

Study & Evaluation Scheme

of

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

[Applicable w.e.f. Academic Session - 2020-21 till revised]
[As per CBCS guidelines given by UGC]



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TEERTHANKER MAHAVEER UNIVERSITY
(Established under Govt. of U.P. Act No. 30, 2008)
Delhi Road, Bagarpur, Moradabad (U.P.)

<u>Study & Evaluation Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Shri Prem Prakash Memorial College (SPPMC), Pakwara, Moradabad
Programme	B.A.-B.Ed.(Integrated)
Duration	Four Years full time(Eight Semesters)
Medium	English and Hindi
Minimum Required Attendance	75%
<u>Credits</u>	
Credits Required for Degree	213

Assessment:					
Evaluation			Internal	External	Total
Theory			40	60	100
Practical/ Dissertations/ Project Reports/ Viva-Voce			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance& Participation	Total
Best two out of three					
10	10	10	10	10	40
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	
To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to clear the semester.					

<u>Question Paper Structure</u>	
1	The question paper shall consist of six questions. Out of which first question shall be of short answer type (not exceeding 50 words) and will be compulsory. Question no. 2 to 6 (from Unit-I to V) shall have explanatory answers (approximately 350 to 400 words) along with having an internal choice within each unit.
2	Question No. 1 shall contain 8 parts from all units of the syllabus with at least one question from each unit and students shall have to answer any five, each part will carry 2 marks.
3	The remaining five questions shall have internal choice within each unit; each question will carry 10 marks.
<u>IMPORTANT NOTES:</u>	
1	The purpose of examination should be to assess the Course Learning Outcomes (CLO) that will ultimately lead to the attainment of Programme Specific Outcomes (PSOs). A question paper must assess the following aspects of learning: Remember, Understand, Apply, Analyze, Evaluate & Create (reference to Bloom's Taxonomy).
2	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.

Program Structure-B.A.-B.Ed.(Integrated)

A. Introduction:

The four-year B.A.- B.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of teaching profession, and also develop research capacities leading to specialization at the secondary education. Dorasami subject committee report on development of Model Curriculum Framework for Four-Year Integrated Teacher Education Programme was also taken into consideration. The framework is based on the NCTE regulations, 2014 for B.A.- B.Ed. programme.

The four year integrated programme aims at integrating general studies comprising Arts and Humanities(B.A.-B.Ed.) and professional studies comprising foundations or education, pedagogy of school subjects, and practicum related to the tasks and functions of school teachers. This programme maintains a balance between theory and practice, and coherence and integration among its various components, representing a wide knowledge base for a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

The B.A.- B.Ed.programmewillbe of four academic years consisting of eight semesters including school based experiences and internship in teaching. Student teachers will, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme. This course will also be a foundation for those who would like to be specialised as a senior secondary teacher as desire to go for post-graduation.

The institute emphasizes on the following courses ***balanced with core and programme specific elective courses***: The curriculum of B.A.-B.Ed.(Int.) program emphasizes an intensive, flexible management dictation with 72 credits of core courses, 72 credits of programme specific courses, 33 credits are allotted to ability enhancement courses (AECC), 20 credits of school internship projects, 08 credits are allotted for pedagogy elective, engagement with field are allotted 04 credit and enhancing professional capacities are allotted 04 credits.Total 213credits are allotted for the B.A.B.Ed. (Int.) degree.

Course handouts for students will be provided in every course. A course handout is a thorough teaching plan of a faculty taking up a course. It is a blueprint which will guide the students about the pedagogical tools being used at different stages of the syllabus coverage and more specifically the topic-wise complete plan of discourse, that is, how the faculty members treat each and every topic from the syllabus and what they want the student to do, as an extra effort, for creating an effective learning. It may be a case study, a role-play, a classroom exercise, an assignment- home or field, or anything else which is relevant and which can enhance their learning about that particular concept or topic. Due to limited availability of time, most relevant topics will have this kind of method in course handout.

B.A.-B.Ed.(Int.) : Four-Year (8-Semester) CBCS Programme			
Basic Structure: Distribution of Courses			
S.No.	Type of Course	Credit Hours	Total Credits
1	Core Course (CC)	15 Courses of 4 Credit Hrs. each (Total Credit Hrs. 15X4) 6 Courses of 2 Credit Hrs. each (Total Credit Hrs. 6X2)	72
2	Ability-Enhancement Compulsory Course (AECC)	7 Courses of 3 Credit Hrs. each (Total Credit Hrs. 7X3) 3 Courses of 4 Credit Hrs. each (Total Credit Hrs. 3X4)	33
3	Program/Discipline Specific Course (DSC)	12 Courses of 4 Credit Hrs. each (Total Credit Hrs. 12X4) 12 Courses of 2 Credit Hrs. each (Total Credit Hrs. 12X2)	72
4	Pedagogy Elective Course (PEC)	2 Courses of 4 Credit Hrs. each (Total Credit Hrs. 2X4)	08
5	Engage with the field (EWF)	1 Courses of 4 Credit Hrs. each (Total Credit Hrs. 1X4)	04
6	School Internship Course (SI)	3 Course of total Credit 20	20
7	Enhancing Professional Capacities (EPC)	2 Course of 2 Credit Hrs. each (Total Credit Hrs. 2X2)	04
Total Credits			213

Contact hours include work related to Lecture, Tutorial and Practical (LTP), where our institution will have flexibility to decide course wise requirements.

B. Choice Based Credit System (CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our University.

The following is the course module designed for the B.A.-B.Ed (Int.) program:

Core Course (CC): Core courses of B.A.-B.Ed (Int.) program will provide a holistic approach to basic arts education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish basic arts knowledge and provide broad multi-disciplined knowledge can be studied further in depth during the elective phase.

The core courses will provide more practical-based knowledge, case-based lessons and collaborative learning models. It will train the students to analyze, decide, and lead rather than merely know while creating a common student experience that can foster deep understanding, develop decision-making ability and contribute to the basic education and community at large.

A wide range of core courses provides groundwork in the basic school education, Upper primary education and secondary education.

The integrated foundation is important for students because it will not only allow them to build upon existing skills, but they can also explore career options in a range of industries, and expand their understanding of various educational field.

Ability Enhancement Compulsory Course (AECC): As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of students in communication (especially English) and other related courses where they might find it difficult to communicate at a higher level in their prospective job at a later stage due to lack of practice and exposure in the language, etc. Students are motivated to learn the theories, fundamentals and tools of communication which can help them develop and sustain in the corporate environment and culture.

Program/Discipline Specific elective Course (DSEC): The discipline specific elective courses chosen to make students specialist or having specialized knowledge of a specific domain like teaching, human resource, etc. It will be covered in 6 semesters or in 3 year of the program relevant to chosen disciplines of core courses of the program. The student will have to choose any two subjects of specialization out of the six subjects offered, i.e., (History, Economics, English Literature, Hindi Literature, Sanskrit, Home Science).

Program/Discipline Specific Practical (DSEP): The discipline specific practical courses chosen to make students specialist or having specialized knowledge of a specific domain like teaching, human resource, etc. The student will have to choose specializations on the base of DSC subjects choose.

Open Elective Course (OEC): Open Elective is an interdisciplinary additional subject that is compulsory in the fifth and sixth semester of the program. Each student has to do two MOOC courses of minimum eight weeks each as an Open Electives. The students can choose MOOC Course from SWAYAM/ E-Pathshala/ NPTEL or any other online learning portal.

Pedagogy Elective Course (PEC): Pedagogy is the “art, science, or profession of teaching; especially, education.” This definition covers many aspects of teaching, but pedagogy really comes down to studying teaching methods. The pedagogy elective course chosen to make students specialist or having specialized knowledge of a specific domain like art and social Science etc.

Engage with the field (EWF): Engagement also refers to a "willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding." Engagement with the field is also a usefully ambiguous term for the complexity of 'engagement' beyond the fragmented domains of cognition, behavior, emotion or affect, and in doing so encompass the historically situated individual within their contextual variables (such as personal and familial circumstances) that at every moment influence how engaged an individual (or group) is in their learning.

School Internship Course (SI): An internship is a period of work experience offered by an organization for a limited period of time. It empowers you to perform your rules in your respective level, subject area and discipline as well as to prepare you for personal and professional advancement. It gives you the chance to work under a second teacher who shall serve as your mentor. Students are motivated to learn the theories, fundamentals and tools of communication which can help them develop and sustain in the corporate environment and culture. We offer school internship 03 courses in VII semester with total credit 20.

Enhancing Professional Capacities (EPC): “Professional development refers to activities to enhance professional career growth”. Such activities may include individual development, continuing education, and in service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. It is difficult to communicate at a higher level in their prospective job at a later

stage due to lack of practice and exposure in the language, etc. Students are motivated to learn specific tools of profession which can help them develop and sustain in the corporate environment and culture. We offer 02 EPC course and each will be of 3 credits.

Value Added Course (VAAC): A value added course is a non-credit course which is basically meant to enhance general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student and at the same time crucial for industry/corporate demands and requirements. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life of the corporate world. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance, as desired in academic world. There shall be one course each in Semester III & Semester IV and will carry no credit, however, it will be compulsory for every student to pass these courses with minimum 45% marks to be eligible for the certificate. These marks will not be included in the calculation of CGPI. Students have to specifically be registered in the specific course of the respective semesters.

C. Programme Outcomes (POs)

The learning and abilities or skills that a pupil-teacher would have developed by the end of four-year **B.A.-B.Ed. (Int.) Program:**

The learning and abilities or skills that a student would have developed by the end of Four-year **B.Sc.-B.Ed. (Int.) programme:**

POs -1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decision (intellectual, organizational, and personal) from different perspective.
POs -2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books media and technology.
POs -3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group setting.
POs -4	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
POs -5	Ethics: Recognize different value system including your own, understand the moral dimensions of your decision, and accept responsibility for them.
POs -6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
POs -7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

D. Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a pupil-teacher would have developed by the end of four-year **B.A.-B.Ed. (Int.) Program:**

PSO – 1	Understanding concepts, theories, methods and techniques of Teaching Learning process, Pedagogy, Assessment, School Management and Community Involvement.
PSO – 2	Applying the knowledge of psychological principles and theories in identifying the abilities, traits and problems of students.
PSO – 3	Analyzing specific academic situations and selecting appropriate approaches, tools & techniques to deal with academic issues.
PSO – 4	Evaluating individual student's learning requirement and designing specific strategy for the improvement.
PSO – 5	Devising plans for administration of school, delivery of courses, assessment of learning and training of staff.
PSO – 6	Understanding the concept of political theory, thought and Indian political system & its impact in a global political, economic and social context.
PSO – 7	Understanding a composite view of multiculturalism through the knowledge of literature.
PSO – 8	Analyzing theoretical and philosophical approaches to variety of stories, poems, essays and drama.
PSO – 9	Understanding concepts of statistics, micro & macroeconomic variables, Indian economy, public finance and International trade.
PSO – 10	Understanding the behavior of financial & money market and perform cost- benefit analysis for making investment decisions.
PSO – 11	Understanding historical events such as foreign invasions, different reigns and administration and understanding ancient, medieval & modern history of India and the policies of different rulers.
PSO – 12	Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

E. Pedagogy & Unique practices adopted: “Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept”. In addition to conventional time-tested lecture method, the institute will **emphasize on experiential learning:**

1. Role Play & Simulation: Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning. Therefore, role-play & simulation exercises such as virtual share trading, marketing simulation etc. are being promoted for the practical-based experiential learning of our students.

2. Video Based Learning (VBL) & Learning through Movies (LTM): These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has

become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM, wherever possible.

3. Special Guest Lectures (SGL) & Extra Mural Lectures (EML): Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the industry. Hence, to cater to the present needs of industry we organize such lectures, as part of lecture-series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights.

4. Student Development Programs (SDP): Harnessing and developing the right talent for the right industry an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, SAP, Advanced excel training etc. that may be required as per the need of the student and industry trends, are conducted across the whole program. Participation in such programs is solicited through volunteering and consensus.

5. Skill development programmes: Establishing collaborations with various institution partners to deliver the programme on sharing basis. The specific courses are to be delivered by education experts to provide practice based insight to the students.

6. Special assistance programme for slow learners & fast learners: Write the note how would you identify slow learners, develop the mechanism to correcting knowledge gap. Terms of advance topics what learning challenging it will be provided to the fast learners.

7. Orientation program: Student orientation programme plays an important role in a students transition to a university life. We offer 14 days orientation programme it includes some visit to academic or visiting places, motivational talk, extracurricular activities and games. Orientation programmes are aimed at familiarizing the students to an unknown campus environment, its faculties and infrastructure. It enables them to make essential connection with studies and develop network among other peers.

8. Mentoring scheme: Mentoring demonstrates organisational commitment to the individual's development, but is not as directive as other developmental approaches such as training courses. The mentor is effectively a person who is not directly involved with the mentee's job role but is backed by the organisation to listen to, guide and advise the mentee, in full confidentiality.

9. Career & personal counseling: Career counseling is a specialization of personal counseling much like other specialty areas of counseling (i.e., school, family, rehabilitation, etc.), which implies a particular emphasis, population, or setting for its practice. Counseling is a process that assists individuals in gaining helpful information about themselves, others, and the world around them as they problem solve or make decisions to improve their quality of life.

10. Competitive exam preparation: Competitive exams will enhance the skill of understanding the application of concepts, which is required in a broader context when we appear for exams. We offer trail of many competitive as TET, CTET and TGT during the semester.

11. Extracurricular Activities: organizing & participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

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

B.A.-B.Ed.(Int.)-Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-1	BAEI101	Childhood and Growing up	4	0	0	4	40	60	100	
2	CC-2	BAEI105	Political History Of Medieval India(1200-1526 A.D.)	4	0	0	4	40	60	100	
3	CC-3	BAEI155	Political History Of Medieval India1200-1526 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-1	BAEI102	General Hindi	4	0	0	4	40	60	100	
5	AECC-2	TMUGE 199	English Communication–I	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-1	BAEI104	Discipline Specific Elective Courses	Introduction to Statistics	4	0	0	4	40	60	100
7	DSEC-2	BAEI103		Political Theory	4	0	0	4	40	60	100
8	DSEC-3	BAEI106		Poetry	4	0	0	4	40	60	100
9	DSEC-4	BAEI107		Sanskrit Kavyam Kavyashastrach	4	0	0	4	40	60	100
10	DSEC-5	BAEI108		Pracheen Evm Madhyakaleen kavya	4	0	0	4	40	60	100
11	DSEC-6	BAEI109		Home Management & Housing	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-1	BAEI154	Discipline Specific Elective Courses	Introduction to Statistics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-2	BAEI153		Political Theory (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-3	BAEI159		Poetry (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-4	BAEI157		Sanskrit Kavyam Kavyashastrach (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-5	BAEI160		Pracheen Evm Madhyakaleen kavya (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-6	BAEI158		Home Management & Housing (Project & Viva)	0	0	4	2	50	50	100
Total					22	0	14	29	390	510	900

B.A.-B.Ed.(Int.)-Semester II

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-4	BAEI 202	Learning & Teaching	4	0	0	4	40	60	100	
2	CC-5	BAEI 205	Political History of Medieval India (1526-1740 AD)	4	0	0	4	40	60	100	
3	CC-6	BAEI 255	Practicum: Political History of Medieval India 1526-1740 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-3	BAEI 201	Environmental Studies	4	0	0	4	40	60	100	
5	AECC-4	TMUGE299	English Communication–II	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-7	BAEI 204	Discipline Specific Elective Courses	Micro Economics	4	0	0	4	40	60	100
7	DSEC-8	BAEI 203		National Movement and Constitution of India	4	0	0	4	40	60	100
8	DSEC-9	BAEI 206		Prose	4	0	0	4	40	60	100
9	DSEC-10	BAEI 207		Vyakranam Anuvad Sanskrit Sahityetihasasch	4	0	0	4	40	60	100
10	DSEC-11	BAEI 208		Hindi Natak Aur Rangmanch	4	0	0	4	40	60	100
11	DSEC-12	BAEI 209		Extention Education	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-7	BAEI 254	Discipline Specific Elective Courses	Micro Economics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-8	BAEI 253		National Movement and Constitution of India(Project & Viva)	0	0	4	2	50	50	100
14	DSEP-9	BAEI 259		Prose (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-10	BAEI 257		Vyakranam Anuvad Sanskrit Sahityetihasasch (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-11	BAEI 260		Hindi Natak Aur Rangmanch (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-12	BAEI 258		Extention Education (Project & Viva)	0	0	4	2	50	50	100
Total					22	0	14	29	390	510	900

B.A.-B.Ed.(Int.)-Semester III

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-7	BAEI 310	Contemporary India and Education	4	0	0	4	40	60	100	
2	CC-8	BAEI 305	Political History of Modern India(1740-1964 A.D.)	4	0	0	4	40	60	100	
3	CC-9	BAEI 355	Political History of Modern India 1740-1964 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-5	BAEI 312	Physical,Health and Yoga Education	2	0	4	4	40	60	100	
5	AECC-6	TMUGE399	English Communication–III	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-13	BAEI 304	Discipline Specific Elective Courses	Macro Economics	4	0	0	4	40	60	100
7	DSEC-14	BAEI 303		Indian Political Thought	4	0	0	4	40	60	100
8	DSEC-15	BAEI 306		Drama	4	0	0	4	40	60	100
9	DSEC-16	BAEI 307		Naatak Gadyakavya Kavya shastrachach	4	0	0	4	40	60	100
10	DSEC-17	BAEI 308		Aadhunik Hindi Kavya	4	0	0	4	40	60	100
11	DSEC-18	BAEI 309		Home Science: Introduction To Textiles	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-13	BAEI 354	Discipline Specific Elective Courses	Macro Economics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-14	BAEI 353		Indian Political Thought (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-15	BAEI 356		Drama (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-16	BAEI 357		Naatak Gadyakaavy Kavyashastrachach (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-17	BAEI 358		Aadhunik Hindi Kavya (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-18	BAE 359		Introduction To Textiles(Project & Viva)	0	0	4	2	50	50	100
Total					20	0	18	29	390	510	900

Value Added Course (VAC)										
Sr. N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
18	VAC-1	TMUGS 331	Managing Self	2	1	-	0	50	50	100

VAC is an audit course which will be compulsory to pass with 45% marks. However, it will not be added towards overall result.

B.A.-B.Ed.(Int.)-Semester IV

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-10	BAEI 410	Gender, School and Society	4	0	0	4	40	60	100	
2	CC-11	BAEI 405	Political History Of Ancient India (B.C. 600 - A.D. 606)	4	0	0	4	40	60	100	
3	CC-12	BAEI 455	Political History Of Ancient India B.C. 600- A.D. 606 (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-7	BAEI 401	Computer Fundamentals, Internet & MS-Office	2	0	2	3	40	60	100	
5	AECC-8	TMUGE499	English Communication–IV	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-19	BAEI 404	Discipline Specific Elective Courses	National Income Analysis, Money & Banking	4	0	0	4	40	60	100
7	DSEC-20	BAEI 403		Western Political Thought	4	0	0	4	40	60	100
8	DSEC-21	BAEI 406		Fiction	4	0	0	4	40	60	100
9	DSEC-22	BAEI 407		Vyakaranam Nibandhah: Gadyanatysaahityetihasah	4	0	0	4	40	60	100
10	DSEC-23	BAEI 408		Hindi Katha Saahity	4	0	0	4	40	60	100
11	DSEC-24	BAEI 409		Child Development	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-19	BAEI 454	Discipline Specific Elective Courses	National Income Analysis, Money & Banking (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-20	BAEI 453		Western Political Thought (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-21	BAEI 456		Fiction (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-22	BAEI 457		Vyakaranam Nibandhah: Gadyanatysaahityetihasah(Project & Viva)	0	0	4	2	50	50	100
16	DSEP-23	BAEI 458		Hindi Katha Saahity (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-24	BAEI 459		Child Development(Project & Viva)	0	0	4	2	50	50	100
Total					20	0	16	28	390	510	900

Value Added Course (VAC)										
Sr. N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
18	VAC-2	TMUGS 431	Managing Work and Others	2	1	-	0	50	50	100

VAC is an audit course which will be compulsory to pass with 45% marks. However, it will not be added towards overall result.

B.A.-B.Ed.(Int.)-Semester V

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
1	CC-13	BAEI 505	Political History of India (A.D. 606 - A.D. 1206)	4	0	0	4	40	60	100			
2	CC-14	BAEI 555	Political History of India A.D. 606 - A.D. 1206 (Project & Viva)	0	0	4	2	50	50	100			
3	AECC-9	BAEI 510	Human Values and Ethics	3	0	0	3	40	60	100			
SELECT ANY TWO: DSEC													
4	DSEC-25	BAEI 504	Discipline Specific Elective Courses	Indian Economy			4	0	0	4	40	60	100
5	DSEC-26	BAEI 503		International Politics			4	0	0	4	40	60	100
6	DSEC-27	BAEI 506		History of English Literature			4	0	0	4	40	60	100
7	DSEC-28	BAEI 507		Veda- Upnishad- Arshkavyam- Alamkarasch			4	0	0	4	40	60	100
8	DSEC-29	BAEI 508		Adyatan Hindi Evm Kauravi Lok Kavya			4	0	0	4	40	60	100
9	DSEC-30	BAEI 509		Fundamentals of Food & Nutrition			4	0	0	4	40	50	100
SELECT ANY TWO: RELATED TO DSEP													
10	DSEP-25	BAEI 554	Discipline Specific Elective Courses	Indian Economy(Project & Viva)			0	0	4	2	50	50	100
11	DSEP-26	BAEI 553		International Politics(Project & Viva)			0	0	4	2	50	50	100
12	DSEP-27	BAEI 556		History of English Literature (Project & Viva)			0	0	4	2	50	50	100
13	DSEP-28	BAEI 557		Veda- Upnishad- Arshkavyam- Alamkarasch(Project & Viva)			0	0	4	2	50	50	100
14	DSEP-29	BAEI 558		Adyatan Hindi Evm Kauravi Lok Kavya (Project & Viva)			0	0	4	2	50	50	100
15	DSEP-30	BAEI 559		Fundamentals of Food & Nutrition (Project & Viva)			0	0	4	2	50	50	100
PEC : Select Any One													
16	PEC-1	BAEI 521/621	Pedagogy Elective Course	Pedagogy of English			4	-	-	4	40	60	100
17	PEC-1	BAEI 522/622		Pedagogy of Hindi			4	-	-	4	40	60	100
18	PEC-1	BAEI 523/623		Pedagogy of Sanskrit			4	-	-	4	40	60	100
19	PEC-1	BAEI 524/624		Pedagogy of Home Science			4	-	-	4	40	60	100
20	PEC-1	BAEI 525/625		Pedagogy of Social Studies			4	-	-	4	40	60	100
Total				19	0	12	25	350	450	800			
Open Elective Course (OEC)													
Sr.N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
21	OEC-1	-	MOOC Course	-	-	-	-	-	-	-			

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

B.A.-B.Ed.(Int.)-Semester VI

S.N	Category	Course Code	Course		Periods			Credit	Evaluation Scheme		
					L	T	P		Internal	External	Total
1	CC-10	BAEI 605	History of Modern World (1453-1950 A.D.)		4	0	0	4	40	60	100
2	CC-6	BAEI 655	History of Modern World 1453-1950 A.D. (Project & Viva)		0	0	4	2	50	50	100
3	AECC-10	BAEI 601	Information and Communication Technology		3	0	0	3	40	60	100
SELECT ANY TWO: DSEC:											
4	DSEC-31	BAEI 604	Discipline Specific Elective Courses	Public Finance & International Trade	4	0	0	4	40	60	100
5	DSEC-32	BAEI 603		Comparative Government & Politics	4	0	0	4	40	60	100
6	DSEC-33	BAEI 606		Indian Writers in English	4	0	0	4	40	60	100
7	DSEC-34	BAEI 607		Gadyakavyam-Nitikavyam-Vyakarnam- Chhandasch	4	0	0	4	40	60	100
8	DSEC-35	BAEI 608		Hindi Nibandhevam Anya GadyaVidhayen	4	0	0	4	40	60	100
9	DSEC-36	BAEI 609		Dietetics & Therapeutic Nutrition	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
10	DSEP-31	BAEI 654	Discipline Specific Elective Courses	Public Finance & International Trade (Project & Viva)	0	0	4	2	50	50	100
11	DSEP-32	BAEI 653		Comparative Government & Politics(Project & Viva)	0	0	4	2	50	50	100
12	DSEP-33	BAEI 656		Indian Writers in English (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-34	BAEI 657		Gadyakavyam-Nitikavyam-Vyakarnam- Chhandasch (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-35	BAEI 658		Hindi Nibandh Evm Anya Gadya Vidhayen (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-36	BAEI 659		Dietetics & Therapeutic Nutrition(Project & Viva)	0	0	4	2	50	50	100
PEC : Select Any One											
16	PEC-2	BAEI521/621	Pedagogy Elective Course	Pedagogy of English	4	-	-	4	40	60	100
17	PEC-2	BAEI 522/622		Pedagogy of Hindi	4	-	-	4	40	60	100
18	PEC-2	BAEI 523/623		Pedagogy of Sanskrit	4	-	-	4	40	60	100
19	PEC-2	BAEI 524/624		Pedagogy of Home Science	4	-	-	4	40	60	100
20	PEC-2	BAEI 525/625		Pedagogy of Social Studies	4	-	-	4	40	60	100
Engagement with the field											
21	EWf	BAEI 631	Preliminary School Engagement		-	-	8	4	50	50	100
Total					19	-	20	29	390	510	900
Open Elective Course (OEC)											
Sr. N.	Course Type	Course Code	Course Name		Periods			Credit	Evaluation Scheme		
					L	T	P		Internal	External	Total
21	OEC-1	-	MOOC Course		-	-	-	-	-	-	-

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

B.A.-B.Ed.(Int.)-Semester VII

S.N	Category	Course Code	Course	Credit	Evaluation Scheme			
					Internal	External	Total	
Internship Course :								
1	SI-1	BAEI751	School Internship	School Internship	16	50	50	100
2	SI-2	BAEI752		Evaluation of Teaching Skill-I	2	50	50	100
3	SI-3	BAEI753		Evaluation of Teaching Skill-II	2	50	50	100
Total					20	150	150	300

B.A.-B.Ed.(Int.)-Semester VIII

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-11	BAEI 801	Guidance and Counseling	4	0	0	4	40	60	100	
2	CC-12	BAEI 802	Knowledge and Curriculum	4	0	0	4	40	60	100	
3	CC-13	BAEI 803	Assessment for Learning	4	0	0	4	40	60	100	
4	CC-14	BAEI 804	Inclusive Education	4	0	0	4	40	60	100	
5	CC-15	BAEI 805	Language Across the Curriculum	4	0	0	4	40	60	100	
Practical Course on											
6	EPC-1	BAEI851	Enhancing Professional Capacities	Reading and reflection text	0	0	4	2	50	50	100
7	EPC-2	BAEI 852		Drama and Arts Education	0	0	4	2	50	50	100
Total					20		8	24	300	400	700

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

B.A.-B.Ed.(Int.)-Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-1	BAEI101	Childhood and Growing up	4	0	0	4	40	60	100	
2	CC-2	BAEI105	Political History Of Medieval India(1200-1526 A.D.)	4	0	0	4	40	60	100	
3	CC-3	BAEI155	Political History Of Medieval India1200-1526 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-1	BAEI102	General Hindi	4	0	0	4	40	60	100	
5	AECC-2	TMUGE 199	English Communication–I	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-1	BAEI104	Discipline Specific Elective Courses	Introduction to Statistics	4	0	0	4	40	60	100
7	DSEC-2	BAEI103		Political Theory	4	0	0	4	40	60	100
8	DSEC-3	BAEI106		Poetry	4	0	0	4	40	60	100
9	DSEC-4	BAEI107		Sanskrit Kavyam Kavyashastrach	4	0	0	4	40	60	100
10	DSEC-5	BAEI108		Pracheen Evm Madhyakaleen kavya	4	0	0	4	40	60	100
11	DSEC-6	BAEI109		Home Management & Housing	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-1	BAEI154	Discipline Specific Elective Courses	Introduction to Statistics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-2	BAEI153		Political Theory (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-3	BAEI159		Poetry (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-4	BAEI157		Sanskrit Kavyam Kavyashastrach (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-5	BAEI160		Pracheen Evm Madhyakaleen kavya (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-6	BAEI158		Home Management & Housing (Project & Viva)	0	0	4	2	50	50	100
Total					22	0	14	29	390	510	900

Course Code: TMUGE 199	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-I	L-2 T-0 P-2 C-3
	English Communication – I	
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the importance of English language and communication in daily life.	
CO2.	Applying the concepts of communication, vocabulary & grammar in spoken English.	
CO3.	Applying etiquette & manners in interpersonal communication.	
CO4.	Developing and making effective presentation.	
CO5.	Developing written communication skills & applying appropriate formats of written communication.	
Course Content:		
Unit-1:	Introductory Sessions Self-Introduction Building Self Confidence: Identifying strengths and weakness, reasons of Fear of Failure, strategies to overcome Fear of Failure Importance of English Language in present scenario (Practice: Self-introduction session)	6 Hours
Unit-2:	Basics of Grammar Parts of Speech Tense Subject and Predicate Vocabulary: Synonym and Antonym (Practice: Conversation Practice)	12 Hours
Unit-3:	Basics of Communication Communication: Process, Types, 7Cs of Communication, Importance & Barrier Language as a tool of communication Non-verbal communication: Body Language Etiquette & Manners Basic Problem Sounds (Practice: Pronunciation drill and building positive body language)	10 Hours
Unit-4:	Application Writing Format & Style of Application Writing Practice of Application writing on common issues.	8 Hours
Unit-5:	Value based text reading: Short Story (Non- detailed study) Gift of Magi – O. Henry	4 Hours
Text Books:	1. Singh R.P., 2. An Anthology of Short stories, 3. .O.U.P. New Delhi. For Undergraduate	
Reference Books:	1. Kumar, Sanjay & Pushp Lata. “Communication Skills” New Delhi: Oxford University Press. 2. Carnegie Dale. “How to win Friends and Influence People” New York: Simon & Schuster. 3. Harris, Thomas. A. “I am ok, You are ok” New York: Harper and Row. Goleman, Daniel. “Emotional Intelligence” Bantam Book.	

	<ul style="list-style-type: none"> • Methodology: <ol style="list-style-type: none"> 1. Language Lab software. 2. The content will be conveyed through Real life situations, Pair Conversation, Group Talk and Class Discussion. 3. Conversational Practice will be effectively carried out by Face to Face & Via Media (Telephone, Audio-Video Clips) 4. Modern Teaching tools (PPT Presentation, Tongue-Twisters & Motivational videos with sub-titles) will be utilized. <p>Note:</p> <ul style="list-style-type: none"> • Class (above 30 students) will be divided in to two groups for effective teaching. • For effective conversation practice, groups will be changed weekly. 	
<u>E-Resources:</u>	1.https://7esl.com/introduce-yourself/ 2.https://7esl.com/introduce-yourself 3.https://www.speexx.com/it/speexx-blog/good-manners/ 4.https://www.mindtools.com/pages/article/Body_Language.htm □ 5.https://www.slideshare.net/mobile/debaleenadutta2/language-as-a-tool of-communication 6.https://youtu.be/unC19VT3LRk 7.https://youtu.be/pozpbLVs4g 8.https://youtu.be/dclbuEdKXW0 9. https://edexec.co.uk/the-seven-cs-of-communication 10http://www.eastoftheweb.com/short-stories/UBooks/GifMag.shtml * Latest editions of all the suggested books are recommended.	

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		100
20 Marks (Best 2 out of Three CTs)	10 Marks (Oral Assignments)	10 Marks (Attendance)	40 Marks (External Written)	20 Marks (External Viva)*	

<i>(From Unit-II, IV & V)</i>	<i>(From Unit I & III)</i>		Examination) <i>(From Unit II, IV & V)</i>	<i>(From Unit - I & III)</i>	
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***Parameters of External Viva**

Content	Body Language	Confidence	Question Responsiveness	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

***Note:** External Viva will be conducted by 2-member committee comprising*

a) One Faculty teaching the class

b) One examiner nominated by University Examination cell.

Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BAEI 101	<div>Core Course</div> <div>B.A.-B.Ed.(Int.) Semester-I</div> <div>CHILDHOOD AND GROWING UP</div>	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the stage of human development and development tasks for childhood and adolescence.	
CO2.	Applying the various theories of learning and development in education at different stages of life.	
CO3.	Analyzing the children with specific needs and selecting specific interventional approaches and therapy.	
CO4.	Evaluating the children from diverse socio-economic background and selecting specific learner centered teaching methods for thinking, learning & skills.	
CO5.	Developing the social and cultural values by organizing community linked programmes at different levels.	
Course Content:		
Unit-1:	Introduction to Concept and Process of Childhood Development Meaning of Childhood development, Principles of development Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics Meaning of cognition and its role in learning Facilitating Holistic development for self and society Procedure for studying Children-Observation, Interview and Case Study	
Unit-2:	Theories of Childhood Development and their Significance Erik Erikson's Psychosocial Theory Piaget's Cognitive Theory Arnold Gesell's Maturation Theory Bandura's Social Learning Theory BronfenBrenner's Ecological Theory Vygotsky's Socio-cultural Theory Noam Chomsky's Processing Theory	
Unit-3:	Childhood and Adolescence Defining Childhood and Adolescence as a distinct stage Adolescence special feature and challenges Characteristics and developmental task of Childhood and Adolescence Socialization of Childhood and Adolescence in different culture Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing)	
Unit-4:	Family, School and Community The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family School –Meaning and Function of school, school transition in childhood	

	and adolescence, helping adolescence in school adjustment, Teacher student interaction, peer relation and its importance, Cultural value of peer groups Community- Meaning and Function of Community, case study of a community-linked programme at local/national/international level	
Unit-5:	Issues and Concern in Childhood and Adolescence Children with difficult circumstances and Understanding of them- Juvenile delinquency, maladjustment, depression in adolescence Marginalized Children-Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy	
<u>Text Books:</u>	1. Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education. 2. Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall. 3. Berk, L.E (2004) Child Development (6 th edition) Allyn & Bacon. Boston, Berk, L E (2000) Child Development (8 th edition) PHI learning Pvt Ltd, New Delhi	
<u>Reference Books:</u>	4. Bhargava, V.(2005) Adoption in India: Policies and Experiences. New Delhi: Sage Publications 5. Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd. 6. Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber. 7. Reeta Chauhan (2017), Childhood & Growing up, Agarwal Publication. 8. Sage व्यास हरिष्वन्द्र एवं शर्मा "अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर- 4 9. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद 10. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोदपुस्तकमंदिर, आगरा 11. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली 12. मूरजानी जानकी, नारंग, दर्शनकौर एवं मणिकामोहन, बालविकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर 13. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद	
<u>E-Resources:</u>	1. https://youtu.be/MzOv5Fj9vOM 2. https://youtu.be/RapmXzGJ7uA 3. https://youtu.be/A1RGEbrG7ds 4. https://questionpaper.org/principle-of-child-development/ 5. https://www.slideshare.net/mobile/jaipurrao/adolescence-characteristics-and-problems-22805236 6. https://www.yourarticlelibrary.com/family/family-the-meaning-features-types-and-functions-5230-words/8588 7. https://www.slideshare.net/mobile/best05/function-of-schools 8. https://youtu.be/MluyBAtv8oo * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 102	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-I सामान्य हिन्दी	L-3 T-0 P-0 C-3
Course Outcomes:	At the end of this course, the students will be-	
CO1.	विद्यार्थी स्वर, व्यंजन, शब्द संरचना तथा वाक्य संरचना को समझ लेंगे।	
CO2.	विद्यार्थी वर्तनी तथा लेखनी में व्याकरण के नियमों का उपयोग कर सकेंगे।	
CO3.	विद्यार्थी शब्द, वाक्य, कविता, कहानी, नाटक तथा निबन्ध आदि का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी सामान्य हिन्दी के ज्ञान के माध्यम से भाषा का मूल्यांकन कर सकेंगे।	
CO5.	भाषायी ज्ञान के माध्यम से छात्र वाक्यों का निर्माण कर सकेंगे शब्द रचना वाक्य रचना निबन्ध नाटक तथा पत्र लेखन में पारंगत हो सकेंगे।	
Course Content:		
Unit-1:	हिन्दी ध्वनियों का स्वरूप स्वर और व्यंजन संज्ञा, सर्वमान, क्रिया, विशेषण, क्रिया विशेषण वाक्य संरचना	
Unit-2:	हिन्दी शब्दसंरचना पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ-भेद, समानार्थक शब्दों के भेद, उपसर्ग, प्रत्यय	
Unit-3:	वर्तनी, विरामचिन्ह एवं संशोधन वर्तनी सम्बन्धी अशुद्धियाँ, मात्राओं की अशुद्धियाँ वर्तनी सम्बन्धी अशुद्धियों के कारण, वर्तनी सम्बन्धी अशुद्धियाँ सुधारने के उपाय। विराम चिन्ह-पूर्णविराम, प्रश्नवाचक चिन्ह सम्बोधन या आश्चर्य चिन्ह, निर्देशक चिन्ह, अवतरण चिन्ह	
Unit-4:	लेखन सम्बन्धी कौशल लिखित भाषा शिक्षण के उद्देश्य लेखन की विभिन्न विधियाँ, लेखन के दोष निबन्ध लेखन, कहानी लेखन राष्ट्रीय-अन्तराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन	
Unit-5:	हिन्दी पत्राचार एवं लेखन औपचारिक पत्राचार अनौपचारिक पत्राचार राष्ट्रीय-अन्तराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन	
Text Books:	01-राजभाषा हिन्दी-गोविन्ददास-हिन्दी साहित्य सम्मेलन, प्रयाग। 02-राष्ट्रभाषा आन्दोलन-गोपालपरशुराम-महाराष्ट्र सभा। 03-विराम चिन्ह-महेन्द्र राजा जैन-किताब घर, दिल्ली	
Reference Books:	04-प्रशासनिक एवं कार्यालयी हिन्दी-रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली। 05-प्रयोजन मूलक कामकाजी हिन्दी-कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, दिल्ली 06-प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन-हरिमोहन, तक्षशिला प्रकाशन, दिल्ली	
E-Resources:	1. https://youtu.be/maXoNNsOMdg 2. https://lgandlt.blogspot.com/2018/06/blog-post_64.html 3. https://youtu.be/vb_yuBFO10o 4. https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i 5. http://hindigrammar.in/patr-lekhn.html * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 103	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-I POLITICAL THEORY	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts, frame work and theories of Political Science.	
CO2.	Explaining the concept of sovereignty, various rights and civic laws	
CO3.	Analyzing the theories of state, origin of state, organs of government and sovereignty	
Course Content:		
Unit-1:	Definition, nature and scope and Political Science with reference to traditional, behavioural and post behavioural development	10 Hours
Unit-2:	Theories of the origin of the state (Social contract, Historical, Evolutionary and Marxist); Theories of the function of the State (Liberal, Welfare and Socialist)	12 Hours
Unit-3:	Sovereignty: Evolution of the concept; Essential attributes; Austinian theory; Pluralist criticism, Power and Authority and influence	12 Hours
Unit-4:	Citizenship, Rights and Political obligation, Liberty, Equality, Law and Punishment	10 Hours
Unit-5:	Democracy: Liberal; Pluralist; Elitist and Marixist views of Democracy, Concept of Political Economy, Totalitarianism, Revolution	12 Hours
Text Books:	1. David Held, <i>Political Theory and Modern State</i> , London, Polity, 1994. 2. J.M. Barbalet, <i>Citizenship</i> , Mitton Keynes, Open University Press, 1988. 3. Sygmunt Baumann, <i>Freedom</i> , Mitton Keynes, Open University Press, 1988.	
Reference Books:	4. Jeremy Waldron, (Ed.) <i>Theories of Rights</i> , New Delhi, OUP, 1984. 5. Graeme Duncan, (Ed.) <i>Democratic Theory and Practice</i> , Cambridge, OUP, 1983. 6. David Held, (Ed.), <i>Political Theory Today</i> , London, Policy, 1991. 7. Stephan L. Wasly, <i>Political Science: The Discipline and its Dimensions</i> , Calcutta, 1970. 8. V.L. Lenin, <i>State and Revolution: (Selected Works)</i> , Moscow, Progress Publisher, 1971. 9. Sir E Barber, <i>Principles of Social and Political Theoy</i> , Calcutta, Oxford University Press, 10. F. Thakurdas, <i>Essays on Political Theory</i> , New Delhi, Gitanjali, 1982. 11. S.P. Verma, <i>Modern Political Theory</i> , New Delhi, Vikas, 1983.	
E-Resources:	1. https://www.politicalscienceview.com/nature-political-science-definitiontheory-scope/ 2. https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories- 3. https://www.politicalscienceview.com/theories-of-state-functions/ 4. https://en.wikipedia.org/wiki/Sovereignty 5. https://www.politicalsciencenotes.com/liberty/liberty-definition-nature-and-theories/787 6. https://www.politicalsciencenotes.com/equality/equality-meaning-aspects-and-theories/785 7. https://plato.stanford.edu/entries/citizenship/ 8. https://fhsu.pressbooks.pub/orientationpolisci/chapter/chapter-5/ * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 104	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-I INTRODUCTION TO STATISTICS	L-4 T-0 P-0 C-4
Course Outcome s:	At the end of this course, the students will be-	
CO1.	Understanding different concepts, terms & variables of statistics	
CO2.	Interpreting statistical data using Statistical methods, tools & techniques	
CO3.	Analyzing different statistical tools & techniques like measures of central tendency and dispersion and correlation, regression, time series & Index number	
Course Content:		
Unit-1:	Basic Concept –Populations, Sample, Parameter, Frequency Distribution, Cumulative Frequency, Graphic and diagrammatic representation of data, Techniques of data collection, Sampling Vs Population, Primary and Secondary data	12 Hours
Unit-2:	Central Tendency and Dispersion: Measures of central tendency: Mean, Median, Mode, Geometric mean and Harmonic mean, Measures of dispersion, Range, Mean Deviation and Standard deviation	10 Hours
Unit-3:	Correlation: Simple, Coefficient of correlation– Karl Person and Rank correlation, Partial and Multiple Correlation Analysis	10 Hours
Unit-4:	Regression Analysis: Estimation of regression line in a bivariate distribution interpretation of regression coefficients	08 Hours
Unit-5:	Times Series and Index Numbers: Time series analysis concepts and components- Determination of regular, trend and seasonal indices, Index numbers-concept, price relative, quantity relative, value relative, problems in the construction and limitations of index numbers; Tests for ideal index number.	12 Hours
Text Books:	1. Gupta, S.C. and V.K. Kapoor (1993) – "Fundamentals of Applied Statistics" 2. Speigal, M.R. (1992) – "Theory and Problems of Statistics"	
Reference Books:	3. Nagar, A.L. and R.K. Das (1993) – "Basic Statistics" 4. Goon, A.M., M.K. Gupta and B. Dasputa (1993) "Fundamentals of Statistics" 5. Elhans, D.N. – "Fundamentals of Statistics " 6. सिंह, एस0पी0 – "प्रारम्भिकी सारंख्यकीय"	
E-Resource s:	1. https://www.youtube.com/watch?v=xTgA2-xzWPI&list=PLgC10_Xv-BGjrAkDyeMioJ7DEexAEeVdt 2. https://www.youtube.com/watch?v=4tb7yf-SNgg&list=PLH-3kHnD743tpwDVMTogzs3ID5HT63vBw 3. https://www.youtube.com/watch?v=Gtes5t3dfH4&list=PLWPirh4EWFpG0bSU53w0wTCzBylk eUIEO * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 105	Core Course B.A.-B.Ed.(Int.) Semester-I POLITICAL HISTORY OF MEDIEVAL INDIA (1200-1526 A.D.)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different concepts, sources, terms and events of medieval Indian history	
CO2.	Explaining different dynasties of Medieval Indian History	
CO3.	Analyzing the reigns and administrations of different rulers and emperors of medieval Indian history.	
Course Content:		
Unit-1:	Significant source material of medieval India: Archaeological literary and historical Historiography - Different Approaches Rise of Turks, causes of Success of Arab invasion and its impact	10 Hours
Unit-2:	Slave Dynasty Aibak - Early career, achievements as a commander, difficulties, an assessment Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty Razia - Her state policy, causes of her downfall, an assessment Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate Causes of downfall of slave dynasty	12 Hours
Unit-3:	Khaliji Dynasty Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy, estimate Alauddin Khaliji - Early career and accession difficulties theory of kingship Hindu policy Domestic policy revolts and its remedies Administrative system Price control and Market regulations, foreign policy southern conquest mongol invasion and its effects an assessment.	12 Hours
Unit-4:	Tughlaq Dynasty: Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts significance of his reign Firoz Shah Tughlaq - Early life, accession, was Firoz a usurper? Domestic policy, foreign policy, Administrative reforms, an estimate Invasion of Timur, causes and its effects, Causes of downfall of Tughlaq dynasty. Sayyid Dynasty: Khizr Khan- Victories, achievements, character. Mubarak Shah - His achievements Alam Shah - Administrative achievements Lodhi Dynasty: Bahlol Lodhi - Accession, main events of reign character, assessment. Sikander Lodhi -Main events of his life, foreign policy Ibrahim Lodhi- Domestic policy, foreign policy, causes of failure, an estimate.	12 Hours

Unit-5:	Nature of state, different theories of kingship Causes of downfall of Delhi Sultanate Central and provincial administration, army organization Development of literature and architecture.	10 Hours
<u>Text Books:</u>	(1) दिल्ली सल्तनत – ए०एल० श्रीवास्तव (2) Delhi Sultanate - L.P. Sharma (3) पूर्व मध्यकालीन भारत – ए०बी० पाण्डये (4) Firoz Shah Tughlaq - K.K. Basu	
<u>Reference Books:</u>	(5) Foundation of Muslim Rule in India - A.B.M. Habibullah (6) Medieval Indian History - Ishwari Prasad (7) History of Qaraunah Truks in India - Ishwari Prasad (8) Growth of Khalji imperialism - Ishwari Prasad (9) Alauddin's Market Regulation - B.P. Saxena (10) Chronology of Mohd. Tughlaq - N.H. Rizvi (11) Sikandar Lodhi as a founder - A. Halim (12) The Administration of Sultanate of Delhi - I.H. Quraishi	
<u>E-Resources:</u>	1. Delhi Sultanate administrative system www.youtube.com , 2. Main rulers of delhi sultanate www.youtube.com 3. Text book for Delhi Sultanate. NCERT 4. Alauddin khilgi market policy www.youtube.com5 5. Medieaval history of India A.L.PANDAY * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 106	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-I POETRY	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts and forms of poetry and the life and works of English poets	
CO2.	Applying conceptual knowledge of poetry for creative compositions	
CO3.	Analyzing the life and works of various English poets	
CO4.	Explaining the relevance of the various poets’ compositions, their views and thoughts in the present social scenario	
Course Content:		
Unit-1:	History of Poetry Forms of Poetry: The Epic, The Ballad, The Lyric, The Ode, The Sonnet, The Elegy, The Mock Epic and the Dramatic Monologue Stanza Forms: The Heroic Couplet, The Blank Verse, The Spenserian Stanza, Terza Rhyma and Free Verse.	12 Hours
Unit-2:	William Shakespeare : ‘Let Me Not to the Marriage of True Minds’ (‘True Love’) John Donne : ‘A Valediction Forbidding Mourning’ John Milton : ‘On His Blindness’	10 Hours
Unit-3:	Alexander Pope : ‘Lines on Addison from The Dunciad’ Thomas Gray : ‘Elegy Written in a Country Churchyard’ William Blake : ‘London’	10 Hours
Unit-4:	William Wordsworth : ‘The World is too much with us’ John Keats : ‘Ode on a Grecian Urn’ Alfred Lord Tennyson : ‘Ulysses’	12 Hours
Unit-5:	Matthew Arnold : ‘The Dover Beach’ W. B. Yeats : ‘The Second Coming’ T. S. Eliot : ‘The Love Song of J. Alfred Prufrock’	10 Hours
Text Books:	(1) <i>A Glossary of Literary Terms</i> by M. H. Abrams, Cengage Learning. (2) <i>A Background to the Study of English Literature</i> by B. Prasad, Macmillan. (3) <i>Poetry for B.A. I</i> by Priyali Dutta. Prakash Book Depot, Bareilly.	
Reference Books:	(4) <i>Alfred Tennyson</i> by Dr. Raghukul Tilak, Rama Brothers, 2011. (5) <i>W.B. Yeats: Selected Poems: A Critical Evaluation</i> by Dr. S. Sen, Unique Publishers, 2010. (6) <i>The Waste Land and Other Poems</i> by T.S. Eliot, Surjeet Publications, 2007. (7) <i>A Glossary of Literary Terms</i> by M. H. Abrams, Cengage Learning, 2015.	

<p><u>E-Resources:</u></p>	<ol style="list-style-type: none"> 1. "Shakespeare's Sonnets". Consortium for Educational Communication (CEC). www.youtube.com, 2015. 2. A.E. Dyson, Julian Lovelock. <i>Masterful Images: English Poetry from Metaphysicals to Romantics</i>. Palgrave Macmillan, UK. www.b-ok.org. 3. Nancy K. Gish. <i>Time in the Poetry of T.S. Eliot: A study in Structure and Theme</i>. Palgrave Macmillan. UK. www.b-ok.org. 3. "T.S. Eliot: The Love Song of J. Alfred Prufrock and Other Poems". Vidya Mitra. www.youtube.com 4. Harold Bloom. <i>Alfred Lord Tennyson (Bloom's Classical Critical Views)</i>. 2010. www.b-ok.org. 5. Harold Bloom. <i>John Keats (Bloom's Classical Critical Views)</i>. Chelsea House Publishers, 2006. www.b-ok.org. <p>* Latest editions of all the suggested books are recommended.</p>
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Course Code: BAEI 107	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-I संस्कृतकाव्यं काव्यषस्त्राच्च	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	संस्कृत साहित्यस्य अध्ययनस्य माध्यमेन प्रशिक्षुः महाकविः कालिदासेन विरचितेन कुमारसंभवस्य पंचमम् सर्गस्य व्याख्या हिन्दी भाषायाम् सरलतया ग्रहणन्तु।	
CO2.	संस्कृत साहित्यस्य अध्ययनस्य माध्यमेन प्रशिक्षुः भारविकृत किरातार्जुनीयस्य द्वितीयम् तृतीयं च सर्गस्य व्याख्या हिन्दी भाषायां अर्थबोधम् करिष्यन्ति।	
CO3.	प्रशिक्षु संस्कृत साहित्यानां कवीनाम् रचनासु भाषा शैलिसु लेखनेषु च विश्लेषणं कृत्वा समीक्षात्मकं अध्ययनं करिष्यन्ति।	
CO4.	प्रशिक्षुः संस्कृत साहित्यस्य रचनानां तुलनात्मक अध्ययनं कृत्वा नवीनं विचारं धारां प्रस्तुतं शक्यन्ति।	
CO5.	संस्कृत व्याकरणस्य अध्ययनस्य माध्यमेन प्रशिक्षुः आचार्य विश्वनाथेन विरचितेन साहित्य दर्पणस्य अध्ययनेन काव्यस्य लक्षणं काव्यस्य प्रयोजनं नाटकं कथा आख्यायिकायाः च गहनाध्ययनं शक्यन्ति।	
Course Content:		
Unit-1:	महाकविकालिदासकृतं –कुमारसम्भव –पंचमसर्ग हिन्दीभाषया व्याख्यात्मकअध्ययनम्	10 Hours
Unit-2:	भारविकृतं किरातार्जुनीयम्– द्वितीय सर्गः हिन्दीभाषया व्याख्यात्मकअध्ययनम्	10 Hours
Unit-3:	भारविकृतं किरातार्जुनीयम्– तृतीय सर्गः हिन्दीभाषया व्याख्यात्मकअध्ययनम्	10 Hours
Unit-4:	उभयोर्ग्रन्थयोः समीक्षात्मकअध्ययनम्	08 Hours
Unit-5:	साहित्य दर्पण –आचार्य विश्वनाथ व्याख्यानात्मकसमीक्षात्मकप्रश्न (काव्यलक्षणम्, काव्यप्रयोजनम्, नाटक लक्षणम्, कथा, आख्यायिका च)	12 Hours
Text Books:	1–कुमारसम्भव – पंचमसर्ग –कालिदास, हिन्दीसंस्कृतकाव्यसहितम् डा० राजेश्वर शास्त्री मुसलगांवकर 2– कुमारसम्भव–कालिदास, हिन्दीसंस्कृतकाव्यसहितम् आचार्य शेषराज शर्मा रेग्मी 3–रघुवंश कालिदास, हिन्दीसंस्कृतकाव्यसहितम् आचार्य शेषराज शर्मा रेग्मी	
Reference Books:	4– काव्यशोभा– साहित्यदर्पणातसंग्रह सम्पादकः –प्रो० ब्रजेश कुमार शुक्ल 5– कुमारसम्भव – पंचमसर्ग –कालिदास डा० शिवबालक द्विवेदी 6– साहित्य दर्पण –विश्वनाथ चौखम्भा वाराणसी 7– कालिदास – अपनी बात प्रो० रेवा प्रसाद द्विवेदी * Latest editions of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 108	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-I प्राचीन एवं मध्यकालीन काव्य (हिन्दी साहित्य)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	हिन्दी साहित्य के अध्ययन के माध्यम से विद्यार्थी विभिन्न महान कवियों की रचनाओं, काव्य विधाओं एवं विभिन्न हिन्दी बोलियों को समझ लेंगे।	
CO2.	विद्यार्थी विभिन्न कवियों की रचनाओं तथा कविताओं के संदेश से अपनी भाषायी कौशल का विकास कर सकेंगे।	
CO3.	विद्यार्थी हिन्दी साहित्य के विभिन्न कवियों की रचनाओं, भाषा-शैलियों तथा लेखन में विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी हिन्दी साहित्य के विभिन्न कवियों की रचनाओं का वर्तमान सामाजिक परिस्थितियों के सन्दर्भ में मूल्यांकन कर सकेंगे।	
CO5.	विभिन्न कवियों की रचनाओं के अध्ययन के माध्यम से विद्यार्थी स्वयं कविता रचना तथा भाषायी कुशलता आदि को विकसित कर पायेंगे।	
Course Content:	निर्धारित कवि-कबीर (30 साखी तथा 05 पद), जायसी (पद्मावत का एक खण्ड), सूरदास (20 पद), तुलसीदास (20 छन्द), बिहारी (30 दोहे), घनानन्द (20 छन्द), भूषण (20 छन्द)। द्रुत पाठ – सहरपता, अब्दुरहमान, चन्दरवरदाई, अमीर खुसरो, मीराबाई।	
Unit-1:	कबीरदास : साखी गुरुदेव को अंग : सतगुरु की महिमा अनंत, गूंगा हूवा बावला, दीपक दीया तेल भरि, जाका गुरु भी अंधाला, नां गुरु मिल्या व सिष भया, माया दीपक नर पतंग, सतगुरु हम सूं रीझ कर। सुमिरण कौ अंग : कबीर कहता जात हूँ, भगति भजन हरि नांव है, कबीर सूता क्या करै काहे न देखै जागि। बिरह कौ अंग : चकवी बिछुटी रैणि की, बहुत दिनन की जोवती, यहु तन जारौं मसि करूं, हंसि हंसि कंत न पाइए, नैनां अंतर आव तूं, कबीर देखत दिन गया, कै बिरहनि कूं मीच दे, कबीर तन मन यौ जल्यो, बिरह भुवंगम तन बसै, अषणियाँ झाँई पड़ी, बिरहनि ऊभी पंथ सिरि। परचा कौ अंग : पारब्रह्म के तेज का, अंतरि कंवल प्रकासिया, पिंजर प्रेम प्रकासिया, पांणी ही तैं हिम भया, जब मैं था तब हरि नहीं, मानसरोवर सुभर जल, कबीर कंवल प्रकासिया। रस कौ अंग: कबीर हरिरस यौं पिया, राम रसाइण प्रेम रस, कबीर भाठी कलाल की। संतो भाई आई ज्ञान की आंधी, जतन बिनु मिरगन खेत उजारे, रहना नहीं देश बिराना है, काहे री नलिनी तू कुम्हलानी, दुलहिनि गावहु मंगल चार।	10 Hours
Unit-2:	जायसी पद्मावत का मानसरोदक खण्ड (सम्पूर्ण) सूरदास विनय : आजु हौं एक एक करि, अविगत गति कछु कहत न आवै, रै मन मूरख जनम गंवायौ, गोविन्द प्रीति सबनि की मानत, जा दिन मन पंछी उडि जैहैं, अपुनपौ आपुन ही बिसरयौ, प्रभु कौ देखौ एक सुभाई। वात्सल्य : सोभित कर नवनीत लिये, खेलत मैं को काको गुसैया, देखो भाई दधिसुत में दधि जात श्रृंगार : बूझत स्याम कौन तू गोरी, निसिदिन बरसत नैन हमारे, अंखियां हरि दरसन की भूखी, मधुवन तुम कह रहत हरे, निरगुन कौन देस को बासी, ऊधौ अंखियां अति अनुरागी, आयो घोष बड़ो व्यापारी, मोहन मांग्यो अपनो रूप, ऊधौ मोहि ब्रज बिसरत नाही, अति मलीन वृषभान कुमारी, लरिकाई को प्रेम आलि कैसे करके छूटत।	12 Hours

Unit-3:	<p>तुलसीदास विनयपत्रिका : ऐसी मूढता या मन की, ऐसी को उदार जग माही, केसव कहि न जाइ का कहिये, हे हरि कस न हरहु भ्रम भारी, हरि तुम बहुत अनुग्रह कीन्हों, अब लौं नसानी अब न नसइहीं, माधव मोह-फाँस क्यों टूटै। कवितावली : अवधेश के द्वारे सकारे गई, बर दंत की पंगति कुंद कली, कीर के कागर ज्यों नृप चीर, रावरे दोष न पायन को, पातभरी सहरी सकल सुत, पुर तें निकसी रघुबीर बधू, सीस जटा उर बाहु विसाल, बालधी बिसाल बिकराल। दोहावली : एक भरोसो एक बल, जो घन बरसै समय चिर, चढत न चातक चित कबहुं, बध्यों बधित पर्यो पुन्य जल, बरसि परुष पाहन पयद।</p>	10 Hours
Unit-4:	<p>बिहारी मेरी भवबाधा हरौ, नीकी दई अनाकनी, जमकरि मुंह तरहरि, या अनुरागी चित की, मोहनि मूरति स्याम की, तजि तीरथ हरि राधिका, चिरजीवौ जोरी जुरै, अजौ तर्प्योना ही रह्यौ, स्वारथ सुकृतु न श्रम वृथा, नर की अरु नल नीर की, बढत-बढत सम्पत्ति सलिल, बसै बुराई जासु तन। छकि रसाल सौरभ सने, तिय तिरसौंहे मन किये, ज्यों-ज्यों बढत विभावरी, जुवति जोन्ह में मिलि, जोग जुगति सिखए सबै, मंगलबिंदु सुरंग मुख, खेलन सिखए अलि भले, रससिंगार मंजु किये, चमचमात चंचल नयन, अरुन बरन तरुनि चरन, दृग उरझत टूटत कुटुम, पिय के ध्यान गहि गही, कहत सबै बैदी दिये, मंजुन करि खंजन नयनि, औरि ओप कनीनिकनि, कर मुंदरी की आरसी, मैं मिसहा सोयो समुझि, बतरस लालच लाल की, हेरि हिंडोरे गगन तें।</p>	10 Hours
Unit-5:	<p>घनानंद अति सूधो सनेह को मारग है, भोर तें साँझ लौं कानन और, झलकै अति सुंदर आनन गौर, हीन भये जल मीन अधीन, घन आनन्द जीवन रूप सुजान, इस बांट परी सुधि रावरे भूलनि, पूरन प्रेम को मंत्र महा पन, पहिले अपनाय सुजान सनेह सों, घनआनन्द जीवन मूल सुजान की, आसा-गुमन बांधि कै भरोसो सिल धरि छाती, कंत रमैं उर अंतर मैं, मरिबो बिसराम गनै वह तो, कारी कूर कोकिला कहाँ को बैर, एरे बीर पौन तेरा सबै ओर गौन, बैरी वियोग की हूकन जारत, पर काजहि देह की धारि फिरौ, एकै आस एकै विसवास प्रान गहे बास, रावरे रूपकी रीति अनूप, चोप चाह चावनि चकोर भयौ चाहत ही। भूषण शिवा बावनी 25 पद साजि चतुरंग बीर रंग में तुरंग चढ़ि, बाने फहराने घहराने घंटा गजन के, बढल न होंहिं दल दच्छिन घमंड माहिं, बाजि गजराज सिवराज सैन साजत ही, ऊँचे घोर मंदर के अंदर रहनवारी, उत्तरि पलंग ते न दियो है धरा पै पग, अंदर ते निकसी न मंदर को देख्यो द्वार, सोंधे को अधार किसमिस जिनको अहार, साहि सिरताज और सिपाहिन में पातसाह, किबले की ठौर बाप बादसाह साहजहाँ, हाथ तसबीह लिए प्राप्त उठै बन्दगी को, कैयक हजार जहाँ गुर्जरदार ठाढ़े, सबन के ऊपर ही ठाढ़ो रहिबे के जोग, राना भो चमेली और बेला सब राजा भये, कूरम कमलकमधुज है कदम फूल, देवल गिरावते फिरावते निसान अली, साँच को न मानै देवी देवता न जानै अरु, कुभकन्न असुर औतारी अवरंगजेब, छूटत कमान और तीर गोली बानन के, उतै पातसाह जू के गजन के उट्ट छूटे, जीत्यो सिवराज सलहेरि को समर सुनि।</p>	12 Hours
Text Books:	<ol style="list-style-type: none"> 1. कबीर की विचारधारा डॉ० त्रिगुणायत-साहित्य निकेतन कानपुर 2. सूरदास और उनका साहित्य हरबंश लाल शर्मा-भारत प्रकाश मंदिर, अलीगढ़ 3. तुलसी दर्शन बलदेव प्रसाद मिश्र हिन्दी साहित्य सम्मेलन प्रयाग 	
Reference Books:	<p>सन्दर्भ/सहायक पुस्तकें – प्राचीन एवं मध्यकालीन काव्य</p> <ol style="list-style-type: none"> 4. सूर की काव्य साधना गोविन्द राम शर्मा- नेशनल पब्लिशिंग हाउस नई दिल्ली 5. जायसी का पदमावत : काव्य तथा दर्शन – गोविन्द त्रिगुणायत, साहित्य निकेतन, कानपुर 6. अलंकार पारिजात : नरोत्तम स्वामी –लक्ष्मी नारायण अग्रवाल प्रकाशन आगरा 7. नूतन काव्य प्रकाश – डॉ० उपेन्द्र त्रिपाठी – साहित्य रत्नालय, कानपुर 	
E-Resources:	<ol style="list-style-type: none"> 1. https://beamingnotes.com/2018/01/29/23-2/ 2. https://www.youtube.com/watch?v=0kWdVxBKC4k 3. https://youtu.be/9-TwSDGTemk 4. https://hindividya.com/bihari-ke-dohe/ 5. https://www.thelallantop.com/bherant/ek-kavita-roz-ghananand-and-his-poetry/ 6. https://youtu.be/i84rsg99fDM <p>* Latest editions of all the suggested books are recommended.</p>	

Course Code: BAEI 109	Discipline Specifie Elective Course B.A.-B.Ed.(Int.) Semester-I HOME MANAGEMENT & HOUSING	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concept, philosophy and process of home management	
CO2.	Explaining the practical skills of various activities related to Home Science	
CO3.	Evaluating the benefit and significance of learning about food and nutrition, human and hygiene	
CO4.	Developing basic skills and competencies required for teaching of Home Science	
Course Content:		
Unit-1:	Home Management Meaning, Definitions, Philosophy and Concept of Home Management Process of Management Concept, Types, Importance and factors affecting -Values, Goals and Standards Decision making - Meaning, process, types and factors affecting Decision-making	10 Hours
Unit-2:	Resource Family Resources and their Management Money Management - Family Income, Types of income, Budget, Saving and Investment Work Simplification - Definitions, importance and Techniques	08 Hours
Unit-3:	Housing Housing Nedds - Protective, Economic and Social Selection of site Basic knowledge of Building Materials Allocation of Space Home Financing - Need, Ways, and Legal Aspects	08 Hours
Unit-4:	Interior Decoration - Part I Meaning and Importance of Interior Decoration Elements of Art - Line, Form, Texture, Colour, Light, Space and Design Principlers of Design - Proportion, Balance, Emphasis, Rhythm and Harmony	10 Hours
Unit-5:	Interior Decoration - Part II Flower Arrangement Furniture Arrangement - Types of Furniture, Importance and Maintenance	08 Hours
Text Books:	1.Management in family living: Nickle and Dorsey 2.Home Furnishing: A.H. Rutt 3.Home with characters: Craig and Rush	
Reference Books:	4.Home Management: Gross and Crandell 5.गृहप्रबन्ध (स्टार पब्लिकेशन्स, आगरा): मंजू पाटनी 6.गृहप्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा: रीना खनूजा(विनोद पुस्तक मंदिर, आगरा) 7.गृहप्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा : बेला भार्गव (यूनिवर्सिटी बुक हाउस, जयपुर) * Latest editions of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 153	Discipline Specifie Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: POLITICAL THEORY			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying political theory to deal with different political Situations and other concerns of social sciences			
CO2.	Explaining different concepts of citizenship, rights and political obligation			
CO3.	Analyzing the theories of state, origin of state, organs of government and sovereignty			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
<u>Evaluation Scheme</u>				
	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 154	Discipline Specific Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: INTRODUCTION TO STATISTICS			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1	Applying Statistical Methods, tools & techniques in interpreting statistical data			
CO2	Explaining the terms and variables of Statistics			
CO3	Demonstrating how the statistical tools & techniques like measures of central tendency and dispersion and correlation, regression, time series & Index number are used.			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
<u>Evaluation Scheme</u>				
	Internal		External	Total
	50		50	100
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

<u>Course Code:</u> BAEI 155	Core Course Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: POLITICAL HISTORY OF MEDIEVAL INDIA 1200-1526 A.D.			L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Explaining the concepts, sources, terms and events of medieval Indian history				
CO2.	Analyzing different dynasties of Medieval Indian History				
CO3.	Demonstrating the functioning of the reigns and administrations of different rulers and emperors of medieval Indian history.				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
<u>Evaluation Scheme</u>					
	Internal		External		Total
	50		50		100
	Internal		External		
	Performance		10		20
	File work		20		20
	Viva		10		10
	Attendance		10		-
	Total		50		50

Course Code: BAEI 157	Discipline Specifie Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: SANSKRITKAVYAM KAVYASHASTRACH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	संस्कृत साहित्यस्य अध्ययनस्य माध्यमेन प्रशिक्षुः महाकविः कालिदासेन विरचितेन कुमारसंभवस्य पंचमम् सर्गस्य व्याख्या हिन्दी भाषायाम् सरलतया ग्रहणन्तु।			
CO2.	संस्कृत साहित्यस्य अध्ययनस्य माध्यमेन प्रशिक्षुः भारविकृत किरातार्जुनीयस्य द्वितीयम् तृतीयं च सर्गस्य व्याख्या हिन्दी भाषायां अर्थबोधम् करिष्यन्ति।			
CO3.	प्रशिक्षु संस्कृत साहित्यानां कवीनाम् रचनासु भाषा शैलिसु लेखनेषु च विश्लेषणं कृत्वा समीक्षात्मकं अध्ययनं करिष्यन्ति।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
<u>Evaluation Scheme</u>	Internal		External	Total
	50		50	100
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

<u>Course Code:</u> BAEI 158	Discipline Specific Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: HOME MANAGEMENT & HOUSING			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the basic skills of home management for better understanding of Home Science			
CO2.	Demonstrating the skills of home management			
CO3.	Analyzing the practical skills of various activities related to Home Science			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
<u>Evaluation Scheme</u>				
	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

<u>Course Code:</u> BAEI 159	Discipline Specifie Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: POETRY			L-0 T-0 P-4 C-2																		
Course Outcomes:	At the end of this course, the students will be-																					
CO1.	Applying conceptual knowledge of poetry in presentation through PPT																					
CO2.	Analyzing the tone and pitch of poetry during recitation																					
CO3.	Evaluating the significance of poetry reading in developing the aesthetic sense																					
PPT Work	Topic to be given by the concern teacher.																					
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																					
	<table><tr><td>Topic</td><td>Introduction</td><td>Discussion</td><td>Conclusion</td></tr></table>				Topic	Introduction	Discussion	Conclusion														
Topic	Introduction	Discussion	Conclusion																			
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		Internal	External																			
	Performance	10	20																			
	File work	20	20																			
	Viva	10	10																			
Attendance	10	-																				
Total	50	50																				

Course Code: BAEI 160	Discipline Specifie Practical B.A.-B.Ed.(Int.) Semester-I PRACTICUM: PRACHEEN EVM MADHYAKALEEN KAVYA			L-0 T-0 P-4 C-2																		
Course Outcomes:	At the end of this course, the students will be-																					
CO1.	विद्यार्थी विभिन्न कवियों की रचनाओं तथा कविताओं के संदेश को मंच पर प्रदर्शित कर सकेंगे																					
CO2.	विद्यार्थी हिंदी साहित्य के विभिन्न कवियों की भाषा-शैली, लेखन तथा रचनाओं का पी.पी.टी. के माध्यम से विश्लेषण कर सकेंगे																					
CO3.	fo kFkhZ fgnh l kfgR; ds fofHkUu dfo;ka dh jpukvka ea fo eku fofHkUu l kelftd i f j fLFkfr; ka dk eW; kadu dj l dks																					
PPT Work	Topic to be given by the concern teacher.																					
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																					
	<table><tr><td>Topic</td><td>Introduction</td><td>Discussion</td><td>Conclusion</td></tr></table>				Topic	Introduction	Discussion	Conclusion														
Topic	Introduction	Discussion	Conclusion																			
<u>Evaluation Scheme</u>																						
	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table>				Internal	External	Total	50	50	100												
	Internal	External	Total																			
	50	50	100																			
	<table><tr><td></td><td>Internal</td><td>External</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>					Internal	External	Performance	10	20	File work	20	20	Viva	10	10	Attendance	10	-	Total	50	50
		Internal	External																			
Performance	10	20																				
File work	20	20																				
Viva	10	10																				
Attendance	10	-																				
Total	50	50																				

B.A.-B.Ed.(Int.)-Semester II

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-4	BAEI 202	Learning & Teaching	4	0	0	4	40	60	100	
2	CC-5	BAEI 205	Political History of Medieval India (1526-1740 AD)	4	0	0	4	40	60	100	
3	CC-6	BAEI 255	Political History of Medieval India 1526-1740 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-3	BAEI 201	Environmental Studies	4	0	0	4	40	60	100	
5	AECC-4	TMUGE299	English Communication–II	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-7	BAEI 204	Discipline Specific Elective Courses	Micro Economics	4	0	0	4	40	60	100
7	DSEC-8	BAEI 203		National Movement and Constitution of India	4	0	0	4	40	60	100
8	DSEC-9	BAEI 206		Prose	4	0	0	4	40	60	100
9	DSEC-10	BAEI 207		Vyakranam Anuvad Sanskrit Sahityetihasasch	4	0	0	4	40	60	100
10	DSEC-11	BAEI 208		Hindi Natak Aur Rangmanch	4	0	0	4	40	60	100
11	DSEC-12	BAEI 209		Extention Education	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-7	BAEI 254	Discipline Specific Elective Courses	Micro Economics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-8	BAEI 253		National Movement and Constitution of India (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-9	BAEI 259		Prose (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-10	BAEI 257		Vyakranam Anuvad Sanskrit Sahityetihasasch (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-11	BAEI 260		Hindi Natak Aur Rangmanch (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-12	BAEI 258		Extention Education (Project & Viva)	0	0	4	2	50	50	100
Total					22	0	14	29	390	510	900

Course Code: TMUGE 299	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-II English Communication – II	L-2 T-0 P-2 C-3
Course Outcomes:	At the end of this course, the students will be:	
CO1.	Understanding the importance of four skills of English communication: Listening, Speaking, Reading and Writing in daily life	
CO2.	Applying the concepts of LSRW, vocabulary & grammar in speaking English language effectively	
CO3.	Analyzing the process, types and barriers to Listening for the effective learning	
CO4.	Evaluating the utility and significance of Audio-visual aids, body language and voice dynamics to make effective presentation	
CO5.	Developing written communication skills & applying appropriate formats of written communication like letters, emails and paragraph writing	
Course Content:		
Unit-1:	Functional Grammar Prefix, suffix and One words substitution Modals Concord	10 Hours
Unit-2:	Listening Skills Difference between listening & hearing, Process and Types of Listening Importance of and Barriers to listening	04 Hours
Unit-3:	Writing Skills Official letter and email writing Essentials of a paragraph, Developing a paragraph: Structure and methods Paragraph writing (100-120 words)	12 Hours
Unit-4:	Strategies & Structure of Oral Presentation Purpose, Organizing content, Audience & Locale, Audio-visual aids, Body language Voice dynamics: Five P's - Pace, Power, Pronunciation, Pause, and Pitch Modes of speech delivery and 5 W's of presentation	08 Hours
Unit-5:	V Value based text reading: Short Essay (Non- detailed study) How should one Read a book? – Virginia Woolf	06 Hours
Text Books:	1.Singh R.P., An Anthology of English Essay, O.U.P. New Delhi.	
Reference Books:	1.Nesfield J.C. “ <i>English Grammar Composition & Usage</i> ” Macmillan Publishers 2.Sood Madan “ <i>The Business letters</i> ” Goodwill Publishing House, New Delhi 3.Kumar Sanjay &Pushplata “ <i>Communication Skills</i> ” Oxford University Press, New Delhi.	

	<p><u>Methodologies:</u></p> <ol style="list-style-type: none"> 1. Words and exercises, usage in sentences. 2. Language Lab software. 3. sentence construction on daily activities and conversations. 4. Format and layout to be taught with the help of samples and preparing letters on different subjects. 5. JAM sessions and Picture presentation. 6. Tongue twisters, Newspaper reading and short movies. 7. Modern Teaching tools (PPT Presentation, Tongue-Twisters & Motivational videos with sub-titles) will be utilized. 8. Text reading: discussion in detail, critical appreciation by reading the text to develop students' reading habits with voice modulation. 	
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1. https://youtu.be/jvc_ETgS6xk 2. https://youtu.be/QhGvLnV5QSY 3. https://youtu.be/sJGI_G3G1cs 4. https://youtu.be/Nbh-JtSwzxc 5. https://youtu.be/MJRcANHEys4 6. https://youtu.be/1mHjMNZZvFo 7. https://youtu.be/BVnMXNW_grk. <p>* Latest editions of all the suggested books are recommended.</p>	

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		100
20 Marks (Best 2 out of Three CTs) (From Unit-I, III & V)	10 Marks (Oral Assignments) (From Unit-II & IV)	10 Marks (Attendance)	40 Marks (External Written Examination) (From Unit- I, III & V)	20 Marks (External Viva)* (From Unit- II & IV)	

*Parameters of External Viva

Content	Body Language	Communication Skills	Confidence	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note: External Viva will be conducted by 2-member committee comprising

a) One Faculty teaching the class

b) One examiner nominated by University Examination cell.

Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BAEI 201	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-II ENVIRONMENTAL STUDIES	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be:	
CO1.	Remembering the facts, terms, basic concepts and scopes related to environmental studies	
CO2.	Understanding the concept of ecology and sustainable development	
CO3.	Applying the control measures of different types of pollution	
CO4.	Analyzing the effects of global warming	
CO5.	Developing technologies on the basis of ecological principles and environmental regulations that helps in sustainable development	
Course Content:		
Unit-1:	Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development Ecology and Environment: Concept of an Ecosystem- its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem	
Unit-2:	Natural Resources: Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies Biodiversity: Hot Spots of Biodiversity in India and World Conservation, Importance and Factors Responsible of Loss of Biodiversity, Bio-geographical Classification of India .	
Unit-3:	Environmental Pollutions: Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies	
Unit-4:	Environmental policies & practices: Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photo-chemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context	
Unit-5:	Human Communities & Environment: Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent	

	Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.	
<u>Text Books:</u>	<ol style="list-style-type: none"> 1. "Environmental Chemistry", De, A. K., New Age Publishers Pvt. Ltd. 2. "Introduction to Environmental Engineering and Science", Masters, G. M., Prentice Hall India Pvt. Ltd. 3. "Fundamentals of Ecology", Odum, E. P., W. B. Saunders Co. 	
<u>Reference Books:</u>	<ol style="list-style-type: none"> 1. "Biodiversity and Conservation", Bryant, P. J., Hypertext Book 2. "Textbook of Environment Studies", Tewari, Khulbe & Tewari, I.K. Publication 	
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1. https://youtu.be/WVvUXsChtMU 2. https://youtu.be/vC3mmZ9JHOM 3. https://youtu.be/FgNS4NYreHs 4. https://youtu.be/aTLUIJzemjo 5. https://youtu.be/MI9IpxR_iBg <p>* Latest editions of all the suggested books are recommended.</p>	

Course Code: BAEI 202	Core Course B.A.-B.Ed.(Int.) Semester-II LEARNING AND TEACHING	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be -	
CO1.	Understanding the concept of teaching-learning process, level of teaching and learner's personality.	
CO2.	Understanding the principles and approaches of learning and theories of intelligence.	
CO3.	Applying the various theories of learning in developing personality of learners.	
CO4.	Analyzing the students' individual differences and selecting basic teaching skills and techniques of teaching.	
CO5.	Developing professional ethics and code of conduct in prospective teachers.	
Course Content:		
Unit-1:	Process of Knowing and Learning Concept and meaning of Education, Goals of Education. Differentiate between information, knowledge, belief and truth. Learning: Meaning, nature, characteristics, principles & types Factors affecting Learning: maturation, attention, interest, fatigue, school related factors Motivation: definition, types and techniques, Maslow's theory	
Unit-2:	Approaches to Learning Concept, theories and educational applicability of following approaches to learning Behaviorist Approach: Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning Humanistic Approach: Roger's Social Learning Theory Cognitive Approach: Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory Constructivism: cognitive constructivism and social constructivism (concept and features)	
Unit-3:	Differences in Individual Learners: Intra and Inter Individual differences: meaning, dimensions and factors Intelligence: nature, theories- Thurstone's Theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment Personality: meaning and types, Allport's Trait theory Freud's Psychoanalytical theory Creativity: concept, factors and nurturing creativity	
Unit-4:	Classroom Dynamics and Role of teacher Classroom climate and group dynamics Development of inter personal relationships, use of socio-metric techniques, Teacher as a leader of group and facilitator of learning Teacher's accountability Professional ethics and code of conduct for teachers in formal schools	
Unit-5:	Teaching as a Complex Activity Concept of Teaching: meaning, definition, characteristics, forms Levels of Teaching: memory, understanding, reflective Basic teaching skills and competencies Strategies and techniques of teaching	

<u>Text Books:</u>	Bower and Hilgard (5th ed.) (1986) <i>Theories of Learning</i> New Delhi: Prentice Hall Bruner, J.S. (1967) <i>A Study of Thinking</i> , New York: John Wiley Chand, Tara and Prakash, Ravi (1997) <i>Advanced Educational Psychology</i> New Delhi: Kanishka Publications
<u>Reference Books:</u>	Chauhan, S.S. (6th ed. Revised) (1998) <i>Advanced Educational Psychology</i> New Delhi: Vikas Publishing House Kundu, C.L. and Tutoo, D.N. (2000) <i>Educational Psychology</i> . New Delhi: Sterling Publishers Pvt. Ltd., Kuppuswamy, B. (1998) <i>Advanced Educational Psychology</i> New Delhi: Sterling Publishers Mangal, S.K. (1998) - <i>Advanced Educational Psychology</i> , Prentice hall of India,
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1. http://file:///C:/Users/user/Downloads/conceptsofteachinglearning.pdf 2. http://file:///C:/Users/user/Downloads/conceptsofteachinglearning.pdf 3. http://file:///C:/Users/user/Downloads/conceptsofteachinglearning.pdf 4. http://egyankosh.ac.in/bitstream/123456789/46578/1/BES-123B1E.pdf 5. https://allgovtjobsindia.in/meaning-of-learning-teaching-notes-in-hindi/ 6. http://www.ignouhelp.in/ignou-bes-123-study-material-in-hindi/ 7. https://www.learningclassesonline.com/2019/09/learning-and-teaching-in-hindi.html <p>* Latest editions of all the suggested books are recommended.</p>

Course Code: BAEI 203	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II NATIONAL MOVEMENT AND CONSTITUTION OF INDIA	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the conditions of early political awakening in Indian National Movement and its impact on the constitution of India	
CO2.	Explaining the role of various forces of Indian politics: religion, language, caste, tribe, regionalism etc.	
CO3.	Analyzing the important institutions of the Indian Union: the executive, the legislature and the judiciary	
Course Content:		
Unit-1:	Concept & growth of Nationalism in India 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	12 Hours
Unit-2:	Philosophical Premises & Making of the Indian Constitution The ideological legacy of the Indian National Movement on the Constituent The Nature & Composition of the Constituent Assembly Preamble: The underlying Values of the Indian Constitution Salient features of the Constitution of India	12 Hours
Unit-3:	Fundamental Rights & Directive Principles of State Policy Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations	10 Hours
Unit-4:	The Union Government The Union Government; The President; The Prime Minister; The council of Ministers; The Parliament; The Supreme Court	10 Hours
Unit-5:	State Government State Government; The Legislature; The Executive; The High Court; Panchayati Raj System in India	10 Hours
Text Books:	1. D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994. 2. G. Austin: Working a Democratic Constitution the Indian Experience, Delhi, Oxford University Press-2000. 3. R.C. Agarwal: Indian Government and Politics (India Political	
Reference Books:	4. System) 5 th Ed. S. Chand and Co., New Delhi-2000. 5. डॉ० जयराम उपाध्याय – भारत का संविधान, सेंट्रल लॉ एजेंसी, इलाहाबाद-2007 6. बी०एल० फड़िया – भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशन्स, आगरा-2007 7. डॉ० ए०पी० अवस्थी – भारतीय शासन व राजनीति, लक्ष्मी नारायण अग्रवाल, आगरा-2006	
E-Resources:	1. https://en.wikipedia.org/wiki/Indian_independence_movement	

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| | <ol style="list-style-type: none">2. https://www.yourarticlelibrary.com/nationalism/rise-of-nationalism-among-indians-12-3. https://iasmania.com/indian-national-movements-1885-1905-moderate-nationalism/4. https://iasscore.in/target-pt/national-movement-1905-19185. https://iasscore.in/target-pt/fundamental-rights6. https://iasscore.in/target-pt/dpsp-and-fds7. https://iasscore.in/target-pt/union-executive8. https://iasscore.in/target-pt/union-legislature9. https://iasscore.in/target-pt/state-executive10. https://iasscore.in/target-pt/state-legislature-and-uts11. https://iasscore.in/target-pt/local-bodies12. https://iasscore.in/target-pt/judiciary13. https://iasscore.in/target-pt/center-state-relations |
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*** Latest editions of all the suggested books are recommended.**

Course Code: BAEI 204	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II MICRO ECONOMICS	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the fundamentals of Microeconomics including different concepts, terms & variables	
CO2.	Applying different tools & techniques of Microeconomics to understand the relationship between the supply/demand and the consumer behaviour	
CO3.	Explaining the relationship between inputs used in production and the resulting outputs and costs	
CO4.	Analyzing the theory of production and costs in order to measure the social welfare functions	
Course Content:		
Unit-1:	Basic Concepts: Nature and Scope of Economics, Methodology in Economics, Concept of Equilibrium, Various types of Equilibrium	10 Hours
Unit-2:	Consumer's Behaviour: Consumer's equilibrium (Hick & Slutsky) Giffin goods, Indifference curve analysis, theory of demand, Elasticity of demand, price, income and cross, Consumer's surplus, Engel's Law	10 Hours
Unit-3:	Theory of Production and Costs: Factors of Production, Production function, iso-quant, Factor substitution; Laws of returns, Returns to scale; Nature of cost and their inter-relation; Equilibrium of the Firm, Perfect competition, Monopoly and price discrimination; Measure of Monopoly Power, Role of time element; Various forms of markets; Price and output determination under perfect competition; Monopoly and Monopolistic competition.	12 Hours
Unit-4:	Factor Pricing: Marginal productivity theory of Distribution, Theories of wage determination, Wages and collective Bargaining, Wage differentials, Rent Scarcity Rent, Differential rent, Quasi rent, Interest-Classical and Keynesian theories. Profit – innovation, Risk and Uncertainty theories.	10 Hours
Unit-5:	Welfare Economics: Problems in measuring welfare, Classical welfare Economics, Pareto criterion; Concept of Social Welfare function.	08 Hours
Text Books:	1. Mansfield, E. (1997) "Microeconomics" 2. Ray, N.C. (1975) - "An Introduction to Microeconomics." 3. झिंगन, एम०एल०- "उच्चतर आर्थिक सिद्धान्त" 4. गुप्ता, त्यागी, शाक्ति सहाय- "सूक्ष्म अर्थशास्त्र"	
Reference Books:	1. Stonier, A.W. and D.C. Hague (1972) "A textbook of Economics theory" 2. Varian, H.R. (2000) – "Intermediate Microeconomics: A Modern Approach" 3. "आहुजा, एच०एल०- "व्यष्टिपरक आर्थिक विश्लेषण"	
E-Resources:	1. https://www.youtube.com/watch?v=kJWUOG2kRsk&list=PLgC10_Xv-BGg5n3YU6oEV7_HlzBuEbbOz 2. https://www.youtube.com/watch?v=IFtOcNbej0o&list=PLFNFJbo2hfBGRTCMuroZGykNzacwmAH2L 3. https://www.youtube.com/watch?v=YlvRV4cIPis&list=PLfMLVgkRy6kkoWiWZiJRjHMDb-WdUF5G * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 205	Core Course B.A.-B.Ed.(Int.) Semester-II POLITICAL HISTORY OF MEDIEVAL INDIA (1526-1740 AD)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different concepts, sources, terms and events of medieval Indian history during Mughal Empire	
CO2.	Explaining the relevance of reigns and administrations of different Mughal Emperors in the light of the other dynasties of the early Medieval India	
CO3.	Analyzing the reigns and administrations of different Mughal emperors in Medieval India	
Course Content:		
Unit-1:	Sources Archaeological, literary and historical works Historiography - different approaches North India – Political scene	10 Hours
Unit-2:	Babur & Akbar Invasion, conquest, personality Humayun - Struggle, exile, restoration Shershah Suri - Civil, military and revenue administration achievements Conquests, Rajput policy, religious policy Deccan plicy, revolts, consolidation of empire Revenue administration, mansabdari system, estimates of Akbar	12 Hours
Unit-3:	Jahangir & Shahjahan Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession	10 Hours
Unit-4:	Aurangzeb Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb character and personality.	10 Hours
Unit-5:	Shivaji Rise of Maratha Power under Shivaji, relations with Mughals, Sambhaji, Rajaram Later Mughals and emergence of new states - Awadh and Haiderabad Invasion of Nadirshah and Ahmad Shah Abdali Causes of downfall of Mughal Empire Administration: Central, provincial, military administration, revenue administration Law and justice Development of education and literature Architecture, painting	12 Hours
Text Books:	1. मुगल कालीन भारत – ए०एल० श्रीवास्तव 2. Later Medieval India – A.B. Pandey जहाँगीर – बेनी प्रसाद	
Reference Books:	3. मुगल साम्राज्य का उत्थान और पतन – आर०पी० त्रिपाठी 4. Akbar the Great Vol. 1, II & III – A.L. Srivastava 5. शाहजहाँ – बनारसी प्रसाद सक्सेना	
E-Resources:	1. Archaeological sources of history www.youtube.com . 2. Babur and his war www.youtube.com . 3. Mughal administrative system www.youtube.com 4. Mediaeval history of India.text book A.B PANDAY , * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 206	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II PROSE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the different forms and styles of prose, and the life and works of English prose writers.	
CO2.	Explaining different prose compositions like essay, biography, autobiography, travelogue etc.	
CO3.	Analyzing the life and works of various English essayists	
CO4.	Evaluating the relevance and significance of the various essayists' prose compositions, their views and thoughts in the context of present social scenario	
Course Content:		
Unit-1:	Theory of Prose, Types of Prose, Types of Prose Style, Autobiography, Biography and Memoir, Travelogue	10 Hours
Unit-2:	Periodical Essay, Formal Essay, Familiar Essay, Poetic Prose (Euphuism), Prose of Thought	12 Hours
Unit-3:	Francis Bacon's 'Of Studies', Richard Steele's 'Recollections of Childhood', Joseph Addison's 'Sir Roger at Church' Doctor Johnson 'Letter To Lord Chesterfield'	12 Hours
Unit-4:	Charles Lamb's 'The convalescent', G.K.Chesterton's 'On Running After One's Hat', R.L.Stevenson's 'An Apology For Idlers', A.G.Gardiner's 'On Shaking Hands'	10 Hours
Unit-5:	Robert Lynd's 'A Disappointed Man', J.B.Priestley's 'On Doing Nothing', Hilaire Bellock's 'On Spellings' E.V.Lucas' 'Bores'	10 Hours
<u>Text Books:</u>	1. <i>A Handbook of Writing Skills</i> by Kalpna Rajput, Prakash Book Depot, Bareilly. 2. <i>An Anthology of Literary Essays</i> for B.A. II by Nidhi Agarwal, Prakash Book Depot, Bareilly.	
<u>Reference Books:</u>	3. <i>A Background to the Study of English Literature</i> by B. Prasad, Macmillan. 4. <i>History of English Literature</i> by Edward Albert, Oxford University Press, New Delhi. 5. <i>The Anatomy of Prose</i> by Marjorie Boulton, Routledge. 6. <i>A Glossary of Literary Terms</i> by M. H. Abrams, Cengage Learning, 2011.	
<u>E-Resources:</u>	1. "Francis Bacon: Essays". Vidya Mitra. www.youtube.com . 2. "Periodical Essay" CH_01: VAGEESH [Language & Literature]. www.youtube.com . 2017. 3. Catherine Drinker Bowen. Francis Bacon: The Temper of a Man. Fordham University Press, 1993. www.b-ok.org . 4. Harold Bloom. G.K. Chesterton (Bloom's Modern Critical Views). Chelsea House Publishers, 2006. www.b-ok.org . * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 207	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II व्याकरणम् अनुवाद संस्कृत साहित्येतिहासञ्च	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	छात्रान् लघु सिद्धान्त कौमुद्याः अन्तर्गत संज्ञासन्धि प्रकरणे सूत्र व्याख्या सन्धि प्रकरणे सन्धि विच्छेद सन्धि योजना च आर्जवम् शिक्षते।	
CO2.	छात्राः व्याकरण सम्मत भाषायाः प्रयोगं शस्यन्ति।	
CO3.	छात्राः लघु सिद्धान्त कौमुद्याः अन्तर्गते हल् विसर्ग सन्धि प्रकरणे सूत्र व्याख्या सन्धि विच्छेद सन्धि योजना च तेषां प्रयोगं शिक्षन्ते।	
CO4.	संस्कृत काव्य साहित्येतिहासे छात्राः व्यासः रत्नाकरः माघः एतेषां, कवीनां व्यक्तित्वं कर्तव्यपालनं चास्य संस्कृत भाषयाम् अनुवादं करिष्यन्ति।	
CO5.	छात्राः संस्कृत साहित्येतिहासे कवि वाल्मीकिः कालिदासः भारविय एतेषां कवीनां व्यक्तित्वं कर्तव्यं रचनादि गहनाध्ययन करिष्यन्ति।	
Course Content:		
Unit-1:	लघुसिद्धान्तकौमुदी, संज्ञासन्धिप्रकरणे संज्ञाप्रकरणेसूत्रावयव्या सन्धिप्रकरणे सन्धिविच्छेद सन्धियोजना च	10 Hours
Unit-2:	लघुसिद्धान्तकौमुदी- हल्-विसर्ग-सन्धिप्रकरणे सूत्रावयव्याः सन्धिविच्छेद सन्धियोजना च	10 Hours
Unit-3:	संस्कृतकाव्यसाहित्येतिहास-व्यास रत्नाकर, माघ, एतेषा कवीना व्यक्तित्वं कर्तव्यचस्य संस्कृतभाषयानुवाद	12 Hours
Unit-4:	वाल्मीकी, अश्वघोष, कालिदास, भारवि, एतेषा कवीना व्यक्तित्वं कर्तव्यचस्य संस्कृतभाषयानुवाद	10 Hours
Unit-5:	संस्कृतकाव्यसाहित्येतिहास श्री हर्ष, भट्ट कुमारदास, विल्हण, जयदेवश्च एतेषा कवीना व्यक्तित्वं कर्तव्यच	10 Hours
Text Books:	1-लघुसिद्धान्तकौमुदी - संज्ञासन्धिप्रकरणे - वरदराजः- हिन्दीआकाश्री डा० प्रेमा अवस्थी 2-लघुसिद्धान्तकौमुदी - वरदराजः, भैमीआकासहिता - डा० भीमसेनशास्त्री 3- बृहद्अनुवादचन्द्रिका - चक्रधर हंस नौटियाल 4- अनुवादकला - चारुदेव शास्त्री	
Reference Books:	5- अनुवादचन्द्रिका - डा० यदुनन्दमिश्रः 6-संस्कृतसाहित्य का इतिहास - ए.बी. कीथ, अनुवादकः- डा० मंगलदेवशास्त्री 7- प्राचीन भारतीय साहित्य - भाग -1 प्रथम खण्ड विटरनिट्ज, अनुवादकः-रामचन्द्रपाण्डेयः 8-लघुसिद्धान्तकौमुदी - संज्ञासन्धिप्रकरणम् - डा० शिवालक द्विवेदी 9- संस्कृतरचनानुवाद - कौमुदी - डा० शिवालक द्विवेदी 10- संस्कृतरचनानुवाद - प्रभा- डा० श्रीनिवास शास्त्री 11- संस्कृत व्याकरण की उपक्रमणिका - ईश्वर चन्द्र विद्यासागर * Latest editions of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 208	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II हिन्दी नाटक और रंगमंच	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	हिन्दी साहित्य के अध्ययन के माध्यम से विद्यार्थी विभिन्न महान नाटककारों की रचनाओं तथा विविध नाट्य विधाओं को समझ सकेंगे।	
CO2.	विद्यार्थी हिन्दी साहित्य में प्रचलित नाट्य विधाओं का विविध नाटककारों के सन्दर्भ में प्रयोग कर सकेंगे।	
CO3.	विद्यार्थी विभिन्न लेखकों की एकांकी, विविध नाट्य विधाओं एवं नाट्यकृतियों की भाषा शैली का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी विभिन्न लेखकों के नाटकों का वर्तमान सामाजिक परिस्थितियों के सन्दर्भ में मूल्यांकन कर सकेंगे।	
CO5.	विद्यार्थी विभिन्न लेखकों की एकांकी तथा नाटक के अध्ययन के द्वारा स्वयं में अभिनय कला को विकसित कर पायेंगे।	
Course Content:		
Unit-1:	नाटक – ध्रुवस्वामिनी-जयशंकर प्रसाद	10 Hours
Unit-2:	नाटक –आधे अधूरे-मोहन राकेश	10 Hours
Unit-3:	एकांकी- औरंगजेब की आखिरी रात (डॉ० राम कुमार वर्मा) स्ट्राइक (भुवनेश्वर) भोर का तारा (जगदीश चन्द्र माथुर)	10 Hours
Unit-4:	नये मेहमान (उदयशंकर भट्ट) सूखी डाली (उपेन्द्र नाथ 'अश्क')	10 Hours
Unit-5:	द्रुत पाठ- (क) भारतेन्दु हरिश्चन्द्र, हरिकृष्ण प्रेमी, लक्ष्मीनारायण मिश्र, धर्मवीर भारती (ख) हिन्दी रंगमंच का सामान्य परिचय	10 Hours
Text Books:	1. हिन्दी नाटक: इतिहास के सोपान – गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली 2. हिन्दी नाटक: आजकल –जयदेव तनेजा, तक्षशिला प्रकाशन, नई दिल्ली 3. आधुनिक हिन्दी नाटक और रंगमंच –लक्ष्मी नारायण लाल, साहित्य भवन, इलाहाबाद	
Reference Books:	4. हिन्दी नाटक – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली 5. आधुनिक हिन्दी नाट्यकारों के सिद्धान्त – निर्मला हेमन्त, राधाकृष्ण प्रकाशन, दिल्ली 6. प्रसाद के नाटक: सृजनात्मक धरातल और भाषिक चेतना – गोविन्द चातक, तक्षशिला प्रकाशन, नई दिल्ली 7. नाटककार जगदीश चन्द्र माथुर – गोविन्द चातक राधा कृष्ण प्रकाशन, दिल्ली 8. हिन्दी एकांकी की शिल्प विधि का विकास – सिद्धनाथ कुमार 9. प्रतिनिधि जयशंकर प्रसाद – (सं०) सत्येन्द्र तनेजा, राधाकृष्ण प्रकाशन, दिल्ली 10. ध्रुवस्वामिनी –वस्तु एवं शिल्प – सुरेश नारायण	

<p style="text-align: center;"><u>E-</u> <u>Resources:</u></p>	<ol style="list-style-type: none"> 1. https://youtu.be/UM4IIGWWSQQ 2. https://youtu.be/kEDYP8nkQnE 3. https://www.hindikunj.com/2019/05/bhor-ka-tara-ekanki.html?m=1 4. https://www.hindikunj.com/2017/08/sukhi-dali.html?m=1 5. https://www.hindivibhag.com/rangmanch-prkaash-nepathy-manch/ 6. https://www.bharatdarshan.co.nz/author-profile/29/bhartendu.html <p>* Latest editions of all the suggested books are reco</p>
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Course Code: BAEI 209	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-II EXTENSION EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concept, scope, aims and objectives of extension education	
CO2.	Applying the conceptual knowledge of physical fitness to understand about the importance of physical fitness and community health	
CO3.	Analysing the importance and function of communication in the context of social/ community behaviours	
CO4.	Evaluating the role and relevance of Extension education in developing the awareness about community health	
Course Content:		
Unit-1:	Extension Education Concept and Definitions Objectives and scope of home science Extension Education	10 Hours
Unit-2:	Community Approach Methods of Approaching People - Personal Approach Group Approach Mass Approach	12 Hours
Unit-3:	Communication Definitions and importance of communications Functions and Roles of communication Audio Visual Aids - Posters, Charts, Flash cards, Puppets	10 Hours
Unit-4:	Community Health Definitions of Community Health, Positive Health, Good Health and Factors affecting health Immunity and types of immunization; Immunization schedule Diseases - Carriers of infection, symptoms, incubation period, treatment and preventive measures of - Diphtheria, Whooping cough, Tetanus, Cholera, Tuberculosis, AIDS, Hepatitis B.	12 Hours
Unit-5:	Safety Measures Safety measures at home and simple first - aid for Burns, Poisons, Electric Shocks, hemorrhage or bleeding, Drowning, Unconsciousness, Fractures, Insect bites, Snake bite, Epistaxis or Nose bleeding, Sunstrokes and Sprains	
Text Books:	1. Family Health and Community welfare : Bela Bahrgave, University Book House, Jaipur 2. पारिवारिक स्वास्थ्य एवं सामाजिक कल्याण : बेला भार्गव University Book House, Jaipur 3. Extension and Rural Welfare : O.P. Dhama	
Reference Books:	4. Community Development Programmers in India: Ministry of child Development 5. First – Aid : Red Cross Society 6. प्राथमिक चिकित्सा : Red Cross Society 7. स्वास्थ्य विज्ञान : डा० कुसुम साह * Latest editions of all the suggested books are recommended	
E-Resources:		

Course Code: BAEI 253	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: NATIONAL MOVEMENT AND CONSTITUTION OF INDIA			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the underlying values of the Indian Constitution to deal with Indian political situations and other social concerns			
CO2.	Explaining the functions of institutions of the Indian Union: the executive, the legislature and the judiciary			
CO3.	Demonstrating the role of various forces of Indian politics: religion, language, caste, tribe, regionalism etc.			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:				
	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 254	Discipline Specifie Elective prictical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: MICRO ECONOMICS			L-0 T-0 P-4 C-2																								
Course Outcomes:	At the end of this course, the students will be-																											
CO1.	Applying different tools & techniques of Microeconomics to understand the relationship between the supply/demand and the consumer behaviour																											
CO2.	Explaining the relationship between inputs used in production and the resulting outputs and costs																											
CO3.	Demonstrating the utility and significance of theory of production and costs																											
PPT Work	Topic to be given by the concern teacher.																											
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																											
	Topic	Introduction	Discussion	Conclusion																								
Practical Content:	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table> <table><tr><td></td><td>Internal</td><td>External</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>				Internal	External	Total	50	50	100		Internal	External	Performance	10	20	File work	20	20	Viva	10	10	Attendance	10	-	Total	50	50
Internal	External	Total																										
50	50	100																										
	Internal	External																										
Performance	10	20																										
File work	20	20																										
Viva	10	10																										
Attendance	10	-																										
Total	50	50																										

Course Code: BAEI 255	Coer Course Practical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: POLITICAL HISTORY OF MEDIEVAL INDIA (1526-1740 AD)			L-0 T-0 P-4 C-2																								
Course Outcomes:	At the end of this course, the students will be-																											
CO1.	Explaining the structure and working of the reigns of Mughal emperors																											
CO2.	Analyzing the reigns and administrations of different Mughal emperors in Medieval India																											
CO3.	Demonstrating the differences between the reigns and administration of Mughal Emperors and other dynasties of the early Medieval India																											
PPT Work	Topic to be given by the concern teacher.																											
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																											
	Topic	Introduction	Discussion	Conclusion																								
Practical Content:	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table> <table><tr><td></td><td>Internal</td><td>External</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>				Internal	External	Total	50	50	100		Internal	External	Performance	10	20	File work	20	20	Viva	10	10	Attendance	10	-	Total	50	50
Internal	External	Total																										
50	50	100																										
	Internal	External																										
Performance	10	20																										
File work	20	20																										
Viva	10	10																										
Attendance	10	-																										
Total	50	50																										

Course Code: BAEI 257	Discipline Specifie Elective prictical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: VYAKRANAM ANUVAD SANSKRIT SAHITYETIHASASCH			L-0 T-0 P-4 C-2																								
Course Outcomes:	At the end of this course, the students will be-																											
CO1.	छात्राः व्याकरण सम्मत भाषायाः प्रयोगं शक्ष्यन्ति ।																											
CO2.	संस्कृत काव्य साहित्येतिहासे छात्राः व्यासः रत्नाकरः माघः एतेषां, कवीनां व्यक्तित्वं कर्त्तव्यपालनं चास्य संस्कृत भाषयाम् अनुवादं करिष्यन्ति ।																											
CO3.	छात्राः लघु सिद्धान्त कौमुद्याः अर्न्तगते हल् विसर्ग सन्धि प्रकरणे सूत्र व्याख्या सन्धि विच्छेद सन्धि योजना च तेषां प्रयोगं शिक्ष्यन्ते ।																											
PPT Work	Topic to be given by the concern teacher.																											
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																											
	Topic	Introduction	Discussion	Conclusion																								
Practical Content:	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table> <table><tr><td></td><td>Internal</td><td>External</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>				Internal	External	Total	50	50	100		Internal	External	Performance	10	20	File work	20	20	Viva	10	10	Attendance	10	-	Total	50	50
Internal	External	Total																										
50	50	100																										
	Internal	External																										
Performance	10	20																										
File work	20	20																										
Viva	10	10																										
Attendance	10	-																										
Total	50	50																										

Course Code: BAEI 258	Discipline Specifie Elective prictical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: EXTENSION EDUCATION			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the conceptual knowledge of physical fitness to understand about the importance of physical fitness and community health			
CO2.	Explaining the importance and function of communication in the context of social/ community behaviours			
CO3.	Demonstrating the role and relevance of Extension education in developing the awarenenss about community health			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:				
	Internal		External	Total
	50		50	100
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
Attendance	10	-		
Total	50	50		

Course Code: BAEI 259	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: PROSE			L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Applying conceptual knowledge of different prose styles and prose forms in writing the essay, biography, autobiography, travelogue etc.				
CO2.	Explaining the writing styles and subject matters of the prose writers				
CO3.	Demonstrating therelevance of different kind prose writings in day to day life.				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
Practical Content:	Internal		External		Total
	50		50		100
			Internal		External
	Performance		10		20
	File work		20		20
	Viva		10		10
	Attendance		10		-
	Total		50		50

Course Code: BAEI 260	Discipline Specifie Elective prictical B.A.-B.Ed.(Int.) Semester-II PRACTICUM: HINDI NATAK AUR RANGMANCH			L-0 T-0 P-4 C-2																								
Course Outcomes:	At the end of this course, the students will be-																											
CO1.	विद्यार्थी हिंदी साहित्य में प्रचलित विभिन्न महान नाटककारों की नाट्य विधाओं को मंच पर प्रदर्शित कर सकेंगे।																											
CO2.	विद्यार्थी विभिन्न लेखकों की नाटक कृतियों, एकांकी तथा विविध नाट्यविधाओं की भाषा शैली का पी.पी.टी. के माध्यम से विश्लेषण कर सकेंगे।																											
CO3.	विद्यार्थी विभिन्न लेखकों के नाटकोंका वर्तमान सामाजिक परिस्थितियों के संदर्भ में मूल्यांकन कर सकेंगे।																											
PPT Work	Topic to be given by the concern teacher.																											
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000																											
	Topic	Introduction	Discussion	Conclusion																								
Practical Content:	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table> <table><tr><td></td><td>Internal</td><td>External</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>				Internal	External	Total	50	50	100		Internal	External	Performance	10	20	File work	20	20	Viva	10	10	Attendance	10	-	Total	50	50
Internal	External	Total																										
50	50	100																										
	Internal	External																										
Performance	10	20																										
File work	20	20																										
Viva	10	10																										
Attendance	10	-																										
Total	50	50																										

B.A.-B.Ed.(Int.)-Semester III

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-7	BAEI 310	Contemporary India and Education	4	0	0	4	40	60	100	
2	CC-8	BAEI 305	Political History of Modern India(1740-1964 A.D.)	4	0	0	4	40	60	100	
3	CC-9	BAEI 355	Political History of Modern India 1740-1964 A.D. (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-5	BAEI 312	Physical,Health and Yoga Education	2	0	4	4	40	60	100	
5	AECC-6	TMUGE399	English Communication–III	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-13	BAEI 304	Discipline Specific Elective Courses	Macro Economics	4	0	0	4	40	60	100
7	DSEC-14	BAEI 303		Indian Political Thought	4	0	0	4	40	60	100
8	DSEC-15	BAEI 306		Drama	4	0	0	4	40	60	100
9	DSEC-16	BAEI 307		Naatak Gadyakavya Kavya shastrachach	4	0	0	4	40	60	100
10	DSEC-17	BAEI 308		Aadhunik Hindi Kavya	4	0	0	4	40	60	100
11	DSEC-18	BAEI 309		Home Science: Introduction To Textiles	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-13	BAEI 354	Discipline Specific Elective Courses	Macro Economics (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-14	BAEI 353		Indian Political Thought (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-15	BAEI 356		Drama (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-16	BAEI 357		Naatak Gadyakaavy Kavyashastrachach (Project & Viva)	0	0	4	2	50	50	100
16	DSEP-17	BAEI 358		Aadhunik Hindi Kavya (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-18	BAE 359		Introduction To Textiles(Project & Viva)	0	0	4	2	50	50	100
Total					20	0	18	29	390	510	900

Value Added Course (VAC)										
Sr. N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
18	VAC-1	TMUGS 331	Managing Self	2	1	-	0	50	50	100

VAC is an audit course which will be compulsory to pass with 45% marks. However, it will not be added towards overall result.

<u>Course Code:</u> TMUGE 399	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-III ENGLISH COMMUNICATION –III	L-2 T-0 P-2 C-3
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Learning and Understanding adequate knowledge of English grammar and the various skills such as public speaking, comprehension skills, professional writing etc	
CO2.	Applying the various techniques of public speaking, vocabulary & grammar in English speaking as well as in professional writing	
CO3.	Analyzing the strategies of reading comprehension and the barriers to the art of public speaking for the effective learning	
CO4.	Evaluating the utility and significance of story reading and the skills of speaking and comprehension in the effective learning of English language	
CO5.	Forming new sentences in English, developing the skills of professional writing like notice and minutes of the meeting and delivering effective speeches in the personal and professional life	
Course Content:		
Unit-1:	English Grammar & Vocabulary ·Correction of Common Errors (with recap of English Grammar with its usage in practical context.) ·Synthesis : Simple , complex and compound sentence ·Commonly used Idioms & phrases (Progressive learning whole semester)	14 Hours
Unit-2:	Speaking Skills ·Art of public speaking ·Common coversation ·Extempore	10 Hours
Unit-3:	Comprehension Skills ·Strategies of Reading comprehension: Four S's ·How to solve a Comprehension (Short unseen passage: 150-200 words)	06 Hours
Unit-4:	Professional Writing ·Preparing Notice,Agenda& Minutes of the Meeting	03 Hours
Unit-5:	Value based text reading: Short story ·The Barber's Trade Union – Mulk Raj Anand	07 Hours
<u>Text Books:</u>	1.Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<u>Reference Books:</u>	1. Allen, W. " <i>Living English Structure</i> " Pearson Education, New Delhi. 2. Joseph, Dr C.J. & Myall E.G. " <i>A Comprehensive Grammar of Current English</i> " Inter UniversityPress, Delhi 3. Wren & Martin " <i>High School English Grammar and Composition</i> " S.Chand&Co.Ltd., New Delhi.	

	<p>4. Norman Lewis “<i>Word Power Made Easy</i>” Goyal Publications & Distributers, New Delhi.</p> <p>5. Chaudhary, Sarla “Basic Concept of Professional Communication” Dhanpat Rai Publication, New Delhi.</p> <p>6. Kumar Sanjay & Pushplata “<i>Communication Skills</i>” Oxford University Press, New Delhi.</p> <p>7. Agrawal, Malti “<i>Professional Communication</i>” Krishana Prakashan Media (P) Ltd. Meerut.</p> <p><u>Methodologies:</u></p> <p>1. Idiom & Phrases and exercises, usage in sentences.</p> <p>2. Language Lab software.</p> <p>3. Power Point presentation.</p> <p>4. Newspaper reading, short articles from newspaper to comprehend and short movies.</p> <p>5. Modern Teaching tools (PPT Presentation & Motivational videos with sub-titles) will be utilized.</p>	
<u>E-Resources:</u>	<p>1. https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx</p> <p>2. https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/amp/</p> <p>3. https://www.inc.com/brent-gleeson/20-tips-for-mastering-art-of-public-speaking.html</p> <p>4. http://jagmohan-spokenenglish.blogspot.com/2012/12/extempore-speaking.html?m=1</p> <p>5. https://slite.com/learn/meeting-minutes</p> <p>6. https://en.wikipedia.org/wiki/Agenda_(meeting)</p> <p>7. http://sittingbee.com/the-barbers-trade-union-mulk-raj-anand/</p> <p>* Latest editions of all the suggested books are recommended.</p>	

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		100
20 Marks (Best 2 out of Three CTs) (From Unit-I, III, IV & V)	10 Marks (Oral Assignments) (Unit –II)	10 Marks (Attendance)	40 Marks (External Written Examination) (From Unit- I, III, IV & V)	20 Marks (External Viva)* (Unit –II)	

*Parameters of External Viva

Content	Body Language	Communication Skills	Confidence	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note: External Viva will be conducted by 2-member committee comprising

a) One Faculty teaching the class

b) One examiner nominated by University Examination cell.

Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BAEI 310	Core Course B.A.-B.Ed.(Int.) Semester-III CONTEMPORARY INDIA AND EDUCATON	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Remembering facts, terms, basic concepts related to contemporary India and education.	
CO2.	Analyzing issues and concerns in Indian education system.	
CO3.	Distinguishing strengths and weakness of policy framework for public education.	
Course Content:		
Unit-1:	<u>Education and Indian Society:</u> <ul style="list-style-type: none">Education: Concept, process, basis and nature, Concept of education at different stages and functions of education.Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provision.	10 Hours
Unit-2:	<u>Philosophical and Educational Thoughts:</u> <ul style="list-style-type: none">Relationship between Philosophy and EducationThoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implicationsEclectic tendencies in education.	12 Hours
Unit-3:	<u>Philosophical and Educational Thoughts of Thinkers:</u> <ul style="list-style-type: none">Thinkers on Education – Western thinkers-Plato, Rousseau, Froebel, Montessori, DeweyIndian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda, Shri AurbindoGhosh,J.Krishnamurti	10 Hours
Unit-4:	<u>Policy Frameworks for Public Education:</u> <ul style="list-style-type: none">Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (P.O.A., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005.Programme for children.- Integrated Child Developmental Scheme (ICDS);Integrated Programme for Street Children, Child-line service.	12 Hours
Unit-5:	<u>Issues and concerns in education:</u> <ul style="list-style-type: none">Different forms of diversity and inequality, its implication for education – Religion, caste and tribe; sex, class and othersEducation and economic development, education and scientific development, Role of education equality in social change.Meaning and Concept of liberalization, globalization and privatization and its impact on education, national integration, vocationalization of education and skill development.Laws, Policies and Programmes for Children within the framework of Human Rights.	10 Hours
<u>Text Books:</u>	<ul style="list-style-type: none">Anand, C.L. <i>et al</i> (1983). <i>The teacher and education in emerging Indian society</i>, New Delh : NCERTSharma, R.A. (2013) :<i>Philosophical and Sociological Foundation of Education</i>, Lal Book Depot, Meerut	

	<ul style="list-style-type: none"> G.O.I. (2011) <i>Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009</i>
<u>Reference Books</u>	<ul style="list-style-type: none"> NCERT (2005). <i>National curriculum framework for school education</i>, New Delhi :NCERT. NCERT (2006). <i>Position paper–National focus group on gender issues in education</i>, New Delhi : NCERT <p>* Latest editions of all the suggested books are recommended.</p>
<u>E-Resources:</u>	<p>https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/</p> <p>http://ddekudev.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Education(BED15101)%20all%20units.pdf</p> <p>http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf</p> <p>https://shodhganga.inflibnet.ac.in/bitstream/10603/11248/1/11_11_chapter%204.pdf</p> <p>https://www.researchgate.net/publication/335890181_HIGHER_EDUCATION_FOR_NATIONAL_INTEGRATION_THE_INDIAN_EXPERIENCE/link/5d8243b3299bf1996f757f5e/download</p>

Course Code: BAEI 303	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III INDIAN POLITICAL THOUGHTS	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the sources and development of the Indian political thoughts from ancient India to modern India	
CO2.	Explaining the features of Indian Renaissance, religious nationalism, democratic egalitarianism	
CO3.	Analysing the political thoughts of different Indian political thinkers.	
Course Content:		
Unit-1:	Traditions of Ancient Indian Political Thought Sources & Features of Ancient Indian Political Thought Manu: Social Laws Kautilya: Theory of the state	10 Hours
Unit-2:	Renaissance Thought Rammohan Ray: Religious & Social reform Pandita Ramabai: Gender	12 Hours
Unit-3:	Early Nationalism Dadabai Naoroji: Drain Theory & Poverty Ranade M G: The role of the State & Religious Reform	10 Hours
Unit-4:	Religious Nationalism Savarker V D: Hindutva or Hindu Culture Nationalism Mohammad Iqbal: Islamic Communitarian Nationalism	10 Hours
Unit-5:	Democratic Egalitarianism: Gandhi-Swaraj and Satyagraha Jawaharlal Nehru- Democratic Socialism Dr. Ambedkar B R – Annihilation of caste system M.N. Roy: Radical Humanism	12 Hours
Text Books:		
Reference Books:	<ol style="list-style-type: none"> 1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000 2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000 3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999. 4. पुखराज जैन-भारतीय राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा 5. मधुकर श्याम चतुर्वेदी-भारतीय राजनीतिक विचारक, कॉलेज बुक हाउस जयपुर 6. वी०पी० वर्मा-आधुनिक भारतीय राजनीतिक विचारक लक्ष्मीनारायण पब्लिकेशन, आगरा 	
E-Resources:	<ol style="list-style-type: none"> 1. https://www.yourarticlelibrary.com/political-science/manus-view-on-the-various-aspects-of-a-political-system/40147 2. https://en.wikipedia.org/wiki/Arthashastra 3. https://en.wikipedia.org/wiki/Ram_Mohan_Roy 	

4. <https://www.studocu.com/in/document/university-of-delhi/indian-political-thought-ii/mandatory-assignments/pandita-ramabai/4582533/view>
5. <https://www.mapsofindia.com/my-india/history/dadabhai-naoroji-and-his-drain-of-wealth-theory>
6. https://en.wikipedia.org/wiki/Dadabhai_Naoroji#:~:text=Dadabhai%20Naoroji's%20work%20focused%20on,colonisation%20has%20on%20the%20country
7. <https://theprint.in/theprint-profile/mg-ranade-the-father-of-indian-economics-who-also-fought-for-widow-remarriage/349237/>
8. <https://myvoice.opindia.com/2020/04/savarkars-views-on-hindu-nationalism/>
8. <https://www.thenewleam.com/2016/07/special-essay-muhammad-igbal-on-the-idea-of-nationalism-by-dr-irfanullah-farooqi/>
9. <https://www.mkgandhi.org/articles/gandhis-hind-swaraj-summary-and-centennial-view.html>
10. <https://www.yourarticlelibrary.com/essay/nehru-views-on-democratic-socialism/40303>
11. <https://thelogicalindian.com/story-feed/awareness/b-r-ambedkar/>
12. https://en.wikipedia.org/wiki/M._N._Roy

*** Latest editions of all the suggested books are recommended**

Course Code: BAEI 304	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III MACRO ECONOMICS	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the fundamentals of Macroeconomics including Theory of employment, Trade cycles, monetary policies and theories of Distribution	
CO2.	Analyzing the differences and similarities between different economic systems such as capitalism, socialism and mixed economy and the relationship between Microeconomics and Macroeconomics	
CO3.	Explaining the relevance and utility of theories of Employment, Macroeconomic theory of distribution and Monetary policies.	
Course Content:		
Unit-1:	Introduction: Meaning and Limitations of Macro Economics, Integration with Micro Economics, Macro Statics and Macro Dynamics, National Income- Concept, Component and Measurement of National Income, Social Accounting Technique	12 Hours
Unit-2:	Theory of Employment: Say's Law of Market & Classical Theory of Employment, Keynes Objection of the Classical Theory, Aggregate Demand and Aggregate supply functions, Keynes's Theory of Employment, Effective Demand, Consumption Function, Average and Marginal Propensity to consume the investment multiplier and accelerator. Equilibrium between saving and investment	10 Hours
Unit-3:	Trade Cycles: Nature and Characteristics, Monetary and Non Monetary Theories of Trade cycle, Interaction of Multiplier and Accelerator.Samuelson and Hicksian Approach	12 Hours
Unit-4:	Monetary Policies: Objectives and instruments of Monetary Policy; Monetary Policy in developing economy; Objectives and instruments of Fiscal Policy; Fiscal Policy in developing and developed economy; Interaction of Monetary Policy and Fiscal Policy	10 Hours
Unit-5:	Macroeconomic Theories of Distribution: Classical and New Classical theories of Distribution; Economic Systems- capitalism, Socialism and mixed economy	12 Hours
Text Books:	1. Ackley, G. (1976) – “Macroeconomics: Theory and Policy” 2. Gupta, S.B.(1994)- “Monetary Economics”	
Reference Books:	3. Keynes, J.M.(1936)- “The General Theory Of Employment, Interest and Money” 4. Powelson, J.P.C.(1960)-“National Income and Flow Of Funds Analysis”.	
E-Resources:	1. https://www.youtube.com/watch?v=sEID8bgLzQY&list=PLgC10_Xv-BGg2ORORpLqiDR1gyH3Mkxw 2. https://www.youtube.com/watch?v=iAHqLzYE-f4&list=RDCMUcnfp8dHhZiX_paZjdJExibQ&start_radio=1&t=9 3. https://www.youtube.com/watch?v=4Qf-KzR3y20&list=PLEKW0AtPc3nEb905-K5Om-qDzlsxxyx-Q 4. https://www.youtube.com/watch?v=Ubs6ClMuA8g&list=PLEKW0AtPc3nH0r_QdbaU3wDhp3p5Ew8P9 5. https://www.youtube.com/watch?v=f1X1EDEGN8Q&t=10s 6. https://www.youtube.com/watch?v=NEc47HZ0WZo * Latest editions of all the suggested books are recommended.	

Course Code: BAEI 305	Core Course B.A.-B.Ed.(Int.) Semester-III POLITICAL HISTORY OF MODERN INDIA 1740 - 1964 A.D.	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different events and National movements of Modern Indian history during British imperialism and Freedom struggle and transfer of power	
CO2.	Analyzing the governance and policies of British rulers and impact of various National movements for independence	
CO3.	Explaining the impact and significance of British governance and the relevance of revolutionary movements for the emergence of New India	
Course Content:		
Unit-1:	Foreigners up to Dalhousie Advent of Europeans in India; Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars) Governor General of Bengal - Warren Hasting to Cornwallis Anglo - Mysore Relations & Carnatic War; Anglo - Maratha Struggle William Bentinck and his Policies; Army and Police Administration; Dalhousie and his policies	12 Hours
Unit-2:	Ideology Ideology of Raj and Racial Attitudes First war of Independence of 1857 - Causes, Nature, Ideology, Programme, Leadership, People's Participation British Repression and Response, Failure & impact of the First war of Independence of 1857	10 Hours
Unit-3:	Governance British Relations with Princely States; Policies of Lord Canning, Lytton, Ripon & Curzon; The Acts - 1858, 1892, 1919 & 1935 Emergence of Organized Nationalism - Formation of Indian National Congress and its Programme; Trends till 1919 - Partition of Bengal, Swadeshi Movement	12 Hours
Unit-4:	Revolution versus Politics Gandhian Movement - Nature, Programme, Social Composition; The Revolutionary Movements; Pre-Partition Politics - Simon Commission, August Offer, Cripps Mission, Cabinet Plan; Communal Politics and Partition of India - Mountbatten Plan, C. Rajgopalacharya Plan	12 Hours
Unit-5:	Emergence of New India Transfer of Power; Vision of New India - Planned Economy, Working of J.L. Nehru as Prime Minister; Development of Science and Technology in Modern India	10 Hours
Text Books:	1. Advanced History of Modern India - Vol. I - III, G.S. Chabra. 2. Modern India - Sumit Sarkar	
Reference Books:	3. Freedom Struggle - Bipan Chandra 4. Modern India - S.B. Chaudhary * Latest editions of all the suggested books are recommended.	
E-Resources:	1. Advent of Europeans in India. www.youtube.com . 2. First war of Independence of 1857 - Causes, Nature, Ideology, Programme,	

	Leadership, www.youtube.com . 3.Modern history of India www.youtube.com 4. Modern history of India text book B.L GROVER
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Course Code: BAEI 306	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III DRAMA	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts and elements of drama, and the life and plays of English playwrights	
CO2.	Applying conceptual knowledge of the different types of drama for the better understanding of the English plays	
CO3.	Analyzing the life and works of different playwrights like Shakespeare, Congreve and Shaw	
CO4.	Evaluating the relevance and utility of dramatic compositions, their enactments and writer's views and thoughts in the context of present social scenario	
CO5.	Creating new kinds of plays, developing their skills of acting and exploring new dimensions of critical observations of social ways and manners	
Course Content:		
Unit-1:	History of Drama Theory of Drama: Characteristics of Drama, Structure of Drama, Elements of Drama Forms of Drama: Tragedy & various types, Comedy & various types, Tragi –Comedy, Drama of Ideas, Poetic Drama, Theatre of Absurd etc.	10 Hours
Unit-2:	William Shakespeare : <i>Othello</i>	08 Hours
Unit-3:	William Congreve : <i>The Way of the World</i>	10 Hours
Unit-4:	G.B. Shaw : <i>Candida</i>	10 Hours
Unit-5:	Harold Pinter : <i>The Birthday Party</i>	08 Hours
<u>Text Books:</u>	1. <i>The Theory and Analysis of Drama</i> by Manfred Pfister, Cambridge University Press, 1993. 2. <i>A History of English Drama</i> by Allardyce Nicoll. <i>History of English Literature</i> by Edward Albert, Oxford University Press, New Delhi.	
<u>Reference Books:</u>	3. <i>A Background to the Study of English Literature</i> by B. Prasad. 4. <i>Shakespearean Tragedy</i> by A.C. Bradley, Macmillan. 5. <i>Routledge History of Literature in English: Britain and Ireland</i> by Ronald Carter. 6. <i>Shakespeare's Othello</i> by S. Sen, Unique Book Publishers. 7. <i>Harold Pinter's The Birthday Party</i> , Rama Brothers. 8. <i>G.B. Shaw's Candida</i> , Rama Brothers. 9. <i>Essay of Dramatic Poesy</i> by John Dryden. 10. <i>Poetics</i> by Aristotle. 11. <i>A Glossary of Literary Terms</i> by M. H. Abrams, Cengage Learning.	
<u>E-Resources:</u>	1. Harold Bloom. William Shakespeare: Tragedies (Bloom's Modern Critical Views). Infobase Publishing, 2010. www.b-ok.org . 2. Harold Bloom. Dramatists and Drama (Bloom's Literary Criticism), 2006. www.b-ok.org . 3. "Harold Pinter: The Birthday Party". Vidya-Mitra, 2015. www.youtube.com .	

	<p>4. "Shakespeare's Othello". Centre for Educational Communication (CEC), 2015. www.youtube.com.</p> <p>5. "William Congreve: The Way of the World (ENG)". Vidya-Mitra, 2017. www.youtube.com</p> <p>6. * Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 307	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III नाटक गद्यकाव्य काव्यशास्त्राच्च	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	छात्राः कालिदासेन रचितेन सुप्रसिद्धं नाटकं अभिज्ञानशाकुन्तलं मूल पाठस्य व्याख्यात्मकाध्ययनं करिष्यन्ति अस्य नाटकस्य प्रसिद्ध चतुर्थांकस्य रसास्वादनं करिष्यन्ति।	
CO2.	छात्राः बाणभट्टेन रचितेन कादम्बर्याः मुख्य भागं शुकनासोपदेशसाहित्यस्य भावानुभूतिं व्याख्यात्मकाध्ययनम् च करिष्यन्ति।	
CO3.	छात्राः अभिज्ञानशाकुन्तलात् शुकनासोपदेशात् च अवतरित सूक्तीनाम् व्याख्यां ज्ञास्यन्ति उभयग्रन्थयोः समीक्षात्मकं प्रश्नानां माध्यमेन कथा सारं अवगम्य अध्ययनं च करिष्यन्ति।	
CO4.	आचार्य विश्वनाथेन रचितेन साहित्यदर्पणे प्रयुक्ते अंकाराः शब्दालंकाराः च अलंकाराः च रसास्वादनं तस्य सौन्दर्यानुभूतिम् छात्राः अनुभवं करिष्यन्ति।	
CO5.	छात्राः रसानुभूतिं काव्यस्य रसास्वादनं सौन्दर्यानुभूतिं भावानुभूतिं च ज्ञास्यन्ति।	
Course Content:		
Unit-1:	अभिज्ञानशाकुन्तलम्,— मूलपाठस्य व्याख्यात्मकाध्ययनम् चतुर्थाङ्क-पर्यन्तम्	12 Hours
Unit-2:	शुकनासोपदेश— व्याख्यात्मकाध्ययनम्	08 Hours
Unit-3:	उभयोर्ग्रन्थस्योः समीक्षात्मकप्रश्नाःसूक्तिव्याख्या च	08 Hours
Unit-4:	साहित्य दर्पण—आचार्य विश्वनाथ अलङ्कारा— अनुप्रास यमकश्लेष, उपमा, रूपकमि,	10 Hours
Unit-5:	साहित्य दर्पण—आचार्य विश्वनाथ अलङ्कारा — उत्प्रेक्षा सन्देह, भ्रान्तिमान, विभावना, विशेषोक्तिश्च	10 Hours
Text Books:	1. कुमारसम्भवम् (पंचमसर्गः), कालिदासः, हिन्दी संस्कृत टीका सहितम् डॉ० राजेश्वर शास्त्री मुसलगांवकर 2. कुमारसम्भवम् —कालिदासः, हिन्दी संस्कृत टीका सहितम्—आचार्य शेषराज शर्मा रेग्मी	
Reference Books:	3. रघुवंश—कालिदासः, हिन्दी संस्कृत टीका सहितम्—आचार्य शेषराज शर्मा रेग्मी 4. साहित्यदर्पणः—विश्वनाथ :—चौखम्बा, वाराणसी 5. कालिदास—अपनी बात—प्रो० रेवा प्रसाद द्विवेदी * Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 308	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III आधुनिक हिन्दी काव्य	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	विद्यार्थी हिंदी साहित्य के छायावादी काल के विभिन्न कवियों की कविताओं तथा हिंदी भाषा को विस्तृत रूप से समझ सकेंगे।	
CO2.	विद्यार्थी विभिन्न कवियों की कविताओं के संदेश से अपनी चिंतन शक्ति का विकास कर सकेंगे।	
CO3.	विद्यार्थी छायावादी काल के विभिन्न कवियों की कविताओं की भाषा शैली तथा साहित्यिक प्रवृत्तियों का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी छायावादी काल की कविताओं का आधुनिक काल के संदर्भ में मूल्यांकन कर सकेंगे।	
CO5.	विद्यार्थी विभिन्न कवियों की कविताओं के माध्यम से अपनी भाषायी कुशलता तथा जिज्ञासा की भावना को विकसित कर सकेंगे।	
Course Content:		
Unit-1:	मैथिलीशरण गुप्त – साकेत का अष्टम सर्ग जयशंकर प्रसाद– बीती विभावरी जाग री, आंसू के प्रारम्भिक पांच छन्द अरुण यह मधुमय देश हमारा, पेशोला की प्रतिध्वनि। सूर्यकान्त त्रिपाठी निराला – सरोज स्मृति, भिक्षुक	12 Hours
Unit-2:	सुमित्रानन्दन पन्त – नौका विहार, बादल, अल्मोड़े का बसन्त, द्रुत झरो जगत के जीर्ण पत्र, मौन निमंत्रण।	10 Hours
Unit-3:	महादेवी वर्मा – मैं नीर भरी दुख की बदली, पंथ रहने दो अपरिचित, विरह का जल जात जीवन, यह मंदिर का दीप, चिर सजग आंखें उनींदी।	10 Hours
Unit-4:	रामधारी सिंह दिनकर – आलोक धन्वा, परम्परा, पाप, राजर्षि अभिनन्दन, विपथगा।	08 Hours
Unit-5:	द्रुतपाठ – श्रीधर पाठक, माखनलाल चतुर्वेदी, बालकृष्ण शर्मा 'नवीन' सुभद्रा कुमारी चौहान।	10 Hours
Text Books:	1. हिन्दी के आधुनिक प्रतिनिधि कवि-द्वारिका प्रसाद सक्सेना-विनोद पुस्तक मंदिर, आगरा। 2. आधुनिक हिन्दी काव्य के नवरत्न-रमेश चन्द्र शर्मा-सरस्वती प्रकाशन, कानपुर 3. प्रसाद का काव्य-प्रेम शंकर 4. प्रसाद की कला-गुलाबराय	
Reference Books:	5. आधुनिक कवियों की काव्य साधना-राजेन्द्र सिंह और गौड़-श्रीराम मेहरा एण्ड संस, आगरा। 6. प्रसाद-रामरतन भटनागर 7. प्रसाद-नन्ददुलारे बाजपेयी	
E-Resources:	1. https://youtu.be/vVdZ7IcKFY0 2. https://youtu.be/z4t6mhJ2Ruo 3. https://youtu.be/iqt4cIMJ9GI 4. http://kavilahindi-kavita.blogspot.com/2018/03/blog-post_86.html 5. https://www.hindikunj.com/2020/03/bal-krishna-sharma-naveen.html 6. http://www.hindikahani.hindi-kavita.com/HK-SubhadraKumariChauhan.php * Latest edition of all the suggested books are recommended.	

Course Code: BAEI 309	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-III INTRODUCTION TO TEXTILES	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding about the concept of textiles, classification of textiles fibers.	
CO2.	Explaining the methods and styles of dyeing and painting.	
CO3.	Knowing the concept of yarn and weaves, types of yarn and basis of weave.	
CO4.	Developing an understanding in the selection of fabrics and use and care of fabrics	
Course Content:		
Unit-1:	Introduction to Textiles Characteristics, uses and Classification of textiles fibres Importance, manufacturing process and properties (Physical and Chemical) of following fibres: Cotton, Linen, Wool, Silk, Rayon, Nylon	12 Hours
Unit-2:	Yarn and Weaves Construction of yarn Types of Yarn Basic Weaves	10 Hours
Unit-3:	Finishes Importance of Finishes Basic finishes - Bleaching, Seizing, Tentring, Calendaring, Mercerizing and Sanforising Functional finishes - Resin finish, Crease resistance, and Water proofing, Stain and soil resistance	10 Hours
Unit-4:	Dyeing and Printing - Methods and Style Block Printing, Stencil Printing Roller Printing, Screen Printing Batik, Tie and Dye	8 Hours
Unit-5:	Selection of Fabrics Buying Factors affecting selection of Fabric Use and Care of fabrics Storage of fabrics Consumer problems	08 Hours
Text Books:	1. Introduction to textiles ` Joseph Mayory 2. वस्त्र विज्ञान एवं धुलाई कला बेला भार्गव, यूनिवर्सिटी बुक हाउस, जयपुर	
Reference Books:	3. वस्त्र विज्ञान एवं परिधान व्यवस्था अलका अग्रवाल एवं मंजू पाटनी, स्टार पब्लिकेशन्स, आगरा 4. Grooming, Selection and care of clothes S. Pandit & E. Tanplag * Latest edition of all the suggested books are recommended.	
E-Resources:		

<u>Course Code:</u> BAEI 312	Core Course B.A.-B.Ed.(Int.) Semester-III PHYSICAL, HEALTH AND YOGA EDUCATION	L-2 T-0 P-4 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Remembering the concept of health, Physical fitness & Yoga Education.	
CO2.	Understanding school health programs, health problems and benefits of physical fitness.	
CO3.	Demonstrating and applying various yogic practices for health and stressmanagement.	
Course Content:		
Unit-1:	Health <ul style="list-style-type: none">• Introduction, Definition and Meaning of health & health education• Dimensions of health & Determinants of health• Meaning & Importance of balanced diet• School health programme and role of teacher in development of health	Unit-1:
Unit-2:	<u>Physical Fitness</u> <ul style="list-style-type: none">• Definition, Meaning and Types of physical fitness• Factors affecting physical fitness• Benefits of Physical Fitness• Importance of physical activities at school level• Principles of physical fitness	Unit-2:
Unit-3:	<u>Health Problems in India</u> <ul style="list-style-type: none">• Communicable and Non Communicable Diseases• Obesity, Malnutrition, Explosive Population.• Personal and Environmental Hygiene for schools• Objectives of school health services, Role of health education in schools	Unit-3:
Unit-4:	<u>Yoga</u> <ul style="list-style-type: none">• Introduction, Meaning and mis-concepts of Yoga• Introduction to Ashtang Yoga• Classification of Yoga• Importance of Yogasanas, Pranayama and Shudhikriya	Unit-4:
Unit-5:	<u>Meditation & Stress Management</u> <ul style="list-style-type: none">• Meditation: Meaning, Nature & Relationship with mind.• Importance of Meditation at school level• Stress: Meaning, Nature, Types and Factors• Role of Meditation in Stress Management.	Unit-5:
<u>Text Books:</u>	1.Environmental Chemistry”, De, A. K., New AgePublishersPvt.Ltd. 2. “Introduction to Environmental EngineeringandScience”, Masters, G. M., PrenticeHallIndia Pvt. Ltd. 3. “Fundamentals of Ecology”,Odem, E. P., W. B. Sannders Co.	
<u>Reference Books:</u>	1. “BiodiversityandConservation”,Bryant, P. J., HypertextBook 2. “Textbook of Environment Studies”, Tewari, Khulbe&Tewari,I.K. Publication	
<u>E-Resources</u>		

Course Code: BAEI 353	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: INDIAN POLITICAL THOUGHTS			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the political theories of Indian political thinkers in the context of contemporary political scenario for better understanding			
CO2.	Explaining the political thoughts of different Indian political thinkers with relation to one another			
CO3.	Demonstrating the role and relevance of Indian political thinkers in the light of present socio-political condition of India			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	
Evaluation Scheme	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 354	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: MACRO ECONOMICS			L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Applying different tools & techniques of Macroeconomics to understand the relationship between demand and supply and the functioning of Trade cycles and monetary policies				
CO2.	Explaining the differences and similarities between different economic systems such as capitalism, socialism and mixed economy.				
CO3.	Demonstrating the utility of theories of Employment, Macroeconomic theory of distribution and Monetary policies.				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
Evaluation Scheme	Internal		External		Total
	50		50		100
			Internal		External
	Performance		10		20
	File work		20		20
	Viva		10		10
	Attendance		10		-
	Total		50		50

Course Code: BAEI 355	Core Course Practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: POLITICAL HISTORY OF MODERN INDIA 1740 - 1964 A.D.			L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Understanding different events and National movements of Modern Indian history during British imperialism and Freedom struggle and transfer of power				
CO2.	Explaining the governance and policies of British rulers and impact of various National movements for independence				
CO3.	Demonstrating the impact of British governance and the relevance of revolutionary movements for the emergence of New India				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
Evaluation Scheme	Internal		External		Total
	50		50		100
			Internal		External
	Performance		10		20
	File work		20		20
	Viva		10		10
	Attendance		10		-
	Total		50		50

Course Code: BAEI 356	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: DRAMA				L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-					
CO1.	Applying conceptual knowledge of the different types of drama while performing on the stage.					
CO2.	Explaining the techniques and style of different playwrights like Shakespeare, Congreve and Shaw through enactment.					
CO3.	Demonstrating the relevance and utility of theatrical performances in the present social scenario.					
PPT Work	Topic to be given by the concern teacher.					
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000					
Evaluation Scheme						
	Internal		External		Total	
	50		50		100	
		Internal		External		
	Performance	10		20		
	File work	20		20		
	Viva	10		10		
	Attendance	10		-		
	Total	50		50		

Course Code: BAEI 357	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: NAATAK GADYAKAAVY KAAVYASHASTRACHACH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	छात्राः बाणभट्टेन रचितेन कादम्बर्याः मुख्य भागं शुकनासोपदेशसाहित्यस्य भावानुभूतिं व्याख्यात्मकाध्ययनम् च करिष्यन्ति ।			
CO2.	छात्राः अभिज्ञानशाकुन्तलात् शकुनासोपदेशात् च अवतरित सूक्तीनाम् व्याख्यां ज्ञास्यन्ति उभयग्रन्थयोः समीक्षात्मकं प्रश्नानां माध्यमेन कथा सारं अवगम्य अध्ययनं च करिष्यन्ति ।			
CO3.	छात्राः रसानुभूतिं काव्यस्य रसास्वादनं सौन्दर्यानुभूतिं भावानुभूतिं च ज्ञास्यन्ति ।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Evaluation Scheme	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 358	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: AADHUNIK HINDI KAAVY			L-0 T-0 P-4 C-2						
Course Outcomes:	At the end of this course, the students will be-									
CO1.	विद्यार्थी विभिन्न कवियों की कविताओं के संदेश को मंच पर प्रदर्शित कर सकेंगे।									
CO2.	विद्यार्थी छायावादी काल के विभिन्न कवियों की कविताओं की भाषा शैली तथा साहित्यिक प्रवृत्तियों का पी.पी.टी. के माध्यम से विश्लेषण कर सकेंगे।									
CO3.	विद्यार्थी छायावादी काव्य की कविताओं का आधुनिक काल के संदर्भ मेंमूल्यांकन कर सकेंगे।									
PPT Work	Topic to be given by the concern teacher.									
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000									
	<table><tr><td>Topic</td><td>Introduction</td><td>Discussion</td><td>Conclusion</td></tr></table>			Topic	Introduction	Discussion	Conclusion			
Topic	Introduction	Discussion	Conclusion							
Evaluation Scheme	<table><tr><td>Internal</td><td>External</td><td>Total</td></tr><tr><td>50</td><td>50</td><td>100</td></tr></table>		Internal	External	Total	50	50	100		
	Internal	External	Total							
	50	50	100							
		Internal	External							
	Performance	10	20							
	File work	20	20							
	Viva	10	10							
	Attendance	10	-							
Total	50	50								

Course Code: BAEI 359	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-III PRACTICUM: INTRODUCTION TO TEXTILES			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applyingthe method and style dying and painting in real life situations			
CO2.	Explaining the functions of yarm and weaves, types of yarm and basis of weave.			
CO3.	Demonstrating the skills in the selection of fabrics and the use and care of fabrics			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: TMUGS 331	Value Added Course B.A.-B.Ed.(Int.) Semester-III Managing Self	L-2 T-1 P-0 C-0																											
Course Outcomes:	At the end of this course, the students will be-																												
CO1.	Develop effective communication skills.																												
CO2.	Understand and analyze self and devise a strategy for growth and development																												
CO3.	Develop a positive mindset conducive for growth																												
CO4.	Utilize time in the most effective manner and avoid procrastination																												
CO5.	Make appropriate and responsible decisions																												
CO6.	Develop strategies to manage priorities and formulate and achieve specific goals.																												
Course Content:																													
Unit-1:	Personal Development Personal growth and improvement in personality Perception Positive attitude, Values and Morals High self motivation and confidence, Grooming	10 Hours																											
Unit-2:	Professional Development Goal setting and action planning Effective and assertive communication Decision making, Time management Presentation Skills, Happiness, risk taking and facing unknown	08 Hours																											
Unit-3:	Resume Building, Occupational Research Group discussion (GD) and Personal Interviews	12 Hours																											
Evaluation Scheme	Faculty led Continuous Evaluation <ul style="list-style-type: none">Students will be evaluated on the score of 100 in every course.Evaluation of soft skill will follow continuous evaluation method. <u>Details are as follows:</u> <ol style="list-style-type: none">Total Marks for each semester 100<ol style="list-style-type: none">Internal: 60 marks for Class Performance (Every class activity will carry 6 marks; each students can participate in maximum of 10 activities).External: 30 marks for External evaluation at the time of external exams (Based on GD and PIs).Attendance: 10 marks for Attendance in the training sessions <table><tr><td>S No</td><td>% Attendance <</td><td>Marks</td></tr><tr><td>1.</td><td>30</td><td>0</td></tr><tr><td>2.</td><td>30-40</td><td>2</td></tr><tr><td>3.</td><td>40-50</td><td>4</td></tr><tr><td>4.</td><td>50-60</td><td>5</td></tr><tr><td>5.</td><td>60-70</td><td>6</td></tr><tr><td>6.</td><td>70-80</td><td>7</td></tr><tr><td>7.</td><td>80-90</td><td>8</td></tr><tr><td>8.</td><td>90-100</td><td>10</td></tr></table>		S No	% Attendance <	Marks	1.	30	0	2.	30-40	2	3.	40-50	4	4.	50-60	5	5.	60-70	6	6.	70-80	7	7.	80-90	8	8.	90-100	10
S No	% Attendance <	Marks																											
1.	30	0																											
2.	30-40	2																											
3.	40-50	4																											
4.	50-60	5																											
5.	60-70	6																											
6.	70-80	7																											
7.	80-90	8																											
8.	90-100	10																											
Text Books:	<ul style="list-style-type: none">Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education																												
Reference Books:	<ul style="list-style-type: none">Scott, S.J., SMART goals made simple (2014), Createspace Independent Pubhttps://www.hloom.com/resumes/creative-templates/https://www.mbauniverse.com/group-discussion/topic.php																												
E-Resources:																													

B.A.-B.Ed.(Int.)-Semester IV

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-10	BAEI 410	Gender, School and Society	4	0	0	4	40	60	100	
2	CC-11	BAEI 405	Political History Of Ancient India (B.C. 600 - A.D. 606)	4	0	0	4	40	60	100	
3	CC-12	BAEI 455	Political History Of Ancient India B.C. 600- A.D. 606 (Project & Viva)	0	0	4	2	50	50	100	
4	AECC-7	BAEI 401	Computer Fundamentals, Internet & MS-Office	2	0	2	3	40	60	100	
5	AECC-8	TMUGE499	English Communication–IV	2	0	2	3	40	60	100	
SELECT ANY TWO: DSEC											
6	DSEC-19	BAEI 404	Discipline Specific Elective Courses	National Income Analysis, Money & Banking	4	0	0	4	40	60	100
7	DSEC-20	BAEI 403		Western Political Thought	4	0	0	4	40	60	100
8	DSEC-21	BAEI 406		Fiction	4	0	0	4	40	60	100
9	DSEC-22	BAEI 407		Vyakaranam Nibandhah: Gadyanatysaahityetihasah	4	0	0	4	40	60	100
10	DSEC-23	BAEI 408		Hindi Katha Saahity	4	0	0	4	40	60	100
11	DSEC-24	BAEI 409		Child Development	4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP											
12	DSEP-19	BAEI 454	Discipline Specific Elective Courses	National Income Analysis, Money & Banking (Project & Viva)	0	0	4	2	50	50	100
13	DSEP-20	BAEI 453		Western Political Thought (Project & Viva)	0	0	4	2	50	50	100
14	DSEP-21	BAEI 456		Fiction (Project & Viva)	0	0	4	2	50	50	100
15	DSEP-22	BAEI 457		Vyakaranam Nibandhah: Gadyanatysaahityetihasah(Project & Viva)	0	0	4	2	50	50	100
16	DSEP-23	BAEI 458		Hindi Katha Saahity (Project & Viva)	0	0	4	2	50	50	100
17	DSEP-24	BAEI 459		Child Development(Project & Viva)	0	0	4	2	50	50	100
Total					20	0	16	28	390	510	900

Value Added Course (VAC)										
Sr. N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
18	VAC-2	TMUGS 431	Managing Work and Others	2	1	-	0	50	50	100

VAC is an audit course which will be compulsory to pass with 45% marks. However, it will not be added towards overall result.

Course Code: TMUGE 499	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-IV ENGLISH COMMUNICATION – IV	L-2 T-0 P-2 C-3
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the essence of effective listening and speaking, about proposal and report writing and acquiring the adequate knowledge of grammar and vocabulary	
CO2.	Applying the acquired knowledge of grammar and vocabulary in the practice of professional writing and interview	
CO3.	Analyzing the effect of applied knowledge of grammar and job oriented skills in the presentation	
CO4.	Evaluating the role and relevance of the story reading in the inculcation of professional ethics as well as the value of effective listening and speaking in modifying the job-oriented skills	
CO5.	Designing impressive proposals and resume by using the skill of professional writing and developing good presentation skills for interviews to maximize their opportunity of job as well as to fulfill corporate expectations	
Course Content:		
Unit-1:	Vocabulary & Grammar Homophones and Homonyms Correction of Common Errors (with recap of English Grammar with its usage in practical context.) Transformation of sentences	6 Hours
Unit-2:	Essence of Effective listening & speaking Listening short conversation/ recording (TED talks / Speeches by eminent personalities) <i>Critical Review of these abovementioned</i> Impromptu	10 Hours
Unit-3:	Professional Writing Proposal: Significance, Types, Structure & AIDA Report Writing: Significance, Types, Structure & Steps towards Report writing	12 Hours
Unit-4:	Job Oriented Skills Cover Letter Preparing Resumé and Curriculum-Vitae Interview: Types of Interview, Tips for preparing for Interview and Mock Interview Corporate Expectation & Professional ethics: Skills expected in corporate world	10 Hours
Unit-5:	Value based text reading: Short story A Bookish Topic – R.K. Narayan	8 Hours
Text Books:	Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
Reference Books:	<ul style="list-style-type: none"> Raman Meenakshi & Sharma Sangeeta, "Technical Communication- Principles & Practice" Oxford University Press, New Delhi. Mohan K. & Sharma R.C., "Business Correspondence of Report Writing", TMH, New Delhi. Chaudhary, Sarla "Basic Concept of Professional Communication" Dhanpat Rai Publication, New Delhi. Kumar Sanjay & Pushplata "Communication Skills" Oxford University Press, New Delhi. 	

	<ul style="list-style-type: none"> • Agrawal, Malti “Professional Communication” KrishanaPrakashan Media (P) Ltd. Meerut. <p><u>Methodology:</u></p> <ol style="list-style-type: none"> 1. The content will be conveyed through Real life situations, Pair Conversation, Group Talk and Class Discussion. 2. Language Lab software. 3. Sentence transformation on daily activities and conversations. 4. Conversational Practice will be effectively carried out by Face to Face & Via Media(Audio-Video Clips) 5. Modern Teaching tools (PPT Presentation & Motivational videos with sub-titles) will be utilized. 	
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1. https://youtu.be/TwZ7LgrPwR 2. https://youtu.be/akfatVK5h3Y 3. https://youtu.be/fYQlgzrkOK4 4. https://youtu.be/fMV7fFh_ZuMS 5. https://youtu.be/VczVqHJW0gg <p>* Latest edition of all the suggested books are recommended.</p>	

Course Code: BAEI 401	Core Course B.A.-B.Ed.(Int.) Semester-IV Computer Fundamentals, Internet & MS-Office	L-2 T-0 P-2 C-3
Course Outcomes :	At the end of this course, the students will be-	
CO1.	Understand the fundamental hardware components that make up a computer’s hardware and the role of each of these components	
CO2.	Applying the concept of operating system, application program, and what each is used for in a computer.	
CO3.	Accomplish creating basic documents, worksheets, presentations with their properties.	
Course Content:		
Unit-1:	Introduction and Definition of Computer: Computer Generation, Characteristics of Computer, Advantages and Limitations of a computer, Classification of computers, Functional components of a computer system (Input, CPU, Storage and Output Unit), Types of memory (Primary and Secondary) Memory Hierarchy. Hardware: a) Input Devices- Keyboard, Mouse, Scanner, Bar Code Reader b) Output Devices – Visual Display Unit (VDU), Printers, Plotters etc. Software: Introduction, types of software with examples, Introduction to languages, Compiler, Interpreter and Assembler. Number System: Decimal, Octal, Binary and Hexadecimal Conversions, BCD, ASCII and EBCDIC Codes.	12 Hours
Unit-2:	MS – DOS: Getting Started on DOS with Booting the System, Internal Commands: CHDIR(CD),CLS, COPY, DATE, DEL(ERASE), DIR, CHARACTER, EXIT,MKDIR(MD), REM, RENAME(REN), RMDIR(RD), TIME, TYPE, VER, VOL, External Commands: ATTRIB, CHKDSK, COMMAND, DOSKEY, EDIT, FORMAT,HELP, LABEL, MORE, REPLACE, RESTORE, SORT, TREE, UNDELETE, UNFORMAT,XCOPY. Introduction of Internet: History of internet, Web Browsers, Searching and Surfing, creating an E-Mail account, sending and receiving E-Mails.	12 Hours
Unit-3:	MS Word: Starting MS WORD, Creating and formatting a document, changing fonts and point size, Table Creation and operations, Autocorrect, Auto text, spell Check, Word Art, inserting objects, Page setup, Page Preview, Printing a document, Mail Merge.	10 Hours
Unit-4:	MS Excel: Starting Excel, Work sheet, cell inserting Data into Rows/ Columns, Alignment, Text wrapping,Sorting data, Auto Sum, Use of functions, Cell Referencing form,generating graphs, Worksheet data and charts with WORD, Creating Hyperlink to a WORD document, Page set up, Print Preview, Printing Worksheets.	10 Hours
Unit-5:	MS Power Point: Starting MS–Power Point, creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, adding a slide to presentation, navigating through a presentation, slide sorter, slide show, editing slides, Using Clipart, Word art gallery, Adding Transition and Animation effects, setting timings for slide show, preparing note pages, preparing audience handouts, printing presentation documents. MS – Access: creating table and database. pages, preparing audience handouts, printing presentation documents.	10 Hours
Text Books:	1. Sinha P.K., Computer Fundamentals, BPB Publishing.	
Reference Books:	1. Peter Norton_s, Introductions to Computers, Tata McGraw Hill. 2. Price Michael, Office in Easy Steps, TMH Publication. *Latest editions of all the suggested books are recommended.	
E-Resources :	https://www.youtube.com/watch?v=AP1nNK3bRs&list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp . https://www.youtube.com/watch?v=ME_F9yypzsw https://www.youtube.com/watch?v=Ko-RvwM2ADw&list=PL7WYUFDtCahBmV4m67WthsilBbsuEhY3K https://www.youtube.com/watch?v=ZDnl-0xPuQs&list=PL5BEE99D00E1503DA	

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		100
20 Marks (Best 2 out of Three CTs) (From Unit – I, III, IV & V)	10 Marks (Oral Assignments) (From Unit –II & IV)	10 Marks (Attendance)	40 Marks (External Written Examination) (From Unit –I, III, IV & V)	20 Marks (External Viva)* (From Unit –II & IV)	

***Parameters of External Viva**

Content	Body Language	Communication Skills	Confidence	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

***Note:** External Viva will be conducted by 2-member committee comprising*

a) One Faculty teaching the class

b) One examiner nominated by University Examination cell.

Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BAEI 410	Core Course B.A.-B.Ed.(Int.) Semester-IV GENDER, SCHOOL AND SOCIETY	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts of gender, gender bias,gender stereotype, empowerment, Patriarchyand feminism in society & their challenges.	
CO2.	Applying the legal provision for gender equality in present scenario.	
CO3.	Analyzing the need and importance of equality and equity in education.	
CO4.	Evaluating the paradigm shift from women studies to gender studies based on the historical backdrop.	
Course Content:		
Unit-1:	<ul style="list-style-type: none">Gender, Sex, SexualityPatriarchy, Masculinity and FeminismGender bias, Gender Stereotyping, and EmpowermentEquity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospectsPolyandrous, Matrilineal and Matriarchal Societies in India Relevance and Status of Education.	12 Hours
Unit-2:	<ul style="list-style-type: none">Paradigm shift from Women's studies to Gender studiesHistorical backdrop: Some landmarks from social reform movementsTheories on Gender and Education and their application in the Indian contextSocialisation theoryGender differenceStructural theoryDeconstructive theory	12 Hours
Unit-3:	2. Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls <ul style="list-style-type: none">Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).Collection of folklores reflecting socialisation processes.	10 Hours
Unit-4:	<ul style="list-style-type: none">Changing Perspectives with Legal Provisions: Right to Inheritance etcSocial Construction of Masculinity and FemininityPatriarchies in interaction with other social structures and identities.	8 Hours
Unit-5:	<ul style="list-style-type: none">Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions.Overcoming Gender Stereotypes.Working towards gender equality in the classroom: Need and StrategiesEmpowerment of Women: Strategies and Issues.	10 Hours
Text Books:	<ul style="list-style-type: none">Ambasht, et al Developmental Needs of Tribal People,NCERTBhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and HumanDevelopment: Theory, Research and Applications in India. Sage: New Delhi.	

	<ul style="list-style-type: none"> • Frostig, M, and Maslow, P. Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York. • Geetha, V .Gender. Stree: Calcutta. • Ghai, A. Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & • Ghai, Anita .Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
<u>Reference Books:</u>	<ul style="list-style-type: none"> • Jeffery, P. and Jeffery, R. Killing My Heart's Desire: Education and Female • Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171. <p>* Latest editions of all the suggested books are recommended</p>
<u>E-Resources:</u>	

<u>Course Code:</u> BAEI 403	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV WESTERN POLITICAL THOUGHT	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the dominant features of Ancient Western Political thought, Ancient Greek political thought with particular focus on political thoughts of Plato and Aristotle.	
CO2.	Explaining the political theories of Western political thinkers in the context of the contemporary political situations.	
CO3.	Analyzing the theory of Western political thinkers like Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism, Rousseau's views on Freedom and Democracy, Bentham, John Stuart Mill, Hegel etc.	
CO4.	Evaluating the contribution and significance of Western political thinkers like Machiavelli, Marx and the like in development of modern political culture and system	
Course Content:		
Unit-1:	Classical Western Political Thought Plato: Theory of Justice, theory of education, Critique of Democracy, theory of Communism, Aristotle: Citizenship, State, Justice, theory of revolution	10 Hours
Unit-2:	Early Medieval to the Beginning of Modern Thought St. Augustine: Earthly City & Heavenly city Machiavelli: Father of Modern political thought, Statecraft, Virtue, Fortuna	10 Hours
Unit-3:	Liberal Thought Thomas Hobbes: Human Nature, Social Contract, Liberty, State John Locke: Natural Rights, Consent, Social Contract, State Rousseau: Social Institutions and moral man, Equality, Liberty & general will	10 Hours
Unit-4:	Liberal Democratic Thought Jeremy Bentham: Utilitarianism John Stuart Mill: Individual liberty, Representative Government	10 Hours
Unit-5:	Philosophical Idealism & its critique Hegel: Individual Freedom, Civil Society, State Karl Marx: Alienation, Surplus Value, Materialist Conception of History, State	10 Hours
<u>Text Books:</u>	1. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964. 2. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991. 3. हरिदत्त वेदालंकर-पाश्चात्य राजनीतिक विचारक	
<u>Reference Books:</u>	4. H.J. Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press-1920. 5. जे०पी० सूद-प्रमुख राजनीतिक विचारक के नाथ एण्ड कम्पनी मेरठ	

<p style="text-align: center;"><u>E-</u> <u>Resources:</u></p>	<ol style="list-style-type: none"> 1. https://thegreatthinkers.org/plato/introduction/ 2. https://iep.utm.edu/aris-pol/ 3. https://iep.utm.edu/aug-poso/ 4. https://plato.stanford.edu/entries/hobbes-moral/ 5. https://plato.stanford.edu/entries/locke-political/ 6. https://plato.stanford.edu/entries/rousseau/ 7. https://plato.stanford.edu/entries/utilitarianism-history/ 8. https://plato.stanford.edu/entries/mill-moral-political/ 9. https://iep.utm.edu/hegelsoc/ 10. https://plato.stanford.edu/entries/marx/ 11. https://en.wikipedia.org/wiki/Karl_Marx <p style="text-align: center;">Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 404	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV NATIONAL INCOME ANALYSIS MONEY & BANKING	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the fundamentals of National Income Analysis, Money and Banking and foreign exchange including their different concepts, terms and functions	
CO2.	Explaining different approaches related to value of money and banking and the relationship between inflation and unemployment, and demand and supply of the foreign exchange	
CO3.	Analyzing different theories and approaches related to value of money, prices, banking and foreign exchange.	
CO4.	Developing their vision and critical thinking in terms of value of money and banking and generating new ideas in order to enrich national economy	
Course Content:		
Unit-1:	National Income Analysis: Concept and methods of measurement; Circular flow of product and income; Government and foreign sectors in national income accounts; Determination of National income under classical and Keynesian system; Monetary theories of trade cycle.	10 Hours
Unit-2:	Value of Money: Fisher and Cambridge approaches; Income-expenditure approach; Keynes quantity theory.	08 Hours
Unit-3:	Prices: inflation, deflation, monetary approach; Keynesian approach; Non-monetary theories of inflation; A brief discussion of relationship between inflation and unemployment (Philips curve and modified Philip's curve), Okun's law and concept of stagflation.	12 Hours
Unit-4:	Banking: Types and function; Structure and management, assets and liabilities, creation of money; Commercial Bankings: Principles and Practices Central Banking: Instrument of monetary control and other functions of Central Banks Indian Monetary Market: Structure, concept and sources of change in money supply; Reserve Bank of India, regulatory and promotional functions.	10 Hours
Unit-5:	Foreign Exchange: Concept, demand and supply of foreign exchange, external value of money-gold standard, exchange rate determination, purchasing power parity, theory, International monetary institution-IMF and IBRD. Exchange Control, Objectives and Methods	10 Hours
Text Books:	1. Manihara, K.K. – Monetary Theory 2. Crowther, G. – An Outline of Money 3. Halm, G.N. – Monetary Theory / Mudra Siddhant (in Hindi)	
Reference Books:	4. Makinen, Gale – Money; The Price Level and Interest Rate 5. Dillard, D. – Keynes Ka Arthashatra 6. Ghosh, Alak – Indian Economy 7. Rudra Dutt & Sudaram - Indian Economy 8. Samuelson, P.A. – Economics	
E-Resources:	1. https://www.youtube.com/watch?v=sEID8bgLzQY&list=PLgC10_Xv-BGg2ORORplLqiDR1gyH3MkXw 2. https://www.youtube.com/watch?v=iAHqLzYE-f4&list=RDCMUcnfp8dHhZiX_paZidJExibQ&start_radio=1&t=9 3. https://www.youtube.com/watch?v=4Qf-KzR3y20&list=PLEKW0AtPc3nEb905-K5Om-qDzlsxxyx-Q 4. https://www.youtube.com/watch?v=Ubs6CIMuA8g&list=PLEKW0AtPc3nH0r_QdbaU3wDhp3p5Ew8P9 5. https://www.youtube.com/watch?v=f1X1EDEGN8Q&t=10s 6. https://www.youtube.com/watch?v=NEc47HZ0WZo Latest edition of all the suggested books are recommended.	

Course Code: BAEI 405	Core Course B.A.-B.Ed.(Int.) Semester-IV POLITICAL HISTORY OF ANCIENT INDIA (B.C. 600-A.D. 606)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different concepts, sources, terms and events of Ancient Indian history, the foreign invasions and the rise of Magadh empire, Mauryan and Gupta Empire	
CO2.	Analyzing the causes of foreign invasion, and policies and administrations of different Indian emperors in Ancient period	
CO3.	Evaluating the relevance of economic policies and administration of different Indian empires like Magadh empire, Mauryan and Gupta empire in the light of Ancient Indian socio-political conditions	
Course Content:		
Unit-1:	Historical Sources & Foreign Invasions Sources of Ancient Indian History Political condition of Northern Indian during 6th Cent. B.C. a- Sixteen Mahajanapadas, b- Ten Republics Persian and Alexander's invasion on India and its effects	10 Hours
Unit-2:	Rise of Magadhan Empire Rise of Magadhan Empire; Haryanka dynasty [Bimbisara, Ajatshatru and his successors]; Saisunga dynasty [Saisunga, Kalasoka]; Nanda dynasty [origin, Mahapadanaanda, successors and causes of downfall]	08 Hours
Unit-3:	Mauryan Empire & Age of Trade & Commerce The Mauryas [Origin, Early life & conquests of Chandragupta Maurya, Bindusara, Sources for the history of Asoka, Conquests, Extent of Empire, Dhamma Policy, Successors & Causes of Downfall] The Sungas, The Kanvas, The Satavahanas; King Kharvela of Kalinga	12 Hours
Unit-4:	Foreign Invasions The Indo-Greeks; The Indo-Synthians & the Indo-Parthians The Kushanas [Kuzul & Vima Kadphises, Kanishka, his successors]	08 Hours
Unit-5:	Gupta Period & Their Inheritance State The Guptas [Chandragupta I, Samudragupta, Historicity of Ramagupta, Chandragupta II, Kumaragupta, Skandagupta, Successors and causes of Downfall]. Brief History of the following: The Vatakas; The Maukharis; The Later Guptas; Huna Invasions of India	10 Hours
Text Books:	1- Pandey, V.C.: <i>प्राचीन भारत का इतिहास</i> I & II - फ़र्स्ट ब्रिग्ल A	
Reference Books:	2- Raichaudri, H.C.: प्राचीन भारत का राजनैतिक इतिहास। 3- Goyal Srimam.: प्राचीन भारत का इतिहास (भाग 1 भाग 2 एवं भाग 3)। 4- Raichaudri H.C.: Political History of Ancient India. 6- Pandey, V.C. & A. Pandey : A New History of Ancient India.	
E-Resources:	1. Archeological sources of Indian history text book K.C SHRIVASTAV. 2. Sixteen mahajanpada www.youtube.com . 3. Moarya empire administration www.youtube.com . 4. Gupta dynasty www.youtube.com . Latest edition of all the suggested books are recommended.	

Course Code: BAEI 406	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV FICTION	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the theory and elements of novel, short story and life and works of English novelists	
CO2.	Applying conceptual knowledge of different types of novel and their elements for the better understanding of the English novels	
CO3.	Analyzing the life and works of various English novelists like Austen, Dickens and Hardy	
CO4.	Evaluating the relevance and utility of the various forms of novel and the novelist's views and thoughts in the context of present social scenario	
CO5.	Creating new kinds of novel, generating new ideas and developing their critical thinking to deal with the real life situations	
Course Content:		
Unit-1:	History of Novel Elements of Novel (Plot, characterization, Narrative Technique and Structure) Forms of Novel (Picaresque, Historical, Gothic, Epistolary, Regional, Realistic, Psychological, Detective, Science Fiction etc. Short Story: Elements and Features.	10 Hours
Unit-2:	Jane Austen : Pride and Prejudice	10 Hours
Unit-3:	Charles Dickens : David Copperfield	10 Hours
Unit-4:	Thomas Hardy : The Return of the Native	10 Hours
Unit-5:	D. H. Lawrence : <i>Sons and Lovers</i>	08 Hours
Text Books:	1. <i>Pride and Prejudice</i> by Jane Austen, Oxford University Press, 2008. 2. <i>The Return of the Native</i> by Thomas Hardy, Peacock Books, 2013. <i>David Copperfield</i> by Charles Dickens, Surjeet Publications, 2005.	
Reference Books:	3. <i>A Background to the Study of English Literature</i> by B. Prasad, Macmillan. 4. <i>Routledge History of Literature in English: Britain and Ireland</i> by Ronald Carter. 5. <i>The Novel: Its Forms and Techniques</i> by S.P. Sen Gupta, Prakash Book Depot, Barielly. 6. <i>Charles Dickens' David Copperfield</i> , Rama Brothers 7. <i>Jane Austen's Pride and Prejudice</i> , Rama Brothers. 8. <i>Thomas Hardy's The Return of the Native</i> , Narayana Publications. 9. <i>D. H. Lawrence's Sons and Lovers</i> , Rama Brothers. 10. <i>Aspects of Novel</i> by E.M. Forster, Rossetta Books, LLC, 2002. 11. <i>The Theory of the Novel</i> by George Lukacs, The Merlin Press, 1998.	
E-Resources:	1. Harold Bloom and Jason B. Jones. Charles Dickens (Bloom's Modern Critical Views). 2007. www.b-ok.org . 2. "D.H. Lawrence: Sons and Lovers". Vidya Mitra, 2016. www.youtube.com . 3. "Jane Austen: Pride and Prejudice". Vidya Mitra, 2016. www.youtube.com . 4. "Thomas Hardy: His Age, Novels and Philosophy". www.sg.inflibnet.ac.in . Latest edition of all the suggested books are recommended.	

Course Code: BAEI 407	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	छात्राः व्याकरणस्य शुद्धेन ज्ञानेन शुद्ध उच्चारणम् प्रकृति प्रत्ययं च ज्ञास्यन्ति ।	
CO2.	छात्राः शब्दरूपान् धातुरूपान् च नवीन पद्धतिभिः सूत्रानां माध्यमेन अवगम्य शिक्षयन्ति ।	
CO3.	छात्राः लेखने सृजनात्मकं मौलिकतायाः विकासं करिष्यन्ति ।	
CO4.	छात्राः नाट्य साहित्येतिहासे भासस्य नाटकानि अभिज्ञानशाकुन्तलं माविकाग्निमित्रं, विक्रमोर्वशीयं मुद्राराक्षसादि नाटकानां परिचयं च अभिनयं कलां शिक्षयन्ति ।	
CO5.	छात्राणां भाषाज्ञाने वृद्धिं भावाभिव्यक्तायाः अवसरं प्राप्तं भविष्यति ।	
Course Content:		
Unit-1:	लघुसिद्धान्तकौमुदी— अजन्तप्रकरणम् (116 से 169 सूत्रा तक) सूत्राव्याख्या	10 Hours
Unit-2:	लघुसिद्धान्तकौमुदी— अजन्तप्रकरणम् (116 से 169 सूत्रा तक) रूपसिद्धि सञ्ज्ञापरिचयश्च युष्मद्, सस्मद्, तद्	10 Hours
Unit-3:	संस्कृतभाषया निबन्धलेखनम्	08 Hours
Unit-4:	नाट्य साहित्येतिहास भासस्य नाटकानि, अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मुद्राराक्षम्, परिचयं कर्तव्यम्	10 Hours
Unit-5:	नाट्य साहित्येतिहास, मृच्छकटिकम्, मालतीमाधवम्, महावीरचरितच्य—प्रसन्नतरघवम्, परिचयं कर्तव्यम्	08 Hours
Text Books:	1. लघुसिद्धान्तकौमुदी—(संज्ञासन्धिप्रकरणे)वरदराजः, हिन्दीटीकाकर्त्री—डॉ० प्रेमा अवस्थी 2. बृहद् अनुवादचन्द्रिका—चक्रधर हंस नौटियालः	
Reference Books:	3. अनुवादकला—चारुदेव शास्त्री 4. अनुवादचन्द्रिका—डॉ० यदुनन्दनमिश्रः 5. निबन्धपथप्रदर्शक—वी०एस० आप्ते Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 408	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV हिन्दी कथा साहित्य	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	हिंदी साहित्य के अध्ययन के माध्यम से विद्यार्थी विभिन्न महान उपन्यासकारों के उपन्यासों तथा कहानी विधा को विस्तृत रूप से समझ सकेंगे।	
CO2.	विद्यार्थी उपन्यासों तथा कहानी विधा के माध्यम से उसमें चित्रित समाज के विषय में अपनी कल्पना शक्ति का विकास कर सकेंगे।	
CO3.	विद्यार्थी विभिन्न लेखकों के उपन्यासों तथा कहानी विधाओं की भाषा शैली का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी उपन्यास तथा कहानी के पात्रों की चारित्रिक विशेषताओं का वर्तमान सामाजिक परिस्थितियों के संदर्भ में मूल्यांकन कर सकेंगे।	
CO5.	विद्यार्थी विभिन्न उपन्यासों तथा कहानी के अध्ययन के माध्यम से स्वयं में रचनात्मक एवं बौद्धिक विचारों के कौशल के निर्माण के साथ-साथ मानवमूल्यों को विकसित कर सकेंगे।	
Course Content:		
Unit-1:	उपन्यास- चित्रलेखा (भगवती चरण वर्मा)	
Unit-2:	रागदरबारी (श्रीलाल शुक्ल)	
Unit-3:	कहानी – कफन (प्रेमचन्द), गुण्डा (जयशंकर प्रसाद), यही सच है (मन्नू भण्डारी), चीफ की दावत (भीष्म साहनी)	
Unit-4:	मारे गये गुलफाम उर्फ तीसरी कसम (फणीश्वर नाथ रेणु), राजा निरवंसिया (कमलेश्वर) पिता (ज्ञानरंजन), पचीस चौका डेढ़ सौ (ओमप्रकाश वाल्मीकि)	
Unit-5:	द्रुत पाठ – शैलेष मटियानी, अमरकांत, सेवाराम यात्री, मृदुला गर्ग	
Text Books:	1. हिन्दी उपन्यास एवं यथार्थवाद-त्रिभुवन सिंह-हिन्दी प्रचारक पुस्तकालय, वाराणसी 2. उपन्यास कला के तत्व-श्री नारायण अग्निहोत्री-हिमालय पाकेट बुक्स, दिल्ली	
Reference Books:	3. उपन्यास और लोकजीवन-रेल्फ फॉक्स पीपुल्स पब्लिशिंग हाउस, नई दिल्ली-12 4. नयी कहानी: परिवेश एवं परिप्रेक्ष्य – डॉ० रामकली सराफ विश्वविद्यालय प्रकाशन वाराणसी। 5. हिन्दी कहानी : प्रक्रिया और पाठ-सुरेन्द्र चौधरी, राधाकृष्ण, दिल्ली।	
E-Resources:	1. https://www.rachanakar.org/2018/08/blog-post_80.html?m=1 2. https://youtu.be/S8A7Gnchgfs 3. https://www.bbc.com/hindi/india/2013/09/130917_hindi_diwas_stories_akd 4. https://poshampa.org/pachchis-chauka-dedh-sau/ 5. https://youtu.be/YJN_BuTpW9c 6. https://youtu.be/cMQG7YghUIY Latest edition of all the suggested books are recommended.	

Course Code: BAEI 409	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-IV CHILD DEVELOPMENT	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concept of growth and development, the characteristics of different types of development and the concept of play and work	
CO2.	Applying the principles of growth and development to understand the various stages of growth and development	
CO3.	Analyzing the difference between growth and development and the factors affecting development	
CO4.	Evaluating the relationship between play and work and their significance in the various stages of growth and development	
Course Content:		
Unit-1:	Introduction to Child development Definitions and scope of child development Principles of Development Stages of development and developmental tasks of each stage Factors affecting development	12 Hours
Unit-2:	Development with Characteristics from Birth to Adolescence Physical Development Motor Development, Emotional Development Language Development, Social Development Mental Development	10 Hours
Unit-3:	Play and work Types of Importance of Play Difference between Play and Work	10 Hours
Unit-4:	Personality Concept and Definitions Factors Affecting Personality Development	10 Hours
Unit-5:	Exceptional Children Physically Challenged Mentally Challenged Problem Children Gifted Children Juvenile delinquents - Meaning, Causes and preventive measures	08 Hours
Text Books:	1. बाल विकास : बाल मनोविज्ञान भाई योगेन्द्रजीते (विनोद पुस्तक मंदिर, आगरा) 2. Child Psychology S.P. Chaube	
Reference Books:	1. बाल विकास एवं बाल मनोविज्ञान डा० प्रीति वर्मा (विनोद पुस्तक मंदिर, आगरा) 2. Child Development Hurlock E.B. 3. Development Behaviour Gale R.F. 4. एडवांस बाल विकास (स्टोर पब्लिकेशन्स आगरा) डा० कमलेश शर्मा Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 453	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: WESTERN POLITICAL THOUGHT			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the political theories of Western political thinkers in the context of the contemporary political situations for better understanding			
CO2.	Explaining the theory of Western political thinkers like Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism, Rousseau's views on Freedom and Democracy, Bentham, John Stuart Mill, Hegel etc.			
CO3.	Demonstrating the contribution and significance of Western political thinkers like Machiavelli, Marx and the like in development of modern political culture and system			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 454	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: NATIONAL INCOME ANALYSIS, MONEY & BANKING			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying different tools & techniques of National income analysis to understand the circular flow of product and income, and the role of banking and foreign exchange			
CO2.	Analyzing different approaches related to value of money and banking and the relationship between inflation and unemployment, and demand and supply of the foreign exchange			
CO3.	Demonstrating the utility and significance of different theories and approaches related to value of money, prices, banking and foreign exchange in the light of National income analysis			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 455	Core Course Practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: POLITICAL HISTORY OF MODERN INDIA 1740 - 1964 A.D.			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Explaining different concepts, sources, terms and events of Ancient Indian history, the foreign invasions and the rise of Magadh empire, Mauryan and Gupta Empire			
CO2.	Analyzing the causes of foreign invasion, and policies and administrations of different Indian emperors in Ancient period			
CO3.	Demonstrating the relevance of economic policies and administration of different Indian empires like Magadh empire, Mauryan and Gupta empire in the light of Ancient Indian socio-political conditions			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal		External	Total
	50		50	100
			Internal	External
	Performance		10	20
	File work		20	20
	Viva		10	10
	Attendance		10	-
	Total		50	50

Course Code: BAEI 456	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: FICTION			L-0 T-0 P-4 C-2	
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Applying conceptual knowledge of different types of novel and their elements in story telling				
CO2.	Explaining the styles of various English novelists like Austen, Dickens and Hardy through PPT presentation				
CO3.	Demonstrating the value and relevance of the different types of novel with reference to the present social context.				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion		Conclusion
Practical Content:	Internal		External	Total	
	50		50	100	
			Internal	External	
	Performance		10	20	
	File work		20	20	
	Viva		10	10	
	Attendance		10	-	
	Total		50	50	

Course Code: BAEI 457	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: VYAKARANAM NIBANDHAH: GADYANATYSAHITYETIHASAH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	छात्राः लेखने सृजनात्मकं मौलिकतायाः विकासं करिष्यन्ति ।			
CO2.	छात्राः नाट्य साहित्येतिहासे भासस्य नाटकानि अभिज्ञान शाकुन्तलं माविकाग्निमित्रं, विक्रमोर्वशीयं मुद्राराक्षसादि नाटकानां परिचयं च अभिनयं कलां शिक्षयन्ति ।			
CO3.	छात्राणां भाषाज्ञाने वृद्धिं भावाभिव्यक्तायाः अवसरं प्राप्तं भविष्यति ।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 458	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: HINDI KATHA SAAHITYA				L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-				
CO1.	विद्यार्थी उपन्यासों तथा कहानी विधा के माध्यम से उसमें चित्रित विभिन्न बिंदुओं को मंच पर प्रदर्शित कर सकेंगे।				
CO2.	विद्यार्थी विभिन्न लेखकों के उपन्यासों तथा कहानी विधाओं के लेखन तथा भाषा शैलीका पी.पी.टी. के माध्यम से विश्लेषण कर सकेंगे।				
CO3.	विद्यार्थी उपन्यास तथा कहानी के पात्रों की चारित्रिक विशेषताओं का वर्तमान सामाजिक परिस्थितियों के संदर्भ में मूल्यांकन कर सकेंगे।				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclus	
Practical Content:					

Course Code: BAEI 459	Discipline Specifie Elective practical B.A.-B.Ed.(Int.) Semester-IV PRACTICUM: CHILD DEVELOPMENT				L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Applying the principles of growth and development to understand the various stages of growth and development				
CO2.	Explaining the difference between growth and development and the factors affecting development				
CO3.	Demonstrating the relationship between play and work and their significance in the various stages of growth and development				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
Practical Content:	Internal		External	Total	
	50		50	100	
		Internal	External		
	Performance	10	20		
	File work	20	20		
	Viva	10	10		
	Attendance	10	-		
	Total	50	50		

Course Code: TMUGS 431	Value Added Course B.A.-B.Ed.(Int.) Semester-IV Managing Work and Others	L-2 T-1 P-0 C-0																											
Course Outcomes:	At the end of this course, the students will be-																												
CO1.	Apply effective communication skills in a variety of public and interpersonal settings.																												
CO2.	Integrate change for growth and development																												
CO3.	Manage inter-personal skills																												
CO4.	Function in a team and enable other people to act, encouraging growth and creating mutual respect and trust																												
CO5.	Handling difficult situations with grace, style and professionalism																												
Course Content:																													
Unit-1:	Intrapersonal Skills Creativity and Innovation Understanding self and others (Johari window) Stress Management, Managing Change for competitive success Handling feedback and criticism	08 Hours																											
Unit-2:	Interpersonal Skills Conflict management, Development of cordial interpersonal relations at all levels Negotiation, Importance of working in teams in modern organisations Manners, etiquette and net etiquette	12 Hours																											
Unit-3:	Interview Techniques Job Seeking, Group discussion (GD), Personal Interview	10 Hours																											
Evaluation Scheme	Faculty led Continuous Evaluation <ul style="list-style-type: none">Students will be evaluated on the score of 100 in every course.Evaluation of soft skill will follow continuous evaluation method. <u>Details are as follows:</u> <p>2) Total Marks for each semester 100</p> <p>d) Internal: 60 marks for Class Performance (Every class activity will carry 6 marks; each students can participate in maximum of 10 activities).</p> <p>e) External: 30 marks for External evaluation at the time of external exams (Based on GD and PIs).</p> <p>f) Attendance: 10 marks for Attendance in the training sessions</p> <table><tr><td>S No</td><td>% Attendance <</td><td>Marks</td></tr><tr><td>1.</td><td>30</td><td>0</td></tr><tr><td>2.</td><td>30-40</td><td>2</td></tr><tr><td>3.</td><td>40-50</td><td>4</td></tr><tr><td>4.</td><td>50-60</td><td>5</td></tr><tr><td>5.</td><td>60-70</td><td>6</td></tr><tr><td>6.</td><td>70-80</td><td>7</td></tr><tr><td>7.</td><td>80-90</td><td>8</td></tr><tr><td>8.</td><td>90-100</td><td>10</td></tr></table>		S No	% Attendance <	Marks	1.	30	0	2.	30-40	2	3.	40-50	4	4.	50-60	5	5.	60-70	6	6.	70-80	7	7.	80-90	8	8.	90-100	10
S No	% Attendance <	Marks																											
1.	30	0																											
2.	30-40	2																											
3.	40-50	4																											
4.	50-60	5																											
5.	60-70	6																											
6.	70-80	7																											
7.	80-90	8																											
8.	90-100	10																											
Text Books:	<ul style="list-style-type: none">Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education																												
Reference Books:	<ul style="list-style-type: none">Scott, S.J., SMART goals made simple (2014), Createspace Independent Pubhttps://www.hloom.com/resumes/creative-templates/https://www.mbauniverse.com/group-discussion/topic.php																												
E-Resources:																													

B.A.-B.Ed.(Int.)-Semester V

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
1	CC-13	BAEI 505	Political History of India (A.D. 606 - A.D. 1206)	4	0	0	4	40	60	100			
2	CC-14	BAEI 555	Political History of India A.D. 606 - A.D. 1206 (Project & Viva)	0	0	4	2	50	50	100			
3	AECC-9	BAEI 510	Human Values and Ethics	3	0	0	3	40	60	100			
SELECT ANY TWO: DSEC													
4	DSEC-25	BAEI 504	Discipline Specific Elective Courses	Indian Economy			4	0	0	4	40	60	100
5	DSEC-26	BAEI 503		International Politics			4	0	0	4	40	60	100
6	DSEC-27	BAEI 506		History of English Literature			4	0	0	4	40	60	100
7	DSEC-28	BAEI 507		Veda- Upnishad- Arshkavyam- Alamkarasch			4	0	0	4	40	60	100
8	DSEC-29	BAEI 508		Adyatan Hindi Evm Kauravi Lok Kavya			4	0	0	4	40	60	100
9	DSEC-30	BAEI 509		Fundamentals of Food & Nutrition			4	0	0	4	40	50	100
SELECT ANY TWO: RELATED TO DSEP													
10	DSEP-25	BAEI 554	Discipline Specific Elective Courses	Indian Economy(Project & Viva)			0	0	4	2	50	50	100
11	DSEP-26	BAEI 553		International Politics(Project & Viva)			0	0	4	2	50	50	100
12	DSEP-27	BAEI 556		History of English Literature (Project & Viva)			0	0	4	2	50	50	100
13	DSEP-28	BAEI 557		Veda- Upnishad- Arshkavyam- Alamkarasch			0	0	4	2	50	50	100
14	DSEP-29	BAEI 558		Adyatan Hindi Evm Kauravi Lok Kavya (Project & Viva)			0	0	4	2	50	50	100
15	DSEP-30	BAEI 559		Fundamentals of Food & Nutrition (Project & Viva)			0	0	4	2	50	50	100
PEC : Select Any One													
16	PEC-1	BAEI 521/621	Pedagogy Elective Course	Pedagogy of English			4	-	-	4	40	60	100
17	PEC-1	BAEI 522/622		Pedagogy of Hindi			4	-	-	4	40	60	100
18	PEC-1	BAEI 523/623		Pedagogy of Sanskrit			4	-	-	4	40	60	100
19	PEC-1	BAEI 524/624		Pedagogy of Home Science			4	-	-	4	40	60	100
20	PEC-1	BAEI 525/625		Pedagogy of Social Studies			4	-	-	4	40	60	100
Total				19	0	12	25	350	450	800			
Open Elective Course (OEC)													
Sr.N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
21	OEC-1	-	MOOC Course	-	-	-	-	-	-	-			

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

Course Code: BAEI 510	Academic Enhancement Compulsory Course B.A.-B.Ed.(Int.) Semester-V HUMAN VALUES AND ETHICS	L-3 T-0 P-0 C-3
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the need and importance of value education.	
CO2.	Applying the different methods of value education.	
CO3.	Analyzing the process of value education.	
CO4.	Developing professional ethics in youths.	
Course Content:		
Unit-1:	Ethics and Human Values – Definition – Good Behavior, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.	10 Hours
Unit-2:	Indian Constitution and Values – Fundamental Rights and Duties -Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.	10Hours rs
Unit-3:	Religious and Cultural Values–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family.	10Hours rs
Unit-4:	Professional Ethics–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.	8Hours
Unit-5:	Health and Nutrition: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.	8 Hours
Text Books:	1- पाण्डेय, बृजेश, (2002), मूल्य परक शिक्षा : वर्तमान परिदृश्य, भारतीय आधुनिक शिक्षा. 2- पाण्डेय, रामशक्ल, एवं मिश्रा, करुणा शंकर, (2006), मूल्य शिक्षण, विनोद पुस्तक मंदिर, आगरा 3- मिश्रा, रेणु, मूल्य परक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक : 3–4, खण्ड 44–45 4- लोढ़ा, महावीरमल, (1996), नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर.	
Reference Books:	1- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF. 2- Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City. 3- Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi * Latest editions of all the suggested books are recommended.	
E-Resources:	4-	

Course Code: BAEI 503	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V INTERNATIONAL POLITICS	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the scope and subject matter of International Relations as an autonomous academic discipline and different approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.	
CO2.	Explaining the principles of Diplomacy, Propaganda and Military capabilities to understand the process of foreign policy making in the real life political situations	
CO3.	Analyzing certain basic concepts like Globalisation in contemporary world order, the conditions of Cold War phases and the post Cold War era	
CO4.	Evaluating the role and relevance of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare	
Course Content:		
Unit-1:	International Politics Meaning, Nature and Scope of International Politics; Theories and Approaches: Traditional Vs Scientific, Behavioral, Idealist, Realist Systems, Game, Communication; Decisionmaking	10 Hours
Unit-2:	The Modern state system Power and its elements; National Interest; Balance of Power; Collective security; Role of Ideology	10 Hours
Unit-3:	Foreign Policy Its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War	10 Hours
Unit-4:	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	12 Hours
Unit-5:	International Law & Global Organizations International Law; Global Organization: The U.N.; Regional Organizations: The European Union; S.A.A.R.C.; A.S.E.A.N	10 Hours
Text Books:	1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974. 2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.	
Reference Books:	3. R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963. 4. Mahendra Kumar: International Politics.	
E-Resources:	1. https://www.politicalscienceview.com/nature-purpose-and-scope-of-international-relations/ 2. https://www.yourarticlelibrary.com/international-politics/study-of-international-politics-areas-and-scope/48466 3. https://www.politicalsciencenotes.com/games-theory/games-theory-meaning-origin-types-and-application/741	

4. [https://www.politicalsciencenotes.com/communications-theory/communications-theory-nature-ideas-and-criticism/747#:~:text=The%20communications%20theory%20is%20based,The%20Nerves%20of%20Government\)%3A&te](https://www.politicalsciencenotes.com/communications-theory/communications-theory-nature-ideas-and-criticism/747#:~:text=The%20communications%20theory%20is%20based,The%20Nerves%20of%20Government)%3A&te)
5. <https://www.politicalsciencenotes.com/articles/decision-making-theory-definition-nature-and-theories/743#:~:text=Definition%20offered%20by%20the%20C.O.D.,behave%20under%20risk%20and%20uncertainty.>
6. https://www.academia.edu/29732847/National_Power_Meaning_Nature_Dimensions_and_Methods
7. <https://www.yourarticlelibrary.com/international-politics/national-interest-meaning-components-and-methods/48487>
8. https://en.wikipedia.org/wiki/Collective_security
9. <https://abhikipedia.abhimanu.com/Article/IAS/Mzc0OQEEQQVVVEEQVV/Determinants-of-Foreign-Policy-India-and-the-world-IAS>
10. <https://www.yourarticlelibrary.com/international-politics/foreign-policy-16-elements-of-foreign-policy/48492>
11. https://en.wikipedia.org/wiki/Cold_War
12. <https://en.wikipedia.org/wiki/D%C3%A9tente>
13. https://en.wikipedia.org/wiki/Non-Aligned_Movement
14. <http://www.fao.org/3/y8705e/y8705e06.htm>
15. https://en.wikipedia.org/wiki/International_law
16. https://en.wikipedia.org/wiki/United_Nations
17. <https://www.nti.org/learn/treaties-and-regimes/association-southeast-asian-nations-asean/>

Latest edition of all the suggested books are recommended.

Course Code: BAEI 504	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V INDIAN ECONOMY	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the nature and structure of Indian economy as well as economy of Uttar Pradesh, the role of various sectors viz. agriculture, industry and service in the growth of Indian economy	
CO2.	Analyzing the sectoral development of Indian economy and their interrelationships and the factors like growing population, unemployment, poverty and trade union movements that affect economic policies.	
CO3.	Evaluating the contribution and significance of different sectors like agriculture, industry and service as well as the planning in the growth and development of Indian economy as well as economy of Uttar Pradesh	
CO4.	Developing new ideas and strategies through their constructive visions and developed skills to promote the sustainable growth of Indian economy	
Course Content:		
Unit-1:	Nature and Structure of Indian Economy Growth and composition; Sectoral development of the Indian Economy and their interrelationship. Utilization of resource-human and natural; Problems of population and population policy of India	10 Hours
Unit-2:	Planning in India Need, objectives and strategy of planning in India; Poverty, unemployment, its nature and extent; Employment policy	10 Hours
Unit-3:	Agriculture Trends in production and productivity, reforms, tenurial system, distribution of land, ceiling consolidation of holdings; Agriculture labour and problem wages, employment and under-employment Capital agriculture financial and physical; Problems of irrigation and supply of inputs; Organizational issues; Market cooperative farming; Community development project agricultural and rural development programmes; Technology Change in Agriculture strategy; Agricultural production strategy; Price policy in agriculture	08 Hours
Unit-4:	Industry and Service Sector Growth and Structure of industry; Industrial and licensing policies of major industries, large, small and cottage industries; Industrial finance, foreign, capital and multinationals, industrial labour - wages and wage regulation, social security, housing, industrial peace, trade Union movement; Service Sector - Nature, structure and Development	10 Hours
Unit-5:	Economy of Uttar Pradesh Nature, Structure and Development of U.P.'s Economy; U.P. Economy through plans; Demographic Scenario of U.P. Infrastructure, energy, transport and water resources; Decentralization of planning in U.P. industrial development in U.P. Public Sector Units, Small scale Industries, informal Sector, Hurdles and Prospects; Agriculture, Employment, Poverty, Inter-Regional Disparities and Policy Issues	12 Hours
Text Books:	1. Alak Ghosh - Indian Economy 2. Rudra Dutt & Sundaram - Indian Economy	
Reference Books:	3. Government of India Annual - Economic Survey	
E-Resources:	1. https://www.youtube.com/watch?v=IPxmsZWprIQ&list=PLgC10_Xv-BGgrjmDRY0L1l8FFnuP1TI_5 2. https://www.youtube.com/watch?v=Rc5kqn6nmJA&list=PLfMLVgkRy6knQ8fnHBI29Ksho_rQZbUBP 3. https://www.youtube.com/watch?v=edj8G3cxVN0&list=PLLSr-V_RsE_S01bIOCvcBio7INB0tbBAK Latest edition of all the suggested books are recommended.	

Course Code: BAEI 505	Core Course B.A.-B.Ed.(Int.) Semester-V POLITICAL HISTORY OF INDIA(A.D. 606 –A.D.1206)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different political events, the rise and fall of various Indian dynasties like Harsha and Rajputas and the Muslim invasions in India	
CO2.	Analyzing the reigns and administrations of different Indian dynasties like Harsha and Rajputas and the causes of Muslim invasions in India	
CO3.	Evaluating the significance of policies and administrations of different Indian dynasties like Harsha and Rajputas and the impact of Muslim invasions in India	
Course Content:		
Unit-1:	Early Regional States of India of Harsha Harsha and his contemporaries; Shashanka; Bhaskarvarman; Yashovarman of Kanauj; LalitaDitya; Muktapad of Kashmir	8 Hours
Unit-2:	Rajput & Their different States Origin of Rajputs The GurjaraPratihars- Origin, Nagabhatta I, Vatsaraja, Nagabhatta II, Mihirbhoja, Mahendrapala I, Mahinpala I The Palas- Dharmapala, Devapala The Senas- Vijyasena, Lakshmansena	12 Hours
Unit-3:	Four Powerful Rajput State The Chandellas - Yashovarman, Dhanga, Vidyadhara and Kirtivarman The Paramaras (Munja, Bhoja) The Ghahamanas (Arnoraja, Vighararaja IV, Prithviraja III) The Gahadawalas (Govindachandra, Jayachandra)	10 Hours
Unit-4:	Kalachuris & Chaulukyas The Kalachuris [Gangeyandeva, Lakshmikarna] The Western Chaulukyas [Jayasimha, Siddharaja, Bhima II]	08 Hours
Unit-5:	Muslims Invasions: Arab Invasion on Sindh Excursions of Mahmud of Ghanzi Invasions Mohammad Ghuri Causes of the Defeat of the Indians	10 Hours
Text Books:	1. Pandey, V.C. & A. Pandey: A New History of Ancient India. 2. Ray H.C.: Dynastic History of Northern India. 3. Majumdar, R.C.: History of Bengal.	
Reference Books:	4. Puri, B.N.: History of gurjarapratiharis. 5. Dixit, R.K.: Chandellas of Jejakabhukti. 6. Gangoly, D.C.: History of Paramaras.	
E-Resources:	1. Harsh empire www.youtube.com . 2. Rajput & Their different States . www.youtube.com . 3. Four Powerful Rajput State . www.youtube.com . 4. Muslims Invasions www.youtube.com . Latest edition of all the suggested books are recommended.	

Course Code: BAEI 506	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V HISTORY OF ENGLISH LITERATURE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the beginning of English Literature, the development of various literary movements like Renaissance, Romanticism, Modernism, Postmodernism, and literary theories like Feminism and Postcolonialism	
CO2.	Applying the conceptual knowledge of the literary movements and theories for the better understanding of literary compositions of the English writers	
CO3.	Analyzing the historical development of the various literary movements and theories	
CO4.	Evaluating the relevance and utility of the various literary movements and theories in the context of the contemporary as well as present social scenario	
CO5.	Developing their critical thinking and generating new dimensions of research in English literature	
Course Content:		
Unit-1:	From Renaissance to Seventeenth Century Renaissance and Reformation Miracle and Morality Plays University Wits Elizabethan Songs and Sonnets Metaphysical Poetry Neo-classicism	10 Hours
Unit-2:	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)	10 Hours
Unit-3:	Nineteenth Century Characteristics of Victorianism Growth of Victorian Literature (Prose, Poetry, Drama and Novel) Pre-Raphaelite Poetry	10 Hours
Unit-4:	The Twentieth Century Trends in Twentieth century literature, Twentieth century Novel Twentieth Century Drama, Problem Play	10 Hours
Unit-5:	The Twenty First Century Growth of Postcolonial literature, Feminism, Post Modernism etc.	08 Hours
Text Books:	1. <i>A Glossary of Literary Terms</i> by M. H. Abrams, Cengage Learning. 2. <i>A Background to the Study of English Literature</i> by B. Prasad, Macmillan.	
Reference Books:	3. <i>Routledge History of Literature in English: Britain and Ireland</i> by Ronald Carter. 4. <i>History of English Literature</i> by Edward Albert, Oxford University Press. 5. <i>Beginning Theory</i> by Peter Barry, Viva Books, 2018.	
	1. John Peck and Martin Coyle. A Brief History of English Literature. Palgrave	

<p><u>E-Resources:</u></p>	<p>Macmillan, 2002. www.b-ok.org.</p> <p>2. “Modernism and Postmodernism” Lecture 32. IIT Kanpur, 2018. www.youtube.com.</p> <p>3. “The Postcolonialism”. Centre for Educational Communication (CEC), 2016. www.youtube.com.</p> <p>4. Pam Morris. Literature and Feminism: An Introduction. Wiley Blackwell, 1993. www.b-ok.org.</p> <p>5. “Feminist Thought and Theory”. Lecture 2 Centre for Educational Communication (CEC), 2016. www.youtube.com.</p> <p>Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 507	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V वेद-उपनिषद्-आर्षकाव्यम्-अलंकराश्च	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	छात्राः ऋग्वेदान्तर्गतं अग्निसूक्तं अक्षसूक्तस्य च व्याख्यायाः अध्ययनं करिष्यन्ति ।	
CO2.	छात्राः वेदसूक्तवाहनान्तर्गतम् संज्ञानसूक्तं ऋग्वेदे निहित भावानाम् गहनाध्ययनं करिष्यन्ति ।	
CO3.	छात्रा महाभारतं पठित्वा स्वचरित्र निर्माणस्य विकास सरलतया करिष्यन्ति ।	
CO4.	छात्राः महाभारते यक्ष-युधिष्ठिर संवादं अवगम्य अर्थग्रहणस्य क्षमता प्रदानं शक्यन्ति ।	
CO5.	छात्रा छन्दसां, अलंकाराणां रसानां च ज्ञानादि गहनाध्ययनम् करिष्यन्ति ।	
Course Content:		
Unit-1:	वेदसूक्तवाहन अग्निसूक्तम्-ऋग्वेद 1/1, अक्षसूक्तम् ऋग्वेद 10/34 (व्याख्यात्मकध्ययनम्)	
Unit-2:	वेदसूक्तवाहन संज्ञानसूक्तम् ऋग्वेदे 10/191	
Unit-3:	कठोपनिषद् (प्रथम अध्यायः) (व्याख्यात्मकध्ययनम्)	
Unit-4:	महाभारते यक्षयुधिष्ठिर-संवादः (व्याख्यात्मकध्ययनम्)	
Unit-5:	काव्यदीपिका अलंकारः -अनुप्रासः, यमकः, श्लेष, उपमा, रूपकम्: उत्प्रेक्षा, सन्देह, भ्रन्तिमान, विभावना, विशेषोक्तिश्च	
Text Books:	1- वेदामृतम्- ग्रन्थम कानपुर 2- कठोपनिषद्- डॉ. आद्याप्रसार मिश्र अक्षयवट प्रकाशन इलाहबाद 3- कठोपनिषद् - साहित्य भण्डार मेरठ	
Reference Books:	4- कठोपनिषद्-ज्ञानप्रकाश मेरठ 5- यक्षयुधिष्ठिर संवाद- साहित्य भण्डार मेरठ 6- यक्षयुधिष्ठिर संवाद- ज्ञानप्रकाश मेरठ 7-काव्यदीपिका- कान्तिचन्द्र भट्टाचार्य, साहित्य भण्डार मेरठ 8- साहित्य दर्पण -आचार्य विश्वनाथः चौखम्भा वाराणसी Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 508	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V अद्यतन हिन्दी एवं कौरवी लोक काव्य	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	विद्यार्थी आधुनिक काल तथा कौरवी लोक काव्य की विशेषताओं का विस्तृत रूप से ज्ञान प्राप्त कर सकेंगे।	
CO2.	विद्यार्थी कौरवी लोक काव्य के प्रचलित भजन, लोक गीत तथा आधुनिक हिंदी कविता के माध्यम से अपनी समृद्ध संस्कृति को समझ सकेंगे।	
CO3.	विद्यार्थी आधुनिक काव्य तथा कौरवी लोक काव्य में प्रचलित हिंदी भाषा परिवार की बोलियों का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी आधुनिक काल के महान कवियों के काव्य तथा कौरवी लोक काव्य के विविध पक्षों का शोधपरक गहन मूल्यांकन कर सकेंगे।	
CO5.	विद्यार्थी आधुनिक हिंदी कविता तथा कौरवी जन कवियों के काव्य में प्रचलित सामाजिक तथा राजनीतिक जागृति के स्वरों को अपने जीवन में विकसित कर सकेंगे।	
Course Content:		
Unit-1:	कवि – सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' – नदी के द्वीप, दीप अकेला, उधार, साम्राज्ञी का नैवेद्य दान, कलगी बाजरे की। शमशेर बहादुर सिंह – उषा, लौट आ ओ धार, पीली शाम, अमन का राग, मुक्तिबोध की मृत्यु पर गजल।	10 Hours
Unit-2:	नागार्जुन – सिंदूर तिलकित भाल, अकाल के बाद, बादल को घिरते देखा। भवानी प्रसाद मिश्र – गीत बेचता हूँ, सतपुड़ा के जंगल, कमल के फूल।	08 Hours
Unit-3:	गजानन माधव मुक्तिबोध – ब्रह्मराक्षस। चौधरी पृथ्वी सिंह बेधड़क – मानवता भजन संव 01, 10, 53 तथा गीत सं0 05	10 Hours
Unit-4:	कृष्ण चन्द्र शर्मा – लोकगीत – 'लोक जीवन के स्वर' के अध्याय 05 से 'राष्ट्रीय आन्दोलन' गीत सं0 02 तथा शिक्षा का महत्व – गीत संख्या 04	10 Hours
Unit-5:	द्रुत पाठ – केदारनाथ अग्रवाल, शिवमंगल सिंह 'सुमन', दुष्यन्त कुमार, धर्मवीर भारती, नरेश मेहता।	08 Hours
Text Books:	1. समकालीन हिन्दी कविता-विश्वनाथ प्रसाद तिवारी, राधाकृष्ण प्रकाशन, नई दिल्ली। समकालीन हिन्दी कविता-ए0 अरविन्दाक्षन, राधाकृष्ण प्रकाशन, नई दिल्ली।	
Reference Books:	2. पाश्चात्य साहित्य सिद्धान्त एवं विविधवाद-गायकवाड, साहित्य रत्नालय, कानपुर। 3. नागार्जुन की कविता-अजय तिवारी 4. लोक साहित्य विज्ञान-डॉ0 सत्येन्द्र : राजस्थानी ग्रन्थागार, जोधपुर। 5. लोक जीवन के स्वर : डॉ0 कृष्ण चन्द्र शर्मा : कुरु लोक संस्थान, मेरठ।	
E-Resources:	1. https://youtu.be/OEa6tweEfCg 2. http://www.sahityalochan.com/2008/08/blog-post_14.html 3. https://youtu.be/n2kvMj0ZYf8 4. https://www.bharatdarshan.co.nz/author-profile/109/kedarnath-agarwal-biography-hindi.html	

	<p>5. https://www.bharatdarshan.co.nz/author-profile/119/shivmangal-suman-biography.html</p> <p>6. https://hindivaani.com/nidanatamk-sikshan-aur-upcharatamk-sikshan/</p> <p>Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 509	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-V FUNDAMENTALS OF FOOD & NUTRITION	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding about the essential constituents of food, basic food groups, various types of cooking methods and common adulterants in food	
CO2.	Explaining various methods of cooking	
CO3.	Analyzing the causes of food poisoning and its effect on human health	
CO4.	Evaluating the utility and significance of various cooking methods in the context of human health	
CO5.	Developing an understanding about the nutritive value in food while preparation and cooking	
Course Content:		
Unit-1:	Introduction of foods and Nutrition Definitions –Foods, Nutrition and Nutrients Classification Functions of food	10 Hours
Unit-2:	Essential Constituents of Food Sources, Functions, Requirements, Digestion, Absorption and Deficiency Diseases Protein, Carbohydrate, Lipids, Vitamins, Minerals, Water	10 Hours
Unit-3:	Basic Food Groups Importance of basic food groups in the diet, nutritive combination of food stuffs and their importance in diets like cereals and millets, pulses, nuts and oil seeds, vegetables, fruits, Milk and Milk products, Egg, fish, meat and other flesh foods. Fats and oils, Sugar and jiggery, Spices and condiments	10 Hours
Unit-4:	Methods of Cooking Various types of Cooking Methods Relation of Nutritive value while preparation and cooking	08 Hours
Unit-5:	Food Adulteration & Food Poisoning Food Adulteration- Meaning and common adulterants in food Food Poisoning- Meaning, Causes and Effects on Human Health	10 Hours
Text Books:	1. Normal and Therapeutic Nutrition Proudfit & Robinson 2. <i>vkqkj , oa i k'sk.k foKku 'LVkj i ftyds kUl] vkxjk½ MkO yfyrk 'kekZ</i>	
Reference Books:	3. Nutrition and Dietetics Shubhangini A Joshi 4. Hand book of Foods and Nutrition M. Swaminakhan 5. <i>vkqkj , oa i k'sk.k foKku ds ewy fl) kUr , l O i hO l f[k; k</i> 6. भारतीय खाद्यानों के पोषण मूल्य (स्टार पब्लिकेशन्स आगरा) डा० अनिता सिंह Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 521/621	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-V PEDAGOGY OF ENGLISH	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of English language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the English course.	
CO5.	Applying the concepts of English language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for English course	
Course Content:		
Unit-1:	The nature and characteristic of English language Aims and objectives of teaching English at the secondary and higher secondary stage Present position of English in the school curriculum and its importance in India. General principles of English curriculum construction Board principles of teaching English	10 Hours
Unit-2:	Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach The procedures of teaching prose, poetry, translation and composition	10 Hours
Unit-3:	Place of Grammar in teaching of English Advantages and disadvantage of teaching Grammar Audio-visual Aids in teaching of English Low cost and no-cost teaching aids. In teaching of English Qualities of a good English teacher	10 Hours
Unit-4:	Evaluation: meaning and importance Tools and devices of evaluation Comprehensive and continuous evaluation in English Preparation of achievement test	10 Hours
Unit-5:	Lesson planning- in English prose, poetry, translation and composition A critical appraisal of the existing secondary school curriculum in English Engagement with the field: Tasks and Assignments for the above course	10 Hours

<u>Text Books:</u>	<ol style="list-style-type: none"> 1. Chaturvedi, M.G. A contractive study of Hindi – English phonology”. 2. Frisby, A.W. Teaching English : Notes and comments in teaching English. 3. Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London. 	
<u>Reference Books:</u>	<ol style="list-style-type: none"> 4. Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut. 5. Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut. 6. Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut. 7. Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra. <p>Latest edition of all the suggested books are recommended.</p>	
<u>E-Resources:</u>		

Course Code: BAEI 522/622	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-V PEDAGOGY OF HINDI	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Hindi language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Hindi course.	
CO5.	Applying the concepts of Hindi language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Hindi course	
Course Content:		
Unit-1:	The nature and characteristics of Hindi language, its phonology, morphology and syntax The importance of Hindi in the school curriculum in India Aims and objectives of teaching Hindi at secondary and Higher secondary stages	10 Hours
Unit-2:	General principles of curriculum construction A critical appraisal of the existing secondary school curriculum in Hindi General Principles of Teaching Hindi Problems of teaching Hindi at school level	10 Hours
Unit-3:	Audio – visual Aids for teaching of Hindi Use of test book and criteria of a good text book of Hindi Qualities of a good Hindi teacher Language (Hindi) room and library	10 Hours
Unit-4:	Methods of developing listening, speaking, reading and writing skills Methods and techniques of improving pronunciation and correcting spelling mistakes Methods of teaching prose, poetry, drama, story, composition and grammar Planning of lessons for prose, poetry, drama, story, composition and essay writing Use of literary activities in teaching of Hindi	10 Hours
Unit-5:	Evaluation: meaning and importance Comprehensive and continuous evaluation (CCE) in Hindi Diagnostic tests and remedial teaching	10 Hours

	Preparation of achievement test	
<u>Text Books:</u>	<ol style="list-style-type: none"> 1. Pandey, R.S.Hindi Shikshan, Vonod Pustak Mandir, Agra. 2. Singh, N.K. madhyamic Vidhyalayon mein hindi shikshan, Rajasthan Hindi granth academy, Jaipur. 	
<u>Reference Books:</u>	<ol style="list-style-type: none"> 3. Chhatriya. K. Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra. Mangal, Uma; Hindi Shikshan, Arya Book Depot, Delhi. 4. Singh, Savitri. Hindi Shikshan, Loyal book Depot, Meerut. 5. Shrivastava R.P.Teaching of Reading, Bahri publication, New Delhi. Girish, Pachauri, Hindi Shikshan] R. Lal Book Depot, Meerut. 6. HkVukxj] feuk{kh%fglunh f'k{k.k] Jh foukn i{rd eflunj] vkxjka 7. 'kek] ekrZM%fglunh f'k{k.k] 'kkjnk i{rd Hkou] bykgkckn A 	
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1.https://www.hinditecharea.com/2017/10/meaning-and-nature-of-language.html 2.https://youtu.be/5mNFSkbXfYo 3.https://youtu.be/WKIHnWlxRa8 4.https://youtu.be/kvO-Een55Gs 5.https://youtu.be/_32nV_qFCBI <p style="text-align: center;">Latest edition of all the suggested books are recommended.</p>	

Course Code: BAEI 523/623	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-V PEDAGOGY OF SANSKRIT	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Sanskrit language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Sanskrit course.	
CO5.	Applying the concepts of Sanskrit language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Sanskrit course	
Course Content:		
Unit-1:	Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms	10 Hours
Unit-2:	Need, bases and principles of curriculum construction Precaution in developing curriculum of Sanskrit Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement	10 Hours
Unit-3:	Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods Text book of Sanskrit- Characteristics and Evaluation procedure of text book	10 Hours
Unit-4:	Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher Lesson plans for teaching of prose, poetry, grammar Composition, translation, drama, rapid reading and spelling in Sanskrit	10 Hours
Unit-5:	Evaluation inteaching of Sanskrit and its need Formative and Summative Evaluation Comprehensive and continuous Evaluation in Sanskrit Preparation of achievement test	10 Hours
Text Books:	1- 'kekZ f'k[kk^l ldr f'k{k.k** vxoky ifcyds'ku] vlxjka 2- ik.Ms MkW jke'kdy] l ldr f'k{k.k] foukn i lrd eflnj] vlxjka	
Reference Books:	3- oRl MkW ohO, yO ^l ldr f'k{k.k** foukn i lrd eflnj] vlxjka 4-erry MkW l rksk^l ldr f'k{k.k **] vkjOyky cpl fMikj ejBA Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 524/624	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-V PEDAGOGY OF HOME SCIENCE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Home Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.	
CO5.	Applying the concepts of Home Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course	
Course Content:		
Unit-1:	The concept of Home Science: Meaning and components; place of home science in secondary education Aims and objectives of teaching of Home Science at secondary and higher-secondary level Writing objectives in behavioral term Correlation of Home Science with other school subjects	10 Hours
Unit-2:	Foods, Nutrition and Health Child Care Fiber and Fabric Home Management – importance of planning, principles of budget making Hygiene and sanitation	10 Hours
Unit-3:	General principles and methods of teaching Home Science – project method, discussion method, demonstration, practical, individual work Micro-teaching skills – explanation, questioning, illustration, stimulus – variation and black board writing	10 Hours
Unit-4:	Development and designing of curriculum Teaching aids – classification, importance and uses Concept of lesson plan, preparation of lesson plan Criteria of Good text book Planning of space and equipment of Home Science laboratory	10 Hours
Unit-5:	Evaluation in Home Science – Meaning and importance Comprehensive and continuous evaluation (CCE) in Home Science Evaluation devices – Written, oral, observation, practical work, assignment Preparation of achievement test	10 Hours
Text Books:	<ul style="list-style-type: none"> Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut. 'केल एण्ड सक्सेना "गृहविज्ञान f'k{k.k" आर०लाल बुक डिपो, मेरठ। 	
Reference Books:	<ul style="list-style-type: none"> डॉ० महिमा गुप्ता, "गृहविज्ञान f'k{k.k" आर०लाल० बुक डिपो मेरठ। t0ih0'ksh " गृहविज्ञान f'k{k.k", – अग्रवाल ifcyds kll , आगरा। Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 525/625	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-V PEDAGOGY OF SOCIAL SCIENCE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Social Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Social Science course.	
CO5.	Applying the concepts of Social Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Social Science course	
Course Content:		
Unit-1:	The need for teaching social science in school; Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology Objectives of teaching social science at upper primary and higher secondary levels Discipline - oriented teaching of social science and social reconstruction approach Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing social science curriculum in terms of correlation, integration, unit and chronological approaches	10 Hours
Unit-2:	Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture – cum discussion, project and source method, socialized recitation and supervised studies Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches Lesson Planning – specification to clarify planning wise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level	10 Hours
Unit-3:	Resources: Primary and Secondary, Library, Natural flora and fauna, People, Institutions Audio-visual aids – need, types and its uses in Social Science teaching Qualities of a good social science teacher	10 Hours
Unit-4:	Arranging and organizing field trips to places of cultural importance through	10 Hours

	<p>planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject</p> <p>Team teaching</p> <p>Organization of social studies club</p> <p>Organization of thought provoking programmes like Quizzes, wordsearches etc.</p>	
Unit-5:	<p>Purpose of evaluation in social Science, formative & summative evaluations and their features</p> <p>Diagnostic test and remedial teaching, Objective and essay type</p> <p>Comprehensive and continuous Evaluation in Social Science</p> <p>Preparation of achievement test</p>	10 Hours
<u>Text Books:</u>	<p>1. Sharma, R.A. 'Teaching of social studies'–R.Lal Book Depot, Meerut.</p> <p>2. Saxena, Mishra & Mohanti, 'Teaching of Social Science'R.Lall Book Depot,Meerut. Sahu, Surendra Kumar, 'Teaching of social</p>	
<u>Reference Books:</u>	<p>3. Wesley, E.b. Teaching Social studies in high school.</p> <p>4. Bining & Bining, 'Teaching social studies in secondary school'.</p> <p>5. राठौर, डॉ० कुसुमलता, "सामाजिक विज्ञान f'k{k.k", आर० लाल बुक डिपो, मेरठ।</p> <p>6. मंगल एवं सिसौरिया, " सामाजिक अध्ययन f'k{k.k"</p> <p>7. सिंह एवं राजपूत, " सामाजिक विज्ञान और उनका f'k{k.k"</p> <p>8. त्यागी, गुरुसरनदास, "सामाजिक अध्ययन का f'k{k.k" विनोद पुस्तक मन्दिर, आगरा।</p> <p>Latest edition of all the suggested books are recommended.</p>	
<u>E-Resources:</u>		

Course Code: BAEI 553	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-V PRACTICUM: INTERNATIONAL POLITICS			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the principles of Diplomacy, Propaganda and Military capabilities to understand the process of foreign policy making in the real life political situations			
CO2.	Explain the concepts like Globalisation in contemporary world order, the conditions of Cold War phases and the post Cold War era			
CO3.	Demonstrating the functioning of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 554	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-V PRACTICUM: INDIAN ECONOMY			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying different tools & techniques of Economics to understand the functioning of Indian economy as well as economy of Uttar Pradesh			
CO2.	Explaining the sectoral development of Indian economy and their interrelationships and the factors like growing population, unemployment, poverty and trade union movements.			
CO3.	Demonstrating the role of different sectors like agriculture, industry and service as well as the planning in the growth and development of Indian economy.			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 555	Coer Course Practical B.A.-B.Ed.(Int.) Semester-V PRACTICUM: POLITICAL HISTORY OF INDIA (A.D. 606 - A.D. 1206)			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Explaining different political events, the rise and fall of various Indian dynasties like Harsha and Rajputas and the Muslim invasions in India			
CO2.	Analyzing the reigns and administrations of different Indian dynasties like Harsha and Rajputas and the causes of Muslim invasions in India			
CO3.	Demonstrating the value of policies and administrations of different Indian dynasties like Harsha and Rajputas.			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 556	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-V PRACTICUM: HISTORY OF ENGLISH LITERATURE			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Explaining the development of various literary movements like Renaissance, Romanticism, Modernism, Postmodernism, and literary theories like Feminism and Postcolonialism			
CO2.	Analyzing the historical development of the various literary movements and theories			
CO3.	Demonstrating the relevance of the various literary movements and theories in the context of the contemporary as well as present social scenario			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 557	Discipline Specific Elective practical B.A.-B.Ed.(Int.) Semester-V PRACTICUM: VEDA- UPNISHAD- ARSHKAVYAM-ALAMKARASCH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	छात्राः वेदसूक्तवाहनान्तर्गतम् संज्ञानसूक्त ऋग्वेदे निहित भावानाम् गहनाध्ययनं करिष्यन्ति ।			
CO2.	छात्राः महाभारते यक्ष-युधिष्ठिर संवादं अवगम्य अर्थग्रहणस्य क्षमता प्रदानं शक्यन्ति ।			
CO3.	छात्रा छन्दसां, अलंकाराणां रसानां च ज्ञानादि गहनाध्ययनम् करिष्यन्ति ।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

B.A.-B.Ed.(Int.)-Semester VI

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
1	CC-10	BAEI 605	History of Modern World (1453-1950 A.D.)	4	0	0	4	40	60	100			
2	CC-6	BAEI 655	History of Modern World 1453-1950 A.D. (Project & Viva)	0	0	4	2	50	50	100			
3	AECC-10	BAEI 601	Information and Communication Technology	3	0	0	3	40	60	100			
SELECT ANY TWO: DSEC:													
4	DSEC-31	BAEI 604	Discipline Specific Elective Courses	Public Finance & International Trade			4	0	0	4	40	60	100
5	DSEC-32	BAEI 603		Comparative Government & Politics			4	0	0	4	40	60	100
6	DSEC-33	BAEI 606		Indian Writers in English			4	0	0	4	40	60	100
7	DSEC-34	BAEI 607		Gadyakavyam-Nitikavyam-Vyakarnam- Chhandasch			4	0	0	4	40	60	100
8	DSEC-35	BAEI 608		Hindi Nibandhevam Anya GadyaVidhayen			4	0	0	4	40	60	100
9	DSEC-36	BAEI 609		Dietetics & Therapeutic Nutrition			4	0	0	4	40	60	100
SELECT ANY TWO: RELATED TO DSEP													
10	DSEP-31	BAEI 654	Discipline Specific Elective Courses	Public Finance & International Trade (Project & Viva)			0	0	4	2	50	50	100
11	DSEP-32	BAEI 653		Comparative Government & Politics(Project & Viva)			0	0	4	2	50	50	100
12	DSEP-33	BAEI 656		Indian Writers in English (Project & Viva)			0	0	4	2	50	50	100
13	DSEP-34	BAEI 657		Gadyakavyam-Nitikavyam-Vyakarnam- Chhandasch (Project & Viva)			0	0	4	2	50	50	100
14	DSEP-35	BAEI 658		Hindi Nibandh Evm Anya Gadya Vidhayen (Project & Viva)			0	0	4	2	50	50	100
15	DSEP-36	BAEI 659		Dietetics & Therapeutic Nutrition(Project & Viva)			0	0	4	2	50	50	100
PEC : Select Any One													
16	PEC-2	BAEI521/621	Pedagogy Elective Course	Pedagogy of English			4	-	-	4	40	60	100
17	PEC-2	BAEI 522/622		Pedagogy of Hindi			4	-	-	4	40	60	100
18	PEC-2	BAEI 523/623		Pedagogy of Sanskrit			4	-	-	4	40	60	100
19	PEC-2	BAEI 524/624		Pedagogy of Home Science			4	-	-	4	40	60	100
20	PEC-2	BAEI 525/625		Pedagogy of Social Studies			4	-	-	4	40	60	100
Engagement with the field													
21	EWf	BAEI 631	Preliminary School Engagement			-	-	8	4	50	50	100	
Total				19	-	20	29	390	510	900			
Open Elective Course (OEC)													
Sr. N.	Course Type	Course Code	Course Name	Periods			Credit	Evaluation Scheme					
				L	T	P		Internal	External	Total			
21	OEC-1	-	MOOC Course	-	-	-	-	-	-	-			

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

Course Code: BAEI 601	Core Courses B.A.-B.Ed.(Int.) Semester-VI Information and Communication Technology	L-3 T-0 P-0 C-3
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concept, nature and scope of ICT in Education.	
CO2.	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
CO3.	Analyzing the changes occurring due to implication of ICT in Education.	
CO4.	Evaluating ICT based support services	
CO5.	Developing the skills to operate computer and gadgets for e-learning.	
Course Content:		
Unit-1:	<ul style="list-style-type: none">• ICT meaning, importance and tools of ICT.• Relevance of ICT in education [Radio, Television, Computer].• Use of Audiovisual Media• Role of ICT in Construction of Knowledge	10 Hours
Unit-2:	<p>3. Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching.</p> <p>4. Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI.</p> <p>5. Multimedia: Electronic media, print media and mass media.</p>	12 Hours
Unit-3:	<ul style="list-style-type: none">• Online educational resources: Concept, features and application.• E- mail• Teleconferencing,• Social networking• E learning & Online classes	10 Hours
Unit-4:	<ul style="list-style-type: none">• Computer- Definition, Main Units.• Characteristics, Classification of Computer.• Computer Hardware-input-output devices.• Functional knowledge of operating computer.	10 Hours
Unit-5:	<ul style="list-style-type: none">• ICT and curriculum enrichment – child centered curriculum / activity centered curriculum, web based resources.• ICT in educational administration and management:- On-line admission.• E content, e magazine, e journal, edusat, e libraries• Concept of technology in education, Components- Hardware and Software , Difference between software and Hardware.• Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector	10 Hours
Text Books:	<p>6. Information and communication - Kishore, Chavan.</p> <p>7. Information Technology - Dyne, Nandkishore.</p>	
Reference Books:	<p>8. National policies on ICT in School Education.</p> <p>9. Computer and Communication Technology—Smita Srivastava</p>	
E-Resources:	<p>1. https://www.youtube.com/watch?v=sEt2HpeoaXI</p> <p>2. https://www.youtube.com/watch?v=IWIdaog5lx8</p> <p>3. https://www.youtube.com/watch?v=jciaE5ax7So</p>	

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|--|---|
| | <ol style="list-style-type: none">4. https://www.youtube.com/watch?v=0c6WB9O5y005. https://www.youtube.com/watch?v=rSQS_ouqjFA&t=2s6. https://www.youtube.com/watch?v=hwlUqGbLNjw7. https://www.youtube.com/watch?v=297_XCs5XAo8. https://www.youtube.com/watch?v=nYAbMlpPtQo&list=TLPQMDkwOTlwMjBxKPxlCcEjYA&indehttps://www.youtube.com/watch?v=EvgmP3dtvvo9. https://www.youtube.com/watch?v=14HcXzFQPtM |
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*** Latest editions of all the suggested books are recommended.**

Course Code: BAEI 603	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI COMPARATIVE GOVERNMENT & POLITICS	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the fundamentals of Comparative Politics as a discipline and the conceptual distinction between Comparative Politics and Comparative Government	
CO2.	Applying the approaches and models of comparative system analysis to understand the structural differences between different governments and their functioning	
CO3.	Analyzing the functions of liberal democratic political systems like that of UK, USA, Switzerland, France etc by comparing with each other	
CO4.	Evaluating the relevance of an intensive comparative study of the Executive, Legislative and Judiciary in the light of existing political systems of the world	
Course Content:		
Unit-1:	Comparative politics Meanings, scope and nature, Evolution of comparative politics comparative method, Types of comparison (Vertical-Horizontal), Types of constitutions, Constitutionalism	10 Hours
Unit-2:	United Kingdom General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System	10 Hours
Unit-3:	United States of America U.S.A: General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System	10 Hours
Unit-4:	Switzerland Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution	10 Hours
Unit-5:	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	12 Hours
<u>Text Books:</u>	1. Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000. 2. Charles, A. Geared: American Government and Politics.	
<u>Reference Books:</u>	3. H.J. Laskhi: American Democracy : A commentary and An Interpretation, London Unwin 1984. 4. W. Zhang, Transforming China: Economic Reforms and its Political Implication, New York, St. Martin's Press, 2000.	
<u>E-Resources:</u>	1. https://www.politicalsciencenotes.com/politics/comparative-politics-meaning-scope-and-its-evolution-political-system/1382 2. https://plato.stanford.edu/entries/constitutionalism/	

3. <https://about-britain.com/institutions/constitution.htm>
4. https://simple.wikipedia.org/wiki/Constitution_of_the_United_Kingdom
5. <https://www.civildaily.com/british-constitution-features-comparison-with-indian-constitution/>
6. https://en.wikipedia.org/wiki/Parliament_of_the_United_Kingdom
7. https://en.wikipedia.org/wiki/Monarchy_of_the_United_Kingdom
8. https://en.wikipedia.org/wiki/United_States
9. <http://studylecturenates.com/salient-features-of-the-american-constitution/>
10. https://en.wikipedia.org/wiki/Federalism_in_the_United_States
11. https://en.wikipedia.org/wiki/President_of_the_United_States
12. https://en.wikipedia.org/wiki/United_States_Congress
13. <https://www.politicalsciencenotes.com/switzerland/21-salient-features-of-the-swiss-constitution/1426>
14. [https://en.wikipedia.org/wiki/Federal_Council_\(Switzerland\)](https://en.wikipedia.org/wiki/Federal_Council_(Switzerland))
15. https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-115_en
16. https://en.wikipedia.org/wiki/Federal_Supreme_Court_of_Switzerland
17. <https://www.britannica.com/topic/direct-democracy/Issues-and-controversies>
18. <http://studylecturenates.com/salient-features-of-french-constitution/#:~:text=The%20basic%20democratic%20principles%20have,it%20shall%20respect%20all%20beliefs.>
19. https://en.wikipedia.org/wiki/President_of_France
20. https://en.wikipedia.org/wiki/Government_of_France
21. [https://en.wikipedia.org/wiki/Senate_\(France\)](https://en.wikipedia.org/wiki/Senate_(France))
22. [https://en.wikipedia.org/wiki/National_Assembly_\(France\)](https://en.wikipedia.org/wiki/National_Assembly_(France))
23. https://en.wikipedia.org/wiki/Judiciary_of_France

Latest edition of all the suggested books are recommended.

Course Code: BAEI 604	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI PUBLIC FINANCE & INTERNATIONAL TRADE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the fundamentals of Public Finance and international trade including the concepts of Government Budget, Fiscal Policy and Indian Tax system	
CO2.	Applying the theories of Wagner's law, Wiseman-Peacock hypothesis and theory of comparative cost to understand the functioning of public expenditure, Tax system, International trade etc	
CO3.	Analyzing the sources of public revenues, Indian tax system and the condition of foreign trade of India and trade policy	
CO4.	Evaluating the role and relevance of fiscal policy, the value of international trade and the need of free trade in the growth and stability of Indian economy	
CO5.	Generating new ideas and strategies related to financial policies to further the growth and development of the Indian economy	
Course Content:		
Unit-1:	Introduction: Private and Public Goods, Principle of maximum social advantage; Government Budget: Preparation and classification, Sources of Public Revenue, Taxation Satisfaction of Public wants, the benefit approach, the ability to pay approach, incidence and effects of taxation	10 Hours
Unit-2:	Public Expenditure: Wagner's law, Wiseman-Peacock hypothesis, the critical limit hypothesis; Classification of Public Expenditure: Effects of public expenditure on production and distribution Public Debt: Classification, effects, burden, repayment and management	12 Hours
Unit-3:	Fiscal Policy: Stability and Economic growth; Indian Public Finance: Sources of income – Central, State, Indian Tax System, Public expenditure in India, Indian Federal Finance	10 Hours
Unit-4:	International Trade: Theory of comparative cost; Refinements- Opportunity cost; Reciprocal demand analysis; Terms of Trade: Concepts and measurement; Free trade and production; Tariff and non-tariff methods	10 Hours
Unit-5:	The balance of payments: Equilibrium and disequilibrium; Foreign trade of India and trade policy	08 Hours
Text Books:	1. H. Dalton – Public Finance 2. H.L. Bhatia – Public Finance	
Reference Books:	3. Alen and Brownley – Public Finance 4. Samuelson, P.A. – Economics	
E-Resources:	1. https://www.youtube.com/watch?v=s96wYxuZhDU&list=PL2OP0yxyFAyvpaVsgTiVSlorQNotQs_wq 2. https://www.youtube.com/watch?v=8uKqx57LkgM&list=PL9w1NV68V203VAzH0Ah4gg4Nnta7dpb5v 3. https://www.youtube.com/watch?v=aPuHIKdKVqc&list=PLU1gJ-cAoKXYQJxkL-BBK10NiuD4J2b4 4. https://www.youtube.com/watch?v=qdKuMePAhX0&t=29s 5. https://www.youtube.com/watch?v=uBp6secGhoE&t=72s Latest edition of all the suggested books are recommended.	

Course Code: BAEI 605	Core Course B.A.-B.Ed.(Int.) Semester-VI HISTORY OF MODERN WOLRD (1453 A.D.-1950 A.D.)	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding different kinds of political movements like Reformations, rise and fall of Napoleon, Unification of Europe, and the conditions of the two World Wars	
CO2.	Analyzing the Reform movements in Europe, the imperial policies of Napoleon and the causes and effects of World Wars on the International politics	
CO3.	Evaluating the utility and relevance of various Reform movements in Europe and the impact of World Wars in the light of changing political scenario of the contemporary world	
CO4.	Developing their vision and critical thinking to create a better and healthy society	
Course Content:		
Unit-1:	Age of Reforms & Revolutions Renaissance-Emergence, nature and Impact The Reformation and Counter Reformation – Cause mature of reformation, results American war of Independence – Causes, Events results French Revolution – Cause, Events, Impact on the World	10 Hours
Unit-2:	Napoleon Age Napoleonic Era, Early achievements if Napoleon’s reforms as first consul, Napoleon as Emperor of France, Continental system, Cause of Napoleon’s downfall Vienna Congress – main principles and reconstruction of Europe	10 Hours
Unit-3:	Unification in Europe The Unificationof Italy-Different steps of unification Unification of Germany – Steps of German Unification, Bismark’s policy of Blood and Iron	10 Hours
Unit-4:	World War First & Prevailing Circumastances Eastern Question-Struggle of Freedom in Greece, Revolt of Egypt; The Crimean WarCause and Effects First World War-Cause, Events, Results Paris Peace Settelements, Assessment of Varsailles Paris Settlement Russia Revolution of 1917	12 Hours
Unit-5:	Between the World Wars The Nazi Germany-Causes of Rise of Hitler and Nazi party, Cause of rise of Fascism in Italy Rise of Japan as Modern World Power-Dcline of Shogun Govet; Restoration of Meiji Emporer, Foreign Policy of Japan (1919-1945) and rise of Modern China – Revolution of 1911, San-Vat-Sen, Kuo-Min-Tang & Chiang-Kai Sekh	12 Hours
Text Books:	1. J.E. Swain : History of World Civilisation 2. जैन एवं माथुर : आधुनिक विश्व इतिहास (1500–2000)	
Reference Books:	3. C.D. Hazen : Modern European History 4. मैजेनिस, एलिस, ऐपल एवं कौनरेड : संसार का इतिहास	

<p><u>E-</u> <u>Resources:</u></p>	<p>Renaissance-Emergence, nature and Impact.www.youtube.com. Napoleon Age.www.youtube.com. Unification in Europe:-www.youtube.com. Modern world history text book J.N.MATHUR Latest edition of all the suggested books are recommended.</p>	
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Course Code: BAEI 606	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI INDIAN WRITERS IN ENGLISH	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the beginning and development of Indian writing in English as well as the life and works of famous Indian writers in English	
CO2.	Applying conceptual knowledge of the literary genre like poetry, drama, prose and fiction for the better understanding of the literary compositions of Indian writers in English	
CO3.	Analyzing the life and works of various Indian writers in English	
CO4.	Evaluating the relevance and utility of the views and literary compositions of the Indian writers in English in the context of contemporary as well as present Indian culture and society	
CO5.	Creating new kinds of literary compositions like poetry, plays, novel and essay and generating new dimensions of critical observation to represent and strengthen Indian culture	
Course Content:		
Unit-1:	Poetry Sarojini Naidu : 'Palanquin Bearers' Nissim Ezekiel : 'Poet, Lover, Birdwatcher' Jayant Mahapatra : 'Hunger' Arun Kolatkar : 'An Old Woman'	10 Hours
Unit-2:	Poetry Kamala Das : 'An Introduction' Vikram Seth : 'Unclaimed' A.K. Ramanujan : 'A River' Keki N Daruwala : 'The Unrest of Desire'	10 Hours
Unit-3:	Drama Mahesh Dattani : <i>Tara</i>	10 Hours
Unit-4:	Fiction Mulk Raj Anand : <i>The Untouchable</i>	10 Hours
Unit-5:	Prose Mahatma Gandhi : <i>Hind Swaraj</i> , Chapter XIII (What is True Civilization) Anita Desai : "Games at Twilight" from <i>Games at Twilight and Other Stories</i>	10 Hours
Text Books:	1. <i>Games at Twilight and Other Stories</i> by Anita Desai. 2. <i>Collected Plays</i> by Mahesh Dattani, Penguin Books India, 2000. <i>A History of Indian English Literature</i> by M.K. Naik, Sahitya Akademi.	
Reference Books:	3. <i>Indian English Literature 1980-2000: A Critical Survey</i> by M.K. Naik, Pencraft International, Delhi. 4. <i>The Poetry of Nissim Ezekiel</i> by A. Raghu, Atlantic Publishers & Distributors, 2008. 5. <i>Sarojini Naidu: Selected Poems</i> by Dr. Raghukul Tilak, Rama Brothers India, 2001.	
E-Resources:	1. "Indian Writing in English: Literary Texts – Introduction". Centre for Educational Communication (CEC), 2019. www.youtube.com . 2. "Mahesh Dattani: Dramatist". Centre for Educational Communication (CEC), 2017. www.youtube.com .	

	<p>3. "Untouchability: Mulk Raj Anand: Untouchables". Vidya-Mitra, 2017. www.youtube.com.</p> <p>4. "Paper 23: Contemporary Indian Writing in English – 1". www.ddceutkal.ac.in</p> <p>5. "Indian English Literature". www.eilmuniversity.co.in</p> <p>Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 607	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	अम्बिका दत्तेन रचितेन शिवराज विजयस्य प्रथमोनिःवासः विद्यार्थी व्याकरण सम्मत भाषायाः प्रयोगम् शक्यन्ति ।	
CO2.	विद्यार्थी नीत्याः अध्ययनं करिष्यन्ति च स्व संस्कृतिं वर्धयन्ति ।	
CO3.	भर्तृहरिकृत नीतिशतकस्य उपदेशानां शिक्षानां अवगम्य तेषां गहनाध्ययनम् करिष्यन्ति ।	
CO4.	छात्राः व्याकरणसिद्धान्ताधारित लघु सिद्धान्त कौमुद्याः अध्ययन तेषां नियमानां पालित्वा शुद्ध ज्ञानं प्राप्तम् प्रयोगम् च करिष्यन्ति ।	
CO5.	छात्राः पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलं, नीतिशतकं इत्यादि ग्रन्थेभ्यः छन्दसां लक्षणानाम् ज्ञास्यन्ति ।	
Course Content:		
Unit-1:	शिवराज विजयः- अम्बिकादत्तव्यास (व्याख्यात्मकध्ययनम्) प्रथमोनिःश्वासः	10 Hours
Unit-2:	भर्तृहरिकृत-नीतिशतकम् (व्याख्यात्मकध्ययनम्)	
Unit-3:	लघुसिद्धाताकौमुदी- कृदन्तप्रकरणम् तव्यत्, अनीयर, अच्छ्यत्, प्यत्, ण्वुल, तृच, अण, क्त्वा, ल्यप्, शत्, शानच्, (धातुप्रत्यययोः योगेन शब्द निर्माणम्)	08 Hours
Unit-4:	छन्दसां लक्षणम्- आर्या, अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ द्रुतविलम्बितम् (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)	10 Hours
Unit-5:	छन्दसां लक्षणम्- वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शाद्रुलविक्रीडितम् स्रग्धरा च (उदाहरणानि पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलम्, नीतिशतकम् इत्यादि ग्रन्थेभ्यः)	10 Hours
Text Books:	1- कृदन्तसूत्रावली: -लघुसिद्धान्तकौमुद्याः कृदन्तांशसंकलनम् - डॉ ब्रजेश कुमार शुक्ल 2- वृत्तरत्नाकरः- साहित्य भण्डार मेरठ	
Reference Books:	3- भर्तृहरिकृत -नीतिशतकम्- साहित्य भण्डार मेरठ 4- अम्बिकादत्त व्यास :- शिवराज विजयः प्रथमो निःश्वास -साहित्य भण्डार मेरठ 5- रचनानुवादकौमुदी- छन्द परिचय- डॉ० कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 608	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI हिन्दी निबन्ध तथा अन्य गद्य विधाएँ	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	विद्यार्थी हिंदी साहित्य की महत्वपूर्ण विधा निबंध और अन्य गद्य विधाओं के विषय में ज्ञान प्राप्त कर सकेंगे।	
CO2.	विद्यार्थी निबंध तथा अन्य गद्य विधाओं के अध्ययन के माध्यम से अपने जीवन में मान व मूल्यों का प्रयोग कर सकेंगे।	
CO3.	विद्यार्थी विभिन्न लेखकों के निबंधों तथा अन्य गद्य विधाओं की भाषा शैलियों तथा लेखन का विश्लेषण कर सकेंगे।	
CO4.	विद्यार्थी विभिन्न लेखकों के निबंध तथा अन्य गद्य विधाओं का वर्तमान सामाजिक परिस्थितियों के संदर्भ में मूल्यांकन कर सकेंगे।	
CO5.	विद्यार्थी विभिन्न निबंध तथा अन्य गद्य विधाओं का अध्ययन करके विभिन्न महान विद्वानों के विचारों को अपने जीवन में विकसित कर सकेंगे।	
Course Content:		
Unit-1:	निबन्ध— शिवशम्भु के चिट्ठे (बालमुकुन्द गुप्त) कवियों की उर्मिला विषयक उदासीनता (आचार्य महावीर प्रसाद द्विवेदी)	10 Hours
Unit-2:	निबन्ध— लज्जा और ग्लानी, (रामचन्द्र शुक्ल) कुटज(हजारीप्रसाद द्विवेदी)	10 Hours
Unit-3:	निबन्ध— छायावाद(नन्ददुलारे वाजपेयी) तुम चन्दन हम पानी(विद्या निवास मिश्र) सौन्दर्य की उपयोगिता(रामविलास शर्मा)	10 Hours
Unit-4:	गद्य विधाएँ— भक्तिन (महादेवी वर्मा) सुधिया उस चन्दन वन की (विष्णुकान्त शास्त्री) अपोलो का रथ (श्री कान्त वर्मा) समन्वय और सह अस्तित्व (विष्णु प्रभाकर) अपनी अपनी हैसियत (हरिशंकर परसाई)	12 Hours
Unit-5:	द्रुत पाठ— कुबेरनाथ राय, शरद जोशी, विवके राय, रघुवीर सहाय.	08 Hours
Text Books:	1. हिन्दी का गद्य साहित्य – रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन वाराणसी 2. हिन्दी के प्रतिनिधि निबन्धकार – द्वारिकाप्रसाद सक्सेना 3. हिन्दी निबन्धकार –द्वारिकाप्रसाद सक्सेना	
Reference Books:	4. हिन्दी निबन्ध के आधार स्तम्भ—डा० हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली 5. प्रतिनिधि हिन्दी निबन्धकार –तक्षशिला प्रकाशन, नई दिल्ली 6. सहित्य में गद्य की नई विधायें— कैलाश चन्द भाटिया तक्षशिला प्रकाशन, नई दिल्ली 7. हिन्दी रेखाचित्र— डा० हरिवंश लाल वर्मा, हिन्दी समिति उ०प्र० लखनऊ 8. स्वातंत्र्योत्तर हिन्दी व्यंग्य निबन्ध एवं निबन्धकार— डा० बापूराय देसाई, चिन्तन प्रकाशन नौबस्ता, कानपुर 9. हिन्दी साहित्य में निबन्ध एवं निबन्धकार— डा० गंगाप्रसाद गुप्त	
E-Resources:	1. https://www.hindisahity.com/shivsambhu-ke-chitthe/	

	<p>2. https://youtu.be/1Bho38eecNY</p> <p>3. https://youtu.be/mJFENVQAXzY</p> <p>4. https://www.hindikunj.com/2018/02/bhaktin-mahadevi-verma.html?m=1</p> <p>5. https://hindisahityavimarsh.blogspot.com/2014/07/19331996-works-of-kubernath-rai.html?m=1</p> <p>6. https://youtu.be/k7YJTVRBKT0</p> <p>Latest edition of all the suggested books are recommended.</p>
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Course Code: BAEI 609	Discipline Specific Elective Course B.A.-B.Ed.(Int.) Semester-VI DIETETICS AND THERAPEUTIC NUTRITION	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding about the concepts of dietetics and other therapeutic nutrition	
CO2.	Demonstrating the ability to describe balanced diet	
CO3.	Analysing and investigating how nutrition requirements and challenges change throughout the human lifecycle and how alteration in nutritional requirements impact human health	
CO4.	Evaluating the role of different types of diets on human health and the importance of physical fitness	
CO5.	Developing an understanding of the benefits of Dietetics and therapeutic nutrition and organising awareness programs against malnutrition and its impact	
Course Content:		
Unit-1:	Introduction <ul style="list-style-type: none"> Definitions – Balanced Diet, Dietetics and Therapeutic nutrition Meal planning, factors affecting Meal planning, Recommended Dietary Allowances (R.D.A.) 	10 Hours
Unit-2:	Malnutrition <ul style="list-style-type: none"> Concept and Definitions Causes and Factors Affecting 	10 Hours
Unit-3:	Nutrition During Lifecycle <ul style="list-style-type: none"> Nutrition during infancy Nutrition during childhood Nutrition for adolescence Nutrition for Adults Nutrition during Old age Nutrition during Pregnancy and Lactation 	10 Hours
Unit-4:	Therapeutic Nutrition <ul style="list-style-type: none"> Importance of Therapeutic Nutrition Different types of Diets with respect to Consistency Therapeutic Adaptation to Normal diet 	10 Hours
Unit-5:	Dietary modification for the following diet <ul style="list-style-type: none"> Acute and chronic Fever; Diarrhea and Constipation; Underweight and Over weight; Diabetes Mellitus; Hypertension; Jaundice 	10 Hours
Text Books:	1. Normal and Therapeutic Nutrition Proudfit & Robinson 2. आहार एवं पोषण विज्ञान (स्टार पब्लिकेशन्स, आगरा) डा० ललिता शर्मा	
Reference Books:	1. Nutrition and Dietetics Shubhangini A Joshi 2. Hand book of Foods and Nutrition M. Swaminakhan * Latest editions of all the suggested books are recommended.	
E-Resources:		

<u>Course Code:</u> BAEI 521/621	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-VI PEDAGOGY OF ENGLISH	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of English language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the English course.	
CO5.	Applying the concepts of English language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for English course	
Course Content:		
Unit-1:	The nature and characteristic of English language Aims and objectives of teaching English at the secondary and higher secondary stage Present position of English in the school curriculum and its importance in India. General principles of English curriculum construction Board principles of teaching English	10 Hours
Unit-2:	Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach The procedures of teaching prose, poetry, translation and composition	10 Hours
Unit-3:	Place of Grammar in teaching of English Advantages and disadvantage of teaching Grammar Audio-visual Aids in teaching of English Low cost and no-cost teaching aids. In teaching of English Qualities of a good English teacher	10 Hours
Unit-4:	Evaluation: meaning and importance Tools and devices of evaluation Comprehensive and continuous evaluation in English Preparation of achievement test	10 Hours
Unit-5:	Lesson planning- in English prose, poetry, translation and composition A critical appraisal of the existing secondary school curriculum in English Engagement with the field: Tasks and Assignments for the above course	10 Hours
<u>Text Books:</u>	8. Chaturvedi, M.G. A contractive study of Hindi – English phonology”.	

	9. Frisby, A.W. Teaching English : Notes and comments in teaching English. 10. Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.	
<u>Reference Books:</u>	11. Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut. 12. Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut. 13. Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut. 14. Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra. Latest edition of all the suggested books are recommended.	
<u>E-Resources:</u>		

Course Code: BAEI 522/622	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-VI PEDAGOGY OF HINDI	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Hindi language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Hindi course.	
CO5.	Applying the concepts of Hindi language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Hindi course	
Course Content:		
Unit-1:	The nature and characteristics of Hindi language, its phonology, morphology and syntax The importance of Hindi in the school curriculum in India Aims and objectives of teaching Hindi at secondary and Higher secondary stages	10 Hours
Unit-2:	General principles of curriculum construction A critical appraisal of the existing secondary school curriculum in Hindi General Principles of Teaching Hindi Problems of teaching Hindi at school level	10 Hours
Unit-3:	Audio – visual Aids for teaching of Hindi Use of test book and criteria of a good text book of Hindi Qualities of a good Hindi teacher Language (Hindi) room and library	10 Hours
Unit-4:	Methods of developing listening, speaking, reading and writing skills Methods and techniques of improving pronunciation and correcting spelling mistakes Methods of teaching prose, poetry, drama, story, composition and grammar Planning of lessons for prose, poetry, drama, story, composition and essay writing Use of literary activities in teaching of Hindi	10 Hours

Unit-5:	Evaluation: meaning and importance Comprehensive and continuous evaluation (CCE) in Hindi Diagnostic tests and remedial teaching Preparation of achievement test	10 Hours
<u>Text Books:</u>	8. Pandey, R.S.Hindi Shikshan, Vonod Pustak Mandir, Agra. 9. Singh, N.K. madhyamic Vidhyalayon mein hindi shikshan, Rajasthan Hindi granth academy, Jaipur.	
<u>Reference Books:</u>	10. Chhatriya. K. Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra. Mangal, Uma; Hindi Shikshan, Arya Book Depot, Delhi. 11. Singh, Savitri. Hindi Shikshan, Loyal book Depot, Meerut. 12. Shrivastava R.P.Teaching of Reading, Bahri publication, New Delhi. Girish, Pachauri, Hindi Shikshan] R. Lal Book Depot, Meerut. 13. HkVukxj] feuk{kh% fgUhh f'k{k.k] Jh foukn iqrđ eflUj] vkxjka 14. 'kek] ekrZM% fgUhh f'k{k.k] 'kkjnk iqrđ Hkou] bykgkckn A	
<u>E-Resources:</u>	1. https://www.hinditecharea.com/2017/10/meaning-and-nature-of-language.html 2. https://youtu.be/5mNFSkbXfYo 3. https://youtu.be/WKIHnWlxRa8 4. https://youtu.be/kvO-Een55Gs 5. https://youtu.be/_32nV_qFCBI Latest edition of all the suggested books are recommended.	

Course Code: BAEI 523/623	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-VI PEDAGOGY OF SANSKRIT	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Sanskrit language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Sanskrit course.	
CO5.	Applying the concepts of Sanskrit language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Sanskrit course	
Course Content:		
Unit-1:	Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms	10 Hours
Unit-2:	Need, bases and principles of curriculum construction Precaution in developing curriculum of Sanskrit Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement	10 Hours
Unit-3:	Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods Text book of Sanskrit- Characteristics and Evaluation procedure of text book	10 Hours
Unit-4:	Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher Lesson plans for teaching of prose, poetry, grammar Composition, translation, drama, rapid reading and spelling in Sanskrit	10 Hours
Unit-5:	Evaluation inteaching of Sanskrit and its need Formative and Summative Evaluation Comprehensive and continuous Evaluation in Sanskrit Preparation of achievement test	10 Hours
Text Books:	1-'kekZ f'k[kk^I ldr f'k{k.k** vxdky i fcyds ku] vxjka 2-i.k.Ms MkD jke'kdy] l ldr f'k{k.k] foukn i lrd eflUnj] vxjka	
Reference Books:	3. वत्स डॉ० वी०एल० "संस्कृत शिक्षण" विनोद पुस्तक मन्दिर, आगरा। 4.मततल डॉ० संतोश'संस्कृत शिक्षण ", आर०लाल बुक डिपो, मेरठ। Latest edition of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 524/624	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-VI PEDAGOGY OF HOME SCIENCE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Home Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.	
CO5.	Applying the concepts of Home Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course	
Course Content:		
Unit-1:	The concept of Home Science: Meaning and components; place of home science in secondary education Aims and objectives of teaching of Home Science at secondary and higher-secondary level Writing objectives in behavioral term Correlation of Home Science with other school subjects	10 Hours
Unit-2:	Foods, Nutrition and Health Child Care Fiber and Fabric Home Management – importance of planning, principles of budget making Hygiene and sanitation	10 Hours
Unit-3:	General principles and methods of teaching Home Science – project method, discussion method, demonstration, practical, individual work Micro-teaching skills – explanation, questioning, illustration, stimulus – variation and black board writing	10 Hours
Unit-4:	Development and designing of curriculum Teaching aids – classification, importance and uses Concept of lesson plan, preparation of lesson plan Criteria of Good text book Planning of space and equipment of Home Science laboratory	10 Hours
Unit-5:	Evaluation in Home Science – Meaning and importance Comprehensive and continuous evaluation (CCE) in Home Science Evaluation devices – Written, oral, observation, practical work, assignment Preparation of achievement test	10 Hours
Text Books:	<ul style="list-style-type: none"> Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut. 'kek' एण्ड सक्सेना "गृहविज्ञान f'k{k.k" आर०लाल बुक डिपो, मेरठ। 	
Reference Books:	<ul style="list-style-type: none"> डॉ० महिमा गुप्ता, "गृहविज्ञान f'k{k.k " आर०लाल बुक डिपो मेरठ। t0ih0'ksh ^ xgfoKku f'k{k.k**] & vx0ky i fcyds kll , आगरा। <p>Latest edition of all the suggested books are recommended.</p>	
E-Resources:		

Course Code: BAEI 525/625	Pedagogy Elective Course B.A.-B.Ed.(Int.) Semester-VI PEDAGOGY OF SOCIAL SCIENCE	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding various approaches and methods for teaching- learning of Social Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Social Science course.	
CO5.	Applying the concepts of Social Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Social Science course	
Course Content:		
Unit-1:	The need for teaching social science in school; Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology Objectives of teaching social science at upper primary and higher secondary levels Discipline - oriented teaching of social science and social reconstruction approach Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing social science curriculum in terms of correlation, integration, unit and chronological approaches	10 Hours
Unit-2:	Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture – cum discussion, project and source method, socialized recitation and supervised studies Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches Lesson Planning – specification to clarify planning wise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level	10 Hours
Unit-3:	Resources: Primary and Secondary, Library, Natural flora and fauna, People, Institutions Audio-visual aids – need, types and its uses in Social Science teaching Qualities of a good social science teacher	10 Hours
Unit-4:	Arranging and organizing field trips to places of cultural importance through	10 Hours

	<p>planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject</p> <p>Team teaching</p> <p>Organization of social studies club</p> <p>Organization of thought provoking programmes like Quizzes, wordsearches etc.</p>	
Unit-5:	<p>Purpose of evaluation in social Science, formative & summative evaluations and their features</p> <p>Diagnostic test and remedial teaching, Objective and essay type</p> <p>Comprehensive and continuous Evaluation in Social Science</p> <p>Preparation of achievement test</p>	10 Hours
<u>Text Books:</u>	<p>9. Sharma, R.A. 'Teaching of social studies' –R.Lal Book Depot, Meerut.</p> <p>10. Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lal Book Depot, Meerut. Sahu, Surendra Kumar, 'Teaching of social</p>	
<u>Reference Books:</u>	<p>11. Wesley, E.b. Teaching Social studies in high school.</p> <p>12. Bining & Bining, 'Teaching social studies in secondary school'.</p> <p>13. राठौर, डॉ० कुसुमलता, "सामाजिक शिक्षण", आर० लाल बुक डिपो, मेरठ।</p> <p>14. मंगल एवं सिसौरिया, " शिक्षण विधियाँ ; उच्च शिक्षण"</p> <p>15. फ्लग, राजकिरी " शिक्षण विधियाँ उच्च शिक्षण"</p> <p>16. त्यागी, गुरुसरनदास, "सामाजिक अध्ययन का शिक्षण" विनोद पुस्तक मन्दिर, आगरा।</p>	
<u>E-Resources:</u>	<p>1. https://youtu.be/O5wjZa64JvU</p> <p>2. https://youtu.be/UNKnnpfQWsl</p> <p>3. https://youtu.be/mywBe8bAuPo</p> <p>4. https://youtu.be/PqHnQYwBDHo</p> <p>5. https://youtu.be/S6VQAAGVlo</p> <p>Latest edition of all the suggested books are recommended.</p>	

Course Code: BAEI 654	Discipline Specific Elective Practical B.A.-B.Ed.(Int.) Semester-VI PRACTICUM: PUBLIC FINANCE & INTERNATIONAL TRADE			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying the theories of Wagner's law, Wiseman-Peacock hypothesis and theory of comparative cost to understand the functioning of public expenditure, Tax system, International trade etc.			
CO2.	Explaining the system of public revenues, Indian tax system and the condition of foreign trade of India and trade policy			
CO3.	Demonstrating the role of fiscal policy, the value of international trade and the need of free trade in the growth and stability of Indian economy			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

<u>Course Code:</u> BAEI 655	Core Course Practical B.A.-B.Ed.(Int.) Semester-VI PRACTICUM: HISTORY OF MODERN WORLD (1453-1950 A.D.)				L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-				
CO1.	Explaining the causes of the Reform movements in Europe, the imperial policies of Napoleon and the causes and effects of World Wars on the International politics				
CO2.	Demonstrating the circumstances of the Unification of Europe.				
CO3.	Analysing the factors causing Reform movements in Europe and the impact of World Wars in the light of changing political scenario of the contemporary world				
PPT Work	Topic to be given by the concern teacher.				
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000				
	Topic	Introduction	Discussion	Conclusion	
Practical Content:	Internal		External	Total	
	50		50	100	
			Internal	External	
	Performance		10	20	
	File work		20	20	
	Viva		10	10	
	Attendance		10	-	
	Total		50	50	

Course Code: BAEI 656	Discipline Specific Elective Practical B.A.-B.Ed.(Int.) Semester-VI PRACTICUM: INDIAN WRITERS IN ENGLISH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	Applying conceptual knowledge of the literary genre like poetry, drama, prose and fiction for the better understanding of the literary compositions of Indian writers in English			
CO2.	Explaining the relevance of the literary compositions of the Indian English writers in the context of contemporary as well as present Indian culture and society			
CO3.	Composing literary compositions like poetry, plays, novel, stories etc.			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 657	Discipline Specific Elective Practical B.A.-B.Ed.(Int.) Semester-VI PRACTICUM: GADYAKAVYAM-NITIKAVYAM- VYAKARNAM- CHHANDASCH			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	विद्यार्थी नीत्याः अध्ययनं करिष्यन्ति च स्व संस्कृतिं वर्धयन्ति ।			
CO2.	छात्राः व्याकरणसिद्धान्ताधारित लघु सिद्धान्त कौमुद्याः अध्ययन तेषां नियमानां पालित्वा शुद्ध ज्ञानं प्राप्तम् प्रयोगम् च करिष्यन्ति ।			
CO3.	छात्राः पाठ्यपुस्तकेभ्यः यथा अभिज्ञानशाकुन्तलं, नीतिशतकं इत्यादि ग्रन्थेभ्यः छन्दसां लक्षणानाम् ज्ञास्यन्ति ।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 658	Discipline Specific Elective Practical B.A.-B.Ed.(Int.) Semester-VI PRACTICUM: HINDI NIBANDH EVAM ANYA GADYA VIDHAYEN			L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-			
CO1.	विद्यार्थी निबंध तथा अन्य गद्य विधाओं के अध्ययन के माध्यम से अपने जीवन में आए हुए मानव मूल्यों का मंच पर प्रदर्शित कर सकेंगे।			
CO2.	विद्यार्थी विभिन्न लेखकों के निबंधों तथा अन्य गद्य विधाओं की भाषा शैलियों तथा लेखन का पी.पी.टी. के माध्यम से विश्लेषण कर सकेंगे।			
CO3.	विद्यार्थी विभिन्न लेखकों के निबंध तथा अन्य गद्य विधाओं का वर्तमान सामाजिक परिस्थितियों के संदर्भ में मूल्यांकन कर सकेंगे।			
PPT Work	Topic to be given by the concern teacher.			
File work-	Topic to be given by the concern teacher Project File Report Maximum Word 2000			
	Topic	Introduction	Discussion	Conclusion
Practical Content:	Internal	External	Total	
	50	50	100	
		Internal	External	
	Performance	10	20	
	File work	20	20	
	Viva	10	10	
	Attendance	10	-	
	Total	50	50	

Course Code: BAEI 631	Core Courses B.A.-B.Ed.(Int.) Semester-VI PRELIMINARY SCHOOL ENGAGEMENT	L-0 T-0 P-8 C-4	
Course Outcomes:	At the end of this course, the students will be-		
CO1.	Understanding the teaching resources and teaching learning process in a school.		
CO2.	Applying methods, techniques & materials in teaching learning practice in the real environment of school.		
CO3.	Analyzing schools' teaching learning processes, students' leaning requirements & peers' style of teaching.		
CO4.	Evaluating students' learning through assessment and identifying learning requirements of children.		
Course Content:			
School Experience: Details during Internship(4 weeks)			
<ul style="list-style-type: none">The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.			
Evaluation	The assessment will be done in two components: Internal 50% and External 50%		
	<ul style="list-style-type: none">The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.		
	School engagement and practical shall be evaluated as follows:		
			Internal Marks
	1.	Observation of Teaching and preparation of report	20
	2.	Evaluation of teaching skills (through microteaching)	30
		Total	50
	<ul style="list-style-type: none">The External assessment shall be done by the external examiner appointed by the controller of examination of university.		
		Practical	External Examiner(Marks 50)
		Performance	20
	File Work	20	
	Viva	10	
	Total	50	

B.A.-B.Ed.(Int.)-Semester VII

S.N	Category	Course Code	Course	Credit	Evaluation Scheme			
					Internal	External	Total	
Internship Course :								
1	SI-1	BAEI751	School Internship	School Internship	16	50	50	100
2	SI-2	BAEI752		Evaluation of Teaching Skill-I	2	50	50	100
3	SI-3	BAEI753		Evaluation of Teaching Skill-II	2	50	50	100
Total					20	150	150	300

Course Code: BAEI 751	School Internship B.A.-B.Ed.(Int.) Semester-VII SCHOOL INTERNSHIP	L-0 T-0 P-0 C-16	
Course Outcomes:	At the end of this course, the students will be-		
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.		
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.		
CO.3	Developing an ability to cater to diverse needs of learners in schools.		
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.		
Course Content:			
<u>Practical/Field Engagement :</u>			
This semester shall entail a school internship of 16 weeks where in the Ist week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows :			
S.No.	Components	Internal Marks	External Marks
1.	Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities.	-	50
2.	PPT Presentation of Internship	10	-
3	Achievement Test Report (ATR)(In one subject)	10	-
4.	Case Study	10	-
5.	Use of Teaching Learning Material	05	-
6.	Peer Group observation	05	-
7.	Scout-Gudie Camp	10	-
	Total	50	50

Course Code: BAEI 752	School Internship B.A.-B.Ed.(Int.) Semester-VII Teaching Skill-I	L-0 T-0 P-0 C-2																		
Course Outcomes:	At the end of this course, the students will be-																			
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students’ progress.																			
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.																			
CO.3	Developing an ability to cater to diverse needs of learners in schools.																			
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.																			
Course Content:																				
Evaluation of Teaching Skill																				
The assessment will be done in two components: Internal 50% and External 50%																				
<ul style="list-style-type: none">• The External assessment shall be done by the external examiner appointed by the controller of examination of university.• The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.																				
<table><tr><td>Practical</td><td>Internal Examiner (Marks 50)</td><td>External Examiner(Marks 50)</td></tr><tr><td>Lesson Plan</td><td>20</td><td>20</td></tr><tr><td>Presentation</td><td>10</td><td>10</td></tr><tr><td>Learning Aids</td><td>10</td><td>10</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Total</td><td>50</td><td>50</td></tr></table>			Practical	Internal Examiner (Marks 50)	External Examiner(Marks 50)	Lesson Plan	20	20	Presentation	10	10	Learning Aids	10	10	Viva	10	10	Total	50	50
Practical	Internal Examiner (Marks 50)	External Examiner(Marks 50)																		
Lesson Plan	20	20																		
Presentation	10	10																		
Learning Aids	10	10																		
Viva	10	10																		
Total	50	50																		

Course Code: BAEI 753	School Internship B.A.-B.Ed.(Int.) Semester-VII Teaching Skill-II	L-0 T-0 P-0 C-2
Course Outcomes:	At the end of this course, the students will be-	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	
Course Content:		
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B.A.-B.Ed.(Int.)-Semester VIII

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme			
				L	T	P		Internal	External	Total	
1	CC-11	BAEI 801	Guidance and Counseling	4	0	0	4	40	60	100	
2	CC-12	BAEI 802	Knowledge and Curriculum	4	0	0	4	40	60	100	
3	CC-13	BAEI 803	Assessment for Learning	4	0	0	4	40	60	100	
4	CC-14	BAEI 804	Inclusive Education	4	0	0	4	40	60	100	
5	CC-15	BAEI 805	Language Across the Curriculum	4	0	0	4	40	60	100	
Practical Course on											
6	EPC-1	BAEI851	Enhancing Professional Capacities	Reading and reflection text	0	0	4	2	50	50	100
7	EPC-2	BAEI 852		Drama and Arts Education	0	0	4	2	50	50	100
Total					20		8	24	300	400	700

Course Code: BAEI 801	Core Courses B.A.-B.Ed.(Int.) Semester-VIII GUIDANCE AND COUNSELLING	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concept of guidance and counseling, career information and training & resource center for personal and social information.	
CO2.	Applying the various testing devices, principles of guidance and counseling to solve the learners' problems and issues in their life.	
CO3.	Analyzing the strength and weakness of learners in career.	
CO4.	Evaluating the requirements and developing instruments for learners' problems in India.	
Course Content:		
Unit-1:	Concept of Guidance - Meaning and concept of Guidance, Need & Importance of Guidance., Principles of Guidance., Types of Guidance - Educational, vocational and personal.	10 Hours
Unit-2:	Concept of Counselling - Meaning, concept, need and importance of counselling., Counselling and other terms (Guidance, advice, teaching, Interview). Principles and process of counselling. Role of counselor. Types of counseling (Directive, nondirective, eclectic). Aims to study career information at different school levels.	10 Hours
Unit-3:	Meaning and concept of career information. Meaning of career and career information, rules of career building and components of career information. Meaning, need and importance of occupational information need and importance. How to obtain occupational information.	10 Hours
Unit-4:	Career Information and Training Scores, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information. Recommendation about teacher education primary and secondary level of schools. Role of NCERT and NCTE.	8 Hours
Unit-5:	Personal Social Information and Resource Centre. <ul style="list-style-type: none">• Case Study.• Sociometry.• Guidance Services at central and state level.• Problems of guidance and India.	10 Hours
<u>Text Books:</u>	<ul style="list-style-type: none">• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar :Doaba House.• Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.	
<u>Reference Books:</u>	<ol style="list-style-type: none">1. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.2. Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi: Bachelor of	
<u>E-Resources:</u>	1. https://youtu.be/QT_kXjyblQ	

	2. https://youtu.be/8BWCnTsP1h0
	3. https://youtu.be/yMcoOZQ86Gs
	4. https://youtu.be/B7E1eltmAiU
	5. https://youtu.be/bo4Jif51dAg
	* Latest editions of all the suggested books are recommended.

Course Code: BAEI 802	Core Courses B.A.-B.Ed.(Int.) Semester-VIII KNOWLEDGE AND CURRICULUM	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the relationship of nationalism, universalism and secularism with education	
CO2.	Explaining the relationship among curriculum, syllabus and textbooks.	
CO3.	Applying the concept of child centered education in curriculum development	
CO4.	Analyzing textbook, children’s literature and teacher’s handbooks with reference to NCF 2005 &2009	
CO5.	Developing skills to critically analyze curriculum	
Course Content:		
Unit-1:	<u>Knowledge Generation and Child-centered Education:</u> <ul style="list-style-type: none"> Knowledge meaning and facets Process of knowing, Different ways of knowing Organization of knowledge in schools Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical Teacher autonomy and accountability Learner autonomy Concept of child centered education: Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi, 	10 Hours
Unit-2:	<u>Sociological Bases of Education :</u> <ul style="list-style-type: none"> Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy Values in the emerging social context Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti. 	12 Hours
Unit-3:	<u>Concept of Curriculum :</u> <ul style="list-style-type: none"> Meaning and Nature of curriculum, its need in schools. Difference in curriculum framework, curriculum and syllabus Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum Translation of syllabus into textbooks Curriculum visualization at national, state, school and class level. 	10 Hours
Unit-4:	<u>Curriculum Determinants and Curriculum Development :</u> <ul style="list-style-type: none"> Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts Considerations in curriculum development: (at the school level) – structure of disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers’ experiences, specificity of educational objectives, issues like gender differences and 	12 Hours

	<p>inclusiveness.</p> <ul style="list-style-type: none"> • Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations. 	
Unit-5:	<p><u>Curriculum and Textbooks Evaluation:</u></p> <ul style="list-style-type: none"> ➤ Understanding the relationship between curriculum, syllabus and textbooks. ➤ Criteria of development of learning resources. ➤ Analysis of textbooks, children's literature, and teacher's handbooks etc. ➤ Criteria and process of curriculum evaluation. ➤ Salient features of NCF 2005 and NCFTE 2009, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations. 	08 Hours
<u>Text Books:</u>	<ol style="list-style-type: none"> 1. Dewey, J. (2004). <i>Democracy and Education</i>, CouriesDaver Publications 2. Freire, P. (1998). <i>Pedagogy of Freedom : Ethics, democracy and civic courage</i>, Rowman and littlefield 3. Hirst, Paul H. <i>Knowledge and curriculum</i>, Routledge publication 4. Kelly, A.V.(2009) : <i>The curriculum : Theory and practice</i>. Sage publications 5. श्रीवास्तव, एस0एस0 एवं चतुर्वेदी, एम0जी0 (2010) पाठ्यचर्य शिक्षण विधियों । जयपुर : शिक्षा प्रकाशन 6. यादव, सियाराम (2011) पाठ्यक्रम विन्यास । आगरा : अग्रवाल प्रकाशन 	
<u>Reference Books:</u>	<ul style="list-style-type: none"> • Taba, Hilda (1962) : <i>Curriculum Development. Theory and Practice</i>, Har Court, Braceand Wald, New York • Kelley, A.B. (1996) : <i>The curricular Theory & Practice</i>. Harper and Row, U.S • Basics in Education-Textbook for B.Edcourse, NCERT- 2014 	
<u>E-Resources:</u>	<ol style="list-style-type: none"> 1. https://www.youtube.com/playlist?list=PLtuKBjKcmzg4Vpd-ufazADSK-ZM3V6bQy 2. https://youtu.be/kdIr72ImQaY 3. https://youtu.be/0pb4-V2RCbE 4. https://youtu.be/cYRaePTeHf0 <p>* Latest editions of all the suggested books are recommended.</p>	

Course Code: BAEI 803	Core Courses B.A.-B.Ed.(Int.) Semester-VIII ASSESSMENT FOR LEARNING	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding concepts, principles and techniques of assessment for learning.	
CO2.	Understanding the process of test development & standardization of assessment for learning.	
CO3.	Applying the statistics for assessment in teaching –learning process.	
CO4.	Evaluating the assessment requirements and designing the assessment instruments for learning.	
CO5.	Developing ability to construct achievement tests to measure learning outcomes.	
Course Content:		
Unit-1:	Concept of Assessment: <ul style="list-style-type: none">• Meaning & concept of assessment.• Measurement, and Evaluation.• Principles of Assessment.• Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic)	10 Hours
Unit-2:	Assessment Tools <ul style="list-style-type: none">• Quantitative and qualitative Tools,• Contracting an achievement test- blue-print, item-analysis, try out.• Standardization of test – objectivity, reliability validity, norms	12 Hours
Unit-3:	Continuous and Comprehensive Evaluation (CCE) <ul style="list-style-type: none">• Continuous and Comprehensive Evaluation: Concept, Need and Process.• Assessment of affective learning: Attitude, values, interest, self – concept;• Grading: Concept, types and Application• Indicators for grading Psycho-Social dimensions of assessment.	10 Hours
Unit-4:	Trends in Assessment: <ul style="list-style-type: none">• Continuous and Comprehensive Evaluation• Marking system vs Grading system• Semester system (C B C S) Choice Based Credit System• Open book examination and question bank	8 Hours
Unit-5:	Basic Statistics in Evaluation: <ul style="list-style-type: none">• Graphical representation of data• Measure of Central Tendency: Mean, Median, Mode• Measure of variability Range. Standard Deviation• Correlation : Rank order method, Product Moment Method.	10 Hours
<u>Text Books:</u>	Lal, Raman Bihari and Joshi suresh Chand, Educational Measurement, Evaluation and statistics, R.Lall Book Depot Meerut.	
<u>Reference Books:</u>	Thorndike, E.L., and E.P. Hagen (1969), Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York	

	Agarwal, S.N., Educational and Psychological Measurement, Vinod pustakBhandar, Agra Bhatnagar, A.B., Mental Measurement and Evaluation, R.Lall Book Depot meerut..
<u>E- Resources:</u>	1. http://www.bdu.ac.in/cde/docs/ebooks/B.Ed/I/ASSESSMENT%20FOR%20LEARNIN G.pdf 2. http://www.tnteu.ac.in/pdf/assesment.pdf 3. http://egyankosh.ac.in/bitstream/123456789/46039/1/BES-127B1E.pdf 4. https://www.slideshare.net/abubashars/assessments-for-learning-bed-second-year-notes 5. https://www.slideshare.net/vsk84/assessment-of-learning-56492610 6. https://www.slideshare.net/JanardanMogare/meaning-nature-and-functions-of-assessment * Latest editions of all the suggested books are recommended.

Course Code: BAEI 804	Core Courses B.A.-B.Ed.(Int.) Semester-VIII INCLUSIVE EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts and nature of Inclusive and Special Education.	
CO2.	Applying the Inclusive Instruction Design in Education system to promote inclusion.	
CO3.	Analyzing the characteristics of children with special need and role of educational environment.	
CO4.	Evaluating the Government Efforts to promote Inclusive Education.	
CO5.	Developing the Inclusive Classroom by adapting diversities.	
Course Content:		
Unit-1:	<ul style="list-style-type: none"> Inclusive Education: concept, objective and need. Development of Inclusive Education in India. Legal provision of Inclusive Education in India. Efforts for Inclusive Education. 	12 Hours
Unit-2:	<ul style="list-style-type: none"> Diversity – Meaning and Definition. Disability – Legal Definition and discrimination based on disability. Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum. Inclusive Lesson planning. 	12 Hours
Unit-3:	<ul style="list-style-type: none"> Exceptional, Learning Disable, Health Impaired, Orthopedic andI capped and Delinquent children in Inclusive Education. Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education. 	10 Hours
Unit-4:	<ul style="list-style-type: none"> Socially- economical-educational disadvantaged. Government efforts to address these problems. 	8 Hours
Unit-5:	<ul style="list-style-type: none"> Classroom management in Inclusive Education. Strategy for adapting diversities in Inclusive Education. Family and its functions in Inclusive Education. 	10 Hours
Text Books:	1. Corbett Jenny- Supporting inclusive Education, Routledge falmer, 2001 2. Montgomery,D. (1990) Special need in ordinary school; children withlearning , difficulties, cassel Educational Ltd. London 3. Hallahan and Kauffman J.M. (1984), Exceptional Children and youth ohio:Columbus Charles E Merrill Publishing co. A Bell and Howell co	
Reference Books:	1. Loreman, Tim; deppeler J. and Harrey D. (2005) Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer. 2. UNESCO (1994) The Salamanca Statement and Framework for Action on special needs education Paris, UNESCO * Latest editions of all the suggested books are recommended.	
E-Resources:		

Course Code: BAEI 805	Core Courses B.A.-B.Ed.(Int.) Semester-VIII LANGUAGE ACROSS THE CURRICULUM	L-4 T-0 P-0 C-4
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding theories of language development and relationship between language and society	
CO2.	Applying language in teaching- learning process	
CO3.	Analyzing nature of speech defects	
CO4.	Evaluating reading, listening, speaking and writing skills and suggesting corrections	
CO5.	Developing reading, listening, speaking and writing skills	
Course Content:		
Unit-1:	<u>Language and Society:</u> Relationship between language and society: identity, power and discrimination <ul style="list-style-type: none">Multilinguals: differential status of Indian classroom language, dialects vs standard language.	10 Hours
Unit-2:	<u>Language Development and Acquisition:</u> Theories of language development and its implementation in teaching, Psychological basis of language. Language acquisition: stages, language and thought, Language acquisition and cognitive development, language in different contexts.	12 Hours
Unit-3:	<u>Classroom Discourse:</u> <ul style="list-style-type: none">Classroom discourse: meaning, nature and medium,Importance and elements of oral language, Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.Role of teacher in classroom discourse.	10 Hours
Unit-4:	<u>Reading, Listening and Speaking :</u> <ul style="list-style-type: none">Need and importance of Reading, Listening and SpeakingTypes of reading : Skimming and scanning, strategies for effective reading : loud and silent readings,Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation,Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.	12 Hours
Unit-5:	<u>Developing Writing Skills :</u> <ul style="list-style-type: none">Need and importance of writing, Making reading writing connections,	10 Hours
Text Books:	8. Eller, R.G. (1989). Johnny can't talk, either : The perpetuation of deficit theory in classrooms, - <i>The Reading Teacher</i> , 670-674 9. Sinha, S. (2000). Acquiring literacy in schools. <i>Seminar</i> , 38-42	
Reference Books:	1. NCERT (2006). Position paper: National Focus Group on teaching of Indian language(NCF-2005). New Delhi: NCERT.	
E-Resources:	1. https://en.wikipedia.org/wiki/Value_(ethics) 2. https://en.wikipedia.org/wiki/Values_education 3. https://en.wikipedia.org/wiki/Fundamental_Rights,_Directive_Principles_and_Fundamental Duties of India	

	<p>4.https://www.culturalindia.net/national-symbols/national-emblem.html</p> <p>5.https://en.wikipedia.org/wiki/Religious_values#:~:text=Religious%20values%20are%20usually%20based,which%20the%20religion%20originated%20from.</p> <p>6.https://simple.wikipedia.org/wiki/Religious_tolerant#:~:text=Religious%20tolerant%20is%20people%20allowing,This%20has%20become%20rare.</p> <p>7.https://family.lovetoknow.com/about-family-values/why-is-family-important</p> <p>8.http://ethics.iit.edu/teaching/professional-ethics</p> <p>9.https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics-and-codes-of-conduct/</p> <p>10.https://vikaspedia.in/health/nutrition/nutrition-and-health-1</p> <p>* Latest editions of all the suggested books are recommended.</p>
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Course Code: BAEI 851	Core Courses B.A.-B.Ed.(Int.) Semester-VIII READING AND REFLECTING ON TEXTS	L-0 T-0 P-4 C-2	
Course Outcomes :	At the end of this course, the students will be-		
CO1.	Analyzing the text books and reference books related to core courses & pedagogy courses.		
CO2.	Analyzing Government’s Educational Policies& Reports.		
CO3.	Developing theskills of reading, writing, communication and self-study.		
Course Content:			
Objectives: To enable the student-teacher to-			
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.			
Objectives: To enable student-teachers to-			
<ul style="list-style-type: none">• Develop study – habits• Stengthing the skill of reading & writing summarization.• Develop skill of summarization• Develop skill of note-taking.• Develop the ability to pronunciatecounectly strength the ability of communication conectly.			
Activities			
Student-teachers are expected to sit in the library regularly and to review at least 05- books of different categories in about 500 words each. These may be as follows –			
<ul style="list-style-type: none">• 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			
Evaluation	The assessment will be done in two components: Internal 50% and External 50%		
	<ul style="list-style-type: none">• The External assessment shall be done by the external examiner appointed by the controller of examination of university.• The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.		
	Practical	Internal Examiner (Marks 50)	External Examiner(Marks 50)
	Performance	10	20
	File Work	20	20
	Viva	10	10
	Attendance	10	-

Course Code: BAEI 852	Core Courses B.A.-B.Ed.(Int.) Semester-VIII DRAMA & ART EDUCATION		L-0 T-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-		
CO1	Understanding the Indian cultural heritage, art forms & artisans in depth.		
CO2.	Understanding the importance of Handicrafts & Village Cottage Industry.		
CO3.	Analyzing Indian art form, cultural heritage, movies and drama.		
CO4.	Creating stories & drama based on Indian cultural & social setting.		
Course Content:			
Objectives: To enable the student-teacher to- The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National Curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.			
Activities <ul style="list-style-type: none">An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories- Paper meshing, Pot Decoration, Wall hanging, Paper cutting, Flower making, Candle Making, Embroidery, Soft toys making, Weaving or printing of textiles, Making of poster, Making of Rangoli, Making of Puppets etc.Visit to place of art, exhibitions & cultural Festivals & preparation of a report.Interpretation of art work, movies & other media & preparation of a report on local cultural & art forms,Theme based project covering social, economic, cultural & scientific aspect.Street drama based on any social issue.			
Evaluation	The assessment will be done in two components: Internal 50% and External 50% <ul style="list-style-type: none">The External assessment shall be done by the external examiner appointed by the controller of examination of university.The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.		
	Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)
	Performance	10	20
	File Work	20	20
	Viva	10	10
	Attendance	10	-

