SEMESTER - V

ENGLISH LITERATURE V

Course Code: BAB501	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Life and Works
- John Milton
- Thomas Gray
- Rabindranath Tagore
- Swami Vivekananda

Unit II: Poetry
- John Milton: On His Blindness, Paradise Lost Book 1 (Lines 1–16)
- Thomas Gray: Elegy Written in a Country Churchyard (Stanzas I to XIX)
- Rabindranath Tagore: "Leave This Chanting and Counting Beads"
- Swami Vivekananda: "The Song of the Free"

Unit III: Drama
- John Webster: Life and works
- The Duchess of Malfi by John Webster

Unit IV: History of English Literature
- The Twentieth and Twenty-First Centuries
- Trends in Twentieth-Century Literature: Georgian Poetry, Imagism, and Symbolism
- Growth of Post-Colonial Literature: Feminism, Postmodernism, and related movements

Suggested Reading:
1. Milton, J. (2012). Paradise Lost. In The Complete Poems and Major Prose (Editor). Penguin Classics.
2. Shakespeare, W. (2012). Twelfth Night. Penguin Classics.
3. Shelley, P. B. (2012). Complete Works of Poetry & Prose (1914 Edition), Vol. 4 (J. M. Beach, Ed.). Reprint.
4. Tagore, R. (2012). The Poetry of Rabindranath Tagore.

INTERNATIONAL RELATIONS	
Course Code: BAB502	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Foundations of International Relations
- Definition and Nature of International Relations
- Scope and Content of the Field
- Evolution of International Relations as an Academic Discipline
- The Role of Sovereign States, Non-State Actors, and Transnational Actors

Unit II: National Power and Challenges of War and Peace
- National Power: Definition, Elements, and Limitations
- Concepts of War and Peace
- Balance of Power Theory and Practice
- Collective Security: Mechanisms and Effectiveness

Unit III: Imperialism, Neo-Colonialism, and Global Struggles
- Imperialism: Definitions, Motivations, and Forms
- Neo-Colonialism: Concepts, Mechanisms, and Negative Impacts
- Anti-Neo-Colonial Movements and Their Impact on Global Politics

Unit IV: Major Conflicts and Movements in International Relations
- The Cold War: Origins, Causes, Stages, and Impacts
- Breakdown of the USSR and Post-Cold War Dynamics
- North-South Relations and the Role of the Third World
- The Non-Aligned Movement: Contributions, Challenges, and Current Relevance
- Shaping International Order in the 21st Century

Suggested Reading:
1. Barylis, J., Smith, S., & Omens, P. (2011). *The Globalization of World Politics*. OVP.
2. Chakraborty, R. (1984). *Theory and Practice of International Relations*. Macmillan India.
3. Dutta, A. (2005). *Indian Non-Alignment and National Interest*. Sujan Publications.
4. Frankel, J. (1969). *International Relations in a Changing World*. Oxford University Press.
5. Johari, J.C. *International Relations and Politics*. Vikas Publishing House.
6. Jorgenthan, H. (2007). *Politics among Nations: The Struggle for Power and Peace* (Indian Reprint). Kalyani Publications.
7. Kumar, J. R. (2011). *International Relations*. Routledge.
8. Palmer, N. D., & Perkins. (1985). *International Relations – The World*. C.B.S. Publishers & Distributors.
9. Verma, S. P. (1988). *International System and the Third World*.

PUBLIC ECONOMICS

Course Code: BAB504	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Public Goods and Public Policy
- Definition and models of efficient allocation
- Pure and impure public goods
- Free-rider problem
- Rationale for public policy: allocation of resources, provision of public and private goods

Unit II: Externalities and Market Failures
- Concept of externalities, problems, and solutions
- Approaches to managing externalities: taxes vs. regulation
- Property rights and their role in addressing externalities

Unit III: Taxation and Economic Implications
- Meaning of taxation and its economic effects
- Deadweight loss, distortion, and tax incidence
- Efficiency vs. equity in taxation
- Concepts of optimal taxation and structure
- Tax system structure, reforms, and impacts

Unit IV: Budgeting, Public Expenditure, and Public Debt
- Types of budgets and deficit types
- Public debt and fiscal sustainability
- Wagner's Law of increasing state activities
- Wiseman-Peacock hypothesis
- Pure theory of public expenditure

Suggested Reading:
1. Acharya, S. (2005). Thirty years of tax reform in India. Economic and Political Weekly, May, pp. 14-20.
2. Cullis, J., & Jones, P. (1998). Public Finance and Public Choice. Oxford University Press.
3. Economic Survey. Government of India. (Latest edition).
4. Musgrave, R. A., & Musgrave, P. B. (1989). Public Finance in Theory & Practice (5th ed.). McGraw Hill Publications.
5. Purohit, M. (2007). Value Added Tax: Experiences of India and Other Countries.
6. Rao, M. G. (2005). Changing contours of federal fiscal arrangements in India. In A. Bagchi (Ed.), Readings in Public Finance. Oxford University Press.
7. Report of the 13th Finance Commission, 2010-15.
8. Reserve Bank of India. State Finances: A Study of Budgets. (Latest edition).
9. Stiglitz, J. E. (2000). Economics of the Public Sector (3rd ed.). W.W. Norton & Company.

HISTORY OF MODERN INDIA	
Course Code: BAB505	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Changes in Administration in India
- Queen Victoria's Proclamation and The Act of 1858
- Indian Council Act 1861
- Internal administration of Lord Lytton and Lord Ripon
- Political Associations and the Indian National Congress

Unit II: Indian National Movement (1885-1905)
- Lord Curzon and the Partition of Bengal
- Swadeshi Movement
- Moderates, Extremists and Revolutionaries
- Home Rule Movement, Lucknow Pact,
- Rowlat Act, Jallianwala Bagh massacre, Government of India Act 1919 and Dyarchy.

Unit III: Gandhian Era
- Khilafat and Non-Cooperation Movement
- Swarajists
- Simon Commission, Lahore Congress
- Civil Disobedience Movement
- Round Table Conferences
- Government of India Act 1935 and Provincial Autonomy
- Quit India Movement.

Unit IV: Constitutional Development
- Cripps Mission
- Shimla Conference, Cabinet Mission
- Subhash Chandra Bose and the INA
- Communal Politics and the Partition of India
- Indian Independence Act 1947
- Integration of Indian Princely States
- Main features of the Indian Constitution

Suggested Reading:
1. Agrawal R.C. Indian Constitutional Development and National Movement in India.
2. Argov Daniel: Moderates and Extremists in India.
3. Bayly, CA, Indian Society and the making of the British Empire, (New Cambridge History of India). II. 1 (Cambridge University Press, 1987).
4. Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
5. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).
6. Bipan Chandra, Nationalism and Colonialism in Modem India (Delhi, Orient Longman, 1981).

7. Bipan Chandra, Rise and Growth of Economic Nationalism in India, (Delhi. PPH, 1966).
8. Brass, Paul, The Politics of India Since Independence, (Delhi, Foundation Books, 1994).
9. Brown, Judith, Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34 (Cambridge 1977).
10. Brown, Judith, Gandhi's Rise to Power, Indian Politics 1915-22 (Cambridge University Press, 1972).

PEDAGOGY OF ENGLISH I	
Course Code: BED501	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Nature, Scope, and Historical Perspective of Language

- Nature, scope, and importance of the Language; Linguistic features of the Language.
- Functions of Language, Language learning, and Language acquisition.
- Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- Language as discourse: Language - Identity and Gender.
- Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
- Universality of Languages.

Unit II: Aims and Objectives of Teaching English

- Aims and objectives of teaching English.
- Linkages of the English with other school subjects.
- Linkages between literature and society.
- Place of the English in school curriculum at the national and international scenario.
- Values of Language: functionality, fluency, coherence.

Unit III: Pedagogical Aspects of English Language

- Approaches of teaching English – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
- Critical and analytical pedagogical concerns related to teaching English with special focus on Higher-Order Thinking skills (HOTs).
- Methods of teaching English: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
- Capabilities of students in English Language skills and reflection.

Suggested Reading:

1. Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
2. Bhandari, C. S., & Others. (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
3. Bhatia, K. K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
4. Bhatia, K. K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language (Revised ed.). New Delhi: Kalyani Publishers.
5. Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). White Plains, NY: Pearson Education.
6. Crystal, D. (2003). English as a Global Language (2nd ed.). Cambridge: Cambridge

University Press.

7. Ghosh, R. N., & Das, K. P. (2005). Teaching English in Indian Contexts. Hyderabad: Orient Blackswan.
8. Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Harlow: Pearson Longman.
9. Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
10. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge: Cambridge University Press.
11. Tickoo, M. L. (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Hyderabad: Orient Longman.

PEDAGOGY OF SOCIAL STUDIES I

Course Code: BED502	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Nature, Scope, and Historical Perspective of Social Sciences
- Nature of Social Sciences.
- Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
- Disciplines of Social Sciences and their interrelationship.
- Concept of Social Sciences and Social Studies.
- Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

Unit II: Aims and Objectives of Teaching Social Sciences
- Aims and objectives of teaching Social Sciences at secondary stage.
- Learning outcomes and competencies of teaching Social Science at secondary stage
- Linkages of Social Sciences with other subjects and its place in school curriculum.
- Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

Unit III: Pedagogical Aspects of Social Sciences
- Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
- Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

Suggested Reading:
1. Banks, J. A. (2007). Teaching Strategies for Ethnic Studies (8th ed.). Pearson.
2. Bruner, J. S. (1996). The Culture of Education. Harvard University Press.
3. Bunning, A. C. Teaching of Social Studies in Secondary Schools. McGraw Hill Book Company.
4. Chauhan, S. S. Innovations in Teaching-Learning Process. Vikas Publishing House.
5. High, J. Teaching Secondary School Social Studies. Macmillan.
6. Kochhar, S. K. Teaching of Social Science. Sterling Publications.
7. NCERT. (2013). Social Science: Pedagogy of Social Science. National Council of Educational Research and Training.

8. Parker, W. C. (2012). Social Studies in Elementary Education (14th ed.). Pearson.
9. Siddiqui, M. H. Excellence of Teaching. Ashish Publishing House.
10. Taba, H. (1962). Curriculum Development: Theory and Practice. Harcourt, Brace, and World.
11. Tripathi, S. Teaching Methods. Radha Publications.

INVERTIS
UNIVERSITY BAREILLY

GENERAL HINDI	
Course Code: BED506	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

पाठ्यचर्या की अंतर्वस्तु

इकाई I: भाषा की आधारभूत संरचना एवं उच्चारण तथा ध्वनि -व्यवस्था

- हिन्दी भाषा की समस्त ध्वनियाँ, संयुक्ताक्षरों, संयुक्त व्यंजनों, अनुस्वार एवं चन्द्रबिन्दु में अंतर।
- विलोम शब्द।
- पर्यायवाची शब्द।
- समास, समास विग्रह एवं समास के भेद।

इकाई II: भाषा शिक्षण

- भाषा अध्यापन के सिद्धांत।
- भाषा के कार्य तथा उपकरण के रूप में इसका उपयोग।
- व्याकरण और मौखिक क्षमता संबंधी वाले गद्यांश (तार्किक या साहित्यिक या कथा या वैज्ञानिक)।

इकाई III: भाषा कौशल एवं भाषा शिक्षण सहायक सामग्री

- भाषा की समझ और दक्षता का मूल्यांकन: श्रवण, भाषण, वाचन और लेखन।
- शिक्षण-अधिगम सामग्री: पाठ्यपुस्तक, बहु-मीडिया सामग्री, कक्षा के बहुभाषी संसाधन।
- उपचारात्मक शिक्षण।

पाठ्य हेतु सुझाव:

- वर्मा, ओंकार नाथ. (2020). सामान्य हिन्दी, अरिहन्त पब्लिकेशन लिमिटेड. इंडिया.
- तिवारी, डॉ. भोलानाथ (2011). हिन्दी भाषा की संरचना, वाणी प्रकाशन.
- श्रीवास्तव, रविंद्रनाथ (2015). हिन्दी भाषा का समाजशास्त्र. राधाकृष्ण प्रकाशन.
- प्रकाश, आर., शर्मा, एस., एवं सरलता (2022) हिन्दी भाषा संरचना और भाषा विज्ञान, अनुग्या बुक्स.

MICRO TEACHING

Course Code: BED551	**Credit:** 02 (L-0, T-0, P-2)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Module 1: Introduction to Micro Teaching
- Definition and importance of micro teaching in teacher training.
- Objectives and components of micro teaching.
- Overview of the micro teaching cycle: planning, teaching, observing, and reflecting.

Module 2: Teaching Skills and Techniques
- Identification and explanation of essential teaching skills (Set Induction, Explanation, Illustration, Questioning, Probing, Black Board Writing and Reinforcement).
- Demonstrating specific skills through role-play and peer teaching.
- Skill practice: students will practice selected skills in pairs or small groups.

Module 3: Planning and Conducting Micro Teaching Sessions
- Designing micro teaching lessons: selecting content, objectives, and appropriate teaching aids.
- Conducting micro teaching sessions (individual presentations of 10-15 minutes).
- Observing peers and providing constructive feedback based on set criteria.

Module 4: Reflection and Improvement
- Analyzing feedback received from peers and instructors.
- Reflective practice: developing an action plan for improvement based on feedback.
- Final presentation: demonstrating improved teaching skills in a second micro teaching session.

Assessment
- **Micro Teaching Sessions (50%)**: Evaluation of two micro teaching sessions, including planning and delivery.
- **Peer Feedback (20%)**: Participation in peer observations and feedback sessions.
- **Reflection Report (30%)**: A reflective report on the micro teaching experience, including feedback analysis and personal growth.
- **Internal Assessment:** Preparation of Micro Lesson Plans and Reflection Report of all internal components.
- **External Assessment:** Appearing in external viva and demonstration of a skill along with all Micro Lesson Plans and Reflection Reports.

DRAMA AND ARTS IN EDUCATION	
Course Code: BED552	**Credit:** 02 (L-0, T-0, P-2)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Module 1: Introduction to Drama and Arts in Education
- Definition and significance of drama and arts in education.
- Historical perspectives and contemporary practices in arts education.

Module 2: Techniques and Approaches in Drama
- Overview of drama techniques: improvisation, role-play, tableau, and story dramatization.
- Planning and facilitating drama-based activities in the classroom.
- Using drama to develop communication skills, teamwork, and emotional intelligence.

Module 3: Integrating Arts in the Curriculum
- Exploring various art forms: visual arts, music, dance, and creative writing.
- Designing interdisciplinary lessons that incorporate drama and arts.
- Creating learning experiences that foster creativity, critical thinking, and cultural awareness.

Module 3: Practical Applications and Reflections
- Conducting arts-based workshops and drama sessions with peers.
- Reflective practice: evaluating the impact of drama and arts on student learning.
- Preparing a portfolio of lesson plans, activities, and reflections on teaching practices.

Assessment
- **Practical Workshops (50%):** Evaluation based on participation in drama and arts workshops, including planning and execution.
- **Arts-Based Lesson Plans (30%):** Submission of two lesson plans incorporating drama and arts in various subjects.
- **Reflection Report (20%):** A reflective report on the experiences and learnings from the course, including feedback from peers and self-evaluation.
- **Internal Assessment:** Preparation of Art-Based Lesson Plans and Reflection Report of all internal components.
- **External Assessment:** Appearing in external viva along with portfolio of art-based Lesson Plans and Reflection Reports.

DEVELOPING LESSON PLANS	
Course Code: BED553	**Credit:** 02 (L-, T-0, P-2)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Module 1: Foundations of Lesson Planning
- Understanding the components of a lesson plan: objectives, materials, procedure, and assessment.
- Exploring lesson planning models (Herbart Approach, Blooms Approach, RCEM Approach, 5E Model).
- Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives.
- Aligning lesson plans with curriculum standards and learning outcomes.
  - **Activities:**
    - Developing sample objectives and aligning them with course standards.

Module 2: Designing Lesson Content and Instructional Strategies
- Selecting instructional strategies: lecture, discussion, group work, cooperative learning.
- Creating engaging content to cater to diverse learning styles (visual, auditory, kinesthetic).
- Planning learning activities to enhance student engagement and understanding.
  - **Activities:**
    - Drafting a lesson outline with a focus on diverse instructional strategies.
    - Preparation of Lesson Plans

Module 3: Implementation and Reflection
- Peer teaching sessions: Presenting developed lesson plans in small groups.
- Observing peer teaching and providing constructive feedback.
- Reflective practice: Analyzing the effectiveness of lesson plans and teaching strategies.

Module 4: Evaluation and Revision of Lesson Plans
- Revising lesson plans based on feedback and self-assessment.
- Developing a portfolio (pool) of lesson plans for future use.

Assessment
- **Lesson Plan Development (50%)**: Submission of a minimum of four lesson plans (two each of teaching subjects).
- **Peer Teaching Session (30%)**: Presentation of one lesson plan and peer feedback.
- **Reflection Report (20%)**: A reflective report on the lesson planning process and peer teaching experience.

    Internal Assessment: Preparation of Lesson Plan Portfolio and Reflection Report of all internal components

    External Assessment: Appearing in external viva along with all internal lesson plan portfolios and reflection reports.

SEMESTER – VI

ENGLISH LITERATURE VI	
Course Code: BAB601	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Life and Works
- P.B. Shelley
- Thomas Hardy
- William Shakespeare
- Rabindranath Tagore

Unit II: Poetry
- P.B. Shelley:
  - Ozymandias
  - A Lament
  - Ode to the West Wind
  - Love's Philosophy
- Rabindranath Tagore:
  - Gitanjali (selected songs)
  - Song Unsung
  - Journey Home
  - Lotus
  - Give Me Strength

Unit III: Drama
- William Shakespeare's Life and Legacy in Drama
- Twelfth Night by William Shakespeare

Unit IV: Novel
- Charles Dickens: Life, themes, and literary contributions
- Hard Times by Charles Dickens

Suggested Reading:
1. Dickens, C. (2003). Hard Times. Penguin Classics.
2. Hardy, T. (1994). The Collected Poems of Thomas Hardy. Wordsworth Editions.
3. Shakespeare, W. (2005). Twelfth Night. Penguin Classics.
4. Shelley, P. B. (1914). Complete Works of Poetry & Prose (J. M. Beach, Ed.). Vol. 4. CreateSpace Independent Publishing Platform.
5. Tagore, R. (2012). The Poetry of Rabindranath Tagore. HarperPress.

UNITED NATIONS ORGANIZATION	
Course Code: BAB602	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Introduction to the United Nations Organization (UNO)
- Historical Background: Formation and early years.
- Objectives and Purpose: Founding aims and key objectives.
- Principles: Guiding principles that uphold the UNO.

Unit II: Principal Organs of the UNO
- General Assembly: Composition, functions, roles, and voting procedures.
- Security Council: Composition, functions, roles, and voting procedures.
- International Court of Justice (ICJ): Appointment of judges, jurisdiction, and contemporary role.
- Economic and Social Council (ECOSOC): Composition, functions, and present role.
- Trusteeship Council: Composition, functions, and present status.
- Secretariat: Composition, functions, appointment procedures, and roles of the Secretary-General.

Unit III: Specialized Agencies and Functional Areas of the UNO
- Specialized Agencies: Roles and functions of major agencies, including:
  - IBRD (International Bank for Reconstruction and Development)
  - UNESCO (United Nations Educational, Scientific, and Cultural Organization)
  - UNICEF (United Nations International Children's Emergency Fund)
  - WHO (World Health Organization)
  - UNCTAD (United Nations Conference on Trade and Development)
  - FAO (Food and Agriculture Organization)
  - IMF (International Monetary Fund)
  - ILO (International Labour Organization)
- Human Rights and the UNO: Role of the UNO in promoting and protecting human rights.

Unit IV: Critical Evaluation and Peacekeeping Challenges of the UNO
- Successes and Failures of the UNO: An assessment of achievements and limitations.
- Peacekeeping and Disarmament: Challenges in peacekeeping, arms control, and disarmament.
- Revisions of the UN Charter: Necessity, challenges, and processes of reforms within the UNO.

Suggested Reading:

1. Beigbeder, Y. (1997). Management Problems in United Nations Organizations: Reform or Decline. Aldershot: Ashgate.
2. Chakraborti, R. (1997). United Nations Organization: A Study in Essentials. New Delhi: Sterling Publishers.
3. Grare, F., & Mattoo, A. (Eds.). (2001). India and ASEAN: The Politics of India's Look East. New Delhi: Manohar.
4. Kamath, P. M. (2007). Reforming and Restructuring the United Nations. New Delhi: Manas Publications.
5. Narasimhan, C. V. (1988). The United Nations: An Inside View. New Delhi: Vikas Publishing House.
6. Rajan, M. S. (2004). United Nations and World Politics. New Delhi: Vikas Publishing House.
7. Research and Information Systems (RIS). (2002). India-ASEAN Partnership in an Era of Globalization: Reflections by Eminent Persons. New Delhi: Research and Information Systems.
8. Whittaker, D. J. (1997). United Nations in the Contemporary World. London: Routledge.

ECONOMICS OF HEALTH AND EDUCATION

| **Course Code:** BAB604 | **Credit:** 04 (L-3, T-1, P-0) |
| **Contact Hours:** 60 | **MM:** 100 (Int.: 30 + Ext.: 70) |

Course Outline

Unit I: Introduction to Health and Education Economics
- Concepts of Health and Education Economics: Definition, scope, and importance in human capital development.
- Link between Health, Education, and Economic Development: How health and education contribute to individual productivity and economic growth.
- Human Capital Theory: Basics of human capital investment, returns to education, and health.

Unit II: Economics of Health
- Demand and Supply in Health Economics: Determinants of demand for healthcare services, elasticity, and factors affecting supply.
- Healthcare Financing: Overview of public and private healthcare financing, health insurance, and role of the government.
- Health Inequality and Accessibility: Social determinants of health, barriers to accessing healthcare, and policies to address inequality.
- Evaluation of Health Outcomes: Cost-benefit and cost-effectiveness analysis in healthcare.

Unit III: Economics of Education
- Investment in Education: Costs and benefits of education at individual and societal levels.
- Demand and Supply in Education: Determinants of demand for education, elasticity, and supply constraints.
- Education Inequality and Access: Analysis of disparities in access to education and policies for inclusive education.
- Education and Labor Market Outcomes: Impact of education on employment, wages, and economic mobility.

Unit IV: Policies, Challenges, and Global Perspectives
- Health and Education Policies: Overview of major health and education policies in India and globally.
- Challenges in Health and Education Sectors: Issues such as affordability, accessibility, quality, and government intervention.
- Global Case Studies and Comparisons: Comparative analysis of health and education systems in various countries.
- Sustainable Development Goals (SDGs): Role of health and education in achieving SDGs, with a focus on SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education).

Suggested Reading:

1. Blaug, M. (1987). The Economics of Education and the Education of an Economist. New York: New York University Press.
2. Cohn, E., & Geske, T. G. (1990). The Economics of Education. Oxford: Pergamon Press.
3. Cutler, D. M., & Zeckhauser, R. J. (2000). The Anatomy of Health Insurance. In A. J. Culyer & J. P. Newhouse (Eds.), Handbook of Health Economics (pp. 563-643). Amsterdam: Elsevier.
4. Folland, S., Goodman, A. C., & Stano, M. (2016). The Economics of Health and Health Care (8th ed.). New York: Routledge.
5. Grossman, M. (1972). On the Concept of Health Capital and the Demand for Health. Journal of Political Economy, 80(2), 223-255.
6. Gupta, I., & Mitra, A. (2004). Economic Growth, Health, and Poverty: An Exploratory Study for India. Development Policy Review, 22(2), 193-206.
7. Mushkin, S. J. (1962). Health as an Investment. Journal of Political Economy, 70(5), 129-157.
8. Psacharopoulos, G., & Patrinos, H. A. (2004). Returns to Investment in Education: A Further Update. Education Economics, 12(2), 111-134.
9. Sen, A. (1999). Development as Freedom. New York: Knopf.
10. Tilak, J. B. G. (2007). Economics of Inequality in Education. New Delhi: Aakar Books.
11. World Health Organization. (2010). The World Health Report: Health Systems Financing – The Path to Universal Coverage. Geneva: WHO.

HISTORY OF EUROPE

Course Code: BAB605	**Credit:** 04 (L-3, T-1, P-0)
Contact Hours: 60	**MM:** 100 (Int.: 30 + Ext.: 70)

Course Outline

Unit I: Renaissance and Reformation
- Origins and Roots of the Renaissance
- Humanism and its Spread in Europe
- Developments in Art, Literature, and Science
- The Reformation: Course, Outcomes, and Impact on European Society

Unit II: Evolution of the European State System and Enlightenment
- Formation and Development of State Systems in Spain, France, England, and Russia
- Transition from Despotism to Enlightenment Ideals
- Influence of Enlightenment on European Political Thought

Unit III: Revolutions in Europe
- The Glorious Revolution and its Impact
- The French Revolution: Causes, Major Events, and Legacy
- The Russian Revolution: Background, Key Events, and Consequences

Unit IV: Economic Developments and World Conflicts
- Economic Transformations: Commercial and Agricultural Revolutions
- Industrial Revolution: Causes, Impact, and Social Changes
- World Wars:
  - First World War: Causes, Major Outcomes, and Aftermath
  - Second World War: Causes, Key Events, and Global Impact

Suggested Reading:
1. Agarwal, R. C. (n.d.). History of Europe. New Delhi: S. Chand Publishing.
2. Bernard, P., & Hedges, W. (Eds.). (n.d.). Readings in European History. New York, NY: Macmillan.
3. Davies, N. (1998). Europe: A history. New York, NY: Harper Perennial.
4. Hazen, C. D. (n.d.). History of Europe. New York, NY: Holt, Rinehart, and Winston.
5. Hayes, C. J. H. (n.d.). Cultural and Political History of Europe: Vol. 1 (1500–1830). New York, NY: Macmillan.
6. Mahajan, V. D. (n.d.). History of Europe. New Delhi: S. Chand Publishing.
7. Marriot, J. A. R. (n.d.). A Short History of Europe. Oxford: Clarendon Press.
8. Mukherji, L. (n.d.). Europe. New Delhi: Lakshmi Narain Agarwal.
9. Schevill, F. (n.d.). A History of Modern Europe. New York, NY: Charles Scribner's Sons.
10. Singh, H. L., & Singh, R. B. (n.d.). Aadhunik Europe Ka Itihas 1453–1789. New Delhi: Raj Kamal Publications.

PEDAGOGY OF ENGLISH II

Course Code: BED601	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Teaching Learning Resources

- Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of English.
- Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- Identification and use of teaching aids/teaching learning materials from the environment.
- Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

Unit II: Content Analysis and Planning for Teaching Language

- Concept, types and importance of unit and lesson planning.
- Pedagogical analysis of content taking examples from topics of English textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of English.

Unit III: Assessment and Evaluation

- Assessment and Evaluation
- Development of learning indicators, performance-based assessment, learners' records of observations.
- Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360º assessment.
- Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

Suggested Reading:

1. Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
2. Bhandari, C. S., & Others. (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
3. Bhatia, K. K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
4. Bhatia, K. K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language (Revised ed.). New Delhi: Kalyani Publishers.
5. Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). White Plains, NY: Pearson Education.
6. Crystal, D. (2003). English as a Global Language (2nd ed.). Cambridge: Cambridge University Press.
7. Ghosh, R. N., & Das, K. P. (2005). Teaching English in Indian Contexts. Hyderabad: Orient Blackswan.
8. Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Harlow: Pearson Longman.
9. Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
10. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge: Cambridge University Press.
11. Tickoo, M. L. (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Hyderabad: Orient Longman.

PEDAGOGY OF SOCIAL STUDIES II	
Course Code: BED602	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Teaching Learning Resources

- Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- Identification and use of learning resources in Social Sciences from the local environment
- Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

Unit II: Content Analysis and Planning for Teaching Social Sciences

- Concept, types and importance of unit and lesson planning.
- Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
- Need for enrichment of content knowledge in Social Sciences.

Unit III: Assessment and Evaluation

- Assessment and evaluation: need for and importance of Social Sciences.
- Development of learning indicators, performance-based assessment, learners' records of observations.
- Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360° assessment.
- Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

Suggested Reading:

1. Banks, J. A. (2007). Teaching Strategies for Ethnic Studies (8th ed.). Pearson.
2. Bruner, J. S. (1996). The Culture of Education. Harvard University Press.
3. Bunning, A. C. Teaching of Social Studies in Secondary Schools. McGraw Hill Book Company.
4. Chauhan, S. S. Innovations in Teaching-Learning Process. Vikas Publishing House.
5. High, J. Teaching Secondary School Social Studies. Macmillan.
6. Kochhar, S. K. Teaching of Social Science. Sterling Publications.
7. NCERT. (2013). Social Science: Pedagogy of Social Science. National Council of Educational Research and Training.
8. Parker, W. C. (2012). Social Studies in Elementary Education (14th ed.). Pearson.
9. Siddiqui, M. H. Excellence of Teaching. Ashish Publishing House.
10. Taba, H. (1962). Curriculum Development: Theory and Practice. Harcourt, Brace, and World.
11. Tripathi, S. Teaching Methods. Radha Publications.

INVERTIS
UNIVERSITY BAREILLY

ARTIFICIAL INTELLIGENCE IN EDUCATION	
Course Code: BED606	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Introduction to Artificial Intelligence and Education
- Definition, history, and scope of AI in general and in educational contexts.
- Key concepts: Machine Learning (ML), Natural Language Processing (NLP), and Data Analytics.
- Overview of AI's potential to transform teaching and learning processes.

Unit II: AI Applications in Teaching and Learning
- AI-driven educational tools: adaptive learning platforms, virtual assistants, and intelligent tutoring systems.
- Enhancing personalized learning experiences through AI: tailored content, learning paths, and feedback.
- AI for educational content creation, automated grading, and assessment tools.
- Automating administrative tasks: scheduling, grading, and managing resources.
- Role of AI in formative and summative assessments, including automated grading.

Unit III: Ethical and Practical Considerations of AI in Education
- Ethical challenges of AI in education: data privacy, bias, and accountability.
- Role of teachers in an AI-integrated classroom: balancing AI and human-centered learning.
- Limitations and challenges: dependency on technology and issue of digital divide
- Future perspectives on AI in education: potential, limitations, and evolving trends.

Suggested Reading:
1. Alhumaid, K. (2019). Artificial intelligence and machine learning in education: The prospects and concerns. Springer.
2. Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. Asian Journal of Distance Education, 15(1), 1-6. https://doi.org/10.5281/zenodo.3778083
3. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Boston: Center for Curriculum Redesign.
4. Luckin, R. (2017). Enhancing learning and teaching with technology: What the research says. Institute of Education Press.
5. Luxton-Reilly, A., Denny, P., & Plimmer, B. (2020). Learning to program is easier with AI: Using AI to enhance student learning and teaching practices in computer science education. In Proceedings of the 2020 ACM Conference on International Computing Education Research (pp. 127-137). ACM. https://doi.org/10.1145/3372782.3406289
6. Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach (4th ed.). Pearson.
7. Woolf, B. P. (2010). Building intelligent interactive tutors: Student-centered strategies for revolutionizing e-learning. Morgan Kaufmann.

DEVELOPING OPEN EDUCATIONAL RESOURCES	
Course Code: BED607	**Credit:** 02 (L-2, T-0, P-0)
Contact Hours: 30	**MM:** 50 (Int.: 15 + Ext.: 35)

Course Outline

Unit I: Introduction to Open Educational Resources (OER)

- Definition, history, and significance of OER.
- Types of OER: textbooks, videos, simulations, assessments, etc.
- Benefits and challenges of using OER in educational contexts.
- Major global and national OER initiatives.

Unit II: Platforms, Tools, and Resources for Creating OER

- Overview of popular OER platforms: OER Commons, MERLOT, OpenStax, and others.
- Tools for OER creation: multimedia creation tools, online repositories, and content editing software.
- Evaluating and selecting appropriate resources for specific teaching and learning objectives.

Unit III: Designing and Developing OER for Classroom Use

- Steps to develop OER: identifying needs, creating content, evaluating resources, and revising.
- Introduction to copyright, Creative Commons licenses, and open licensing for educational resources.
- Practical guidelines for adapting and remixing OER legally and ethically.
- Adapting existing OER for specific student needs, grade levels, and subjects.
- Practical exercise: developing a basic OER for a chosen subject area and level.

Suggested Reading:

1. Butcher, N., & Hoosen, S. (2012). Exploring the business case for open educational resources. Vancouver: Commonwealth of Learning.
2. Hilton, J. (2016). Open educational resources and college textbook choices: A review of research on efficacy and perceptions. Educational Technology Research and Development, 64(4), 573-590.
3. Wiley, D. (2014). The access hypothesis: Open educational resources and increased learning. Open Praxis, 6(2), 99-108.
4. UNESCO. (2019). Guidelines on the development and use of open educational resources in education. Paris: UNESCO.

SIMULATION TEACHING	
Course Code: BED651	**Credit:** 04 (L-0, T-0, P-4)
Contact Hours: 60	**MM:** 100 (Int.: 40 + Ext.: 60)

Course Outline

Practical Engagement

- Preparation and presentation of 10 Simulation teaching lesson plans (minimum 5 for each teaching subject).
- Simulation Teaching exercises with feedback from instructors and peers.
- Group reflection sessions to discuss experiences, challenges, and strategies for improvement.

Assessment

- **Participation and Engagement (30%):** Active participation in simulation sessions, role-playing, and group discussions.
- **Lesson Planning and Preparation (20%):** Developing and submitting lesson plans for simulation scenarios.
- **Practical Simulation Performance (30%):** Performance in simulated teaching sessions, evaluated on communication, classroom management, and engagement.
- **Reflection Report (20%):** Submission of a reflection report, analyzing personal strengths and areas for improvement based on simulation experience.
- **Internal Assessment:** Preparation of Simulation Lesson Plans and Reflection Report of all internal components.
- **External Assessment:** Appearing in external viva and demonstration of a Simulation Lesson Plan with portfolio of prepared Lesson Plans (during internal sessions) and Reflection Reports.

Note: For successful completion of the course participation in all activities of practicum is compulsory.

SCHOOL OBSERVATION II	
Course Code: BED671	**Credit:** 02 (L-0, T-0, P-0)
Contact Hours: Two Weeks	**MM:** 50 (Int.: 15 + Ext.: 35)

The course will enable the pupil-teachers to delve into the intricacies of school operations, teaching practices, and student dynamics through structured observation. It aims to enhance students' analytical and evaluative skills, enabling them to connect theoretical concepts with real-world educational settings. By engaging in advanced observation techniques, detailed classroom analysis, and administrative insights, students will develop a deeper understanding of effective teaching, school management, and professional growth.

Course Outline

- **Pre-Observation Preparation**
  - Orientation
    - Introduction to the course objectives and expectations
    - Overview of observation techniques and tools
    - Developing advanced techniques for systematic observation of classroom and school environments.

- **School Observation**
  - Classroom Observation
    - Observing different classes across various grades
    - Focus on teaching methods, classroom management, and student interactions
    - Analysis of teaching aids and instructional strategies.
  - Observation of Teacher Roles and Responsibilities
    - Observing teacher-student interactions
    - Understanding lesson planning and execution
    - Understanding diverse learning needs and adaptations made by teachers
    - Analyzing assessment and feedback methods
  - Observing School Culture and Environment
    - Observing and Participation in school routines and extracurricular activities
    - Understanding the role of administrative staff
    - Assessing the safety and inclusiveness of the school environment
    - Exploring the socio-cultural context of the school and its impact on teaching and learning
    - Understanding school policies, schedules, and administrative procedures

- **Post-Observation Analysis**
  - Reflection and Reporting
    - Preparing a comprehensive report that includes detailed observations, analysis, and professional insights.
    - Reflecting on key observations and learning outcomes
  - Discussions and Feedback Session
    - Discussing challenges and best practices observed
    - Presenting the report and engaging in discussions on how observations inform professional growth.
    - Identifying strategies for applying observational insights in future teaching and school leadership roles.

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

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

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