

SEMESTER - III

ENGLISH LITERATURE III	
Course Code: BAB301	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Poetry

- Alfred Lord Tennyson: Crossing the Bar, A Farewell, All Things will die, Beauty.
- John Keats: A Thing of beauty, Bright Star, When I have Fear, A Song about Myself

Unit II: Prose

- Mahatma Gandhi: Hind Swaraj –
 - Chapters:
 - VIII (The Condition of India),
 - XIII (What is True Civilization?)
 - XVIII (Education (What is True Civilization?))

Unit III: Drama

- William Shakespeare: Life and Work
- Antony and Cleopatra

Unit IV: Fiction

- R.K Narayan: Life and work
- The Guide by R.K Narayan

Suggested Reading:

1. Bate, W. J. (1963). John Keats. Harvard University Press.
2. Bevington, D. (1992). Antony and Cleopatra: Critical Essays. Routledge.
3. Brown, J. M. (1989). Gandhi: Prisoner of Hope. Yale University Press.
4. Gandhi, M. K. (1997). Hind Swaraj and Other Writings. Cambridge University Press.
5. Greenblatt, S. (2005). Will in the World: How Shakespeare Became Shakespeare. W. W. Norton & Company.
6. Keats, J. (2001). Complete Poems and Selected Letters of John Keats. Modern Library.
7. Martin, R. B. (1969). Tennyson: The Unquiet Heart. Oxford University Press.
8. Mishra, R. (2004). A Critical Study of the Novels of R.K. Narayan. Atlantic Publishers.
9. Motion, A. (1998). Keats. University of Chicago Press.
10. Nandan, R. K. (2012). R.K. Narayan: Critical Essays. PHI Learning.
11. Narayan, R. K. (2006). Malgudi Days. Penguin Classics.
12. Parel, A. J. (1997). Gandhi: 'Hind Swaraj' and Other Writings. Cambridge University Press.
13. Ricks, C. (1989). Tennyson. University of California Press.
14. Shakespeare, W. (1999). Antony and Cleopatra. Oxford University Press.
15. Tennyson, A. L. (2008). Selected Poems. Penguin Classics.
16. Wilson, E. (1963). The Elizabethans. Oxford University Press.

POLITICAL THOUGHT	
Course Code: BAB302	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Political Obligation and Utilitarianism

- Political Obligation: Meaning, Nature
- Theories of the Grounds of Political Obligation
- Limits of Political Obligation and Problem of Resistance
- Green's View, and Laski's View
- Utilitarianism: Meaning, Basic Tenets
- Jeremy Bentham's Contribution
- John Stuart Mill's Revisions of Utilitarianism

Unit II: Punishment, Natural Law and Natural Rights

- Punishment: Meaning, Definition and Forms of Punishment
- Theories of Punishment
- Natural Law
- Natural Rights

Unit III: Liberalism, Socialism and Marxism

- Liberalism: Principles, Classical Liberalism, Modern Liberalism.
- Socialism: Meaning, Definition, Merits and Demerits, Different Types of Socialism
- Marxism: Meaning, Basic Tenets: Historical Materialism
- Dialectical Materialism, Surplus Value, Class struggle

Unit IV: Main Currents of Indian Political Thought

- Mahatma Gandhi ji: Concepts of Sarvodaya, Satyagraha, State
- Jawahar Lal Nehru's views on Secularism
- Indian Socialism: Narendra Dev, Jayprakash Narayan
- Marxist Thought: M.N. Ray

Suggested Reading:

1. Barker, E. (1952). Principles of social and political theory. American Political Science Association.
2. Raphael, D. D. (1976). Problems of political philosophy. Macmillan Education LTD.
3. Raphael, D. D., & Green, T. H. (1951). Principles of social and political theory. Oxford University Press.
4. Gauba, O. P. (2009). An introduction to political theory. Macmillan Publisher India LTD.
5. Gilbert, M. (2006). A theory of political obligation: Membership, commitment, and the bonds of society. Oxford University Press.
6. Horton, J. (2010). Political obligation. Palgrave Macmillan.
7. Johri, J. C. (1987). Contemporary political theory. Sterling Publisher Private Limited.
8. Kapur, A. C. (1950). Principles of political science. S. Chand & Company PVT LTD.
9. Gettell, R. G. (1970). History of political thought. Allen & Unwin.
10. Verma, V. P. (1964). Modern Indian political thought. Lakshmi Narain Agarwal.



POLITICAL THOUGHT	
Course Code: BAB302	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Basic Issues in Indian Economics

- Natural resources – Land, water and forest resources: Broad demographic features – Population size and growth rates sex composition, rural urban migration occupational distribution: Problem of over population.
- Poverty line, absolute vs. relative poverty, vicious circle of poverty, causes and poverty alleviation measures
- Inequalities in income distribution, causes and measures
- Unemployment: types and causes, long term and short-term measures to eradicate unemployment

Unit II: National Income, Agriculture, Indian Industry, and Its Problems

- Sectoral changes in India's National Income. Role of agriculture in India
- Causes of low productivity, remedial measures. Rural credit in India
- Land Reforms, Green Revolution
- Agriculture and WTO India's Food Policy
- Industrial Development since Independence, Industrial Policy 1991.
- Role of Public Sector Undertakings in a mixed economy.
- Cottage and small-scale industries

Unit III: Indian Monetary & Trade Policy

- Functions of Reserve Bank of India, b. Lead Bank Scheme
- Nationalization of Commercial Banks, Nationalization vs. Privatization of Banks
- Recent changes in India's International Trade
- India's Export-import Policy (1997-2002): Post Liberalization period

Unit IV: Foreign Capital and Economic Planning

- Inflow of Foreign capital and Govt. policy towards foreign capital since 1991
- Importance of planning for rapid economic development of an under-developed economy
- New economic reforms – liberalization privatization and globalization: Rationale behind economic reforms: Progress of Privatization and Globalization
- Economic reforms in India, Impact of Economic Reforms on Indian economy
- Globalization, International Economic Institutions: GATT, WTO, IMF, World Bank

Suggested Reading:

1. Datt, R., & Sundharam, K. P. M. (2001). Indian economy. S. Chand and Company Ltd.
2. Kedia, K., & Sinha. (n.d.). Root of underdevelopment: A peep into Indian colonial post. Tara Printing Works.
3. Dhingra, I. C. (2001). The Indian economy: Environment and policy. Sultan Chand and Sons.
4. Agrawal, A. N. (n.d.). Indian economy: Problems of development and planning.
5. Datt, R., & Sundaram, K. P. M. (n.d.). Indian economy.
6. Mishra, S. K., & Puri, V. K. (n.d.). Indian economy: Its development experience.

HISTORY: MEDIEVAL INDIAN SOCIETY AND CULTURE	
Course Code: BAB305	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: The Slave Dynasty

- Survey of sources of Sultanate history
- Turkish conquest of North India; Political and Social condition of India at the time of Turkish invasion
- Foundation and consolidation of the Delhi Sultanate – Qutbuddin Aibak, Iltutmish- Military and administrative achievements
- Razia Sultana - Strengths and Challenges; Balban- Theory of Kingship, Nobility

Unit II: India under the Khilji's and Tughlaq

- Khilji Revolution, Mongol Invasions and measures to check during the reign of Alauddin Khilji
- Alauddin Khilji- Agrarian measures and market control policy
- Grand schemes of Mohammad Bin Tughlaq
- Feroze Shah Tughlaq's reforms: Role in the downfall of the Sultanate

Unit III: Mughals and Expansion under Mughal Empire

- Survey of Sources of Mughal History
- Factors responsible for Babar's Success
- Humayun's Difficulties
- Shershah- Conquests, Administrative Reform
- Akbar- Rajput and Religious Policy
- Jehangir-Rajput and Deccan Policy
- Shajahan- Deccan Policy, War of Succession
- Aurangzeb- Religious and Deccan Policy
- Causes of Decline of Mughal Empire

Unit IV: Political, Social and Economic life during the Sultanate and Mughal Period

- Political structure of the Delhi Sultanate- Central administration and military organization
- Economic system under the Sultanate: Market regulations and the Iqta system
- Social Life during the Sultanate period
- Mughal Revenue Administration and Mansabdari system
- Social Life during the Mughal period

Suggested Reading:

1. Ali, M. A. (1997). *Mughal Nobility under Aurangzeb*. Oxford University Press.
2. Chand, T. (1946). *Influence of Islam on Indian Culture*. The Indian Press.
3. Chandra, S. (2007). *A History of Medieval India (Vols. 1-2)*. Orient BlackSwan.
4. Habib, I. (1999). *The Agrarian System of Mughal India 1556-1707*. Oxford University Press.
5. Habib, I. (Ed.). (2007). *Madhya Kaleen Bharat (in Hindi)*.
6. Jackson, P. (1999). *The Delhi Sultanate: A Political and Military History*. Cambridge University Press.
7. Marshall, P. J. (2003). *The Eighteenth Century in Indian History*. Oxford University Press.
8. Moosvi, S. (1987). *The Economy of the Mughal Empire*. Oxford University Press.
9. Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge economic history of India: Vol. I. c. 1200–c. 1750*. Cambridge University Press.
10. Rizvi, S. A. (1965). *Muslim Revivalist Movements in Northern India during 16th and 17th Centuries*. Munshiram Manoharlal Publishers.
11. Siddiqui, H. (1956). *Some Aspects of Afghan Despotism*. Asia Publishing House.
12. Tripathi, R. P. (1960). *The Rise and Fall of the Mughal Empire (Vol. 1)*. Central Book Depot.

INDIAN EDUCATION SYSTEM	
Course Code: BED301	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Contemporary Indian Education System

- Structure of Indian Education: Pre-primary, Primary, Secondary, and Higher Education.
- Key reforms of education system according to NEP 2020
- Role of Education in National Development
- Multidisciplinary and Holistic Education

Unit II: Secondary Education System according to NEP 2020

- Reforms in Secondary Education: Structure, Curriculum, and Pedagogy
- Integration of Vocational Education and Life Skills
- Assessment and Examination Reforms
- Role of Technology and Digital Initiatives

Unit III: Structure and Management of Secondary Education

- Organizational structure of secondary education in India at different levels:
 - Central
 - State
 - District
 - Local
- Administration and Management of secondary education
- Role of central and state governments in secondary education
- Examination Boards and Evaluation Systems

Unit IV: Contemporary Issues and Challenges in Indian Education

- Universalization of secondary education
- Quality and access issues in secondary education
- Inclusive education and education for marginalized groups
- Role of technology in education
- Teacher education and professional development

Suggested Reading:

1. Aggarwal, J. C. (2010). Landmarks in the History of Modern Indian Education. Vikas Publishing House.
2. Agrawal, J. C., & Agrawal, S. P. (1992). Role of UNESCO in education. Delhi: Vikas Publishing House.
3. Agarwal, P. (2020). A Half Century of Indian Higher Education: Essays by Philip G Altbach. New Delhi: Sage Publications.
4. Bhatnagar, S. S., & Gupta, P. K. (2012). Educational Administration and Management. R. Lall Book Depot.
5. Chowdhry, N. K. (2009). Indian constitution and education. Delhi: Shipra Publications.
6. De, A., Khera, R., Samson, M., & Shiva Kumar, A. K. (2011). PROBE revisited: A report on elementary education in India. New Delhi: Oxford University Press.
7. Dewey, J. (2004). Democracy and education. Courier Dover Publications.
8. Government of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
9. Government of India. (1986). National policy of education. Government of India.
10. Kaul, V. (2019). Early Childhood Education in India: A Historical and Contemporary Perspective. Springer.
11. Kochhar, S. K. (1993). Pivotal issues in Indian education. Sterling Publishers Pvt. Ltd.
12. Kumar, K. (2020). NEP 2020: A Transformational Approach to Education. Rupa Publications India.
13. Ministry of Education. (2020). National Education Policy 2020. Government of India.
14. Ministry of Human Resource Development. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.
15. Mishra, S. (2022). Digital Learning and the Future of Education in India. New Delhi: Atlantic Publishers.
16. Mukherji, S. M. (1996). History of education in India. Baroda: Acharya Book Depot.
17. National Council of Educational Research and Training. (2005). National curriculum framework.
18. National Council of Educational Research and Training. (2006d). Position paper- National focus group on teaching of Indian language (NCF 2005).
19. Rajput, J. S. (2002). Educational Reforms in India for the 21st Century. Sterling Publishers.
20. Sharma, R. C., & Bhardwaj, A. (2021). Teacher Education in the Context of NEP 2020: Emerging Challenges and Innovations. New Delhi: Shipra Publications.

FUNDAMENTALS OF TEACHING	
Course Code: BED302	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction to Teaching

- Concept, Nature, and Scope of Teaching
- Teaching as a Profession
- Roles and Responsibilities of a Teacher
- Teacher as a Facilitator, Guide, and Mentor
- Teaching Competencies and Skills

Unit II: Phases, Levels and Models of Teaching

- Maxims of Teaching
- Phases of Teaching
- Levels of Teaching
- Models of Teaching: Definition and Characteristics
- Families of Models of Teaching
- Models of Teaching: Concept Attainment, Inquiry Training, Advance Organizer

Unit III: Theories of Teaching

- Definitions, Importance and Historical Evolution of Teaching Theories
- Types of Theories of Teaching
 - Formal Theories of Teaching
 - Descriptive Theories of Teaching
 - Normative Theories of Teaching
- Behaviorist Theories of Teaching (Skinner and Watson)
- Cognitivist Theories of Teaching (Piaget and Bruner)
- Constructivist Theories of Teaching (Vygotsky and Dewey)

Unit IV: Assessment and Evaluation in Teaching

- Concept and Types of Assessment: Formative, Summative, and Diagnostic
- Principles of Effective Assessment
- Tools and Techniques of Evaluation: Tests, Observations, Portfolios, and Rubrics
- Continuous and Comprehensive Evaluation (CCE)
- Feedback and Reporting

Suggested Reading:

1. Aggarwal, J. C. (2009). Essentials of Educational Technology: Innovations in Teaching-Learning. Vikas Publishing House.
2. Aggarwal, Y. P. (2012). Essentials of Examination System: Evaluation, Tests, and Measurement. Vikas Publishing House.
3. Bigge, M. L., & Shermis, S. S. (1998). Learning Theories for Teachers. Allyn & Bacon.
4. Chauhan, S. S. (2007). Advanced Educational Psychology. Vikas Publishing House.
5. Kochhar, S. K. (1985). Methods and Techniques of Teaching. Sterling Publishers.
6. Mangal, S. K. (2002). Advanced Educational Psychology. Prentice Hall India.
7. Ornstein, A. C., & Hunkins, F. P. (2017). Curriculum: Foundations, Principles, and Issues. Pearson India.
8. Rao, V. K. (2003). Educational Technology. APH Publishing Corporation.
9. Sharma, S. P. (2013). Teacher Education: Principles, Theories, and Practices. Kanishka Publishers.
10. Singh, P. (2004). Educational Evaluation and Assessment. APH Publishing Corporation.

TECHNOLOGY AND EDUCATION	
Course Code: BED303	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Concept of Educational Technology and Communication

- Meaning, Scope and Significance of Educational Technology
- Types of Educational Technology
- Technology in Education and Technology of Education
- Hardware Approach and Software Approach
- Communication: Concept and Process

Unit II: Integration of Technology in Teaching and Learning

- Multimedia and Interactive Tools: Use of multimedia in education, interactive whiteboards, and digital storytelling
- Learning Management Systems (LMS): Features, benefits, and examples of LMS (e.g., Moodle, Google Classroom).
- Educational Software and Apps: Types of educational software and their applications
- Emerging Technologies: Virtual reality, augmented reality, and artificial intelligence in education
- Pedagogical Approaches: Blended learning, flipped classroom, and personalized learning
- Digital Literacy: Developing digital literacy skills among teachers and students

Unit III: Designing Instructional System

- Formulation of instructional objectives
- Meaning of Instructional Design
- Principles of instructional design and technology integration.
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model)
- Gagne's Nine Events of Instruction and Five E's of Constructivism
- Nine Elements of Constructivist Instructional Design
- Application of Computers in Education: CAI, CAL, CBT, CML
- Process of preparing Open and Distance Learning Material (ODLM)

Unit IV: E-Learning

- Concept of e-learning
- Approaches to e-learning (Offline, Online, Synchronous, Asynchronous)
- Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- Open Education Resources (Creative Common, Massive Open Online Courses)
- Application of Assistive technology in E learning

Suggested Reading:

1. Aggarwal, J. C. (2014). Essentials of educational technology. Vikas Publishing House Pvt. Ltd.
2. Agarwal, J. P. (2010). Modern educational technology. Black Prints Publications.
3. Semenov, A. (2005). Information and communication technologies in schools: A handbook for teachers. UNESCO.
4. Balasubramanian, K., & Clarke-Okah, W. (Eds.). (2006). ICTs for higher education: Background paper Commonwealth of Learning. Commonwealth of Learning.
5. Conrad, K. (2001). Instructional design for web-based training. HRD Press.
6. Das, R. C. (1993). Educational technology: A basic text. Sterling Publishers.
7. Evaut, M. (Ed.). (n.d.). The international encyclopedia of educational technology.
8. Graeme, K. (1969). Blackboard to computers: A guide to educational aids. Ward Lock.
9. Belson, S. I. (2003). Technology for exceptional learners. Houghton Mifflin.
10. Haas, K. B., & Packer, H. Q. (1990). Preparation and use of audio-visual aids (3rd ed.). Prentice Hall, Inc.
11. Kulkarni, S. S. (1986). Introduction to educational technology. Oxford-IBH Publishing Co.
12. Mangal, S. K., & Mangal, U. (2019). Essentials of educational technology. PHI Learning Pvt. Ltd.
13. Mishra, S., & Sharma, R. C. (2005). Interactive multimedia in education and training. Idea Group Publishing.
14. Mayer, R. E. (2001). Multimedia learning. Cambridge University Press.
15. Naidu, S. (2006). E-learning: A guidebook of principles, procedures and practices. Commonwealth Educational Media Center for Asia.
16. National Council of Educational Research and Training. (2005). Position paper on educational technology by national focus group. NCERT.
17. Reddy, Y. M. (2016). Educational technology: Integrating technology into teaching-learning process. Neelkamal Publications.
18. Sallis, E., & Jones, G. (2002). Knowledge management in education. Kogan Page Ltd.
19. Sampath, K., Panneerselvam, A., & Santhanam, S. (1981). Introduction to educational technology. Sterling Publishers Pvt. Ltd.
20. Sharma, R. A. (2001). Technological foundations of education. R. Lal Book Depot.
21. Sharma, K. D., & Sharma, D. V. (1993). Open learning system in India. Allied Publishers Ltd.
22. Singh, L. C. (Ed.). (2012). Educational technology for teaching and learning. Dhanpat Rai Publishing Company.
23. Venkataiah, N. (1996). Educational technology. APH Publishing Corporation.
24. Written, W. A., & Schuller, C. F. (n.d.). Instructional technology: Its nature and use of A.V. materials (5th ed.). Harper and Row Publishers.

EDUCATIONAL EXCURSION	
Course Code: BED351	Credit: 02 (L-0, T-0, P-2)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

The practical course on educational excursion aims to provide students with hands-on experience in planning, organizing, and evaluating educational trips. These excursions are designed to enhance experiential learning, promote interdisciplinary understanding, and develop organizational and observational skills.

Course Outline

- **Planning and Preparation**
 - Importance and objectives of educational excursions in curriculum.
 - Identifying suitable destinations (historical sites, museums, nature parks, etc.).
 - Developing itineraries and schedules.
 - Arranging logistics (transportation, accommodation, meals).
 - Risk assessment and safety measures.
 - Obtaining permissions and preparing necessary documentation.

Activities:

 - Group discussions on potential excursion destinations.
 - Group wise preparation of a detailed excursion plan and itinerary.
 - Creating a checklist for logistics and safety measures.
- **Implementation and Conducting the Excursion**
 - Roles and responsibilities of organizers and participants.
 - Effective communication and coordination during the excursion.
 - Engaging students through interactive activities and observations.
 - Managing unforeseen situations and ensuring safety.

Activities:

 - Role-playing scenarios to handle emergencies and unexpected situations.
 - Leading students on actual educational trips.
- **Observation and Data Collection**
 - Recording and documenting observations (field notes, photography, video recording).
 - Collecting feedback from participants and stakeholders.
 - Analyzing and interpreting collected data.

Activities:

 - Writing and presenting a detailed excursion report.
 - Peer review and group discussions on the outcomes of different excursions.
 - Reflective essays on personal experiences and learnings.
- **Planning and Conducting a Virtual Excursion**
 - Selecting suitable virtual museums and observatories
 - Preparing students for the virtual excursion
 - Conducting the virtual excursion
 - Post-excursion activities: Discussions, reflections, and assessments

Evaluation Methods:

- **Preparation and Planning (20%):** Assessment based on the quality and comprehensiveness of the excursion plan and itinerary.
- **Implementation (30%):** Evaluation of the actual conduct of the excursion, including leadership, coordination, and handling of situations.
- **Observation and Data Collection (20%):** Assessment of the thoroughness and accuracy of observations and data collected during the excursion.
- **Reporting and Reflection (30%):** Evaluation based on the final excursion report / presentations / reflective essays / Viva – voce.

Course Essentials:

The course will have three components:

1. Participation in all activities of Educational Excursion (as mentioned in the course outline)
2. Report writing for Educational Excursion with participation details.
3. Participation in Viva voce at the End of Semester.

Note: For successful completion of the course, all three components are compulsory.

SEMESTER – IV

ENGLISH LITERATURE IV	
Course Code: BAB401	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Poetry

- Robert Frost: Life and Works
 - Stopping by Woods on a Snowy Evening
 - The Road Not Taken
- William Shakespeare: Life and Works
 - True Love
 - Mercy

Unit II: Prose

- Fellow Traveler by A.G. Gardiner
- Bachelor of Arts by R.K. Narayan

Unit III: Drama

- William Shakespeare: Life and Works
 - Othello by William Shakespeare

Unit IV: Fiction

- Agatha Christie: Life and Works
 - The Murder of Roger Ackroyd by Agatha Christie

Suggested Reading:

1. Barnard, R. (1980). A talent to deceive: An appreciation of Agatha Christie. Collins.
2. Bloom, H. (Ed.). (1998). William Shakespeare's Othello (Bloom's modern critical interpretations). Chelsea House Publishers.
3. Bradley, A. C. (2002). Shakespearean tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. Penguin Books.
4. Christie, A. (2001). The murder of Roger Ackroyd. HarperCollins.
5. Curran, J. (2011). Agatha Christie's secret notebooks: Fifty years of mysteries in the making. Harper.
6. Datta, A. (1996). R.K. Narayan: Critical essays. Pencraft International.
7. Evans, G. B. (1996). The sonnets of William Shakespeare. Cambridge University Press.
8. Frost, R. (2001). The poetry of Robert Frost. Holt Paperbacks.
9. Gardiner, A. G. (2008). Pebbles on the shore. BiblioBazaar.
10. Iyengar, K. R. S. (1983). Indian writing in English. Sterling Publishers Pvt. Ltd.
11. Narayan, R. K. (1982). Bachelor of arts. Indian Thought Publications.
12. Osborne, C. (2010). Agatha Christie: A biography. HarperCollins.
13. Pritchard, W. H. (1984). Frost: A literary life reconsidered. University of Massachusetts Press.
14. Shakespeare, W. (1997). The sonnets. Arden Shakespeare.
15. Shakespeare, W. (2004). Othello. Arden Shakespeare.

POLITICAL EVOLUTION OF INDIA	
Course Code: BAB402	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Beginning and Growth of Representative Institution

- The Government of India Act, 1858
- The Indian Council Act 1861, 1892
- The Indian Council Act, 1909
- The Government of India Act, 1919

Unit II: Nationalism and Indian National Congress

- Birth and growth of Nationalism in India
- Indian National Congress.
- The Moderates
- The Extremists

Unit III: Formation of GoI Act 1935 and Landmarks of Indian National Movement

- Jinnah's Fourteen Points.
- Statutory Commission – Simon Commission.
- Round Table Conference.
- The Government of India Act, 1935
- Non-Cooperation Movement
- Civil Disobedience Movement
- Quit India Movement
- The Independence Act, 1947

Unit IV: Indian Constitution

- Basic features of Indian Constitution
- Fundamental rights and Duties.
- Directive Principles of State Policy
- Local Self Governance: Panchayati Raj System, Nagar Palika System

Suggested Reading:

1. Basu, D. D. (2013). Constitutional Law of India (21st ed.). Lexis Nexis.
2. Basu, D. D. (2013). Shorter Constitution of India. Lexis Nexis.
3. Bhatnagar, S. (1978). Rural Local Government in India. Light & Life Publishers.
4. Chandra, B. (2019). History of Modern India. Orient Blackswan.
5. Johri, J. C. (1987). Contemporary Political Theory. Sterling Publisher Private Limited.
6. Malik. (2016). Law of Writs. Eastern Book Company.
7. Maheswari, S. (1979). Local Government in India. Sangam Books Ltd.
8. Verma, S. P. (2006). Modern Political Theory. Vikas Publishing House.



POLITICAL THOUGHT	
Course Code: BAB302	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction

- Role of Government in Organized Society
- Changing Perspectives: Government in a Mixed Economy
- Public and Private Sector: Cooperation or Competition
- Government as a Tool for Operationalizing the Planning Process

Unit II: Value of Money and Inflation

- Meaning, Uses, and Limitations of Index Numbers
- Quantity Theory of Money: Cash Transaction and Cash Balance Approaches
- The Keynesian Approach
- Inflation, Deflation, and Reflation: Definitions, Types, Causes, and Effects on Different Sectors of the Economy

Unit III: Capitalism as an Evolving Economic System

- Basic Features
- Accumulation and Crisis
- The Modern Corporation
- Monopoly Capitalism: Alternative Perspectives

Unit IV: Nature and Scope of Public Finance

- Meaning and Scope of Public Finance
- Distinction between Private and Public Finance
- Public Goods vs. Private Goods
- The Principle of Maximum Social Advantage
- Market Failure: Role of the Government

Suggested Reading:

1. Bhatia, H. L. (2012). Public Finance. Vikas Publishing House.
2. Buchanan, J. M. (1967). Public Finance in Democratic Process. University of North Carolina Press.
3. Goel, S. L. (2009). Public Financial Administration. Deep & Deep Publications.
4. Heilbroner, R. L. (1993). 21st Century Capitalism. W. W. Norton & Company.
5. Hyman, D. N. (2010). Public Finance: A Contemporary Application of Theory to Policy. South-Western College Pub.
6. Kaul, V. (2003). Governance and Development: The Indian Experience. Manak Publications.
7. Keynes, J. M. (1936). The General Theory of Employment, Interest, and Money. Macmillan.
8. Mishra, R., & Puri, V. K. (2016). Indian Economy. Himalaya Publishing House.
9. Musgrave, R. A., & Musgrave, P. B. (1989). Public Finance in Theory and Practice. McGraw-Hill Education.

THEMES IN MODERN INDIAN HISTORY	
Course Code: BAB405	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Advent of The Europeans and the British conquest of India

- Portuguese, Dutch, French and English
- Anglo-French conflict in South India (Carnatic Wars)
- British supremacy in Bengal-Battles of Plassey and Buxar, Dual government.
- Establishment of East India Company's rule in India--Third Battle of Panipat

Unit II: Expansion of British Empire in India

- Anglo-Maratha relations
- Anglo-Mysore relations
- Anglo- Sikh relations
- Wellesley and the Subsidiary Alliance system.
- Doctrine of Lapse

Unit III: Growth of Colonial Administration

- British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari
- Regulating Act and Pitt's India Act
- Condition of peasants, rural indebtedness, commercialization of agriculture
- Decline of cottage industries and de-industrialization.
- Development of British administration- Civil services, Police, Army, Judiciary

Unit IV: Indian Renaissance

- Indian Renaissance – Its Causes and Nature
- Socio-religious movements - Brahma Samaj, Prarthana Samaj and Arya samaj
- Lord William Bentinck, Status of women

Suggested Reading:

1. Bandyopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Orient Blackswan.
2. Bayly, C. A. (1990). An Illustrated History of Modern India, 1600-1947. London: Oxford University Press.
3. Bose, S., & Jalal, A. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
4. Brass, P. (1994). The Politics of India Since Independence. Delhi: Foundation Books.
5. Chandra, B. (1981). Nationalism and Colonialism in Modern India. Orient Blackswan.
6. Chandra, B. (1996). India's Struggle for Independence, 1857-1947. New Delhi: Penguin Books.
7. Chandra, B., Mukherjee, A., & Mukherjee, M. (1999). India After Independence: 1947-2000. New Delhi: Viking.
8. Dutt, R. P. (1940). India Today. Bombay: People's Publishing House.
9. Guha, R. (1989). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.

GENDER, SCHOOL AND SOCIETY	
Course Code: BED401	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Gender Issues: Key Concepts

- Understanding Key Concepts: Definitions and contexts of gender, sex, sexuality, patriarchy, masculinity, and feminism.
- Gender Bias and Stereotyping: Analysis of gender bias, stereotypes, and empowerment.
- Equity and Equality: Examination of equity and equality concerning caste, class, religion, disability, and region.

Unit II: Gender Studies: Paradigm Shifts

- Transition to Gender Studies: Evolution from women's studies to gender studies.
- Historical Context: Key social reform movements of the 19th and 20th centuries with a focus on women's educational experiences.
- Contemporary Developments: Review of recent policy initiatives, commissions, committees, schemes, programs, and plans related to gender issues.

Unit III: Gender, Sexual Harassment, and Abuse

- Reproductive vs. Sexual Rights: Exploring the linkages and differences between reproductive rights and sexual rights.
- Sexuality Development: Influences on sexuality, including gender, body image, and role models; social and emotional conflict sites.
- Addressing Sexual Harassment: Importance of addressing sexual harassment in various settings (family, neighborhood, institutions) and the role of redressal mechanisms.
- Perpetuators of Violence: Analysis of agencies perpetuating violence, including family, schools, workplaces, and media (print and electronic).

Suggested Reading:

1. Basu, A. (1995). The challenges of social change: Women, the state, and the politics of reform. In *Women, gender, and development* (pp. 59-73). Oxford University Press.
2. Chakravarti, U. (2003). *Gendering Caste: Through a Feminist Lens*. Stree.
3. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
4. Faludi, S. (1991). *Backlash: The undeclared war against women*. Crown Publishing Group.
5. Narayan, U. (2000). The project of feminist epistemology: Perspectives from a non-western feminist. In M. A. McClintock, A. M. Muñoz, & L. E. Schoonover (Eds.), *Feminist epistemologies* (pp. 39-64). Routledge.
6. Scott, J. W. (1986). Gender: A useful category of historical analysis. *American Historical Review*, 91(5), 1053-1075.
7. Sivaramakrishnan, K. C. (2008). *Reconstructing Gender: Gender Relations and Women's Rights in India*. Orient BlackSwan.

EDUCATION FOR SUSTAINABLE DEVELOPMENT	
Course Code: BED402	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Introduction to Sustainable Development

- Concept and Principles of Sustainable Development: Definitions, history, and evolution of the concept
- Global Challenges and Sustainable Development Goals (SDGs): Overview of the 17 SDGs and their significance
- Sustainability and the Environment: Understanding environmental sustainability, natural resource management, and biodiversity conservation
- Case Studies: Examples of sustainable development initiatives from around the world

Unit II: Education for Sustainable Development (ESD)

- Role of Education in Sustainable Development: Importance of ESD in achieving the SDGs
- Curriculum and Pedagogy for ESD: Integrating sustainability into the curriculum, interdisciplinary approaches, and experiential learning
- Teaching and Learning Methods: Innovative and participatory teaching methods for ESD
- Assessment and Evaluation: Methods to assess learning outcomes related to ESD

Unit III: Practical Implementation of ESD

- Developing ESD Projects: Planning and implementing school-based and community projects
- Community Engagement and Participation: Strategies to involve community members in sustainable development initiatives
- Policy and Advocacy for ESD: Understanding policies supporting ESD and advocating for sustainability in education
- Challenges and Opportunities: Addressing barriers to implementing ESD and exploring opportunities for improvement

Suggested Reading:

1. Filho, W. L., & Pace, P. (Eds.). (2019). Teaching education for sustainable development at university level. Springer.
2. Mehta, S. R. (2010). Education for sustainability. New Delhi: Rajat Publications.
3. Sengupta, R. (2001). Ecology and economics: An approach to sustainable development. Oxford University Press.
4. Sharma, R.A. (2017). Environmental studies and ethics. Meerut: R.Lall Book Depot.
5. Sterling, S., & Huckle, J. (Eds.). (2014). Education for sustainability. Earthscan.
6. Tilbury, D. (2011). Education for sustainable development: An expert review of processes and learning. Paris: UNESCO.
7. UNESCO. (2014). Shaping the future we want: UN Decade of education for sustainable development (2005-2014) final report. Paris: UNESCO.
8. United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. UN General Assembly.

HEALTH EDUCATION AND YOGA	
Course Code: BED403	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Health Education and Hygiene

- Concept and Importance of Health Education: Definition, Objectives, and Scope
- Dimensions of Health: Physical, Mental, Social, Emotional Health
- Determinants of Health: Biological, Environmental, Socio-economic, Behavioral Factors
- Health and Hygiene: Personal Hygiene, School Hygiene, and Sanitation
- Role in Health Education: Role of School, Teachers, Community, and Parents in Promoting Health Education

Unit II: Physical Fitness, Nutrition, and Mental Health

- Physical Fitness: Components (Strength, Endurance, Flexibility, Coordination), Importance, Implementing Fitness Programs in Schools
- Nutrition: Basic Nutrients and Functions, Balanced Diet, Malnutrition, Nutritional Requirements for Different Age Groups, Promoting Healthy Eating Habits
- Mental Health: Definition, Importance and Strategies for Promoting Mental Health
- Causes and Effects of Stress; Stress Management
- Role of teachers in identifying and addressing mental health issues

Unit III: Introduction to Yoga

- Philosophy and History of Yoga
- Major Schools of Yoga
- Types of Yoga: Hatha Yoga, Ashtanga Yoga, Kundalini Yoga, Other Forms
- Basic Asanas and Benefits for Beginners
- Importance of Pranayama
- Basic Pranayama Techniques

Suggested Reading:

1. Bucher, C. A., & Wuest, D. A. (2016). Foundation of Physical Education, Exercise Science, and Sport. McGraw-Hill Education.
2. Greenberg, J. S. (2017). Comprehensive Stress Management (14th ed.). McGraw-Hill Education.
3. Iyengar, B. K. S. (2005). Light on Yoga. Thorsons.
4. Iyengar, B. K. S. (2006). Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority. Thorsons.
5. Jain, D. (2012). Physical Education and Health (2nd ed.). Sports Publications.
6. Kapur, M. (2011). Mental Health of Children in India. Sage Publications.
7. Kumar, K. (2019). Health and Physical Education. Khel Sahitya Kendra.
8. Nagendra, H. R., & Nagarathna, R. (2011). Yoga for Promotion of Positive Health. Swami Vivekananda Yoga Prakashana.
9. Park, K. (2015). Park's Textbook of Preventive and Social Medicine. Banarsidas Bhanot Publishers.
10. Park, K. (2021). Textbook of Preventive and Social Medicine (26th ed.). Banarsidas Bhanot.
11. Saraswati, S. (2008). Asana Pranayama Mudra Bandha (4th ed.). Bihar School of Yoga.
12. Sharma, R. (2013). Health Education: Principles and Practices. Rupa Publications.
13. Sivananda, S. (2008). The Science of Pranayama. The Divine Life Society.
14. Srilakshmi, B. (2018). Nutrition Science (6th ed.). New Age International Publishers.
15. Telles, S., & Nagendra, H. R. (2010). Yoga for Health and Personality (1st ed.). Swami Vivekananda Yoga Prakashana.
16. Tiwari, O. P. (2006). Asana: Why and How?. Kaivalyadhama Ashram.

CLASSROOM MANAGEMENT	
Course Code: BED404	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Classroom Management

- Classroom Management: Meaning and Definitions
- Relationship between Classroom Organization and Classroom Management
- Models of Classroom Management: Non-Interventionist Model, Interventionist Model, Interactivist Model, Glaser's Model of Choice Theory
- Approaches of Classroom Management: Exploratory Approach, Permissive Approach, Authoritative Approach, Behaviourist Approach, Collaborative Approach, Anticipatory Approach
- Significance of Classroom Management
- Factors affecting Classroom Management
- Role of students and teachers in classroom management

Unit II: Classroom Communication

- Classroom Communication: Concept and Elements
- Barriers to Classroom Communication
- Measures to overcome barriers to Classroom Communication
- Classroom Interaction Analysis (Flander's Interaction Analysis Category System)

Unit III: Classroom Environment and Managing Diversity

- Meaning and significance of classroom discipline
- Inappropriate Behaviour Management in Class: Causes of Pupil Misbehavior
- Managing indiscipline / inappropriate behavior in the classroom: Preventive and Corrective measures
- Concept of Positive Discipline
- Managing Children's behaviour through positive discipline (Skinner's Model)
- Meaning and Concept of Classroom Environment
- Promoting self-esteem among students
- Classroom rules and procedures
- Concept of Classroom Dynamics and its implications

Suggested Reading:

1. Aggarwal, D. D. (2001). Modern methods of teaching biology. Sarup Teaching Series Sarup & Sons.
2. Aggarwal, J. C. (2002). School organization, administration and management. Doaba Homes, Kanishka Publishers.
3. Aggarwal, J. C., & Gupta, S. (2009). School management. Neha Publishers and Distributors.
4. Bhatnagar, R. P. (2005). Educational technology and management. International Publishing House.
5. Bush, T., et al. (1980). Approaches to school management. Harper & Row.
6. Christian, J. A. (1991). Managing classrooms: An instructional perspective. The Indian Publishers.
7. Dash, M., & Dash, N. (2008). School management. Atlantic Publications.
8. Doyle, W. (1986). Classroom organization and management. In Wittrock (Ed.), Handbook of research on teaching (pp. 392-431). Macmillan.
9. Singh, A. (2006). Classroom management: A reflective perspective. Kanishka Publishers and Distributors.
10. Wrigley, T. (2011). Changing schools: Alternative ways to make a world of difference. Routledge Publications.

SCHOOL MANAGEMENT	
Course Code: BED405	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Fundamentals of School Management

- Meaning and Concept of School Management
- Objectives and goals of School Management
- Meaning and Concept of School Administration and Organization
- Differences among School Management, Administration, and Organization

Unit II: Management of Resources in School

- Physical Resources: Building, Office, Library, Laboratory, Playground, and Staffroom
- Classroom Management: Seating Arrangement, Furniture, Display Area, Chalkboard, OHP, and Multimedia Facilities
- School Climate: Creating a Conducive, Learner-Friendly, Inclusive, and Vibrant Environment
- School Records: Importance, Types, and Maintenance

Unit III: Human Resources and Functional Aspects

- Headmaster: Qualities, Roles, and Responsibilities
- Teacher: Qualities, Roles, Responsibilities, Accountability, and Evaluation
- Discipline: Concept, Importance, Techniques, and Legal Implications
- Time-Table: Importance, Types, and Principles of Construction
- Supervision: Concept, Types, Importance, and Techniques
- Co-Curricular Activities: Concept, Importance, Types, and Organization
- School Guidance Services: Concept, Importance, and Organization

Suggested Reading:

1. Aggarwal, J. C. (2002). School organization, administration and management. New Delhi: Kanishka Publishers.
2. Aggarwal, J. C., & Gupta, S. (2009). School management. New Delhi: Neha Publishers and Distributors.
3. Bhatnagar, R. P. (2005). Educational technology and management. Meerut: International Publishing House.
4. Bush, T., et al. (1980). Approaches to school management. London: Harper & Row.
5. Dash, M., & Dash, N. (2008). School management. New Delhi: Atlantic Publications.
6. Doyle, W. (1986). Classroom organization and management. In Wittrock (Ed.), Handbook of research on teaching (pp. 392-431). New York: Macmillan.
7. Singh, A. (2006). Classroom management: A reflective perspective. New Delhi: Kanishka Publishers and Distributors.

CULTURAL ACTIVITIES, SPORTS AND YOGA	
Course Code: BED451	Credit: 02 (L-0, T-0, P-2)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

The practical course is designed to provide the pupil-teachers with hands-on experience in cultural activities, sports, and yoga. It aims to foster a holistic approach to education by integrating physical, mental, and cultural development. The pupil-teachers will engage in various activities that promote health, teamwork, creativity, and cultural appreciation.

Course Outline

- **Cultural Activities**

- Understanding the importance of cultural activities in holistic education
- Planning and organizing cultural events in the department
 - Activity 1: Traditional Dance and Music
 - Learning and performing a traditional dance form (e.g., folk dance, classical dance)
 - Activity 2: Art and Craft
 - Engaging in art and craft activities such as painting, sculpture, and origami
 - Organizing an art exhibition to showcase student work

- **Sports**

- Understanding the role of sports in physical and mental development
- Organizing sports events and competitions
 - Activity 1: Team Sports
 - Participation in team sports such as basketball, football, or volleyball
 - Understanding rules, techniques, and team strategies
 - Activity 2: Individual Sports
 - Participation in individual sports such as athletics, badminton, or tennis
 - Techniques for improving personal performance
 - Activity 3: Physical Fitness
 - Engaging in fitness activities such as aerobics, gymnastics, or circuit training
 - Understanding the importance of regular physical exercise

- **Yoga**

- Understanding the philosophy and benefits of yoga for physical and mental health
- Basic principles of yoga practice
 - Activity 1: Asanas
 - Learning and practicing basic yoga postures (asanas)
 - Focus on alignment, balance, and flexibility
 - Activity 2: Pranayama
 - Introduction to breathing techniques (pranayama)
 - Practice of different pranayama techniques such as Anulom-Vilom, Kapalbhathi, and Bhramari
 - Activity 3: Meditation and Relaxation
 - Techniques for meditation and mindfulness
 - Guided relaxation practices for stress management

Assessment

- **Participation and Performance**
 - Active participation in all activities
 - Performance in cultural events, sports, and yoga sessions
- **Reflective Journal**
 - Maintaining a reflective journal documenting experiences, learnings, and personal growth through the course
- **Practical Demonstration**
 - Demonstration of skills learned in a final practical assessment, including cultural performance, sports activity, and yoga practice

Course Outline:

It will have three components:

1. Participation in various cultural, sports and yoga activities mentioned in the course outline.
2. Report writing of each activity organized by the department with participation details.
3. Viva-voce at the end of semester.

Note: For successful completion of the course, all three components are compulsory.

SCHOOL OBSERVATION I	
Course Code: BED471	Credit: 02 (L-0, T-0, P-0)
Contact Hours: Two Weeks	MM: 50 (Int.: 15 + Ext.: 35)

The practical course is designed for pupil-teachers to gain first-hand experience and understanding of the school environment, teaching practices, and classroom dynamics. Through structured observation, students will develop critical insights into the functioning of schools and the practical aspects of teaching.

Course Outline

- **Pre-Observation Preparation**
 - Orientation
 - Introduction to the course objectives and expectations
 - Overview of observation techniques and tools
 - Developing an observation checklist
- **School Observation**
 - Classroom Observation
 - Observing different classes across various grades
 - Focus on teaching methods, classroom management, and student interactions
 - Observation of Teacher Roles and Responsibilities
 - Observing teacher-student interactions
 - Understanding lesson planning and execution
 - Analyzing assessment and feedback methods
 - Observing School Culture and Environment
 - Observing school routines and activities
 - Understanding the role of administrative staff
 - Participation in extracurricular activities
- **Post-Observation Analysis**
 - Reflection and Reporting
 - Writing detailed observation reports
 - Reflecting on key observations and learning outcomes
 - Discussions and Feedback Session
 - Sharing experiences with peers upon returning from school observation
 - Discussing challenges and best practices observed
 - Receiving feedback from faculty supervisors
 - Discussing ways to improve observation and analysis skills

Assessment

- **Observation Reports**
 - Detailed reports on classroom and school observations (50%)
- **Reflection Essays**
 - Written reflections on key learnings and personal growth (30%)
- **Participation and Engagement**
 - Active participation in discussions and feedback sessions (20%)

Course Outline:

1. Participation in all activities of School Observation (Pre-observation Preparation, During Observation and Post-observation Analysis) as mentioned in course outline.
2. Recording of minimum 20 lessons (10 for each teaching subject).
3. Maintenance of record of school observation (Observation Reports and Reflective Essays) with brief report about school.
4. Viva-voce at the end of semester.

Note: For successful completion of the course, Participation in all activities of School Observation is compulsory.