

Study & Evaluation Scheme

of

**B.A.-B.Ed.
(4 Years Integrated Course)**

[w.e.f Session 2020-21]



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश

IFTM University, Moradabad, Uttar Pradesh

NAAC ACCREDITED

IFTM University, Moradabad

N.H.-24, Lodhipur Rajput, Delhi Road, Moradabad, Uttar Pradesh-244102

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

[w.e.f Session 2020-21]

Summary

Programme:	B.A.-B.Ed. (4 Years Integrated Course)
Course Level:	UG Dual Degree
Duration:	Four years (Eight semesters) Full Time
Medium of Instruction:	English / Hindi
Minimum Required Attendance:	75%

Programme Outcomes (POs):

After completing this programme students will be able to: -

- Use learner centered teaching methods as such and with modification in future.
- Develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- Identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions etc.
- Develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning.
- Engage student-teachers with self, child, community and school to establish close connections between different curricular areas.
- Enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management.
- Systematize experiences and strengthening the professional competencies of student-teachers.
- Provide first-hand experience of all the school activities

Evaluation of theory Papers:

Internal	External	Total
30	70	100

Internal Evaluation of theory:

	ClassTest I	ClassTest II	ClassTest III	Assignment(s)	Others activities (including attendance)	Total
	Best two out of the three					
Full course	10	10	10	5	5	30
Half Course	5	5	5	2.5	2.5	15

Duration of Examination:

Internal	External	Practical
1 hr	3 hrs	3 hrs

Preparatory Note:

This Ordinance pertains to the four year B.A.-B.Ed. (Integrated) programme of the IFTM University, Moradabad from session 2016-17. NCTE regulation -2014 the programme shall now be of four years (Integrated course) from the session 2016-17 and these revised regulations will apply to the candidates admitted for the academic year 2018-19, 2019-20, 2020-21 and onwards.

Ordinances for B.A.-B.Ed.

1.1 Eligibility and Admission:

- (i) Candidates who after 10th have passed intermediate (10+2) examination in arts stream or any other Equivalent examination recognized by the Board of Secondary Education with at least 50% marks may be admitted for the degree of B.A.-B.Ed. (Integrated) programme. Relaxation in percentage of marks shall be given to S.C./S.T. and O.B.C. students' as per U.P. Government/ University norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- (ii) Rules of reservation shall apply to all admissions as per U.P. Government/ University norms.

1.2 Obligation of Admitted Candidates:

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed here in after.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, school observation, and internship in Teacher Education Institution etc. as given in the course.
- (iii) As far attendance is concerned the rules of NCTE/ University shall prevail.
- (iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/ her application after completing all said activities on a prescribed form and that up to a prescribed last date. The candidate shall have to submit application for both years.

1.3 The Mode of Examination:

- (i) The mode of examination may vary between annual system and semester system as per the decision of the University. The mode of examination prevailing at present is that of semester examination.
- (ii) Students shall be allowed to appear for Back/ Improvement examination in five papers in one academic session.
- (iii) A student can complete BA.-B.Ed. Course in a maximum of Eight years from the date of admission in the course.

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

The course structure of B.A.-B.Ed. Four years programme is divided into three major categories as Professional Education Component (PEC), Ability Enhancement Component (AEC) and General Education Component GEC). The structure is represented as below-

Study and Evaluation Scheme
Programme: B.A.-B.Ed. (4 Years Integrated)
Course Structure

Semester –I								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED121		Basis of Education	4	30	70	--	100
PEC 2	BABED 122		Education in India: Issues and Concerns	4	30	70	--	100
AEC 1	BABED123		English Language Proficiency-I	4	30	70	--	100
Optional Subjects: Select any three Subjects from General Education Component (GEC)								
GEC	BABED 131	Hindi	fglnh l kfgR; ds i kphu , oa e?; dkyhu dkl;	4	30	70	--	100
GEC	BABED 132	English	Poetry	4	30	70	--	100
GEC	BABED 133	Economics	Micro Economics	4	30	70	--	100
GEC	BABED 134	Geography	Physical Basis of Geography	3	30	50	--	80
	BABED 151		Practical (Geography)	1	--	--	20	20
GEC	BABED 135	Political Science	Principles of Political Science	4	30	70	--	100
GEC	BABED 136	Sociology	Introduction to Sociology	4	30	70	--	100
GEC	BABED 137	Home Science	Applied Life Science and Human Health	3	30	50	--	80
	BABED 152		Practical (Home Science)	1	--	--	20	20
GEC	BABED 138	History	Ancient India (From Ancient to Gupta Age)	4	30	70	--	100
Total First Semester Marks								600

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Semester –II								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC1	BABED221		New Trends and Innovation in Education	4	30	70	--	100
PEC2	BABED222		Value and Peace Education	4	30	70	--	100
AEC1	BABED223		English Language Proficiency - II	4	30	70	--	100
Optional Subjects - As per semester I								
GEC	BABED231	Hindi	fgllnh x , oa ukV; I kfgR;	4	30	70	--	100
GEC	BABED232	English	Prose	4	30	70	--	100
GEC	BABED233	Economics	Indian Economy	4	30	70	--	100
GEC	BABED234	Geography	Human Geography	3	30	50	--	80
	BABED251		Practical (Geography)	1	--	--	20	20
GEC	BABED235	Political Science	Indian Political Thought	4	30	70	--	100
GEC	BABED236	Sociology	Society in India: Structure and Change	4	30	70	--	100
GEC	BABED237	Home Science	Family Resource Management	3	30	50	--	80
	BABED252		Practical (Home Science)	1	--	--	20	20
GEC	BABED238	History	History of India from 600-1526	4	30	70	--	100
Total Second Semester Marks								600
Total First Year Marks								1200

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Semester –III

Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED321		Learning and Teaching	4	30	70	--	100
PEC 2	BABED322		Assessment for Learning	4	30	70	--	100
PEC 3	BABED323		Yoga Education, Self Understanding and Development	4	30	70	--	100
Optional Subjects - As per semester I								
GEC	BABED331	Hindi	fglJnh dFkk l kfgR;	4	30	70	--	100
GEC	BABED332	English	Drama	4	30	70	--	100
GEC	BABED333	Economics	Macro Economics	4	30	70	--	100
GEC	BABED334	Geography	Economic Geography	3	30	50	--	80
	BABED351		Practical (Geography)	1	--	--	20	20
GEC	BABED335	Political Science	Comparative Government	4	30	70	--	100
GEC	BABED336	Sociology	Indian Society: Issues and Problems	4	30	70	--	100
GEC	BABED337	Home Science	Fundamental of Food and Nutrition	3	30	50	--	80
	BABED352		Practical (Home Science)	1	--	--	20	20
GEC	BABED338	History	Political History of India- 1526-1587A.D.	4	30	70	--	100
Total Third Semester Marks								600

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Semester –IV								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC 1	BABED421		Contemporary India and Education	4	30	70	--	100
PEC 2	BABED422		Role of ICT in Education	4	30	70	--	100
PEC 3	BABED423		Language Across the Curriculum	4	30	70	--	100
Optional Subjects - As per semester I								
GEC	BABED431	Hindi	vk/kfud fglrh dk;	4	30	70	--	100
GEC	BABED432	English	Fiction	4	30	70	--	100
GEC	BABED433	Economics	Public Finance and International Trade	4	30	70	--	100
GEC	BABED434	Geography	Geography of India	3	30	50	--	80
	BABED451		Practical (Geography)	1	--	--	20	20
GEC	BABED435	Political Science	Public Administration	4	30	70	--	100
GEC	BABED436	Sociology	Social Change and Social Control	4	30	70	--	100
GEC	BABED437	Home Science	Child Development	3	30	50	--	80
	BABED452		Practical (Home Science)	1	--	--	20	20
GEC	BABED438	History	Ancient and Medieval World	4	30	70	--	100
Total Fourth Semester Marks								600
Total Second Year Marks								1200

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Semester –V								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC1	BABED521		Gender School and Society	4	30	70	--	100
Select any two Pedagogy (School Subjects) on the basis of GEC								
PEC2	BABED522		Pedagogy of Hindi-I	2	15	35	--	50
PEC2	BABED523		Pedagogy of English-I	2	15	35	--	50
PEC3	BABED524		Pedagogy of Home Science-I	2	15	35	--	50
PEC4	BEBED 525		Pedagogy of Social Science-I	2	15	35	--	50
PEC5	BABED553		Practicum: School Attachment Programme-I	4	100	--	--	100
	UDM*		Disaster Management	3	30	70	--	100
Optional Subjects - As per semester I								
GEC	BABED531	Hindi	fgllnh dkh; , oav/kpkr u x fo/kk; a	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 (Geography)	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 (Home Science)	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)

* Disaster Management is non-credit paper. Clearing the paper is mandatory for the students. But marks will not be counted with total course marks.

Semester –VI								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC1	BABED621		Creaitting an Inclusive School	4	30	70	--	100
Select any two Pedagogy (As per Semester V)								
PEC2	BABED622		Pedagogy of Hindi-II	2	15	35	--	50
PEC2	BABED623		Pedagogy of English-II	2	15	35	--	50
PEC3	BABED624		Pedagogy of Home Science-II	2	15	35	--	50
PEC4	BEBED 625		Pedagogy of Social Science-II	2	15	35	--	50
PEC5	BABED653		Practicum: School Attachment Programme-II	4	100	--	--	100
	ES*		Environmental Studies	3	30	70	--	100
Optional Subjects - As per semester I								
GEC	BABED631	Hindi	fglnh l kfgR; rFkk Hkkj rh; clk0; 'kkL=	4	30	70	--	100
GEC	BABED632	English	Indian Writings in English	4	30	70	--	100
GEC	BABED633	Economics	Development and environmental Econo mics	4	30	70	--	100
GEC	BABED634	Geography	Environmental Geography	3	30	50	--	80
	BABED651		Practical (Geography)	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 (Home Science)	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)

* Environmetal Studies is non-credit paper. Clearing the paper is mandatory for the students. But marks will not be counted with total course marks.

Semester –VII								
Course	Code	Subject	Title	Credit	Internal	External		Total
						Theory	Practical	
PEC1	BABED721		Health and Physical Education	4	30	70	--	100
Select Any Two School Subjects on the Basis of General Education Component (GEC)								
PEC2	BABED751		Internship in School Subject: Hindi	4	--	--	100	100
PEC3	BABED752		Internship in School Subject: English	4	--	--	100	100
PEC4	BABED753		Internship in School Subject: Home Science	4	--	--	100	100
PEC5	BABED754		Internship in School Subject: Social Science	4	--	--	100	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	
PEC1	BABED821		Educational Administration and Management	4	30	70	--	100
PEC2	BABED822		Guidance and Counselling in Schools	4	30	70	--	100
PEC3	BABED823		Practicum: Reading & Reflection on Text	4	100	--	--	100
Total Eight Semester Marks								300
Total Fourth Year Marks								600
Total First Year Marks								1200
Total Second Year Marks								1200
Total Third Year Marks								1200
Total Fourth Year Marks								600
Total Degree Marks								4200

PEC = Professional Education Component (PEC)

AEC = Ability Enhancement Component (AEC)

GEC = General Education Component (GEC)

Note:

- The students whose attendance were 75 % (theory) and 90% (Practicum) and above and failed to take examination in that year will be given chance in the next year only once. However, this should not affect the intake of fresh students in respective courses on the basis of seats available for that particular year.
- The external marks in each theory paper will be based upon the marks obtained in the semester examinations conducted by the University. The internal marks in each theory paper will be awarded to the student based upon his/ her performance in the internal tests, assignments, paper presentations and other co-curricular activities.

Practical/Internship:

There shall be field work of 16 weeks in the seventh semester out of which school internship shall be of 15 weeks. Out of these 16 weeks, 01 week shall be devoted to the observation of subject teaching in the school. Next 06 weeks shall be devoted for teaching of subject lesson with daily lesson plan. 25 lessons each shall be taught for both subjects at Upper Primary and Secondary levels and supervised by teachers of the department. During next six weeks students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 week shall be devoted to post teaching activities. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like

- Participating in various ‘out-of-class room’ activities in school.
- Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- Student-teachers will maintain a Journal (A Diary) in which he/she records his/her experiences and observations, etc. daily.
- Student-teachers will maintain a Portfolio of all the activities like-details of daily-teaching eg.Topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teachers will work on an Action Research based Project on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

1.5 Conduct of Examinations:

- (i) The examination for four year BA.BEd. Shall be held semester wise.
- (ii) A candidate shall be eligible to appear in the examination that has pursued the prescribed course of studies in the department and has completed all the activities related to field engagement as prescribed for each semester.
- (i) The examination at the end of the course shall be held both in theory and practical/Field engagement. A candidate shall be required to pass theory and practical/field work examinations separately.
- (ii) The minimum pass marks in each theory subjects (including sessional marks) is 35%.
- (iii) The minimum pass marks in practical examination/ comprehensive viva/ project is 50%.
- (iv) The minimum 45 % marks in the aggregate of particular academic year inclusive of both semester of that academic year.
- (v) Classification of results (Theory as well as Practical/Field engagement) –60% and above - First Division, 45% and above but below 60% - Second Division (A candidate shall be promoted to second year only when he/she has passed the first year examinations) similarly to second year, third year and fourth year.
- (vi) The candidate can appear in back/improvement exam in maximum five papers in a academic session.
- (vii) A student of BA.BEd. Course, who has completed all the desired activities/internal tests/attendance etc. throughout the semester but could not appear in the examination or appeared in the examination but failed in more than one papers, may be allowed to appear in the examination of next semester as an ex-student. The internal marks received in previous semester shall be carried over.
- (viii) In case of any obscurity, the general provision of the university shall prevail.
- (ix) Mark sheet and Degree shall be awarded as Integrated B.A.-B.Ed.

FIRST YEAR
IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER- I

External: 70
Internal: 30
Total: 100

BABED121: BASIS OF EDUCATION

Course Objectives:

The objective of this course is to know the nature and purpose of Education. To maintain an interaction between values and beliefs. To know the Forms of Knowledge and its Organisation in Schools.

Course Content:

Unit -1: - Education - Nature and Purpose

Meaning and Nature of Education: Processes and Modes of Education: Is education an activity/process? How education in schools is linked with outside school experiences?, Why education in the form of schooling, needs to be provided to all children?, Purpose of Education: Whether education is organized for: Individual development or social transformation; Providing knowledge or information; How worthwhile is education? Who decides it? For whom? Who is an educated person?

Unit -2: - Knowledge and Knowing

Knowledge- meaning, what is knowledge? What is knowing? Can doing, thinking and feeling be discerned separately in knowing? Differentiate between information, knowledge, belief and truth, Knowing Process: What are different ways of knowing?, How knowledge can be constructed? What is involved in construction of knowledge? What are the relative roles of knower and the known in knowledge transmission and construction?, Facets of Knowledge: What are different facets of knowledge and their relationship such as Local and universal?, Concrete and abstract?, Theoretical and practical? Contextual and textual? School and out of school?

Unit -3: - Forms of Knowledge and its Organisation in Schools

Can we categories knowledge? On what basis? What forms of knowledge are included in school education?, On what basis are knowledge categories selected in school education?, Who selects, legitimizes, and organizes categories of knowledge in schools? In what form? How does school knowledge get reflected in the form of curriculum, syllabus and text books?

Unit4: - Autonomy of Teacher and Learner

Autonomy of teacher, what is autonomy? Is autonomy and freedom the same? What is Teacher's autonomy?, What is freedom of a teacher? Freedom in what sense? Why?, Do autonomy and accountability go together?, What are the hindering factors that affect teacher's autonomy?, Autonomy of learner, What is autonomy of learner?, What are the restraints on learners in schools?, Can learners be free from curriculum, textbooks, instruction, and discipline?, Does learning take place if the learner is free from all

constraints of the school?, To what extent individual autonomy and collective responsibility go together for teacher and learner?

Course Outcomes:

Students completing this course will be able to: Develop physical, mental, spiritual and social aspects of personality. Develop social skills. Providing the students with access to knowledge.

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

External: 70
Internal: 30
Total: 100

BABED122: EDUCATION IN INDIA: ISSUES AND CONCERNS

Course Objectives:

The objective of this course is to give due recognition and importance to the social organization, traditions, customs and value systems of the various communities.

Course Content:

Unit -1: - Normative Vision of Indian Education

Normative orientation of Indian Education: A historical enquiry, Constitutional provisions on education that reflect national ideals: Democracy, Equality, Liberty, Secularism, and Social Justice, India as an evolving Nation State: Vision, Nature and Salient Features- Democratic and Secular polity, federal structure: Implications for Educational system, Aims and purposes of education drawn from the normative vision.

Unit -2: - Vision of Education: Four Indian Thinkers

An overview of salient features of the 'philosophy and practice' of education advocated by these thinkers, Rabindranath Tagore: Liberationist pedagogy, M.K.Gandhi: Basic education OR Education for self sufficiency, Madan Mohan Malviya: Education for individual and social transformation, Gijju Bhai Badheka: Education for Children.

Unit -3: - Contemporary Indian Schooling: concerns and issues

Universalization of School Education- Right to Education and Universal access:i. Issues of - a) Universal enrollment b) Universal retention c) Universal success:ii. Issues of quality and equity- Rastriya Madhyamik Shikshya Abhiyan (The above to be discussed with specific reference to physical, economic, social and cultural access particularly to girl child and weaker sections as well as differently abled children).

Unit -4: - Contemporary Indian Schooling: concerns and issues

Equality of Educational Opportunity: Meaning of Equality and Constitutional Provisions- Prevailing nature and forms of Inequality including Dominant and Minor groups and the related issues- Inequality in Schooling: Public- private schools, Rural-urban schools, single teachers' schools and many other forms of inequalities in school systems; and the processes leading to disparities- Differential quality in Schooling: variations in school quality, Idea of 'common school' system, Education for National Development: Education Commission (1964-66), Emerging trends in the interface between:- Political process and education, - Economic developments and education, - Socio-Cultural changes and education.

Course outcomes:

Students completing this course will be able to:

1. Increase reliance on social mobilization to promote basic education.
2. Emphasise on pre-primary education.

3. Introduce of minimum level of learning in school.
4. Adopte a child centered, activity based approach.

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- MKW vkj0 ,0 "kel% Hkkj rh; f'k{kk dh l el kef; d l eL; k, \$ vkj0 yky cpl fMi k\$ ¼ w kz i zdk' ku¼ ejBA
- MKW jeu fcgkjh yky% Hkkj rh; f'k{kk dh l el kef; d l eL; k, \$ vkj0 yky cpl fMi k\$ ¼ w kz i zdk' ku¼ ejBA

Website Sources:

- www.learningclassesonline.com
- <http://www.ignouhelp.in/ignou-bed-study-material-in-hindi>
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External: 70

Internal: 30

Total: 100

BABED123 –ENGLISH LANGUAGE PROFICIENCY- I

Course Objectives:

The paper has been designed to give the students a firsthand knowledge of grammar to make use in four skills i.e. writing, speaking, reading & listening and use of the English language through the study of literature. The students would be given the knowledge of writing paragraph, gist or abstract and to comprehend the unseen passage and writing letters and application of different kinds.

Course Content:

Unit-1: -

Reading and Listening Skills

- (A) Reading Comprehension
- (B) Listening Comprehension
- (C) Comprehension of an unseen passage

Unit-2:

Constituents of Written Communication-I:

- (A) Words and Phrases, Word Formation, Vocabulary Building, Synonyms, Antonyms and Homophones
- (B) The Sentence and its kinds
- (C) Direct and Indirect Narration.
- (D) Active and Passive Voice.
- (E) Punctuation and capitalization

Unit -3: -

Writing Skills:

- (A) Development of Paragraph, Paragraph Writing: Describing an event, object, process.
- (B) Importance, Principles, Formats and Structure of Letter Writing
- (C) Letter Writing: Business/Official/ Social.

Spoken Skills:

- (A) Presentation Strategies and Speech Mechanism
- (B) Dimensions of Speech
- (C) The Mechanism and Organs of Speech

Unit -4: -

Value Based Literary Texts Reading:

(A) Poetry:

- John Keats - When I have fears that I may cease to be.
- Wilfred Owen - Futility.
- W.B Yeats - Lake Isle of Innisfree.

(B) Short Stories:

- R. N. Tagore - Hungry Stones.
- Ruskin Bond - The Tunnel.

Leo Tolstoy - How much land does a man need.

(C) Speech:

Jawaharlal Nehru - Tryst with Destiny

(A) Prose:

Ian Watt - The Social Function of Literature

A. J. Bahm – The Mother of Sciences

S. Radhakrishnan - Democracy

Course Outcomes:

Students completing this course will be able to:

- Understand and recall of what read and listen is including facts and main idea.
- Apply the comprehensive set of skills and knowledge for life success.
- Communicate effectively.
- Make use of grammar in own writing English.
- Develop the intellectual flexibility, creativity, and cultural literacy.

References: -

- Deo, S. S.; English prose Selection- Dr.
- Peter, Roach; English Phonetics
- Subhramanium, Bala; Phonetics and Spoken English

Website Sources:

- www.wikipedia.com
- www.englishgrammar.org
- www.grammarly.com
- www.gradesaver.com
- www.litcharts.com

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SEMESTER- I

External: 70
Internal: 30
Total: 100

BABED131: fgluh I kgr; ds i kphu , oae?; dkyhu dk;

उद्देश्य -

प्राचीन एवं मध्य कालीन काव्य का मुख्य उद्देश्य कवि व कवि की रचनाओं के बारे में विस्तृत जानकारी प्राप्त करना है ।

मूलपाठ

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vfuok; Lg 2x15 = 30

[1] 1/2 bdkz 1]2]3 l s i k 0; k[; k i' u i Ns tk, xsftueal s rhu i' u djus vfuok; Lg
g 3x8 = 24

[1] 1/2 nrik l s l k r y?kq mRrjh; i' u i Ns tk, xsftueal s plj i' u djus vfuok; Lg
4x4 = 16

पाठ्यक्रम के परिणाम (course outcomes)

- इस पाठ्यक्रम को पूरा करने में छात्र /छात्राएँ सक्षम होंगे:
- साहित्यिक रचनाओं का वर्गीकरण कर सकेंगे |
- साहित्य की रचना मानव मस्तिष्क की अनुपम देन हैं |
- वाङ्मय एवं साहित्य में अंतर कर सकेंगे |

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- "kek] gjoa'kyky] l j nkl v k mudk l kfgR;] Hkkjr i d k"ku efunj] vyhx<A

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External: 70
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BABED132: POETRY

Course Objectives:

This course would serve the students poetry from various cultures, languages, forms and historic periods, letting the students to appreciate its various elements such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Course Content:

UNIT I

Forms of Poetry

1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue

Stanza Forms

1. The Heroic Couplet 2. The Blank Verse 3. The Spenserian Stanza 4. Terza Rhyme

UNIT II

William Shakespeare:	The marriage of True Minds Not Marble not The Gilded Monuments
John Donne:	The Sun Rising
Michael Drayton :	Since there's no help left.... *

Unit-III

Alexander Pope :	Lines on Addison from The Dunciad
Thomas Gray :	The Bard, Ode on The Spring
William Blake :	London, The Chimney Sweepers

Unit-IV

William Wordsworth:	The World is too much with us, Daffodils
Robert Bridges:	Nightingale
W.B. Yeats :	The Lake Isle of Innisfree

Unit-V

John Milton:	On His Blindness
John Keats:	Ode to Autumn
Robert Browning:	The Last Ride Together*

Note-* means non-detailed study.

Course Outcomes:

Students completing this course will be able to:

- Understand poetry from various cultures, languages and historic periods.

- Able to appreciate poetry as a literary art and its various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Identify a variety of forms and genres of poetry.
- Recognize the rhythms, metrics and other musical aspects of poetry.

References:

- W.B. Yeats' Selected Poems by R. L. Varshney, LNA Publishers, Agra.
- William Wordsworth's Selected Poems by K. N. Khandelwal, LNA Publishers, Agra.
- John Milton's Selected Poems by Dr.Arora, Student Store Publication, Bareilly.
- Robert Browning's Selected Poems by P. S. Sastri by LNA Publishers, Agra.
- English Literature-I edited by V. K. Gupta & A. M. Tiwari, Ranjana Prakashan Mandir, Agra.

Website Sources:

- www.poemhunter.com
- www.wikipedia.org
- www.britannica.com
- www.oxfordreference.com

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External: 70
Internal: 30
Total: 100

BABED133: MICRO ECONOMICS

Course Objectives: -

The course aims at enabling students to understand the economic behaviour of individuals, firms and markets and equipping them in a rigorous and comprehensive manner with the various aspects of consumer behaviour and demand analysis, production theory and behaviour of costs.

Course Content: -

Unit 1: Introduction

Definition, Nature and Scope of Economics, The Economic Problems ,Economic Laws, Micro and Macro Economics, Inductive and Deductive method.

Unit -2: Consumers' Theory

Utility - Cardinal and Ordinal Approach; Law of Diminishing Marginal Utility; Ordinal Approach Indifference Curve Analysis; Demand - Law of Demand, Elasticity of Demand – Price, Income and Cross Elasticities; Exceptions to the Law of Demand, Supply - Law of Supply, Elasticity of supply.

Unit-3: Theory of Production, Cost

Production function - Law of variable proportions, Laws of Production – Isoquant, Economies and Diseconomies of Scale; Cost functions - Different concepts of cost and their interrelation., Concepts of revenue - Total, average and Marginal revenue

Unit-4: Market Structure

Market forms - Perfect and Imperfect markets; Equilibrium of the firm and industry under perfect competition, Monopoly and price discrimination. Monopolistic Competition, Oligopoly: Kinked Demand Curve.

Course Outcomes:

Students completing the course will be able to:

- Define utility concept and consumer behaviour.
- Describe different market competitions and its conditions.
- Describe the production theory, demand analysis and cost behaviour.
- Apply the knowledge in analyzing the demand, the price and the need of market while introducing a new product.

References:

- Aahuja, H. L. Micro Economics
- Agarwal, Anupam, Micro Economics.
- Gupta, S. N., Micro Economics.
- Jhingan, M.L, Micro Economics.

Website Sources:

- <https://en.wikipedia.org/wiki/Microeconomics>
- <https://www.pfw.edu/dotAsset/142427.pdf>
- <https://www.vedantu.com/revision-notes/cbse-class-12-micro-economics-notes>
- <https://tutorschooleconomics.wordpress.com/category/market-structures-notes/>

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SEMESTER- I

External: 50
Internal: 30
Total: 80

BABED134: Physical Basis of Geography

Course Objectives:-

Students will understand the concept of place and how it is connected to people's sense of belonging to the physical environment, landscape and culture, fundamental concepts of spatial interaction and diffusion, which explain how human activities are influenced by the concept of distance. Students will be exposed to the nature of physical systems such as geomorphologic processes and natural hazards. Students will be able to read and interpret information on different types of physical features maps. Students will learn how human, physical and environmental components of the world interact.

Course Contents:

Unit- I

Lithosphere: Nature and Scope of Physical Geography: Geological Time Scale, Origin of the Earth, Interior of the Earth, Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes, Geosynclines, Mountain Building with special reference to folded mountains, Concept of Plate Tectonics.

Unit- II

Rocks-their origin, classification and characteristics, Earth movements, Folding, Faulting and Wrapping, Weathering and Erosion, Cycle of Erosion by Davis and Penck, Drainage Pattern, Evolution of Land forms by River, Wind, Glacier and Underground water.

Unit- III

Atmosphere : Composition and Structure of atmosphere : Isolation, Horizontal and Vertical distribution of temperature, Atmospheric pressure and winds, Air masses and Fronts, cyclones and anti-cyclones, Humidity, precipitation and rainfall types, Major climate types – Equatorial, Monsoon, Mediterranean and Hot Desert.

Unit- IV

Hydrosphere: Ocean Bottoms, composition of marine water – temperature and salinity, Circulation of Ocean water – Waves, Currents and Tides, Ocean deposits, Corals and atolls, oceans as storehouse of resources for the future.

Course Outcomes:

After the completion of the course, Students will be able to Describe human-environment, and nature-society interactions as well as global human and environmental issues. Identifying and explaining the planet's human and physical characteristics and processes, from global to local scales, evaluate the impacts of human activities on natural environments and Apply knowledge of global issues to local

circumstances to evaluate the local effects of the issues. Showing an awareness and responsibility for the environment.

References:-

- Barry, R. G. and Chorley, R. J. (1998): Atmosphere, Weather and Climate. Routledge, London.
- Bryant, H. Richard (2001): Physical Geography Made Simple, Rupa and Company. New Delhi.
- Leong Goh Cheng (2003): Certificate Physical and Human Geography, Oxford University Press, New Delhi.
- Monkhouse, F.J. (1979): Physical Geography. Methuen, London.
- Singh, M.B. (2001): *Bhoutik Bhugol*, Tara Book Agency, Varanasi.
- Singh, S. (2003): Physical Geography. (English and Hindi editions.). Prayag Pustak Bhawan, Allahabad.
- Strahler, A.N. and Stahler, A.M. (1992): Modern Physical Geography. John Wiley and Sons, New York.
- Trewartha, G.T., Robinson, A.H., Hammond, E.H., and Horn, A.T. (1976/1990): Fundamentals of Physical Geography, 3rd edition. MacGraw-Hill, New York.

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- en.m.wikipedia.org
- www.britannica.com
- www.topper.com
- climate.ncsu.edu
- science.jrank.org

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B.A.-B.Ed. Integrated Programme
SEMESTER- I

External: 20
Internal: 00
Total: 20

BABED151: PRACTICAL (GEOGRAPHY)

Course Objectives: -

To introduce basic concept of cartography and develop the understanding about different type of maps, scales, relief features and surveying.

(A) Lab Work

Unit-I

The nature and scope of cartography, Scales – Simple Scale, Construction of Comparative, Diagonal and Vernier scales, Enlargement and Reduction of maps. Calculation of area of maps of different shapes by graphical and arithmetical methods.

Unit-II

Map Projections: General Principles: Classification, properties and choice of map projections- merits and demerits. Construction of Cylindrical Equal area, Mercator's. Conical with two Standards Parallels, Bonne's, Polyconic, Gnomonic Polar Zenithal and Stereographic Polar Zenithal projections.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal, Choice (Duration – two Hours)- 10
Viva-Voce & sessional records - 10

Course Outcomes:

After end of this course, individuals will be able to identify, describe, create, construct and prepare different cartographic features such as maps, scales, relief and will be adept of conduct survey.

References:-

- Bhagwathi, V. and Pillai, R.S.N. (2003): Practical Statistics, Sultan Chand and Company, New Delhi.
- Ebdon, D. (1977): Statistics in Geography: A Practical Approach, Blackwell Publishers Inc., Massachusetts.
- Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London.
- Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
- Sarkar, A. K. (1997): Practical Geography: A Systematic Approach, Orient Longman, Kolkata.

- Sharma, J. P. (2001): *Prayogik Bhugol*, Rastogi Publication, Meerut 3rd, edition.
- Singh, L.R. (2006): *Fundamentals of Practical Geography*, ShardaPustakBhawan, Allahabad.
- Singh, R.L. and Singh, Rana P.B. (1993): *Elements of Practical Geography*, (Hindi and English editions), Kalyani Publishers, New Delhi.

Website Sources:-

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- www.ncert.nic.in
- www.topper.com
- gisgeography.com

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SEMESTER- I

External: 70
Internal: 30
Total: 100

BABED135: Principles of Political Science

Course Objectives:

The objective of this course is to help us better understanding of the concepts that have shaped our politics, including freedom, equality, individuality, democracy and justice. The Student will know about power, justice, rights, law, and other issues related to governance.

Course Contents:

Unit- I:

Definition, Nature and Scope of Political Science. Relation with other Social Sciences. Methods of Study of Political Science, Behavioural Approach and Traditional Approach.

Unit- II:

The State- Its nature, origin and elements, Theories of State origin of the state social control, Concepts of Justice, Liberty and Equality.

Unit- III:

Concepts of Sovereignty and Law, Forms of Goals Democracy, Dictatorship, Parliamentary, Presidential meaning, Unitary and Federal.

Unit- IV:

Public Opinion; Political Parties, Pressure groups, Separation of powers.

Course Outcomes:

After completing this course the student will be able in:

- Analyzing what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral.
- Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.
- Explaining the Concept of State Sovereignty: Pluralistic Theories.
- Analyzing the changing concept of Sovereignty in the context of Globalization.
- Classification of Democratic Theories.
- Understanding basic concepts of Liberty, Equality, Rights, Law and Justice.

References:

- Andrew Heywood, Politics, Palgrave Foundation, New York.
- Asirvatham; Political Theory, S. Chand Publication.
- Gauba, O.P., An Introduction to Political Theory, McMillan.

- Johari, J. C., Principle of Modern Political Science, Sterling, Delhi.
- Verma, S.P., Modern Political Theory, New Delhi, Vikas Pub.

Website Sources:

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- www.hostnezt.com

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SEMESTER- I

External: 70
Internal: 30
Total: 100

BABED136: INTRODUCTION TO SOCIOLOGY

Course Objectives:

The purpose of this course is to expose the student to:

- Describe the structure and the dynamics of the society
- Discuss the relationship of the individual to the society.
- Understand the social problems and its influence on social changes and the factors contributing to it.
- Describe sociological concepts applicable to nursing.
- Determine role of sociology in nursing as related to social institution in India.
- Develop positive attitudes towards individual, family and community.

Course Content:

UNIT – I

The meaning of Sociology: Definition, Scope, Subject matter & Nature; Relation of Sociology with other Social Sciences (i) Economics (ii) Political Science (iii) History (iv) Social Anthropology (v) Psychology; Emergence of Sociology: Industrial Revolution & French Revolution

UNIT – II

Basic Concepts: Society, community, Institution, Association, Culture: Material and Non-Material Culture, Cultural Lag; Group and its types; Social Structure: Status & Role

UNIT – III

Institutions: Family, Marriage and Kinship, Religion, Education, State & Democracy and Economic; Socialization: Agencies & Types; Cooperation and social conflict

UNIT – IV

The individual and Society; The use of Sociology; Introduction to Applied Sociology, Sociology and social problems, Ecology and Environment: Pollution, Global warming and Greenhouse Effect. Impact of Industrialization and Urbanization on Environment; Globalization.

Course Outcomes:

After completing this course the student will be able to:

- Define Sociology and demonstrate nature, scope and subject-matter of Sociology.
- Demonstrate how Sociology differ from and similar to other social sciences and their areas of interdependence.
- Acquaint themselves with the basic concepts of Sociology like society, community, association, culture, social change, social stratification etc.
- Know the basic social institutions like family, marriage, kinship in a scientific way.

- Explain social change and the factors affecting social change. Realize the importance of cultural lag to understand social change.

References:

- Bottommore. T.B. 1972, Sociology: A Guide to Problems and Literature. Bombay: George Allen and Unwin (India).
- Devis.k, Human Society, New York MacMillan Publisher.
- Harlambos, M.1998. Sociology: Themes and Perspectives. New Delhi Oxford University Press.
- Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India.
- Jaaram, N. 1988. What is Sociology .Madras: Macmillan, India.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi, Allied Publishers.
- Schaefer, Richard T. and Robert P. Lamm. Sociology. New Delhi Tata-Mac Graw Hill.

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- <https://pdfexam.com/sociology-notes-in-hindi-pdf/>
- <https://taiyarihhelp.com/sociology-books-in-hindi/>

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External: 50
Internal: 30
Total: 80

BABED137: APPLIED LIFE SCIENCE AND HUMAN HEALTH

Course Objectives:

The student of this course will know

- The knowledge of the fundamentals of the science of nutrition
- The biological, chemical and regulatory role of nutrients.
- The nutrient deficiencies.
- About the different diseases like tuberculosis, Malaria, Typhoid, AIDS etc.

Course Content:

Unit I: -

Definition, Physiology and structure of human cell, Elementary anatomy, Physiology and functions of the following system:-

Cardiovascular system, gastrointestinal system, excretory system, Respiratory system, Nervous system, musculoskeletal system.

Unit II: -

Human Health: Definition and concept of health, Concept, Objectives and principles of health education, Immunity; Types and schedule of immunization.

Unit III: -

Diseases- causes, symptoms and prevention of following diseases-

- Tuberculosis.
- Diphtheria, Whooping, Cough, Tetanus and Polio.
- Chicken pox, Measles.
- Malaria.
- Hepatitis, Cholera and Typhoid.
- AIDS.

Unit IV: -

Environmental Pollution & Public Health Services: Concept of Environment and Pollution, Different types of pollution like Air, Water, Noise, etc. and its effect on human, health. Primary health centers- National agencies (ICDS) and International agencies (UNICEF, WHO) and other non government organisation.

Course Outcomes:

After completing this course the students will be able to:

1. Understand the Physiology of human body.
2. Understand the concept of health and health education.
3. Understand the causes, symptoms and prevention of various diseases.

References: -

- Gautam, Nanda and Khanoojao, Reena; Human Physiology.
- Mishra, Usha and Agarwal, Alka; Hygiene and physiology.
- Park and Park; Preventive and Social Medicine.

Website Sources:

- www.wikipedia.com
- www.edu.gov
- www.webmd.com

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SEMESTER- I

External: 20
Internal: 00
Total: 20

BABED152: PRACTICAL (HOME SCIENCE)

Course Objectives:

The student of this course will know

- The knowledge of the fundamentals of the science of nutrition.
- The biological, chemical and regulatory role of nutrients.
- The nutrient deficiencies.
- About the different diseases like tuberculosis, Malaria, Typhoid, AIDS etc.

Course Content:

Practical / Lab Work:

Drawing and Labeling of Diagrams of major Human Physiology of Unit- I (Cardiovascular System, Gastrointestinal System, Respiratory System and Musculoskeletal System)..

Course Outcomes:

After completing this course the students will be able to:

1. Understand the Physiology of human body.
2. Understand the concept of health and health education.
3. Understand the causes, symptoms and prevention of various disease.

References:

- Gautam, Nanda and Khanoojao, Reena; Human Physiology.
- Mishra, Usha and Agarwal, Alka; Hygiene and physiology.
- Park and Park; Preventive and Social Medicine.

Website Sources:

- www.wikipedia.com
- www.edu.gov
- www.webmd.com

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SEMESTER- I

External: 70
Internal: 30
Total: 100

BABED138: ANCIENT INDIA (FROM ANCIENT TO GUPTA AGE)

Course Objectives:

The purpose of the course is to expose students to the meaning, scope of history, social institutions, Mauryan Empire, Harappan Civilization and Ashoka Empire.

Course Content:

Unit I: -

Meaning and Scope of History Sources of Ancient Indian History, Pre-historic Age: Hunter Gatherers. Concept of Neolithic: Origin of Agriculture System. Harappan Civilization: Origins, Extent, Town Planning, Economy, Society, Arts and Political Organization. Vedic Culture: Polity, Society, Religion and Literature

Unit II: -

Social Institutions: Varna, Caste, Untouchability, and Gender Relations Emergence of State: Sixteen Mahajanpadas and the Rise of Magada Empire Religious Movements: Buddhism and Jainism

Unit III: -

Mauryan Empire: State, Administration and Economy; Ashoka's Dhamma- Nature and Propagation; Mauryan Art and Architecture Post - Mauryan Empires: Kushanas and Satvahanas Gupta Empire: State, Administration, Agrarian and Land Revenue System, Urban Centres, Trade, Society, Art and Architecture.

Unit IV: -

Maps (India): Important Sites of Harappan Civilization, Ports and Urban Centres in Ancient India. Ashoka's Empire: Extent, Pillars and Edicts. Extent of Kanishka's Empire, Extent of Samudragupta's Empire.

Course Outcomes:

After completing this course the students will be able to:

- Understand the meaning and scope of the history.

- Get an introduction to social institutions.
- The study about the Mauryan Empire, Harappan Civilization and Ashoka Empire.

References:

- Allchin, B. and Allchin, F.R.: Rise of Civilisation in India and Pakistan (Delhi: Select Book Services Syndicate, 1983).
- Basham, A.L.: The Wonder That Was India (Mumbai, Rupa, 1971).
- Burton, Stein: History of India, Oxford, New Delhi, 1998.
- Chakrabarti, D.K.: India: An Archaeological History, Palaeolithic beginnings to Early Historical Foundation (Delhi OUP, 1999).
- Dani, A.H.: Recent Archaeological Discoveries in Pakistan (Paris, UNESCO, 1998).
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IFTM UNIVERSITY, MORADABAD
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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED221: NEW TRENDS AND INNOVATION IN EDUCATION

Course Objectives:

The objective of this course is to familiarize students with classification of innovations, discuss the hurdles to innovation and offer ways to increase the scale and rate of innovation based transformation in the education system.

Course Content:

Unit-1:

Innovation– concept and Need of innovation in view of technological and social change. Obstacles in innovation, Role of education in bringing innovations. Role of UNICEF in introducing innovations in Indian School Education.

Unit-2:

Integrated Child Development Scheme (ICDS)-Early childhood care and education (ECCE). State supported innovations; Sarva Shiksha Abhiyan, Lok Jumbish, Eklavya, Mahila Samakhya. National Level– Brief Account of right to education, National Literacy Mission & Adult Education, Life Skill Education- Hard & Soft Skills.

Unit-3:

Changing face of school and University in the age of information, communication and technology. Education through interactive radio, television, computer and internet, Tele & Video conferencing, EDUSAT. Role of e-learning in education; e-content, e-magazines and e-journals.

Unit-4:

Distance Education – concept, need, benefits and limitations, ‘Distance Education’ and ‘Open education’, Open School, Open University, Virtual University. Idea of nurturing rural talent; The Navodaya Vidyalaya Sangathan. Changing School in the era of liberalization, privatization and globalization.

Course Outcomes:

After completing this course Students will be able to-

- Produce the needed high quality learning outcomes across the system.
- Focus of Educational innovation should be on teaching and learning theory and practice.
- Apply needs a solid theoretical foundation based on purposeful, systematic, research and a sound pedagogy.

References:

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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED222: VALUE AND PEACE EDUCATION

Course Objectives:

Objective of the course is to familiarize students and to achieve the long term values and behaviour that are identified as being more real for the good of ourselves and other. Right are part of the foundation of freedom justice and peace in the world.

Course Content:

Unit I: Concept, Meaning and Nature of Value

Concept and meaning of value and Peace: Indian and Western perspectives on value and Peace. Reflections of great Indian thinkers on values and Peace (Gandhiji, Swami Vivekananda, Sri Aurobindo, Rabindranatha Tagore, J. Krishnamurthi) Understanding Peace in the individual, Social, National and International context Nature and characteristics of values Sources and selection of values -culture and human needs.

Unit II: Concept, Meaning and Nature of Peace

Historical development of Peace education in India and in the world Preamble to the Indian Constitution and values inherent in it Exposition of the five human values of Truth, Righteous Conduct, Peace, Love and Non- Violence with illustrations from life and literature. Creation of United Nations, UNESCO, UNICEF and their role in promoting value and Peace Education.

Unit III: Concept and need for Value-based Education and Education for Peace

Concept of value based education and Education for Peace with special reference to peace to Indian view of life; Paradigm shift from Peace education to Education for Peace. Need for and importance of value based education and Education for Peace in the present scenario. Recommendations of Sri Prakasha Committee (1959) on value education. Recommendations of Parliamentary Committee of HRD on Values Education (1996-90) headed by Shri S.B. Chauhan. National Focus Group Report on Education for Peace (2005).

Curriculum development and Models of Value Education

Models of value education; Rationale building model, the consideration model, valuing process and clarification model. Aims and objectives of Value based education and Education for Peace in the curriculum. Integration of human values with all (school) academic subjects.

Unit IV: Pedagogy of Value Education and Education for Peace

Approaches and Techniques of teaching human values: - Direct approach: value based Story-telling, Group activities (dramatization, literary activities, games and sports, service activities) Counselling, organizing value based cocurricular activities. Indirect Approach; Incidental Approach with illustrations Integrated approach: Integration into curricular, co-curricular activities and subjects (with illustrations of integration from Language, Mathematics, science and social science , art and aesthetics , Yoga and health education.

Course Outcomes:

After completing this course Students will be able to-

- Develop a sensible person with strong character and values.
- Right attitude and standards to face the outside world.
- Know the real purpose of life.
- Enhance the knowledge and understanding of human right.
- Develop skills for practicing human right.

References:

- Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
- Galtung, J. (2003). Searching for Peace – The road to TRANSCEND, Sterling Virginia.
- Galtung, Johan (1984). The Struggle for Peace Gujarat Vidyapith, Ahmedabad.
- Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. Sage Publications, New Delhi.
- Harris Ian. M. (1998). “Peace Education” Mc Farland & Company, Inc Publisher London.
- Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education, Teacher College, Columbia University 2008.
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- Sri Sathya Sai International Center for Human Values (2009). Education in Human Values: Course Book for Training of Master Trainers, New Delhi.
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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED223: ENGLISH LANGUAGE PROFICIENCY- II

Course Objectives:

The paper has been designed to educate students in both the artistry and utility of the English language through the study of literature. Students will use writing techniques constitutive of individual genres. This paper will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Course Content:

Unit-1: -

Reading Comprehension

Advanced comprehension (ability to comprehend English texts of a moderately advanced nature) based on the following essays:

- (A) Richard Steel- The Art of Conversation
- (B) Oliver Goldsmith- National Prejudices
- (C) William Hazlitt- Common Sense
- (D) Thomas De Quency- Literature

Unit-2: -

Constituents of Written Communication-II:

- (A) Correct Usage: Parts of Speech, Tenses & Agreement of verb with the subject.
- (B) Concord
- (C) Requisites of sentence constituents

Unit-3: -

Writing Skills-

- (A) Report Writing.
- (B) Expansion of an Idea.
- (C) Notice and Circulars.

Spoken Skills-

- (A) Phonetics and Syllable Structure
- (B) Word Accent, Stress, rhythm and Intonation
- (C) Group Discussion and Extempore

Unit -4: -

Value Based Literary Texts Reading:

(A) Poetry:

- Toru Dutt- Our Casuarina Tree
- Jayanta Mahapatra - Relationship
- Sarojini Naidu – Songs of Radha, the Milkmaid

(B) Short Stories:

- Guy De Maupassant – The Diamond Necklace

O' Henry – The Gift of Magi
Mulk Raj Anand – A Pair of Mustachios

(C) Speech:

Martin Luther King: I Have a Dream

(D) Prose:

Brooker T. Washington- My struggle for an Education
J. Bronowski – Men and Nature
R. L. Stevenson – El Dorado

Course Outcomes:

Students completing this course will be able to:

- Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts.
- Be proficient in oral communication and writing.
- Write analytically in a variety of formats including essays, notices and reports.
- Enable the students to assimilate the correct patterns of the language.
- Apply the comprehensive set of skills and knowledge for life success.

References:

- English Phonetics- Peter Roach.
- Phonetics and Spoken English- Bala Subhramanium.
- English prose Selection- Dr. S. S. Deo.

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- www.englishgrammar.org
- www.grammarly.com
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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED231: fglnh x | ,oauW; I kfgR;

उद्देश्य -

गद्य की विविध विधाओं का स्वरूप स्पष्ट कर सकेंगे | एक - दूसरे से मिलती -जुलती गद्य विधाओं में मिलने वाली समानता को समझ सकेंगे |

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पाठ्यक्रम के परिणाम (course outcomes)

- गद्य की विभिन्न विधाओं में अंतर कर सकेंगे |
- नवीन विधाओं का परिचय दे सकेंगे |
- गद्य और साहित्य में अंतर कर सकेंगे |

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Website Sources:

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- www.hindikunj.com
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B.A.-B.Ed. Integrated Programme
SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED232: PROSE

Course Objectives:

The main aim of teaching prose is to introduce its development and different forms. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

Course Content:

Unit-I

Development of Prose

Forms of Prose: Autobiography, Biography, Memoir, Travelogue, Periodical Essay, Formal Essay, Personal Essay, Poetic Prose.

Unit-II

Bacon	:	Of Studies
Richard Steele	:	Labour and Exercise
Joseph Addison	:	Sir Roger at Home

Unit- III

Charles Lamb	:	The Old and New School Master
Doctor Johnson	:	Letter to Lord Chesterfield
G.K.Chesterton	:	On Running After One's Hat

Unit-IV

R. L. Stevenson	:	An Apology for Idlers
A. G. Gardiner	:	On Shaking Hands
Robert Lynd	:	A Disappointed Man

Unit-V

J.B.Priestley	:	On Doing Nothing
HillaireBellock	:	On Spellings
E.V.Lucas	:	Bores

Course Outcomes:

Students completing this course will be able to:

- Understand the passage and grasp its meaning.
- Read with correct pronunciation, stress, intonation, pause and articulation of voice.
- Enrich their active and passive vocabulary.
- Express the ideas of the passage orally and in writing.

References:

- Gupta, V. K. & Tiwari, A. M., English Literature-I edited Ranjana Prakashan Mandir, Agra.
- Jain, B. B., Addison & Steele's Coverely Papers from the Spectator, LNA Publishers, Agra.
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- Lahiri & Ganguli, Charles Lamb's Essays of Elia, LNA Publishers, Agra.
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B.A.-B.Ed. Integrated Programme
SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED233: INDIAN ECONOMY

Course Objectives:

The course aims at enabling students to understand the basic features, aspect and approaches of Indian economy.

Course Content:

Unit – 1: Structure of Indian Economy

Indian Economy in Pre British period and at the time of Independence, Growth and structure of the Indian Economy, Salient Features; Population Composition- Feature, trends and problems, Nature and Structure of Economy of Uttar Pradesh ;an overview of Infrastructure,Agricultural and Industrial Development in U.P.

Unit – 2: Planning in India

Objectives and Strategy of Planning; Approaches of Eleventh Plan, Failures and Achievements of Indian Plans, Planning Commission; NITI Aayog - Objectives, Composition and Functions.

Unit – 3: Domestic Sector

Agriculture - Characteristics and Importance and Role in Economic Development; Agricultural Productivity, Land Reforms, New Agricultural Strategy and Green Revolution.

Industry – Growth and Structure of Indian Industries, Growth and Problems of Large Scale Industries – Iron and Steel , Sugar, Jute and cotton; Role and Problems of Small Scale Industries.

Unit – 4: Basic Problems of Indian Economy

Poverty – Types,Vicious Circle of Poverty, Causes and measures to eradicate poverty; Unemployment – Types, reasons and employment Policy; Balance of Payment – Problems and Solutions.

Course Outcomes:

After completing the course Students will be able to:

- Define the meaning of Growth, Structure and Features of the Indian Economy.
- Explain the objectives and Strategy of Planning in India.
- Describe the knowledge of the basic features, aspect and approaches of Indian Economy.

References:

- Agarwal, A.N., India Economy.
- Bansil, P.C, Agricultural Problems of India.
- Bhalla, G.S, Indian Agriculture since
- Dutt and Mahajan, India Economy.
- Government of India, Economic Survey (latest).
- Misra and Puri, Indian Economy.

Website Sources:

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- https://en.wikipedia.org/wiki/Five-Year_Plans_of_India
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- <https://journals.openedition.org/echogeo/14300?lang=en>

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SEMESTER- II

External: 50
Internal: 30
Total: 80

BABED234: HUMAN GEOGRAPHY

Course Objectives:-

Students will develop a solid understanding of the concepts of “space,” “place” and “region” and their importance in explaining world affairs. Students will understand general demographic principles and their patterns at regional and global scales. Students will be able to locate on a map major physical features, cultural regions, and individual states and urban centers. Students will understand global and regional patterns of cultural, political and economic institutions, and their effects on the preservation, use and exploitation of natural resources and landscapes

Course content:

Unit -I

Concept and Nature: Meaning, Scope and Development of Human Geography, Man and Environment relationship-Determinism, Possibilism, Neo-determinism, Probabilism, Basic principles – Principle of Activity or Change, Principle of Terrestrial Unity or whole..

Unit -II

Habitation (Population and Settlement) Distribution of population and world pattern, global migration –causes and consequences, concept of over population and underpopulation.

Human Settlements – Origin, types (Rural-Urban) characteristics, size and distribution. House types and their distribution with special reference to India.

Unit –III

Evolution of Human Economy: Sequences of human occupation, Primitive Economics – Food gathering, Hunting, Pastoral herding, Fishing, Lumbering and Primitive agriculture. Later major innovations and their impact.

Unit -IV

Society and Culture: Evolution of man (Australopithecus, Homo Erectus, Homo sapiens. Cultural Diffusion, Cultural realms, World Human Races – Classification, Characteristics and Distribution.

Population Tribes: Some typical modes of life of world Tribes-Eskimos, Kirghiz, Bushman and Masai. Habitat, Economy and Society of Indian Tribes – Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas.

Course Outcomes: -

Students will acquire an understanding of and appreciation for the relationship between geography and culture. Students will read, interpret, and generate maps and other geographic representations as well as extract, analyze, and present information from a spatial perspective. Students will have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including

settlement and economic activities and networks, and human impacts on the physical environment. Students will be able to think in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future.

References:

- Chisholm, M. (1985): Human Geography, 2nd edition, Penguin Books, London.
- DeBlij, H.J. (1996): Human Geography: Culture, Society and Space,. 2nd edition. John Wiley and Sons, New York.
- Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur.
- Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. (2009): The Dictionary of Human Geography. 5th edition, Basil Blackwell Publishers, Oxford.
- Kaushik, S.D. and Sharma, A.K. (1996): Principles of Human Geography (in Hindi), Rastogi Publication, Meerut.
- Norton, W. (2008): Human Geography, Oxford University Press, New York, 5th ed.
- Singh, K. N. and Singh, J. (2001): *ManavBhugol*. GyanodayaPrakashan, Gorakhpur, 2nd edition.
- Singh, L.R. (2005): Fundamentals of Human Geography, ShardaPustakBhawan, Allahabad.
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SEMESTER- II

External: 20
Internal: 00
Total: 20

BABED251: PRACTICAL (GEOGRAPHY)

Course Objectives:-

The objectives of this course are to make students familiar with different types of map, their uses and also educate them about spatial measurements and representation data generated through surveying.

(A) Lab Work

Unit-I

Methods of showing relief: Hachures, shading, contours & layertints; representation of different landforms by contours, drawing of profiles – cross & long profiles, super imposed, Composite & projected profiles, Slopes & gradients.

Unit-II

Topographical Maps: Introduction: Expansion and Indexing: Coverage, Scale. Interpretation of Topo sheets, Study and Interpretation of One Inch/1:50,000 Survey of India Toposheets – representing Plain, Plateau and Mountain areas under the following heads – Relief, Drainage Characteristics, Land-use, Settlement types and patterns, and means of Transport and communication with special reference to recognition of Landforms based on contours and profiles drawn on them.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal Choice (Duration – two Hours)- 10
Viva-Voce & sessional records –10

Course Outcomes: -

At the end of this course, students are expected to understand different types of cartographic tools and techniques such as maps, graphs, charts and able to do field survey.

References:-

- Bhagwathi, V. and Pillai, R.S.N. (2003): Practical Statistics, Sultan Chand and Company, New Delhi
- Ebdon, D. (1977): Statistics in Geography: A Practical Approach, Blackwell Publishers Inc., Massachusetts
- Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London
- Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.

- Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata.
- Sharma, J. P. (2001): *Prayogik Bhugol.*, Rastogi Publication, Meerut 3rd . edition.
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Website Sources:

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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED235: INDIAN POLITICAL THOUGHT

Course Objectives:

Purpose of this course is to impart this student to understand thoroughly the political Philosophers given by political thinkers from ancient to modern political thinkers and their contribution are discussed here. From this course a student can understand the Philosophy of Politics analytically

Course contents:

Unit- I:

Bhishm, Manu, Shukra and Kautilya.

Unit- II:

Raja Ram Mohan Roy, Gopal Krishna Gokhale, Balganga dhar Tilak.

Unit- III:

Aurobindo Ghosh, Swami Vivekanand, M.N. Roy, Dr. Bhim Rao Ambedkar Jai Prakash Narain.

Unit- IV:

M.K. Gandhi, Jawaharlal Nehru, Deen Dayal Upadhyaya.

Course Outcomes:

After Completing the course students will be able in:

- Tracing the evolution of Indian political thought from ancient India to modern India.
- Analysing the nationalist thought of Raja Ram Mohan Roy.
- Assessing the nationalist thought of Vivekananda.
- Discussing the nationalism of Gandhi, M. N. Roy.
- Explaining the formation of the Congress in 1885.
- Tracing the Bengal Partition and the Swadeshi movement.

References:

- Gauba, O.P.; Rajniti Chintan ki Roprekha.
- Gauba, O.P.; Western Political Thoughts.
- Jayapalan, N.; Comprehensive History of Political Thoughts.

- Jha, Pravin Kumar; Tulnatamak Pariprekchay Mein Bhartiya Rajniti, Pearson, New Delhi, 2012.
- Pharia, B.L.; Western Political Thoughts.

Website Soures:

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SEMESTER- II

External: 70
Internal: 30
Total: 100

BABED236: SOCIETY IN INDIA: STRUCTURE AND CHANGE

Course Objectives:

The purpose of this course is to expose the students to:

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

Course Content:

UNIT-I

The Structure and Composition of Indian Society: Rural, Urban, Rural-Urban Linkages, Tribes, Dalits, Other Backward Classes (OBCs), Women and Minorities Population Profile and Related Issues

UNIT-II

Cultural and Ethnic Diversity, Diversities in Respect of Language, Caste, Regional and Religious Beliefs and Practices and Cultural Pattern

UNIT-III

Basic Institutions of Indian Society: Family, Marriage, Kinship, Religion, Caste, Class, State and Bureaucracy, Jajmani System

UNIT-IV

Changes and Transformation in Indian Society, Factors Affecting National Integration: Regionalism, Communalism and Naxalism; Globalization and social Change.

Course Outcomes:

After completing the course students will be able to-

- Describe the social and cultural changes in Indian society.
- Understand the theory of Social change and co-relate with contemporary Society.

- Analyze the cultural process.
- Understand the social movement in present and post scenario.
- Social change, its related concepts.
- Theories of social change.
- Factors of social change.
- Social changing scenario.
- Obstacles to social change.

References:

- Bose, N.K. 1975, Structure of Hindu Society. New Delhi.
- Dube, S.C. 1990, Society in India. New Delhi: National Book Trust.
- Dube, S.C. 1995, Indian Village, London: Routledge.
- Dube, S.C. India's changing Villages, 1958 London: Routledge and Kegan Paul.
- Karve I , Kinship Organisation in India
- Karve, Irawati, 1961: Hindu Society: An Interpretation, Poona: Deccan-College.
- Mandelbaum, D.G. 1970, Society in India, Bombay: Popular Prakashan.
- Sharma K L, Indian Social Structure & Change, Rawat Publication.
- Singh Yogendra, Modernization and other Essays.
- Singh, Yogendra, 1973, Modernization of Indian Tradition Delhi: Thomson Press.
- Srinivas, M.N. 1980: Social Change in Modern India, California, Berkeley: University of California Press.
- Srinivas, M.N.: India: Social Structure (New Delhi: Hindustan-Publishing Corporation).

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B.A.-B.Ed. Integrated Programme
SEMESTER- II

External: 50
Internal: 30
Total: 80

BABED237: FAMILY RESOURCE MANAGEMENT

Course Objectives:

The purpose of this course is to expose the students to:

- To create an awareness among the students about management in the family as well as the other system.
- To recognize the importance of wise use of resources in order to achieve goals.
- To understand the family has needs and factors affecting selection and purchases of site for house building.
- To Understand various element and principles of art used in the interior decoration.

Course Content:

Unit I: - Home Management

Definition, Philosophy, Concept and Role of home management. Basic knowledge about home management process; planning, scheduling, execution, controlling and evaluation.

Unit II: - Family Resources

Types- Human and Non Human Resources. Money management- Income, Expenditure, Supplementary, Income Family, Budget. Wants- Types, Characteristics and factors affecting wants.

Unit III: - Housing

Family housing needs- Protective, economic and social. Factors affecting selection and purchase of site for house building- legal aspects, location, physical features, soil conditions, cost, service. House Planning.

Unit IV: - Interior Decoration

Meaning and Principles of interior decoration. Elements and principles of art. Color-properties, classification and color schemes. Furniture- types and arrangement. Lighting. Flower arrangement and Accessories.

Course Outcome:

After completing the students will be able to:

- Get an introduction to home management.
- Understand the family resources.
- Get introduced about family housing.
- The study about the interior decoration.

References:

- Gross and Crandall; Management for Modern Families.

- Nickel and Dorsey, Management in Family Living.
- Patni, Manju; Grah Prabandh.
- Rutt, A.H.; Home Furnishing.

Website Sources:

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

External: 20
Internal: 00
Total: 20

BABED252: PRACTICAL (HOME SCIENCE)

Course Objectives:

The purpose of this course is to expose the students:

- To create an awareness among the students about management in the family as well as the other system.
- To recognize the importance of wise use of resources in order to achieve goals.
- To understand the family has needs and factors affecting selection and purchases of site for house building.
- To Understand various element and principles of art used in the interior decoration.

Practical/ Lab Work:

1. Floor decoration: Alpana or Rangoli.
2. Flower arrangement or flower making.

Course Outcome:

After completing the students will be able to:

- Get an introduction to home management.
- Understand the family resources.
- Get introduced about family housing.
- The study about the interior decoration.

References: -

- Gross and Crandall; Management for Modern Families.
- Nickel and Dorsey, Management in Family Living.
- Patni, Manju; Grah Prabandh.
- Rutt, A.H.; Home Furnishing.

Website sources:

- www.sigmapaint.com
- www.britannica.com

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

External: 70
Internal: 30
Total: 100

BABED238: HISTORY OF INDIA FROM 600 - 1526 A.D.

Course Objectives:

The purpose of this course is to expose the students to:

- Create an awareness among the students about Pushyabhutis and Chalukyas.
- Recognize the importance of wise use of resources in order to achieve goals.
- Understand the Delhi Sultanate, Ala-ud-din Khilji.
- Understand various Society and Culture: Bhakti and Sufi Movements.

Course Content:

Unit I: -

Post-Gupta Period up to 750 A. D: Pushyabhutis and Chalukyas. Polity and Economy with special reference to Indian Feudalism (750- 1206 A.D): Pratiharas, Palas, Rashtrakutas and Cholas. Socio-Cultural Trends: Society, Culture and Literature during 600-1206 A.D.

Unit II: -

Invasions of Mahmud Ghaznavi and Muhammad Ghori - Causes of Success and Effects; Rise and Expansion of Delhi Sultanate: Iltutmish, Balban, Ala-ud-din Khilji and Muhammad Tughlaq. Bahmani and Vijaynagar Kingdoms; Fragmentation and Fall of Delhi Sultanate.

Unit III: -

Delhi Sultanate: Political and Administrative Institutions, Ruling Classes Economic and Technological Developments during 1206-1526 A.D: Agriculture, Industry, Trade and Commerce. Society and Culture: Bhakti and Sufi Movements; Art and Architecture.

Unit IV: -

Maps (India): Extent of Harsha's Empire; Extent of Ala-ud-din Khilji's Empire Extent of Muhammad Tughlaq's Empire; Extent of Vijaynagar Empire Urban Centres under the Delhi Sultanate.

Course Outcomes:

After completing the course students will be able to:

- Get an introduction to social cultural trends.
- Get introduced to Delhi sultanate.
- Get introduced to Harsh's Empire.
- Study about the Tughlaq Empire.

References:

- Majumdar, R.C. et al.:History and Culture of the Indian People, Vols. II and V (Mumbai, 1970, 1980).
- Panday, A.B.: Early Medieval India, (Allahabad, 1970).
- Panday, Vimal Chander: Prachin Bharat Ka Rajnatik Tatha Sanskritik Itihas, Bhag – 2 (Hindi) (Allahabad, 1994).
- Rizvi, S.A.A: The Wonder That Was India, Vol. 2, (London 1987).
- Satish Chandra: Madhya Kalin Bharat: Rajniti, Samaj Aur Sanskriti (Hindi) (Delhi, 2007).
- Satish Chandra: Medieval India from the Sultanate to the Mughals (Delhi, 1997).
- Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India (Delhi, 1991).
- Shastri, K.A. Nilkanta: A History of South India from Pre-Historic Times to the Fallof Vijaynagar (Chennai, 1983).
- Shastri, K.A.N.: History of South India (Delhi, 1975).

Website Soures:

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SECOND YEAR
IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER- III

External: 70
Internal: 30
Total: 100

BABED321: LEARNING AND TEACHING

Course Objectives:

The purpose of this course is to expose the students to: -

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories.
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process.
- Understand the nuances of professionalism and be encouraged to develop competencies to act as professionals.
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction.

Course Objectives:

Unit- I: Process of Learning:

Nature of Learning: Meaning, Definitions, Characteristics, Types of Learning: Facts, concepts, skills, generalizations, principles, rules, values, beliefs, attitudes, Factors affecting Teaching and Learning: maturation, attention, interest, fatigue, rewards and punishment.

Unit -II: Approaches to Learning:

Introduction to learning – concept and importance, Behavioural: trial and error, conditioning (classical and operant) and social learning, Cognitive (insightful and information processing model), Constructivism: concept, planning and development of learning experiences (Vygostky, Piagetand Bruner, etc.)

Unit III: Nature of Learner

Intelligence meaning nature and theories of intelligence (two factor theory and Thurston's group factor theory), Emotional intelligence, measurement of intelligence and application of

intelligence tests, Personality: meaning, nature, types and trait theories of personality, assessment of personality.

Learning styles: concept, types and implication for learning. Thinking, Imagination, Remembering, forgetting: meaning, concept, types and factors, influencing to learning.

Unit -IV: Teaching as a Complex Activity:

Concept of Teaching: meaning, definition, characteristics, forms, Phases of Teaching: pre active, inter active, post active, Levels of Teaching: memory, understanding, reflective, Basic teaching skills and competencies, Strategies and techniques of teaching.

Course Outcome:

After completing the course students will be able to -

- Understand the psychological and socio-cultural dimensions of Individual differences.
- Know and understand the individual differences based on range of cognitive abilities.
- Explain the concept of learning and factors influencing learning.
- Understand the theories of learning of Skinner, Piaget and Vygotsky in relation to their educational implications.
- Evaluate teaching as a complex activity and its types, Maxims, Strategies, Methods, Techniques and Skills.
- Develop an understanding of the modalities of Teaching and Instruction.
- Critically analyse teaching as a profession and role of teacher.

References:

- Bhatnagar, S: Educational Psychology, Agra, Legal Book Depot.
- Chauhan, S.S: Advanced Educational Psychology, Delhi, Vikas Publishers.
- Gupta, S.P. Uchchar Shiksha Manovigyan, Allahabad, Pustak Bhavan.
- Mathur, S.S.: Educational Psychology, Agra, Vinod PustakMandir.
- Pathak, P.D.: Shiksha Manovigyan, Agra, Vinod PustakMandir.
- Saraswat, Malti: Shiksha Manovigyan, Alok Publishers
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- Kundu, C.L. and Tutoo, D.N. (2000) Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers
- Mangal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi.
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- www.verywellmind.com
- www.managementstudyguide.com
- www.m.wikipedia.org
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER- III

External: 70
Internal: 30
Total: 100

BABED322: ASSESSMENT FOR LEARNING

Course Objectives:

The purpose of this course is to expose the students to: -

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
- Become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination; be exposed to different kinds and forms of assessment that aid student learning.
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately.
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course Content:

Unit -I: Concept, meaning and overview of assessment & evaluation:

Concept and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review of current evaluation practices and their assumptions about learning and development, commercialization of assessment.

Unit -II: Approaches to assessment:

Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures, Kinds of tasks; projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer –assessment, constructing portfolios.

Unit -III: Assessment Tools:

Assessment tools and their characteristics, constructions of assessment tools; *achievement test, diagnostic test & its application*. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non- cognitive aspects.

Unit IV: Elementary Statistics:

Statistics- meaning and its use in education. Collection, Classification and tabulation of data. Calculation and uses- Central tendencies (mean, median and mode) and variability

(quartile deviation and standard deviation). Correlation (rank difference; meaning, use and calculation).

Course Outcomes:

After completing the course students will be able to -

- Understand the concept of Assessment and learning.
- Differentiate between assessment, measurement, evaluation and testing.
- Seek relationship among assessment for learning, curriculum, pedagogy and role of Teacher assessment.
- Explore practical strategies for implementing Assessment for Learning in the context of holistic development.
- Understand various issues and concerns related to Assessment for Learning.
- Apply various statistical techniques to analyze the data regarding students' various aspects in the classroom.

References:

- Bloom & Krathwohl : Taxonomy of Educational Objectives Handbook II, 1964
- Columbus, Ohio : Charles E. Merrill, 1960
- Lyman, H.B. : Test Scores and What They Mean – Prentice hall, Engle Wood, 1963
- Sharma, R.A. :Mapan Evam Mulyankan
- Soti, S.S : Educational Mental and Measurement
- Tuckman, B.W.: Measuring Educational Outcomes _ Harcourt Bruce, New York, 1975
- Wood, D.A.: Test Construction: Development and Interpretation of Achievement Test.
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- <http://www.ignouhelp.in/ignou-bed-study-material/>
- <http://www.tnteu.ac.in/pdf/assesment.pdf>
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IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER- III

External: 70
Internal: 30
Total: 100

**BABED323: YOGA EDUCATION, SELF UNDERSTANDING AND
DEVELOPMENT**

Course Objectives:

The purpose of this course is to expose the students to: -

Yoga in the development of self can play a very important role. Through yoga asans pranayam and meditation the body, mind, vital force and intellect are properly nurtured which results in healthy development. It enhances self esteem, self confidence and self respect. This course will expose the students to these asans.

Course Content:

Unit I: Introduction to Yoga and Yogic Practices

Yoga: meaning and initiation, what is Yoga? Conceptions of Yoga, History of development of yoga, the streams of Yoga: Astanga yoga Raja yoga, Yogic practices for healthy living.

Unit II Introduction to Yogic Texts

Historicity of yoga as a discipline, Classification of yoga and yogic texts, Hatha yogic practices, Meditational processes.

Unit III: Yoga and Health

Need of yoga for positive health, Role of mind in positive health as per ancient yogic literature, Concept of health, healing and disease: yogic perspectives, Potential cause of ill health, Yogic principles of healthy living.

Unit IV: Personality Development and Stress Management through Yoga

Yogic Practices for Personality Development : Surya Namaskar, Asanas : Tadasana, Simhasana, Kukkutasana, Akarna Dhanurasana, Matsyasana, Prnayama, Anuloma-Viloma Pranayama, Bhastrika Pranayama, Banda, Uddiyana Bandha, Dhyana (Meditation), What is Stress, Yoga as a Way of Life for Stress Management: Ahara, Vihara, Achara, Vichara, Vyavahara, Yogic Practices for Stress Management; Asanas, Hastottanasana, Padahastanasana, Trikonasana, Shashankasana, Ushtrasana, Ardhamatsyendrasana, Bhujangasana, Makarasana, Sarvangasana, Matsyasana, Shavasana; Pranayama, Bhramari Pranayama, Sheetal Pranayama; Yoga for Healthy Living, Shirshasana, Bakasana, Hamsasana, Mayurasana.

Course Outcomes:

After completing the course students will be able -

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To attain higher level of consciousness.

References:

- Adair, J. and Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere.
- NCERT (2015). *Yoga: A Healthy Way of Living Secondary Stage*, New Delhi. (Also available in Hindi).
- NCERT (2015). *Yoga: A Healthy Way of Living Upper Primary Stage*, New Delhi (Also available in Hindi).
- Rohrer, J. (2002). *ABC of Awareness*. Oberurnen: UTD Media.
- Simanowitz, V. and Pearce, P. (2003). *Personality Development*. Beckshire: Open University Press.
- Stevens, N. (2008). *Learning to Coach*. United Kingdom: How to books.

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- www.ritapublication.com
- www.wikipedia.org
- www.ncert.com

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

External: 70
Internal: 30
Total: 100

BABED331: fgluh dFk I fgr;

उद्देश्य -

कहानी का उद्देश्य उपदेश देना और मनोरंजन करना माना जाता है । आज इसका लक्ष्य मानव जीवन की विभिन्न समस्याओं और संवेदनाओं को व्यक्त करना है ।

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4 × 4 = 16

पाठ्यक्रम के परिणाम (course outcomes)

उपन्यास में चरित्र -चित्रण के माध्यम से विद्यार्थियों को पात्रों के मनोभावों परिस्थितियों तथा भावनाओं से क्रमबद्धता पूर्ण जोड़ने का प्रयास किया जाता है कहानी द्वारा कल्पना - शक्ति तथा चिंतन -मनन शक्ति ग्राहयात्मकता का विकास होता हैं

Learning Objectives

- पढ़ने के बाद छात्रों में निम्नलिखित गुणों का विकास होना चाहिए।
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Website Source:

- desharyana.in.
- shodhganga.inflinet.ac.in.
- hi.m.wikipedia.org

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

External: 70
Internal: 30
Total: 100

BABED332: DRAMA

Course Objectives:

Students will be exposed to the origin and development of drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with Drama.

Course Content:

Unit-I

Development of Drama

Elements of Drama

Forms of Drama: Tragedy, Comedy, Tragi-comedy, Drama of Ideas, Poetic Drama, The Problem Play

Unit-II

G B Shaw : Arms and The Man

Unit-III

Shakespeare : Merchant of Venice

Unit-IV

T. S Eliot : Murder in the Cathedral*

Unit-V

John Osborne : Look back in Anger*

Note-* means non-detailed study.

Course Outcomes:

Students completing this course will be able to:

- Understand the insights, genres, conventions and experimentations associated with Drama.
- Have knowledge of historical, socio-political, and religious trends in the plays.
- Explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form.
- Get acquainted with the key terms.

References:

- David, Mary, G.B. Shaw's Arms and The Man, LNA Publishers, Agra.
- Khandelwal, K. N., Shakespeare's Merchant of Venice, LNA Publishers, Agra.
- Varshney, K. N., T.S. Eliot's Murder in the Cathedral, LNA Publishers, Agra.
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-III

External: 70
Internal: 30
Total: 100

BABED333: MACRO ECONOMICS

Course Objectives:

The course aims at enabling students to understand the aggregative economic analysis and the functional relationship between the large aggregates to understand systematic facts and latest theoretical developments for empirical analysis.

Course Content:

Unit – 1: Introduction

Definition, Nature and scope of Macro Economics. National Income and its components, Methods of Measurement of National Income , Circular flow of Income in two, three and four sector of Economy.

Unit –2: General Equilibrium and Employment

Classical theory of Income and Employment - Say's law of market, its implications and criticism; Keynesian Theory of Income determination – Aggregate Demand and Aggregate Supply approach, Principle of Effective Demand.

Unit – 3: Consumption & Investment Function

Consumption Function, Keynesian Consumption Function, Long run and Short run Consumption Function, Post Keynesian Theories – Relative Income hypothesis, Permanent Income hypothesis; Keynes's Psychological Law of Consumption and Its Implications; Theory of Investment- Autonomous and Induced Investment and Investment Multiplier.

Unit – 4: Trade Cycle and Inflation

Trade Cycles – Nature, Phases, Characteristics and Control of Trade Cycle; Inflation - Meaning, Classification, Reasons, Effects and Measures to control.

Course Outcomes:

Students completing the course will be able to:

- Define the meaning of National Income and its various concepts and methods of measurement.
- Describe the theory of Income and Employment.
- Describe the Consumption and Investment Functions.
- Apply the knowledge to understand the aggregative economic analysis and the functional relationship between the large aggregates.

References:

- Deepashree, Introductory Macro Economics
- Jhingan M.L., Macro Economics
- Mishra & Puri, Modern Macro Economics Theory
- Mithani D.N., Macro Economics
- Singh S.N., Macro Economics
- Vaish M.C., Macro Economics Theory

Website Sources:

- <https://en.wikipedia.org/wiki/Macroeconomics>
- <https://homepage.univie.ac.at/robert.kunst/macro1.pdf>
- https://en.wikipedia.org/wiki/The_General_Theory_of_Employment,_Interest_and_Money
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IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER-III

External: 50
Internal: 30
Total: 80

BABED334: 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-political-social interactions that are framed at the global level. The course explores the processes of globalization.

Course contents:-

Unit –I

Nature, Scope and development of Economic Geography. Major concepts – Economic landscape, Stages of economic development, typology of economic activities (Primary, secondary, tertiary, quaternary) Resource – concept and classification.

Unit- II

Soil and major soil types, Forest types and their products. Agricultural land use and Locational theory by Von Thunen; Distribution production and international trade of principal crops rice, wheat, sugarcane, cotton, tea, coffee and rubber, Agricultural regions of the world by Whittlesey.

Unit- III

Marine resources and Aquaculture – Major, Fishing Areas, their production and trade. Nature of Occurrence, distribution, production and trade of minerals-iron ore, Manganese, Bauxite, Copper, Mica and Gold, Power Resources - Production and utilization of coal, Petroleum, Hydroelectricity and atomic energy.

Unit -IV

Locational factors of Industries and their relative significance, Webers theory of Industrial location, Types of industries. Location patterns and development trends of manufacturing industries –iron and steel, Textile, Sugar, Paper and chemicals.

Means and modes of transport- major trans continental railways, International Air and Sea routes; inland water ways (Panama and Suez Canals); Changing pattern of international Trades.

Course Outcomes:

After the completion of the course, Students will be able to recognise the significance of geographic concepts for understanding socio-economic processes and outcomes. 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. 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 socioeconomic well-being of affected

groups and societies. Appreciate the complexity of economic development processes taking place across the world and how these are influenced by space. Relate course content to current economic, social, and political events, and identify some of the geographical trends in economic processes and likely outcomes for societies.

References:

- Alexander, J. W. (1988): *Economic Geography*. Prentice-Hall, New Delhi.
- Coe, N. (2007): *Economic Geography: A Contemporary Introduction*. Blackwell Publishers, Inc., Massachusetts.
- Gautam, A. (2006): *Aarthik Bhugol Ke Mool Tattava*, Sharda Pustak Bhawan, Allahabad.
- Guha, J. S. and Chattoraj, P.R. (2002): *A New Approach to Economic Geography: A Study of Resources*. The World Press Private Limited, Kolkata.
- Hartshorne, T. A. and Alexander, J. W. (1988): *Economic Geography* (3rd revised edition) Englewood Cliff, New Jersey, Prentice Hall.
- Hudson, R. (2005): *Economic Geographies: Circuits, Flows and Spaces*. Sage Publications, London.
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-B.Ed. Integrated Programme
SEMESTER-III

External: 20
Internal: 00
Total: 20

BABED351: PRACTICAL (GEOGRAPHY)

Course Objectives:

The objectives of this course are to make students familiar with different types of map, their uses and also educate them about spatial measurements and representation data generated through surveying.

(A) Lab Work

Unit-I

Statistical Analysis:

- (i) Measures of Central Tendency – Mean, Median, Mode, Measure of Dispersion – Quartile range, Standard Deviation, Variance and Co-efficient of variation. Correlation and Co-efficient of correlation.
- (ii) Graphical Representation of Statistical Data-Histogram, Polygon, Frequency Curve, Scatter Diagram.

Unit-II

Cartographic Representation of Statistical Data:

- (i) Graphs: Band graph, Hythergraph, Climograph.
- (ii) Diagrams: Compound Bar, Wheel.
- (iii) Distribution Maps: Using Dots, Isopleth and Choroplethmethod.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal Choice (Duration – two Hours)- 10
Viva-Voce & sessional records –10

Course Outcomes:

At the end of this course, students are expected to understand different types of cartographic tools and techniques such as maps, graphs, charts and able to do field survey.

References:

- Gregory, S., Statistical Method and the Geographer.
- HiraLal, Prayogatmak Bhoogol Ke Adhar (Hindi).
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- Monkhouse, F.J. Maps & Diagrams.
- Robinson, A.H., Elements of Cartography.

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- Singh, J. et. al. Bhaumikiyamanchitro ki Rooprekha (Hindi).
- Singh, L.R. & Singh, R.N. Map work and practical Geography (Eng./Hindi).
- Singh, R.L., Elements of Practicals Geography.
- Smith, H.T.V., Aerial Photographs and their Applications.
- Tiwari, R.C. and Tiwari, Sadha, Abhinav Prayogic Bhoogol.

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IFTM UNIVERSITY, MORADABAD

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

External: 70
Internal: 30
Total: 100

BABED335: COMPARATIVE GOVERNMENT

Course Objectives:

The objective of the study of Comparative Politics is not only to make comparative studies of the similarities and dissimilarities of different political systems but also to build a theory of politics. Scientific theory-building is its objective.

Course Content:

Unit I:

United Kingdom: General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System.

Unit II;

U.S.A: General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System.

Unit III:

Switzerland: Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Semi Direct Democracy.

Unit IV:

France: Making of the Constitution of the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The Judicial System and Administrative Law; The Party System.

Course Outcome:

After completing the syllabus student will be able to -

- Critically looking at the rights of the citizens of UK, USA from a comparative perspective.
- Exploring the Constitution of UK: salient features; the executive – the Crown, Prime Minister and cabinet; the legislature: House of Lords, House Commons, speaker and Committees; Party System in UK.
- Exploring the USA Constitution: salient features; the executive: President.
- Legislature: Senate. House of Representative; Speaker; Judiciary: the composition and role of the Supreme Court; Bill of Rights; Party System.
- Exploring the Switzerland Constitution: salient features; the executive: President.
- Legislature: Senate. House of Representative; Speaker; Judiciary: the composition and role of the Supreme Court; Bill of Rights; Party System.
- Exploring the France Constitution: Fifth Republic salient features; the executive: President.

- Legislature: Senate. House of Representative; Speaker; Judiciary: the composition and role of the Supreme Court; Bill of Rights; Party System.
- Making a comparative analysis of the following institutions of UK, USA Switzerland and France Legislature, Executive and party systems.
- Conducting an intensive comparative study of the Executive; Legislature, the Judiciary (UK, USA, Switzerland and France).

References:

- A.C. Kapoor & K.K. Mishra, Select Constitutions, S. Chand & Co., Delhi.
- Arora, Balveer and Verney, Douglas edited, Multiple Identities in a Single State: Indian Federalism in Comparative Perspective, Delhi, Konark, 1995.
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- H. Finer, Theory and Practice of Modern Government, London, Methuen, 1969.
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- www.universityofadakh.org.in
- www.analogeducatio.in
- www.politicalsciencenotes.com

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

External: 70
Internal: 30
Total: 100

BABED336: INDIAN SOCIETY: ISSUES AND PROBLEMS

Course Objectives:

The Purpose of this course is expose the students to:

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.
- Learn about Dowry, Domestic Violence, Divorce, Crime and Delinquency, White Collar Crime and Criminals, Drugs Addiction, Terrorism, Cyber Crime, Suicide and Corruption in detail.

Course Content:

UNIT- I

Structural: Poverty, Inequality of Caste and Gender, Religious Problems; Ethnic and Regional; Minorities; Backward classes and Dalits; Human Rights Violation

UNIT- II

Familial: Dowry, Domestic Violence, Divorce, Intra and Inter- Generational Relations, Problems of Elderly; Poverty; Employment

UNIT- III

Developmental: Development Induced Displacement, Ecological Degradation, Consumerism, and Crisis of Values

UNIT- IV

Concept of Social Organization and Disorganization; Crime and Delinquency; White Collar Crime and Criminals; Drug Addiction; Suicide; Terrorism; Cyber Crime; Corruption in Public Sphere.

Course Outcomes:

After completing this course students will be able to -

- Introduction to social problems.
- Major social problems.
- Problems of weaker sections.
- Social welfare.
- Social security.

References:

- Berreman, G.D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.
- Beteille, Andre, 1974, Social Inequality, New Delhi.
- Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi.
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- Gill, S.S. 1998. The Pathology of Corruption. New Delhi: Guha, Ranjit, 1991. Subaltern Studies, New York.
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- Madan, T.N. 1991, Religion in India, New Delhi.
- Ministry of Home Affairs. 1998. Crime in India. New Delhi. Govt. of India.
- Satya Murty. T.V. 1996 Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi.
- Sharma, S. L. 1997. “Towards Sustainable Development in India”, In S.R. Mehta (Ed), Population, Poverty, and Sustainable development, Jaipur. Rawat Publications.

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

External: 50
Internal: 30
Total: 80

BABED337: FUNDAMENTALS OF FOOD AND NUTRITION

Course Objectives:

The Purpose of this course is to expose the students to:

- Understand the functions of food and role of various nutrients, their requirements and effects of deficiency and excess.
- Learn about the structure, composition, nutritional contribution and selection of different food stuff.
- Development of ability to improve the nutritional quality of food.

Course Content:

Unit I: -

Introduction to Food and Nutrition, Definition of foods, Nutrition, Nutrients. Energy-Factors affecting total energy requirements of the body. Basal metabolism- Definition, Factors affecting rate of B M.R. Balanced diet and factors affecting balanced diet.

Unit II: -

Basic Food Groups- Importance of basic food groups in the diet. Nutrient, contribution of food stuffs and their importance in Indian diets like cereals, pulses, nuts, and oil seeds, vegetables, fruits, milk and milk products, egg, meat, fish, and their flash, fats and oils, spices and condiments.

Unit III: -

Various cooking methods and their effect on the nutritional value of various nutrients.

Unit IV: -

Nutrition during lifecycle: - Nutrition during infancy, Nutrition during Childhood, Nutrition for adolescence, Nutrition for adults, Nutrition during old age, Nutrition during pregnancy and lactation.

Course Outcomes:

After completing this course students will be able to -

- Understand the basic principles of food preservation.
- Learn the various preservation techniques and their applications.
- Understand the physiological changes, special needs and health concern of people at different stages of life.
- Understand the relationship of nutrition to physical, psychological growth and development and ageing.

- Acquire the ability to modify the normal diet to suit individual needs in specific disease conditions.
- Recognize signs of food spoilage.
- Recognize safe receiving storing & handing raw and prepared foods.

References:

- Davidson and Passmore; Human Nutrition and Dietetics.
- Proudifit and Robinson; Normal and Therapeutic Nutrition.
- Rajlakshmi; Applied nutrition.
- Shrilakshmi, B.; Dietetics.
- Swaminathen, M.; Essentials of Food and Nutrition (Vol. I and Vol. II).

Website Sources:

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- www.jagran.com
- www.wikipedia.com

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

External: 20
Internal: 00
Total: 20

BABED352: PRACTICAL (HOME SCIENCE)

Course Objectives:

The Purpose of this course is to expose the students to:

- Improve the appetite so that maximum diet is consumed and wastage is minimized.
- Fasten the recovery of the patient.
- Basic Breakfast should provide more than 25% of the daily requirement.
- Understand the functions of food and role of various nutrients, their requirements and effects of deficiency and excess.
- Learn about the structure, composition, nutritional contribution and selection of different food stuff.
- Development of ability to improve the nutritional quality of food.

Course Content:

Practical / Lab Work:

1. Basic cookery.
2. Meal planning for different age groups and conditions (pregnancy, lactation and work conditions)

Course Outcomes:

After completing this course students will be able to -

- Acquire the ability to modify the normal diet to suit individual needs in specific disease conditions
- Understand the basic principles of food preservation.
- Learn the various preservation techniques and their applications
- Understand the physiological changes, special needs and health concern of people at different stages of life
- Understand the relationship of nutrition to physical, psychological growth and development and ageing
- Acquire the ability to modify the normal diet to suit individual needs in specific disease conditions
- Recognize signs of food spoilage.
- Recognize safe receiving storing & handing raw and prepared foods

References: -

- Davidson and Passmore; Human Nutrition and Dietetics.
- Proudifit and Robinson; Normal and Therapeutic Nutrition.
- Rajlakshmi; Applied nutrition.

- Shrilakshmi, B.; Dietetics.
- Swaminathen, M.; Essentials of Food and Nutrition (Vol. I and Vol. II).

Website Sources:

- www.healthline.com
- www.wikipedia.com

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

External: 70
Internal: 30
Total: 100

BABED338: POLITICAL HISTORY OF INDIA- 1526-1587A.D.

Course Objectives:

The objective of the study of this course is to:

- Gain the knowledge of Mughal Empire.
- Know about the relation of Mughals with Sikhs.
- Know about the Political Conditions of India.

Course Content:

Unit I: -

Establishment of Mughal Empire: Babur; Sher Shah Suri and His Administration Akbar: Expansion of Empire, Rajput Policy and Religious Policy; Aurangzeb: Relations with Rajputs and Religious Policy

Unit II: -

Deccan Policy of the Mughals; Relations of Mughals with the Sikhs; Mughal Administration: Central and Provincial; Revenue System; Institutions: Mansabdari and Jagirdari; Decline of Mughal Empire.

Unit III: -

Rivalry between the French and the British in India; Occupation of Bengal by the British: battles of Plessey and Buxer. Consolidation of the British Empire: Subsidiary Alliance System and Doctrine of Lapse; Uprising of 1857: Causes, Course and Consequences.

Unit IV: -

Maps (India): Political Conditions of India in 1526; Mughal Empire at the Death of Akbar (1605) Mughal Empire at the Death of Aurangzeb (1707); Expansion of British Empire upto 1856 Major Centres of the Uprising of 1857.

Course Outcomes:

After completing this course students will be able to -

- Acquire the knowledge of Mughal Empire.
- Understand the relation between Mughals and Sikhs.
- Learn the various aspects of Political Conditions of India.

References:

- Basham, A.L.: The Wonder That Was India, Vol. II.
- Bayly, C. A.: Indian Society and Making of the British Empire: The New Cambridge History of India, Vol. II.
- Gordon, Stewart: The Marathas 1600-1818: The New Cambridge History of India, Vol. V.
- Hasan, Ibn: Central Structure of the Mughal India.
- Kulkarni, A. R.: Medieval Maharashtra.
- Kulke, H and D. Rothmund: History of India.
- Majumdar, Datta and Raychowdhary (eds.): Advanced History of India.
- Pandey, A. B.: Later Medieval India.
- Richards, John F.: Mughal Empire: New Cambridge History of India, Vol. V.

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- <https://wifigyan.com/vision-ias-social-issues-complete-notes/>
- <https://www.ncert-solutions.com/sociology-hindi/>

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B.A.-B.Ed. Integrated Programme
SEMESTER- IV

External: 70
Internal: 30
Total: 100

BABED421: CONTEMPORARY INDIA AND EDUCATION

Course Objectives:

The objective of this course is to:

- Give due recognition and importance to the social organization, traditions, customs and value systems of the various communities.
- Know about the various periods of Education in India.
- Know about the various Issues and Concerns of Education in India.

Course Content:

Unit I: - Education in India:

Vedic Period, Buddhist Period, Medieval Period and Modern Period.

Unit II: - Education for Transformation:

Different forms of diversity and inequality and implication for education - Religion, caste and tribe; sex, class and others. Education and economic development, education and scientific development, education and socialism, education and secularism.

Unit III: - Policy Frameworks for Public Education:

Language policy: Colonial debates on school language, Constitutional provisions, three language formula, multilingual education. Commission and policies: Recommendations of various Indian Education Commission- 1948-49, 1952-53, 1964-66 and New Education Policy 1986 and its review (G.O.I., 1992), National curriculum framework for school education 2005 & National Curriculum framework for teacher education 2009.

Unit IV: - Issues and Concerns in Education:

Right to Education, Sarva Shiksha Abhiyan, Mid-day meal, Role of National Commission on Protection of Child Right. Meaning and Concept of liberalization, globalization and privatization and its impact on education.

Course outcomes:

After completing this course students will be able to:

- Increase reliance on social mobilization to promote basic education.
- Emphasize on pre-primary education.
- Introduce the minimum level of learning in school.
- Adopt the child centered, activity based approach.

References:

- Agnihotri, R. (1994): Adhunik bhartiya shikha samasyaye aor samadhan, Jaipur Rajasthan Hindi Growth Academy.
- Anand, C.L. *et al* (1983). The teacher and education in emerging Indian society, New Delhi: NCERT
- Chaube S.P. & Akhilesh: Landmark in modern Indian Education, New Delhi, Vikaspublishing house.
- Mohan, J (1994): Indian education in the emerging society, New Delhi, sterling publishers.
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- Pathak, P.D. & Tyagi, G.S.D. (1994) : Principle of Education, Vinod Pustak Mandir, Agra
- Saxena, N.R.S. (2010). Principles of education, Meerut: International Publishing House.
- Sharma, R.A. (2013) : Philosophical and Sociological Foundation of Education, Lal Book Depot, Meerut

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- <https://www.ncertbooks.guru/b-ed-books>
- <https://onlinecourses.swayam2.ac.in>
- <https://www.classcentral.com/course/swayam-contemporary-india-and-education-13960>

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
B.A.-BEd. Integrated Programme
SEMESTER- IV

External: 70
Internal: 30
Total: 100

BABED422: ROLE OF ICT IN EDUCATION

Course Objectives:

The purpose of this course is to expose the student:

- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

Course Content:

Unit I: - Information and Communication Technology

Information and Communication Technology: Meaning, nature and advantages. Emergence of new information technology- convergence of computing and telecommunications. Concepts, Nature, Theory and process of communication Process, Components and types of Classroom communication.

Unit II: - Components of Educational technology

Software- meaning and types (system software, application software, proprietary software, open source software, shareware and freeware). Hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis.

Unit III: - Educational software applications

Computer assisted instruction, Drill & practice software, Educational simulations, integrated learning system, Curriculum specific Educational software.

Unit IV: - E-learning

E-learning definitions, scope, trends, attributes & opportunities, Pedagogical designs & e-learning, Assessments, feedback and e-moderation, E-learning on line learning management, On line learning management system, Digital learning objects, Online learning course development models, Management and implementation of e-learning.

Course outcomes:

After completing this course students will be able to:

- Have a basic familiarity with computers.
- Understand & appreciate ICT as effective learning tools for learners.
- Understand ICT as an enormous functional support to teachers.

References:

- Dahama, O. P. & Bhatnagar, O. P.; 'Education and Communication for development', Oxford & Page 68 of 71, IBH Publishing company, New Delhi.
- Dasgupta, D. N.; Communication and Education, Pointer Publishers.
- Lal, Madan; Essentials of Educational Technolog, Anmol Publications.
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- Varma, Mahesh; Online Teaching Tools and Methods, Murari Lal & Sons.

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B.A.-BEd. Integrated Programme
SEMESTER- IV

External: 70
Internal: 30
Total: 100

BABED423: LANGUAGE ACROSS THE CURRICULUM

Course Objectives:

The purpose of this course is to expose the student to:

- Develop sensitivity to the language diversity existing in the classroom.
- Understand nature of classroom discourse and develop strategies for using oral language in the classroom.
- Develop listening and speaking ability.
- Understand interplay of language and society.
- Prepare background for sound reading.
- Understand multilingualism in the class.

Course Content:

Unit I: Language and Society:

Relationship between language and society: identity, power and discrimination
Multilingualism: differential status of Indian classroom language, dialects vs standard language.

Unit II: Language Development and Acquisition:

Theories of language development and its implementation in teaching, Psychological basis of language. Language acquisition: stages, language and thought, Language acquisition and cognitive development.

Unit III: Classroom Discourse:

Classroom discourse: meaning, nature and medium, Importance and elements of oral language. Strategies for using oral language: Discussion and questioning as tools for learning, Role of teacher in classroom discourse.

Unit IV: Reading, Listening and Speaking:

Need and importance, Types of reading: Skimming and scanning, strategies for effective reading: loud and silent readings, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation, Speech defects – lispings, slurring, stuttering and stammering and role of teacher in their resolution.

Practicum/Assignment: Any one of the following:

- Identification of speech defects of primary level students and making a remedial strategy for its resolution.
- Critical analysis of any book written for children.

Course Outcomes:

After completing this course students will be able to -

- Explain the meaning of 'Language across the Curriculum'.
- Identify the attributes of a lesson with the goal of 'Language across the Curriculum'.
- Justify the importance of 'Language across the Curriculum' in the total context of the curriculum.
- Enlist the advantages of considering and applying the idea of 'Language across the Curriculum' in the school/college context.
- State the aims of 'Language across the Curriculum' approach.

References:

- Agnihotri, R.K. (1995) Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) Multilingual education for South Africa, Heinemann Educational Books.
- Anderson, R.C. (1984) Role of reader's schema in comprehension, learning and memory. In R.C. Anderson et al. (Eds) learning to read in American schools: Basal readers and content texts, Psychology Press.
- Eller, R.G. (1989) Johnny can't talk, either: The perpetuation of deficit theory in classrooms, - The Reading Teacher, 670-674.
- Grellet, F. (1981) Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.
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- <https://www.ncertbooks.guru/b-ed-books>
- <https://onlinecourses.swayam2.ac.in>
- <https://rm.coe.int/16805a31b0>
- <http://www.uou.ac.in/sites/default/files/bed17/CPS>

IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER-IV

External: 70

Internal: 30

Total: 100

BABED431: vk/kud fglnh dlo;

उद्देश्य -

काव्य को लय ताल और तुक का आनंद बना पाना काव्य की संरचना को समझना कल्पनाशीलता को बढ़ाना काव्य का मुख्य उद्देश्य है।

इकाई 1-

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vfuok; Z g8 2×15 = 30

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3×8 = 24

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पाठ्यक्रम के परिणाम (course outcomes):

इस पाठ्यक्रम को पूरा करने में छात्र /छात्राएँ सक्षम होंगे ।

काव्य का सस्वर वाचन गति -यति , आरोह -अवरोह को ध्यान में रखते हुए करें ।

काव्य में आदर्श वाचन के बाद अनुकरण वाचन से उनके लय ,ताल आदि में वृद्धि होती हैं ।

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

External: 70
Internal: 30
Total: 100

BABED432: FICTION

Course Objectives:

Students will be exposed to the origin and development of fiction and its art, crafts and various elements. The learner would be able to understand the insights, genres, conventions and experimentations associated with fiction.

Course Content:

Unit-I

History of Novel

Elements of Novel [Plot, Characterization, Narrative Technique and Structure]

Elements of Short Story

Unit-II

Picaresque Novel, Historical Novel, Gothic Novel

Epistolary Novel, Regional Novel, Detective Novel,

Science Fiction, Space Fiction

Unit-III

Jane Austen : Emma

Ernest Hemingway : Farewell to the Arms

Unit-IV

Charles Dickens : Oliver Twist

Thomas Hardy : The Mayor of Casterbridge

Unit-V

Toni Morrison : The Bluest Eyes

George Orwell : Animal Farm

Course Outcomes:

Students completing this course will be able to:

- Analyze literature and fiction using appropriate theoretical, historical, and cultural apparatus.
- Know various cultures and construction of gender, nation and race throughout the history.
- Learn human values and the behavioral patterns from great works of art, and develops the ability to understand human race.

References:

- Avasthi, P. S., Thomas Hardy's The Mayor of Casterbridge, LNA Publishers, Agra.

- Dutt, T. K., Jane Austen's Emma, Student Store Publication, Bareilly.
- Gupta, A. N., Charles Dicken's Oliver Twist, Student Store Publication, Bareilly.
- Gupta, A. N., George Orwell's Animal Farm, Student Store Publication, Bareilly.
- Lal, D. K. Ernest Hemingway's Farewell to the Arms, LNA Publishers, Agra.
- Morrison, Toni, The Bluest Eyes published by Penguin Books, Delhi.

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- www.webnovel.com
- www.gutenberg.com

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B.A.-B.Ed. Integrated Programme
SEMESTER-IV

External: 70
Internal: 30
Total: 100

BABED433: PUBLIC FINANCE & INTERNATIONAL TRADE

Course Objectives:

The course aims at enabling students to understand the financial activities of government concerning revenue, expenditure and debt operations and their impact on economy. The course aims at enabling students to understand the issues in International trade and Global Institutions with the help of Sound Economic Theories.

Course Content:

Unit – 1: Introduction

Public Finance - Concept, Significance and Scope, Public Goods, Private Goods and externalities; Market Failure, Role of Government, Principle of Maximum Social Advantage, Public Budget – Classification and Preparation.

Unit – 2: Components of Public Finance

Public Expenditure – Meaning, Classification, Causes and Effects of Public Expenditure; Sources of Public Revenue: Taxation - Canons, Classification, effects, Impact and Incidence of Taxes; Public Debt – Role, Sources and Methods of Redemption.

Unit – 3: Importance of Trade and Trade Theories

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute advantage, comparative advantage and opportunity cost; Heckscher-Ohlin theory of trade — its main features, assumptions and limitations, Trade as Engine of Growth.

Unit – 4: Trade Policy and Development

Terms of Trade – Concept, Types, and Determination, Types of Tariffs and Quotas and their Impact; Concept and Components of Balance of Trade and Balance of Payment; Functions of IMF, World Bank and GATT / WTO.

Course Outcomes:

After completing the course the Students will be able to:

- Define the meaning, nature, Scope and Importance of Public Finance.
- Explain the financial activities of government concerning revenue, expenditure and debt Operations.
- Apply the knowledge in analyzing the impact of these financial activities.

- Explain the various issues in International trade and Global Institutions with the help of Sound economic theories.
- Define the meaning of International trade and their characteristics.
- Describe the Concept, Components, Importance, Balance of Trade vs Balance of Payments.

References:

- Bhatia H.L., Public Finance.
- Datt, R. and Sundram, K. P.M, Indian Economy.
- Govt. of India, Economic Survey (Latest).
- Lekhi R.K., Public Finance.
- Oujha B.L., Public Finance and International Trade.
- Gupta S.N., Public Finance and International Trade.

Website Sources:

- https://edurev.in/courses/10460_Public-Finance-Notes--Videos
- <http://rccmindore.com/wp-content/uploads/2015/06/Public-Finance-II-year.pdf>
- <http://www.rjspm.com/PDF/Public-Finance-Notes-PDF.pdf>
- http://ebooks.lpude.in/arts/ma_economics/year_1/DECO404_PUBLIC_FINANCE_ENGLISH.pdf
- <https://www.economicdiscussion.net/international-economics/international-economics-its-concept-parts/4205>
- https://en.wikipedia.org/wiki/International_economics
- <http://internationalecon.com/Trade/Tch5/T5-2.php>

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

External: 50
Internal: 30
Total: 80

BABED434: GEOGRAPHY OF INDIA

Course Objectives:

Students will get an introduction to the main regions of the India in terms of both their uniqueness and similarities. Students will be exposed to historical, economic, cultural, social and physical characteristics of India. Students will learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes. In addition to the ability of understanding and reading maps, students will develop cartography skills and will be able to create maps on their own. Students will be introduced to demographic, social and cultural attributes such as migration, social relations and cultural identity.

Course contents:

Unit –I

India in the context of Asia and the world: Structure, Relief and Drainage System; Major Physiographic regions of India; The Indian Monsoon-origin and characteristics, effect of El Nino, climatic division, Soil types and conservation.

Unit –II

Forest resources their utilization and conservation; Powerresources (water, Coal, Mineral oil and Atomic) and Mineralresources (Iron ore, Bauxite, Mica, Manganese) their reserve, distribution, production, trade and conservation. River Valley Projects; Tehri dam & Narmada Valley.

Unit –III

Indian Economy: Agriculture – main characteristics and problems of Indian agriculture; Irrigation, mechanization and Green Revolution; post revolution scenario-recent trends; Major Agricultural regions. Industries – Locational factors; development and spatial pattern of major industries (Iron and Steel, Textiles, Cement, Sugar, Paper, Oil Refinery and Fertilizers) Major Industrial regions/complexes.

Unit –IV

Population- growth, distribution and density, demographic and occupational structure, Literacy and Population problems.

Transport and Trade- Development of Transport Network, railway zones, road development and air routes; foreign trade- salient features, Major ports. Major issues and planning of some problem areas – Flood prone areas, Drought prone areas and Tribal areas. Detailed geographical study of Gangetic Plain with special reference to Rohilkhand Region.

Course Outcomes:

After the completion of the course, Students will be able to Identify and explain the Indian Geographical Environment, from global to local scales, Apply geographical knowledge to everyday living and knowledge of global issues to a unique scientific problem, Show an awareness and responsibility for the environment and India and Evaluate the impacts of human activities on natural environments special reference to India.

References:

- Chauhan, P.R. and Prasad, M. (2003): Bharat Ka Vrihad Bhugol, Vasundhara Prakashan, Gorakhpur.
- Gautam, A. (2006): Advanced Geography of India, Sharda Pustak Bhawan, Allahabad
- Khullar, D.R. (2007): India: A Comprehensive Geography, Kalyani Publishers, New Delhi
- Nag P. and Gupta, S. S. (1992): Geography of India, Concept Publishing Company, New Delhi.
- Rao, B.P. (2007): Bharat kee Bhaugolik Sameeksha, Vasundhara Prakashan, Gorakhpur.
- Sharma, T.C. and Coutinho, O. (2003): Economic and Commercial Geography of India, Vikas Publishing House Private Ltd. New Delhi.
- Singh, J. (2003): India: A Comprehensive Systematic Geography. Gyanodaya Prakashan, Gorakhpur
- Singh, J. (2001): Bharat: Bhougolik Aadhar Avam Ayam, GyanodayaPrakashan, Gorakhpur.
- Singh, R.L. (ed.) (1971): India: A Regional Geography. National Geographical Society of India, Varanasi.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in
- researchgate.net
- en.m.wikipedia.org
- www.fao.org

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SEMESTER-IV

External: 20
Internal: 00
Total: 20

BABED451: PRACTICAL (GEOGRAPHY)

Course Objectives:

The aim of this course is to apprise the students to various aspects of Aerial photographs. Also introduce about Remote Sensing and GIS. It will be teach about the important elements of the Geospatial technology. This course introduce about the earth revolutionary and rotation system. It gives the technical knowledge of satellite system.

(A) Lab Work

Unit-I

Weather Maps: Use of weather instruments and weather symbols (India) Study and Interpretation of Indian daily Weather maps/ reports especially of January, March, July and October, Weather forecasting. **Geological Maps:** Identification of rock-outcrops, bedding planes, Drawing of cross-section and determination of dip and bed thickness- simple and folded.

Unit-II

Aerial Photogrammetry and Remote Sensing: Terminology, meaning and scope of Remote Sensing. Types and characteristics of aerial photographs, Chief elements of Photo Interpretation –Tone, Shadow size, Pattern and their indemnification.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal Choice (Duration – two Hours)- 10
Viva-Voce & sessional records –10

Course Outcomes: -

After the completion of the course, Students will be able to demonstrate knowledge of the foundations and theories of geographic information systems (GIS) and use the tools and methods of GIS. Students will demonstrate their knowledge of physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena. Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution. Student will be familiar with modern techniques in Geography. Students will be prepared to apply their skills in professional careers.

References:-

- Gregory, S., Statistical Method and the Geographer.
- HiraLal, Prayogatmak Bhoogol Ke Adhar (Hindi)
- Lal, Hira, Matratmak Bhoogol (Hindi)
- Monkhouse, F.J. Maps & Diagrams.
- Robinson, A.H., Elements of Cartography.
- Sharma, J.P., Prayogatmak Bhoogol Ki Rooprekha (Hindi)
- Singh, J. et. al. Bhaumikiya manchitro ki Rooprekha (Hindi)
- Singh, L.R. & Singh, R.N. Map work and practical Geography (Eng./Hindi)
- Singh, R.L., Elements of Practicals Geography.
- Smith, H.T.V., Aerial Photographs and their Applications.
- Tiwari, R.C. and Tiwari, Sadha, Abhinav Prayogic Bhoogol.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in
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- www.fao.org

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B.A.-B.Ed. Integrated Programme
SEMESTER-IV

External: 70
Internal: 30
Total: 100

BABED435: PUBLIC ADMINISTRATION

Course Objectives:

The purpose of this course is to expose students to:

- The nature and scope of Public Administration.
- Appreciate the methodological pluralism and synthesizing nature of knowledge in Public Administration.
- Comprehend the changing paradigms of Public Administration.
- Acquaint with the theories, approaches, concepts and principles of Public Administration.
- Understand the administrative theories and concepts to make sense of administrative practices.

Course Content:

Unit I:

Meaning, nature and scope of Public Administration; Relation of Public Administration to other Social Sciences; Public and Private Administration. New Public Administration.

Unit II:

Principles of Organization; Hierarchy; Span of Control; Delegation of Authority; Centralization and Decentralization.

Unit III:

The Chief Executive; Line, Staff and Auxiliary Agencies; The Department; Public Corporations; Independent Regulatory Commissions; Bureaucracy.

Unit IV:

Personnel Administration: Recruitment, Training and Promotion; Financial administration; budget, audit. The role of Public Administration in the Modern State.

Course Outcomes:

After completing the course the Students will be able to:

- Explain the nature, scope and evolution of Public Administration; Private and Public Administration; Principles of Socialist Management.
- Discuss the Public Policy Making and methods of Implementation
- Analyz the major Concepts in Public Administration.
- Trac the Challenges in the discipline of Public Administration like New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration.
- Analyz the Administrative Processes: decision making; communication and control; leadership; co-ordination.

- Study the Organization of the Union Government and State Government.
- Examine the Institutions of Local Self Government in India
- Assess the relationship between the Citizen and Administration: Lokpal and Lokayukt.
- Understand the concept of District Administration in India.
- Examine the Institutions of Financial Administration in India.
- Explain the Planning and Planned Administration in India. Continuity and Change in Indian Administration.

References:

- Bhambri, C.P.; Administrators in a Changing Society: Bureaucracy and Politics in India, Vikas Publishers, Delhi, 1971.
- Bhattacharya, Mohit; Public Administration, World Press Pvt Ltd. M.P. Sharma and B.L. Sadhana, Public Administration in Theory and Practice, Kitab Mahal, Allahabad, 2001 (English & Hindi).
- Diwedi, O.P. & Jain, R.B.; India's Administration State, Gitanjali Publishing House, New Delhi, 1998.
- Joshi, R.P. & Narwani, G.S.; Panchayati Raj in India: Emerging Trends, Rawat, Jaipur, 2002.
- Puri, K.K.; (ed), Public Administration: Indian Spectrum, Kitab Mahal, Allahabad, 1982.

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- www.universityofcalicut.info
- www.managementstudyguide.com

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B.A.-B.Ed. Integrated Programme
SEMESTER-IV

External: 70
Internal: 30
Total: 100

BABED436: SOCIAL CHANGE AND SOCIAL CONTROL

Course Objectives:

The purpose of this course is to expose students to:

- Learn how different thinkers have explained the phenomenon of social change over time.
- Understand the assumptions that each explanation requires.
- Reflect on one's own explanation(s) of social change.
- Be able to explain social change using the different theories reviewed.
- Apply the appropriate explanations to historical and contemporary social change.
- Create alternative scenarios for contemporary social changes using different explanations and their associated assumptions.

Course Content:

UNIT -I

Social Change: Meaning and Nature; Factors of Social Change: Biological Factors, Demographic Factors, Technological Factors, Economic Factors, Cultural Factors, Info-tech Factors.

UNIT – II

Theories of Social Change: Demographic and Biological Theories; Evolutionary; Diffusionist; Marxian theory; Weberian Model of Change; Technological Deterministic Theory; Linear and Cyclical theories of Social change.

UNIT- III

Social process: Industrialization, Urbanization, Modernization and Sanskritization, Westernization and Secularization; Globalization and social Change; Social Change in India.

UNIT – IV

Social Control: Definition, Need and Importance of Social Control, Types of Social Control, Theories of Social Control, Agencies of Social Control: Family, Propaganda, Public Opinion, Education, State and Religion.

Course Outcomes:

After completing the course the Students will be able to:

- Explain how social inequality is a product of social structures, social institutions, and culture.
- Explain how social structures, institutions, and culture enable or constrain social equity and social change.
- Apply a disciplinary or interdisciplinary framework to explain how social change occurs.
- Design and implement efforts that encourage social change for increased social equity.

References:

- Bombay: George Allen and Union (India).
- Bottommore. T.B. 1972, Sociology: A Guide to Problems and Literature.
- Dube S C, India's Changing Villages.
- Gillin and Gillin, 1950, Cultural Sociology: The Mac Millan and Co. New York.
- Herbert Spencer; 1906. First principles, New York.
- Kingsley Davis, 1959, Human Society, the Mac Millan and Co. New York.
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- Sirinivas M N , Social Change in India.

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- <https://www.yourarticlelibrary.com/sociology/essay-on-social-change-meaning-characteristics-and-other-details/8590>

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SEMESTER-IV

External: 50
Internal: 30
Total: 80

BABED437: CHILD DEVELOPMENT

Course Objectives:

The purpose of this course is to expose students to:

- Understand the meaning and importance of mother crafts and child care.
- Understand the definition and scope of child development.
- Understand various developments like physical, motor, emotional, language, social and cognitive from birth to adolescence.
- Understand the importance of play.

Course Content:

Unit I: -

Definition and scope of child development, Principles of development, Stages of development and development task of each stage, Factors affecting development.

Unit II: -

Meaning and importance of mother craft and child care, Female reproduction organs (Internal), Conception and signs of pregnancy complications of pregnancy- Abortions, Toxemia of Pregnancy, R.H. Factor, Anemia, Stages of prenatal development zygote, embryonic and neonatal stages and Types of delivery.

Unit III: -

Physical development, Motor development, Emotional development, Language development, Social development, Cognitive development of child

Unit IV: -

Play and work- Types of play, Importance of play. Personality- Meaning, development and features affecting personality. Exceptional Children (gifted), Problem children- Factor affecting their behavior and methods for correction.

Course Outcomes:

After completing the course the Students will be able to:

- Develop and understand the need and importance of early childhood education.
- Develop and understand curricular planning.
- Learn various skills required for conducting developmentally appropriate program for children.
- Gain insight into the organization and management of a preschool center.

References:

- Child Development: Dr. Vatsayan.
- Child Development and Personality: P. Mussen, J.J. Conger, J. Kagan and A.C. Huston.

Website resource:

- www.flexiprep.com
- www.wikipedia.org
- www.healthline.com
- www.cdc.gov
- www.healthofchildren.com

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SEMESTER-IV

External: 20
Internal: 00
Total: 20

BABED452: PRACTICAL (HOME SCIENCE)

Course Objectives:

This study synthesized literature concerning casual evidence of effects of various physical activity programs on motor skill and cognitive development in typically developed preschool children.

Course Content:

Practical / Lab Work:

Preparation of teaching aids for motor, language and cognitive development.

Course outcomes:

After completing the course the Students will be able:

- To develop and understand the need and importance of early childhood education.
- To learn various skills required for conducting developmentally appropriate program for children.

References:

- Child Development: Dr. Vatseyan.
- Child Development and Personality: P.Mussen, J.J.Conger, J. Kagan and A.C.Huston

Website resource:

- www.flexiprep.com
- www.wikipedia.org
- www.healthline.com

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B.A.-B.Ed. Integrated Programme
SEMESTER-IV

External: 700
Internal: 30
Total: 100

BABED438: ANCIENT AND MEDIEVAL WORLD

Course Objectives:

The purpose of this course is to expose students to:

- The nature and scope of Evolution of Mankind.
- Know about the manorial System, Organization of Production.
- Know about the Evolution of Islamic State.
- Acquaint with the Art and Architecture, Literature, Religious development origins of Sufism.

Course Content:

Unit I: -

Evolution of Humankind: Paleolithic and Mesolithic Cultures; Civilizations of Mesopotamia and Egypt: Polity, Economy, Society, Culture, Arts, Science and Technology. Ancient Greece and Rome: Athenian Democracy, Roman Republic, Society, Economy; fall of Roman Empire

Unit II: -

Feudal Europe: Manorial System, Organization of Production, Position of Peasants and Artisans; Technological Innovations, Trade and Commerce, Growth of Towns Medieval Church and State Decline of Feudalism

Unit III: -

Hazrat Muhammad and Pious Caliphs Evolution of Islamic State under Umayyad and Abbasids; Islamic World: Society, Education, Literature, Art and Architecture; Religious Developments: Origins of Sufism

Unit IV: -

Extent and Important Places Connected with the Civilizations of Mesopotamia and Egypt; Extent and Important Centers of Roman Civilization; Major Ports and Urban Centers in Medieval World; Extent of Arab Empire up to 1258 A.D

Course Outcomes:

After completing the course the Students will be able to:

- Know the nature and scope of Evolution of Mankind.
- Know about the manorial System, Organization of Production.
- Know about the Evolution of Islamic State.
- Acquaint with the Art and Architecture, Literature, Religious development origins of Sufism.

References:

- A. Ali: The Spirit of Islam.
- A.H.M. Jones: Constantine and Conversion of Europe.
- A.R. Burn: Pelican History of Greek.
- Amar Faruqqi: Prachin Aur Madhyakalin Samajik Sanrachanayain Aur Sanskritiya.
- B. Trigger: Ancient Egypt: A Social History.
- Baj shaoyi: An Outline History of China.
- Bernard Lewis: The Arabs in History.
- Burns and Ralph: World Civilizations.
- C. Stephenson: Medieval Feudalism.
- C.E. Bosworth and Joseph Schachs: The Legacy of Islam.

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- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>
- <https://www.yourarticlelibrary.com/sociology/essay-on-social-change-meaning-characteristics-and-other-details/8590>

Third Year
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.

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.

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.

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.

Unit-IV:-

Socialization theory, Gender difference theory, Structural theory, Deconstructive theory.

Course Outcomes:

After reading this syllabus student will be able to:

- Understand the importance of universalisation of Secondary Education and the constitutional provisions for realising it.

- Understand the issues related to gender in education in Indian society.
- Examine the issues and concerns related to universalisation of Secondary Education.
- Analyse the strategies used for realising you eat and the outcomes of their implementation.
- Identify the various causes for inequality in school.
- Realise the importance of right to education and the provisions made for realising it.
- Understand what is the meaning of gender;
- Explain the difference between sex and gender
- Comprehend some of the key concepts of gender studies which encourage critical thinking.

Referencs:

- Chandra, Karuna: Structures and Idiologies, Sociolization 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
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B.A.-B.Ed. Integrated Programme
SEMESTER-V

External: 35
Internal: 15
Total: 50

BABED522: fgluh dk f'k{k.k.k'kL=&I

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Course outcomes:

- भाषा अर्जन की प्रक्रिया एवं प्रकृति का उल्लेख कर सकेंगे।
- मातृभाषा की मूल अवधारणा स्पष्ट कर सकेंगे।
- भाषा के ज्ञानात्मक, सौंदर्य बोधात्मक, सृजनात्मक, अभिरुचियात्मक, तथा अभिवृत्तात्मक कौशलो का वर्णन कर सकेंगे।
- हिंदी भाषा के भाषिक तत्वों का बोध कर सकेंगे।
- भाषा कौशलो का विकास कर सकेंगे।
- विभिन्न विधाओ से अवगत हो सकेंगे तथा तदानुसार पाठ योजना का निर्माण कर सकेंगे।

- हिंदी शिक्षण में सहायक सामग्री के महत्व एवं उपयोग का विवेचन कर सकेंगे

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- 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
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- Singh, A.K. (2007) : Hindi Teaching, Apolo Prakashan, Jaipur
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- <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
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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.

Course Content:

Unit I: - Teaching of English as a Second Language:

General characteristics of a language, Principles of language teaching, Nature of English language.

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.

Unit III: - Methods of teaching English as a second language:

Translation Method, Direct Method, Structural Approach, Bilingual Method, Communicative Approach.

Course Outcomes:

After reading this Course student will be able to:

- Develop an understanding of the aims of teaching English at the upper primary level.
- 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.
- Develop an understanding of the importance of classroom management in a class of English teaching.
- 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.
- Know about various online resources for teaching English.
- Comprehend the need and importance of remedial teaching in English at upper primary level.

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.

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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.

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.

Unit II: - Pedagogical Analysis

Foods, nutrition and health, Child care, Fiber and fabric, Home management- importance of planning, principles of budget making, Hygiene and sanitation.

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 etc.

Course Outcomes:

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

- Develop an understanding of nature and methods of teaching of Home Science.
- Understand the role and importance of home science teacher.
- Know the place of Home Science and curriculum.
- Develop the skill of making lesson interesting.

- Critically evaluate the existing curriculum and give suggestions for the improvement.
- Develop the skill of making lesson plan based on experiential learning.
- State the principles governing curriculum construction.

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.

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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.

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.

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.

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.

Course Outcomes:

After completing the syllabus student will be able to :

- Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area.
- Develop an eco-friendly relationship for saving the natural resources and preservation of nature.
- Develop awareness towards social concerns and social issues.
- Acquire the basic knowledge of objectives and skills to be developed by teaching social science
- Develop skills of making teaching learning process experiential and joyful.

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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- <http://egyankosh.ac.in/bitstream/123456789/46748/1/BES-142B3E.pdf>
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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.

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:

- Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
- Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
- Implicit and explicit structures in our schools that act as a hindrance in including all students.
- Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
- Develop an understanding of Technicality of Teaching roles.
- Curriculum Analysis helped in planning for classes.
- Involve and interact with the school activities and were accountable for the same.
- Understand the psycho-social needs of children.

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External: 70
Internal: 30
Total: 100

BABED531: fgluh dlo; , oav/kpkr u x | fo/k; a

उद्देश्य -

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पाठ्यक्रम के परिणाम (course outcomes)

- इस पाठ्यक्रम को पूरा करने में छात्र /छात्राएँ सक्षम होंगे |
- शब्दावली और संरचना से परिचित होना |
- काव्य को एक विधा के रूप में परिचित होना और उसकी खासियतें जानना |
- शब्दों का प्रभावशाली प्रयोग करना |

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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.

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

Unit-II

From Renaissance to Seventeenth Century

Renaissance and Reformation
Miracle and Morality Plays
University Wits
Elizabethan poetry
Metaphysical Poetry
Neo-classicism

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)

Unit-IV

Nineteenth Century

Characteristics of Victorian Age
Growth of Victorian Literature (Prose, Poetry, Drama and Novel)
Pre-Raphaelite Poetry
Naughty Nineties

Unit-V

The Twentieth and the Twenty-first Centuries

Trends in twentieth century literature with special reference to

Georgian poetry, Imagism and Symbolism.
Twentieth Century Novel, Psychological Novel, Stream of Consciousness Novel.
Twentieth Century Drama, Problem Play, Drama of Ideas, Theatre of the Absurd,
Expressionism, Epic Theatre, Poetic Drama
Growth of Post-colonial literature: Feminism, Post modernism etc

Course Outcomes:

After completing the course students will be able to:

- Display a working knowledge of the historical and cultural contexts of British literature from the Anglo-Saxon period to the contemporary period.
- Identify and describe distinct literary characteristics of British literature from beginnings to the 20th century.
- Analyze literary works for their structure and meaning.
- Effectively communicate ideas related to the literary works during class and group activities.

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.

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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. 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.

Unit-1: 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.

Unit-2: 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.

Unit-3: 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.

Unit-4: 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.

Course Outcomes:

After completing the course students will be able to:

- Define the meaning of money and explain its classification and functions.
- Describe the Indian Money Market and Banking.
- Define the value of money and explain its measurement and determination.

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.

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- <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

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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, Hunthington & Carl Sauer, British school – Contribution of Mackinder, Herbertson & L.D. Stamp.

Course Objectives: -

After completing the course students will be able to:

Students will be able to comprehend, correlate and connect geographical ideas and concepts with historical as well as contemporary context.

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.

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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.

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, describe, create, construct and prepare different cartographic features such as maps, scales, relief and will be adept of 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.

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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.

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.

Unit-III:

The President; The Prime Minister; The Council of Ministers;

Unit-IV:

The Supreme Court, The Parliament; Parliamentary Democracy in India. Panchayati Raj System in India.

Course Outcomes:

After the completion of the course, Students will be able to

- Explain the formation of the Congress in 1885.
- Trace the Bengal Partition and the Swadeshi movement.
- Analyse the Gandhian Movements such as the Khilafat, Non Cooperation, Civil disobedience movements.
- Assess the alternatives to the Indian National Congress- the Forward Bloc, Congress Socialist Party, Communist Party of India.

- Describ the movements against caste and untouchability, Ambedkar’s views on Social Justice and the depressed classes.
- Analys the Working Class and Peasant movements under colonial rule.
- Discuss the roots of communalism- Savarkar and Hindu Nationalism and Jinnah and the two nation theory.
- Estimate the contribution of the August 1942 movement, the INA and the naval uprising.

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.

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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.

Course Content:

UNIT- I

August Comte: Law of Three Stages, Hierarchy of Sciences and Social Static & Dynamic
H. Spencer: Social Darwinism Super Organic Evolution.

UNIT- II

Karl Marx: Historical Materialism, Alienation and Class & Class Struggle, E. Durkheim:
Division of Labour, Social Fact, Sociology of Religion and Suicide.

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.

UNIT- IV

Functionalism: Radcliffe-Brown and Malinowski; R.K. Merton – Postulates of
Functionalism; R.K. Merton: Latent and Manifest Functions.

Course Outcomes:

After completion of the course, Students will be able to

- Assess Social and Sociological Theories; Phenomenon and Perspectives; Influence of Industrial and French Revolution on Sociological thought and contributions of August Comte.
- Describe the contributions of Herbert Spencer, Vilfredo Pareto and Thorstein Veblen.
- Analyse Life & Major Works of Karl Marx.
- Explain contributions of Emile Durkheim.
- Elaborate on contributions of Max Weber.

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.
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- 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.

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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.

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.

Unit II: -

Weaving process- To study the parts and functions of a Loom. Different types of basic and decorative weaving.

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.

Unit IV: -

Equipment and supplies used in clothing construction with special reference to Sewing Machine.

General principles of clothing construction.

Course Outcomes:

After completion of the course, Students will be able to:

- Know Cultivation, Properties and uses of Natural Fibers.
- Know Cultivation, Properties and uses of Manmade fibers.
- Gain knowledge of Blend and Union fabrics.

- Understand preprocessing finishes.
- Develop the scenes of assurance for quality of textile material among students.

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
- 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.

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:

- The learner will acquire knowledge of various dyes used on textile fibers.
- The learner will learn the procedure of dyeing different textile materials.
- To learn different styles and methods of printing

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-V

External: 70
Internal: 30
Total: 100

BABED538: MODERN INDIA 1858-1947A.D.

Course Objectives:

The purpose of this course is to expose students to:

- Acquaint with wealth under the colonial rule.
- Acquaint with the social reform movements.
- Acquaint with growth of modern Industries.
- Acquaint with the social reform movement.

Course Content:

Unit I: -

Drain of Wealth under the Colonial Rule; Social Reform Movements: Brahmo Samaj; Arya Samaj; Ramkrishan Mission; Satyashodhak Samaj and Aligarh Movement.

Unit II: -

Expansion of Railways and its Impact; Rise of Modern Industries; Press and Literature Rise of Middle Classes.

Unit III: -

Peasant Movements; Labour Movements; Depressed Classes Movement; Changing Position of Women; Process of Modernization.

Unit IV: -

Maps (India): Important Centers of Social Reforms Movements; Major Centers of Peasants Movements Major Centers of Modern Industries; Major Centers of Labour Movements.

Course Outcomes:

After the completion of the course, Students will be able to:

- Know about wealth under the colonial rule.
- Understand the social reform movements.
- Know about growth of modern Industries.
- Understand the social reform movement.

References:

- Datta, K.K.: Social History of Modern India.
- Desai, A. R.: Social Background of Indian Nationalism.
- Desai, A.R.: India's Path of Development.
- Frykenberg, R.E: Land Control and Social Structure in India.
- Krishnamurthi, J.: Women in Colonial India.

- Kumar, Ravindra: Social History of Modern India.
- Majumdar, Datta and Ray Chowdhary (eds.): Advanced History of India.
- Mishra, B.B.: The Indian Middle Classes: Their Growth in Modern Times.
- Mishra, Girish: Adhunik Bharat Ka Arthik Itihas (Hindi).
- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758-1947).

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- VI

External: 70
Internal: 30
Total: 100

BABED621: CREATING AN INCLUSIVE SCHOOL

Course Objectives:

The purpose of this course is to expose students 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

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.

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.

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.

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. (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

- Identity specific identities that exist beyond the superficial .Examples of this would be cultural background, socio-economic status, country of origin.
- Discuss possible impacts of a person self-defined identity on his/her learning or on his/her ability to teach diverse students.
- Recognize examples of unconscious bias, both in themselves and in others.

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.
- Hallahan, D.P. and Kauffman, J.K. (1988). Exceptional Children: Introduction to special Education. N.J.: Englewood Cliffs.
- Jangira, N.K. (1986). Special Education Scenario in Britain and India. Gurgaon: The Academic Press.
- Jangira, N.K. (2013). NCERT: The Mother of Inclusive Education, Regional Institute of Education NCERT, Ajmer. (Also available on Google search Jangira special education).
- Julba, A. (2014) Teachers creating Inclusive classrooms: Issues and challenges – A research study.
- Kapoor, S. (2015). Index of Inclusive School Quality, Brotherhood, Delhi.
- Kothari, R.G. and Mistry, H.S. (2011). Problems of students and Teachers of the special schools – A study of Gujarat state. Germany: VDM Publication.
- Maitra, K. & Saxena, V. (ed)(2008) Inclusion: Issues and Perspectives, Kanishka.
- Meadow, K.P. (1980). Deafness and child development. Berkley, C.A.: University of California Press.
- Messily, K. (2012). Confronting Marginalisation in Education: A Framework for Promoting inclusion, Routledge, London.
- Mithu, A. and Michael, B. (2005). Inclusive Education: From rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.

- NCERT (2006) Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, New Delhi.

Website Sources:

- <https://www.mgkvp.ac.in/Uploads/Lectures/15/696.pdf>
- <http://egyankosh.ac.in/handle/123456789/46059>

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

External: 35
 Internal: 15
 Total: 50

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Course outcomes:

- भाषा अर्जन की प्रक्रिया एवं प्रकृति का उल्लेख कर सकेंगे।
- मातृभाषा की मूल अवधारणा स्पष्ट कर सकेंगे।
- भाषा के ज्ञानात्मक, सौंदर्यबोधात्मक, सृजनात्मक, अभिरुचियात्मक, तथा अभिवृत्तात्मक कौशलो का वर्णन कर सकेंगे।
- हिंदी भाषा के भाषिक तत्वों का बोध कर सकेंगे।
- भाषा कौशलो का विकास कर सकेंगे।
- विभिन्न विधाओ से अवगत हो सकेंगे तथा तदानुसार पाठ योजना का निर्माण कर सकेंगे।
- हिंदी शिक्षण में सहायक सामग्री के महत्व एवं उपयोग का विवेचन कर सकेंगे।

References

- 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, Sahityagar Prakashak, Jaipur.
- Singh, A.K. (2007): Hindi Teaching, Apolo Prakashan, Jaipur.
- Singh, S. (2004): Hindi Teaching, International Publishing House, Meerut.

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- <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
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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.
- 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.

Course Content:

Unit IV: - Teaching and Lesson-Planning of various Aspects of English

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

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:

- Develop an understanding of the aims of teaching English at the upper primary level.
- 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.
- Develop an understanding of the importance of classroom management in a class of English teaching.
- 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.
- Know about various online resources for teaching English.
- Comprehend the need and importance of remedial teaching in English at upper primary level.

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-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 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.

Unit IV: - Home Science Curriculum

Characteristics of learner, Principles of development of curriculum for Home Science, Important points for curriculum construction in Home Science, status of Home Science curriculum in secondary education

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: - Evaluation

Evaluation in home science-meaning and importance of evaluation, Characteristics of a good evaluation device, Comprehensive and continuous evaluation, Evaluation devices-written, oral, observation, practical work, assignment, Diagnostic testing and remedial teaching.

Course Outcomes:

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

- Develop an understanding of nature and methods of teaching of Home Science.
- Understand the role and importance of home science teacher.
- Know the place of Home Science and curriculum.

- Develop the skill of making lesson interesting.
- Critically evaluate the existing curriculum and give suggestions for the improvement.
- Develop the skill of making lesson plan based on experiential learning.
- State the principles governing curriculum construction.

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
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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.
- 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.

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.

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.

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 :

- Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area.
- Develop an eco-friendly relationship for saving the natural resources and preservation of nature.
- Develop awareness towards social concerns and social issues.
- Acquire the basic knowledge of objectives and skills to be developed by teaching social science
- Develop skills of making teaching learning process experiential and joyful.

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
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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
- Identity 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:

- Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
- Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
- Implicit and explicit structures in our schools that act as a hindrance in including all students.
- Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
- Develop an understanding of Technicality of Teaching roles.
- Curriculum Analysis helped in planning for classes.
- Involve and interact with the school activities and were accountable for the same.
- Understand the psycho-social needs of children.

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

External: 70
Internal: 30
Total: 100

BABED631: fglnh I KfgR; dk bfrgkl rFk Hkjrh; dk0; 'KKL=

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[1/2]3 | s i n h ? k z m R r j h ; i z u i n s t k , x s f t u e a l s n k s i z u d j u s
v f u o k ; l g a

2×15 = 30

[1/2]2 | s i n h 0 ; k ; k , j i n h t k , x h f t u e a l s r h u d k s d j u k v f u o k ; l g a

3×8 = 24

[1/2] n r i b | s l k r y ? k q m R r j h ; i z u i n s t k ; x s f t u e a l s p l j i z u d j u s v f u o k ; l
g a

4×4 = 16

पाठ्यक्रम के परिणाम (course outcomes):

- इस पाठ्यक्रम को पूरा करने वाले छात्र / छात्राएँ सक्षम होंगे |
- साहित्यिक रचनाओं का वर्गीकरण कर सकेंगे |
- ज्ञान – विज्ञान की प्रगति के फलस्वरूप साहित्य में विकसित नवीन
- विधाओं का परिचय दे सकेंगे |

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- u k F k] f = y k d h] f u c k l | d y u] j a t u k i z k " k u] v k x j k A

Website Sources-

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IFTM UNIVERSITY, MORADABAD
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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.

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	:	Saari Raat*

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:

- Learn the values of spiritual refinement in human life.
- Understand the need of wiping out social evils to dream of a healthy society.
- Understood how well the Indian culture is reflected in Literature.
- Have an understanding of the socio-cultural aspect.

References:

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- 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., MaheshDattani's Seven Steps around the Fire, S.K.Publishers, Bareilly
- Gupta, V. K., Toru Dutt and her Laxman, S.K.Publishers, Bareilly
- Singh, Raju, Indian Writing in English Poetry & Prose, Shivam Publications, Agra.
- Sircar, Badal, SaariRaat, DIC Press.
- Varshney, R. L., Mulk Raj Anand's The Untouchable, LNA Publishers, Agra.

Website Sources:

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- www.britannica.com
- www.literature-study-online.com
- 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.

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.

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.

.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.

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.

Course Outcomes:

After completing the course students will be able to:

- Describe the macroeconomic policies, trade and economic development.
- Explain the basic principles, approaches and aspects of economic growth and economic development.
- Define the meaning and features of developing and developed countries.

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
- 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

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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.

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.

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.

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

Course Outcomes: -

The expected learning outcome of this course would be; make them understand and take role in environmental conservation and management.

References:

- B. Narayan, Disaster Management; Super Book Distributor, New Delhi.
- G.P. Yadav & Ram Suresh, Paryavaran Adhyayan.
- 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. Prayag Pustak Bhavan, Allahabad.

- Sharma, H.S. and Chattopadhyay, S. K. Sustainable Development-concepts and issues, concept, New Delhi – 2000.
- Singh R.B. & Mishra S. (1996) Environmental Laws in India, Issues & Responses, Rawat Publication, New Delhi.
- Singh, Savinder, Paryavaran Bhoogol/ Environmental Geography.
- V.K. Srivastava, Environmental and Ecology (Hindi).
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- www.fao.org

IFTM UNIVERSITY, MORADABAD
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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, Columbus.
- Pugh, J.C. (1975): Surveying for field Scientists, Methuen and Company Ltd. London.

Website Sources:

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- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipidia.org
- www.fao.org

IFTM UNIVERSITY, MORADABAD
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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.

Course Content:

Unit- I:

International Relations- Meaning, Nature and Scope. Theories of International Relations- Idealist theory and Realist theory.

Unit- II:

National Power: Elements, Balance of Power, Foreign Policy.

Unit- III:

Cold War, Détente, Non-aligned Movement.

Unit- IV:

International Law meaning and concept, United Nations, General Assembly, UNS Security Council.

Course Outcomes:

After completing the course students will be able to:

- Explaining scope and subject matter of International Relations as an autonomous academic discipline.
- Approaches and methods to study the discipline through Political realism, Pluralism and World system's Model.
- Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post Second World War order.
- Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy.
- Explaining certain basic concepts like Globalization in contemporary world order.

- Describing the Cold War phases and understanding the post Cold War era.
- Discussing the developments in European Ethno-nationalism since 1990's. Tracing the growth of European Union.
- Examining Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations.
- Evaluating the working of UN and its organs; Peace keeping Function and Human Rights.
- 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.

References:

- Bull, H.; The Control fo the Arms Race, New York, Appleten Center, 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, Addison Wesley, 1979.

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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 Iravati Karve.
- Know about thinking of M.S.A. Rao, Yogendra Singh, S.C. Dube in Indian Society.

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.

UNIT – II

G.S.Ghurye: Caste, Rural-Urban Community; Iravati Karve: Kinship in India

UNIT –III

M.N.Srinivas: Sankritization, Westernization, and Dominant Caste, S.C. Dube: Indian Village, Tradition, Modernization and Development.

UNIT –IV

M.S.A. Rao: Social Movements in India; Yogendra Singh: Modernization of Indian Tradition, Social change in India

Course Outcomes:

After completing the course students will be able to:

- Explain the theory of Social Structure and Social Change.
- Familiar with Radha Kamal Mukerjee, Andre Beteille, and Robert Redfield theory of Sociology.
- Understand the thought of Modernization of Indian Tradition, Social change in India.
- Understand the thought of Sankritization, Westernization, and Dominant Caste.

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.civilserviceindia.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>
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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.

Unit II:

Definition and Importance of Communication. Functions of Communication. Problems of Communication. Role and qualities of an Extension worker

Unit III:

Methods of Approaching People- Personal Approach, Group Approach, Mass Approach.

Unit IV:

Definition and importance of Audio- Visual Aids.

Course outcomes:

After completing the course students will be able to:

- Learned how to develop knowledge and decision making ability in agriculture.
- Learned how to increase crop yield through extension education.
- Learned about schemes offered by the government through dissemination programs.
- Learned to develop the qualities of self reliance in women through diffusion education.

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

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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:

- Learned to spread new and useful techniques for agriculture through flash cards.
- Understood the concept of spread education.
- 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.
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Website Sources:

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IFTM UNIVERSITY, MORADABAD
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B.A.-B.Ed. Integrated Programme
SEMESTER-VI

External: 70
Internal: 30
Total: 100

BABED638: INDIAN NATIONAL MOVEMENT

Course Objectives:

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.

Course Content:

Unit I: -

Origin and Growth of National Consciousness; Founding of Indian National Congress; Moderates and Extremists: Ideology, Programmes and Politics; Rowlet Satyagrah and Home Rule Movement.

Unit II: -

Emergence of Mahatma Gandhi: Non-Cooperation Movement, Civil Disobedience; Movement and Quit India Movement; Ideology and Contribution of Revolutionaries with special reference to Bhagat Singh.

Unit III: -

Arms Control and Disarmament; Cold War; Détente; New-Cold War; Post-Cold War International Politics; Non-alignment and Non-aligned Movement; Problems of the Third World. Political Reforms: Acts of 1909 and 1919; Rise of Communal Politics: Muslim League – Ideology and Politics; Round Table Conference and the Conclusion of Poona Pact; Subhash Chandra Bose and Indian National Army; Partition and Independence of India.

Unit IV: -

Maps (India): Places of Important Sessions of Indian National Congress; Areas and Centers of Civil Disobedience Movement; Important Centers of Revolutionary Movement; Areas and Centers of Quit India Movement.

Course Outcomes:

After the completion of the course, Students will be able to

- Explain the formation of the Congress in 1885.

- Trac the Bengal Partition and the Swadeshi movement.
- Analys the Gandhian Movements such as the Khilafat, Non Cooperation, Civil disobedience movements.
- Assess the alternatives to the Indian National Congress- the Forward Bloc, Congress Socialist Party, Communist Parti of India.
- Describ the movements against caste and untouchability, Ambedkar’s views on Social Justice and the depressed classes.
- Analys the Working Class and Peasant movements under colonial rule.
- Discuss the roots of communalism- Savarkar and Hindu Nationalism and Jinnah and the two nation theory.
- Estimate the contribution of the August 1942 movement, the INA and the naval uprising.

References:

- Agrow, D.: Moderates and Extremists in the Indian National Movement.
- Bipan Chandra etc. al.: Bharat Ka Swatantrata Sangharsh (Hindi).
- Bipan Chandra et. Al. India’s Struggle for Independence.
- Brown, Judith: Gandhi’s Rise to Power: Indian Politics 1915-1922.
- Desai, A.R.: Social Background of Indian Nationalism.
- Guha, Ranjit (ed.): Subaltern Studies, Vol. I – XI.
- Gupta, M.N.: History of the Revolutionary Movement in India.

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- www.hindilibrearyindia.com

FORTH YEAR

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 skill 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.

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.

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.

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, Treatment of heat stroke, General disease affecting in the local area and measures to prevent them.

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:

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To attain higher level of consciousness.

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.
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- Learning curves: sports in education, (2013) Azim Premji Foundation
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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.

Course Outcomes:

After the completion of the course, Students will be able:

- Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
- Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
- Implicit and explicit structures in our schools that act as a hindrance in including all students.
- Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
- Develop an understanding of Technicality of Teaching roles.
- Curriculum Analysis helped in planning for classes.
- Involve and interact with the school activities and were accountable for the same.
- Understand the psycho-social needs of children.

IFTM UNIVERSITY, MORADABAD
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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.
- 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.
- 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.

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.

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.

Unit -III:

Management of schools: 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.

Course Outcomes:

After the completion of the course, Students will be able:

- Ensure adequate utilization of all resources.

- Ensure professional ethics and professional development.
- Mobilize the community.
- Ensure qualitative improvement of education.

References:

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- *vk; 7] elgu yky 1/2016% **'k{k d i'kkl u , oai cu/k** (I w k z i d k "ku 1/kj0 yky cp d fMi ksj ejBA
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Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf
- <http://egyankosh.ac.in/handle/123456789/49329>

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
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work
- 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

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: 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.

Course Outcomes:

After undergoing this course the student will be able to:

- Understand the needs to address the children with diversities in classroom.
- Identify the causes for classifying various diversities.
- Acquainted about the policies and programmes for inclusive children.
- Differentiate between disability and inclusion.
- Specify the implementation of inclusion to normalise the children with diversities.
- Apply supportive services to children the diversities in mainstream and provide them guidance and counselling for better adjustment in society.
- Apply software on assistive devices in inclusive schools.

References:

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- Bhatia, K. K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications.
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- Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
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- <http://www.apa.org/ethics/code/principles.pdf>
- http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/pdf/guidelines_for_guidance_and_counseling.pdf
- <http://www.egyankosh.ac.in/>

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 student will be able:

- To develop study – habits develop skill of reading & writing and develop skill of summarization.
- To develop skill of note-taking.
- To develop the reading capacity.
- To develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
- To develop the methods and approaches about reading.
- To know the measurement and evaluation of reading.
- To understand 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.
- To develop the interest in reading and writing.
- To be motivate for discussion in small groups by reading and writing.
- To learn to care for books.
- To learn to use reading and writing work done in classroom.
- Best qualities can develop in student teacher due to best reading and writing.
- Be motivated to bring essential changes in their lifestyle because of best type of reading and writing.

References:

- Bright, J.A., and McGregor, G.P. (1970). Teaching English as a Second Language. ELBS: Longman.
- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L.A., and Dobbyn, M.A. (1979). Training Course, Trainer’s Book. London: Cassell.
- Hubbard, P., and Hywel, J. et al (1983). A Training Course for TEFL. Oxford University Press.
- Joseph, K.S. (2004). Self Instruction in English Grammar and Figures of Speech Vadodara: Gold Rock Publications.
- Mukalel, J.C. (1998). Approaches to English Language Teaching. New Delhi: Discovery publishing house.
- Mukalel, J.C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery publishing house.
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- Mukalel, J.C., and Ahmed, S. B. (1984). Teaching English in India. New Delhi: Arya Book Depot.
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Website Sources:

- <https://www.ncertbooks.guru>
- <http://sabarishedn.blogspot.com/2016/03/epc-1-reading-and-reflecting-on-texts.html><http://www.ignouhelp.in>
- <http://www.egyankosh.ac.in/bitstream/123456789/53429/1/Block-1.pdf>
- <http://ggite.ac.in/namaste-lesson/epc-1-reading-and-reflecting-on-texts>

IFTM University, Moradabad
B.A.-B.Ed. (Integrated Education)
Programme

w.e.f. Session 2019-20

Audit Course: 1

S.N.	Course Code	Course Name
1.	UDM	Disaster Management

Note: Course of Disaster Management is mandatory to study as an audit paper in the 5th Semester.

Audit Course: 2

S.N.	Course Code	Course Name
1.	ES	Environmental Studies

Note: Course of Environmental Studies is mandatory to study as an audit paper in the 6th Semester.

IFTM University, Moradabad
B.A.-B.Ed. (Integrated Education)
Programme:

UDM: Disaster Management (UDM)

Credit: 3

Course Objectives:

- To provide students an understanding to the concepts and aspects of disaster and its relationship with development.
- To ensure awareness of Disaster Risk Reduction (DRR) approaches among students.
- To assist students develop ability to respond to their environment with potential response to disaster.

UNIT I: Introduction to Disasters

(12 Sessions)

- Definition: Disaster, Hazard, Vulnerability, Resilience, Risks
- Types of disasters – Earthquake, Landslide, Flood, Drought, Fire, campus shooting, bomb threat, terrorist incidence and financial emergency etc.
- Causes and Impacts including social, economic, political, environmental, health, psychosocial, etc. Differential impacts- in terms of caste, class, gender, age, location, disability.
- Global trends in disasters: urban disasters, pandemics, complex emergencies, Climate change- Dos and Don'ts during various types of Disasters.

UNIT II: Approaches to Disaster Risk Reduction

(10 Sessions)

- Disaster life cycle – its analysis, phases, culture of safety, prevention, mitigation and preparedness
- Community based DRR (Disaster Risk Reduction), Structural-non-structural measures,
- Roles and responsibilities of community: Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), States, Centre, and other stakeholders

UNIT III: Inter-Relationship between Disasters and Development

(08 Sessions)

- Factors affecting Vulnerabilities, impact of Development projects such as dams, embankments, changes in Land-use etc.
- Climate Change Adaptation- IPCC Scenario and Scenarios in the context of India – Relevance of indigenous knowledge, appropriate technology and local resources.
- Role of international co-operations in Disaster Management

UNIT IV: Disaster Risk Management in India

(08 Sessions)

- Hazard and Vulnerability profile of India. Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management
- Institutional arrangements (Mitigation, Response and Preparedness, Disaster Management Act and Policy – Other related policies, plans, programmes and legislation
- Role of GIS and Information Technology Components in Preparedness, Risk Assessment, Response and Recovery Phases of Disaster – Disaster Damage Assessment.

UNIT V: Disaster Management: Applications, Case Studies and Field Works

(07 Sessions)

The project /fieldwork is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety. Projects must be conceived creatively based on the geographic location and hazard profile of the region where the college is located. A few ideas or suggestions are discussed below.

Several governmental initiatives require Urban Local Bodies (ULBs) and Panchayati Raj Institutions (PRIs) to be pro active in preparing DM plans and community based disaster preparedness plans. Information on these would be available with the district collector or Municipal corporations.

Teachers could ask students to explore and map disaster prone areas, vulnerable sites, vulnerability of people (specific groups) and resources. The students along with teacher could work on ways of addressing these vulnerabilities, preparing plans and consultation with local administration or NGOs.

Students could conduct mock drills in schools, colleges or hospitals. They could also work on school safety, safety of college buildings, training in first aid.

Other examples could be- identifying how a large dam, road/ highway or an embankment or the location of an industry affects local environment and resources or how displacement of large sections of people creates severe vulnerabilities may be mapped by student project work.

The suggested topics for Project work for student could be as follows:

- Monitoring and evaluation plan for disaster response
- Low cost Home based water purification methods
- Planning Nutrition intervention programmes
- Safety tips before during and after earthquake, cyclone, floods and fire accidents.
- MockDrills
- Major disasters in India
- Disaster Management in India
- Flood affected areas and damages in India
- Heat waves in India
- Earth quakes in India
- Historical Tsunamis in India
- Nuclear emergence
- Traffic accidents in India
- Train Accidents
- Major disease outbreak
- Disaster management structure in India
- Precaution, mitigation of disaster in India
- Warning system in India to prevent disaster
- Bhopal gas tragedy
- Kutch earth quake
- Tsunami (2004)
- Kosi Calamity 2008
- Mayapuri radiation exposure Delhi (2010)
- Mock exercises

Any field works related to disaster management.

Learning Outcomes: The students will be able to identify the nature and causes of disaster. Also the students will be able to apply the disaster risk reduction mechanism.

Teaching Resources: Emphasis will be on interactive teaching learning methods. Tools could be Range of Films- documentaries and feature films related to disasters and their impacts and on vulnerabilities of people are available which a teacher could choose with care and screen. This could form a basis for classroom discussion.

Course Outcomes:

Awareness towards road safety, fire extinguishers, chemical safety and disaster management. Use of first aid in different situations – sinking, heart attack, heat stroke, snake and insect bite. Understand cyber security and issues related to it.

Suggested Readings:

- Alexander David, Introduction in 'Confronting Catastrophe', Oxford University Press
- Blaikie, P, Cannon T, Davis I, Wisner B 1997. At Risk Natural Hazards, Peoples' Vulnerability and Disasters, Routledge.

- Carter, Nick. Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
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- Satish Modh, Introduction to Disaster Management, Macmillan Publisher India Ltd
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- Special Issue on Psychosocial Aspects of Disasters, Volume 63, Issue 2, April.
- Sreeja S. Nair. Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi Indian Journal of Social Work .
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Website Sources:

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Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
B.A.-B.Ed. (Integrated Education)
Programme:

ES: Environmental Studies (ES)

Credits: 3

Unit 1

2 Session

Nature, Definition, Scope and Importance of Environmental Studies.

Unit 2

10 Session

Natural Resources: Renewable and non-renewable resources, Natural resources and associated problems. Forest resources: Use and over-exploitation, Deforestation, Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.

Unit 3

8 Session

World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification, Role of an individual in conservation of natural resources & equitable use of resources for sustainable lifestyles.

Unit 4

8 Session

Ecosystems: Concept of an Ecosystem, Structure and Function of an Ecosystem, Energy flow in the ecosystem. Hot-spots of Bio-diversity, Threats to Bio-diversity: Habitat Loss, poaching of wildlife, man-wildlife conflicts. Conservation of Bio-diversity: In-situ and Ex-situ conservation of biodiversity. Environmental Pollution Definition, Cause, effects and control measures of: a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards, Solid Waste Management: Causes, effects and control measures of urban and industrial wastes & Role of an individual in prevention of pollution.

Unit 5

8 Session

Social Issues and the Environment: From Unsustainable to Sustainable development, urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concerns. Environmental Ethics : Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Environment Protection Act: Air (Prevention and Control of Pollution)

Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act & Forest Conservation Act, Issues involved in enforcement of environmental legislation.

Field Work

2 Session

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural, Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

Suggested Readings:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
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- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
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