-pupils
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils for skill development.
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work for skill development, employability and entrepreneurship development.
- To know about the importance of developing the right attitudes and values at every stage of education.

Course Content:

Unit I: Meaning and Nature of Guidance

Guidance: Concept, aims, objectives, functions and principles. Need & Procedure for (Educational, Psychological and Social) guidance. Purposes and Principles of organization of different Guidance Services. Organization of guidance services at Secondary Level: Need and Importance. Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools. Role of Guidance Personnel in organization of guidance services in School: Counsellor, Career Master, Psychologist, Doctor, Teacher Counsellor, Head of the Institution, Teacher, Social Worker

Unit II: Meaning and Nature of Counselling for development of various skills.

Counselling: Meaning and nature; Difference between Guidance & Counselling; Principles and approaches of counselling, Individual and Group Counselling; Skills in Counselling-Skills for Listening, Questioning, Responding, & Communicating. Methods and Process of Counselling. Academic, Personal, Career and Behaviour problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived

groups such as SC, ST and girls, need for Counselling; Professional Ethics and Code of Conduct; Qualities and Qualifications of an effective Counsellor

Unit III: Tools and Techniques of Guidance

Testing and Non-Testing Techniques for Studying and Appraisal of students:

- a) Testing Techniques: Intelligence/Mental Ability tests, Aptitude Tests, Attitude Scales, Interest inventories, and Personality Tests,
- b) Non-testing Techniques: Interview, Observation and Case Study, c) Tools-Questionnaire, Anecdotal Record, Cumulative Record Cards, etc. Role of the teacher in Assessment and Testing.

Unit IV: Career Guidance and Counselling

Educational and Career Information in Guidance and Counselling: Meaning, Importance, collection, types, classification of occupational information; Dissemination of Occupational Information: Class talk, career talk, Group discussion, Preparation of Charts and Poster, Career Exhibition, Career conference; Guidance for gifted, slow learner, socio-economically disadvantaged children; Career development for entrepreneurship development: Meaning and Importance; Teacher's role in Career planning, Vocational training and placement opportunities for CWSN. Broad outline with respect to the emerging courses and career options available in India; Guidelines for Establishment of Guidance Cell or Career Corners in Schools for employability.

Course Outcomes:

After undergoing this course the student will be able to:

CO1: Understand the needs to address the children with diversities in classroom for skill development and also fulfill their local needs.

CO2: Identify the causes for classifying various diversities. Acquainted about the policies and programmes for inclusive children for skill development.

CO3: Differentiate between disability and inclusion. Specify the implementation of inclusion to normalize the children with diversities so as to meet their local needs.

CO4: Apply supportive services to children the diversities in mainstream and provide them guidance and counselling for developing skills and adjustment in society. Apply software on assistive devices in inclusive schools.

Mapping Course Outcomes (COs) leading to the achievement of Programme Outcomes (POs): (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	2	2	1	2	3
CO2	2	1	1	3	1	2	3	2

CO3	3	3	3	3	2	3	1	3
CO4	2	3	3	2	1	2	2	3

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 where ever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	2
CO2	3	2	2
CO3	2	3	3
CO4	3	2	2

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- Aggarwal, J. C. (2004). Educational Vocational Guidance and Counselling, Delhi: Doaba House.
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IFTM UNIVERSITY, MORADABAD

DEPARTMENT OF EDUCATION B.A.-B.Ed. Integrated Programme SEMESTER- VIII

External: 00
Internal: 100
Total: 100

BABED851: PRACTICUM: READING AND REFLECTING ON TEXT

Course Objectives:

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Course Content:

Reading – Meaning and Process, Importance of Reading across Curriculum, Characteristics of Reading, Developing reading skills. Role of libraries in promoting reading habits. Levels of reading – literal, interpretative, critical and creative, Types of reading – intensive and extensive reading, oral & silent reading, Reading techniques – skimming and scanning. Methodology of reading. Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes; Importance of Different Texts in Curriculum. Developing Critical Reading Skills, Developing Reflective Skills, Activities for Developing Reading Skills, Developing Metacognition for Reading, Developing Reading Comprehension Developing Vocabulary for Reading, Problems of Reading.

This course will serve as a practicum to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these. Student-teachers are expected to sit in the library regularly and to review at least 03-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

Course Outcomes:

After undergoing this course, the students will be able:

- CO1: To develop study – habits develop skills of reading & writing of summarization. note-taking. To develop the reading capacity. the creative ability, logical ability, analytical power, thinking skill and reading skill. To develop the methods and approaches about reading for developing employability.
- CO2: To know the measurement and evaluation of reading. the co-relation among different subject. To know the diagnostic and remedial of reading. To be motivated to writing on different topic and to be aware of difficulties or reading and writing, the interest and discussion in small groups by in reading and writing.
- CO3: To learn to care for books, reading and writing work done in classroom. Best qualities can develop in student teacher due to best reading and writing.
- CO4: Be motivated to bring essential changes in their lifestyle because of best type of reading and writing.

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