

SEMESTER - I

ENGLISH LITERATURE I	
Course Code: BAB101	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Forms of Poetry

- The Sonnet
- The Elegy
- The Ode
- The Epic
- The Ballad
- The Lyric
- The Dramatic Monologue
- Allegory

Unit II: Poetry

- Nissim Ezekiel: The Minority, The Night of the Scorpion
- Rabindranath Tagore: Where the mind is without fear, Clouds and Waves
- William Wordsworth: To Butterfly, The World is too much with us

Unit III: Drama

- William Shakespeare Life and Work
- Julius Caesar By William Shakespeare

Unit IV: Short Stories

- R.K. Narayan: Life and work
- R.K Narayan: A Tiger for Malgudi

Suggested Reading:

1. Lewis Turco. The Book of Forms, A hand book of Poetics, Third edition
2. A. Raghu. The Poetry of Nissim Ezekiel
3. William Radice. Selected Poems: Rabindranath Tagore (Twentieth Century Classics): Modern Classics
4. William Shakespeare. Julius Caesar
5. R.K Narayan. A Tiger for Malgudi

POLITICAL THEORY	
Course Code: BAB102	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: The discipline of Political Science

- Meaning, Definition, Nature, and Scope
- Importance, Methods
- Political Science and Political Philosophy
- Is Political Science a science?
- Approaches of Study of Political Science: Traditional (Institutional, Historical, Sociological, Philosophical) and Modern (Behavioural, Post-Behavioural)

Unit II: State and Origin of the State

- Meaning and Definition of state, Elements of the State.
- Distinction between: The State and Government; the State and other Associations; the State and Society.
- Origin theories: The Social Contract Theory.
- Historical or Evolutionary Theory, Divine Origin, Force Theory, Patriarchal and Matriarchal Theory.

Unit III: Sovereignty

- Meaning, Definition, Features
- Kinds of Sovereignty.
- Different Theories of Sovereignty: Monistic Theory,
- Pluralistic Theory

Unit IV: Liberty, Equality and Rights

- Meaning, Definition and Nature of Liberty, Kinds of Liberty.
- Meaning, Definition and Nature of Equality.
- Relation between Liberty and Equality.
- Meaning and Nature of Rights.
- Theories of Rights: Natural, Legal and Marxist Theory,
- Classifications of Rights. Relations between Rights and Duties.

Suggested Reading:

1. Appadmai. A (2000): The Substance of Politics: Oxford University Press, New Delhi. Barker. Earnest. (1952): Principles of social and Political Theory: American Political Science association
2. Bhattacharya, D. C. (2010): Political Theory: Vijaya Publishing Calcutta
3. Bhattacharya, M & Ray, A (2013): Political Theory Ideas & Institutions: The World Press Private Limited
4. Gauba. O.P (2009): An introduction to Political Theory: Mac Millan Publisher India LTD Delhi.
5. Johri. J.C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited Delhi
6. Kapur. A. C. (1950): Principal of Political Science: S Chand & Company PVT LTD New Delhi.
7. Rathore. L. S. & Haqqi S. A. H. (1990): Political Theory and Organization: Political Science Association.

MICRO ECONOMICS	
Course Code: BAB104	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Basic Concepts of Economics

- Economy and various forms of economic systems.
- Meaning and definition of economics, Basic economic problems.
- Macro vs. Micro Economics, Scarcity- Meaning, Problem of scarcity and choice
- Basic concepts- Utility, Goods, Wealth, Value and Price
- Economic System - Capitalist, Socialist and Mixed Economy

Unit II: Demand Analysis

- Concept of demand, Demand function
- Law of demand
- Demand supply analysis
- Elasticity of Demand- Types and importance
- Factors affecting demand elasticity and Law of Diminishing Marginal Utility

Unit III: Supply Analysis

- Concept of Supply
- Law of Supply
- Determinants and elasticity of supply
- Exchange rate and its determination (only demand and supply theory)

Unit IV: Production

- Concept of production
- Factors of production
- Production possibility curve
- Production function

Suggested Reading:

1. P. A. Samuelson & W'Nordhaos Economics (latest edn.)
2. Stonier and Hague: A text book of Economic theory
3. R.G. Lipsey: An Introduction to positive economics
4. P. A. Samuelson: Economics
5. Gould and Ferguson: Micro Economic Theory
6. Awasthi & Agnihotri: Arthik Siddhant

HISTORY: ANCIENT INDIAN CULTURE	
Course Code: BAB105	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: History: Nature, Significance, Sources of Study & Historiography

- History: Nature and Importance of study.
- Sources: Literature, Numismatics and Archaeological, Primary and Secondary sources of History.
- Historical Evidence, Facts and their compilation.
- Historical Objectivity: Meaning, Need and Importance.

Unit II: Pre-Historic India: Indus Valley & Vedic Civilization

- Pre-Historic India-Paleolithic, Mesolithic and Neolithic Age
- Indus Valley Civilization: Socio-economic and Religious life, Art and Architecture.
- The Aryan Debate; The Rig Vedic and Later Vedic Period-Political, Economic and Socio Religious life
- Nature of Vedic literature; Political, Social, Economic and Religious life of Vedic people

Unit III: Mahajanpadas and The Rise of The Magadha and Maurya Empire

- Sixteen Mahajanpadas- Political structure
- Rise of Magadha Empire
- Invasion of Alexander and Its Effects
- Political structure of the Maurya's, Society and Economy of the Mauryan Age, Ashoka's Dhamma

Unit IV: Post Mauryan Polity-The Indo-Greeks; The Gupta Age, The Vardhana Dynasty

- The Kushans- Wimalakirti, Kanishka- Conquests, Patronage to Buddhism
- The Guptas- Samudra Gupta, Chandra Gupta Vikramaditya
- Gupta Political System: State and Administrative institutions
- Harshavardhana: Career and Achievements

Suggested Reading:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder that was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Thapar, Romila History of Early India
5. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
6. Jha, D.N. Ancient India in Historical Outline (1998.)
7. Aron Raymand- Introduction to the philosophy of History
8. Kosambi, D.D. Culture and Civilization of Ancient India
9. Ray, H. P. Monastery and Guildin India A Historical Outline
10. R.S. Sharma, India's Ancient Past
11. Ray, Niharranjan Maurya and Post Maurya Art
12. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991)
13. Thapar, Romila Ashoka and the Decline of the Mauryas.
14. Yazdani, G. Early History of Deccan

BASICS OF EDUCATION	
Course Code: BED101	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Meaning and Concept of Education

- Meaning of Education: Etymological Meaning; Narrow and Broader Meaning
- Education as Process and Product
- Meaning of Education according to Indian & Western Thinkers
- Analytical Concept of Education
- Education as: Natural or Social Process
- Normative and Cognitive Aspects of Education

Unit II: Processes, Modes and Goals of Education

- Education as an: Activity or a Process
- Educational Processes: Training, Instruction and Learning by Experience, Understanding of Principles, Logical and Critical Thinking
- Modes of Education: Informal, Formal and Non-Formal Education
- Bases of Educational Goals
- Nature of Educational Goals

Unit III: Teacher and Learner

- Teaching as a Professional Activity
- Teacher and Curriculum; Teacher and Society
- Teacher Autonomy: Meaning and Characteristics
- Child as a Learner
- Socialization and Learning
- Learner Autonomy: Meaning and Characteristics
- Individual Autonomy and Collective Responsibility

Unit IV: Knowledge and Education

- Understanding Knowledge: Meaning and Definitions
- Ways of Knowing
- Forms of Knowledge
- Facets of Knowledge
- Distinction between 'Body of Knowledge' and 'construction of knowledge'
- Process of Knowledge Construction

Suggested Reading:

1. Aurobindo. S. 1990. On Education. Aurobindo Ashram, Pondicherry.
2. Dewey, J. 1916. Democracy and Education, The Macmillan Company, New York.
3. Dewey, J. 2010. Essays in Experimental Logic, Aakar Books, Delhi.
4. Esch, E. 1996. Promoting learner autonomy: Criteria for the selection of appropriate methods. In R. Pemberton, S.L. Edward, & H.D. Pierson (Eds.), Taking Control: Autonomy in Language Learning (pp. 34-38). Hong Kong University Press, Hong Kong.
5. Fosnot, C.T. 2005. Constructivism: Theory, Perspectives and Practice. Columbia University Press.
6. Good, C.V. (Ed.) 1973. Dictionary of Education (3rd edition). McGraw Hill, Michigan.
7. Iida, A. 2009. Teacher Autonomy and Professional Teacher Development: Exploring the Necessities for Developing Teacher Autonomy in EFL Japanese Contexts. Asian EFL Journal, vol. 35, article 3.
8. Kriplani, K. 1980. Rabindranath Tagore: A Biography, Viswabharathi, Shantiniketan.
9. Krishnamurthi, J. 1994. Education and the Significance of Life. Krishnamurthi Foundation, India.
10. Mani, R.S. 1996. Educational Ideas and Ideals of Gandhi and Tagore (A Comparative Study). New Book Society of India, New Delhi.
11. National Council of Educational Research and Training. 2005. National Curriculum Framework, NCERT, New Delhi.
12. NCERT (2014). Basics in Education. Available at: https://ncert.nic.in/division/der/pdf/basic_in_education.pdf
13. Ravi, S.S. (2021). Philosophical and Sociological Bases of Education, Prentice Hall Indi, New Delhi.
14. Tobin, Kenneth. 1993. The Practice of Constructivism in Science Education. Lawrence Erlbaum Associates, Hillsdale, NJ.

LANGUAGE AND COMMUNICATION	
Course Code: BED102	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Introduction

- Meaning and Concept of Communication
- Theories of Communication
- Types and Modes of Communication
- Effective Communication and Barriers in Communication
- Verbal and Non-Verbal Communication
- Intra-personal, Inter-personal and Group communication

Unit II: Listening and Speaking Skills

- Meaning of Listening
- Art of Good Listening
- Types of Listening
- Listening Skills: Deep Listening, Full Listening, Critical Listening, Therapeutic Listening
- Speaking Skills: Dialogue, Group Discussion, Interview, Public Speech, Role Play/ Extempore Presentations

Unit III: Reading and Writing Skills

- Reading Skills: Close Reading, Comprehension, Analysis and Interpretation, Summary Paraphrasing, Translation (From Indian Language to English and Vice- Versa)
- Writing Skills: Making Notes, Documenting, Report Writing, Writing Letters (Job Applications, CV and Resume), Academic Writing, Writing a Proposal

Suggested Reading:

1. Delhi University. (2008). Business English, Pearson Education, India.
2. Department of English, Delhi University (2006). Fluency in English - Part II, Oxford University Press, India.
3. Kumar, S.P. (2012). Language, Literature and Creativity, Orient Blackswan Pvt. Ltd., New Delhi.
4. Mishra, G., Kaul, R, & Biswas, B. (2016). Language Through Literature, Primus Books, New Delhi.

HISTORY OF EDUCATION	
Course Code: BED103	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Education During Ancient and Medieval Period

- Characteristics of education of Vedic and Buddhist era with special reference to aims, curriculum, methods, teacher – taught relations, discipline, and educational institutions
- Characteristics of education of Islamic era with special reference to aims, curriculum, methods, teacher – taught relations, educational institutions, and discipline

Unit II: Education During British Period

- Major recommendations of:
 - Macaulay's Minute-1835
 - Wood's Dispatch-1854
 - Hunter Commission-1882
 - Sadler Commission 1917
 - Hartog Committee 1929
 - Sargent Plan-1944
- Gokhale's Bill and Wardha Scheme of Education
- National Education Movement- 1920-22

Unit III: Main Commissions, Committees and Programmes on Education in Independent India

- Recommendations on teacher education, primary education, secondary education, higher education, and vocational Education of the following:
 - University Education commission- 1948-49
 - Secondary Education commission-1952-53
 - Education Commission-1964-66
 - National Policy on Education- 1986 & Revised NPE – 1992
 - NCF 2005 and Draft NCFSE 2023
 - National Knowledge Commission Report 2007
 - National Education Policy- 2020
 - National Programmes on Education: SSA (2000), RTE Act 2009, RMSA (2009)

Unit IV: Contemporary Issues in Education

- Quality, equity, equality, and accessibility in education with special reference to gender, language, region, and caste
- Liberalization, privatization, and globalization
- Vocationalisation and multidisciplinary approach in education
- Sustainable development goals (SDGs) and education
- Education for socio-economically disadvantaged groups
- Education and nationalism

Suggested Reading:

1. Altekhar, A.S. (1934). Education in ancient India. Varanasi: The Indian Book shop.
2. Ghosh, S.C. (1989). Educational policy in India since Warren Hastings. Calcutta: Naya Prakashan.
3. Jaffar, S.M. (1936). Education in Muslim India, Lahore.
4. Kumar, K. (1991). The political agenda of education. Delhi: Sage.
5. Law, N.N. (1916). Promotion of learning in India. London.
6. Mukherjee, R.K. (1960). Ancient Indian education. Delhi: Motilal Banarasi Das.
7. Nurrullah, S., & Naik, J.P. (1951). A student's history of education in India. Bombay: MacMillan
8. MHRD (2020). National Educational Policy-2020. New Delhi: MHRD.
9. Chauhan, C.P.S. (1990). Higher education in India. New Delhi: Ashish Publishing House.
10. Dash, M. (2004). Education in India: Problems and perspectives. New Delhi: Atlantic Publishers.
11. Ghosh, S.C. (2009). The history of education in Modern India. New Delhi: Blackswan Publication.
12. Graves, N. (1990). Teaching for international understanding, peace and human rights. Paris: UNESCO.
13. Joshi, K.L. (1977). Problems of higher education in India. Bombay: Popular Prakashan.
14. Kumar, K. (2005): Political agenda of education: A study of colonialist and national Ideas. New Delhi: Sage Publication.
15. Mathur, V.S. (1970). Crucial problems in Indian education. New Delhi: Arya Book Depot.
16. Ministry of Education (1978). Report of the education commission 1964-66. New Delhi: Govt. of India.
17. Mohanty, J. (1987). Education in India. New Delhi: Deep and Deep Publications.
18. Mukerji, S.N. (1965). Education in India-today and tomorrow. Baroda: Acharya Book Depot.
19. Pathania, A. (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publication.
20. Rama Jois, M. (1998). Human rights and Indian values. New Delhi: NCTE

SEMESTER – II

ENGLISH LITERATURE II	
Course Code: BAB201	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Poetry I

- Poems by Sarojini Naidu: The gift of India, The Bangle sellers, The illusion of love, Village song.
- Poems by Tour Dutt: My Vocation, Christmas, Love came to flora asking for a flower, Song.

Unit II: Poetry II

- Robert Browning Life and Work
- Robert Browning Poem - 'My Last Duchess'. 'The Last Ride Together', 'Porphyria's Lover', 'Fra Lippo Lippi'

Unit III: Prose

- Francis Bacon Life and Work
- Of Studies by Francis Bacon
- Of Love by Francis Bacon

Unit IV: Drama

- George Bernard Shaw Life and Work.
- Arms and the Man by George Bernard Shaw

Suggested Reading:

1. The Golden Threshold by Sarojini Naidu Paper Back.
2. The Essays of Francis Bacon, Paperback Edition 2014 by Francis Bacon (Author
3. Toru Dutt: Collected Prose and Poetry, Edition 2005 by Lokuge Chandani and Paranjape Makaran)
4. The Arms and the Man by George Bernard Shaw, Dover Publications
5. The collection of poem by Robert Browning

ORGANIZATION AND ORGANS OF GOVERNMENT	
Course Code: BAB202	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Organization of Government

- Unitary and Federal forms of Government: Meaning, Characteristics, Merits and Demerits
- Centralizing Tendencies in federations, Differences between Unitary and Federal forms of Government
- Parliamentary and Presidential forms of Government: Meaning, Characteristics, Merits and Demerits, Comparison between the two forms.
- Democracy and Dictatorship: Meaning and Definition, Merits and Demerits. Conditions for Success, Comparison between Democracy and Dictatorship

Unit II: Organs of Government

- Legislature – Meaning, Functions, Structure, Decline of Legislature in Present Day
- Executive – Meaning, Kinds, Functions, Increase of Executive Powers
- Judiciary – Meaning, Functions, Independence
- The Theory of Separation of Powers

Unit III: Political Parties and Pressure Groups

- Political parties: Meaning, Nature, Functions
- Importance of Political Parties in a Democratic State, Types of Party System.
- Pressure Groups: Meaning, Functions, Importance of Pressure Groups in a Modern Democratic State.
- Distinction between Political Parties and Pressure Groups

Unit IV: Public Opinion

- Meaning, Definition and Nature
- Agencies for the Formation of Public Opinion
- Role of Public Opinion in a Democratic State

Unit V: Electorate and Representation

- Universal Adult Franchise
- Women Suffrage
- Representation; Territorial Representation
- Proportional Representation.

Suggested Reading:

1. Asirvatham, E. and Mishra, K. K. (1936): Political Theory: S Chand & Company PVT LTD New Delhi.
2. Bhattacharya, D. C. (2010): Political Theory: Vijaya Publishing Calcutta.
3. Bhattacharya, M & Ray, A (2013): Political Theory Ideas & Institutions: The World Press Private Limited.
4. Gilbert, M. (2006): A Theory of Political obligation membership, commitment and the Bonds of society: Oxford university press.
5. Horton, J. (2010): Political obligation: Palgrave Macmillan London.
6. Johri, J. C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited New Delhi.
7. Kapur, A. C. (1950): Principal of Political Science: S Chanda & Company PVT LTD New Delhi. Rathore, L. S. & Haqqi,
8. S. A. H. (1990): Political Theory and Organaization: Political Science Association

MACRO ECONOMICS	
Course Code: BAB204	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Basic Concepts of Macro Economics & Money Supply

- Introduction to Macroeconomics and its Limitations
- Introduction to National Income,
- Concepts of GDP, GNP,
- NDP and NNP

Unit II: Money and Money Supply

- Money, Functions of Money
- Quantity theory of money
- Inflation- Its nature, Cause and Effects
- Deflation- Its nature, Cause and Effects

Unit III: Balance of Payments and Economic Growth

- Balance of Payment- Its Meaning and Concept
- Balance of Trade- Its Meaning and Concept
- Balance of Payment vs. Balance of Trade
- Economic Growth vs. Economic Development

Unit IV: Theory of Distribution

- Keynesian theory of output and employment- Aggregate demand and aggregate supply functions.
- Rate of Interest: Classical. Neo classical and Keynesian theories of interest
- Theories: Classical, Neo-Classical and Modern.
- Concept of Profit
- Pigou's Wage-Price Flexibility

Suggested Reading:

1. Stonier and Hague: A text book of Economic theory
2. R.G. Lipsey: An Introduction to positive economics
3. P. A. Samuelson: Economics

HISTORY OF ANCIENT INDIA	
Course Code: BAB205	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: The Ancient Dynasty in India

- Shunga Dynasty: Pushyamitra, Agnimitra, Bhagabhadra, Devabhuti
- Satavahanas: Gautamiputra Satakarni
- Cultural Achievements of the Shunga- Satavahana Period: Sculpture, Architecture, Literature
- Indo-Greeks: Menander
- Indo-Parthians: Gondophernes

Unit II: Different rulers and culture of India

- Kushanas: Kanishka
- Art and Literature of Kushana period
- Mahayana Buddhism: Emergence, Main Tenets
- Western Kshatrapas: Rudradaman
- Kalinga ruler: Kharavela

Unit III: Political Condition of Ancient North and South India

- Political Condition of South India reflected through the Sangam Literature
- Spread of North Indian Culture to Southern Indian Peninsula
- Cultural Achievements of the Gupta Period: Debate about Golden Age
- Cultural Achievements of the Vakataka period

Unit IV: History of South India, Rajputs, The Arab and Turk Invasions

- Major Powers in the South- Cholas, Chalukyas, Rashtrakutas, Pallavas- Political Achievements; Chola Administration
- Rajputs – Gurjars, Pratiharas, Parmars And Palas
- India's relations with South-east Asia and Srilanka
- Invasions of the Arabs, Ghaznavids and Ghorids and their Impact

Suggested Reading:

1. R.C.Majumdar: Ancient India. MotilalBanarsidass, 1964
2. A K Narain: The Indo-Greeks: Revisited and Supplemented. B.R. Pub. Corp, 2003
3. L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
4. D.D. Kosambi: Culture and Civilization of Ancient India. VikasPrakashan, 1994
5. D.N.Jha: Ancient India: A Concise History. Manohar Publishers & Distributors, Delhi, 2004
6. H.C. Raychoudhary: Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta dynasty. University of Calcutta, 1950.
7. Om Prakash: Pracheen Bharat KaItihas. New Age International Pub. (P) Limited, 1971
8. R.C.Majumdar: Ancient Indian Colonization in South-East Asia. Oriental Institute,

1955

9. R.S. Sharma: India's Ancient Past. Oxford University Press, 2006
10. R.S. Tripathi: History of Ancient India. Motilal Banarsi dass, 1942
11. Radhakrishna Chaudhary: Pracheen Bharat ka Rajaniti ke vamSanskritik Itihas. Bhāratī Bhavana, 1967
12. Rajbali Pandey: Pracheen Bharat. Nandakishor, 1968
13. Romila Thapar: Ashoka and the Decline of the Mauryas. Oxford University Press, 1980

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	
Course Code: BED201	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction

- Philosophy: Meaning, nature, importance
- Branches of philosophy
- Relationship between philosophy and education
- Concept of truth, welfare, and beauty according to Indian philosophy.
- Philosophy of education-Concept, nature, scope, and need
- Philosophical aims of education

Unit II: Indian and Western Schools of Philosophy

- Vedant and Buddhism with special reference to aims, curriculum, methods, teacher – taught relations, discipline
- Idealism, naturalism, and pragmatism with special reference to aims, curriculum, methods, teacher – taught relations, discipline
- Contribution of Indian and western schools of philosophy to the current education system

Unit III: Prominent Indian & Western Educational Thinkers

- Vivekananda
- Aurobindo
- Mahatma Gandhi
- Rabindranath Tagore
- Krishnamurti
- Plato
- Aristotle
- Rousseau
- John Dewey

Unit IV: Education and Socialization

- Sociology and education, sociology of education
- Education as an agent of socialization and social change
- Social stratification and the role of education in social mobility
- Constitutional Provisions for education and the role of education in fulfillment of the constitutional promise of freedom, equality, justice, and fraternity.
- Role of education in promoting national integration and international understanding
- Equity and Equality in Education – meaning, nature and forms of inequality
- Liberalization, privatization, globalization and internationalization of education

Suggested Reading:

1. Bayles, E.E. (1971). Pragmatism in education. New York: Harper and Row Publishers.
2. Brubacher, J.S. (1939). Modern philosophies of education. New York: Mc-Graw Hill.
3. Butler, J.D. (1968). The four philosophies and their practices in education. New York: Harper and Row Publishers.
4. Chaube and Chaube (1994) Foundations of Education. Vikas Publishing House Pvt. Ltd.
5. Chaube, S.P & Chaube, A. (2000). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir
6. Dewey, J. (1921). Reconstruction in philosophy. London: University of London Press.
7. Oad, L.K. (1979). Shiksha ki darshnik prishthbhumi. Jaipur: Rajsthan Hindi Granth Academy.
8. Pandey, R.S. (1995). Shiksha darshan. Agra: Vinod Pustak Mandir.
9. RadhaKrishanan, S. (2002). Indian philosophy, Vol. I & II. New Delhi: Oxford University Press.
10. Dewey, J. (1916). Democracy and education.
11. Durkheim, E. (1956). Education and society. New York: The Free Press.
12. Lal, R.B. (1993.). Shiksha ke Darshnik aur samaj shastriya siddhant. Meerut: Rastogi Publication.
13. Mathur, S.S. (2008). Shiksha Siddhant. Agra: Vinod Pustak Mandir.
14. Rao, M.S.A. (1967). Paper in the sociology of education. New Delhi: NCERT.
15. Shukla S. & Kumar, K. (1985). Sociological perspective in education. Delhi: Chanakya Publication.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	
Course Code: BED202	Credit: 04 (L-3, T-1, P-0)
Contact Hours: 60	MM: 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Educational Psychology

- Meaning, Nature, and Scope of Psychology
- Relationship between psychology and education
- Meaning, Nature and Scope of Educational Psychology
- Significance of knowledge of educational psychology for teachers

Unit II: Human Development

- Concept and principles of growth, development and maturity
- Stages of human development
- Factors influencing human development
- Dimensions of human development: Social, emotional, moral, linguistic, and cognitive development
- Developmental Theories: Piaget's Cognitive Development Theory, Vygotsky's Theory of Cognitive Development, Kohlberg's Moral Development Theory, Erickson's Theory of Psycho-Socio Development

Unit III: Learning and Motivation

- Learning and Theories of learning
- Factors affecting learning and transfer of learning
- Motivation and Theories of Motivation

Unit IV: Individual Differences

- Intelligence: Concept and Measurement
- Theories of Intelligence, Intelligence Tests
- Personality: Concept and its determinants
- Theories of Personality
- Creativity: Concept, Meaning, Nature and Teaching strategies to foster creativity
- Difference between Intelligence and Creativity, Characteristics of Creative Children
- Mental Health: Concept, Factors affecting Mental Health
- Adjustment: Concept, Characteristics and Maladjustment
- Defense Mechanisms: Types and Implications
- Group Dynamics: Concept & Implications, Sociometry

Suggested Reading:

1. Agarwal, J.C. (1981). Essentials of educational psychology, Delhi: Doaba Books.
2. Agrawal, J. C. (1994). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd
3. Atkinson, R.L. (1983). Introduction to psychology. New York: HBT.
4. Chauhan, S.S. (2001). Advanced educational psychology. New Delhi: Vikas Publishing House.
5. Dash, B.N. (2015). Education & Human Development. New Delhi: Dominant

Publishers & Distributors Pvt Ltd.

6. De Cecco, J.P. The psychology of learning and instruction. New Delhi: Prentice-Hall of India, Pvt. Ltd.
7. Gage, N.L., & Berliner, D.C. Educational psychology. Chicago: McNally College Publishing Co.
8. Hurlock, E.B (2005). Child Growth and Development. New York.:Tata Mc. Graw Hill Publishing Company
9. Kakkar, S.B. (2005). Educational Psychology. New Delhi: Prentice-Hall of India Pvt.Ltd.
10. Loran, J.W., & B.L. Walley. Introduction to early childhood education. New York: D. VanNor Stand Co.
11. Lovel, K. An Introduction to human development. London: Scott, Foreman and Co.
12. Mangal, S.K. (2007). Essentials of Educational Psychology. Prentice Hall India Learning Pvt. Ltd.
13. Mathur, S. S. (2009). Educational Psychology. Agra: Agrawal Publications
14. Morse, W.C. & Wingo, G.M. Psychology &teaching. Bombay: P.B. Taraporewala Sons & Co. Pvt. Ltd.
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16. Pathak, P.D. (2016). Educational Psychology. Vinod Pustak Mandir
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READING AND REFLECTING ON TEXT	
Course Code: BED203	Credit: 02 (L-2, T-0, P-0)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Objective: To prepare teachers as reflective practitioners, provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the ideas.

Transaction Mode: A response-based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Open forums will accompany the discussion of texts.

Unit I: Understanding Reading

- Reading: Meaning and Purpose
- Process or Stages of Reading
- Type of Texts in School Curriculum
- Barriers to reading
- Reading disabilities
- Five stages in the Development of Reading
- Reading for Comprehension (Skimming, Scanning, Intensive and Extensive Reading)
- Levels of Comprehension

Unit II: Critical and Reflective Reading

- Reflection: Meaning and Concept
- Research that supports reflective practice: Kolb's learning cycle, Gibbs' reflective cycle, Schön 'reflection-in-action' and 'reflection-on-action'
- Reflection in reading
- Strategies for students to become reflective readers
- Benefits of reflective practice

Unit III: Practicing Academic Reading

- Reading leading to Note-Making
- Research Notes, Pattern Notes (spider gram, table, flowchart and tree diagram)
- Assessing academic reading
- **Activities for Practicing Reflective Reading (Following activities are to be conducted in class involving student-teachers):**
 - Maintaining a reflective journal by student-teachers
 - **Activity 1:** The Story of the Eagle and the Chicken
Source: <https://mecschoo.co.za/wp-content/uploads/2020/04/The-fable-of-eagle-and-the-chicken-2.pdf>

Guidelines for conducting the activity:

- The story may be read out to the students without the title and the final message

- After listening to the story, each student has to provide a title and a moral of the story
 - The students may be asked to think of a similar situation in their own lives or in the life of anyone else whom they know
 - Each student speaks about his experience
 - The written work of each student may be submitted.
- **Activity 2:** National Education Policy 2020
Source:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Guidelines for conducting the activity:
Following parts of the policy may be used for the activity:
- i. The Vision of Policy
 - ii. Teacher Education (point 15.4)
 - iii. Structure of School Education
- Each student is asked to read the text individually and identify the topic sentence of each paragraph
 - They are instructed to make notes of each section of the text
 - Students are asked to write the summary of each section
 - The written work should be submitted.

Suggested Reading:

1. Ahmadi, M.R. et al (2016). The importance of metacognitive reading strategy awareness in reading comprehension. English language teaching. Retrieved from https://www.researchgate.net/publication/273989234_The_Importance_of_Metacognitive_Reading_Strategy_Awareness_in_Reading_Comprehension
2. Angelo T.A., & Cross, K.P. (1993). Classroom assessment techniques: A Handbook for college teachers. San Francisco: Jossey-Bass.
3. Banks, J.A., & Banks, C.A. (Eds.) (2004). Handbook of research on multicultural education. San Francisco: Jossey-Bass
4. IGNOU (2016). Reading and Reflecting on Texts. Director, School of Education, IGNOU, New Delhi
5. Pandey, L. (2015). On the Threshold of Reading: A Compilation of Articles on Reading. NCERT: New Delhi.
6. Sreekanth, Y. (2021). Reading and Reflecting on Texts: A Source Book for Secondary Teacher Education. IUCTE (RIE Mysore): NCERT

PSYCHOLOGY PRACTICAL	
Course Code: BED251	Credit: 02 (L-0, T-0, P-2)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

Standardized psychological tests pertaining to the following will be selected and taught to student-teachers:

- Memory
- Transfer of learning
- Intelligence
- Personality
- Habit formation in Adolescence
- Adjustment

Note: Pupil teacher will make a practical notebook of Psychology Practical, detailing introduction of tests, administration procedure, test results and their interpretation, which along with oral test on various tests will be assessed by teacher(s) designated by HOD for internal evaluation and subsequent evaluation by external examiner for external evaluation.

SCOUTS AND GUIDES CAMP	
Course Code: BED252	Credit: 02 (L-0, T-0, P-2)
Contact Hours: 30	MM: 50 (Int.: 15 + Ext.: 35)

Course Outline

- Have brief information of the origin of Scouting and Guiding along with definition, purpose principles and method of the Bharat Scouts and Guides.
- Information about the Scout Promise, Law & Motto.
- Knowledge about the Scout and Guide Sign, Salute and left-hand shake and be able to demonstrate.
- Know the parts of Scout Uniform and how to wear it correctly.
- Know the composition and significance of the National Flag, the Bharat Scouts & Guides Flag and the World Scout Flag and Flag Etiquette.
- Sing correctly National Anthem, BSG Prayer and BSG Flag Song. Know about the composer, duration and meaning of the song.

Scouts and Guides Camp will have three components:

1. Participation in all activities of Scout and Guide Camp organized by the University
2. Report writing for Scout and Guide Camp
3. Participation in Viva voce at the end of semester.

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