



GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY IPU
NEW DELHI

University School of Education

Guru Gobind Singh Indraprastha University

SCHEME & SYLLABUS

Integrated Teacher Education Programme

(ITEP)

B.A.B.Ed.

4 Years (2025-26 Onwards)

Semester I

Integrated Teacher Education Programme (ITEP) - B.A. B.Ed. (Secondary Stage)

The four-year Integrated Teacher Education Programme (ITEP) is a dual-major bachelor's degree programme with one major in Education and the other in a disciplinary/interdisciplinary branch of knowledge. ITEP seeks to develop among student-teachers an ethic of social engagement, and capacities such as problem solving, critical thinking, creative thinking, communication skills, ethical and moral reasoning etc. that are necessary for preparing competent teachers. This programme envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education. It seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice. The curriculum of this Programme has been developed keeping in mind the Curriculum Framework developed by National Council for Teacher Education (NCTE). ITEP is aimed at preparing teachers for the secondary stage of school education. The Programme spans over eight semesters and covers courses in Foundations of Education, Disciplinary Majors, Disciplinary Minors, Ability Enhancement and Value-Added Courses, Stage Specific Content-Cum- Pedagogy Courses, School Experience and Community Engagement. ITEP will ensure that teachers are grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

Programme Intake and Admission Procedure

The annual intake for one unit of ITEP (B.A. B.Ed. Secondary) shall be 50 (Fifty). Admissions shall be done based on the National Common Entrance Examination (NCET) conducted by National Testing Agency (NTA) and the admission policy will be as applicable as per GGSIP University norms.

Medium of Instruction

The medium of instruction shall be English and Hindi

Multiple Entry and Exit

The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications. Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed. Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the

chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree upon securing a minimum of 160 credits, including a minimum of 80 credits for the first major (i.e. in education), and a minimum of 48 credits for the second major (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education).

Programme Objectives

- To prepare professionally competent and reflective teachers equipped with strong theoretical foundations and practical skills for effective teaching across school stages.
- To integrate subject knowledge with pedagogy enabling student-teachers to design developmentally appropriate, engaging, and inclusive learning experiences.
- To instill ethical values and Constitutional ideals fostering integrity, empathy, gender sensitivity, and a commitment to democratic principles.
- To promote critical thinking and lifelong learning by nurturing habits of inquiry, problem-solving, creativity, and self-directed professional growth.
- To prepare teachers for diverse and inclusive classrooms capable of addressing the varied needs of learners, including children with disabilities and those from different social and linguistic backgrounds.
- To strengthen the connection between schools and society through community engagement, collaboration with families, and awareness of local contexts.
- To develop leadership capacities and digital literacy enabling teachers to become innovators, mentors, and facilitators in changing educational environments.
- To contribute to nation-building by nurturing responsible, culturally rooted, and socially committed educators who uphold and promote equity and justice in education.

Programme Duration and Completion

The duration of the programme shall be four academic years divided into eight semesters with two semesters in each year. The student-teacher shall be required to complete the programme within six years.

Mode of Curriculum Transaction

The mode of transaction of the curriculum shall include lecture with discussions, hands-on-activities, concept mapping, collaborative and cooperative approach, problem solving approach, case studies, focus group discussions, short term projects, reflective journal writing,

theme-based seminars and workshops, survey-based approach, experiential learning and toy/art/sports integrated learning. (Any other as per the requirement of the course may be adopted by the teacher).

Attendance Requirement

Student-teachers must secure a minimum of 75% attendance in theory courses and 100% in field-based experiences including school internship to appear in end semester examination.

Scheme of Examination

The student will be required to earn credits as per NCTE norms for the award of the degree. The student will not have the option to drop any course covered in the scheme of examination. He/she will be required to register in all the courses listed in the scheme of examination of the programme.

- a) In a four-credit course, three credits are assigned for the lecture component and one credit for the tutorial.
- b) In a theory course, one credit is equivalent to one hour of teaching.
- c) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.
- d) For theory courses, the breakup of marks for assessment is given under; Each course has a weightage of 100 marks which will be assessed as follows-

S.No.	Examination	Marks
1.	External – End Theory	60
2.	Internal	40
Total		100

- e) Each Practical course - Ability Enhancement Course (AEC) / Skill Enhancement Course (SEC) / Value Added Course (VAC) has a weightage of 100 marks and the teacher responsible for the conduct of learning of the AEC/SEC/VAC shall be responsible for the evaluation.
- f) For passing in any course, a minimum of 40% marks is required to be secured.
- g) Discipline Specific Courses (Major & Minor) assessment will be done as per the scheme of respective schools.

Syllabi

- a) Disciplinary courses syllabi will be borrowed/adapted from University School of

Liberal Arts (USLA) and University School of Humanities and Social Sciences (USHSS).

- b) NCTE Suggestive Syllabi at Secondary Stage will be adopted/ adapted for education components.

SEMESTER I

CURRICULAR COMPONENT	PAPER CODE	COURSES/PAPER	CREDITS
STUDENT INDUCTION PROGRAMME		TWO-WEEK STUDENT INDUCTION PROGRAMME	-
FOUNDATIONS OF EDUCATION	BABED101	EVOLUTION OF INDIAN EDUCATION	4
DISCIPLINE SPECIFIC COURSE (MAJOR COURSE 1) (*ANY ONE TO BE CHOSEN)	BAENG101	BRITISH POETRY (CHAUCER TO POPE)	4
	BAECO101	PRINCIPLES OF MICROECONOMICS	4
	BABED111	INTRODUCTION TO HISTORY	4
	BABED113	INTRODUCTION TO POLITICAL SCIENCE	4
	BABED115	INTRODUCTION TO SOCIOLOGY	4
DISCIPLINE SPECIFIC COURSE (MAJOR COURSE 2) (*ANY ONE TO BE CHOSEN)	BAENG103	INDIAN WRITINGS IN ENGLISH-I	4
	BAECO103	PRINCIPLES OF MACROECONOMICS	4
	BABED117	HISTORIAN'S QUEST	4
	BABED119	INDIAN CONSTITUTION AND GOVERNMENT	4
	BABED121	SOCIOLOGY AND SOCIETY IN INDIA	4
ABILITY ENHANCEMENT & VALUE-ADDED COURSES	BABED103	ENGLISH (LANGUAGE-1)	4
	BABED105	ART EDUCATION (PERFORMING AND VISUAL)	2
	BABED107	UNDERSTANDING INDIA (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)	2
	BABED109	TEACHER AND SOCIETY	2
TOTAL CREDITS & PERIODS/WEEK			22

SEMESTER I



Course Title: Evolution of Indian Education

Semester: I

Course Code: BABED101

Credits: 4 (3L+1T)

Course Outcomes

- Discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- Enable themselves to shape their educational perspective to act as an effective teacher.
- Describe key characteristics of education in ancient India, such as the Gurukul system, and compare them with modern institutional education.

Course Content

Unit – I: Ancient Indian Education: Vedic Period

- A. Vision, objectives and salient features of Vedic Education System.
- B. Teaching and Learning Process.
- C. Development of educational institutions: Finances and Management.
- D. Famous Educational institutions and Guru-Shishya.
- E. Education at the time of Epics: Ramayana and Mahabharata.

Unit – II: Ancient Indian Education: Buddhist and Jain Period

- A. Vision, objectives and salient features of Buddhist and Jain Education System.
- B. Teaching and Learning Process.
- C. Finance and Management of Educational Institutions.
- D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- E. Famous Guru-Shishya.

Unit – III: Post-Gupta Period to Colonial Period

- A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- B. Teaching and Learning Process.
- C. Finance and Management of educational institutions.

Unit – IV: Modern Indian Education

A. Colonial Education in India

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

B. Shiksha ka Bhartiyaakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers –
Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

C. Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
 - Qualities of a good citizen.
 - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

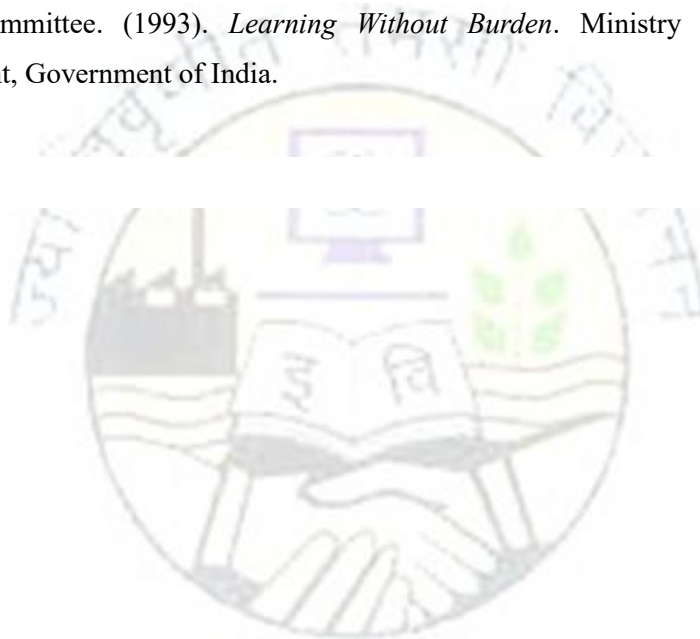
Course Outcomes

- Articulate the philosophy and practices of Indian thinkers like Savitribai and Jyotiba Phule, Tagore, Vivekananda, Gandhi, Sri Aurobindo, and others, and relate them to present-day education.
- Interpret how colonial policies shaped Indian education, particularly through Macaulay's Minute and Wood's Despatch.
- Explain the transformations brought by Indian independence and ongoing reforms such as NEP 2020.
- Incorporate insights from Indian educational thought into their teaching practices for inclusive and contextually relevant education.

Suggested Readings

1. Aggarwal, J. C. (2021). *Development of education system in India* (6th ed.). Shipra Publications.
2. Chandra, B. (2008). *India Since Independence* (Rev. ed.). Penguin Books.
3. Gandhi, M. K. (1951). *Basic Education*. Navajivan Publishing House.
4. Government of India. (2005). *Universalisation of secondary education (USE): Position paper*. NCERT.
5. Guruge, A. W. P. (1995). *Education in Early Buddhist Society*. UNESCO Publishing.
6. National Council of Educational Research and Training. (2005). *National curriculum framework*. NCERT.

7. NCERT. (2006). *Themes in Indian History: Part I*. National Council of Educational Research and Training.
8. NCERT. (2007). *Political Science: Politics in India Since Independence* (Class XII). National Council of Educational Research and Training.
9. Sharma, R. S. (2005). *India's Ancient Past*. Oxford University Press.
10. Tagore, R. (2003). *Towards Universal Man*. Rupa Publications.
11. Tagore, R. (2006). *Siksha: On Education*. National Book Trust.
12. UNESCO. (2000). *Education in Ancient and Medieval India: A Study Guide*. UNESCO Publications.
13. Vivekananda, S. (1963). *The Complete Works of Swami Vivekananda* (Vols. 1–8). Advaita Ashrama.
14. Walia, J. S. (2016). *Development of Educational System in India*. Ahim Paul Publishers.
15. Yashpal Committee. (1993). *Learning Without Burden*. Ministry of Human Resource Development, Government of India.



Course Title: British Poetry (Chaucer to Pope)

Semester: I

Course Code: BAENG101

Credits: 4 (3L+1T)

Course Objectives

To study, understand, and appreciate poetry as a literary form; to equip students with critical acumen to understand the aesthetic, social and cultural dimensions of English poetry.

Course Outcomes (COs):

After the completion of the programme, students will

- **CO1 (Knowledge):** have better knowledge about the growth of poetry, its various forms, and its literary value;
- **CO2 (Understanding):** gain an understanding of the social and cultural significance of English poetry;
- **CO3 (Research):** have a better understanding of poetry to carry out research;
- **CO4 (Lifelong Learning):** have the ability to determine the various cultural and moral values associated with the texts and apply them in their life.

Course Content:

Unit I **Geoffrey Chaucer:** “Prologue” to *The Canterbury Tales* (Lines1-42),

Unit II **William Shakespeare:** “Shall I Compare Thee to a Summer's Day”(18), “Let Me Not to the Marriage of True Minds” (116),“Love is Too Young to Know What Conscience Is” (151)

John Donne: “The Sun Rising,”“The Good Morrow,”“The Canonization,”“Death, Be Not Proud,” “The Ecstasy,”“Batter My Heart, Three-Person'd God”

Unit III **John Milton:** “On His Blindness,”“On His Twenty-Third Birthday,”“Of Man's First Disobedience”(*Paradise Lost* Book-I, Part2, Lines1-26)

Unit IV **John Dryden:** “Mac Flecknoe,” “Alexander's Feast”
Alexander Pope: *The Rape of the Lock* (Canto-III)

Recommended Readings:

1. Abrams, M. H., and Geoffrey, Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
2. Chambers, E. K. *The Oxford Book of Sixteenth Century Verse*. Clarendon Press, 1932
3. Cheney, Patrick. *Reading Sixteenth-Century Poetry*. Wiley-Blackwell, 2011.
4. Cookson, George. *Fifteen Poets*. Oxford U.P., 2010.
5. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin, 2000.
6. Glancy, Ruth. *Thematic Guide to British Poetry*. Greenwood Press, 2002.



Course Title: Principles of Microeconomics

Semester: I

Course Code: BAECO101

Credits: 4 (3L+1T)

Course Objectives

To enable the students to familiarize themselves with various issues and concepts in introductory microeconomics.

Course Outcomes:

- CO1: To enable students to understand the fundamental economic principles such scarcity, opportunity cost, supply and demand, and market equilibrium.
- CO2: To enable students to analyse how consumers and firms make decisions and how they interact in different types of markets (e.g., perfect competition, monopoly).
- CO3: To enable students to evaluate the market Outcomes and to assess the efficiency of markets, identify cases of market failure, and understand the role of government intervention.
- CO4: To enable students to use microeconomic models to interpret real-world issues, make predictions, and evaluate policy decisions.

Course Content

Unit – I: Introduction

What is economics – Micro and Macroeconomics – Positive and normative analysis – Scarcity and choice – Opportunity cost – Central problems – Production possibility frontier – Society's choice and PPF – Demand – Law of demand – Demand schedule – Supply – Supply schedule – Market Equilibrium – Elasticity of demand and supply – Types and Measurement of Elasticity – Economics applications

Unit – II: The Households

The consumption decision – Budget constraint – Income/price changes – Consumer preferences – Indifference curves – Consumer Equilibrium – Substitution and income effects – Labour supply and savings decision – Choice between leisure and consumption

Unit III: Production Decision and Markets

Production function – Short Run cost – Long run cost – Profit maximization – Perfect Competition – Imperfect competition and monopoly behaviour

Unit – IV: Input Market

Labour and land markets – Basic concepts – Derived demand – Productivity of an input, Marginal

productivity of labour – Marginal revenue product – Demand for labour – Input demand curves – Shifts in input demand curves – Competitive labour markets – Labour markets and public policy

Recommended Readings:

1. Samuelson, P. A., & Nordhaus, W. D. (2010). *Economics* (19th ed.) McGraw Hill.
2. Lipsey, R., & Chrystal, A. (2015). *Economics* (13th ed.) Oxford University Press.
3. Stiglitz, J. E., & Walsh, C. E. (2006). *Principles of Economics* (4th ed.). W.W. Norton & Company, New York



Course Title: Introduction to History

Semester: I

Course Code: BABED111

Credits: 4 (3L+1T)

Course Objective

The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes:

- **CO1 (Knowledge):** Provide an insight into the subject-matter of History.
- **CO2 (Understanding):** Learn to think critically.
- **CO3 (Synthesis):** Understand the nature of History.
- **CO4 (Application):** Study history in relation to other disciplines.

Course Content

Unit-I: Past and Present

- A. History as a Modern Discipline
- B. History and Interdisciplinary approaches
- C. History writing in pre-colonial period

Unit-II: History and periodisation

- A. Periodisation and debates
- B. Transition

Unit-III: Sources in history

- A. Archaeological: pre-history and proto-history
- B. Written: past to present
- C. Oral history
- D. Visual history

Unit-IV: Themes and trends in History

- A. Gender
- B. Micro-history
- C. Global
- D. Environmental
- E. Legal
- F. Cities, regions and space

Pedagogy

- Classroom lectures/experiential learning/project work.
- Visit to National Museum, New Delhi/any historical place.
- Screening *Roshomon* (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in history.

Text Books

1. Carr, E.H., *What is History*, Penguin, UK, 2008.
2. Jenkins, Keith, *Re-thinking History*, Routledge Classics, 2003.
3. Thapar, Romila, *Time as a Metaphor of History: Early India*, OUP, 1996.
4. Bloch, Marc, *The Historian's Craft*, 2017.

Recommended Readings

1. Hobsbawm, E.J., *On History*, Free Press, 1998.



Course Title: Introduction to Political Science

Semester: I

Course Code: BABED113

Credits: 4 (3L+1T)

Course Objective

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

Course Outcome

- **CO1 (Knowledge):** The students would be able to explain different approaches to politics and build their understanding of politics.
- **CO2 (Understanding):** They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.
- **CO3 (Synthesis):** They will be able to make a distinction between state, Nation and Society.
- **CO4 (Application):** They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

Course Content

Unit I: Introduction to Politics and Political Theory

- A. Political theory, Political Science and Political Philosophy: Conceptual understanding
- B. Defining Politics, Nature of Politics
- C. Approaches to the Study of Politics

Unit II: Conceptualising State in Politics

- A. Conceptualising State, Society, and Nation
- B. Origin of State: Divine Origin, Social Contract Theory
- C. Key Concepts: Sovereignty, Authority, Legitimacy

Unit III: Political Concepts

- A. Liberty: Negative and Positive Liberty
- B. Equality: Legal, Political and Socio-Economic
- C. Justice: Procedural Justice and Substantive Justice
- D. Democracy: Procedural and Deliberative Democracy

Unit IV: Introducing International Politics

- A. Power in International Politics: Hard Power, Soft Power and Smart Power
- B. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Security Threats
- C. Globalisation and Politics- Dimensions, Issues and Challenges

Pedagogy

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books

1. Bhargava, Rajeev, and Ashok Acharya. Political Theory: An Introduction. New Delhi: Pearson India, 2018.
2. Dryzek, John S., Bonnie Honig, and Anne Phillips. The Oxford Handbook of Political Theory. Oxford University Press, 2018.
3. Heywood, Andrew. Politics. New York: Red Globe Press, 2019.
4. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 11th ed. London: Oxford University Press, 2020.

Recommended Readings

1. Basu, Rumki, ed. International Politics: Concepts, Theories and Issues. New Delhi: Sage, 2012.
2. Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
3. Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
4. Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
5. Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
6. Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
7. Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
8. Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.
9. Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.
10. Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.

11. MacIntyre, Alasdair. "The Indispensability of Political Theory." In *The Nature of Political Theory*, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983.



Course Title: Introduction to Sociology

Semester: I

Course Code: BABED115

Credits: 4 (3L+1T)

Course Objective

The course aims to provide a comprehensive understanding of sociological theory, covering its nature, scope, and major perspectives. Students will delve into the philosophical underpinnings of theory, distinguishing between positivist and interpretative approaches. They will explore macro, micro, and middle-range theories, analysing key concepts and their applicability to diverse social phenomena.

Course Outcomes

After completing this course students will be able to:

- **CO1 (Knowledge):** Acquire a comprehensive understanding of various sociological theories, including functionalism, conflict theory, symbolic interactionism, and phenomenology.
- **CO2 (Understanding):** Comprehend the philosophical assumptions underlying different sociological perspectives as well as the interconnectedness and interplay between different sociological theories.
- **CO3 (Synthesis):** Integrate macro-level structural theories with micro-level interactionist perspectives, developing a holistic understanding of social processes and structures.
- **CO4 (Application):** Apply sociological theories to analyze real-world social issues and problems, demonstrating their ability to use theory to interpret and explain social phenomena.

Course Content

Unit I: Definition, Nature, and Scope of Sociology

- A. Rise and Growth of Sociology as a Discipline
- B. Sociology and Common Sense, Sociology as a Science
- C. Relationship with other Social Sciences (History, Political Science, Economics, Psychology, Anthropology)
- D. Sociological Imagination: Individual and Society

Unit II: Structural-Functional Perspective

- A. Functionalism – Radcliff Brown and Bronislaw Malinowski
- B. Structural Functionalism, AGIL. – Talcott Parsons
- C. Robert. K Merton- Manifest & Latent Function

Unit III: Conflict Perspective

- A. Karl Marx- Class and Class Conflict
- B. C.Wright Mills – Power elite
- C. Ralf Dahrendorf's Conflict Theory
- D. Lewis Coser- Functions of Conflict

Unit IV: Structural -Functional and Symbolic Interactionist Perspective

- A. Functionalism – Radcliff Brown and Bronislaw Malinowski
- B. Structural Functionalism, AGIL. – Talcott Parsons
- C. Robert. K Merton- Manifest & Latent Function
- D. Background to the emergence of Symbolic Interactionism
- E. George Herbert Mead - Mind, Self & Society

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work

Text Books

1. Allan, Kenneth. The Social Lens: An Invitation to Social and Sociological Theory. 2007. Pine Forge Press.
2. Aron, Raymond. (1967). Main Currents in Sociological Thought (Volume 2). London: Penguin Books. Bendix, Reinhard. (1960).
3. Giddens, Anthony. Sociology. Polity Press. Cambridge. 2009.
4. Max Weber: An Intellectual Portrait. New York: Anchor.
5. Mills, C. Wright. 1959. Sociological Imagination. Oxford University Press. New York
6. Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992
7. Turner, Jonathan H. 2014. Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories. Sage Publication, Los Angeles

Recommended Readings

1. Adelman, Miriam. The Voice and the Listener: Feminist Theory and the Sociological Canon. Asian Journal of Social Science Vol. 31, No. 3. pp. 549-574. 2003
2. Blumer, Herbert. 1962. "Society as Symbolic Interaction." In *Human Behaviour and Social Process: An Interactionist Approach*, edited by Arnold M. Rose. Houghton- Mifflin.

3. Blumer, Herbert. 1971. "Social Problems as Collective Behavior." *Journal of Economics and Sociology*.
4. Calhoun, Craig; Gerteis, Joseph; Moody, James; Pfaff, Steven; Virk, Indermohan; (Eds.). Contemporary Sociological Theory. 4th Edition. Wiley Blackwell. New York. 2022 Chapters, 1, 2, 3, 14
5. Cooley, Charles Horton. Human Nature and the Social Order. C. Scribner's Sons. New York. 1912. Chapter 5.
6. Coser, Lewis. Masters of Sociological Thought: Ideas in Historical and Social Context. Rawat Publications. Jaipur. 2012. Chapters, 8 and 9 (pp. 304- 356).
7. England, Paula. The Impact of Feminist Thought on Sociology. Contemporary Sociology Vol. 28, No. 3. Pp. 263-268. 1999
8. Judge, Paramjit S. Foundations of Classical Sociological Theory: Functionalism, Conflict and Action. Pearson Publication. Delhi. 2012. Chapter 1, Chapter 3 (pp.40- 41), Chapter 7 (pp. 148-160).
9. Malinowski, Bronislaw. A Scientific Theory of Culture and Other Essays. University of North Carolina Press. New York. 1960 Chapter name: The Functional Theory (pp. 145-176).
10. Mathur, Nita. Unit 4: Class and Class Struggle. Block 1. BSOC-111 Sociological Thinkers-1. IGNOU, New Delhi. 2021.
11. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.
12. Ritzer, George. Sociological Theory. McGraw-Hill. New York, 1992. Chapters 6 (pp. 181- 209); Chapter 7 (pp. 229-252); Chapter 10 (pp. 337-356)
13. Turner, J.H. 1987. Structure of Sociological Theory. Rawat Publications: Jaipur. Chapters, 1, 2, 3, 4, 6, 7, 8, 14.

Course Title: Indian Writings in English-I

Semester: I

Course Code: BAENG103

Credits: 4 (3L+1T)

Course Objectives:

To introduce students to different shades of Indian English poetry, fiction, and drama; to enable students to approach, analyze and critique a given text from a critical perspective.

Course Outcomes (COs)

After the completion of the course, students will

- **CO1 (Knowledge):** know about the representative Indian writers of English and their concerns;
- **CO2 (Understanding):** understand the changing form of Indian writings in English;
- **CO3 (Communication):** be able to discuss, analyse, and critique Indian writings in English;
- **CO4 (Research):** be able to explore the intricacies of poetry, fiction and drama and apply the same in research.

Course Content:

Unit- I: Nissim Ezekiel: “The Worm”, “Portrait” (from *The Third*), “Poet, Lover, Birdwatcher”, “Night of the Scorpion”, “Goodbye Party for Miss Pushpa T.S.” (from Nissim Ezekiel; *Collected Poems*, OUP).

Jayanta Mahapatra: “The Exile”, “The Door”, “Again One Day”

A.K. Ramanujan: “A River”, “Love Poem for a Wife- I”, “Obituary”, “Small Scale Reflections on a Great House”

Keki N. Daruwalla: “Boat-ride Along the Ganga”, “Vignette I” (*Crossing Rivers*), “The Mistress” (*the Keeper of the Dead*), “Meusault” (*Night River*)

Kamala (Das) Suraiyya: “An Introduction”, “A Relationship”, “The Doubt”, “The Old Playhouse”, “Mortal Love”

Mamang Dai: “Remembrance”, “No Dreams”, “Sky Song”, “Small Town and the River”

Unit- II: Mahesh Dattani: *Dance Like a Man*

Unit- III: R. K. Narayan: *The Guide*

Unit- IV: Anita Desai: *In Custody*

Recommended Readings:

1. Anjaria, Ulka. *History of Indian Novel in English*. CUP, 2016.
2. Dattani, Mahesh. *Final Solutions and Other Plays*. Manas, 1994
3. Ezekiel, Nissim. *Collected Poems: 1952-1988*. OUP, 1989.
4. Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*.
5. Mehrotra, Arvind Krishan, editor. *Indian Literature in English*. Permanent Black, 2008.
6. Mukherjee, Meenakshi. *Twice Born Fiction: Themes and Techniques of Indian Novel*. Pencraft, 2001.
OUP, 2009.
7. Ramakrishnan, E.V., editor. *Narrating India: The Novel in Search of the Nation*. Sahitya Akademi, 2005.



Course Title: Principles of Macroeconomics

Semester: I

Course Code: BAECO103

Credits: 4 (3L+1T)

Course Objective

To enable the students to familiarize themselves with various issues and concepts in introductory macroeconomics.

Course Outcomes:

- CO1: Explain to students the key indicators such as GDP, inflation, unemployment, and how they are used to assess the overall health of an economy.
- CO2: Enable students to understand the causes and consequences of short-run economic fluctuations, including business cycles and aggregate demand/supply dynamics.
- CO3: Equip students to analyse the roles of government spending, taxation, and central banking in managing economic activity and stabilizing the economy
- CO4: Use macroeconomic frameworks to interpret real-world economic events and evaluate policy decisions at the national and global levels.

Unit – I: Introduction to Macroeconomics and Aggregate Demand

Introduction – Macroeconomic variables – Macroeconomic policy and tools – Circular Flow of Income – National income: measurement and issues – Real vs Nominal GDP – Aggregate demand and supply – National Income Accounting for an Open Economy – Balance of Payments

Unit – II: Consumption, Investment and Business Cycles

Consumption and investment function and determinants – Introduction to business cycle – Aggregate demand and business cycle – Fiscal policy and multiplier – Foundations of aggregate supply – Unemployment

Unit – III: Money and Inflation

Introduction to financial system – Money: definition and functions – Money demand and supply – Central bank and determination of interest rate – Monetary transmission mechanism – Money and prices in monetarist system – Inflation: types and impacts – Modern inflation theory.

Unit – IV: Closed Economy in the Short Run

Classical and Keynesian Systems – Balanced Budget Multiplier – Money, Interest and Income – Adjustment Mechanism – IS-LM Model – Monetary and Fiscal Policy – Policy Mix

Recommended Readings:

1. Abel, A., Bernanke, B. (2016). *Macroeconomics* (9th ed.). Pearson Education.
2. Blanchard, O. J. (2017). *Macroeconomics* (7th ed.). Boston, MA: Pearson.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics* (12th ed.). McGraw-Hill.
4. Mankiw, N. G. (2016). *Macroeconomics* (9th ed.). New York, NY: Worth Publishers.
5. Samuelson, P. A., & Nordhaus, W. D. (2010). *Economics* (19th ed.). New York, NY: McGraw-Hill/Irwin.



Course Title: Historian's Quest

Semester: I

Course Code: BABED117

Credits: 4 (3L+1T)

Course Objective

This course introduces students to the discipline of history not merely as a study of the past, but as a way of understanding the present and imagining the future. Through a thematic and inquiry-based approach, the course explores how historical thinking helps us make sense of contemporary issues such as inequality, environmental crises, technological change, and debates around memory and identity. Drawing from diverse sources — scholarly texts, films, podcasts, and popular literature — students will be encouraged to critically examine the uses and abuses of history in public life. The goal is to inspire curiosity, develop critical thinking, and offer a fresh and engaging perspective on why history matters today.

Course Outcomes

- **CO1 (Knowledge):** Develop an interest in historical thinking through engaging and relatable themes.
- **CO2 (Understanding):** Understand how contemporary problems have historical roots.
- **CO3 (Synthesis):** Analyze historical narratives through non-traditional sources — including films, books like *Sapiens*, and current events.
- **CO4 (Application):** Make meaningful connections between personal, local, and global histories.

Course Content

Unit 1: Why History Matters

- A. History and Historian
- B. Big Histories: How we became human? How are societies formed?
- C. Is history only about kings and wars — or also about daily life and imagination?
- D. Personal and collective memory: History vs. Heritage

Suggested Media:

- Film: *13th* (dir. Ava DuVernay) – on racial incarceration in the U.S.
- Film: *Lagaan* (for colonial resistance in India)
- Podcast: *Seen and Not Heard* (Dalit voices & resistance)

Unit 2: Inequality and Injustice: Then and Now

- A. Caste, race, gender, class — historical roots of inequality

- B. Colonialism and its afterlives (racism, global poverty, mass incarceration)
- C. Alternative histories: egalitarian societies and social experiments
- D. LGBTQ Community: Past to Present

Unit 3: Environment and the Past

- A. How the environment shaped history — and how humans shaped nature
- B. Disease, epidemics, and geography: history from a biopolitical lens
- C. Colonialism, forests, and resource control in South Asia
- D. The Anthropocene: Can we have an ethical relationship with the planet?

Suggested Media:

- Podcast: *Drilled* (on climate denial and politics)
- Short documentary: *India's Vanishing Forests* (by Down To Earth)
- Maps/timelines of forest laws, Chipko movement

Unit 4: Technology, Power, and Historical Imagination

- A. From fire to fiber optics: What technologies reveal about social change
- B. Printing press, gunpowder, railways — how power and technology intertwine
- C. Fossil fuels, climate change, and political systems
- D. History and Contestation: monuments, textbooks, and collective memory.

Suggested Media:

- YouTube channel: *ColdFusion* – videos on history of major technologies
- Podcast: *Tech Won't Save Us* – episode on the political economy of innovation
- Film: *The Social Dilemma* (Netflix)
- Article: *Why Statues Matter* (Colston, Ambedkar, and public memory)

Pedagogy

- Create a visual timeline of “What I thought history was, and what it could be”.
- Classroom debate: *Should colonial and casteist monuments be taken down?*
- **Museum of the Silenced" Pop-Up Exhibit** Students work in small groups to create a one-table “exhibit” on a forgotten or erased historical figure, event, or community. They include brief write-ups, images, objects (or sketches), and captions — like a pop-up classroom museum.

Textbooks

1. Ambedkar, Bhim Rao. *Annihilation of Caste*, Fingerprint Publishing, 2023 (Originally published in 1936).
2. Carr, E.H. *What is History?* Penguin Classic, 2018 (Originally published in 1961).

3. Childe, Gordon, *Man Makes Himself*, The New American Library, 1936.
4. David Graeber & David Wengrow, *The Dawn of Everything: A New History of Humanity*, Penguin, 2022.
5. Guha, Ramachandra. *Environmentalism: A Global History*, Penguin Random House, 2016.
6. Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*, Penguin Random House, 2015.

Recommended Readings

1. Diamond, Jared. *Guns, Germs, and Steel*, W.W. Norton & Company, 1997.
2. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, W.W. Norton & Company, 2001.
3. Mishra, Pankaj. *Age of Anger*. Juggernaut Publication, 2018
4. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*, Verso Books, 2011.
5. Tarlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.



Course Title: Indian Constitution and Government

Semester: I

Course Code: BABED119

Credits: 4 (3L+1T)

Course Objective

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights, and the Directive Principles of State Policy enshrined in the constitution form its core. The focus will also be on understanding the Indian Federal setup along with understanding the party system in India.

Course Outcome

- **CO1 (Knowledge):** This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.
- **CO2 (Understanding):** It will enable the students to learn about the constitution-making process and the debates associated with it, the centre-state relations and the party system.
- **CO3 (Synthesis):** In studying this paper, knowledge about fundamental rights, duties, and directive principles will be imparted to students.
- **CO4 (Application):** This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Content

Unit I: Evolution of Indian Constitution

- A. Historical Background and Philosophical Foundation of Constitution.
- B. Salient Features of the Indian Constitution.
- C. Fundamental Rights and Duties
- D. Directive Principles of State Policy.

Unit II: Indian Federal System

- A. Centre-State Relationship
- B. Decentralisation-Local and Grassroot Governance
- C. Contemporary Trends-Asymmetrical Features of Federalism

Unit III: Executive, Legislature and Judiciary

- A. Executive: Office of the President, Prime Minister, Governor
- B. Parliament: Composition and Functions

C. Supreme Court: Composition and Functions

Unit IV: Party System in India

- A. Types of Party System, Phases of Party system in India
- B. National Parties in India
- C. Regional Parties in India

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics*. New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
3. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. Mehta, Pratap Bhanu, and Niraja Gopal Jayal. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2011.

Recommended Readings

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
2. Austin, G. *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and Achin Vanaik. *Understanding Contemporary India – Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan, ed. *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K. *The Changing Face of Parties and Party Systems: A Study of Israel and India*. Delhi: Palgrave Macmillan, 2018.

6. Ganguly, Sumit, and Rahul Mukherji. *India Since 1980*. Delhi: Cambridge University Press, 2011.
7. Guha, Ramachandra. *India After Gandhi: The History of World's Largest Democracy*. New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher. *India Since 1950: Society, Politics, Economy and Culture*. Delhi: Cambridge University Press, 2012.
9. Menon, N., and A. Nigam. *Power and Contestation: India since 1989*. London: Zed Books, 2007.
10. Omit, Shani. *How India Became Democratic: Citizenship and the Making of the Universal Franchise*. Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha, ed. *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*. New Delhi: Oxford University Press, 2013.
12. Singh, M.P., and R. Saxena. *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.
13. Vинаик, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.



Course Title: Sociology and Society in India

Semester: I

Course Code: BABED121

Credits: 4 (3L+1T)

Course Objective

The objective of this course is to provide a comprehensive understanding of the complex social fabric of India, highlighting the interplay between unity and diversity. Students will explore the various sources of diversity in India, such as linguistic, religious, and ethnic differences, and their implications on social cohesion. The course will also delve into the fundamental social institutions, including family, kinship, marriage, and caste, examining their roles and transformations in contemporary society. Furthermore, the course aims to address pressing social issues like poverty, inequality, crime, and migration, along with the diverse religious landscape and its impact on Indian society.

Course Outcome

After completing this course students will be able to

- **CO1 (Knowledge):** Demonstrate a thorough knowledge of the key concepts and sources of diversity in India, including linguistic, religious, and ethnic differences, as well as the fundamental social institutions and their functions.
- **CO2 (Understanding):** Understand and explain the sociocultural processes and models, such as acculturation, assimilation, integration, cooperation, conflict, and competition, that contribute to unity in diversity in the Indian context.
- **CO3 (Synthesis):** Synthesize information about the various social issues in India, including poverty, caste, gender inequality, crime, and regional disparities, and critically analyze their impact on the population and societal dynamics.
- **CO4 (Application):** Apply the acquired knowledge to evaluate and address contemporary changes in Indian society, such as transformations in family structures, marriage practices, and the implications of religious pluralism and secularism, while proposing informed solutions to enhance social cohesion and inclusivity.

Course Content

Unit I: Unity in Diversity

- A. Meaning of Unity and Diversity
- B. Sources of Diversity in India: Importance, merits and demerits (Linguistic, Religious, Ethnic)
- C. Unity in Diversity: Socio-Cultural process and models (Acculturation, Assimilation, Integration, Cooperation, Conflict & Competition)
- D. Factors Contributing to the Unity of India

Unit II: Basic Social Institutions in India

- A. Family: Definition, Function and Types
- B. Kinship: Definition, Function, and Types (North and South)
- C. Marriage: Definition, Function, Types and Rules, Latest trends
- D. Caste: Definition, Characteristics and Theories of Origin

Unit III: Social Issues in India

- A. Social Problems in India (Poverty and Gender Inequality)
- B. Crime (Types) and Juvenile delinquency
- C. Regional disparity and migration
- D. Population profile of Indian Society

Unit IV: Religion in India

- A. Definition, Composition, and Functions of Religion
- B. Religions of India (Hinduism, Buddhism, Jainism, Sikhism, Islam, and Christianity) and their features
- C. Concept of religious pluralism and Secularism
- D. Fundamentalism and Communalism

Pedagogy

- Lectures
- Discussion and Presentations
- Movie/Documentaries
- Project Work/Field Visit

Text Books

1. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004
2. Gupta, Dipankar (Eds). Social Stratification. Oxford University Press. New Delhi. 2007
3. Kundu, Abhijit and Yadav, Nirupama. Sociology of India. Sage. New Delhi. 2021
4. Mukherjee, Radha Kumud. Fundamental Unity of India. Orient Blackswan. New Delhi 2004

Recommended Readings

1. 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity.
<https://www.epw.in/engage/article/unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas>

2. Berry, John M. "Immigration, Acculturation, and Adaptation". *Applied Psychology: An International Review*. Vol. 46. Issue. 1 (1997). pp. 5-34
3. Bhushan, Vidya; Sachdeva, D.R. *Fundamentals of Sociology*. Pearson. Delhi. 2012
4. Gore, M.S. "Unity in Diversity". *Social Scientist*, Vol. 24, No. 1/3 (1996), pp. 30-43
5. Gottlob, Michael. "India's Unity in Diversity as a Question of Historical Perspective". *Economic and Political Weekly*, Vol. 42, No. 9. pp. 779-785+787-789
6. Hick, John. "Religious Pluralism." *A Companion to Philosophy of Religion*, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
7. Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
8. Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". *World Affairs: The Journal of International Issues*, Vol. 19, No.4. pp. 10-43
9. Madan, T.N. 'Religions of India'. Das, Veena (Eds.) *Handbook of Indian Sociology*. Oxford University Press. New Delhi. 2004.
10. Meredith, McGuire. *Religion In Social Context*. Wadsworth Pub. Co. California. 1997. (Chapter 1).
11. Relevant IGNOU Material
12. Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
13. Yinger, Milton J. "Pluralism, Religion, and Secularism". *Journal for the Scientific Study of Religion*, Vol. 6, No. 1 (1967). pp. 17-28

Course Title: English (Language-1)

Semester: I

Course Code: BABED103

Credits: 4 (3L+1T)

Course Outcomes

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

Course Content

Unit – I: Understanding Language, Communication and Cognition

- A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- C. The process of communication, barriers to communication, written and oral communication, the story of human communication from early times to new age; Language variation, Multilingualism.
- D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

Unit – II: Understanding Grammar

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences- simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation;

Word formation processes; Sentence formation, semantics, and pragmatics.

- C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- D. Sound production in the language; Coining new words, Speech acts.

Unit – III: Reading, Writing, Speaking, and Listening Skills

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading, Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading, Reading discipline-based texts; vocabulary development
- B. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports), Language and style of Writing; Dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing techniques.
- C. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations), Activities for developing speaking, role play; The impact of culture on speaking, Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.
- D. Why listening is important; kinds of listening; Listening strategies, Need for modelling good listening behaviour; Listening across the curriculum, note taking, Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

Unit – IV: Academic writing & Critical Thinking

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.
- B. Developing Critical, analytical, and interpretive thinking skills.
- C. Learning to analyze.
- D. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- E. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

Expected Course Outcome

- Define and explain the core concepts of language, communication, and cognition, including various types of communication.
- Identify and describe the principles, definitions, and types of communication, as well as the process of communication and barriers to effective communication.
- Understand and analyze language variations, including multilingualism in the Indian context, and the role of language in societal and cultural contexts.
- Demonstrate knowledge of phonetics, including classification of speech sounds, suprasegmentals, and word formation processes.
- Analyze various contexts of communication, including face-to-face interaction, conversation dynamics, politeness principles, and regional and social language variations.

Suggested Readings

1. Britton, J. (1972). *Language and learning*. Pelican Books.
2. Kaushik, S. (Ed.). (2009). *Reading for meaning*. NCERT.
3. Kumar, K. (2004). *The child's language and the teacher: A handbook*. National Book Trust.
4. Lightbrown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press. <https://www.oup.com/elt/teacher/hlal>
5. Sapir, E. (1949). Forms in language: Grammatical process. In E. Sapir (Ed.), *Language: An introduction to the study of speech*. Harcourt Bruce.
6. Tompkins, G. E. (1993). *Teaching writing: Balancing process and product* (2nd ed.). MacMillan Pub. Co.
7. Wilkinson, A. (1971). *The foundations of language: Talking and reading to young children*. Oxford University Press.
8. Yule, G. (2006). *The study of language*. Cambridge University Press.

Course Title: Art Education (Performing and Visual)

Semester: I

Course Code: BABED105

Credits: 4 (3L+1T)

Course Objectives

- Demonstrate their familiarity and appreciation with theatre.
- Design, practice and use puppets in pedagogies subjects.
- Develop knowledge of paper craft techniques and organise an art exhibition.

Course Content

Unit I: Introduction to Theatre as Performing Art

- A. Introduction to Theatre in Education and Drama in Education.
- B. Use of Theatre/Drama in Social Movements.
- C. Principles and Awareness on How to Use Body and Voice in a Given Space and Time
- D. Exploring Different Roles, Characters, and Relationships to Identify and Portray Human Values, Attitudes, Intentions and Actions in Different Situations and Contexts.

Unit II: Introduction of Puppetry as Performing Art

- A. Introduction to puppetry art, History of puppetry and its uses in educational settings.
- B. Discussion on storytelling techniques: character development, voice modulation, expressions, and narrative flow.
- C. Designing Finger Puppets and mask making, the performance of a short individual act with their self-designed puppet.

Unit III: Developing and Performing the Script

- A. Introduction to different games, exercises and conventions of theatre and drama.
- B. Building skills for script development and adapting/devising a script around curricular themes understanding different theatrical and puppetry pedagogies.
- C. Developing and designing lesson plans using drama and puppetry pedagogies for teaching subjects and, developing theatre and puppetry scripts on teaching subjects or interdisciplinary areas.

Unit IV: Introduction to Paper Craft

- A. History of Paper Craft
- B. Techniques of Paper Craft: Paper Collage, Paper 3d Sculpture (Paper Mac), Decoupage, Paper Quilling, Paper Stand

- C. Developing paper craft using any two paper craft techniques.
- D. Designing, planning and setting up of art exhibition.

Course Outcomes

- Analyse and appreciate theatre and puppetry as integral to education.
- Design and execute lesson plans incorporating drama and puppetry.
- Implement paper craft techniques to create artistic projects.

Suggested Readings

1. Boal, A. (2002). Games for Actors and Non-Actors. Routledge.
2. Chauhan, R. (2016). Drama, Art and Education. Agrawal Publications, Sanjay Place
3. Ghosh, S., & Banerjee, U. K. (2006). Indian Puppets. Abhinav Publications.
4. Gracia, R. (2016). Origami and Papercraft: A Step-by-Step Guide. DK Publishing.
5. Kakkar, R. & Makkhar, R. (2018). Drama, art and aesthetics in education. Rakhi Prakashan.
6. Kumar, R. (2016). Drama and art in education. Rajasthan: Jain Prakashan Mandir.
7. McCaslin, N. (2006). Creative Drama in the Classroom and Beyond. Pearson.
8. Peterson, B. (2008) The Craft and Art of Paper Cutting. Lark Books.
9. Ravikant, R. K., & Ananad, K. P. (2019). Drama and Art in Education. Neelkamal Publications.
10. Saxena, A., Sirth, S. (2016). Drama, art and aesthetics in education. Rakhi Prakashan.
11. Sharma, R. P., Sharma, R. K. (2016). Drama and art in education. Radha Prakashan Mandir.
12. Singh, C. (2016). Drama and art in education. Vinod Pustak Mandir.
13. Way, B. (1967). Development through Drama. Humanities Press.

Course Title: Understanding India (Indian Ethos and Knowledge Systems)

Course Code: BABED107

Credits: 4 (3L+1T)

Course Objectives

- Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- Apply their acquired research and critical thinking skills in multidisciplinary themes,
- Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

Course Content

Unit – I: Introduction to the Knowledge of India

- A. Definition & scope; Relevance of this knowledge.
- B. Need to revisit our ancient knowledge, traditions, and culture.

Unit – II: Culture - Art and Literature & Politics and Law

- A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
- C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.
- D. Kingship & types of government (oligarchies, republics); Local administration (village administration);
- E. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

Unit – III: Economy

- A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.

- C. Land ownership - land grants & property rights, land revenue systems.
- D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

Unit – IV: Environment & Health

- A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

Expected Outcomes

- Recognize and appreciate the diverse and rich knowledge traditions of India, including its relevance in contemporary times.
- Analyze various art forms, literary expressions, and cultural practices of India and interpret their historical and spiritual significance.
- Evaluate indigenous approaches to environment and health, including sustainable living practices and ancient Indian medical systems, with insights for contemporary challenges.
- Apply critical thinking to draw connections between traditional Indian knowledge systems and modern multidisciplinary issues, fostering a holistic worldview.

Suggested Readings

1. A.L. Basham,(ed.), A Cultural History of India, 7th edition, Oxford University Press, 2003.
2. A.L. Basham, The Wonder That Was India, Volume 1, Picador, 2019.
3. B.Mahadevan, Vinayak Rajat Bhat, R.N. Nagendra Pavana, Introduction to Indian Knowledge Systems: Concepts and Applications, PHI Learning, 2022.
4. B. N. Lunia, Evolution of Indian Culture –From the earliest times to the present day, 1992
5. Mohan Raghavan, M.S. Harsha Simha, C.R. Ramaswamy, Elements of Indic Knowledge Systems and Heritage, HTSR Institute2023
6. Indian Culture. <https://www.indianculture.gov.in/>
7. Indian Knowledge Systems, Govt. of India. <https://iksindia.org/>
8. Ministry of Culture, Govt. of India. <https://indiaculture.gov.in/>
9. Visual arts. CCRT. <https://ccrtindia.gov.in/resources/visual-arts/>

10. P. Sethuraman, Ancient Indian Wisdom: Spiritual Heritage
11. Amit Jha, Traditional Knowledge System in India
12. Satish Chandra Chatterjee, An Introduction to Indian Philosophy
13. B. Mahadevan, Vinayak Rajat Bhat, and R.N. Nagendra Pavana, Introduction to Indian Knowledge System: Concepts and Applications, PHIL earning Private Limited, New Delhi, 2022.
14. An Introduction to Indian Knowledge Systems: Concepts and Applications, B Mahadevan,
15. VR Bhat, and Nagendra Pavana R N; 2022(Prentice Hall of India). Indian Knowledge Systems: Voll and II, Kapil Kapoor and A K Singh; 2005 (D.K. Print World Ltd).
16. Soumitro Bannerjee Indian-Knowledge-System.pdf (breakthroughindia.org) Indian Knowledge Systems: An Overview by Prof. Gauri Mahulikar (OLA 01) <https://youtube/3H16y-XfMMc>.



Course Title: Teacher and Society

Semester: I

Course Code: BABED109

Credits: 4 (3L+1T)

Course Objectives

- Examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- Explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- Differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- Demonstrate an ability to develop positive classrooms through engaging in the ethic of care,

Course Content

Unit – I: Understanding the Teacher: Exploring the Personal and Professional Teacher

- A. Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
- B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.
- C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.
- D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.

Unit – II: Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

- A. Teaching: One profession, many roles
- B. Teaching Character: Nurturing Teachers for Human Flourishing.
- C. Holistic Teacher Development: Nurturing the Panchakoshas.
- D. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue.
- E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.

Unit – III: Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

- A. Teacher Agency: What is it and why does it matter?
- B. Individual, Cultural and Structural Dimensions of Teacher Agency.
- C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
- D. Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
- E. Role of Teacher in shaping the educational policy, practice, and reforms

Unit – IV: Teacher as an Architect of the New India: Shaping the Society of Tomorrow

- A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- B. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the ‘state’ and the ‘market’ and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, ‘globalization’ and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

Expected Course Outcomes

- Understand the personal, social, and professional dimensions that shape a teacher’s identity, values, and lifelong commitment to education.
- Reflect on diverse teacher roles—charismatic, communicative, reflective, and missionary—and engage in reflexive practices for continuous growth.
- Develop a holistic view of teacher development by nurturing emotional, ethical, and spiritual dimensions beyond curricular goals.
- Explore the concept of teacher agency and critically analyze the teacher’s role in educational reform, policy, and systemic change.
- Engage with contemporary socio-political and cultural issues to emerge as critically aware teachers shaping an inclusive and equitable society.

Suggested Readings

1. Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.

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9. Ministry of Human Resource Development. (1983–1995). *The teacher and society: Report of the Chattopadhyaya Committee*. Government of India.
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10. National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*.
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11. कुमार, कृ. (२०१७). प्राचीन भारत की शिक्षा पद्धति. श्री सरस्वती सदन.
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