



4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

**B.A., B.Ed.
(Secondary Stage)
(SEMESTERS I & II)**

**SYLLABUS
(2026-27 Onwards)
(As per NCTE Regulations & NEP-2020 Framework)**

**Department of Education
University of Kashmir
Hazratbal, Srinagar-190006**

B.A. B.Ed. Course Structure

Sem.	Foundations of Education	Disciplinary/ Interdisciplinary Courses	Stage-Specific Content-Cum -Pedagogy	Ability Enhancement & Value Added Courses	School Experience	Community Engagement and Service	Total
I	4	8	x	8	x	x	20
II	x	12	x	8	x	x	20
III	4	12	4	x	x	x	20
IV	4	12	4	x	x	x	20
V	x	12	4	2	2	x	20
VI	4	8	4	2	2	x	20
VII	4	X	x	4	12	x	20
VIII	10	X	x	4	4	2	20
Total	30	64	16	28	20	2	160

Semester-I
(20 Credits)

S.No.	Curricular Component	Course Code	Name of the Course	No. of Credits				
1.	Student Induction Programme		Two-Week Student Induction Programme	-				
2.	Foundations of Education	ITEPFIE126	Evolution of Indian Education	4				
3.	Disciplinary/ Interdisciplinary Courses		English/History/Economics / Psychology/Geography/ Political Science (Opt any one)					
	English	ITEPMEL126	English Literature-I	4				
		ITEPMLC126	Literary Criticism and Theory -I	4				
	History	ITEPMHG126	Historiography	4				
		ITEPMAM126	Sources of Ancient and Medieval Indian History	4				
	Economics	ITEPMMI126	Introduction to Microeconomics	4				
		ITEPMMA126	Introduction to Macroeconomics	4				
	Psychology	ITEPMFP126	Foundations of Psychology	4				
		ITEPMSP126	Schools of Thought in Psychology	4				
	Geography	ITEPMPG126	Physical Geography	4				
		ITEPMHG126	Human Geography	4				
	Political Science	ITEPMPT126	Introduction to Political Theory	4				
		ITEPMGP126	Government and Politics in India	4				
4.	Stage-Specific Content-Cum -Pedagogy		-	-				
5.	Ability Enhancement Courses	ITEPAUR126	Language I (Urdu) Or	4				
		ITEPAKA126	Language (Kashmiri)					
	Value Added Courses	ITEPVAE126	Art Education (Performing and Visual)	2				
		ITEPVIK126	Understanding India(Indian Ethos and Knowledge Systems)	2				
6.	School Experience		-	-				
7.	Community Engagement and Service		-	-				
S. No	1	2	3	4	5	6	7	Total
Credits to be earned	-	4	8	-	8	-	-	20

Course Title: EVOLUTION OF INDIAN EDUCATION

Course Code: ITEPFIE126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *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*

UNIT I: ANCIENT & MEDIEVAL EDUCATION

- i. Vedic System of Education
- ii. Buddhist System of Education
- iii. Brahmanic System of Education
- iv. Muslim System of Education

UNIT II: COLONIAL PERIOD

- i. Macaulay Minutes (1835)
- ii. Woods Despatch (1854)
- iii. Indian Education Commission (1882-83)
- iv. Sadler Commission (1917)
- v. Sargent Report (1944)
(Vision, objectives, salient features/recommendations)

UNIT III: MODERN INDIAN EDUCATION

- i. Radhakrishnan Commission (1948-49)
- ii. Secondary Education Commission (1952-53)
- iii. Indian Education Commission 1964-66)
- iv. National Policy on Education (1986)
- v. National Education Policy (2020)

UNIT IV: MAJOR EDUCATIONAL REFORMS AND POLICY INITIATIVES IN INDIA

- i. Sarva Shiksha Abhiyan
- ii. Rashtriya Madhyamik Shiksha Abhiyan.
- iii. Rashtriya Uchatar Shiksha Abhiyan
- iv. RTE Act 2009.
- v. NCTE-Integrated Teacher Education Programme

Practicum:

- Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
- Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
- Compare vision, objectives, and salient features of education during different periods.
- Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
- Visit to places of educational significance and value centers and develop a project report.

SUGGESTIVE READINGS:

- Altekar, A. S. (1944). *Education in ancient India* (2nd ed.). Nand Kishore & Bros.
- Comprehensive History (1780–1947): Routledge India. (2024). *The Routledge companion to the history of education in India, 1780–1947*
- Higher Education Reform (Yashpal Committee): Department of Higher Education. (2008). *Report of the Yashpal Committee on renovation and rejuvenation of higher education*. Ministry of Education.
- Jadhav, N. (2020). *Future of the Indian education system: How relevant is the National Education Policy, 2020?* Konark Publishers.

- Kumar, C. R. (Ed.). (2018). *The future of Indian universities*. Oxford University Press.
- Kumar, K. (2015). *Politics of education in colonial India* Routledge.
- National Education Policy 2020: Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- Nurullah, S., & Naik, J. P. (1945). *A students' history of education in India*. Macmillan.
- Primary Education & Reforms: Routledge India. (2024). *The Routledge companion to primary education in India*.
- Raina, J. (Ed.). (2019). *Elementary education in India: Policy shifts, issues and challenges*. Taylor & Francis.
- Sharma, R. N., & Sharma, R. K. (1995). *History of education in India* Atlantic Publishers and Distributors.
- Structural Challenges: Kumar, K. (Ed.). (2022). *The Routledge handbook of education in India: Debates, practices, and policies* (2nd ed.). Routledge
- Altekar, A. S. (1944). *Education in ancient India* (2nd ed.). Nand Kishore & Bros.

Course Title: ENGLISH LITERATURE-I

Course Code: ITEPMEL126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *To introduce students to different literary devices and genres*
- *To introduce students to the seminal texts of English literature*
- *To equip students with critical tool so analyzing literary texts.*
- *To enable students to contextualize literary texts and relate them to the history of ideas.*

UNIT I: INTRODUCING POETRY

- i. Poetic Forms (Lyric, Sonnet, Elegy, Epic, Ode, Ballad)
- ii. Elements of Poetry (Metre, Rhyme, Structure/Form, Types of Stanzas)
- iii. Poetic Devices (Metaphor, Simile, Images, Allusions, Symbol,
- iv. Irony, Alliteration, Assonance, Personification)

UNIT II: ENGLISH POETRY-I

- i. Shakespeare: Sonnet No.18,66,116
- ii. Milton: "Lycidas"

UNIT III: INTRODUCING DRAMA

- i. History and Development of English Drama
- ii. Types of Drama (Tragedy, Comedy, Tragic-comedy, Farce, Melodrama, Heroic drama)
- iii. Elements of Drama (Plot, Character, Setting, Dialogue, Conflict, Theme, Spectacle)

UNIT IV: ENGLISH DRAMA-I

- i. Shakespeare: Othello

SUGGESTIVE READINGS:

- Abrams, M. H. The Norton Anthology of English Literature. W. W. Norton & Company, 2018.
- Greenblatt, Stephen (ed.). The Norton Anthology of English Literature. W. W. Norton & Company, 2018.
- Ford, Boris (ed.). The New Pelican Guide to English Literature. Penguin Books, 1982.
- Sanders, Andrew. The Short Oxford History of English Literature. Oxford University Press, 2004.
- Carter, Ronald, and John McRae. The Routledge History of Literature in English. Routledge, 2001.
- Peck, John, and Martin Coyle. A Brief History of English Literature. Palgrave Macmillan, 2013.

Course Title: LITERARYCRITICISM AND THEORY-I
Semester: 1st

Course Code: ITEPMLC126
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *To introduce students to the seminal concepts of literary criticism like the nature and function of literature.*
- *To give an overview of the development of literary criticism in the Western world with an emphasis on important landmarks.*
- *To equip students with critical tool so analyzing literary texts.*
- *To enable students to contextualize literary texts and relate them to the history of ideas.*

UNIT I: CLASSICALCRITICISM

- i. Plato: Republic (Book10)
- ii. Aristotle: Poetics (Books 1-4, 6-11)

UNIT II: ROMANTICCRITICISM

- i. William Wordsworth: Preface to Lyrical Ballads
- ii. S. T. Coleridge: Biographia Literaria (Chapter13)

UNIT III: MODERN CRITICISM

- i. T. S. Eliot: “Tradition and the Individual Talent”, “The Function of Criticism”
- ii. I. A. Richards: “The Two uses of Language”, “The Four Kinds of Meaning”

UNIT IV: NEWCRITICISM

- i. J.C. Ransom: “Criticism Inc.”
- ii. Cleanth Brooks: “The Heresy of Paraphrase”

SUGGESTIVE READINGS:

- Abrams, MH. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. OUP.
- Austen, Allen .TS Eliot: The Literary and Social Criticism. Indiana University Press.
- Brown, Retal (eds). I A Richards: Essays in His Honour. OUP.
- Hagstrum, J H. Samuel Johnson’s Criticism. University of Minnesota.
- J R DeJ Jackson. Method sand Imagination in Coleridge’s Criticism. Routledge.
- Marks, ER. The Poetics of Reason: English Neo-classical Criticism. Random House.
- Trilling, Lionel. Matthew Arnold. New York.
- Wellek, Rene. A History of Modern Criticism: 1750-1950: The Romantic Age, Vol. 2. Jonathan Cape.

Course **HISTORIOGRAPHY**

Course Code: **ITEPMHG126**

Title:

Semester: **1st**

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Introduce learners to the basic historiographical concepts and techniques.*
- *Impart learners the value of internal as well as external criticism of sources.*
- *To help learners to trace the evolution of historical scholarship from Greco-Roman up to post-modernist school.*

UNIT I: HISTORY: THEORY AND METHOD

- i.** History and Historiography: An Introduction
- ii.** Facts and Interpretation
- iii.** Causation in History

UNIT II: WESTERN AND ISLAMIC TRADITIONS OF HISTORIOGRAPHY

- i.** Greece-Roman Historiography: Main Features
- ii.** Renaissance Historiography
- iii.** Muslim Historiography with special reference to Ibn-i-Khaldun

UNIT III: Modern Historiography

- i.** Scientific Historiography: Bacon and Descartes
- ii.** Enlightenment Historiography
- iii.** Marxist Historiography

UNIT IV: Critical and Postmodern Interventions in Historiography

- i.** Annales School
- ii.** Subaltern Historiography
- iii.** History and Postmodernism

SUGGESTIVE READINGS:

- Sheikh Ali, *History-Its Theory and Method*, Trinity, Bangalore, 1978.
- Carale Fink, 'MarcBloch–A Life in History' *Journal of Modern History*, vol.44, 1972, pp.447-539.
- Colling wood, *The Idea of History*, Oxford University Press, NewYork, 1956.
- H. Carr, *What is History*, Alfred A. Knopf, New York, 1962.
- Sreedharan, *A Textbook of Historiography*, Oriental Longman, Delhi, 2004.
- M. Bloch, *The Historian's Craft*, Manchester University Press, Manchester, 1954.
- Stuart Clask, 'The Annales Historians', in Q. Skinner (ed.), *The Return of Grand Theory in the Human Sciences*, pp.177-198.
- W.H. Walsh, *Philosophy of History; An Introduction*, Hutchinson's University Library, London, 1951.
- Patrick Gardiner, *Theories of History*, Free Press, Glencoe, 1959.

Course Title: SOURCES OF ANCIENT AND MEDIEVAL HISTORY **Course Code: ITEPMAM126**

Semester: 1st **Credits: 4**

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand various types of sources*
- *Understand the importance of sources in their construction of the past.*
- *Understand various schools of historiography on ancient India.*

UNIT I: SOURCES AND THEIR SIGNIFICANCE

- i. Understanding Sources: Meaning and types
- Archaeological Sources and their significance: Sites, Artefacts, Epigraphy and
- ii. Numismatics

UNIT II: LITERARY SOURCES

- i. The Vedas, Epics, Puranas, and Dharmashastras
- ii. The Buddhist and Jain Literature
- iii. Sangam Literature
- iv. Arthashastra, Rajatarangini, Abhinashakuntala, Harshacharita
- v. Foreign Accounts: Indica, Si-Yu-Ki, Kitab-ul-Hind

UNIT III: SOURCES OF MUGHAL HISTORY

- i. Major Chronicles of Mughal India: Abul Fazl, Badauni and Bhim Sen
- ii. Autobiographies: Tuzuk-i-Babri, Humayun Nama and Tuzuk-i-Jehangiri

UNIT IV: REGIONAL SOURCES AND TRAVELOGUES

- i. Vernacular Sources: Prem Akhyani, Bhakhar and Janam Sakhi
- ii. Major Travelogues: Ibn-i-Batuta, Fernao Niniz, Monserrate, Manucci and Bernier

SUGGESTIVE READINGS:

- Chakrabarti, D.K., 1988, A History of Indian Archaeology from the beginning to 1947. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- D. D. Kosambi., Indian Numismatics, ed. B.D. Chattopadhyaya
- Dani, A. H. ([1986]1997). Indian Epigraphy. New Delhi: Munshiram Manoharlal.
- Goldman, Robert P., ed. 1984. The Ramayana of Valmiki: An Epic of Ancient India, Vol.1. Princeton: Princeton University Press.
- Nilakanta Sastri, K. A., Sangam Literature: Its Cults and Cultures, Madras, 1972.
- Parmeshwari, Lal Gupta, 1981. Coins: The Source of Indian History.
- Philips, C. H., ed., Historians of India, Pakistan and Ceylon, London, 1961. Oxford University Press.
- Romila Thapar, Sakuntala: Texts, Readings, Histories, Kali for Women: New Delhi, 1999.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the Stone Age to the 12th Century. Delhi: Pearson Longman.
- Sreedharan, E., 2009, A Text book of Historiography. Orient Black swan, Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press

Course Title: INTRODUCTRY MICROECONOMICS

Course Code: ITEPMMI126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Apply the concepts and laws of microeconomics in his/her daily life and business decisions.*
- *Understand the basic principles of microeconomic theory.*

UNIT I: INTRODUCTION

- i. Economics: Nature & Scope
- ii. Methodology of Economics, Micro & Macro Economics
- iii. Central problems of an economy
- iv. Basic economic concepts: wants, goods, utility, wealth, value, price and market.
- v. The economic problem: scarcity and choice: concept of opportunity cost.

UNIT II: DEMAND & SUPPLY

- i. Demand & its types, Demand Schedule & Demand Curve
- ii. Determinants of Demand, Law of Demand & its exceptions
- iii. Movement vs. Shift in demand.
- iv. Supply, Determinants of supply, Law of Supply, Elasticity of Demand & Supply.
- v. Types and measurement of elasticity of demand, factors affecting elasticity of demand.

UNIT III: UTILITY ANALYSIS OF DEMAND

- i. Concept of cardinal and ordinal utility.
- ii. Utility: concept, total utility and marginal utility and the relationship between the two
- iii. Law of diminishing marginal utility and law of equi-marginal utility.
- iv. Indifference curve analysis: assumptions, properties and types.
- v. Budget line, consumer's equilibrium, price income and substitution effects. Consumer's surplus

UNIT IV: PRODUCTION, COST & REVENUE

- i. Production function, law of variable proportions, returns to scale, types of returns to scale.
- ii. Isoquants: properties of Isoquants; Iso-cost line, cost minimizing equilibrium condition- single product firm
- iii. Economies of scale.
- iv. Costs: Concept, costs in the short run and long run.
- v. Revenues: Concepts of revenue- total, average and marginal revenue and their relationship.

SUGGESTIVE READINGS:

- Mankiw, N. (2007). Economics: Principles and applications, 4th ed. Cengage Learning.
- Samuelson, P., & Nordhaus, W. (1985). Principles of economics. McCraw-Hill, New York, any edition.
- Bernheim, B., Whinston, M. (2009). Microeconomics. Tata McGraw-Hill.
- Snyder, C., Nicholson, W. (2010). Fundamentals of microeconomics. Cengage Learning.
- Varian, H. (2010). Intermediate microeconomics: A modern approach, 8th ed. W. W. Norton.
- Bergstrom, T., Varian, H. (2014). Workouts in intermediate microeconomics. W. W. Norton.
- Stonier, A. W., & Hague, D. C. (1957). A textbook of economic theory.

Course Title: INTRODUCTORY MACROECONOMICS

Course Code: ITEPMMA126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand about the basic aspects of macroeconomics.*
- *Use them for making effective decisions in his/her private and business discourses.*

UNIT I: INTRODUCTION

- i. Nature and Scope of Macroeconomics.
- ii. National Income: Concepts, Measurement and limitations of National Income Statistics
- iii. Circular flow of National Income in two, three and four sector economy.

UNIT II: BEHAVIOURAL FOUNDATIONS-I

- i. Consumption Function, Keynes Psychological Law of Consumption and Its Implications,
- ii. Consumption Function Puzzle: Kuznets's Findings, Paradox of Thrift.
Income-Consumption Relationship: Absolute Income Hypothesis, Relative Income
- iii. Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis.

UNIT III: BEHAVIOURAL FOUNDATION II

- i. Investment and its Types; Determination of Level of Investment
- ii. Classical and Keynesian approach; Multiplier and Accelerator
Multiplier: Concept, Investment Multiplier, Government Expenditure and tax Multiplier;
- iii. Leakages of Multiplier, Acceleration Principle.

UNIT IV: MONEY AND RATE OF INTEREST

- i. Concept and Definitions of money: types and functions of money
Money Demand theories: classical and Keynesian, Money supply: measures of money
- ii. supply and Money multiplier.
- iii. Theories of Rate of Interest: Classical, Loanable fund and Liquidity Preference.

SUGGESTIVE READINGS:

- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
- Shapiro, E (1996), Principles of Macroeconomics, W.W. Norton & Company, New York.
- N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- Ackley, G (1978): "Macroeconomics: Theory and Policy", Macmillan, New York.
- Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.

Course Title: FOUNDATIONS OF PSYCHOLOGY
Semester: 1st

Course Code: ITEPMFP126
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand Psychology as a science.*
- *Understand different psychological processes.*
- *Understand and use the principles of Psychology to the day-to-day problems.*

UNIT I: INTRODUCTION

Origin and development of psychology, Psychology as a science, fields of psychology.

- i.
- ii. Perspectives (psychoanalytic, behavioral, cognitive, humanistic & Socio-cultural)
- iii. Methods (Experimental, Observation, Survey and Case study).

UNIT II: COGNITIVE PROCESSES

- i. Attention and its types, factors influencing attention.
- ii. Perception and laws of perceptual organization.
- iii. Memory: Nature and types, information processing model, techniques for improving memory.

UNIT III: LEARNING, MOTIVATION AND EMOTIONS

- i. Learning (Classical and Operant), Observational learning
- ii. Motivation: Motives: Biogenic, Psychogenic and Sociogenic.
- iii. Emotions: Aspects of emotions, key emotions (Paul Ekman's model).

UNIT IV: PERSONALITY AND INTELLIGENCE

- i. Personality: nature, factors influencing personality.
- ii. Major Theories (Allport, Freud and Maslow)
- iii. Intelligence: Nature, & Theories (Spearman, Guilford, Gardner and Sternberg).

SUGGESTIVE READINGS:

- Weitan, W. (2020) Psychology Themes and Variations (10th Edition). Cengage India.
- Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G. E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Wani, N. A. (2019). Introduction to Psychology. Wisdom Press New Delhi.
- Feldman, S. R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
- Glassman, W. E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Demonstrate knowledge of the historical foundations of psychology, including the contributions of ancient Greek and Roman thinkers, the influence of theology in the Middle Ages, and the emergence of modern psychology during the Renaissance.*
- *Identify and explain the key principles and theories associated with structuralism, functionalism, behaviorism, psychoanalysis, humanistic psychology, cognitive psychology, and contemporary perspectives such as biological, socio-cultural, evolutionary, and positive psychology.*
- *Critically evaluate the contributions and limitations of influential psychologists and their theories, and apply psychological concepts to analyze and interpret human behavior and mental processes in real-life situations.*

UNIT I: ANCIENT ROOTS OF PSYCHOLOGY

- i. Greek Contributions: Aristotle's theories on the nature of the mind and soul
- ii. Roman Perspectives: Seneca's ideas on emotions and psychological well-being
- Psychology in the Middle Ages: Integration of psychology with theology by Thomas Aquinas
- iii.
- iv. Renaissance and Modern Psychology: René Descartes' dualistic view of mind and body

UNIT II: DEVELOPMENT OF PSYCHOLOGICAL SCHOOLS

- i. Structuralism: Wilhelm Wundt's establishment of the first psychology laboratory
- ii. Functionalism: William James' influential work on the functional nature of consciousness
- iii. Behaviorism: B.F. Skinner's studies on operant conditioning and behavior modification
- iv. Cognitive Revolution: Jean Piaget's contributions to cognitive development theory

UNIT III: PSYCHOANALYSIS AND BEYOND

- Freudian Psychoanalysis: Sigmund Freud's theories on the unconscious mind and psychosexual development
- i.
 - ii. Neo-Freudian Theories: Carl Jung's concept of the collective unconscious
 - iii. Humanistic Psychology: Abraham Maslow's hierarchy of needs theory
 - iv. Cognitive and Behavioral Approaches: Albert Bandura's social learning theory

UNIT IV: CONTEMPORARY PERSPECTIVES

- Biological and Neuroscience Approaches: Eric Kandel's research on the biological basis of memory
- i.
 - ii. Socio-cultural Psychology: Lev Vygotsky's sociocultural theory of cognitive development
 - Evolutionary Psychology: David Buss' studies on evolutionary psychology and human mating strategies
 - iii.
 - iv. Positive Psychology and Beyond: Martin Seligman's contributions to the field of positive psychology

SUGGESTIVE READINGS:

- Schultz, D. P., & Schultz, S. E. *A History of Modern Psychology* Cengage Learning.
- Hergenhahn, B. R., & Henley, T. *An Introduction to the History of Psychology* Cengage Learning
- King, B., Viney, W., & Woody, W. *A History of Psychology: Ideas and Context* Pearson Education.
- Feist, J., Feist, G. J., & Roberts, T. A. *Theories of Personality* McGraw-Hill.

Course Title: PHYSICAL GEOGRAPHY

Course Code: ITEPMPG126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- Gain the knowledge of physical geography.
- Have a general understanding about the geomorphological and geotechnical process and formation.
- Correlate the knowledge of physical geography with the human geography

UNIT I: : PHYSICAL GEOGRAPHY: AN INTRODUCTION

- i. Definition, nature, scope and various branches of Physical Geography.
- ii. Structure of Earth's Interior.
- iii. Wegner's Theory of Continental Drift.
- iv. Concept of Seafloor Spreading, Plate Tectonics.
- v. Earthquakes: Origin, Scales of Measurement

UNIT II: LITHOSPHERE

- i. Classification and Characteristics of Rocks.
- ii. Weathering: Factors and Types.
- iii. Endogenetic and Exogenetic Processes.
- iv. Landform Development: Fluvial and Glacial.
- v. Davisian Cycle of Landform Evolution

UNIT III: ATMOSPHERE

- i. Definition and Significance of Climatology.
- ii. Insolation and Global Energy Budget.
- iii. Atmospheric Pressure and Winds (Planetary, Periodic and Local Winds).
- iv. Precipitation: Forms, Types and Global Distribution Patterns.
- v. Atmospheric Disturbances: Tropical and Temperate Cyclones

UNIT IV: HYDROSPHERE

- i. Ocean Bottom Topography: Continental Shelf, Continental Slope, Abyssal Plain, Mid-Oceanic Ridges and Oceanic Trenches.
- ii. Coral Reefs: Significance, Origin and Types
- iii. Tides: Origin and Types.
- iv. Currents: Origin and Types
- v. Oceans as Store-houses of Resources for the future

SUGGESTIVE READINGS:

- A. H. Strahler & A. N. Strahler, Modern Physical Geography, John Willy & sons, 1980.
- Barry, R. G & Chorley, R.J., Atmosphere, Weather and Climate Routledge, 1998. Calcutta, 1997.
- Critchfield, H, General Climatology, Prentice Hall, New York, 1975.
- D. S. Lal, Physical Geography, Sharda Pustak Bhawan, 2009
- Gopal Singh, Map World and Practical Geography, Vikas Publishing House, 2000
- Grald, S, General Oceanography- An Introduction, John Wiley & Sons, New York, Inc. 2001.
- Kali Charan Sahu, Textbook of Remote Sensing and Geographic Information

Course Title: HUMAN GEOGRAPHY
Semester: 1st

Course Code: ITEPMHG126
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the basic concepts in various sub-fields of human geography and appreciating the growth, distribution and composition of population in different parts of the world.*
- *Apply diverse knowledge of surveying practices for real life problems.*

UNIT I: NATURE AND CONCEPT

- i. Human Geography: Nature and Relevance, Branches of Human Geography.
- ii. Fundamental concepts in Human Geography: Place, Space and Landscape.
- iii. Major Themes of Human Geography: Areal Differentiation, Spatial Organization, Man-environment interaction.

UNIT II: DEMOGRAPHIC CHARACTERISTICS

- i. Global Population: Growth and Distribution - Patterns and Factors.
- ii. Concepts of Over, under and Optimum Population.
- iii. Theories of Population Growth: Malthus and Demographic Transition.
- iv. Migration: Causes, Types and Consequences

UNIT III: ETHNIC DIVERSITY

- i. Races: Characteristics and Spatial Distribution.
- ii. Major Religions of the World: Diffusion and Distribution (Christianity, Islam, Hinduism and Buddhism).
- iii. Major Languages of the World: Spatial Distribution.
- iv. Habitat and Adaptation: Gujjars, Eskimos and Bushman.

UNIT IV: HUMAN DEVELOPMENT

- i. Concept and Measures of Development
- ii. Sustainable Development: Concept and Goals
- iii. Concept of Human Development Index (HDI)
- iv. Global Pattern of Development: Inter-regional Variations

SUGGESTIVE READINGS:

- Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
- Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur.
- Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
- Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
- Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
- Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
- Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
- Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur.

Course Title: INTRODUCTION TO POLITICAL THEORY

Course Code: ITEPMPT126

Semester: 1st

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *To introduce students to basic conceptual categories*
- *To make them familiar with the advanced theoretical debate in Political Theory & Political Philosophy*
- *To relate concepts to daily political practice*
- *To bridge gap between theory and practice of Political Science*
- *To introduce students to basic conceptual categories*

UNIT I: INTRODUCTION

- i. Understanding politics and political science.
- ii. Perspectives on politics: Liberal, Marxist and Communitarian
- iii. Normative and Scientific Debates in politics
- iv. The Idea of political: Liberal vs Conservative

UNIT II: POLITICAL THEORY AND STATE

- i. Political Theory and its significance.
- ii. State: Theories of its Origin
- iii. Distinction between Civil Society, State and Nation
- iv. Perspectives on State: Liberal, Marxist and Feminist

UNIT III: KEY CONCEPTS-I

- i. Liberty: Negative vs Positive
- ii. Equality: Liberal, Socialists, Libertarian
- iii. Justice: Procedural and Distributive
- iv. Citizenship: Liberal and Communitarian theories

UNIT IV: KEY CONCEPTS-II

- i. Democracy: Procedural and Substantive
- ii. Rights: Universalism and particularism
- iii. Obligations: Grounds and Limitations
- iv. Power and Legitimacy: Gramsci and Althusser

SUGGESTIVE READINGS:

- John S. Dryzek, Bonnie Honig, and Anne Phillips (2006), *The Oxford Handbook of Political Theory*, New Delhi, Oxford University Press.
- John T. Ishiyama Marijke Breuning (2011), *21st Century Political Science: A Reference Handbook*, New Delhi, Sage.
- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson.
- Longman, Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona, (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- O. P. Gauba (2002), *An Introduction to Political Theory*, New Delhi, Macmillan. Andrew Heywood (2002), *Political Theory*, New Delhi, Palgrave.

Course Title: GOVERNMENT AND POLITICS IN INDIA Course Code: ITEPMGP126
Semester: 1st Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- Introduce Students to the emergence of Indian Polity
- Acquaint students with the Constitution of India and the way it provides the ideological and institutional framework for Indian Polity.
- Introduce Students to the dynamics of political processes in India
- Introduce students to the identity formations and their role in shaping political discourses

UNIT I: AN INTRODUCTION TO INDIAN CONSTITUTION

- i. Constituent Assembly: Formation, Composition and Working
- ii. Constitution; and Constitutionalism in India
- iii. Fundamental Rights & Directive Principles of State Policy

UNIT II: WORKING OF INSTITUTIONS

- i. Union Legislature: Structure & Powers
- ii. Union Executive: Position and Powers of the President and Prime Minister
- iii. Supreme Court: Composition, Jurisdiction and Working

UNIT III: FEDERALISM

- i. Indian Federalism: Nature & Issues
- ii. Decentralisation-73rd and 74th Amendments
- iii. Party System in India: Working and Dynamics

UNIT IV: POLITICS OF IDENTITY IN INDIA

- i. Caste
- ii. Religion
- iii. Region

SUGGESTIVE READINGS:

- Bipin Chandra, et al, “The National Movement and its Legacy” in India Since Independence, Bipin Chandra et al, Penguin Publications, p. 24-37
- Granville Austin, “ The Constituent Assembly- Microcosm in Action” in The Indian Constitution: Cornerstone of a Nation, Oxford University Press, p. 1-22
- Niraja Gopal Jayal, Gentle Leviathan: Welfare and State in India, Social Scientist, 1998, Vol. 9. No. 9/12, p. 18-26,
- Partha Chatterjee, Democracy and Economic Transformation in India, Economic and Political Weekly, Vol. 43, No, 16, 2008
- Arvind Verma, “Police Agencies and Coercive Power” in The State of India’s Democracy, ed. Sumit Ganguly, M.
- Plattner, Baltimore: John Hopkins University Press, 2007
- S. Palshikar, (2008) ‘The Indian State: Constitution and Beyond’, in R. Bhargava (ed.) Politics and Ethics of the
- Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.
- R. Deshpande, (2005) ‘State and Democracy in India: Strategies of Accommodation and Manipulation’, Occasional
- Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.
- M. Mohanty, (1989) ‘Duality of the State Process in India: A Hypothesis’, Bhartiya Samajik Chintan, Vol. XII (1-2)
- Mahendra Pal Singh “The Federal Scheme”, in (eds.) The Oxford Handbook of the Constitution of India, Sujit
- Chowdhry, Madhav Khosla and Pratap Bhanu Mehta, Oxford University Press, p.451465

- Balveer Arora, K.K. Kailash, Rekha Saxena and H. Kham Khan Suan. (2013) 'Indian Federalism' in K.C. Suri and
- Achin Vanaik (eds.), Indian Democracy, ICSSR Research Surveys and Explorations in Political Science Volume 2, Delhi: Oxford University Press.
- Loiuse Tillin (2016), 'Asymmetrical Federalism' in Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta (eds.), The Oxford Handbook of the Indian Constitution, New Delhi: Oxford University Press, pp.540-559.
- Peter de Souza (2011, third impression), 'Decentralization and Local Government: The 'Second Wave' of Democracy
- in India', in Zoya Hasan, E Sridharan & R Sudarshan (eds) India's Living Constitution: Ideas, Practices,
- Controversies, Ranikhet: Permanent Black, pp.370-404. 2.3 Federal Asymmetries and Accommodation of Diversity
- James Manor "Local Governance", in (eds.) The Oxford Companion to Politics in India, Niraja Gopal Jayal and Pratap Bhanu Mehta, Oxford University Press, p.61-79
- Loiuse Tillin (2016), 'Asymmetrical Federalism' in Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta (eds.), The Oxford Handbook of the Indian Constitution, New Delhi: OUP, pp.540-559.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- Understand and apply basic grammar rules of Urdu.
- Develop reading comprehension and writing skills of Urdu Language.
- Improve listening and speaking skills for effective communication.

یونٹ 1: اردو زبان و قواعد

- 1: تاریخ زبان اردو (اجمالی تعارف)
- 2: اردو زبان: تعریف و توضیح
- 3: اردو قواعد کے بنیادی اصول
- 4: کلمہ، لفظ، تلفظ، تذکیر و تانیث، اسم، صفت، فعل، محاورے اور ضرب الامثال

یونٹ 2: اردو زبان کا ترسیلی و مواصلاتی نظام

- 1: ترسیل: معنی و مفہوم
- 2: مواصلات: تعریف و توضیح
- 3: اردو زبان کے ترسیل و مواصلات کے قدیم ذرائع: خط و کتابت، اخبارات، رسائل، کتابیں
- 4: اردو زبان کے ترسیل و مواصلات کے جدید ذرائع: انٹرنیٹ، اسمت فون، سوشل میڈیا وغیرہ

یونٹ 3: تحریر اور تعلیمی تحریر

- 1: تحریر اور طرز تحریر
- 2: تعلیمی زبان و تحریر
- 3: تحریر کے اقسام
- 4: عملی مشق

یونٹ 4: گویائی و سماعتی لیاقت اور تعلیم و تعلم

- 1: بیان، بیانیہ اور پیشکش
- 2: سماعت: معنی و مفہوم اور اس کے اقسام
- 3: انسان کسی حال میں خوش نہیں رہتا* (از نورنگ خیال)
- 4: چار ہائی* (از مضامین رشید)

امدادی کتب:

- 1: قواعد اردو: مولوی عبدالحق
- 2: نئی قواعد اردو: عصمت جاوید
- 3: جدید اردو قواعد: مجید ابراہیم
- 4: نورنگ خیال: مجید حسین ازار
- 5: مضامین رشید: رشید احمد صدیقی

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- Understand and apply basic grammar rules of Kashmiri.
- Develop reading comprehension and writing skills in Kashmiri script.
- Improve listening and speaking skills for effective communication.
- Gain cultural insights and use Kashmiri in appropriate contexts.

UNIT I: LANGUAGE

- i. Language (An Introduction)
- ii. Origin and Development of Kashmiri Language
- iii. Influences of other languages on Kashmiri Language.

UNIT II: VOWELS:

- i. Vowels (An Introduction)
- ii. Kashmiri Vowels (Properties)
- iii. Kashmiri Vowels (Uses)

UNIT III: CONSONANTS:

- i. Consonants (An Introduction)
- ii. Kashmiri Consonants (Properties)
- iii. Kashmiri Consonants (Uses)

UNIT IV: SENTENCES

- i. Sentence (An Introduction)
- ii. Types of Sentences
- iii. Kashmiri Sentence (Its Uses)

SUGGESTIVE READINGS:

- Kashur Grammer: Shafi Shauq
- Vatista: Afaq Aziz
- Kashri Adbiz Tareekh:
- Kashiri Adbuk Tawareekh: Naji Munawar and Shafi Shauq
- Anhar(Kashiri Zabane Hinz Banawath (Department of Kashmiri Kashmir University)

Course Title: ART EDUCATION
Semester: 1st

Course Code: ITEPVAE126
Credits: 2

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Develop art appreciation with special reference to relevance and place of Art in human life.*
- *Acquaint with conceptual understanding of the key ideas of Art Education.*
- *Discuss critically the value development in Art Education.*

UNIT I: ART AND EDUCATION

Conceptual clarity, relationship, and significance of studying art education with special

- i. reference to place of art in Human life.
- ii. Historical development of art education in school education.
- iii. Goals of studying art education in school curriculum at different stages.
- iv. Studying art education across the curriculum.
- v. Perspective of NEP, 2020 on Art Education.

UNIT II: THEORETICAL CONSIDERATION OF ART EDUCATION

- i. Philosophical, psychological and sociological perspective of Art Education.
- ii. Formal and informal theories of art.
- iii. Indian perspective of art in life.
- iv. Western perspective of art in life.
- v. Critical analysis of theories of Art Education.

SUGGESTIVE READINGS:

- Addison, N., & Burgess, L. (2010). Understanding art education: Engaging reflexively with practice. Routledge.
- Arnheim, R. (1969). Visual thinking. University of California Press.
- Baxandall, M. (1988). Painting and experience in fifteenth-century Italy. Oxford University Press.
- Beal, N. (2001). The art of teaching art to children. Farrar, Straus and Giroux. - Offers hands-on activities for in-school or home instruction.
- Dewey, J. (2005). Art as experience. Perigee Books.
- Douglas, K. M., & Jaquith, D. B. (2018). Engaging learners through art making: Choice-based art education in the classroom (2nd ed.). Teachers College Press.
- Eisner, E. W. (2002). The arts and the creation of mind. Yale University Press.
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2013). *Studio thinking The real benefits of visual arts education.* Teachers College Press.
- Hume, H. D. (2020). The art teacher's survival guide for elementary and middle schools (3rd ed.). Jossey-Bass.
- Read, H. (1943). Education through art. Faber and Faber.
- Smith, N. R. (1998). Observation drawing with children. Teachers College Press. - Focuses on developing observational skills in young learners.
- Addison, N., & Burgess, L. (2010). Understanding art education: Engaging reflexively with practice. Routledge.

Course Title:		UNDERSTANDING INDIA (INDIAN ETHOS AND KNOWLEDGE SYSTEM)	Course Code:	ITEPVIK126
Semester:	1st		Credits: 2	
LEARNING OUTCOMES: <i>After completion of the course, student teachers will be able to:</i>				
➤ <i>Recognize the vast corpus of knowledge traditions of India ,while developing an appreciation for it</i>				
➤ <i>Apply their acquired research and critical thinking skills in multidisciplinary themes</i>				
➤ <i>Summarize and pass on their learning's to their students of different Indian traditions in an easily digestible manner</i>				
UNIT I:		INDIAN KNOWLEDGE SYSTEM—I		
i.		Indian Knowledge System: Definition, History, scope and relevance.		
ii.		The Indian Knowledge System Corpus: A Classification Framework		
iii.		Central Theme of Indian Heritage		
iv.		Performing Art and Literature		
UNIT II:		INDIAN KNOWLEDGE SYSTEM—I		
i.		Arthashastra and Nitishahtra: Lessons from Panchtantra.		
ii.		Ayurveda, Tridosha and Tribune System.		
iii.		Yoga way of life - Relevance to health and wellness		
iv.		Mental health in ancient India: Towards time -tested concepts of mental wellness.		
SUGGESTIVE READINGS:				
• Dharampal (2000). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century				
• Radhakrishnan, S.(1951). Indian Philosophy.				
• Sri Aurobindo(1990). The Foundations of Indian Culture.				
• Krishnamurti J (1996). Education and Significance of Life.				
• Rao, S.R (1991). Dawn and Devolution of the Indus Civilization.				
• Kumar, Krishna (2005). Political Agenda of Education.				

Semester-II
(20 Credits)

S.No.	Curricular Component	Course Code	Name of the Course	No. of Credits			
1.	Foundations of Education		-	-			
2.	Disciplinary/ Interdisciplinary Courses		English/History/Economics / Psychology/Geography/ Political Science (Opt any one)				
	English	ITEPMEL226	English Literature-II	4			
		ITEPMPD226	British Poetry and Drama (17 th to 19 th Century)	4			
		ITEPMAL226	American Literature (19 th & 20 th Century)	4			
	History	ITEPMAI226	History of Ancient India	4			
		ITEPMAK226	History of Ancient Kashmir	4			
		ITEPMWH226	World History	4			
	Economics	ITEPMMI226	Intermediate Microeconomics-I	4			
		ITEPMMA226	Intermediate Macroeconomics-I	4			
		ITEPMMM226	Mathematical Methods for Economics	4			
	Psychology	ITEPMSP226	Introduction to Social Psychology	4			
		ITEPMDP226	Developmental Psychology	4			
		ITEPMOP226	Organizational Psychology	4			
	Geography	ITEPMUG226	Urban Geography	4			
		ITEPMEG226	Economic Geography	4			
		ITEPMRS226	Fundamentals of Remote Sensing	4			
	Political Science	ITEPMIP226	International Politics	4			
		ITEPMPT226	Indian Political Thought	4			
		ITEPMWP226	Western Political Thought	4			
3.	Stage-Specific Content-Cum -Pedagogy		-	-			
4.	Ability Enhancement Courses	ITEPAEN226	Language II (English)	4			
	Value Added Courses	ITEPVIK226	Understanding India(Indian Ethos and Knowledge Systems)	2			
		ITEPVTS226	Teacher and Society	2			
5.	School Experience		-	-			
6.	Community Engagement and Service		-	-			
S. No	1	2	3	4	5	6	Total
Credits to be earned	-	12	-	8	-	-	20

Course Title: ENGLISH LITERATURE–II

Semester: 2nd

Course Code: ITEPMEL226

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Get an in-depth understanding of the importance of English literature.*
- *Enable the student to place English literature in abroad category of the development of ideas.*
- *Approach any literary text from multiple perspectives*

UNIT I: ENGLISH POETRY–II

- i. **John Donne:** “A Valediction: Forbidding Mourning”, “Batter My Heart”
Alexander Pope: *An Essay on Man* (Epistle II, Part I: “Know then thyself... the times to come”)
- ii.

UNIT II: ENGLISH DRAMA–I

- i. **William Shakespeare:** *Twelfth Night*

UNIT III: INTRODUCING THE NOVEL

- i. Rise of the English Novel
- ii. Elements of the Novel (Plot, Character, Setting, Narrative Techniques)
Kinds of Novel (Novella, Historical Novel, Bildungsroman, Realistic Novel, Psychological Novel)
- iii.

UNIT IV: ENGLISH NOVEL–I

- i. **Jane Austen:** *Pride and Prejudice*

SUGGESTIVE READINGS:

- Abrams, M. H. *The Norton Anthology of English Literature*. W. W. Norton & Company, 2018.
- Greenblatt, Stephen (ed.). *The Norton Anthology of English Literature*. W. W. Norton & Company, 2018.
- Ford, Boris (ed.). *The New Pelican Guide to English Literature*. Penguin Books, 1982.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2001.
- Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2013.

Course Title: BRITISH POETRY AND DRAMA (17th –19th CENTURY)

Course Code: ITEPMPD226

Semester: 2nd

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Introduce students to the two important literary genres- poetry and drama of 17th to 19th century England.*
- *Familiarize students with the socio-political climate of 17th and 19th century England*
- *Examine how literary production reflects the socio-political concerns of the age.*
- *Enable students to learn the different stylistic and narrative strategies at work in the select texts.*
- *Introduce the Romantic school of English poetry to the students.*

UNIT I: DRAMA

- i. Christopher Marlowe: *Tamburlaine the Great-Part I*

UNIT II: DRAMA

- i. Oscar Wilde: *The Importance of Being Earnest*

UNIT III: POETRY

- i. Samuel Johnson: “The Vanity of Human Wishes”

- ii. Thomas Gray: “Elegy Written in a Country Churchyard”

UNIT IV: POETRY

- i. William Blake: “London”, “The Lamb”

William Wordsworth: “Tintern Abbey”

- ii. “Resolution and Independence”

SUGGESTIVE READINGS:

- Abrams, M H. *The Mirror and The Lamp: Romantic Theory and the Critical Tradition*. Norton.
- Bateson, FW. *Wordsworth: A Re-interpretation*. Longman.
- Butler, Marilyn. *Romantic, Rebels and Reactionaries: English Literature and its Background. 1760-1830*. OUP
- Cheney, Patrick. (ed.) *The Cambridge Companion to Christopher Marlowe*. Cambridge: Cambridge University Press.
- Frye, Northrop. *Fearful Symmetry: A Study of W. Blake*. Princeton.
- Riggs, David. *The World of Christopher Marlowe*. London: Faber.
- Simkin, Stevie. *Marlowe: The Plays*. Palgrave.
- Tydeman, William (ed). *Wilde: Comedies (A Casebook)*. Palgrave

Course Title: AMERICAN LITERATURE (19TH AND 20TH CENTURY) **Course Code:** ITEPMAL226

Semester: 2nd

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Introduce students to American literature and its distinct tradition.*
- *Familiarize students with the convergence between American socio-political history and its literature.*
- *Introduce students to important American writers of the 19th & 20th century.*
- *Enable students to identify stylistic and thematic features of the select texts.*

UNIT I: POETRY

EMILY Dickinson

“Because I Could not Stop for Death”

i.

“Hope is a Thing with Feathers”

Walt Whitman

“When Lilacs Last in the Dooryard Bloom”

ii.

“I Hear America Singing”

UNIT II: POETRY

Robert Frost

“Stopping by Woods on Snowy

i.

“Evening” “Birches”

Sylvia Plath

“Daddy”

ii.

“Tulips”

UNIT III: PSYCHOANALYSIS AND BEYOND

i. Eugene O’Neil:

The Hairy Ape

UNIT IV: CONTEMPORARY PERSPECTIVES

i. Mark Twain:

The Adventures of Tom Sawyer

SUGGESTIVE READINGS:

- Bigsby, CWE. *A Critical Introduction to 20th Century American Drama*. Cambridge University Press.
- Gray, Richard. *A History of American Literature*. Blackwell.
- Greenspan, Ezra (ed). *The Cambridge Companion to Walt Whitman*. Cambridge University Press.
- Kroll, Judith. *Chapters in a Mythology: The Poetry of Sylvia Plath*. Sutton Publishing.
- Mac Gowan, Christopher. *Twentieth-Century American Poetry*. Blackwell Publishing.
- Poirier, Richard. *Robert Frost: The Work of Knowing*. OUP.
- Scott, Arthur L. *Mark Twain: Selected Criticism*. Southern Methodist Univ. Press.
- Sewall, Richard B (ed). *Emily Dickinson: A Collection of Critical Essays*. Prentice-Hall.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the significance of various categories of sources in the reconstruction of history.*
- *Understand the origin, growth and development of various cultures in Indian subcontinent.*
- *Appreciate the importance of various processes of interaction and accommodation in the making of Indian plural culture.*
- *Understand the contribution made by Indians in the field of polity, economy and culture.*
- *Appreciate the value of heritage.*
- *Acquaint the students with regional heritage*

UNIT I: PRE AND PROTO-HISTORY

- i. Palaeolithic and Mesolithic Cultures
- ii. Neolithic, Chalcolithic and Megalithic Cultures
- iii. Indus Valley Civilization: Features and Decline

UNIT II: TRANSITION AND STATE FORMATION IN EARLY INDIA

- i. Vedic Ages: Polity, Economy and Culture.
- ii. Second Urbanization: Causes.
- iii. Jainism and Buddhism: Teachings.
- iv. Rise of Magadha.

UNIT III: IMPERIAL EXPANSION AND REGIONAL POLITIES IN EARLY INDIA

- i. Mauryan Empire: Polity, *Dhamma* and Decline.
- ii. Central Asian Contacts—Indo-Greeks, Saka- Parthians and Kushans: Impact.
- iii. The Satvahanas: Polity, Economy, Society and Culture.
- iv. Sangam Age: Features.

UNIT IV: THE GUPTAS AND THEIR CONTEMPORARIES

- i. Political Expansion and Administrative Structure of Gupta Empire
- ii. Cultural and Scientific Achievements: The Golden Age
- iii. Decline, Legacy, and Historical Significance
- iv. Contemporary Regional Power: The Vakatakas: Political and Cultural role

SUGGESTIVE READINGS:

- Allchin, F. R. A. and All chin, B. 1995, *The Origins of a Civilization*. Delhi: Viking.
- Bamzai, P. N. K., A History of Kashmir, 2nd ed. Metropolitan Book Co., Delhi, 1973.
- Bandey, Ajez, A., Pre-Historic Kashmir, New Delhi, 2009.
- Gurukkal, Rajan. 2010, Social Formations of Early South India. New Delhi: Oxford University Press.
- Kallhana., Rajtarangini. Translated into English by M. A. Stein. 2Vol. Reprint Delhi: Motilal
- Kashmir, New Delhi, 1971.
- Kosambi, D. D., An Introduction to the Study of Indian History (Bombay, 1956).
- Nilakanta Sastri, K. A., A History of South India Oxford University of Press, 1967.
- Ray, S.C. Early History and Culture of Kashmir, 2nd. revd. ed. New Delhi, Munshiram Manoharlal Publishers, 1970.

Course Title: HISTORY OF ANCIENT KASHMIR
Semester: 2nd

Course Code: ITEPMK226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the significance of various categories of sources for writing the history of ancient Kashmir*
- *Develop an understanding of the origin and growth of various cultures, civilizations, kingdoms and empires of ancient Kashmir.*
- *Know about the nature of relations between Kashmir and the neighboring region*

UNIT I: ANCIENT KASHMIR: SOURCES AND CULTURES

- i. Sources: Archaeological and Literary
- ii. Pre-Historic Kashmir: Palaeolithic, Neolithic/Megalithic Cultures

UNIT II: EARLY HISTORIC KASHMIR

- i. Indo-Greeks and Kushans
- ii. Kashmir Under Huns
- iii. Art and Architecture

UNIT III: EARLY MEDIEVAL KASHMIR

- i. Karkotas, Utpalas and Loharas: Political and Administrative Developments
- ii. Agriculture and Trade
- iii. Art and Architecture

UNIT IV: INTELLECTUAL AND RELIGIOUS TRADITIONS

- i. Kashmir's contribution to ancient philosophy
- ii. Religious Traditions: Nagas, Buddhism, Vaishnavism and Shaivism

SUGGESTIVE READINGS:

- R. C. Agrawal, (1998). *Kashmir and its Monumental Glory*. New Delhi: Aryan Books International.
- P. N. K. Bamzai, (1962 (rep.1973). *A History of Kashmir*. (2nded.). New Delhi: Metropolitan Book Co.
- M.A. Wani & Aman Ashraf, (2017), *Prehistory of Kashmir*, Oriental Publishing House, Srinagar.
- M. A. Wani & Aman Ashraf, (2023), *The Making of Early Kashmir: Intellectual Networks and Identity Formation*, Routledge, India.
- A. A Bandey, (2009). *Prehistoric Kashmir*. New Delhi: Dilpreet Publishing House.
- S.C. Ray, 1970, *Early History and Culture of Kashmir*, Munshiram Manohar Lal, New Delhi.
- Krishna Mohan, 1981, *Early Medieval History of Kashmir*, Mehar chand Lachmandas Pub. New Delhi.
- R. CKak, (1933(reprint2002). *Ancient Monuments of Kashmir*. Srinagar: Gulshan Publishers.
- S.L. Shali, (1993). *Kashmir: History and Archaeology Through the Ages*. Delhi: Indus Publishing Company.
- M.A Stein, (1900(reprint1961). *Kalhana's Rajatarangini*. Delhi: Motilal Banarsidass.
- R. C. Agrawal, (1998). *Kashmir and its Monumental Glory*. New Delhi: Aryan Books International.

Course Title: WORLD HISTORY
Semester: 2nd

Course Code: ITEPMWH226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Investigate major shifts in world history and explore how they have changed over time.*
- *Utilize case studies of important periods and use them to explore change and continuity in World History.*
- *Analyze technological, political, social, and economic revolutions in world history*
- *Describe the effects of technological innovate on on economic and social change.*

UNIT I: INTELLECTUAL AWAKENING OF EUROPE

- i. Feudalism and its Decline
- ii. Renaissance and its Features
- iii. Reformation and its Significance

UNIT II: THE AGE OF REVOLUTIONS (1688–1789)

- i. Glorious Revolution (1688)
- ii. American Revolution (1776)
- iii. French Revolution (1789)

UNIT III: NATIONALISM, CAPITALISM, AND SOCIALIST MOVEMENTS

- i. Rise of Nationalism
- ii. Capitalism and the Industrial Revolution
- iii. Socialist and Labor Movements

UNIT IV: Economic Transformation and the Unification of Europe

- i. Enclosure Movement
- ii. Mercantilism
- iii. Unification of Italy
- iv. Unification of Germany

SUGGESTIVE READINGS:

- Marven Perry, *World Civilization-A Brief Survey*, Houghton Mifflin Company, Dallas, 1990
- Edward Macnall Burns, Philip Lee Ralph, et.al, *World Civilization*, W. W. Norton & Company, Inc, 1986
- Charis Herman, *People's History of World from Stone Age to New Millennium*, Macmillan, 2017
- David Mason, *A Concise History of Modern Europe*, Rowman, 2017
- Fernand Braudale, *History of Civilization*, Pearson, 2001
- C. A. Bayle, *The Birth New World*, OUP, 2005

Course Title: INTERMEDIATE MICROECONOMICS I
Semester: 2nd

Course Code: ITEPMMI226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Have a thorough understanding behaviour of the consumer, producer and also the behaviour of a competitive firm.*

UNIT I: CONSUMER CHOICE

- i. Budget constraint -- properties of a Budget set, changes in a budget line
- ii. Consumer Preferences -- assumptions and examples
- iii. Well-Behaved Preferences; Marginal rate of substitution
Cardinal utility -- constructing a utility function, Marginal Utility and MRS; Optimal Choice.
- iv.

UNIT II: DEMAND ANALYSIS

- i. Consumer demand estimation using utility function
- ii. Slutsky equation; Normal versus inferior goods.
- iii. Types of demand functions; elasticity; Revealed preference (weak and strong axioms).

UNIT III: THEORY OF PRODUCTION AND COSTS

- i. Production function; Returns to Factor and Scale
- ii. Rate of technical substitution, technical progress
- iii. Short run and long run costs- Traditional and Modern Approach; Expansion path.

UNIT IV: MARKET STRUCTURE

- Competitive Markets -- demand and supply; demand and supply curves of individual firms.
- i.
 - ii. short-run versus long-run; competitive market equilibrium
Monopoly- market equilibrium; Price discrimination -- first, second and third degree;
 - iii. Natural Monopoly & Economies of Scale.

SUGGESTIVE READINGS:

- Varian H. R. (2010), Microeconomic Analysis --EWP and WW Norton and Co, Inc, New York
- Varian, H. R. (2010), Intermediate Microeconomics -- A Modern Approach, EWP and WW Norton and Co, Inc, New York.
- Pindyck R.S., D. Rubinfeld and P.L.Mehta (2012), Microeconomics, Pearson Education, South Asia.
- Salvatore, D. (2010), Microeconomics; Theory and Applications, Oxford University Press, New Delhi.
- Whinston M. and Green (1995), Micro-economic Theory, Oxford University Press.
- Samuelson, P., & Nordhaus, W. (1985). Principles of economics. McCraw-hill, New York, any edition.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the theories of output and employment determination in a closed economy.*
- *Understand issues related to the open economy are also expected to be understood by the students.*

UNIT I: INCOME DETERMINATION

Determination of Income; Classical Theory of Income, Say's Law of Market and its implications

- i. Keynesian objections to Classical Theory, Keynes Theory of Income determination; Demand
- ii. Creates its own supply
- iii. Contrast between the Classical & Keynes Income determinations.

UNIT II: LABOR MARKET, AGGREGATE DEMAND AND AGGREGATE SUPPLY ANALYSIS

- i. Classical production function & labour demand; Labor supply- income & substitution effects
Equilibrium and Full employment; Voluntary unemployment; Keynesian view of Labor market
- ii. Nominal Wage Rigidity; Causes; Existence of Involuntary unemployment; Derivation of aggregate demand and Aggregate supply curves.
- iii.

UNIT III: EQUILIBRIUM IN THE PRODUCT AND MONEY MARKETS

- i. Equilibrium in the Product and Money market
- ii. IS curve- Derivation; Slope & Shift Factors
- iii. LM Curve- Derivation; Slope & Shift Factors. IS & LM Curves Combined.

UNIT IV: POLICY STABILIZATION AND OPEN ECONOMY FRAMEWORK

- i. Policy Implications using the IS-LM Framework; Monetary & Fiscal Policies
- ii. Exchange rates- Nominal and Real; Appreciation and Depreciation
Demand & supply Theory of exchange rate determination; Balance of Payments Account-
- iii. Equilibrium & Disequilibrium.

SUGGESTIVE READINGS:

- N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
- Shapiro, E (1996), Principles of Macroeconomics, W.W. Norton & Company, New York
- Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
- Errol D'Souza, Macroeconomics, Pearson Education, 2009.

Course Title: MATHEMATICAL METHODS FOR ECONOMICS

Course Code: ITEPMMM226

Semester: 2nd

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Have a thorough understanding of the relevant Mathematical methods and their application in economics*

UNIT I: BASIC CONCEPTS

- i. Number System; Elementary Set Theory- Sets and Set Operations
- ii. Cartesian Product of Sets; Sets of points: ordering of sets
Sequence of points and convergence of sequences; bounds, bounded & unbounded sets;
- iii. closed and open sets, compact sets; connected, concave and convex sets.

UNIT II: RELATIONS AND FUNCTIONS

- i. Relations; Functions- Functions of one & several variables
- ii. Scalar & Vector valued Functions; linear, convex & concave Functions
Objective Functions; Composite Functions; Inverse Functions; Logarithm and Exponential Functions.
- iii.
- iv.

UNIT III: DIFFERENTIATION I

- i. Limit of a Function; Limit Theorems; Continuity & Differentiability of a Function
- ii. Concept of Derivative; Rules of Differentiation for a Function of one variable
Rules of Differentiation involving two or more Functions of same variable & Different variables
- iii. Higher order derivatives of a function of one variable; Partial (first & higher orders) and
Total Differentiation;
- iv.

UNIT IV: DIFFERENTIATION II

- i. Differentials and Derivatives; Point Elasticity & Differentials
- ii. Rules of Differentials; Total Differentials; Total Derivative
- iii. Implicit Function Theorem; Applications in Economics
Optimum Values & Extreme Values; Relative Maxima & Minima; Relative & Absolute
- iv. Extremum; First and Second derivative tests - Necessary & Sufficient conditions.

SUGGESTIVE READINGS:

- Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, 1988.
- Allen, R.G.D., *Mathematical Analysis for Economists*, Macmillan Press 1976.
- Yamane, Taro, *Mathematics for Economists: An Elementary Survey*, Prentice Hall, 1985.
- Dowling, E. T. (2001). Schaum's outline of theory and problems of introduction to mathematical economics.
- Simon C. P. & L. Blume, *Mathematics for Economists*, Norton & Company, 1994.
- Klein, Erwin, *Mathematical Methods in Theoretical Economics*, Academic Press.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Explain Social Psychology as a sub discipline in psychology*
- *Critically comment on different social psychological principles & processes*

UNIT I: INTRODUCTION

- i. Brief history of social psychology (special emphasis on India)
- ii. Scope of social psychology
- iii. Levels of social behavior, approaches towards understanding social behavior.

UNIT II: ATTITUDE AND SOCIAL PERCEPTION

- i. Individual level processes: Person perception: attribution-theories, biases and errors
- ii. Attitude: formation, change and resistance to change.
- iii. Attribution theories, biases and errors.

UNIT III: INTER PERSONAL PROCESSES.

- i. Interpersonal processes: Interpersonal attraction,
- ii. Prosocial behavior: Determinants of AParasocial Behavior
- iii. Aggression: Nature, Determinants and Prevention.

UNIT IV: GROUP DYNAMICS.

- i. Nature, key aspects of groups.
- ii. Meaning of cooperation and conflict, Conflict resolution techniques.
- iii. Group decision making.

SUGGESTIVE READINGS:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.
- Gilovitch, Keltner & Nisbett (2012) Social Psychology. 3rd edition

Course Title: DEVELOPMENTAL PSYCHOLOGY
Semester: 2nd

Course Code: ITEPMDP226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Demonstrate a deep understanding of key developmental theories and the theorists who contributed to the field.*
- *Integrate biological and environmental factors to analyze their combined influence on human development.*
- *Apply developmental concepts across diverse life stages, showcasing the ability to recognize and interpret cognitive, social, and emotional milestones.*

UNIT I: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

- i. Overview and Foundations: Introduction to Developmental Psychology
Biological Foundations of Development: Prenatal Development: Germinal Stage, Embryonic Stage, Fetal Stage. Genetics: DNA, chromosomes, Inheritance.
- ii. Environmental context for development. Relationship between Heredity and environment
- iii.

UNIT II: COGNITIVE DEVELOPMENT

- i. Piaget's Stages of Cognitive Development
- ii. Information Processing
- iii. Academic and Intellectual Development

UNIT III: DEVELOPMENT OF SELF

- i. Overview of self-Development
- ii. Self-Concept, Identity and self-esteem
- iii. Role of peers, school and media in development of self.

UNIT IV: EMOTIONAL AND MORAL DEVELOPMENT

- i. Emotional Development: concept and components.
- ii. Attachment Theory: John Bowl by, Mary Ainsworth
Moral Development, Kohlberg's theory. Role of Social Factors (Socialization, Family and Peer Influences)
- iii.

SUGGESTIVE READINGS:

- Berk, L. E. (2019). Exploring Child and Adolescent Development (1 ed.). Pearson Publication.
- Hollingsworth, M. A. (2018). Theories of Lifespan Development. XanEdu.
- Santrock, J. W. (2017). Life-Span Development. (17th ed.). McGraw Hill.
- Santrock, J. W., Deater-Deckard, K., & Lansford, J.E. (2021). Child Development: An Introduction. McGraw Hill
- Sigelman, C. K., & Elizabeth, R. A. (2021). Life-Span Human Development. (10th ed.). Cengage Learning.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the applications of organizational psychology.*
- *Critically analyze the basic approaches in organizational behavior.*
- *Understand the various theories of organizational behavior.*

UNIT I: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

- i. History and Current status of organizational behavior
- ii. Approaches to organizational behavior: Productivity, contingency, systems, result oriented, human resource.
- iii. Challenges and opportunities in the organizational behavior

UNIT II: THEORIES OF ORGANIZATIONAL BEHAVIOUR

- i. Principles and Functions of Management (Henri Fayol)
- ii. Scientific Management (Frederick Taylor)
- iii. Bureaucracy (Weber)
- iv. Hawthorne Studies (Elton Mayo)

UNIT III: PSYCHOLOGY AT WORKPLACE

- i. Motivation (Content & Process Theories) Decision making (Herber Simon Model) and leadership (Great Man Theory)
- ii. Sustainable business practices, Global Marketplace, Flattening world.
- iii. Organizational Change
- iv. Organizational Development

UNIT IV: CONTEMPORARY ISSUES IN ORGANIZATIONAL BEHAVIOUR

- i. Organizational Culture and Climate
- ii. Work stress and work life balance.
- iii. Conflict and negotiation in organizations.
- iv. Organizational communication and team work.

SUGGESTIVE READINGS:

- Aswathappa, K. (2004). Organizational Behaviour, Mumbai: Himalaya Publishing House.
- Bratton, J. (2020). Work and Organizational Behavior. (4th ed.). Red Globe Press.
- Fred Luthans, Brett C. Luthans, K. W. L. (2021). Organizational Behavior: An Evidence-Based Approach. (14th ed.). Information Age Publishing
- Johns, G. (2019). Organizational Behavior. Harper Collins.
- Robbins, S. P. (2018). Organization Behavior. (18th ed.). Pearson Education.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand and analyze urbanization processes, global and Indian urban growth patterns, and the spatial structure of cities using key concepts and theories of Urban Geography.*
- *Apply classical urban land use and central place theories to interpret urban spatial organization, urban sprawl, and rural–urban fringe dynamics.*
- *Evaluate urban environmental problems, planning policies, and development programmes with special reference to sustainable urban development and smart city initiatives in India.*

UNIT I: INTRODUCTION TO URBAN GEOGRAPHY

- i. Urban Geography: Nature and Scope, Recent Approaches in Urban Geography.
Urbanization Processes: Urbanization, Sub-Urbanization, Counter Urbanization, Urban
- ii. Resurgence
- iii. Global Urban Growth, Trends and Patterns

UNIT II: URBAN LAND USE

- i. Urban Land Use Theories: Burgess and Hoyt.
- ii. Harris & Ullaman's Multiple Nuclei Theory.
- iii. Central Place Theory of Christaller.
- iv. Urban Sprawl and Rural-Urban Fringe

UNIT III: URBAN ENVIRONMENTAL ISSUES

- i. Urban Environmental Problems: Air and Water Pollution.
- ii. Solid Waste and its Management.
- iii. Urban Heat Island and Green Belt.
- iv. Smart City – Concept and Features.

UNIT IV: URBANIZATION IN INDIA

- i. Trends and Pattern of Urbanization.
- ii. Urban Poverty and Slums in India
- iii. National Urbanization Policy and Programmes
- iv. Urban Development under Master Plans

SUGGESTIVE READINGS:

- *Textbook of Environmental Studies for Undergraduate Courses*, Erach Bharucha, Universities Press (India) Pvt. Ltd. / Orient Blackswan Pvt. Ltd. (latest editions)
- *Urban Geography*, Majid Husain, Rawat Publications / Pearson.
- *Urban Sociology*, C. N. Shankar Rao Publisher, S. Chand / Atlantic Publishers.
- *Sustainable Smart Cities in India: Challenges and Future Perspectives*, Poonam Sharma & Swati Rajput, Springer Cham (Urban Book Series).
- Government Reports / Official Documents on Urban Policy (Essential Reference Reading) Issued by: Ministry of Housing & Urban Affairs (MoHUA), Government of India.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the economic phenomenon with reference to the changing geographical attributes.*
- *Identify and measure factors responsible for establishment and localization of industry at national and global level.*
- *Understand various aspects manufacturing, clustering and agglomeration dynamics, to evaluate the role of different attractive and repulsive forces within relevant models to explain the international flows of goods, capital and work force.*

UNIT I: INTRODUCTION TO ECONOMIC GEOGRAPHY

Economic Geography: Fundamental Concepts, Scope & Approaches to the study of Economic

- i. Geography
- ii. Classification of Economic Activities
- Recent Themes: Agglomeration Economies, Commodity Chain, Knowledge Economy, Green
- iii. Economy
- iv. Special Economic Zones and Technological Parks

UNIT II: INDUSTRIALIZATION

- i. Classification of Industries, Factors Influencing the Location of Industries.
- ii. Industrial Location Theories of Weber and Losch
- iii. Iron and Steel Industry and Automobile Industry of the World
- iv. Major Industrial Regions of the World

UNIT III: INDUSTRIAL POLICIES OF INDIA

- i. Industrial Policies of India: 1956 & 1991
- ii. Liberalization, Privatization and Globalization
- iii. Regional Disparities in the Levels of Economic Development
- iv. Market Linkages: Market Centers, Retailing & Whole Selling and E- Commerce
- v. International Trade Theories: Comparative Cost Advantage & Absolute Advantage Theory

UNIT IV: GLOBALIZATION

- i. Meaning and dimensions of globalization
- ii. Impact of globalization on production, trade, and employment
- iii. Role of MNCs and TNCs in shaping economic space
- iv. Global vs local economies

SUGGESTIVE READINGS:

- A.M. Bagulia., Encyclopedia of Economic Geography; Wiley Blackwell Companion
- B.W Hodder & Roger Lee. Economic Geography, Mutheun & Co Ltd. 1974
- Chrales Redway Dryer., Elementary of Economic Geography, Wiley Blackwell Companion.
- J G Bartholomew., Atlas of Economic Geography, Wiley Blackwell Companion
- K. Siddhartha., Economic Geography; Kitab Mahal, 2016.
- T. C Sharma. Economic Geography of India, Rawat Publishers, 2013.
- Uma Kapila., Indian Economy Performance and Policies (16th edition), Academic Foundation, 2015.

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Explain the fundamental concepts of Remote Sensing, including types (active and passive), stages of data acquisition, electromagnetic radiation (EMR/EMS)*
- *Analyze platforms, sensors, resolutions, and aerial photographs, and apply image interpretation elements, keys, and multi-concept approaches to identify and interpret Earth surface features.*
- *Apply digital image processing techniques, including image pre-processing, enhancement methods, and image classification techniques for practical Remote Sensing applications.*

UNIT I: REMOTE SENSING

- i. Concept and Development
- ii. Types -Active and Passive
- iii. Stages in Remote Sensing Data Acquisition
- iv. Platforms and Sensors: Types and Characteristics

UNIT II: ELECTRONIC MEDIA RECORD

- i. EMR & EMS-Conceptual Framework.
- ii. Interaction of EMR with Atmosphere
- iii. Interaction of EMR with Earth Surface Features
- iv. Resolution and Types

UNIT III: AERIAL PHOTOGRAPHY

- i. Aerial Photographs and their Types
- ii. Image Interpretation and its Elements
- iii. Image Interpretation Keys
- iv. Multi Concept in Remote Sensing

UNIT IV: DIGITAL IMAGE PROCESSING

- i. Introduction to Digital Image Processing
- ii. Image Pre-processing: Radiometric and Geometric Corrections
- iii. Image Enhancements: Contrast and Density Slicing
- iv. Image Classification: Supervised and Unsupervised

SUGGESTIVE READINGS:

- Lillesand, T.M, Kiefer, R.W & Chipman, J. W .*Remote Sensing and Image Interpretation* Wiley, NewYork.
- Campbell, J. B. & Wynne, R. H. *Introduction to Remote Sensing* Guilford Press.
- Narayan, L. R. A. *Remote Sensing and its Applications* Universities Press, Hyderabad.
- Joseph, G. *Fundamentals of Remote Sensing* Universities Press, Hyderabad.
- Sikdar, P. K. & Chakraborty, S. *Remote Sensing and GIS* Oxford University Press, India.

Course Title: INTERNATIONAL POLITICS
Semester: 2nd

Course Code: ITEPMIP226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand an emergence of modern state system and the development of international politics as a distinct*
- *Provides an overview of contemporary dynamics of international politics, by focusing on the issues of Globalization, IPE, Regional Integration and the current dynamics of emerging multi-polarity and the return of Great Power politics in Asia.*
- *Understand the background of the evolution of the discipline along with the changing nature and scope of international politics.*

UNIT I: INTRODUCTION

- i. Growth of International Relations as a Discipline
- ii. Nature and Scope of International Relations
- iii. Significance of International Relations as a Discipline
- iv. Nation-State System: Emergence and Features

UNIT II: KEY CONCEPTS

- i. National Power: Meaning and Elements
- ii. National Interest: Meaning and Components
- iii. Arms Race and Disarmament
- iv. Balance of Power

UNIT III: POST WORLD WAR PHENOMENA

- i. Cold War: Ideological Basis, Phases and end
- ii. Post-Cold War Era: Features and major global Issues
- iii. Working of UNO: Issues and Challenges
- iv. Globalization: Different Perspectives

UNIT IV: ISSUES AND DIFFERENT DIMENSIONS

- i. Non Alignment and its contemporary relevance
- ii. North-South Divide: Dimensions and Emerging Trends
- iii. Politics on Climate Change: North Vs Global South
- iv. Global Justice Debates

SUGGESTIVE READINGS:

- E. H. Carr, The twenty Year crisis 1919-193: An Introduction to the Study of International relations. Harper Perennial, 1964
- Sutch, Peter, and Juanita Elias. International relations: the basics Routledge, 2007.
- Rourke, John T., and Mark A. Boyer. International politics on the world stage. New York, NY: McGraw-Hill, 2008.
- George, Jim. Discourses of global politics: A critical (re) introduction to international relations. Boulder, CO: Lynne Rienner Publishers, 1994.
- Shapiro, Michael. "Textualizing global politics." Discourse theory and practice (2001): 318-323.
- Mansbach, Richard W., and Kirsten L. Taylor. Introduction to global politics. Routledge, 2013.
- Mansbach, Richard W. The global puzzle: issues and actors in world politics. Houghton Mifflin Harcourt (HMH), 1997.
- Griffiths, Martin, Terry O'callaghan, and Steven C. Roach. International relations: The key concepts. Taylor & Francis, 2008.
- Holsti, Kalevi Jaakko, and Kalevi Jaakko Holsti. International politics: A framework for analysis. Englewood Cliffs, NJ: Prentice-Hall, 1972.
- Carlsnaes, Walter, Thomas Risse, and Beth A. Simmons, eds. Handbook of international relations. Sage, 2002.

Course Title: INDIAN POLITICALTHOUGHT

Course Code:

ITEPMPT226

Semester: 2nd

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Understand the historicity of Indian Political Thought*
- *Have a deeper understanding of various Indian philosophies associated with politics.*
- *Have clarity about richness in Indian Political thought.*
- *Have the knowledge about the philosophies that have shaped the Indian political landscape.*
- *Have deeper understanding about the post Indian independence political bigwigs which have impacted political scene.*

UNIT I: ANCIENT INDIAN POLITICALTHOUGHT

- i. Ancient Political Thought: Meaning, Nature and Features
- ii. Sources of Ancient Indian Political Thought
- iii. Features of Arthashastra and Dharmashastra thought: Kautilya and Manu

UNIT II: MODERN INDIAN POLITICALTHOUGHT: THE IDEALIST STREAM

- i. Salient features of Modern Indian Political Thought
- ii. Indian Renaissance: Raja Ram Mohan Roy and Sir Syed Ahmad Khan
- iii. Moderates and Extremists: Dadabhai Naoroji, MG Ranade, and BG Tilak
- iv. Emancipatory Thought: B. R Ambedkar

UNIT III: INDIAN POLITICALTHOUGHT IN PERSPECTIVES

- i. Cultural Nationalism: V.D. Savarkar
- ii. Composite Nationalism: Maulana Azad
- iii. Alternative Discourses: Tagore and Iqbal
- iv. Gandhi: Critique to modernity, Swaraj and Non-Violence

UNIT IV: POLITICAL IDEOLOGIES

- i. The Idea of Radical Humanism- M N Roy
- ii. The Idea of Democratic Socialism- Jaiprakash Narayan
- iii. Feminist Thought- Chandra Mohan Palpady
- iv.

SUGGESTIVE READINGS:

- Indian Political Thought, O.P. Gauba, Mayur Paperbacks
- Indian Political Thought, K. S. Padhy, PHI Learning, Private Limited, New Delhi
- Foundations of Indian Political Thought: An Interpretation (From Manu to the present Day), V.R.Mehta. •Modern Indian Political Thought, Text and Context, Bidyut Chakrabarty, Rajendra Kumar Pandey, Sage Publications
- Indian Political Thought, Themes and Thinkers, Himanshu Roy, M.P. Singh, Pearson
- Jayapalan, N. (2000). Indian political thinkers: Modern Indian political thought. Atlantic Publishers & Dist.
- Padhy, K. S. (2011). Indian political thought. PHI Learning Pvt. Ltd.
- Political Thought in Modern India, Thomas Pantham, Kenneth L Deutsch, Sage Publications.
- Kapila, S. (2021). Violent fraternity: Indian political thought in the global age. Princeton University Press.

Course Title: WESTERN POLITICAL THOUGHT
Semester: 2nd

Course Code: ITEPMWP226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Comprehend the Western tradition of Political Thought which has hugely influenced the growth of political processes, institutions and ideas around the world.*

UNIT I: HISTORICAL CONTEXT OF WESTERN THOUGHT

- i. I. Political Development of Western Society- From Confessional to Secular State.
- ii. II. Western Political Thought: Evolution and Significance.
- iii. III. Major Themes of Western Political Thought.
- iv. IV. Meaning of Classical Tradition in Western Political Thought

UNIT II: CITIZENSHIP AND VIRTUE

- i. I. Relation between Politics and Virtue in Greek Political Thought
- ii. II. Plato: The Idea of a Philosopher King
- iii. III. Aristotle: Citizenship and Rule of Law
- iv. IV. St. Augustine: Politics as Earthly City

UNIT III: STATE AND RIGHTS

- i. I. Niccolo Machiavelli: Politics as Statecraft
- ii. II. Thomas Hobbes: State as the Condition of Freedom
- iii. III. John Locke: Rights and Constitutional Government
- iv. IV. Jeremy Bentham: Government as a Utility

UNIT IV: FREEDOM AND DEMOCRACY

- i. I. J. S. Mill: Concept of Liberty
- ii. II. J. J. Rousseau: Popular Democracy
- iii. III. Karl Marx: Communist Society
- iv. IV. Mikhail Bakunin: Anarchy and Freedom

SUGGESTIVE READINGS:

- Barker, Ernest. The political thought of Plato and Aristotle. Courier Corporation, 2012.
- Saxonhouse, Arlene W. "From tragedy to hierarchy and back again: women in Greek political thought." The American Political Science Review (1986): 403-418.
- Sinclair, Thomas Alan. A history of Greek political thought. Vol. 34. Routledge, 2013.
- Balot, Ryan K. Greek political thought. John Wiley & Sons, 2008.
- Morrow, John. History of Western political thought. Macmillan International Higher Education, 2019.
- Elshtain, Jean Bethke. Augustine and the Limits of Politics. University of Notre Dame Press, 1997.
- Von Heyking, John. Augustine and Politics as Longing in the World. University of Missouri Press, 2001.
- Bentham, Jeremy. "Of the principle of utility." Ethics (1994): 306-312.
- Doody, John, Kim Paffenroth, and Kevin L. Hughes, eds. Augustine and politics. Vol. 15. Lexington Books, 2005.
- Pocock. John Greville Agard. The Machiavellian moment: Florentine political thought and the Atlantic republican tradition. Vol. 93. Princeton University Press, 2016.
- Lucchese, Filippo Del. "Machiavelli and constituent power: The revolutionary foundation of modern political thought." European Journal of Political Theory 16.1 (2017): 3-23.
- Barthas, Jeremie. "Machiavelli in political thought from the age of revolutions to the present." The Cambridge Companion to Machiavelli (2010): 256-73.
- Hull, Gordon. Hobbes and the making of modern political thought. Bloomsbury Publishing, 2009.
- Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press
- Sabine, George H., and Thomas L. Thorson. A History of Political Theory, 4th ed., 1973.

- Maud Eduards. "Western Political Thought." *Acta Sociologica*, vol. 26, no. 2, 1983, pp. 189-193.
- McClelland, John S. *A history of western political thought*. Routledge, 2005.
- Wolin, Sheldon S. *Politics and Vision: Continuity and Innovation in Western Political Thought-Expanded Edition*. Princeton University Press, 2016.
- Nelson, Brian R. *Western political thought: From Socrates to the age of ideology*. Waveland Press, 2015.
- Bakunin, Mikhail Aleksandrovich, Michael Bakunin, and Bakunin Michael. *Bakunin: Statism and Anarchy*. Cambridge University Press, 1990.
- Bakunin, Mikhail Aleksandrovich. *God and the State*. Courier Corporation, 1970.
- Chomsky, Noam. "Notes on anarchism." (1994).

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *Demonstrate reading, writing, listening, speaking, and thinking abilities in L2.*
- *Recognize the link between language and mental skills and demonstrate their knowledge skills effectively for all purposes,*
- *Build inter-personal relationships and enhance social skills*

UNIT I: LANGUAGE, SOCIETY, AND LEARNING.

- i. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism. Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- ii. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages.
- iii. Language and education; notion of first language, second language and others

UNIT II: SPEECH AND WRITING

- i. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
- ii.

UNIT III: UNDERSTANDING GRAMMAR

- i. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts
- ii.

UNIT IV: BASIC COMMUNICATION, CRITICAL READING AND THINKING SKILLS

- i. Pronunciation and listening comprehension skills.
- ii. Reading and reading comprehension skills. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.
- iii. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.
- iv.

PRACTICUM

- Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; supra segmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
- Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

Course Title: UNDERSTANDING INDIA (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)

Course Code: ITEPVIK226

Semester: 2nd

Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *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 learning to their students of different Indian traditions in an easily digestible manner*

UNIT I: PHILOSOPHY AND CULTURE-LIFE STYLE

- i. Vaishesika, Nyaya, Samkhya, Purva Mimansa and Vedanta [theory and major thinkers]
- ii. Vedanta : philosophical systems [Advaita ,Vishishtadvaita ,Dvaita , Kashmir Shaivism]
- iii. How do Indians value spirituality? Spirituality and social responsibility; importance of spirituality in current times.
- iv. Food [regional cuisines, Ayurveda diet , food and festival ,vegetarianism ,
- v. Clothes [traditional Indian clothing , textile arts, religious costumes, clothing status ,gender and globalization in clothing]
- vi. The lifestyle of Yoga; adapting ancient lifestyle –A path towards longevity.

UNIT II: SCIENCE , TECHNOLOGY AND LINGUISTIC TRADITIONS

- i. Arthmetic, Physics, Metallurgy, Logic and Chemistry.
- ii. Astronomy and India's contributions to the world.
- iii. Technology in the economy: Agriculture, Transportation
- iv. History of Linguistics in 2India (Conceptualizing Ancient Indian Linguistics, Oral traditions etc.)
- v. Evolution of Language and its identity, culture and history.

SUGGESTIVE READINGS:

- Dharampal (2000). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century.
- Radhakrishnan, S.(1951). Indian Philosophy.
- Sri Aurobindo(1990). The Foundations of Indian Culture.
- Krishnamurti J (1996). Education and Significance of Life.
- Rao, S.R (1991). Dawn and Devolution of the Indus Civilization.
- Kumar, Krishna (2005). Political Agenda of Education.
- Sharma, R.N (2014). Indian Philosophy of Education.

Course Title: TEACHER AND SOCIETY
Semester: 2nd

Course Code: ITEPVT226
Credits: 4

LEARNING OUTCOMES: *After completion of the course, student teachers will be able to:*

- *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,*
- *Demonstrate an ability to critically reflect on personal and collective practices so as to improve learning and teaching,*
- *Conceptualize teacher agency, its individual, contextual and structural dimensions and how it gets impacted and in turn shapes education.*

UNIT I: UNDERSTANDING AND NUTURING THE TEACHER

- i. Teacher as a Person: Teachers Beliefs, Values and Aspirations; Social and Cultural Background of Teachers in India; Teachers Identity, Ethics and Commitment to Education.
- ii. Teacher as a Professional: Qualifications and Teacher Education; Attitude, Aptitude and Teaching Skills; Communication Skills and Classroom Management.
- iii. Models of an Effective Teacher: Charismatic and Inspiring Teacher; Competent and Skilled Practitioner; Teacher as a Mentor and Guide.
Holistic Development of Teachers; Personal Growth and Emotional Well Being;
- iv. Professional Collaboration with Colleagues; Introduction to Panchkosha Concept (Physical, Mental, Intellectual and Spiritual Development) in Education.

UNIT II: TEACHER AND NEW INDIA

- i. Teacher Agency and Leadership: Teacher as an Agency; Role of Teacher in School Development and Community Engagement; Teacher Participation in Educational Change and Reforms.
- ii. Teacher and Educational Policy: Role of Teacher in Implementing National Education Policies; Understanding Reforms in Indian Education; Teachers Contribution in Nation Building.
- iii. Teacher and Social Responsibility: Addressing Gender, Caste, Disability and Cultural Diversity; Promoting Equality and inclusion in Classroom; Reducing Educational Disadvantage.
- iv. Teacher in the Changing World: Impact of Technology and Digital Learning; Globalization and its influence on Indian Education; Mental Health, Social Media and Youth Challenges; Developing Critical Thinking and Democratic Values.

PRACTICUM

- Take up a case study of any one teacher education Institution.
- Write a biography of any one of your favorite teachers/Educationists.

SUGGESTIVE READINGS:

- Adaval, S. B. Quality of Teacher (Allabad)
- Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
- Ahiya, R. L. The Teacher of Teacher (New York)
- Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956).
- Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
- Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975).
- Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

- National Council for Teacher Education. Competency based and commitment oriented teacher education for quality school education (Initiation document IVS NCTE